

Theoretical And Procedural Reference For Classroom Interaction - Field Approach-

Bendar Nassima, Echahid cheikh Larbi Tebessi University Tébessa
Boussahla ines ,kasdi Merbah University Ouargla

Received: 2023-05-19; **Revised:** 2024-01-16; **Accepted:** 31-03-2024

Summary: The upbringing is the procedure of interactions between one person and another during a specific time and place to achieve one educational purpose. Therefore, class interactions have been the eye of the education's process. Which its importance lies in its members; for it helps to improve the education's quality, diminishes the teacher's dominance, and offers an opportunity for the learner to exchange ideas and thoughts in order to enrich them. Hence, the success of the learning procedure depends mostly on the learner. For that purpose, our current study targeted the diagnosis of the accreditation of class interactions, both: theoretical and practical, among middle school students by investigating through the means of the prevailing pattern of class interaction

Keywords: classroom interactions, verbal classroom interactions, one-way classroom verbal interactions, two-way classroom verbal interactions , three-way classroom verbal interactions

I- Introduction :

Classroom interactions is one of the relatively récent topics in the educational Field, which contributed to relieving the teacher of his traditional role as a prompter. which updated the role of the student from a recipient who waits for what the teacher has to offer, to a participant; an initiator and an active learner who thinks and wonders, because he is the holder of authority. As the educational situation within the classroom of our institutions needs the existence of a positive and a safe environment. The latter is only achieved when positive interactions occur between the members of the class (interactions between the teacher and the learner and between the learner and his fellow learners), that is done through the proper building of relations within the classroom and their social normalization, and a joint democratic management of the classroom that allows the participation of learners in educational situations and limits the monopoly of teachers on class time, as well as the teachers' adoption of clear and constructive strategies in dealing with classroom problems, with the aim of improving the students' personality and providing them with new knowledge that enables them to face challenges with the correct mindset that benefits them and the society in the future.

I.1. First: constructing and shaping the subject

Classroom interactions are one of the most beneficial educational innovations that contribute to relieving the teacher of his role: tutoring; the holder of knowledge, the one in power and who carries the task of education, who is able to shift student's vision from being a responsive recipient to an active participant who communicates and exchanges ideas. "that contributes to the development of their intellect and problem solving skills, increases their vitality in the educational situation, and enables them to develop their positive attitudes"1 (Khawla, M. 2011: 273)

The educational process is based on the communication that takes place between the teacher and the students, by the means of conversation or speech , in addition to the connotations, the use of hands, facial features, and other means on which non-verbal communication depends.

However, what concerns us about classroom interactions is the verbal component that is often prevailing in the class' atmosphere, in which the conversation represents an essential learning tool and the essence of communication between the teacher and his students, sometimes covering 70% of the total classroom activity or more" 2 (Bashir, M. 2006: 82). The interactions between the teacher with his students are crucial during the learning and teaching process, so the pattern and quality of these interactions are effectively determined by the educational situation, its features, characteristics, attitudes and interests. Adding to that, the patterns of communication between these parties play an important and influential role in the performance of the students. It is: the means of teaching, learning, developing the team spirit among classmates, generating the sense of belonging to the school and its system, and the teacher's way to identify the learners' needs and trends; thus establishing a healthy relationship of a mutual understanding between them, and between the learners themselves, facilitating grasping educational goals and setting strategies to achieve them.

the positive classroom interactions constitute the main pillar of the teaching-learning process. The teacher can use three types of interactions inside the classroom , which are:

- 1- First method: uni-directional
- 2- The second method: bi-directional
- 3- The third method: tri-directional

The teacher can use any of these three patterns or create a combination during his lesson. the pattern of interactions used depend mainly on the content of the lesson and the intended goals to achieve, It also depends on the teacher's ability to distance himself and to what extent he wants to allow freedom in thinking inside the classroom .

