

The Republic of Iraq
Ministry of Higher Education and Scientific Research
Mosul University / College of Arts
Adab Al-Rafidayn Journal



Adab Al-Rafidayn Journal

**A refereed quarterly scientific journal
Issued by the College of Arts - University of Mosul**

Vol. Ninety / year Fifty- Second

Safar - 1444 AH / September 15/9/2022 AD

**The journal's deposit number in the National
Library in Baghdad: 14 of 1992**

ISSN 0378- 2867

E ISSN 2664-2506

To communicate:

radab.mosuljournals@gmail.com

URL: <https://radab.mosuljournals.com>

Adab Al-Rafidayn Journal

**A refereed journal concerned with the publishing of scientific researches
in the field of arts and humanities both in Arabic and English**

Vol. Ninety / year Fifty- Second / Safar - 1444 AH / September 2022 AD

Editor-in-Chief: Professor Dr. Ammar Abd Al-Latif Abd Al-Ali (**Information and Libraries**), College of Arts / University of Mosul / Iraq

managing editor: Asst.Prof. Dr. Shaiban Adeeb Ramadan Al-Shaibani (**Arabic Language**)
College of Arts / University of Mosul / Iraq

Editorial Board Members

Prof. Dr.Hareth Hazem Ayoub (**Sociology**) College of Arts / University of Mosul / Iraq.

Prof. Dr. Wafa Abdul Latif Abdul Aali (**English Language**) College of Arts / University of Mosul / Iraq.

Prof. Dr. Miqdad Khalil Qasim Al-Khatouni (**Arabic Language**) College of Arts / University of Mosul / Iraq.

Prof. Dr. Alaa Al-Din Ahmad Al- Gharaibeh (**Arabic Language**) College of Arts / Al- Zaytoonah University / Jordan.

Prof. Dr. Qais Hatem Hani (**History**) College of Education / University of Babylon / Iraq

Prof. Dr.Mustafa Ali Al-Dowidar (**History**) College of Arts and Sciences / Taibah University / Saudi Arabia.

Prof. Dr. Suzan Youssef Ahmed (**media**) Faculty of Arts / Ain Shams University / Egypt.

Prof. Dr. Aisha Kul Jalaboglu (**Turkish Language and Literature**) College of Education / University of Hajet Tabah / Turkey.

Prof. Dr. Ghada Abdel-Moneim Mohamed Moussa (**Information and Libraries**) Faculty of Arts / University of Alexandria.

Prof. Dr. Claude Vincents (**French Language and Literature**) University of Chernobyl Alps / France.

Asst .Prof. Dr. Arthur James Rose (**English Literature**) University of Durham / UK.

Asst .Prof. Dr. Sami Mahmoud Ibrahim (**Philosophy**) College of Arts / University of Mosul / Iraq.

Linguistic Revision and Follow-up:

Linguistic Revision : Lect. Dr. Khaled Hazem Aidan

Asst. Lect. Ammar Ahmed Mahmood

Follow-up: Translator Iman Gerges Amin

Translator Naglaa Ahmed Hussein

- Arabic Reviser

- English Reviser

- Follow-up .

- Follow-up .

Publishing instructions rules

1. A researcher who wants to publish in Adab Al-Rafidayn journal should enter the platform of the journal and register by an official or personal activated email via the following link:

https://radab.mosuljournals.com/contacts?_action=signup

2. After registration, the platform will send to your mail that you registered on the site and a password will be sent for use in entering the journal by writing your email with the password on the following link:

https://radab.mosuljournals.com/contacts?_action=login

3- The platform (the site) will grant the status of the researcher to those who registered to be able in this capacity to submit their research with a set of steps that begin by filling out data related to them and their research and they can view it when downloading their research.

4-File formats for submission to peer review are as follows:

- Fonts: a “standard” type size is as follows: (Title: at 16point / content : at 14point / Margins: at 10 point), and the number of lines per page: (27) lines under the page heading line with the title, writer name, journal name, number and year of publishing, in that the number of pages does not exceed 25 in the latest edition in the journal free of illustrations, maps, tables, translation work, and text verification, and (30) pages for research containing the things referred to.
- Margins are arranged in numbers for each page. The source and reference are defined in the margin glossary at the first mentioned word. List of references is canceled, and only the reference is mentioned in the first mentioning place, in case the source is repeated use (ibid.)
- The research is referred to the test of similarity report to determine the percentage of originality then if it pass the test it is referred to two referees who nominate it for publication after checking its scientific sobriety, and confirming its safety from plagiarism , and if the two experts disagree –it is referred to a

third referee for the last peer review and to decide on the acceptance or rejection of the research .

5- The researcher (author) is committed to provide the following information about the research:

- The research submitted for evaluation to the journal must not include the name of the researcher, i.e. sent without a name.

- A clear and complete title for the research in Arabic and English should be installed on the body of the research, with a brief title for the research in both languages: Arabic and English.

- The full address of the researcher must be confirmed in two languages: Arabic and English, indicating: (the scientific department / college or institute / university / country) with the inclusion of an effective email of the researcher.

- The researcher must formulate two scientific abstracts for the research in two languages: Arabic and English, not less than (150) and not more than (250) words.

- presenting at least three key words that are more likely to be repeated and differentiated in the research.

6-The researcher must observe the following scientific conditions in writing his research, as it is the basis for evaluation, otherwise the referees will hold him responsible.

The scientific conditions are shown in the following:

- There should be a clear definition of the research problem in a special paragraph entitled: (research problem) or (problem of research).

- The researcher must take into account the formulation of research questions or hypotheses that express the problem of research and work to achieve and solve or scientifically refute it in the body of the research.

- The researcher works to determine the importance of his research and the goals that he seeks to achieve, and to determine the purpose of its application.

- There must be a clear definition of the limits of the research and its population that the researcher is working on in his research.

- The researcher must consider choosing the correct methodology that is appropriate to the subject of his research,

and must also consider the data collection tools that are appropriate for his research and the approach followed in it.

- Consideration should be given to the design of the research, its final output, and the logical sequence of its ideas and paragraphs.

- The researcher should take into consideration the choice of references or sources of information on which the research depends, and choose what is appropriate for his research taking into account the modernity in it, and the accuracy in documenting, quoting from these sources.

- The researcher should consider taking note of the results that the researcher reached, and make sure of their topics and their rate of correlation with research questions or hypotheses that the researcher has put in his research.

7- The researcher should be aware that the judgment on the research will be according to a peer review form that includes the above details, then it will be sent to the referee and on the basis of which the research will be judged and weights will be given to its paragraphs and according to what is decided by those weights the research will be accepted or rejected. Therefore; the researcher must take that into account in preparing his research.

