



## University EFL Instructors' Attitude towards English Oral Interaction: A Case Study at Wollega University, Ethiopia

Mekonnen Tolera Nikussa

Department of English Language and Literature, Institute of Languages Study and Journalism, Wollega University, Nekemte, Ethiopia

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### **Abstract**

The purpose of the current study was to investigate EFL instructors' attitude towards English oral interaction in EFL classroom. For the study, a constructivism paradigm, a descriptive case study design and a qualitative research approach were employed. The participants were eight EFL instructors selected through purposive sampling technique. The data collection instrument was semi-structured interview. A phenomenological data analysis strategy was utilised. The data were analyzed in terms of the three components of attitude: cognitive, affective and behavioural components. Regarding cognitive component, all the EFL instructors perceived oral interaction as essential in promoting learners' skills. Pertaining to affective component, the EFL instructors preferred oral interaction. Concerning behavioural component of their attitude towards oral interaction, the EFL instructors were enthusiastic to employ oral interaction in EFL classrooms. Therefore, the findings of the study portrayed that the EFL instructors had positive attitude towards oral interaction in the classroom. The findings indicated that, the EFL instructors utilized most of the oral interaction patterns in EFL classroom. Moreover, the EFL instructors employed the different patterns of English oral interaction most often in EFL classrooms.

**Keywords:** *Attitude; Cognitive; Affective; Behavioural; Oral interaction; EFL*

### **1. Introduction**

Attitude is the way someone thinks, feels and behaves towards or about somebody or something. According to Abun, Magallanes, and Incarnacion (2019), attitude refers to the thoughts, beliefs, feelings and behaviors of a person toward certain subject, person, object or event. Therefore, attitude is a tendency someone has towards something or someone based on his/her own perception, feeling or enthusiasm. One can have favorable or unfavorable attitude towards something based on the combination of the attitude components. For Ali, Amin, Khalid, Ali & Hussain (2020), an individual's attitude constitutes three components. Attitude can influence teacher's pedagogical decision-making, the approaches, and techniques, choice of topics, classroom management and activities in the classroom (Li, 2013). Therefore, teachers' classroom practices are influenced by their educational attitude. Studies have reported that the practice of oral interaction in EFL classrooms was low (Habtamu, 2017).

As a result, learners of EFL did not have adequate opportunities to interact and practice the language in classrooms. Besides, there was no noticeable research on EFL instructors' attitude towards oral interaction at university level in Ethiopia. Therefore, the current study aimed at investigating EFL instructors' attitude towards oral interaction in the selected university.

### **1.1. Statement of the Problem**

In Ethiopia, English Language is a medium of instruction in universities and secondary schools. Moreover, it is learned as a subject from grade one. Therefore, the essence of English Language skill is unquestionable. In addition, it has been the crucial language in academic communications, research works, innovative transactions and international relations. Though it is essential in promoting language skill, the practice of oral interaction in EFL classroom was low in universities in Ethiopia. Accordingly, the findings of the study conducted by Habtamu (2017) showed that teachers rarely played their role to develop students' oral interaction skills in EFL classroom. Moreover, the findings of the study by Legesse (2017) indicated that interaction in EFL classroom was not properly implemented due to teachers and students' lack of proper commitment to practice it. As a result, the extent of interaction in English language classroom was minimized. This revealed that the practice of oral interaction in a classroom was inadequate English language oral skills.

Furthermore, from the researchers' professional experience, in universities in Ethiopia, the practice of oral interaction was low since students did not have adequate opportunity to participate in interaction activities which in turn could have negatively affected their oral performance. Here, there were indications of students' low oral performance skills in English language in universities. To exemplify, they had problems in introducing themselves to others, greetings, expressing their own ideas in speaking (asking, direction and information clarification for understanding) and participating in group oral communication exercises.

### **1.2. Research Questions**

The research questions of the current study were the following.

- 1 What is the EFL instructors' cognitive component of attitude towards oral interaction?
- 2 What is the EFL instructors' affective component of attitude towards oral interaction?
- 3 What is the EFL instructors' behavioral component of attitude towards oral interaction?

## **2. Literature Review**

### **2.1. The Concept of Attitude**

Attitude is the way someone thinks, feels and behaves towards someone or something. The term attitude includes three components. They are cognitive, affective and behavioral (Lubis, 2015).