Results from studies have proven that targeted interactions lead to a better level of education and understanding, while the teacher's domination and exclusivity lead to much lower grades in addition to students' loss of opportunities to modify their attitudes and values. 3 (Khawla, M. 2011: 274)

Based on the foregoing, we try, through this research paper, to identify the reality of class interactions among Issawi Ammar middle school students in Tebessa, in an attempt to answer the main following question:

What are the prevailing verbal interactions patterns within the classroom among middle school students?

the following sub-question also appeared to be relevant:

Which verbal interaction is the dominant pattern within the classroom: uni-directional? Bi-directional? Tri-directional?

These questions will further show the importance of the quality of classroom interactions and its process, it will also show which method provides students with better opportunities to allow them to grow, develop and adapt, and which one allows competent teachers to be an important media that can contribute effectively to creating an appropriate environment to organize students' interactions with each other and with the teacher himself. The objectives of the study are to find out which one of the methods is more dominant among middle school students.

Second: basic concepts of the study

Determining the basic concepts constituting the research is a necessary step that allows the proper understanding and accompanying the researcher during his analysis of the topic. This part includes the most important and most frequently discussed concepts during this study, namely:

Class interactions: they are all that takes place in the classroom of verbal or non-verbal activities and dialogues between the teacher and the students or between the students themselves to learn effectively and actively.

Verbal class interaction: it is direct speech that is represented by the student's participation in his response to the questions asked by the teacher within the classroom, to express his opinions and ideas.

middle school student: The first, second, third and fourth level student of intermediate education who receives the study program designated for him.

The pattern: "It is the manner, method, or form in which teachers deal with educational situations during the teaching process, this appears through traits and characteristics that are organically related to their personality traits, such as organized behavior, strength, activity, affection, originality or creativity. Khawla Mustafa Harbawi defines it as: " the method that characterizes the type of classroom interaction for mathematics teachers for the primary school and is directly related to the essence of teaching" 4, (Khawla,M. 2011: 278)

Third: Theoretical approach to the study

For the former, the closest sociological approach is the symbolic interactional theory, which is a sociological vision that aims to "analyze social patterns that begins with micro-units as a starting point to understand major units, case in point analyzing individuals and their behavior to understand the social system. "Historically the theory of symbolic interaction goes back to the pragmatic doctrine, which considers the human experience the basis for all knowledge and value, that is the fruit of ideas that European immigrants brought to America and their new environment" 5 (Sunni, B: 84).

- George Herbert Mead (1931-1863) 6: (Sunni, B: 85) is one of the most famous American sociologists and one of the most famous founders of the interactive symbolic trend. Mead begins by analyzing the communication process, where he classified it into two main types: symbolic communication and non-symbolic communication. For symbolic communication, it clearly emphasizes the use of ideas and concepts. Thus, language is extremely important for communication between people in different situations, through it they can:

- Regulate their impressions and understandings of the social and natural world.
- Transfer this understanding to others who share the same language.
- Apply the acquired mental understanding to new situations.

In general, Mead's ideas can be witnessed in his reliance on the fact that the human subject is the mirror on which society is reflected in all its forms and contradictions, because oneself does not exist if not in social groups , which in turn belongs to a social structure and to a general social system. Therefore, the mind, self, awareness and actions were a collective and not individual phenomena that includes tools, relationships, and social systems.

" The society represents a dynamic and a developed unit that constantly generates new distinct patterns for methods of individuals' socialization. where an individual is both a rational being and the outcome of social relations, therefore symbols are essential factors for facilitating communication as they reflect the social needs and individual desires of humans through its social function with the aim of achieving such interactions." to put it in another way, we would say that the indicative symbol is the common professional one that develops in the context of the interactions , which in itself is summed up in the pursuit of human beings trying to achieve practical results in cooperation among them.

