

Investigating the Effect of Classroom Discourse Interaction on Improving Iraqi EFL 5th Preparatory School Students' Performance in English Conversation

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Abstract

Classroom discourse interaction is highly important in foreign language teaching and learning because it incorporates verbal interactions between students and their teachers, it is a powerful way for immersing students and converting them into active learners. It refers to all forms of conversation that take place in the classroom. Therefore, this study investigates how powerful and valuable classroom discourse interaction on improving Iraqi EFL5th preparatory students to create an interactive communicative environment that allows students to perform a real conversation in English language. It is limited to Iraqi EFL 5th preparatory school students in Maysan Province during the academic year 2021–2022. The study's population consists of (152) Iraqi EFL 5th preparatory students. The study sample is made up of (81) of students, divided into two groups (experimental group and control group). The pilot sample is made up of (25) students. Two tests (pre-test and post-test) are designed to achieve the aims of the study. The analysis of the results shows that implementing classroom discourse interaction with preparatory school students is more effective in helping students learn a foreign language and develop their conversational skills. Therefore, the obtained findings at the end of the experiment revealed that there was a statistically significant difference in performance between the experimental group and control group on the posttest. Finally, based on the findings of the study and conclusions, a number of recommendations and suggestions for further studies are given.

Keywords: Effect, Classroom Discourse, Performance, Conversation

Introduction

Statement of the Problem

Nowadays many EFL students have some problems in practicing English in the classroom. So, speaking fluently and accurately are their primary worry. Teachers of foreign languages must understand how to establish an interactive classroom environment in which students may practice their language skills. The subject addressed in this study is how classroom discourse interaction can improve students' performance in speech output to converse effectively and spontaneously in a variety of interactive situations utilizing English language. A number of studies have revealed that the performance of EFL students in conversation is poor.

According to Rababa'h (2005), EFL Arab students face a difficulty in speaking English. Many learners lack the appropriate vocabulary, strategic and communicative ability to convey their meaning; as a result, they cannot keep the interaction going.

Furthermore, a study written by Basim (2007) confirms that the great majority of Iraqi students still struggle with utilizing their EFL speaking skills. These challenges could be due to the usage of the mother tongue, lack of vocabulary, anxiety caused by the fear of making mistakes, poor listening strategies, insufficient training, huge number of students in classroom, lack of time and the English speaking programs in Iraq are ineffective in developing students' English speaking skills.

Moreover, Kadhim and Abid Saleh(2017) refer to other reasons and mention that Iraqi EFL students have difficulty initiating and ending conversations. The mandated textbook, insufficient exposure to genuine conversations, techniques of teaching conversation, and the students' deficits in speaking and unawareness of the structure of talks are all factors that contribute to these challenges.

In the view of this situation, Iraqi EFL students have a poor level of performance in conversation. This problem can be solved by devising an effective remedial strategy. Therefore, the researcher suggests classroom discourse interaction for improving the situation.

Aims of the Study

The study has a set of aims that it hopes to achieve at the end of it. The study aims at:

1. Investigating the effect of the classroom discourse interaction on improving Iraqi EFL 5th preparatory students' performance in conversation.
2. Developing students' communication skills in conversation.
3. Increasing students' participation in classroom discourse.

Significance of the Study

The significance of this study is to look at how effective and significant the classroom discourse interaction on improving Iraqi EFL 5th preparatory students to create an interactive communicative environment that allows students to perform a real conversation in English language. Classroom interaction can help students develop their language skills by providing good language opportunities for practicing a conversation. Students may communicate their ideas, reasoning, and thinking in a rich classroom conversation. In brief, It is hoped that this study can make a contribution towards developing English conversation in Iraqi preparatory schools. Furthermore, the current study can open the way to further studies on this topic. The outcomes of this study will provide the teacher to develop the students' performance in conversation.

Research Questions

The current study addresses the following questions:

1. Is there a significant difference in post-test (Mean Scores) between students of the experimental group who are taught with CDI and those of the control group who are taught using the prescribed method?
2. To what extent the CDI effects on improving Iraqi EFL 5th preparatory students'

performance in conversation?

Limits of the Study

The study is limited to:

1. The academic year 2021-2022 .
2. Iraqi EFL 5th preparatory school students(male) in Maysan Province.
3. 5th preparatory textbook English for Iraq: units 5 and 6.