#### **2.1.1. The Cognitive Component of Attitude**

A cognitive component of attitude is made up of the beliefs and ideas or opinions about the object of the attitude. According to Lubis (2015), the cognitive component of attitude is made up of beliefs, thoughts and opinions that enable an individual to think and to have general knowledge of a person or an object of interest and is defined as the act or process of knowing, perceiving or relating to mental processes of memory, judgment and reasoning.

### **2.1.2. The Affective Component of Attitude**

The affective component of attitude refers to the feeling and emotions that one has towards an object: likes or dislikes, favorable or unfavorable.

### **2.1.3. The Behavioral Component of Attitude**

The behavioral component of attitude refers to one's consisting actions or behavioral intentions towards the object. In other words, the behavioral component of attitude is someone's inclination or action tendency or enthusiasm to behave in some particular ways (Lubis, 2015). The behavioural component has to do with an individual's tendencies to behave in a meticulous way towards an object of interest. It is defined as the way in which any individual acts or conducts himself/herself, especially towards others.

## **2.2. The Effect of Attitude on One's Behavior**

Research on the relation between attitude and behavior is examined in light of the correspondence between attitudinal and behavioral entities. A review of available empirical research supports the contention that strong attitude-behavior relations are obtained when there is high correspondence between at least the target and action elements of the attitudinal and behavioral entities (Ajzen & Fishbein, 1977).

## **2.3. The Role of Attitude in Language Teaching**

In a similar way as that of pupils, teachers' attitudes play a pivotal role in the way the teaching and learning process can be directed to achieve its desired ends (Ahmed, 1989). The study of attitude can also designate what repercussions attitude can have on the teaching and learning of foreign languages. Furthermore, in the field of language teaching and learning, attitude needs more investigation since it can provide the required information for curriculum planners, teachers and instructors (Abu-Snoubar, 2017).

## **2.4. Oral Interaction**

In the communicative approach to language teaching, oral communication skill has been given more emphasis and importance since oral communication involves oral interaction or speech where learners are expected to interact verbally with other people and among themselves in their classrooms. Moreover, the teachers' talk is reduced and learners are encouraged and supported to talk more in the classroom to get more opportunity to practice the target language. Accordingly, oral interaction is the collaborative exchange of thoughts, feelings or ideas orally between two or more people, leading to a mutual effect on each other (Tuan & Nhu, 2010).

## **2.5. Oral Interaction Skill**

In oral interaction, oral interaction skill is someone's expertise or know-how of interacting orally with other interlocutors, persons taking part in a conversation, with appropriate or suitable language in a specific context and the production of the language naturally. Concerning this point, Richards & Rodgers (2001) reveal that "fluency and acceptable language is the primary goal of language instruction or teaching and learning process: fluency and accuracy are judged in a context". In this regard, CLT emphasis on the communicative interaction process between learners or teacher-learner (s).

## **2.6. Oral Interaction Patterns**

Classroom oral interaction can occur between the teacher and learners, and/or between the learners themselves, either in groups or individually. Concerning the forms or patterns of classroom oral interaction, Tuan and Nhu (2010) indicate that interaction can occur between the teacher and learners, and/or between learners themselves, either collectively or individually. Scholars categorize patterns of

classroom interaction slightly differently. According to the interaction analysis model proposed by Flanders (1970), there are ten categories of interaction patterns which consist of teacher talk and student talk in Flanders' interaction analysis categories system (FIACS), teacher talk is categorized into seven patterns. The patterns are accepting feeling, encouraging students, accepting or using students' ideas, asking questions, lecturing, giving direction and criticizing. FIACS also includes two students' talk categories. They are students' responses to instructor and students' talk initiation. The last category is silent or confusion moment.

Table 1: Flanders' interaction analysis category system (FIACS)

Teacher Talk	Indirect Influence	1. Accept Feeling
		2. Praises or Encourages
		3. Accepts or Use Ideas of Students
		4. Asks questions
	Direct Influence	5. Lecturing
		6. Giving Directions
		7. Criticizing or Justifying Authority
Student Talk	Student Talk	8. Student talk-Response
		9. Student talk –Initiation
Silence	Silence or Confusion	10. Silence or Confusion

Source: Flanders (1970)

### 3. Materials and Methods

#### 3.1. Research Paradigm

In this study, a constructivist paradigm was employed. According to constructivists, individuals develop subjective meanings of their experiences and the meanings are varied and multiple as well as negotiated socially and historically. Therefore, the meanings are formed through interaction with others, hence social constructivism (Creswell, 2009).

