



School of Humanities

Language Education for Refugees and Migrants (L.R.M.)

Postgraduate Dissertation

Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

Stavros Giotas

Supervisor: Dr. Sevasti Paidi

Patras, Greece, January 2025

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

Theses / Dissertations remain the intellectual property of students ("authors/creators"), but in the context of open access policy, they grant to the HOU a non-exclusive license to use the right of reproduction, customization, public lending, presentation to an audience and digital dissemination thereof internationally, in electronic form and by any means for teaching and research purposes, for no fee and throughout the duration of intellectual property rights. Free access to the full text for studying and reading does not in any way mean that the author/creator shall allocate his/her intellectual property rights, nor shall he/she allow the reproduction, republication, copy, storage, sale, commercial use, transmission, distribution, publication, execution, downloading, uploading, translating, modifying in any way, of any part or summary of the dissertation, without the explicit prior written consent of the author/creator. Creators retain all their moral and property rights.



Stavros Giotas

Supervising Committee

Supervisor:

Dr. Sevasti Paidá

Co-Supervisor:

Dr. Magdalini Vitsou

Patras, Greece, January 2025

Acknowledgements

Firstly, I would like to express my gratitude and give my warmest thanks to my supervisor Dr. Sevasti Paidi for her valuable guidance and support throughout this study. Without her instructions, assistance and undivided patience this paper would not have been possible.

I would also like to thank my co-supervisor, Dr. Magdalini Vitsou for her insightful advice.

I cannot but also thank the teachers who participated in my study and made it come true.

Last but not least, I would like to thank my whole family for their support and especially my wife Ioanna, who tolerated me during the whole study.

1. Abstract

It is evident that the latest years traditional “passive” teaching practices, which are undoubtedly teacher-centered, are inclined to disappear. The current educational system has transitioned to a student-centered scheme and several scholars have studied the use of various interactive teaching practices, in regular and multicultural SLL contexts. Also, there have been studies about the effects of these practices to students’ education and both their benefits and challenges during their implementation. The purpose of this study is firstly to examine how Greek teachers in multicultural classes of primary education, perceive interaction and its effect regarding the current educational system. Secondly, to identify which specific practices teachers prefer to use during their lesson and the ways that they implement them. Last but not least, to detect which are the possible benefits, drawbacks and challenges of these practices during their implementation. The study includes interviews with ten teachers of primary education that have teaching experience with students that acquire Greek as second language. It is a qualitative study, in which have been used semi-structured interviews with open-ended questions, in order for the data to be collected. The paper starts with an introduction to the study and continues with a theoretical background, which explains the basic terms and issues that are presented in the paper. Afterwards, is presented the adopted methodology and is followed by the findings of the study. Based on the latter, the most crucial points of perspectives about interaction, interactive teaching practices and both their benefits and disadvantages/challenges that were suggested by the literature have been identified. The paper closes with a conclusion and some recommendations for further research.

Key words: refugee students, Greek, interaction, interactive teaching practices, teachers’ preferences, benefits, disadvantages, challenges

Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

Stavros Giotas

2. Περίληψη

Είναι εμφανές ότι τα τελευταία χρόνια οι παραδοσιακές «παθητικές» εκπαιδευτικές μέθοδοι, που είναι αναμφισβήτητα δασκαλοκεντρικές, τείνουν να εκλείπουν. Το τρέχον εκπαιδευτικό σύστημα έχει μεταβεί σε ένα μαθητοκεντρικό σχέδιο και αρκετοί ακαδημαϊκοί έχουν μελετήσει τη χρήση ποικίλων αλληλεπιδραστικών εκπαιδευτικών πρακτικών, σε κανονικά, καθώς και σε πολυπολιτισμικά πλαίσια με μαθητές που μαθαίνουν τη δεύτερη γλώσσα. Επίσης, έχουν γίνει μελέτες σχετικά με τα αποτελέσματα αυτών των πρακτικών στη εκπαίδευση των μαθητών, αλλά και με τα πλεονεκτήματα και τις προκλήσεις τους κατά τη διάρκεια της εφαρμογής τους. Ο σκοπός αυτής της έρευνας είναι αρχικά να εξετάσει πώς οι δάσκαλοι ελληνικών σε πολυπολιτισμικές τάξεις της πρωτοβάθμιας εκπαίδευσης, αντιλαμβάνονται την αλληλεπίδραση και τα αποτελέσματά της, όσον αφορά το τρέχον εκπαιδευτικό σύστημα. Κατά δεύτερον, να εντοπίσει ποιες συγκεκριμένες πρακτικές προτιμούν οι δάσκαλοι να χρησιμοποιούν κατά τη διάρκεια του μαθήματός τους και με ποιους τρόπους τις εφαρμόζουν. Τελευταίο αλλά εξίσου σημαντικό, είναι να αναγνωριστούν τα πιθανά πλεονεκτήματα, μειονεκτήματα και προκλήσεις των πρακτικών αυτών, κατά τη διάρκεια της εφαρμογής τους. Η μελέτη περιλαμβάνει συνεντεύξεις με δέκα δασκάλους της πρωτοβάθμιας εκπαίδευσης, οι οποίοι έχουν διδακτική εμπειρία με μαθητές που μαθαίνουν τα ελληνικά ως δεύτερη γλώσσα. Είναι μια ποιοτική έρευνα, στην οποία έχουν χρησιμοποιηθεί ημιδομημένες συνεντεύξεις με ερωτήσεις ανοικτού τύπου, με σκοπό να συλλεχθούν τα δεδομένα. Η εργασία ξεκινά με μια εισαγωγή στην έρευνα και συνεχίζει με ένα θεωρητικό υπόβαθρο, το οποίο εξηγεί τους βασικούς όρους και θέματα που παρουσιάζονται στην εργασία. Έπειτα παρουσιάζεται η μεθοδολογία που χρησιμοποιήθηκε και ακολουθείται από τα ευρήματα της έρευνας. Με βάση τα τελευταία, τα πιο καίρια σημεία όσον αφορά απόψεις σχετικά με την αλληλεπίδραση, αλληλεπιδραστικές εκπαιδευτικές πρακτικές και τόσο τα πλεονεκτήματα όσο και τα μειονεκτήματα και οι προκλήσεις που προτείνονται στη βιβλιογραφία έχουν αναγνωρισθεί. Η εργασία ολοκληρώνεται με το συμπέρασμα καθώς και με μερικές προτάσεις για περαιτέρω έρευνα.

3. Table of contents

Περιεχόμενα

1. Abstract	v
2. Περίληψη.....	vi
3. Table of contents	vii
4. List of tables.....	ix
5. Introduction	1
6. Theoretical Background.....	3
6.1. The term “interaction” in education	3
6.2. Brainstorming	7
6.3. Peer to peer learning	9
6.4. Gamification & Educational Games	11
6.5. Role-Plays & Dramatic techniques	13
6.6. Classroom Arrangement	15
6.7. Translanguaging	16
6.8. Researches	17
6.8.1. Interactive teaching practices.....	17
6.8.2. Brainstorming	20
6.8.3. Peer to peer learning/tutoring/assessment	20
6.8.4. Gamification & Educational Games	21
6.8.5. Role-Plays & other Drama Techniques.....	23
6.8.6. Translanguaging	24
7. The study & the research aim.....	25
8. Methodology	27
8.1. Research approach.....	27
8.2. Research Design	28
8.3. Teachers' profile	30
8.4. Data generation.....	30
8.5. Data categorization & analysis	31
8.6. Ethical issues	31
9. Data presentation	32
9.1. How do teachers understand the term “interaction” in current educational settings?.....	32