Procedures of the Study

In order to achieve the aims of the study, the following procedures are followed:

1. Selecting a random sample of 5th grade preparatory school students, they are randomly divided into two groups: a control group and an experimental group.
2. Constructing a pretest and posttest to be exposed to experts to ensure its validity.
3. Conducting a pilot study to check the reliability and practicality of the test.
4. Administering the test (as a pre-test) to the experimental and control groups to assess the performance of the students in conversation
5. Conducting a final administration of the test (as a post-test) to the students of both groups to find out whether the classroom interaction has any effect on students' performance in conversation has been abandoned.
6. Analyzing the collected data to get the results using suitable statistical tools Finally, presenting the obtained results to come up with conclusions and suggestions for further studies.

Definition of Basic Terms

Effect

Collins(1979:451) defines the term Impact as a change that can occur in a thing or person by another thing or person. Operationally the term Impact can be defined in this study as the effect and the change of classroom discourse based-interaction on developing students' performance in conversation.

Classroom Discourse

Van de Walle et al (2014:20) state that classroom discourse refers to the interaction that occur throughout a lesson between all the participants.

Gonzalez(2008:13) classroom discourse, which includes both teacher–student and student–student exchanges, is defined as an important component of learning. Because a healthy interchange of ideas might include competing opinions, It is essential to provide a positive and supportive school climate for all students.

Performance

Chomsky(2006:103) defines "performance" as the ability to apply a specific competence to talking-hearing methods and demonstrate individual knowledge.

Conversation

According to Geis's(1995:184) conversations are frequently structured by sets of turns in which the parties appear to be doing something specific and the utterances that make up the turn appear to arrive in pairs. In this study, the term conversation can be defined operationally

as the ability of the students to communicate effectively inside the classroom. It is a type of discussion-based lesson in which students' conceptual and language abilities are developed through guided discourse and all students are held responsible for their involvement.

Literary Review

Definition of Classroom Discourse

Gumperz(1977:17) defines classroom discourse as specific conversational patterns that are considered as a unique whole, different from other sorts of discourse, and are marked by particular norms of speech and non-verbal conduct, as well as clearly defined openings and closings.

Similarly, Widdowson(1984:100)describes classroom discourse as an interactive communication process that takes place in the classroom. This communicative process is characterized by interaction, there should be something to communicate, as well as a giver or sender and a recipient of that particular item, besides interaction between sender and receiver.

Linguistically, the term discourse has been used to describe several forms of language used in various social circumstances, including newspaper discourse, advertising discourse, classroom discourse, and medical consultation discourse(Fairclough,1992:3).

Allwright &Bailey(1994:61) state that classroom discourse refers to both spoken and written language in the classroom. It is primarily concerned with spoken language as it is used in the classroom by the teacher and students.

On the other hand, Clark and Clark(2008) highlight that a classroom discourse refers to what happens in the classroom. It is a complex socio-cultural process that incorporates meaning-building processes in the development of students' social identities. In terms of teaching and learning, teachers in the classroom have a role to play. This is because they have influence over the learning objectives, styles, and activities, which have an impact on power dynamics and the words used in these contexts. So, it is critical to think about the roles and communication that takes place between teacher and students in the classroom.

Types of Classroom Discourse Interaction

Teacher-Whole Class

According to Tang (2010:29-48), in the majority of EFL classrooms, the teacher always initiates this form of classroom interaction by asking questions, and the students react to the teacher's queries. It means that during teacher-to-total-class engagement, the teacher must encourage students to speak by asking them questions verbally .

Rivera, on the other hand(2010:47-61) explains that there are four forms of teacher-whole-class interactions: explanations, praises, information, and directives. It indicates that the interaction between the teacher and the entire class is critical for getting students to talk.

Student –Student (SS)

Paula(2002:128) asserts that students' talk with their peers about the topic is an effective technique for them to reinforce what they have learned. However, teachers should encourage students' interaction in order to make them active participants in the learning process and

providing them with numerous opportunities to practice and deal with the foreign language. Here, students can use the language freely while also adjusting their weaknesses and having a clear idea of their levels and on what they need to focus on. Many theories of learning hold that information is actively generated and abilities are enhanced through interactions between students.