#### 3.2. Research Design

In this study, a descriptive case study design was employed. In this design, the attempt was not to select a random sample but a case that can provide the researcher with as much information as possible to understand the issue. According to Kumar (2011), a case study is dominantly a qualitative study design.

#### 3.3. The Research Approach

For the study, qualitative research approach was adopted. In the approach, the researcher expresses the lived experiences of individuals about a phenomenon as described by participants.

#### 3.4. Participants of the Study

In the current study, one public university was selected as a study site. Moreover, EFL eight instructors from the university were selected through purposive sampling technique. Therefore, in the study, purposive sampling technique was employed to select instructors who were accessible during interview data collection and supposed to be information rich in relation to the study. In purposive sampling, the primary consideration is the people who can provide the best information to achieve the objectives of the study (Kumar, 2011).

### 3.5. Data Collection Instrument

The data collection instrument for the study was semi-structured interview. Accordingly, the interview guide with eight items was employed. The interview guide comprises five sections. The first part was meant to collect data about the EFL instructors' cognitive component of attitude while the second part was to obtain information about the instructors' affective component of attitude. The third part focused on the behavioural component of attitude or the EFL instructors' enthusiasm to employ interaction in classrooms. The fourth section was about the interaction patterns that the EFL instructors were eager to use and the fifth section was about the extent to which the instructors employ the patterns in EFL classrooms.

In order to collect the data about the patterns of oral interaction that the EFL instructors prefer to use and to what extent, interaction analysis category system proposed by Flanders was modified as the fourth and fifth parts of the interview and was used. The most famous and widely used technique to assess classroom verbal interaction is proposed by Flanders (Pujiastuti, 2013). In the model, there are a total of ten categories of interaction patterns. That is, seven teacher talks, two student talks and one silence period. However, for the purpose of the current study, two more categories were added to modify the model which makes the modified category system to encompass 12 patterns of oral interaction.

Table 2: Interaction analysis categories system

Teacher Talk	Indirect Influence	1. Accept Feeling
		2. Praises or Encourages
		3. Accepts or Use Ideas of Students
		4. Asks questions
	Direct Influence	5. Lecturing
		6. Giving Directions
		7. Criticizing or Justifying Authority
Student Talk	Student Talk	8. Student talk-Response
		9. Student talk –Initiation
Silence	Silence or Confusion	10. Silence or Confusion
Peer talk	Negotiation	11. Negotiation
	Feedback	12. Peer feedback

Adapted from (Flanders, 1970 cited in Pujiastuti, 2013)

Accordingly, in the modified category system of interaction analysis, the two patterns of interaction that were added to the original model were negotiation for meaning among students and peer feedback. This was because interaction among students was not incorporated in the original Flanders' interaction analysis category system. In that regard, the gap of the interaction analysis category system could also be filled by promoting it from ten to twelve. That is, the original interaction analysis model proposed by Flanders did not incorporate peer talk or interaction among students.

### 3.6. Description of Flanders' interaction analysis categories system (FIACS)

The Flanders' interaction analysis categories have been described in the following ways. In the first category, accept feeling, the teacher accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are also included. Second, in praises or encourages, the teacher praises or encourages students for action or behavior or performance. Jokes that release tension but not at the expense of another individual, nodding head, or approval are included. Third, in accepting or using ideas of students, the teacher clarifies, builds or develops ideas suggested by a student. As teacher states more of his ideas, the category shifts to

lecturing. Fourth, in asking questions, the teacher asks students questions about content or procedure with the intent that the students answer.

Fifth, in lecturing, the teacher gives facts or opinions about content or procedure; expressing his ideas; asking rhetorical questions. Sixth in giving directions, the teacher gives directions, commands, or orders with which a student is expected to comply. Seventh, during criticizing or justifying authority, the teacher gives statements which are intended to change student's behavior from non-acceptable to acceptable pattern; stating why he is criticizing a student for what a student is doing.

Eighth, in student talk response, the students talk in response to teacher's question. The teacher initiates the student to respond to his or her questions. Nine, in student talk- initiation, students are expected to initiate the talk, including the reaction to teacher's statements which indicates that the student is willing to talk. Ten, during silent moments, there can be pauses, short periods of silence and periods of confusion in which communication breaks down in a classroom in which what is going on in a classroom cannot be understood by an observer. Eleventh, in negotiation for meaning among students, the students interact orally to discuss on a given idea or topic either in pairs or groups. Twelve, in feedback among students, students are expected to provide each other feedback.