9.2.	Which interactive teaching practices they use and how they manage to implement them?	34
9.2.1.	Brainstorming	34
9.2.2.	Peer to peer learning/tutoring/assessment	35
9.2.3.	Gamification & Educational Games	37
9.2.4.	Role-Plays	38
9.2.5.	Classroom Arrangement	38
9.3.	Which are their benefits, drawbacks and possible difficulties in their implementation?	39
9.3.1.	Interactive teaching practices in general	40
9.3.2.	Brainstorming	41
9.3.3.	Peer to peer Learning/Tutoring/Assessment.....	43
9.3.4.	Role-plays.....	45
9.3.5.	Classroom Arrangement	46
10.	Discussion	48
10.1.	How do teachers understand the term “interaction” in current educational settings?.....	48
10.2.	Which interactive teaching practices they use and how they manage to implement them?	49
10.2.1.	Brainstorming	50
10.2.2.	Peer to peer methods.....	50
10.2.3.	Gamification & Educational Games.....	51
10.2.4.	Role-plays & other dramatic techniques	52
10.2.5.	Classroom Arrangement.....	52
10.3.	Which are their benefits, drawbacks and possible difficulties in their implementation?	53
10.3.1.	Interactive teaching practices in general.....	53
10.3.2.	Brainstorming	54
10.3.3.	Peer to Peer Learning	55
10.3.4.	Role-Plays	56
10.3.5.	Gamification & Educational Games.....	57
10.3.6.	Classroom Arrangement.....	58
11.	Limitations of the study	58
12.	Conclusion & Recommendations for further research.....	59
13.	References	60
14.	Appendix.....	72
14.1.	Πλάνο συνέντευξης.	72

4. List of tables

Table 1 Teacher's profile.....	30
Table 2 Implementation, benefits & drawbacks from interactive teaching practices.....	46

5. Introduction

It is known that several types of methods have been used in the teaching process throughout the years, including the passive, the active and the interactive one. To begin with, the passive method, which can be claimed as superannuated, is a product of the past and is merely used by a small percentage of teachers. For that reason, regarding the two broad pedagogical worldviews, “passive learning” affiliates with the instructivist perspective where learning is actually instructor-led and controlled (Ang et. al, 2021). The second worldview is the “constructivist” one, which is definitely more student-centered and has acquainted us with “active learning”. Under these circumstances, learning is being constructed through conversation and collaboration among the students and the teacher has the role of a facilitator (Goodyear & Dudley, 2024). In other words, in the active method, when the teacher speaks, any student can join the discussion of the topic and there is usually an activity in the classroom. Despite “active learning” has been a buzzword in the educational field, especially since Bonwell and Eison’s seminal work (1991), this term can be easily misleading. To be more specific, whenever someone learns something, the learner has been active to some degree—maybe not physically, but certainly mentally. Thus, the term “passive learning” does not actually exist. In this transitional stage that leads to an active way of teaching and learning, it is therefore crucial for the educator to choose material and activities that the students can relate to in their everyday life and provide an education that is learner-driven rather than teacher-driven. Generally, at the core of a teacher-centered approach, teachers lead students to solve a problem chosen by them. While the students have some agency in describing the problem and its solution in their own words or justifying the use of a solution strategy in new problems, the teacher still provides the students with a solution strategy and asks them to replicate that strategy in new settings (Sengupta-Irving & Enyedy, 2015, p. 561). On the other hand, a student-centered approach accepts learners as subjects and not as objects of learning in the classroom and involves them inventing a unique solution path, discussing and refining this path with other students before justifying both their solutions and their process for arriving at an answer (Hasanova, 2022). Additionally, this approach does not mean that students do not have any guidance. Instead, teachers’ interventions are not so frequent and the nature of these scaffolding moments shifts to focusing on targeted problem solving and questioning strategies rather than correcting student mistakes (Hmelo-Silver et. al, 2007). In addition, it seems quite beneficial for teachers to question the traditional use of textbooks as the unique source of knowledge and instead create a meaningful learner-driven environment for language learning (Ajayi & Ekundayo, 2010).

At this point it should be stated a difference between active and interactive teaching methods. The first have been built according to the pattern that indicates the equal

participation of teacher and students into the educational process. The latter are based not only on the interaction scheme teacher=student, but also on student=student. In specific, except that the teacher involves students in the learning process they have also the opportunity to get involved by influencing the motivation and interacting with each other (Kenzhaevna & Abdukhalikovna, 2023). Furthermore, in order for the effectiveness of all types of learning activities to be clarified, it is worth mentioning Chi's taxonomy. This can be considered as a springboard to think about the instructional strategies, the evident learning activities that they elicit and of course their efficacy. The indicated taxonomy, regarding their learning effect, can be described as: passive<active<constructive<interactive (Chi, 2009). First of all, as it has been mentioned passive instruction is less effective as it is characterized by the instructor lecturing and students just listen. Secondly, active instruction seems surely more effective as it allows learners to be actively involved in the process of learning (Freeman et.al, 2014). This type of activities include anything physical such as searching for something, gesturing, underlying or coping sentences and problems. Despite this, it seems to have a limited nature and as a consequence it does not impel learners to go beyond the presented information. Because of these limitations Chi (2009) has suggested some strategies that end up in constructive activities and require from students to produce evident outputs. Some indicative examples of these outputs are for learners to produce new ideas such as: asking question, posing different problems, self-explaining, making plans, even making comparisons and contrasts for any cases. In general, constructive activities are quite beneficial as they boost students to infer new ideas, restructure or repair their faulty knowledge and enhance the acquisition of problem-solving skills (Chi, 2009). Despite this model has enough positive outcomes, interactive engagement moves beyond it and with characteristics such as learners' response to a system and involvements with other people even physically, provides surely a supplemental support for learning (Young et. al, 2003).