Mead also describes it as something similar to the intimate relationship that develops between two people, which during the course of their daily interactions a language almost exclusively is developed between them "7 (Ian, K. 1999:120)," and therefore the symbolic value of the social interaction "8 (Ihsan, M. 2005: 88) The symbolic interactionist theory can explain the human model through his role and behavior towards others with whom he has formed a relationship during a period of time. This can be summarized in the principles of symbolic interactionism developed by Mead. We can include the following points:

1. Social interactions occur between individuals occupying certain roles and takes some time ranging from a week to a year.
2. After the interactions are completed, the interacting individuals form mental images of the people they interacted with, these images do not reflect the essence of the person in reality, but rather reflect the superficial impressionistic state that the person formed during a certain period of time.
3. When forming an impressionistic image of the individual, it accompanies him. As soon as he sees, hears , or talks to him. He becomes a symbol that determines the nature of the interactions, which can be positive or negative.
4. When the symbolic image consists of an individual who has been interacted with, the person quickly broadcasts it to others, so they form positive or negative images depending on the other's impression and not on the reality of that person.
5. When the symbolic image is given to the individual, the impression is inexorable. It is not easy to change it or replace it with a different image.
6. "A person's interaction with others or its interruption depends largely on the symbolic image that others have formed about him. If it is positive, the interactions continue, and if not, it's the other way around."9 (Al-Hawat, A. 1998: 185)

II– Methods and Materials:

1- The Used Methodology:

Curriculum means a set of rules that are established with the intent of reaching the truth or it is the method that the researcher follows in his study of the problem to discover the truth" 10 (Morris, A. 2011: 106)

The curricula or methods of searching differ according to different topics, given that the topic of our study is related to the present, the aim of it is to try to understand the reality of interactions among middle school students, specifically revealing the patterns of verbal interactions (uni-directional, bi-directional or tri-directional) that prevail within the classroom, the field research method has been relying on using the comprehensive survey method as it is the most appropriate in this case.

The field research method is defined as "a method of addressing a research topic by following research methods near a specific community, as it allows studying behaviors and mindsets closely. We proceed from questioning a social reality that we are trying to build scientifically by including it in a specific theoretical approach, and then confronting this construction with reality through scientifically recognized research methods in the field of social sciences to reach certain results through one of the data collection tools (interview, observation and questionnaire)". 11 (Ammar, B. 2001: 99).

2- Data collection tools

1-observation:

In order to observe the reality of verbal classroom interactions , the researcher used the "observation without participating" method in the exploratory study, in which she closely monitors the group without participating in any activity carried out by them "as it does not include more than looking, listening and following up on a social situation" 12 (Ammar, B. 2001: 82), after developing prior classifications of the possible patterns of verbal classroom interactions between the teacher and students, modifying factors and methods of improving it.

2- The interview:

Our goal when using this tool was to get information that we cannot obtain through observation, it is used to reveal personalities, feelings, attitudes and opinions of individuals; In order to know the reality and the factors related to verbal class interactions. After a good number of teachers refrained from conducting the interview, under the pretext of lack of time, I had a word with two teachers, one that taught Arabic and the other taught Mathematics.

3- The form:

It is a quantitative technique used in explanatory research, as it is divided into axes. Each axis contains a set of questions, which are carefully prepared and controlled through the questions raised in the study. The form includes two types of questions, open-ended and closed-ended questions. Accordingly, the study relied on the form as a methodological tool for data collection, according to the dimensions of the study and the number of paragraphs for each dimension:

The first dimension is related to the personal data of samples, it consists of 4 questions

The second dimension is for uni-directional verbal interaction, it consists of 8 questions

The third dimension is for the bi-directional verbal class interaction, it consists of 6 questions

The fourth dimension is for the tri-directional verbal class interaction, it consists of 6 questions

3- Fields of study:

Determining the field of study is a crucial methodological step, it is agreed upon by many researcher involved in the field of social research that each study has three fields:

3-1- Geographical field: to define the area or environment in which the study took place. The researcher conducted her study in the Issawi Ammar middle School – Tebessa, Algeria.