Mingling

Harris(1974:84) points out that the mingle pattern is an activity that can be used to make learning more interesting for students. The mingle approach, also known as the speed speaking method, involves students moving around and conversing with one another in order to gather knowledge. The mingling pattern is frequently used to practice asking and responding questions. During the mingling period, students should walk about the classroom and mix with their peers by locating a partner with whom they have not previously worked, asking each other questions and recording the responses they get.

Conversation

Gabor(1983:13) defines conversation as the main form of communication in which we convey our feelings, sentiments, thoughts, objectives, and views to people with whom we come into contact. It is also the most common way to make new acquaintances and form new partnerships.

Similarly, conversation is a means for transmitting social interactions and personal opinions, as well as for demonstrating solidarity and maintaining social unity. Speakers with an interactive nature or reason participate in a discourse by developing a shared vision, sharing a common perspective, and negotiating role-relationships. In fact, most conversation appears to have a hybrid of two functions: there appears to be a continuum from purely transactional to completely interactional (Cutting,2002:23).

Another definition written by Schegloff (1992:375-6) is that conversation is a broad word that refers to a condition of communication in which one person speaks at a time and all members of the group are engaged in the same conversation.

Elements of Conversation

According to Harris(1974:75) conversation skill has five components .

Perception

Oral communication necessitates both a subject who responds to speech and one who initiates it.

Grammar

Students should be able to construct a correct sentence in conversation. It is consistent with Heaton's (1978) assertion that students' capacity to alter structure and recognize suitable grammatical forms is appropriate. Grammar is also useful for learning the proper technique to achieve proficiency in a language in both oral and written form.

Vocabulary

The suitable diction employed in communication is referred to as vocabulary. One

cannot communicate successfully or convey their views in both oral and writing form without a suitable vocabulary. students who have a restricted vocabulary have another challenge to acquiring a language. Little can be communicated without grammar, and nothing can be communicated without vocabulary. Therefore, the researcher came to the conclusion that English learners who do not grasp vocabulary adequately will not be able to speak or write English effectively(Ibid:1974).

Pronunciation

When students communicate, they use phonetics to develop clearer language. It is concerned with the phonological process, which is a part of a grammar that consists of the parts and rules that define how sounds vary and pattern in a language. Phonemes and supra-segmental characteristics are two aspects of pronunciation. The researcher deduced from the previous remark that pronunciation is the study of how words in a given language are formed clearly when individuals talk. Pronunciation is important in communication since it helps people comprehend what they are saying(Ibid:1978).

Fluency

Ellis(2009:475) explains the term fluency as the ability to use the target language in a real situation to emphasis meanings . The capacity to read, talk, or write fluently, smoothly, and expressively is referred to as fluency. To put it another way, the speaker is able to read, interpret, and react in a language in a clear and simple manner while linking meaning and context. The capacity to talk fluently and properly is known as fluency.

Previous Studies

Many researchers including teachers, linguists, and academics did several studies on classroom interaction.

Bailey(1974) investigated the structure of classroom interaction as it progressed from student to autonomous classroom instruction. Nine teachers were chosen at random from a group of 30 secondary social studies teachers who had just graduated from the University of Nebraska. The study discovered that after two years of autonomous classroom experience, the nine teachers' interaction patterns altered dramatically. Second, greater direct influence behaviors demonstrated that during autonomous classroom instruction, the majority of teachers were more indirect in their teaching approach.

On the other hand, Consolo(2006) did a research in EFL university classrooms in Brazil to examine and analyze instructor speak, student talk, and student perspectives on communication practices. The teacher and students both perform social roles. The study focused on the oral interaction that took place in these classes, as well as the features of teacher and student participation in classroom conversation. The study used a mixed-method design to collect data and used both qualitative and quantitative approaches (i.e. questionnaires, interviews, and observations) to do so. Following discourse analysis processes, the data was analyzed and transcribed. Questionnaires were used to collect data on the students' backgrounds and goals for learning English. Five courses were observed, with four professors and 57 students ranging in age from 17 to 25 years old among the participants. The majority of the pupils were in their first year of university. The type of activity and pedagogical goal were examined, as well as patterns of interaction (whole class, groups, and pairs) and the various uses of such patterns in achieving the lesson's goal. The study results revealed that interaction develops under the teacher's scaffolding methods, which are determined by the form of the question and sub-questions

addressed, as well as follow-up movements and assistance based on the student's responses. The teacher kept strong control over the substance of the discussion, ensuring that the grammatical focus was maintained throughout student engagement and dialogue.

