RESEARCH ISSUES DOCTORAL

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ENGLISH AS A FOREIGN LANGUAGE (EFL) INTERACTION MODELS

KAGAN ET AL. (2001) IDENTIFIES SEVERAL INTERACTION MODELS SUCH AS:

- (1) team teaching model
- (2) blended-pedagogical model
- (3) pair and small group model
- (4) Recasts model
- (5) native ad nonnative model

(6) learning together model

(7) end-user model

(8) cooperative learning model

(9) reflective model

(10) community learning model

4- RECASTS MODEL (RM)

- A recast is defined as a reformulation of a previous erroneous utterance into a more target-like form while preserving the original meaning.

- when learner produces error utterances during interaction such as learner with teacher or learner with learner in the classroom, the teacher reformulate the learner's utterances implicitly in a significant setting. What the teacher does is to be a model of competent speaker of English to his/her student based on the real life communication (natural implicit corrective feedback).

- It refers to teacher's rephrasing after the non-target-like (linguistic problems, i.e. morpho-syntactic, lexical, phonological; use of L1; incomplete and fragmented utterances; or combinations of these problems) utterances either in isolated or expanded to learner's non-target-like utterances. then, showing a sequence of one or morst episode feedback turns, at least one recast, to deal with one aspect of non-target-like language use found in a learner's utterances are called recast episode (RE). and, RE contains single recast episode (SRE), compound recast episode (CPRE), and complex recast episode (CXRE).

- To gain the effectiveness of RM, Nabei and Swain (2014) suggest to pay more attention into the four items: a) Learners' repair of their errors immediately after recast feedback has been considered as an indication that recasts are an effective form of feedback. b) Researchers who conducted studies in foreign language (FL) contexts emphasise that learners are likely to react to teacher recasts. c) Learners' immediate response after recast feedback might not be appropriate evidence for evaluating its effect. d) To evaluate the effectiveness of recasts as corrective feedback based only on learners' immediate behaviour appears problematic.

5- NATIVE AND NONNATIVE MODEL (NM/NNM

- Both native model (NM) and nonnative model (NNM) of English must be sympathetic teachers to their students. Not only the teacher feels happy to teach the students and makes sure to him/herself that the materials can be understood by them but also the students have good impression and feel enjoyable to their teachers. It is called sympathetic teachers/learners. well-impressive interaction among of the teacher-student, student-teacher, students-student are very potential to achieve the outcome – language acquisition (LA).

- Both of NS or NM & NNS teachers or NNM have "different levels of proficiency and different language behaviour" such as:

- (a) the way they use the target language in the classroom and

- (b) how they evaluate learner language

- (c) the way they treated learner errors

6- LEARNING TOGETHER MODEL (LTM)

- The learning together is a part of instructional, interactional models and "provides a conceptual framework for teachers to plan and tailor cooperative learning instruction according to their circumstances, student needs, and school contexts."

GHAITH (2013) SUMMARIZES FIVE INSTRUCTIONAL MODELS:

- Structural Approach: team and class building, communication, mastery, and critical thinking structures.

- Group Investigation: divides work among team members, who complete specific tasks and then reconvene to prepare a group presentation.

- Student Learning Team: the Jigsaw method.

- Curriculum Packages: specific programs for teaching math and language and include the Cooperative Integrated Reading and Composition program.

- Learning Together: organizes instruction according to the principles of positive interdependence individual accountability, promotive face-toface interaction, social and collaborative skills, and group processing

- **TO APPLY LTM THROUGH COOPERATIVE LEARNING (CL), KAGAN (2011) SUGGESTS SIX KEYS:**

- (1) effective formation and utilization of teams

- (2) development of the will among students to work together

- (3) efficient management techniques

- (4) development and practice of social skills among students

- (5) appropriate implementation of structures

- (6) inclusion of four basic principles, symbolized by the acronym PIES:

Positive Interdependence: + The ideas of one student enrich the thinking of the other; each must contribute.

Individual Accountability: + Each is required to perform in front of a peer.

Equal Participation: + Each performs for the same amount of time.

Stimultaneous Interaction: + Half the class is verbalizing ideas at any one moment