Delving into European contexts, the latest three decades has definitely emerged criticism towards traditional ways of pedagogy and has been given prominence to learners' skills and knowledge. In other words, traditional lecture methods seem to be no more adequate, because they do not promote discussion and are dysfunctional in problem-solving situations (Cowan, 1998). In general, since the European Commission has given more focus on learning outcomes rather than teaching context, alternative teaching methods have come on the "surface". In other words, the revision movements around the world and specifically in Greece, have demanded that teachers deviate from traditional passive learning and turn to other constructive and interactive ways (Tanwar, 2015). Focusing on bilingual education of Greece, it should be firstly mentioned that as the latter was faced with a rapid influx of refugees, this matter troubled the Greek educational community to a great extent. Thus, the need of the school system consisted of an inclusive pedagogy approach. The specific approach presupposes not only integration and equal opportunities, but

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

also communication and interaction among students and also participatory and experiential teaching methods (Kipouropoulou, 2019). As these methods are interconnected with active learning, their goals are both to improve students' participation and create a more cooperative environment inside classrooms. Such active teaching practices include problem-solving and role-playing activities and also peer learning and simulation games (Van Dyke & Loedel, 2009). Last but not least, it has been argued that translanguaging is an interactive method, that seems quite beneficial as it can improve learners' metalinguistic and metacognitive awareness and should be an essential part of multicultural classrooms (Mitits, 2015).

6. Theoretical Background

6.1. The term “interaction” in education

It generally can be claimed that during “passive” methods the teacher is the one who disseminates knowledge as a lecturer and students just listen and take notes (Hasanova, 2022). In contrast with the passive method in which students could not ask any questions or join the discussion, here they can participate by asking questions and expressing their attitudes and each topic is being discussed in a reciprocal way (Pluta et. al, 2013). Feden (1994) states that, students who are actively involved in the learning activity will learn more than students who are passive recipients of knowledge. Focusing on active learning it can be argued that it is a form of organization of interaction, in which teacher and students interact with each other inside the classroom and instead of being passive listeners, students are active participants during the training course (Karayani, 2003).

The term «interactive» is borrowed from the English language and comes from the word interact (inter – mutual, act – to act). Interactive means the process of interaction, being in the process of conversation, debate, and dialogue (Orshanskyi et. al, 2020). Brown (2000) states that interaction is an emotional exchange between at least two people, and that only through communication can we increase our understanding of each other. Another statement is that it is a "way of cognition, realized in the forms of joint activity of students" and that meaningful learning occurs only in the interaction of all students and the teacher (Panina & Vavilova, 2008). In order for the learners to develop their sociolinguistic competence, the interaction should occur in diverse situations so that they will learn to adapt the language for different purposes (Canale & Swain, 1980). As the concept of "interaction" made its appearance first in sociology and social psychology, the "interactive methods" can be translated as the "methods allowing students to interact with each other. According to Guba and Lincoln (1994), the interactive teaching method is based on the constructivist model of education in which: realities are comprehensible in the form of multiple, intangible mental constructions that are socially and experientially based, local and specific in nature (although elements are