Similarly, Bicha(2016) examined empirically increasing EFL students' oral proficiency during classroom interaction. This research intended to investigate how classroom interaction improves students' oral production and to explain why successful classroom interaction in EFL classes is so crucial. In addition, investigate students' reactions to learning in an interactive setting. This study gathered data by using a questionnaire that is used to get data from participants' self-reporting of their attitudes and beliefs. This research focuses on English language department third-year students. The sample of participants was 80 divided into two groups, controlled group and experimental group. The study confirmed that classroom interaction is an important strategy for students to practice and encounter EFL in a communication situation, as well as to improve their skills, particularly their oral production, because all students strive to be able to speak the language effectively in a variety of situations. Furthermore, students enjoy learning cooperatively through the use of various techniques because they find them useful and helpful .

Again Bouhafid(2018) explored a study concerning examining oral interaction in the classroom in an EFL setting. The primary goal of this study was to investigate the forms of interaction that occurred in an EFL classroom, as well as the teacher's tactics for encouraging classroom engagement. A case study of first-year EFL students in the English department at Tlemcen University was conducted for this aim. Two research tools were used to collect data: a student questionnaire and a classroom observation. The information gathered was examined both subjectively and quantitatively. The findings demonstrated that in the EFL classroom, there were two forms of classroom interaction. The sequence initiation (when the teacher asked questions), response (when the student answered the teacher's questions), and feedback (when the teacher evaluated the students' performance) were used to communicate with the students. In addition, students sought clarification and disputed and discussed a variety of themes with the teacher or their classmates.

In other words, Alsaif (2018) looked into the patterns of classroom interaction in a specific English classroom setting in Saudi Arabia. The IRF (Initiation, Response, and Feedback) patterns of classroom interaction examined in this study are the most typical classroom interaction structures. This study looked at how EFL teachers employed the third feedback turn of interaction. It discovered that teachers used various types of scaffolding to help students communicate and participate more effectively. Teachers were scaffolded by asking a variety of questions, including referential and display questions, and by switching codes. The study found that teachers' relationships with students were critical in the development of classroom communication and interaction. Finally, the study stated that the teachers should provide opportunities for students to communicate about their own experiences and issues in their life, since they often value this chance.

Discussion of Previous Studies

According to the previously stated studies, clearly different elements of classroom interaction have been investigated. The researcher of the current study attempts to conduct a study concerned with classroom discourse interaction and its effectiveness on developing Iraqi students' performance in 5th preparatory school in English conversation inside the classroom in Maysan province, so the current study's title is quite different from the previous studies. The study's sample differs significantly from all of the previously stated researches

except for Saputra (2019). Most prior studies' samples were confined to university students, but the current study's sample is limited to 5th preparatory students in Iraq, Maysan province.

Furthermore, the researcher presents new research topics in comparison to past studies. Aside from that, the current study differs from earlier ones in terms of importance. Moreover, past studies did not pay too much attention to classroom discourse as the current study does in order to improve students' communication skills. Finally, in this study, the researcher uses a pre-test, and post-test as a tool to collect data. The statistical analysis is carried out by the researcher using the SPSS application.

Methodology

Population and Sample of the Study

Ary et al(2010:148) indicate that the term population refers to all members of a well-defined group of individuals, situations, or objects. In this study, the population is (152) male students, and the target sample consists of(81)male 5th preparatory students from Al-Andalus preparatory school placed in the center of Maysan province, chosen randomly. The school contains of four classes, each class has (40) students. The researcher selected two classes(A and B) consisting of (85)students in total. Class (A) represented the experimental group, which consists of (42) students, class(B) on the other hand, is described as the control group which contains(43)students.

Table (3.1) Shows Sample of the Study

Group	Section	Treatment	Total Number before exclusion	Total Number after exclusion
EG	A	CDI Techniques	42	41
CG	B	Prescribed way of Teaching English Language	43	40
Total			85	81

Equivalence of the Groups.