3-2- The human field of study: The research community on which the study was conducted is represented by the middle school teachers, this category was chosen knowing that teachers are the initiators and the major contributors to establishing interactions within the class through the adopted patterns.

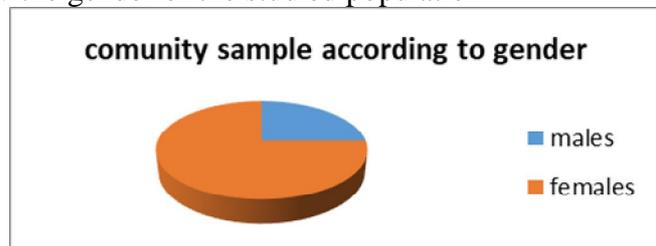
3-2-1- Characteristics of the study community:

The study population consists of 49 male and female teachers of all established subjects for the intermediate stage.

1- Study population according to gender:

Table No. (1) and Figure No. (01) show the gender of the studied population

sex	frequencies	percentage
females	37	75%
males	12	25%
total	49	100%



It is clear from the results of the current study that the table above shows that there is no equivalence in terms of gender percentages; we find that the number of females exceeds the number of males, i.e. among 49 teachers, which is the total number of the studied population, females represent 75%, It is equivalent to 37 female teachers, while the percentage of males is 25%, which is equivalent to 12 male teachers. This is due to the females tendency to pursue a career path of teaching compared to the male gender. As stated in the “Omving Study” (1989) “gender does not affect class interactions.”¹³ (Fawaz, A. 2008: 89)

The results of the Bouzakzi Razika study also concluded that there is no difference between the genders (male and female), as they both perform the same practice, that is, there is no difference in the application of those skills. The results of her study are in line with the findings of Khadija Salih Bali (2007), which found that “the gender of the teacher does not interfere with classroom interactions, as it has nothing to do with their performance in the classroom, but rather what is required of the teacher to provide in educational conditions according to the characteristics related to the process.”¹⁴ (Bouzakzi, R. 2014: 12)

2- The variable of the study population according to the number of students in the class:

Table No. (02) shows the census and percentages of the teachers according to the number of students in the classroom

Number of students	frequencies	Percentages
Less than 35 students	19	38.77%
More than 35 students	30	61.22%
total	49	100%

It is evident from the results of the table above, that out of 49 male and female teachers, 61.22% which is equivalent to 30 female professors, work in classes with more than 35 students, when the percentage reached 38.77%, is equivalent to 19 teachers that work in classes with less than 35 students. What we extracted from this statistical indicator is that the number of students in a class has an impact on the pattern of verbal classroom interaction, this is consistent with Goldestin and Blackford's study (1998) which showed that students in large classes have few opportunities to interact, raise questions and participate in conversations compared to small classes, it also agrees with Sabander's study (1988) that "small class improves students' attention and performance better than large classes."15 (Fawaz, A. 2008: 90)

4- Statistical methods used in data collection:

it's going to be a descriptive study according to the nature of the topic. the researcher used descriptive statistics and encoded each teacher with a specific number, followed by the process of filling in the table using probabilities, according to the indicators that we adopted in the axes of the form. Then, collecting the number of frequencies for each indicator, next the percentages were extracted. We relied on calculating the Percentages for better data analysis and interpretation, as follows:

Percentages: It is the conversion of the obtained frequencies into percentages, which we calculate in the following way:

Number of sample members = (100 x sum of frequencies) divided by n, (the number of sample members). In addition, the percentages give the researcher room to analyze and discuss the results more efficiently.

1. Analyzing and discussing the results related to the first sub-question:

Is the uni-directional verbal classroom interaction the dominant pattern?