Editor-in-chief

CONTENTS

Title	Page
<p><i>An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender</i></p> <p style="text-align: center;">Raghad Essam Mohammed Ali Hussein Ali Ahmed</p>	1 - 32
<p><i>erb-like Particles in Arabic Language with Reference to English</i></p> <p style="text-align: center;">Radwan Nafie Hamid Abdul Rahman Ahmed Abdul Rahman</p>	33 - 44
<p><i>Ideological Representations of the Iraqi and American Societies in Kevin Powers' The Yellow Birds: A Critical Stylistic Analysis</i></p> <p style="text-align: center;">Asan Hashem Al-Hasson Wafa Abdul Latif Abdul Aali</p>	45 - 62
<p><i>Borrowing and Grammatical Gender in Arabic</i></p> <p style="text-align: center;">Mahfoodh Khalaf Mahmood Marwan Najib Tawfiq</p>	63 – 74
<p><i>Ergonomics of Mental Spaces Theory to the Analysis of Translated Tropes in Some Qur'anic Texts</i></p> <p style="text-align: center;">Mohammed Nihad Ahmad</p>	75 – 98
<p><i>A Syntactic Study of the Postpositive, Exclamative and Supplementive Functions of Adjectives in Two Selected Novels of Hemingway's</i></p> <p style="text-align: center;">Riyadh Abbas Al-Zubaidy Iman Hamid Mohammed</p>	99 – 120
<p><i>Réseaux sociaux et applications numériques au service de l'enseignement /apprentissage de FLE</i></p> <p style="text-align: center;">Rawaa Basman al-hamdani Ahmed Hassan Gerges</p>	121 – 142
<p><i>Implicational Impoliteness Strategies Used by Tweepers against Trump</i></p> <p style="text-align: center;">Salar Qasim Rashid Ashraf Riyadh Abdullah</p>	143 – 172

*An Analytical Study of Verbal Interaction in EFL
Linguistics and Literature Online Classes With
Reference to Learners' Gender
Raghad Essam Mohammed Ali *
Hussein Ali Ahmed ***

تأريخ القبول: ٢٠٢١/٨/٧

تأريخ التقديم: ٢٠٢١/٧/٩

Abstract:

A classroom is the appropriate situation where teachers and learners come in contact with each other. Here, communication forms the paramount element by means of which the two parties, i.e. teachers and learners, exchange information, express needs and feelings, produce inquiries, provide feedback, etc. Verbal interaction refers to the speech-based communication. It outlines the level of learners' engagement and involvement in the ongoing teaching and learning activities in traditional classrooms and in online sessions which have been very prevalent nowadays due to the spread of covid-19 virus. Based on this, this research aims at identifying and comparing the frequency of the occurrence of verbal interaction in Linguistics and Literature online classes at university level. It further aims at specifying the role of learners gender, male or female, in verbal interaction in online classes. To bring about these aims and validate the hypotheses that there are no differences between online Linguistics classes and online literature classes in terms of the frequency of the occurrence of verbal interaction and between male students and females students in terms of the frequency of their involvement in verbal interaction in online classes, the researcher has observed 90 online classes, 45 Linguistics and 45 Literature,; each a class of a duration of at least 40 minutes. On analyzing the data collected via observation, it has been found out that there is more verbal interaction in Linguistics online classes compared to the Literature ones and that male students are more engaged and involved in verbal interaction in online classes compared to their female counterparts .

Keywords: activities, objectives, hypothesis.

*Asst.Lect/ Dept. of English/ College of Arts / University of Mosul.

**Prof/ Nowruz University / Kurdistan Region of Iraq.

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

- Introduction

Almost all learning worldwide and due to covid-19 virus has turned into the online form, where teachers and learners have been no longer face to face in the traditional classrooms. In this respect, the World Health Organization (WHO) declared on March 11, 2020 that coronavirus (COVID-19) was pandemic, a procedure that made many countries worldwide adopt strict measures concerning people's stay at home, avoidance of direct physical contact, and use of social and physical distance precaution procedures. Learning institutions were subjected to similar orders and advised to compensate for the face to face classes by online classes; a phenomenon that "has had an effect on the students' personalities and mental wellbeing" (Bao et al., 2020) as teachers and learners started making use of the varied types of social media to keep in touch, interact, teach and learn.

Since its beginning, online learning has formed a real demand and it has evolved as technology that has more to offer in terms of learning tools. Online learning has proved to be a successful method of training that leads to better learning which is becoming a way of life especially nowadays. It is an effective means that helps students and teachers get interact with each other.

The current research attends to a problematic point embodied in the fact that teachers and students do not interact in both linguistics and literature online classes to the level required and that some students hesitate to interact with the teachers or other students in online classes.

Based on this, the current research hypothesizes that

1. There are no differences between online Linguistics classes and online literature classes in terms of the frequency of the occurrence of verbal interaction.
2. There are no differences between male students and females students in terms of the frequency of their involvement in verbal interaction in online classes.

The following research questions are posed to support verifying the above-stated hypotheses:

- Does verbal interaction in EFL online classes vary according to the subject taught, i.e. linguistics subjects vs. literature subjects?
- Are male and female students equally involved in the EFL online classes?

This research aims at finding out

1. the differences between online linguistics classes and online literature classes in terms of the frequency of the occurrence of verbal interaction, and
2. the differences between male and female students' interaction in terms of their involvement in verbal interaction in online classes.

This research is expected to be of some value to any student, teacher, researcher and scholar interested in acquiring more knowledge on how multifaceted interaction (i.e. teacher-student; student-student, student-teacher) takes place between teachers and students in linguistics and literature online classes at university level. Verbal interaction, in terms of male and female EFL students' involvement in the ongoing tasks and activities in online classes, can be another topic of interest to those concerned with the role of gender in verbal interaction in EFL classes at university level.

To carry out the research at hand, the researchers have first shed light on the topic interaction and its pivotal role in developing students' knowledge at large, and EFL students linguistic skills in particular. Added to that, to get access to the data required, the researchers observed 90 EFL online classes, 45 linguistics and 45 literature. By using a checklist, the frequency of the occurrence of verbal interaction and that of both male and female students in both linguistics and literature online classes could be calculated,

- Theoretical Background

- Online Learning

According to Bartley and Golek (2004), online learning is a branch of flexible learning that subsumes a series of learning resources in learning contexts related to two main pedagogies, namely experiential learning and student-centered. Experiential learning stresses learners' vital role in the learning process and their choice of the interesting materials and activities. Student-centered learning stresses learners' intensive engagement in the ongoing learning tasks and activities. It involves teacher-student conversing

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

with one another for the purpose of making learning takes place in the "classroom.