Christensen(1980:94) states that during the experiment investigation, extraneous factors besides the independent variables have the power to affect the independent variables. The researcher must retain their attention in order to avoid erroneous results. Before the study begins, the researcher has no idea if the groups are equal. Perhaps the experimental group's class would have performed better in the pretest if they had not been given the experimental treatment. It is better to create comparable groupings by balancing individual variances among group members. Some variables may alter the study outcomes if there is no such equivalency. Before the experiment begins, group equalization is created. Both groups were equalized in the following factors in order to achieve more accurate findings from the experiment.

1. The Age for Each Student.
2. Academic Achievement for Students' Parents.

3. Students' Scores in English for the First-Course Examination of the Same Academic Year(2021-2022).

Extraneous Variables Control

Raizi(1999:47) claims that extraneous factors must be controlled before the results of an experimental investigation can be trusted. Thus the researcher cannot be certain of the independent variable's impact on the dependent variable.

Therefore, the researcher's aim is to control such dangers by removing their consequences. Therefore, the researcher attempted to manage the following uncontrollable variables:

1. History
2. Maturation
3. Mortality
4. Selection Biases

Teaching Material

The two groups (experimental and control) were compared once the internal variables were equalised and their significance was determined. The researcher employed all of the materials required in English for Iraq textbook for 5th preparatory students(units 5and6), including the activity book and student's book for the second course.

Instruction Period

The experiment began on January 11th , 2022. It took (ten weeks and finished on March 2022,18th. Five classes each week were allocated to each group. To prevent the "Teacher Variable" effect and to improve the experiment's validity and reliability, the researcher opted to instruct both groups by himself. The EG was taught based on CDI techniques, but the CG was taught using a predefined method. The current study's lesson model was presented to a jury of specialists in the fields of TEFL and linguistics.

Control Group (CG)

When teaching conversation skills to the CG, the researcher followed the processes and directions offered by the guide book (Teacher's Book) for the 5th preparatory class.

1. Express wishes for the present and the future orally and in writing .
2. Orally elicit the names of the foods and drinks depicted in the pictures at the top of the page .
3. Any new words that come up, such as delicious, fresh, nutritious, unhealthy, spicy, delectable, grilled, taste, olive oil, cereal, and energy, should be presented.
4. How many kinds of meat did you write about? Check understanding of the container words before the students do the exercise.
5. Ask students to talk about what they like and do not like to eat.

Experimental Group(EG)

The experimental group was taught by using CDI. The first lesson served as an acquaintance session to familiarize students with the arrangement of groups and duties. The students were distributed into groups by the researcher, the students can also work in pairs, they can consider a problem or issue on their own, then collaborate in pairs to come up with

viable solutions before discussing their findings with the rest of the class. The experiment's processes are classified into three main parts. First, the pretest was given one week before the treatment lesson were given. Then, over the course of eight weeks, treatment lessons were presented four lessons per week . One week following the last lecture, the post-test was given.

Pre-Test and Post-Test Administration

The pre-test was held on January 22nd, 2022 in order to compare students' pre-test and post-test scores. The post-test was done on April 16th, 2022 using the identical processes as the pre-test (reliability, validity, relatively similar pilot test, item difficulty and discrimination). In addition, the test was judged by a jury of TEFL and linguistics specialists from different universities in Iraq.

Scoring Scheme of Test

The scoring scheme serves as the foundation on which the researcher can evaluate the results. For the sake of impartiality and dependability, a precise scoring method must be used. The researcher employed an analytic scale to provide scores to the students, which was divided into categories, and the researcher followed these scoring standards for each category. Brown's (2001:406-407) oral and written proficiency test scoring scheme is used by the researcher. The test has a total score of 100, which is evenly distributed on four questions. The conversation test has five components in each question.

Results and Discussion

The Pre-Test and Post-Test Scores Comparison.