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

often shared among many individuals and even across cultures), and dependent for their form and content on the individuals or groups holding the constructions, (p. 110). Elovskaya & Cherniaeva (2019) argue that interactive teaching methods can be considered as those that imply active interaction between all participants in the learning process: between the teacher and students and between students. Also, Khanin (2013) refers to interactive teaching as a technology of collaboration of students and teachers, which consists of close cooperation from all participants in the discussion, exchange of views and ideas on the discussed problem and which fosters the acquiring of necessary skills (practical, communicative, social, analytical, and reflective ones). Furthermore, the creation of a "social arena" in which we can give to language a specific social context with a transparent purpose would allow students to interact in smaller groups and shape the interaction in accordance with their own interests and opinions (Strandberg, 2006). Such groups have also the advantage that instant response and feedback from each other, which consequently helps them develop their language further (Wenger, 2010). When applying a socio-cultural way of teaching, it is subsequent for students' social arena to grow more comfortable and natural over time and that also create an authentic context for language use (Gibbons, 2002). It is claimed that real interaction in classroom settings requires from teachers to have a less directive role by giving ground to students and assign a main role to them both in developing and carrying through several kinds of activities. In other words, classroom settings that are characterized as teacher-directed and dominated can not be interactive by their nature (Rivers, 1987). Thus, it is obligatory for teachers to maintain a role more of a facilitator and controller and not the one of an authoritarian (Choudhury, 2005). A learner-driven and communicative classroom is proven to be a success by many researchers and provides the students with the tools they need to develop all parts of their language (Lundahl & Tornberg, 2009). In order for the interaction to be accomplished, teachers should create such a suitable environment characterized by spontaneity, unrehearsed language and freedom of expression (Brown, 2000). Through the interaction with classmates in a student-oriented environment both implicit and explicit knowledge is proven to be both developed and strengthened (Hughes & Gonsu Wilhelm, 2006). Correlated literature with interest based and learner-driven learning, also refer to the importance of the social interaction when learning a second language and how the constant interaction helps develop students' knowledge in a more natural way (Gibbons, 2002). The latest years it is known that in the field of second language acquisition the benefits of peer interaction are visible and also that language instruction indicate collaborative work in small groups so as for the student to student communication and interaction to be achieved (Lier, 1998). Despite group activities support clearly a student-centered sense to classroom interaction, sometimes predominates the traditional teacher-centered instructional mode. Although this maybe suits well to some certain learning goals, it should be necessary to be provided more open-ended communicative exchange among learners in whole

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. group interaction from both standpoints of language learning and of a social interactional perspective (Knutson, 2001).

As the rest of teaching methods and activities, the full scope of interaction has surely its own characteristics as well as its benefits and drawbacks or challenges. First of all, the general goal of interactional activities is for students to construct a shared mentality through the processes of discussion, reinforcement and negotiation (Chi, 2009). According to Yuldashevna (2019), the basic goals of interactive learning are: 1) to foster analytical and critical thinking, 2) to stimulate students' both cognitive and educational motivations, 3) to increase their independence and activity and 4) to contribute to their self-development and the formation of their communication skills. As far as the cognitive processes concerned, they are similar to those of constructive learning activities such as connecting, comparing, generating conclusions and integrating new and existing knowledge. Nevertheless, interactive activities provide also additional information, corrective feedback and new perspectives (Gonsu & Gauvain, 2011). Moreover, they allow students to organize their knowledge collaboratively and construct expectations (Mathieu et. al, 2000). Some indicative characteristics of interactive learning are that the teacher should create in consciousness a set of cognitive problems, motivate students to get involved in problem-solving tasks and create for them the proper conditions so as to discover independently and acquire the essential knowledge (Hasanova, 2022). Nurmanova (2024) states that interactive teaching focuses on the personality of the student as it promotes the free expression and the initiative of the students. Also, that interaction emanates a friendly environment that is actually based on mutual cooperation that leads to both independent thinking and the expression of this. To conclude, the most basic principles of interaction rely on group work and mandatory feedback inside an environment that is characterized by openness, equality of arguments, accumulation of joint knowledge and the probability of mutual assessment and control. Therefore, teachers operate more as facilitators, trying to create conditions for initiation and independent search concerning their students. Creative assignments, discussion of complicated and debatable issues, educational games and problem-solving tasks are some of the most common and efficient learning activities (Yuldashevna, 2019).