On their part, Urdan and Weggen (2000) cited in Keengwe and Kidd (2010) view online learning as a branch of distance learning with which a broad variety of technology applications and electronic media, namely the Internet, intranets, extranets, satellite broadcasts, audio/video tapes, interactive TVs, and CD-ROMs and learning methods are incorporated.

- Interaction

Hall (2011: 11) views interaction as a term used to describe what happens in a learning setting when language is involved. It refers to the interaction between teacher-students and students-students in terms of language use during the teaching and learning process. Rustandi and Mubarok (2017) define interaction as a type of involvement that is normally done in a learning setting, while Robinson (2005:17) sees it as the teacher and students' communication where verbal contact between the two parties serves a variety of purposes.

Classroom interaction, according to Dagarin (2004), is a two-way mechanism between the participants in the learning process. Finally, Thurmond and Wambach (2004: 4) describe interaction as "the learner's interaction with the course material, other learners, the teacher, and the technical medium used in the course".

- Interaction: Nature, Features and Principles

The concerns about the effectiveness of the teaching process prompted researchers to investigate and define the features of classroom interaction. According to Martin, Parker and Deale (2012), the first concepts of contact were human-to-human, implying that two individuals were involved. Interactivity in computer-mediated instruction was later defined by Gilbert and Moore (1998) as the reciprocal exchange between the technology and the learner. Wagner (1994) distinguishes interaction from interactivity. "Interaction is an attribute of successful teaching, while interactivity is an attribute of instructional delivery systems,"

(p. 6). Roblyer and Ekhaml (2000) claim that the two concepts have a relationship in online courses.

According to Chai (2015), interaction in online learning classes is three-dimensional, namely teacher-student, student teacher and student-student. As such, two concepts, namely intersubjectivity and democracy seem to form the bases for the principles of interaction in the domain of learning where EFL classes form no exception. Based on that, the relationship between teachers and students becomes intersubjective and democratic only when both teachers and students show readiness for democratic interaction, to be a subject or a vital element in the class, and to view each other as a subject or an element. Commenting on this, Wenwu, 2009: 845) points out that both teachers and students embrace the concept of democracy and are able to treat one another with respect since the basic concept of classroom interaction is equality and democracy between teachers and students, as well as between students. In this encounter, the teacher cannot enforce their will on the students, nor can they compel students to comply with specifications that they do not agree with, and students should not think of themselves as learning customers or consumers. To narrow down the discussion, the following can form the basis of effective intersubjectivity and democracy as far as interaction is concerned:

- Listening and understanding

According to Wenwu (2009), interaction entails cooperation and collaboration in the classroom setting based on the proper realization and correct adoption of the concepts of equality and democracy. Interactions characterized by the last mentioned concepts can convert classes into active interacting milieus with the least existence or perhaps elimination of the established habit of listening represented by self-interaction or talking to oneself. In this sense, teachers must heed students in an attempt to meet their cognition and emotional needs. On their part, students should also understand the teacher's occupational and emotional needs, rather than the teacher speaking seriously and sincerely whereas the student is absent-minded. All this is done with the realization that any lack of mutual understanding, i.e. teachers disregarding

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

students' needs and students ignoring teachers' feelings would result in almost no interaction, at least no constructive interaction. Additionally, listening is a habit that promotes mutual understanding and appreciation though it is not a straightforward action that requires permanent efforts. As such, it can be stated that students can listen to much speech by the teacher, though it is quite evident that a teachers cannot listen to the whole students' answers, comments and requests which might be in essence characterized by inconsistency and inaccuracy.

- Dialogue

In a comment relevant to dialogue, Gregory Bates cited in Bauman (2002) states that "rather than teaching material, the social environment and the way knowledge is transmitted play a leading and definitive role in the process of teaching and learning". Such a constructivist view asserts that information yields from cognitive subjects' active choice, processing, and development in response to stimulus, and that knowledge is the product of the unity of objective reflection and subjective construction.

It is recently emphasized that efforts should be geared towards learning mode rather than both teaching materials and learning content. Learning mode emphasizes that teachers and students should interact with one another democratically and fairly through language in a two-way, dynamically generating conversation mechanism rather than the sole explanation on the teacher's part as set in the teaching plan. This means that no fair contact, no democracy, and no shared understanding between the teacher and the students can exist in the absence of a realistic dialogue.

To conclude, classroom conversation should not be limited to constant discussion and negotiation, but rather with a clear vision. Both the teacher and the students should have interaction; hence breaking away from the initial "narrow" horizon fusion and achieve a new consensus on a higher-level horizon (See Bauman, 2002: 846).

- Interaction in Foreign Language Classes

In FL classes, according to Allwright's (1984: 58) statements on the role of classroom interaction in language learning, interaction is "inherent in the very notion of classroom pedagogy itself". Many scholars, e.g. Boyd and Maloof, 2000; Ellis, 1984, 1990; Tsui, 1995; Wong-Fillmore, 1985 to mention a few, have argued that the consistency of measurable interactive patterns of learners engagement in classroom dialogue correlates with learning outcomes (Altamiro, 2006: 34). Long's Interaction Hypothesis (1985) claims that in verbal interactions, meaning negotiation leads to the production of favorable feedback necessary for FL development, and many studies have focused on the impact of meaning negotiation on second language acquisition (Gass and Varonis, 1994; Mackey and Philip, 1998; Pica, 1988, 1994, to name a few).

Here, the concept of proximal development zones becomes prominent. Such zones which are established by contact with more knowledgeable others, enable learners to know the way to control a concept without the help of others as a result of interaction (Ellis, 1997).

In EFL online classes, learners communicate electronically with one another as individuals or as a collective group in learner-to-learner interaction. Educators that use constructivist oriented learning emphasize the importance of learners engaging with one another by using small group teaching exercises that can improve their knowledge building and social cognition skills (Anderson, 2003: 7). This emphasizes the importance of collective and cooperative learning as inter- and intra-peer cooperation is fostered by learner-to-learner engagement in group work.

According to Muirhead (2005), the level of communication and interaction in an online class is heavily influenced by affective responses. As such, communications can be classified under a wider category called social presence, which encompasses three types of communication: affective, accessible, and cohesive (Garrison and Anderson, 2003). The concept of social presence further refers to "the degree to which a person is perceived as real in an online conversation" (Meyer, 2002: 59). As such, social presence forms a

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

part of a broader and more complicated range of experiences that includes learner control and communication variables (Mortera-Gutierrez, 2002: 8).