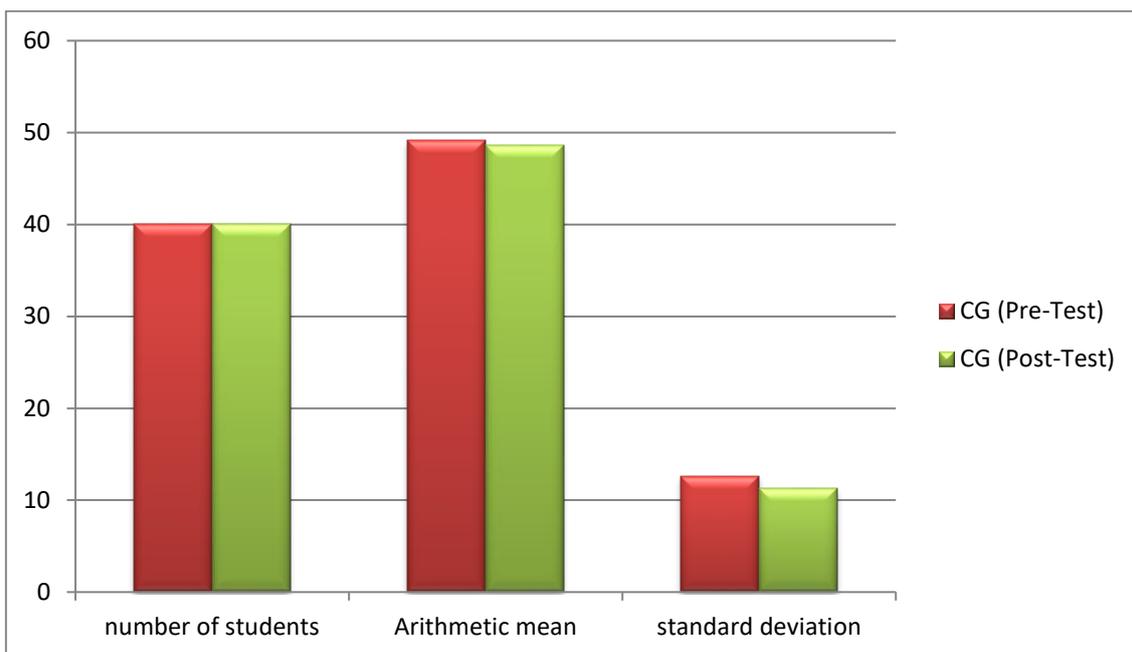
Comparison of the Pre-test and Post- test Scores of CG

According to the CG, the pre-test mean score for the control group is (49.100), whereas the post-test mean score is (48.6500). The T-test formula is used to determine whether or not there is a significant difference in pre-test and post-test results. The calculated T-value is (0.482), but the tabulated T-value is (1.684). This indicates that there is a small difference between both, with the post-test being slightly higher than the pre-test

Table (4.2) Mean, Standard Deviation, and T-values of the Students Pre-test and Post-test of the Control Group

Test	No.	Mean	SD	DF	T-Value Calculated	Table	Level of Significance
Pre-test	40	49.1000	12.64871	39	0.482	1.684	Not Statistically significance
Post-test	40	48.6500	11.22851				

Graph(4.2) Comparison of the Pre-test and Post- test Scores of CG



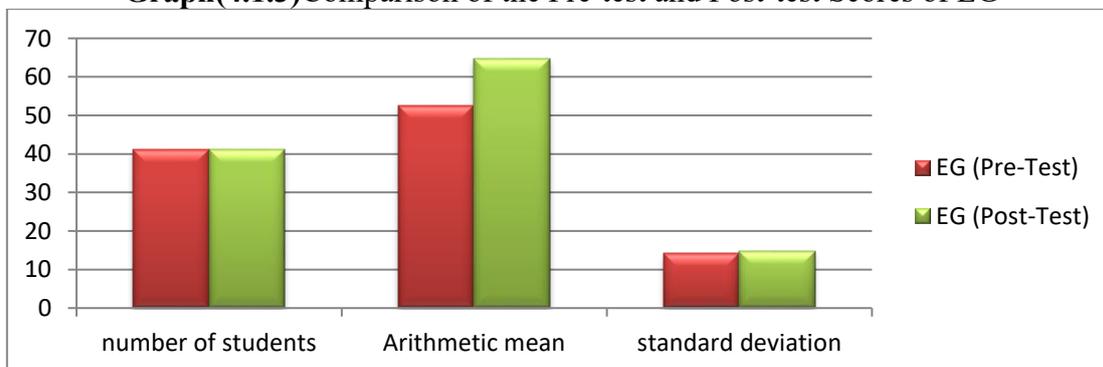
Comparison of the Pre-Test and Post Test Scores of the Experimental Group

Regarding the EG, the pre-test mean scores was(52.4146) while in post-test it is found to be(64.7561). The T-test formula is used once again to show whether or not the difference between the pre-test and post-test scores is significant. So, the calculated T-value(6.406) is higher than the tabulated value(1.684) at (0.05)level of significance which explains that there is a statistically significant difference between the pre-test and post-test because of the impact of adapting CDI during the period before conducting the post-test as it is shown in the following table:

Table (4.1.3)Mean, Standard Deviation, and T-values of the Students’ Pre-test and Post-test of the Experimental Group

Test	No.	Mean	SD	DF	T-Value calculate d	table	Level of Significance
Pre-test	41	52.4146	14.19503	40	6.406	1.684	Statistically significance
Post-test	40	64.7561	14.76784				

Graph(4.1.3)Comparison of the Pre-test and Post-test Scores of EG



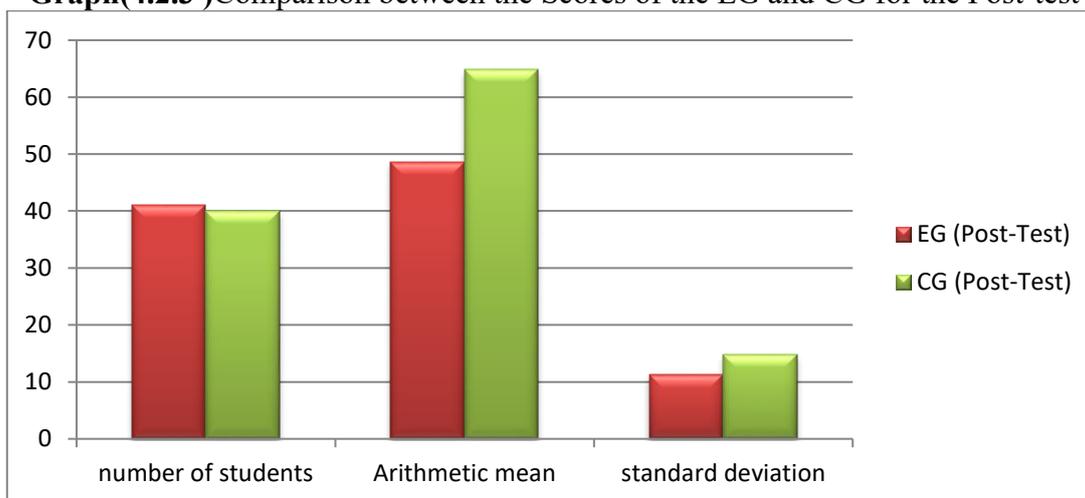
Comparison of the Experimental and Control Groups' Post-Test Scores

The findings of the post-test on both groups reveal that the EG mean score is found to be(48.6500) while the mean score of CG is(64.7561) are respectively indicating that the experimental group's performance is better than the control group. The researcher adopted T-test formula in for the groups in order to clearly determine and show whether or not the difference between the two groups is significant. The results of T-test state that the calculated T-value of the post-test is(5.515), whereas the tabulated T-value is(1.98). This means there is a significant difference between the two groups at(0.05)level of significance (0.05). So, the results reveal that the researcher's selected and implemented CDI is more productive and useful than the traditional method.

Table (4.2.3) Mean, Standard Deviation, and T-values of the Students' Post-test for the Experimental and Control Groups

Group	No.	Mean	SD	DF	T-Value		Level of Significance 0.05
					Calculated	Table	
EG	41	48.6500	11.22851	79	5.515	1.98	Statistically significance
CG	40	64.7561	14.76784				

Graph(4.2.3) Comparison between the Scores of the EG and CG for the Post-test



Research Questions

The researcher has written two questions in chapter one. The parametric t-test with paired samples was used to investigate these questions in this section (Paired-Sample T Test), to assess experiments in which each participant was observed twice in two separate settings, the T-test with paired samples was utilized. The size of the variance was investigated in two places in these tests (before and after). In the paired data design, the research question was whether there was a difference between the values of the means in the two paired samples of the population or not, as opposed to the assumption that there was a difference between the values. The following was the t-test research questions for paired samples:

RQ1: Is there a significant difference between the mean scores obtained by the students of the experimental group who are taught based on CDI and that of the control group who are taught by using the prescribed method in post-test?

Moreover, the analyzed data showed that the CDI has a powerful impact on students' performance in conversation. Students became more interactive, motivated and helpful in the classroom, they liked to practice conversation every day with each other, this seems to be an answer to question two arisen by the researcher:

RQ2: What is the impact of CDI on the performance of Iraqi EFL 5th preparatory students' performance in conversation?