Table No. (03) shows the census and percentages of teachers, answering whether they enter the classroom smiling or not

answers	frequencies	percentages	Probable reasons	total
yes	42	85.71%	Create a flexible and fun environment	18
			Notify the student not to be embarrassed and hesitant to speak and express his views	23
			According to the teacher's mood and social conditions at the time	01
No	07	14.28%	/	07
Total	49	100%	/	49

Table No. (03) shows that 85.71% of the total sample answered yes, compared to 14.28% who answered no, this percentage attributed its answers to the fact that the teacher had several reasons or goals he wanted to achieve through his entry, this is what was shown by the probable reasons, where 46.93% answered that they wanted the student to not feel embarrassed and hesitant to speak and express his views within the classroom in order to

increase the number of respondents to the verbal interaction, while 36.73% of the respondents attributed that the teacher wanted to create a flexible and fun environment due to the psychosocial factor and its impact on the interactions "The teacher must create the social and psychological environment that allows interactions within the school, especially inside the classroom, to help students to do well at school and succeed" 16 (Naeem, H. 2009: 284).) The percentage of 2.04% is related to the mood of the professor and his social conditions at the time.

while 14.28% answered "no," that is, the teacher entering the classroom not smiling, is due to the teacher's lack of interest in the psychological factor in encouraging verbal classroom interaction.

The results are consistent with Abdul Majeed Nashwati's saying:" The cheerful, tolerant and enthusiastic teacher develops positive attitudes among his students towards school, while the cynical and punitive teacher leads to the development of counter-trends, which may persist for a long period of time."17 (Abdul-Majid, N. 2009: 477)

Table No. (04) shows the census and percentages of the teachers answering whether their students' participation was allowed by them to enrich the information that was provided during the lesson.

answers	frequencies	percentages	probabilities	total
Yes	48	97.95%	/	48
No	01	02.09%	Not interested in the student's answer	00
			Not sure of the student's information	00
			The number of students in the class is too large to allow for participation	01
total	49	100%	/	49

It is evident from the results of the current study that Table No. (4) shows that the percentage, estimated at 97.95%, agrees that they allow the participation of their students to enrich the information that was presented during the lesson, while 02.04% answered "no," meaning that they do not allow the participation of the student, this ratio attributed its reason to the fact that " the large number of students in the classroom does not help to allow for participation thus creating a positive class interaction"

this is consistent with the previous study of Fawaz Akl, who believes that "the number of students in a classroom that exceeds (40) students, does not allow enough time and equal participation opportunities for all." 18 (Fawaz, A. 2008: 85)

Table No. (5) shows the census and percentages of the teachers, answering whether the verbal interaction within the classroom is initiated by them or not.

answers	frequencies	percentages
yes	32	65.30%
no	17	34.69%
total	49	100%

It is evident from the results of the current study that the above table shows that out of 49 teacher, there are 32 who answered that they are the initiator of the verbal interaction, they represent 65.30%, which is a high percentage compared to the percentage of those who answered that the teacher is not the initiator, which amounted to 34.69%, that represents 17 teachers

what we learn from this statistical indicator is that most of the sample members confirm that it is necessary to provide several characteristics and qualities for those who want to undertake the task of education.

The Result of the analysis of the first sub-question:

From the foregoing, we can conclude that the unidirectional verbal class interaction is not the dominant pattern among middle school students, it revolves mainly around the following mechanisms: allowing the participation of students - giving enough time to answer - accepting the answer even if it is incorrect – The teacher is not the only source of knowledge.

1-2 analyzing and discussing of the results related to the second sub-question:

Is the bidirectional verbal interaction the dominant pattern within the classroom among middle school students?