- Teachers' Role in Interaction in Foreign Language Classes

In a typical classroom, the teacher plays the part of all-knowing emperor, filling students' minds with wisdom. This position has grown, and the teacher now has a variety of responsibilities depending on the classroom situation. He is a 'facilitator of learning' in the broadest sense, which includes the following (Littlewood 1981, 92):

- A general learning overseer who coordinates activities to form a logical progression from lower to higher communicative capacity.
- A classroom manager is in charge of organizing tasks into lessons and grouping them together.
- The performance of learners is monitored, evaluated, and corrected by a language teacher who introduces new language and monitors, evaluates, and corrects their performance.
- He may serve as a consultant or advisor in free communicative practices, assisting where appropriate. He can travel around the classroom, keeping an eye on the students' progress, as well as their strengths and weaknesses.
- He will periodically engage the learners in an interaction as a "co-communicator." He may be able to motivate students without taking over their primary position (Fojkar, 2005).

Hoque (2016) adds that in today's global societies, where people must work together for a healthy and stable world, group processes are also essential. Teachers are expected to help students develop democratic society behaviors, skills, and procedures in addition to teaching academic curriculum. Additionally, successful classroom management requires a strong base of teacher-learner relationships, and classroom management is a key to high learner achievement. Relationships between teachers and learners should not be left to chance or determined by personalities. Teachers should instead control the dynamics of their classrooms and create

strong teacher-learner relationships that will promote learners learning.

On his part, Quoting Wilson, Smith (1990) states that "teachers who love their students are of course teaching them the essence of love by that very reality even if the course is chemistry or computer science." And "(teachers) shall never succeed in developing this organic love, this great use of the mind until (they) have completely destroyed the tradition of merely structured communications between teacher and (learner)" and until their identity representation is reflected by their words; behaviours that are largely caused by the various ways in which teachers interact in the classroom.

- Learners' Role in Interaction in Foreign Language Classes

A primary interaction associated with learners growth is their engagement with teachers, whether in the classroom, the laboratory, office hours, or another environment. Pascarella and Terenzini (2005) maintain that positive and close relationships between teachers and learners would definitely result in positive learning experiences as well as greater academic and personal growth for learners. They further demonstrate that the amount and quality of teacher-learner interaction has a positive impact on a variety of learners' outcomes, such as subject matter competence, cognitive skills and intellectual growth, attitudes and values, learning achievement, and career choice and development.

An interesting point that is worth mentioning here is that some studies have shown that the effect of teacher-learner interaction varies by learners' gender (Colbeck et al. 2001; Kezar and Moriarty 2000; Sax et al. 2005), while others have shown variations by race (Kezar and Moriarty 2000; Colbeck et al. 2001). For instance, in terms of gender, Sax et al. (2005) discovered that male learners gained more political participation, social activism, and liberalism as a result of their experiences with faculty than female students. Females, on the other hand, were more likely to report positive effects of teacher-learner interaction on their physical, mental, and academic well-being. While Kim (2006) found that teacher-learner interaction had a substantial positive

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

impact on white students' learning aspiration, but not on African Americans, Asian Americans, or Latinos. The same researcher found out that for African American and Latino students, teacher-learner interaction had no significant impact on racial tolerance, while for White and Asian American students, it had a significant positive effect.

- The Role of Scaffolding in Enhancing Teacher-Learner Interaction

Skinner et al. (2008) argue that teachers' use of instructional techniques to facilitate learner–teacher and learner–learner interaction is known as teacher scaffolding for interaction; a point that has been progressively asserted by previous research which repeatedly shows that teachers' interaction scaffolding is quite fundamental in increasing learners' academic involvement.

Skinner et al.'s (2008) findings of studies performed in online learning environments were followed by similar findings arrived at by Shea et al. (2006) and Shi (2010) who state that students' perceived teacher scaffolding for interaction is positively related to behavioral and emotional involvement and negatively related to behavioral and emotional disaffection in a typical classroom environment. Shea et al. (2006) further found out that guided facilitation of dialogue by online teachers is positively correlated with students' perceived connectedness and learning.

Similarly, providing guidance so as to recognize course subjects, respecting student engagement, and motivating students to discuss new ideas are all examples of guided facilitation by the teacher. Shi (2010) found out that online instructors' interaction scaffolding is linked to student behavioral and intellectual participation in synchronous online conversation. Shi's findings were based on evaluating the number of teacher posts and degrees of facilitation according to Xin's (2002) five-level moderating rubric to determine instructor scaffolding for interaction. The number of times students accessed the system and the number of student postings were used to assess behavioral involvement. Added to that, utilizing various coding systems, higher-order thought and

interactivity were adopted for the measurement of intellectual involvement (e.g., Garrison, Anderson and Archer, 2001).

Previous research has shown that instructors' interaction scaffolding has a positive impact on students' academic participation. Reference, in this respect, should be made to Cho and Kim (2013: 26) who found out that teacher interaction scaffolding had a substantial effect on students' self-regulation for interaction than any other factor, including demographics, previous online experience, perceived value of interaction, and mastery target orientation. Finally, encouraging students to express concerns or problems about subjects, making frequent announcements about course goals, and tracking group collaborations among students are all examples of teacher scaffolding for interaction.

2.2 Previous Studies on Online Learning and Interaction in Online Foreign Language Classes

A number of studies have been conducted to investigate (1) different aspects of Online learning and/or (2) interaction in online classes. In the following pages, these studies will be presented in a chronological order, albeit the focus of the studies may be online learning alone, interaction alone or both together:

1. Paechter, M. and Maier, B. (2010)

This study attended to two research questions:

- What features of e-learning courses do students find to be beneficial to their learning?
- When do students prefer online vs face-to-face learning?

A sample of 2196 students from 29 Austrian institutions was selected and asked to fill in a survey form that included items investigating their experiences taking an e-learning course, their perceived successes, and their preferences for online vs face-to-face learning. The findings outlined students preference of online learning as it provided a clear and consistent structure for learning materials, encouraged self-directed learning, disseminated knowledge, and developed self-regulated learning abilities. The sample viewed face-to-face learning effective for communicative

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

objectives, such as developing a common understanding or establishing interpersonal relationships and when acquiring conceptual information on the subject matter or abilities in the application of one's knowledge.

2. Wang, Q. and Castro, C. D (2010).

Wang and Castro's study (2010) investigated the impact of classroom student-student and student-teacher interaction on the learning of English passive voice during language input and output treatments by Chinese students learning EFL. The findings of this study show that classroom interaction and language output made learners notice the target form, thus resulting in improved foreign language acquisition. The findings also indicated that output can enhance learning and production of the target L2 form in specific situations (in this study, only when learners are forced to observe the target language's linguistic form). This study highlights the importance of student-student interaction which gives more chances for language learners to create the target language in relevant situations. The study recommended that since language output and classroom interactions facilitated language acquisition, EFL teachers should use a variety of classroom interaction tasks to arouse students' interest and give as many opportunities as possible for language learners to produce the target language.