Discussion of the Results

When the data were analyzed and reviewed, it was discovered that there was a significant difference between the experimental and control groups. In terms of the post-test, the experimental group's mean score was (42.13), while the control group's was (30.20). This shows that the experimental group's achievement is much higher than the control group. Furthermore, the significance level of the test is 0.000, indicating that the students' scores before and after treatment are completely different. Then, it is clearly true to say that when following the treatment, students' scores increased. However There is no relationship between the two groups' scores in post-test. Accordingly, CDI, which is implemented to develop students' performance in conversation skill for the experimental group, appears to be more valuable and effective than the traditional prescribed method because of the following:

1. When CDI is used correctly in English classes, it leads to the development and improvement of language skills, particularly speaking skills. This might be due to the fact that CDI is a student-centered method that encourages students to complete work objectives.
2. CDI encourages kids to be active by forcing them to think and be creative by requiring them to generate longer and typically more varied sentences since they can relate replies to their interests or use linguistic structures and terminology of their choice.
3. CDI is a creative process that breaks up the routine of the classroom and makes learning more enjoyable, hence increasing motivation and participation.

Conclusion

The following conclusions are reached based on the empirical evidence and findings of the submitted research as well as the researcher's own views during the experiment .

1. According to the analysis of the tool employed in this study the pre-test and post-test results indicate that CDI has successful techniques for improving students' oral output. The classroom interaction has a favorable influence on the students' speaking ability. It motivates students to participate, builds confidence, and prepares them for real-world communication. It also allows students to practice using the target language.
2. The use of CDI generates conditions that increase students' oral communication, such as when students work in pairs, teams, and hold talks with their teachers or classmates inside the classroom. Therefore, the findings indicate that there is a relationship between CDI and developmental language abilities in general.
3. The observations indicate that in order to promote EFL learners to interact, their teachers must be both motivators and correctors. Teachers must change their teaching methods by adopting classroom discourse techniques that increase interaction in which students engage in pairs , groups, negotiating of meaning , discussion , role-play

- and scaffolding besides giving opportunities for their students to share their opinions.
4. When functions are completed in groups, learning becomes more interactive, interesting and exciting.
 5. In comparison to other skills exercises, it appears that the time allotted for some of the conversation practices in the 5th preparatory school's curriculum is short.
 6. To conclude, this study is being undertaken not just to help students improve their speaking skills, but also to help teachers realize the value of classroom interaction.
 7. CDI enables teachers in identifying students' strengths and weaknesses, as well as assisting them in closing the gaps.
 8. Implementing CDI can help students find their latent talents and make the transition from passive to active learners. Teachers find it difficult, if not impossible, to discover students' hidden skills since they are responsible for practically doing all of the class activities, lesson presentations, and closed-ended questions.

Recommendations

The following recommendations are provided in light of the findings of this study:

1. The CDI can be used to improve students' performance in English conversation in the preparatory and other stages, taking into account the students' age, needs, interests, and degrees of linguistic skill.
2. In our EFL classroom lessons, we should focus more on English conversation practice. This primary skill should be given more time and attention .
3. In our EFL lessons, students should be given extensive opportunities to practice speaking for real purposes(e.g., to describe, narrate, apologize, invite, congratulate and so on).
4. Students should take on more responsibility in their study of conversation skills becoming the center of the learning process. They should be given the opportunity to assess their own conversational performance. In this way, students can become more self-sufficient and engaged in the process of learning to talk. This necessitates a shift in the teacher's position from that of an authoritative figure to that of a facilitator, conversation organizer, assistant, and language consultant.
5. Teachers must encourage participation in the classroom by involving them in a number of activities that motivate them to optimize and expand their quantity of talking time in order to get as much experience and exposure to the English language as possible.
6. Teachers are recommended to establish a comfortable and pleasurable environment in the classroom so that students feel free to practice a conversation and demonstrate their abilities.
7. Teachers should recommend students to be aware of the listening skill because a good listener is thought to be a good speaker, listening has a significant impact on their oral production.
8. Teachers should take into account more student interaction in the classroom is critical and required in foreign language learning, particularly for oral abilities. As with any language, learners must have more opportunities to interact with others in order to enhance their skills.

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