Table No. (6) shows the census and percentages of the teachers when they ask questions during the lesson and wait for a few seconds to receive the answer.

answers	frequencies	percentages	Probable reasons	total
Yes	44	89.79%	To think well about the answer	17
			To encourage interactions between students	12
			to give everyone the opportunity to participate	15
No	05	10.20%	/	05
total	49	100%	/	49

from the results of the current study that the table above shows; out of 49 teachers, there are 44 who answered that they wait for a few seconds after asking questions during the lesson, they represent 89.79%, when we got down to the reasoning behind it, 34.69% answered that they want to give an opportunity for the students to think and to concentrate on the answer, while 30.61% was attributed in order to avoid individual differences between students, thus to give the opportunity for everyone to participate, while 24.48% answered it was in order to encourage interactions between students. That is a high percentage compared to those who answered “no”, meaning that when asking questions during the lesson they do not wait a few seconds to receive the answer, which amounted to 10.20%, that represents 05 female teachers.

What we learn from this statistical indicator is that most teachers are aware of the importance of the time given to students after asking questions in the verbal interaction, this is what Fawaz Akl's study showed: “that classroom interactions are affected by time. which must be given to the student in order to participate ”¹⁹ (Fawaz, A. 2008: 85)

Table No. (7) shows the census and percentages of teachers answering who is the main focus of the class interaction

Probabilities	frequencies	Percentages
Teacher	06	12.24%
Student	04	08.16%
Teacher and student	39	79.59%
Total	49	100%

The above table shows that out of 49 teachers, there are 39 with a percentage of 79.59%, answered that both the teacher and the student are the main focus of class interactions, then 12.24% answered with the teacher, the rest 08.16% went with the student.

we can deduce from this statistical indicator that most of the teachers agree that both the student and the teacher are the focus of the verbal class interactions; No class interactions occur without the other.

Summary of the analysis of the second sub-question:

From the foregoing, we can conclude that the bidirectional verbal class interaction pattern is the dominant pattern within the classroom among middle school students . it revolves around the following mechanisms: Giving some time for students after asking questions - Preparing the lesson - class activities – the main focus in class interaction is on both the teacher and the student.

This was confirmed by Khawla Mustafa Al-Herbawi's study which said that “ teachers prefer that the educational process to be centered around the student inside the classroom , which gave the student pride in his scientific and cognitive abilities and made it easier for him to acquire a certain skill ” 21 (Khawla, M, 2011: 291)

1.3 Analysis and discussion of the results related to the third sub-question:

Is the three-way verbal classroom interaction the dominant pattern within the classroom for middle school students?

Table No. (8) shows the census and percentages of the teachers according to how they handle discussions during the lesson

probabilities	frequencies	Percentages
Giving pupils the opportunity to interact with each other	07	14.28%
Interfering and controlling the discussion	42	85.71%
total	49	100%

the results of the study of the above table shows how the discussion proceeds during the lesson, out of 49 teachers, there are 42 with a percentage of 85.71%, who agree that the teacher should intervene and control the discussion, as well as correcting errors and directing opinions if they deviate from the initial topic. 14.28% answered that students should be given freedom to interact with each other.

what we extract from this statistical indicator is that a large percentage of teachers do not allow students to interact with each other, fearing that some of them will not be able to manage this pattern, arguing that it leads to chaos and raises students' voices, which may cause them embarrassment in front of the school administration or educational supervisors.

these results are in agreement with what was mentioned during the interview, where the Arabic language teacher emphasized how crucial it is to intervene, manage and control the discussion for fear of chaos and idleness among the students.

Table No. (9) shows the census and percentages of the teachers according to the teacher's educational experience in the verbal classroom interaction within the classroom

Probabilities	frequencies	Percentages
Yes	49	100%
No	00	00%
total	49	100%

the results of this study which the above table shows, is that all members of the sample, estimated at 49 professors, agree on the role of the teacher's educational experience in the verbal classroom interaction within the classroom. This finding is consistent with Donald's book, “A Guide to Better Teaching”, where he explains that “ new teachers may enter the classroom unaware or unconscious of subtle behaviors and inadvertently singular biases, from the teacher and the student, it allows good interaction and practice, as it raises his level and motivation to learn, and thus leads to success and excellence.”22

Summary of the analysis of the third sub-question:

From the foregoing, we can conclude that the tri-directional verbal class interaction is not the dominant pattern for middle school students.