3. Tawrah, H. M.(2013).

This research intended to assess teachers' efficacy in asking classroom questions, receiving questions, and interacting with students' replies. During the academic year 2011-2012, 110 (50 male and 60 female) teachers from Ma'an Directorate of Learning, were chosen to represent the sample of the study. To bring about the aims of the study, a 33 item questionnaire was constructed by the researchers and included three domains of teachers' tasks in the classroom, namely asking questions, receiving questions, and interacting with students' replies. The results showed that the domains of asking and interacting with students were at a high level, while the domain of receiving questions from students was at a

medium level. Finally, there was no effect of gender or qualification as these variables did not differ among the study sample.

4. Knapp, N.F. (2018)

This study attended to the merits and demerits of six different interactive structures, namely whole group discussions, break-out groups, show-and-tell, independent small groups, online conferences, and virtual poster sessions that were developed to allow students on online courses to interact virtually face-to-face using free video conferencing programs. The analysis of the data collected at the end of the course in 18 completely online classrooms showed that the responses were overwhelmingly favorable. The findings also showed that students favoured relationships, learning community, improved engagement and satisfaction from being able to see and communicate with each other in both big and small groups.

5. Smith I, D. H., Hao, Q., Dennen,V., Tsikerdekis, M., Barnes,B., Martin, L. and Tresham, N. (2020)

As the online question and answer (Q and A) format is a unique sort of online interaction that significantly affects learning, this study aimed to measure the impact of online Q and A exchanges on student performance. The sample of the study comprised 218 computer science students of a prominent institution in the United States. Data collection was based on four online Q and A activities, three student actions, namely asking questions, answering questions, and viewing questions/answers and one instructor activity represented by answering questions/providing explanations.

Findings showed the varied impact of these activities on student performance as viewing questions/answers mostly impacted, whereas interacting with teachers had the least impact.

- Methodology

This section demonstrates how the collected data have been interpreted and analyzed in order to shed light on the differences between linguistics and literature online classes in terms of the occurrence of verbal interaction and also the differences between

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

male and female students' involvement in the ongoing activities and duly interaction with their peers.

- The Population and Sample of the Research

The population of this research comprises the students and the teaching staff at the English Language Department / College of Arts / University of Mosul during the first term of the academic year 2020-2021.

As for the research sample, it comprises 6 teachers (3 teachers of linguistics subjects and the like of literature subjects) and students in the 3rd and 4th stages at the Dept. They were observed in 90 online classes (45 linguistics and 45 literature) over durations that ranged from 40-45 minutes.

For the sake of confidentiality, teachers and the subjects they were teaching have been labeled with the following symbols: the three linguistics A-Lin., B-Lin. and C-Lin. The three subjects taught by them were labeled as Lin.-1, Lin.-2 and Lin.-3. While the teachers of literature were labeled as B-Lit. and C-Lit. and the subjects they taught as Lit.-1, Lit.-2 and Lit.3.

- Data Analysis and Discussion of Results

This section focuses on the data analysis and discussion of results arrived at in relation to the study objectives:

Part One: Differences between Linguistics and Literature

Online Classes in terms of the Occurrence of Verbal Interaction

Hypothesis No.1: There are no differences between online Linguistics classes and online literature classes in terms of the frequency of the occurrence of verbal interaction.

Research Question no.1: Does verbal interaction in EFL online classes vary according to the subject taught, i.e. linguistics subjects vs. literature subjects?

Aim no.1: Finding out the differences between online Linguistics classes and online literature

classes in terms of the frequency of the occurrence of verbal interaction.

Table 1 illustrates the frequency of the occurrence of verbal interaction in both Linguistics and Literature online classes.

Table 1: The frequency of the Occurrence of Verbal Interaction in Linguistics and Literature Online Classes

Frequency of Verbal Interaction			
Linguistics		Literature	
Session No.	No. of Interactions	Session No.	No. of Interactions
1	31	1	14
2	23	2	10
3	15	3	8
4	25	4	9
5	17	5	11
6	23	6	14
7	24	7	11
8	21	8	7
9	15	9	10
10	20	10	5
11	25	11	7
12	18	12	8
13	14	13	11
14	21	14	6
15	14	15	7
16	13	16	7
17	14	17	10
18	12	18	9
19	14	19	8
20	9	20	5
21	10	21	8
22	15	22	4
23	15	23	11
24	12	24	7

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

25	17	25	8
26	14	26	7
27	19	27	12
28	13	28	9
29	17	29	8
30	12	30	11
31	7	31	7
32	10	32	11
33	15	33	8
34	12	34	9
35	13	35	5
36	16	36	8
37	11	37	6
38	14	38	10
39	12	39	8
40	16	40	11
41	14	41	12
42	9	42	9
43	13	43	7
44	17	44	11
45	11	45	6
Total	702	Total	390

It is clear from table 1 that linguistics online classes have more verbal interactions, 702 (493 teachers initiated and 209 students initiated) compared to the literature online classes. Such a finding may be due to the fact that the nature of linguistic classes requires more interactions between teachers and students since such classes are usually planned for, directed and managed to impart the four linguistic skills, namely listening, speaking, reading and writing. Added to that, the development of students' linguistic skills requires students' involvement in the ongoing activities especially as far as the productive aspect or performance of some of these skills is concerned. Contrariwise, it is not an aim of any literature course to develop the linguistics skills on the students' part.

Literature courses usually aim at developing students' mental capacities and critical thinking. Accordingly, hypothesis no. 3 which states: "There are no differences between online Linguistics classes and online literature classes in terms of the frequency of the occurrence of verbal interaction" is rejected.

Part Two: Male and Female Students' Involvement in Verbal Interaction in EFL Online Classes

Hypotheses no.2: There are no differences between male students and females students in terms of the frequency of their involvement in verbal interaction in online classes.

Research Question no.2: Are male and female students evenly involved in the EFL online classes?

Aim no.2: Identifying the differences between male and female students in terms of their involvement in verbal interaction in online classes.