### **3.7. Method of Data Analysis**

The data were categorised in to themes that include cognitive, affective and behavioural components of EFL instructors' attitude towards oral interaction in classrooms. The interview data were analyzed qualitatively through narration. In addition, the interview data were transcribed and interpreted in the form of summary.

### **3.8. Validity of the Interview Data**

In order to improve the validity of the data, the interview was designed and developed in English language. Then, academicians' comments were received to improve the instrument particularly on content and wordings of interview items. Based on their constructive comments, the instrument was improved and was employed to collect data from the participants.

## **4. Results**

### **4.1. EFL Instructors' Attitude towards Oral Interaction**

In this part of the study, the attitude of the EFL instructors towards English oral interaction was presented. Accordingly, the EFL instructors' cognitive, affective and behavioral components of attitude towards English oral interaction were discussed. Regarding the components of attitude, see appendix A.

#### **4.1.1. EFL instructors' cognitive component of attitude towards English oral interaction**

Regarding their cognition about classroom interaction, all the eight EFL instructors responded that classroom interaction is essential in developing learners' oral interaction skills. They indicated that when students interact either with their instructor or among themselves, they obtain more opportunities to exercise the oral interaction in the target language through which they can improve their own English oral interaction skills. For example, instructor three (I3) responded in the following ways.

Ok. I think classroom oral interaction in English language is definitely beneficial in developing the oral interaction skill of learners in that when students interact either with their classmates or with their instructor in a classroom; they are able to promote their own oral interaction skills (I3).

In addition, instructor one (I1) replied his response as follows.

All right. From my point of view, when students interact orally in English language with their instructor and with their classmates in a classroom, their oral interaction skill can develop. Therefore, classroom oral interaction is advantageous in promoting learners' oral interaction skill particularly in a foreign language (I1).

Accordingly, it was inferred that the EFL instructors had adequate cognition about the benefits of oral interaction in enhancing learners' English language oral performance. Most of the instructors (I1, I2, I3, I5, I7, and I8,) indicated that all the patterns of interaction have their own advantages. They also revealed that the patterns which are more useful for English language oral interaction skill to develop include the patterns two, four, six, eight, eleven and twelve. Concerning the patterns of oral interaction see appendix B. Hence, regarding the benefits of the patterns of interaction, instructor two (I2) indicated the response in the following ways.

All the patterns have their own advantages and I think, the more beneficial patterns include pattern two, four, six, eight, 11 and 12. In pattern two, the students are encouraged by the instructor to interact and in pattern four, the instructor asks students questions through which students interact with the instructor. In pattern eight, students get chances to interact with the instructor through their responses. Besides, in patterns 11 and 12, the students get chances to negotiate for meaning and providing each other feedback (I2).

Therefore, from the findings of the study, it was deduced that the more beneficial patterns of oral interaction were patterns two, four, eight, 11 and 12. The EFL instructors perceived classroom interaction as essential and there were patterns of interaction which were more beneficial. Consequently, it was possible to conclude that among the 12 patterns of interaction, the more beneficial ones were patterns two, four, eight, eleven and twelve. Pertaining to the patterns of oral interaction, see appendix B.

#### **4.1.2. EFL Instructors' Affective Component of Attitude towards English Oral Interaction**

Regarding their preferences to use English oral interaction, all the EFL instructors revealed that they prefer to use English oral interaction through involving students in pairs or group works instead of teacher dominated traditional lecture method of teaching. They justified their reasons for favoring participatory English oral interaction. The instructors revealed that such oral interaction among students can provide them with more opportunities to exercise English language. For example, instructor eight indicated his preference as follows.

Yes. I prefer to use English oral interaction between the instructor and the learners as well as oral interaction among the students themselves. This is because interaction among students provides them with more opportunities to practice the target language. Moreover, English oral interaction among students is helpful in that students feel free to talk among themselves. Therefore, I organize and use pair or group works for students in order to make them interact orally (I8).

Furthermore, instructor (I4) revealed his preference response in the following ways.