It revolves within the framework of the following mechanisms: - How to conduct discussion during the lesson - Methods that encourage participation within the classroom - Using educational reinforcement method.

III- Results and discussion :

Through the discussion and analysis of the results and in light of the sub-questions of the study, we reached:

The first question: Is the uni-directional verbal classroom interaction the dominant pattern among middle school students?

The results obtained from the first part showed that the uni-directional verbal interaction is not the prevailing pattern within the classroom, through indicators that were developed by the researcher: “clarity of language, using simple terms and concepts that are fitting to the level of students and making room for students’ participation (question and answer).” In the uni-directional verbal class interaction, the teacher gives information and does not receive back, that is, he offers what he wants to convey to his students without wanting the students to take the initiative to participate.” 23 (Ta’aweenat, A. 2009: 103) giving an opportunity for all students according to their academic level to participate and enrich the lesson – accepting the answer even if it is wrong in order to instill confidence in them and urge them to interact efficiently, - as well as the inability of most students to participate, due to the voluntary questions raised by other students that gradually affect the teacher’s attitudes towards them, thus creating positive relations between them and therefore devoting a lot of attention to ask them the most questions. Consequently, only a certain group of students interact verbally ,that directs the behavior of the teacher so that he takes this group as a criterion to be adopted in the method of presenting the study material and moving from one academic topic to another. Which leads to ignoring the rest of the students, losing the foundation of interaction with them, and not evaluating their progress in absorbing the study material. The teacher is not the only source of knowledge because in the uni-directional verbal classroom interaction, “the teacher indoctrinates the students as the only center of information following the traditional method of indoctrination.”24 (Sunni, I. 2015: 94)

The second question: Is the bi-directional verbal classroom interaction the dominant pattern among middle school students?

The results obtained in the second part were through specific indicators. The teacher waited a few seconds to receive the answer, as a way to showcase his encouragement to all students to participate within a positive environment, as well as asking the students to prepare in advance for the lesson in order to ensure the verbal classroom interaction, participate in activities adopted by the teacher. It was evident that the bidirectional verbal interaction was the prevailing pattern within the classroom.

The third question: Is the tri-directional verbal classroom interaction the dominant pattern among middle school students?

The results obtained in the third part showed that the tri-directional verbal class interaction is not the prevailing pattern through the indicators that were developed as follows: The method used in teaching makes the student feel that he is a member of the class, the teacher’s knowledge of ways to encourage their interaction, reinforcement on his part, also the crucial role of the teacher’s educational experience in adopting advanced patterns of classroom interaction.

IV- Conclusion:

Since the aim of the study was to reveal the prevalent pattern of verbal classroom interactions in its three dimensions, uni-, bi-, and tri-directional among middle school students, the following conclusions were reached from the field study data:

The first conclusion: The uni-directional verbal class interaction pattern is not the dominant pattern within the class among students, therefore this middle school has skipped the stage of teaching in the traditional indoctrination way, after the reforms that the Algerian educational system was subjected to.

The second conclusion: The bidirectional verbal class interaction pattern is the dominant pattern within the department among students, this pattern is highly developed than the first pattern because it does not focus entirely on the teachers, but rather gives an opportunity for students to participate and exchange thoughts and ideas.

The third conclusion: the tri-directional verbal classroom interaction pattern is not the dominant pattern within the class among students, although it is the most developed and highly effective pattern in learning, as the interactions between students themselves are very important in the cognitive, emotional and social fields.

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How to cite this article by the APA method

Bendar Nassima, (2024) **Theoretical And Procedural Reference For Classroom Interaction - Field Approach- .** Journal EL-Bahith in Human's and Social's Sciences , Vol 16 (01) / 2024 .Alegria : Kasdi Marbah University Ouargla ,(P.P.265-276)