To validate hypothesis no.4 and duly bring about aim no.4, a 3-phase analysis is going to be carried out and as follows:

1. Comparison between male and female students' involvement in verbal interaction in linguistics online classes

Table 2: The Frequency of the Occurrence of Male and Female Students Involvement in Verbal Interaction in Linguistics Online Classes

Linguistics Online Classes		
Session No.	Male Interaction	Female Interaction
1	6	5
2	5	4
3	2	2
4	5	4
5	3	2
6	5	4
7	4	3
8	4	2

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

9	1	3
10	4	3
11	5	4
12	3	3
13	1	2
14	4	2
15	2	2
16	1	3
17	2	1
18	3	0
19	3	1
20	0	2
21	1	1
22	3	0
23	2	2
24	3	1
25	3	3
26	2	3
27	3	4
28	1	2
29	3	2
30	1	2
31	1	1
32	1	2
33	3	1
34	2	1
35	2	1
36	2	2
37	2	1
38	3	1
39	2	1
40	2	3
41	2	2

42	1	1
43	1	3
44	3	2
45	2	1
Total	114	95

Before embarking on the analysis of the contents of table 2, it is important to outline that male and female students' involvement in verbal interaction is limited to those of teacher-student or students-teacher interaction. The student-student interaction has not been considered in the analysis of the data related to hypothesis no.2 and aim no.4. This is so since the nature of online classes on one hand and the influence of other technical factors, among which is the nature of the subject taught, on the other hand, do not allow for much student-student interaction.

Table 2 shows that in the 45 linguistics online classes there have been 114 interactions where male students were involved compared to 95 interactions where female students were involved though it is very important to state that the number of male students in the sessions of the three subjects of linguistics was 95 compared to 129 female students. Such variation is always justified by the fact that female students are not, like their male counterparts, so open for participation in discussions and interaction due to their shyness in the first place and the values and traditions that are dominating in the eastern societies. One can notice that the involvement in interaction on the females' part is usually by the top students who are fluent in English.

2. Comparison between male and female students' involvement in verbal interaction in literature online classes

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender
Raghad Essam Mohammed Ali & Hussein Ali Ahmed

Table 3: The Frequency of the Occurrence of Male and Female Students Involvement in Verbal Interaction in Literature Online Classes

Literature Online Classes		
Session No.	Male Interaction	Female Interaction
1	3	2
2	2	1
3	1	1
4	2	1
5	2	1
6	1	3
7	1	2
8	1	1
9	2	1
10	0	1
11	1	1
12	1	1
13	2	1
14	2	0
15	1	1
16	2	0
17	1	2
18	2	1
19	2	1
20	0	1
21	1	1
22	1	0
23	3	1
24	0	2
25	2	1
26	0	1

27	2	2
28	2	1
29	1	2
30	2	2
31	0	2
32	1	2
33	1	1
34	1	1
35	0	1
36	2	0
37	0	1
38	2	1
39	2	0
40	2	1
41	1	3
42	2	1
43	1	1
44	1	3
45	1	1
Total	60	55

Table.3 shows the frequency of verbal interaction where male and female students were involved in the observed 45 literature online classes wherein the subjects of drama, poetry and novel were taught. A slight difference between the frequencies of the involvement in verbal interaction can be noticed, male students 60 interactions vs. 55 interactions by female students although the females outnumber the males, namely 129 vs. 95. The same analysis of the contents of table and the justification given for female students lower number of interaction can be applied here.

3. Comparison between Male and Female Students Involvement in Verbal Interaction in Linguistics and Literature Online Classes

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

To validate hypothesis no.2 and bring about aim no.2 of the current research, Table 4 shows the differences between the frequencies of the involvement in verbal interaction by male and female students in the linguistics and literature observed online classes.

Table 4: The Frequency of the Occurrence of Male and Female Students Involvement in Verbal Interaction in Linguistics and Literature Online Classes

Linguistics and Literature Online Classes		
Session No.	Linguistics and Literature	Linguistics and Literature
	Male Interaction	Female Interaction
1	9	7
2	7	5
3	3	3
4	7	5
5	5	3
6	6	7
7	5	5
8	5	3
9	3	4
10	4	4
11	6	5
12	4	4
13	3	3
14	6	2
15	3	3
16	3	3
17	3	3
18	5	1
19	4	2
20	0	3
21	2	2
22	4	0

23	5	3
24	3	3
25	5	4
26	2	4
27	5	6
28	3	3
29	4	4
30	3	4
31	1	3
32	2	4
33	4	2
34	3	2
35	2	3
36	4	2
37	2	2
38	5	2
39	4	1
40	4	4
41	3	5
42	3	2
43	2	4
44	4	5
45	3	2
Total	174	150

Table 4 shows that male students in both linguistics and literature online classes have a frequency of 174 cases of the involvement in verbal interaction vs. a frequency of 150 for female students. This variation goes in line with the contents of tables 1 and 2 where the frequency of male students' involvement outnumbered that by female students and surely for aforementioned justification and reasons. Accordingly, hypothesis no.2 which states "There are no differences between male students and female students in terms of the frequency of their involvement in verbal interaction in online classes" is partially accepted.

- Findings

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

It is worthy to note that the analysis of the data collected via the observation of the 90 online classes, 45 linguistics classes and 45 literature classes with an estimated time duration of 1200 minutes for each 45 classes, has come out with the following findings:

1. There are differences between linguistics online classes compared to the literature online classes. This may be due to the fact that the nature of linguistics subjects which mainly aims at developing students' linguistic skills, namely listening, speaking, reading and writing, requires more involvement on students' part compared to the literature online classes where the development of students' mental and thinking capacities forms a paramount objective.
2. Male students involvement in verbal interaction in EFL classes exceeds, though to varied degrees, that of female students in such classes. This may be due to the fact that females hesitance to appear on the screen and their shyness hinder them from involvement in the verbal interactions in both linguistics and literature classes.

- Conclusions and Recommendations

Online learning has been prevalent during the past year and a half with the outbreak of covid-19 virus. It has made teachers and learners communicate and interact in a way just opposite to what they have been used to, namely face to face learning. In this two-fold research, the main topics, interaction and online learning with a number of other subtopics have been tackled theoretically first. In order to investigate the way that verbal interaction in online classes takes place, 90 linguistics and literature online classes has been observed by the researcher so as to find out the frequency of the occurrence of verbal interaction in online classes on the basis of the subject taught and to see who are more engaged in verbal interaction., male or female students. The results show that verbal interaction is more in linguistics online classes compared to those of literature> Another finding is represented by the fact that male students in both linguistics and literature online classes engage more in verbal interaction than female students. On this basis the following recommendations have been forwarded:

- Since verbal interaction outlines students' engagement and involvement in the different teaching and learning activities, and since such engagement leads to the development of the basic linguistics skills, teachers are required to innovate and introduce the situations that allow for more students busyness with what is going on in the online classes.
- Since female students show less readiness to engage in verbal interaction compared to the male students, teachers have to encourage them to participate in the different teaching and learning tasks.