Sure. I like English oral interaction in EFL classroom because classroom oral interaction especially interaction among students themselves encourages students to feel free during interaction and exchange their ideas in order to do activities that the instructor orders them to do. Therefore, for the purpose, I organize the students in pair or group works (I4).

Consequently, from the findings, it was deduced that the EFL instructors prefer to use English oral interaction in classrooms in order to promote the oral interaction skills of learners. Besides, the instructors replied that their most favorite patterns of interaction were four, eight, 11, and 12. They

revealed that patterns four and eight provide learners to interact orally with the instructor. Patterns 11 and 12 provide learners with more chances to negotiate for meaning among themselves and provide each other feedback on each other's works. With the patterns of oral interaction, see appendix B. For example, concerning the merit of oral interaction, instructor five (I5) replied as follows.

Each pattern of oral interaction has its own contribution for enhancing oral interaction skills of students. However, my most favorite patterns of oral interaction include four, six, eight, 11 and 12. This is because patterns four, six, and eight allow oral interaction in English between the students and the instructor. Patterns 11 and 12 provide chances of oral interaction among students themselves in the form of negotiation for meaning and feedback (I5).

Furthermore, in relation to his most favorite patterns of oral interaction, instructor seven (I7) revealed his response in the following ways.

Among the oral interaction patterns, my most favorite ones are patterns two, four, six, eight, nine, 11 and 12. Here, in pattern two, I encourage students, in pattern four, I ask them questions, in pattern six, I give directions, in pattern 11, I encourage them to negotiate for meanings and in pattern 12, I encourage them to provide each other feedback (I7).

Therefore, it was concluded that all the instructors' most favorite patterns of English oral interaction were pattern four, eight, 11 and 12. As a result, the EFL instructors preferred to employ English oral interaction in their classrooms particularly the patterns of oral interaction which involve students like interaction among peer and peer feedback.

#### **4.1.3. EFL Instructors' Behavioral Component of Attitude towards English Oral Interaction**

Regarding their enthusiasm, the EFL instructors revealed that they were enthusiastic to use English oral interaction in their classrooms in order to enhance the English oral interaction skills of students. Concerning the extent of their enthusiasm, they were very much enthusiastic to employ English oral interaction in their classrooms. That is, they were eager to utilize the pattern 'encouraging students' to make them orally interact either in pairs or in groups. The EFL instructors indicated also that they were enthusiastic to employ English oral interaction in classrooms. For example, regarding his enthusiasm, one of the respondents stated the reaction as follows.

Of course. I am very enthusiastic to use English oral interaction in EFL classroom in order to enhance the oral interaction skills of learners, particularly encouraging students to negotiate for meanings and making provide each other feedback by being in pairs or groups. Therefore, I am eager to utilize English oral interaction in EFL classroom (I1).

In addition, another participant indicated the following.

Yes. I am so enthusiastic to employ English oral interaction in EFL classroom in order to promote the learners' oral interaction skills because the more I employ the oral interaction the more the learners are beneficiary in promoting their oral interaction skill. (I3).

Furthermore, instructor seven (7) replied in the following ways.

Sure. I am enthusiastic to employ English oral interaction in EFL classroom in order to enhance the oral interaction skills of learners. That is, I am eager to use English oral interaction especially cooperative language learning method to encourage students to interact with their peers, to discuss on topics and negotiate for meanings among themselves (I7).



Consequently, it was possible to conclude that all the EFL instructors were enthusiastic to use English oral interaction in EFL classroom in order to enhance students' oral interaction skills. The instructors were eager to employ all the oral interaction patterns in their EFL classrooms because each pattern of interaction has its own advantages in enhancing learners' oral interaction skills.

#### **4.2. The Patterns of Oral Interaction the EFL Instructors Employ in Classroom**

Concerning the interaction patterns of English oral interaction, the EFL instructors indicated that they utilized most of the patterns including pattern one, two, three, four, five, six, eight, nine 11 and 12 since each has its benefits. Accordingly, one interviewee replied in the following ways.

Ok. In EFL classroom, I employ patterns two, four, six, eight and 11. This is because when students are encouraged in pattern two, they initiated to participate in oral interaction. When they are asked questions, in pattern four, they get chance to interact with their instructor through their responses. When they are given clear instruction in pattern six, they can interact properly understanding how to accomplish a task or activity. In pattern 11, when they negotiate for meanings in pairs or groups, they get more chances to use the target language and also feel free to talk to their peers (I5).