References

- Abaidoo, N. and Arkorful,V.(2015). "The role of e-learning, advantages and disadvantages of its adoption in higher learning". **Journal of instructional technology and distance learning**, P:29-43.
- Allwright, R. (1984). The Importance of Interaction In Classroom Language Learning. **Applied Linguistics**, 5: 156-71.
- Altamiro, D.(2006). "classroom oral interaction in foreign language lessons and implications for teacher development" . **Journal of Linguagem & Ensino**, 33-55.
- Anderson, T. (2003). Getting the mix right again: an updated and theoretical rationale for interaction. **Int. Rev. Res. Open Dist. Learn.** 4 (2).
- Ausburn, L. J. (2004). Course design elements most valued by adult learners in blended online learning environments: an American perspective. **Educational Media International**, 41(4), 327-337.
- Bao, W. (2020). COVID -19 and online teaching in higher learning: A case study of Peking University. **Human Behavior and Emerging Technologies**, 2(2), 113-115.
- Bartley, S. J. and Golek, J. H. (2004). "Evaluating the coast effectiveness of online and face-to-face instruction" . **Journal of educational technology and society**, 167-175.
- Beldarrain, Y. (2006). Distance learning trends: integrating new technologies to foster student interaction and collaboration. **Distance Learning**, 27(2), 139-153.

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

- Bolliger, D. U. and Martindale, T. (2004). Key factors influencing student satisfaction with online courses. **International Journal on E-Learning**, 3(1), 61-67.
- Bonk, C. J. and Graham, C.R. (2012). **The Handbook of Blended Learning: Global Perspectives, Local Designs**. John Wiley and Sons.
- Campbell, L. (2004). What does the “e” stand for? (Report). Melbourne: Department of Science and Mathematics Learning. The University of Melbourne.
- Chai, K. (2015). “The principles and the ways of classroom interaction” . **Journal of international conference on arts, design and contemporary learning** ,:844-847.
- Chen, P. Sh. D. , Lambert, A. D. and Guidry, K.R. (2009). “ Engaging online learners : the impact of web-based learning technology on college student engagement” . **Journal of computers and education**, P: 1222-1232.
- Cho, M. H. and Kim, B. J. (2013). Students' self-regulation for interaction with others in online learning environments. **Internet and Higher Learning**, 17, 69–75
- Cornford, J. and Pollock, N. (2003). **Putting the university online: Information, technology and organizational change**. Philadelphia: Open University Press.
- Dabbagh. N. and NannaRitland, B. (2005). **Online learning: Concepts, strategies and application**. New Jersey, NJ: Upper Saddle River.
- Dagarin, M. (2004). **Classroom Interaction and Communicate Strategies in Learning English as a Foreign**. Ljubljana: Birografika Bori.
- Duderstadt, J., Atkins, D. and Houweling, D. (2002). **Higher learning in the digital age: Technology issues and strategies for American colleges and universities**. Westport, CT: Praeger.
- Ellis, R. (1997). **Second Language Acquisition**. Oxford University Press.

- Fike, D.S., Fike, R., 2008. Predictors of first-year student retention in the community college. *Community Coll. Rev.* 36 (2), 68–88.
- Fojkar, M. D. (2005). “Classroom interaction and communication strategies in learning English as a foreign language “. **Journal of English language and literature teaching** , 127-139.
- Furnell, S. M., Onions, P. D., Knahl, M., Sanders, P. W., Bleimann, U., Gojny, U., and Roder, H. F. (1998). A security framework for online distance learning and training. **Internet Research: Electronic Networking Applications and Policy**, 8 (3), 236-242.
- Garrison, D. R., Anderson, T. and Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance learning. **The American Journal of Distance Learning**, 15(1), 7–23.
- Garrison, D. R. and Anderson, T. (2003). **E-learning in the 21st century: A framework for research and practice**. London, UK: RoutledgeFarmer.
- Garrison, D.R., Vaughan, N.D. (2008). **Blended Learning in Higher Learning: Framework, Principles, and Guidelines**. John Wiley & Sons.
- Hall, Graham. (2011). **Exploring English language teaching: language in action**. New York: Routledge.
- Hart, C.M.D., Friedmann, E., Hill, M. (2018). Online course-taking and student outcomes in California community colleges. **Educ. Fin. Policy**, 13 (1), 42–71.
- Herr, N. , Rivas, M., Chang, T. and Reveles, J. M. (2015). “ continuous formative assessment during blended and online instruction using cloud-based collaborative document” in **Assessment in online and blended learning environment** . Koc, S., Liu, X. and Wachira, B. America : information age publishing INC.
- Hoque, M.E. (2016). “ The effect of the teacher – students interaction : An evaluation of An EFL classroom”. **The journal of EFL learning and research**, n. p.

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

- Jaggars, S. S (2014). Choosing between online and face-to-face courses: community college student voices. **Am. J. Dist. Educ.** 28 (1), 27–38.
- Jung-Wan, L. and Young-Ei, K. (2009). “Perceived interaction in online classes and technology acceptance model to student satisfaction”, 25-48
- Keengwe, J. and Kidd, T.T. (2010). “Toward best practices in online learning and teaching in higher learning”, **Merlot Journal of online learning and teaching**, 533-541.
- Kezar, A. and Moriarty, D. (2000). Expanding our understanding of student leadership development: A study exploring gender and ethnic identity. **Journal of College Student Development**, 41(1), 55–69.
- Kilby, T. (2001). The direction of Web-based training: A practitioner’s view. **The Learning Organization**, 8 (5), 194-199.
- Knapp, N. F. (2018). “Increasing interaction in a flipped online classroom through video conferencing”. **Journal of association for educational communications and technology**, 618-624.
- Knight, R. M. B. (2015). “An examination of interaction in language learning classroom” . A dissertation from Indiana state university .
- Lee, C. S., Tan, D. T. H. and Goh, W. S. (2004). The next generation of e-learning: strategies for media rich online teaching. **Journal of Distance Learning Technologies**, 2(4), 1-17.
- Littlewood, W. (1981). **Communicative Language Teaching** .Cambridge :Cambridge University Press.
- Long, M. (1985). Input and Second Language Acquisition Theory. In Gass, S. and Madden , C. (Eds.) **Input and Second Language Acquisition**. Rowley, MA: Newbury House, 377-393.
- Martin, F., Parker, M. A. and Deale, D. F (2012). “Examining interactivity in synchronous virtual classrooms” , **Journal**