Another, respondent indicated his responses as follows.

Good. The patterns of English oral interaction that I use in EFL classroom include patterns two, four, six, eight, 11 and 12. When students are encouraged, they participate to interact at ease. When clear instruction is given, the students interact appropriately. When they are ordered to interact among themselves, they get more chance to talk in the foreign language and feel free to talk. When they are encouraged to provide feedback to each other, they are more relaxed and learn from each other (I4).

Moreover, instructor two (I2) indicated his response as follows.

The patterns I use include pattern one, two, three, five and nine. The in pattern one I try to accept the feelings or emotions of students and treat them accordingly. In pattern two, when students are encouraged, they feel more confident to interact orally. In pattern three, I accept and use students' ideas so that they are enthusiastic to engage in oral interaction. In pattern five, they are provided with explanation and clarification of contents or topics. In pattern nine, students are made to initiate talk (I2).

As a result, it was possible to deduce that the eight EFL instructors revealed that they use almost all of the patterns of oral interaction in EF classrooms. The respondents indicated that each of the patterns of interaction provides students with encouragement and more involvement in oral interactions with both the instructor and peer. Regarding the patterns of oral interaction see appendix B.

#### **4.3. The Extent to Which They Employ Oral Interaction in Classroom**

Regarding the extent to which they employ English oral interaction, the EFL instructors indicated that they use it in classrooms very often. For example, one of the respondents stated the reaction as follows.

Of course. Since I am very enthusiastic to use English oral interaction in EFL classroom and it is helpful to enhance the oral interaction skills of learners, I employ it very often particularly encouraging students to negotiate for meanings and provide each other feedback by being in pairs or groups. Therefore, I employ such interactions very often (I1).

Moreover, another instructor indicated the extent to which he employed English oral interaction in EFL classroom as follows.

Good. Teaching and learning takes place within the framework of social interaction. When oral interaction is more frequent in a language classroom, particularly in English as a foreign language classroom, it is very useful in promoting learners' oral performance in the language. Therefore, I use oral interaction more often in EFL classrooms (I3).

Therefore, concerning the extent to which the employ oral interaction in classroom, the results of the study indicated that the EFL instructors employed the different patterns of English oral interaction most often in their classrooms. In this way, the students get the more opportunities to interact in the target language they learn and exercise it with their peers, to discuss on topics and negotiate for meanings.

## **5. Discussion**

The results of this study portrayed that the EFL instructors had positive attitude towards English oral interaction. The findings of the current study was contrary to the findings of the study conducted by Habtamu (2017) that described teachers of EFL had negative attitude towards oral interaction in classroom. in the current study, the findings indicated that, the EFL instructors utilized most of the oral interaction patterns in EFL classroom. Moreover, the EFL instructors employed the different patterns of English oral interaction most often in EFL classrooms.

## **6. Conclusions**

Based on the findings of the current study, the following conclusions have been made. Regarding the EFL instructors' cognitive component of attitude towards oral interaction, the findings revealed that they perceived classroom oral interaction as an essential in developing learners' oral interaction skills. Besides, concerning the affective component of the EFL instructors' attitude, the findings showed the instructors preferred interactive patterns of oral interaction that involve students in pairs or group works instead of teacher dominated traditional lecture method of teaching. Moreover, pertaining to the behavioral component of their attitude, the EFL instructors were enthusiastic to use oral interaction in classrooms to enhance the English oral interaction skills of students. In addition, the instructors were very much enthusiastic to employ classroom oral interaction in their classrooms particularly encouraging students to work or interact among themselves either in pairs or groups. As a whole, it was possible to conclude that the EFL instructors had positive attitude towards English oral interaction in classrooms in promoting the oral interaction skills of students. The findings indicated also that, the EFL instructors utilized most of the oral interaction patterns in EFL classrooms. Furthermore, it was possible to deduce that the EFL instructors employed the different patterns of English oral interaction most often in EFL classrooms.

The findings of the current study concluded that the EFL instructors had positive attitude towards oral interaction in classrooms. Nevertheless, several empirical studies portrayed that the oral interaction in EFL classrooms was low. Therefore, more studies need to be conducted in universities to identify the hampering factors of oral interaction in EFL classrooms other than instructors' attitude. Besides, more studies need to be conducted on patterns of oral interaction that instructors employ in order to develop students' oral performance.

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