- of the international review of research in open and distance learning**, 228-261 .
- Means, B., Toyama, Y., Murphy, R., Bakia, M. and Jones, K. (2009). **Evaluation of Evidence Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies**.
- Meyer, K. A. (2002). **Quality in distance learning: Focus on on-line learning**. San Francisco, CA: Jossey-Bass.
- Moore, M. G. (1989). Three types of interaction. **The American Journal of Distance Learning**, 3(2), 1-6.
- Moore, J. C. (2005). **The Sloan consortium quality framework and the five pillars**. Newburyport, MA: Sloan Consortium. Retrieved 24th Feb., 2009.
- Mortera-Gutierrez, F. (2002). Instructor interactions in distance learning environments. **Journal of Interactive Learning Research**, 13 (3), 191-209.
- Muirhead, B. (2005). "A distance learning reader: insights for teachers and students", **Scotland: international journal of instructional technology and distance learning**.
- Paechter, M. and Maier, B. (2010). "Online or face-to-face ? students' experiences and preferences in e-learning". **Journal of internet and higher learning**,:292-297.
- Pascarella, E. T. and Terenzini, P. T. (2005). **How college affects students (Volume 2): A third decade of research**. San Francisco, CA: Jossey-Bass.
- Robinson, H. (2005). **The ethnography of empowerment: the transformative power of classroom interaction**. London: The Falmer Press.
- Roblyer, M. and Ekhaml, L. (2000). How interactive are YOUR distance courses? A rubric for assessing interaction in distance learning. **Online Journal of Distance Learning Administration**. Retrieved 4th March, 2021.
- Rustandi, A. and Mubarak, A. (2017). "Analysis of IRF (initiation-Response-Feedback) on classroom interaction in EFL speaking class". **Journal of English Learning , Literature, and Culture**, 239-250.

An Analytical Study of Verbal Interaction in EFL Linguistics and Literature Online Classes With Reference to Learners' Gender

Raghad Essam Mohammed Ali & Hussein Ali Ahmed

- Sax, L. J., Bryant, A. N., & Harper, C. E. (2005). The differential effects of student–faculty interaction on college outcomes for women and men. *Journal of College Student Development*, 46(6), 642–659.
- Shea, P., Li, C. S., and Pickett, A. (2006). A study of teaching presence and student sense of learning community in fully online and web-enhanced college courses. ***Internet and Higher Learning***, 9, 175–190
- Shi, S. (2010). Instructor moderating and student engagement in synchronous computer conference. ***Journal of Online Learning and Teaching***, 6(2), 431–445.
- Sife, A., Lwoga, E., and Sanga, C. (2007). New technologies for teaching and learning: Challenges for higher learning institutions in developing countries. ***International Journal of Learning and Development Using ICT***, 3(2), 57–67.
- Skinner, E., Furrer, C., Marchand, G., & Kinderman, T. (2008). “Engagement and disaffection in the classroom: Part of a larger motivational dynamic”. ***Journal of Learning Psychology***, 100, 765–781.
- Smith, E. A. (1990). “Theory and practice in training videos: An exploration”, ***Human Resource Development Quarterly***, 1, 4, 409-412.
- Smith, D. H , Hao, Q., Dennen, V ,Tsikerdekis, M., Barnes, B., Martin, L. and Tresham, N. (2020). “Towards understanding online question and answer interactions and their effects on student performance in large scale STEM classes”, ***International Journal of Educational Technology in Higher Learning***, 1-15.
- Sturgis, I. (2012). ***The online frontier. Diverse: Issues in Higher Learning***, 29(3), 16–19.
- Tawrah, H.M. (2013). “Teachers’ Effectiveness with student Responses and Questions”. ***International Journal of educational sciences***.5(2):117-122.
- Thurmond, V. A. and Wambach, K. (2004). Understanding interactions in distance learning: A review of the literature.

International Journal of Instructional Technology and Distance Learning, 1(1). Retrieved 20th Jan., 2021.

- Wagner, E.D. (1994). In support of a functional definition of interaction. **Am. J. Dist. Educ.** 8 (2), 6–29.
- Wang, Q. and Castro, C. D. (2010). “Classroom interaction and language out put”. **Journal of English language teaching**, 175-186.
- Wenwu, H. (2009). Learning democratic nature of the intersubjectivity and the way. **Journal of learning theory and practice**, 2009 (2), 3-6
- Wild, R. H., Griggs, K. A. and Downing, T. (2002). A framework for e-learning as a tool for knowledge management. **Industrial Management and Data Systems**, 102 (7), 371-380
- Wubbels, Th., Brekelmans, M., van Tartwijk, J. and Admiral, W. (1999). **Interpersonal relationships between teachers and students in the classroom**. Berkeley, CA: McCutchan PC

دراسة تحليلية للتفاعل اللفظي في دروس علم اللغة والأدب عبر الإنترنت/اللغة

الإنكليزية بوصفها لغة أجنبية مع الإشارة إلى جنس المتعلمين

رغد عصام محمد علي*

حسين علي أحمد**

المستخلص

يُعدُّ الصف الدراسي البيئة الملائمة للقاء التدريسيين والطلبة، ويشكّل التواصل عنصرًا بارزًا الذي يتم من خلاله تبادل المعلومات والتعبير عن الحاجات والمشاعر وطرح التساؤلات، وتقديم التغذية الاسترجاعية، ويشير التفاعل اللفظي الى التواصل المستند على الكلام ويبيّن مستوى انخراط الطلبة في الفعاليات التعليمية-التعلمية في الصفوف الدراسية التقليدية أو الدروس الإلكترونية، التي بانّت منتشرة هذه الأيام بفعل انتشار جائحة كورونا متمثلة بفيروس كوفيد ١٩، استنادًا إلى ما تقدّم، يهدف البحث الحالي إلى تحديد ومقارنة تكرار حصول التفاعل اللفظي في دروس اللغة والأدب الإلكترونية، وكذلك تحديد دور جنس الطالب، ذكر كان أو انثى في التفاعل اللفظي في هذه الدروس، ولتحقيق هذه الأهداف وصحة الفرضيتين القائلتين بأنّه لا توجد هناك فوارق بين الدروس الإلكترونية للغة والأدب وبين مشاركة الطلبة الذكور والإناث في التفاعل اللفظي في هذه الدروس عند المستوى الجامعي، قامت الباحثة بمشاهدة ٩٠ جلسة إلكترونية، ٤٥ منها للغة ومثلها للأدب، وبمدد زمنية لا تقل عن ٤٠ دقيقة لكل جلسة، ولدى تحليل البيانات التي تم جمعها من خلال المشاهدة تبين أنّ التفاعل اللفظي يحدث في دروس اللغة بشكل أكثر مقارنة بدروس الأدب وأنّ مشاركة الطلبة الذكور في التفاعل اللفظي تفوق تلك للطلبات. الكلمات المفتاحية: فعاليات، أهداف، فرضية.

*مدرس مساعد/قسم اللغة الإنكليزية/كلية الآداب/جامعة الموصل.

**أستاذ/جامعة نورو/إقليم كردستان العراق.