Teaching strategies and learning activities that are related to interaction, seem to be quite beneficial for the learning procedure and the students. As it was previously stated, regarding the interaction methods and activities the scheme that prevails indicates not only the equality between teacher and students but also that among students (Kenzhaevna & Abdukhalikovna, 2023). Regarding the teacher-student interaction it can be argued that is an action of privilege as: actively fosters students' participation, advances their learning motivations and create a sense of achievement and self-efficacy (Li & Yang, 2021). At the same time, it can have a positive effect on students' psychology and even in student-centered learning contexts it can still have a supportive role (Algashab, 2020). Proceeding to student-student interaction it has to be also considered as beneficial for the reasons below: the socialization of values

and attitudes towards the world, maximum learning achievements, the positive effect of peer relationships on educational aspirations and achievements, the acquisition of perspective-taking abilities and a generally good healthy learning development (Johnson, 1981). It is also worth mentioning that, by fostering student to student interaction in second language learning environments means “allowing for greater variability in the patterns of communication so as to maximize second language students’ linguistic and interactional competences (Johnson K. ,1995, p. 146). To delve more into this, the key benefits of S-S interaction can be divided into two basic categories: cognitive gains such as learning skills, information exchange, critical thinking and reflection and improvements in interpersonal relationships (Drigas & Karyotaki, 2014). Also, interactive learning helps to foster knowledge that can be retained for a longer time than in the passive one (Dorestani, 2005). Through interactive activities learners have the chance to obtain knowledge convergence as through their social interactions can establish mutual understandings of problems or concepts (Jeong & Chi, 2007). To conclude, it can be argued that the most indicative benefits of interactive learning are that it can enhance the comprehension of the material through the active participation, can increase learners’ motivation and develop their critical thinking and problem-solving skills. Moreover, interactivity promotes both peer learning and development of their communication skills and also provides students with feedback at every single stage of learning (Latygina et al., 2022).

Although interactive teaching methods and activities seem to be quite beneficial, they can surely emerge also as challenging procedures with some possible drawbacks. To begin with, a drawback to this type of learning is that it can be a time-consuming process and may require more time and effort from the teacher in order to prepare and plan the lessons compared to traditional teaching methods. Besides this, it is obvious that student-centered groups are considered definitely as more difficult for a teacher to initiate and manage (Bruning et al., 2011). The most challenging part is that it necessitates the ability to organize learners’ discussion of the situation under the teacher’s passive role and if a specified conclusion is required, the process might fail to come to that conclusion (Ormrod, 2012). Secondly, interaction in learning requires the active participation of all students , something that it could bring difficulties especially while working with large groups. Another challenge is that this approach is difficult to be adapted from learners that they are accustomed to a passive learning style. Furthermore, there will maybe arise some difficulties in assessment, as due to the lack of an objective evaluation system, teachers will not be able to assess the results of the interactive process (Romig, 2016). Additionally, in order for the interactive part to be implemented properly, there will maybe be required additional resources such as specialized equipment, software and other technical means that are not available in several classroom settings (Latygina et al., 2022). Furthermore, despite misunderstandings and conflicts among students might be something usual, they still remain an important challenge

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. that should be faced appropriately (Williams & Johnson, 2017). Moreover, the deviation from the learning contexts and the main goals of the lesson, is another very usual challenge in SLL classrooms that unfortunately functions as a barrier, which can block the teaching schema. For a variety of reasons such as the large number of students or their naughty attitude, students often depart from the main point and as a result, there are caused both distraction and deviation from the main lesson plan (Brown, 2001). Last but not least, a more general challenge that educators often face is how the knowledge is acquired by students, where the opportunities lie for students to apply the knowledge, and how it can be retained (Ang et al., 2021, p.2).

Interactive learning encompasses all methods of purposeful student engagement with material aided by students interacting with others (instructor or peers) and themselves. In general, the interactive teaching and learning practices can contain a wide range of whole class and group activities so as to entail several kinds of skills, abilities, learning styles and rates, that allow every learner to participate and achieve their goals. It is obvious that, whereas learners usually loose their interest during lecture-style teaching, interaction can create an atmosphere of attention and participation. A basic principle that is followed by every interactive teaching style is that practical application is necessary for the learners in order to understand in depth the educational material (Senthamarai, 2018). Also, teachers would better try to keep a more observant and responsive character and as being open-minded they should keep learners excited by using various interactive methods. Generally, there are various strategies that can be considered as interactive such as: ask students to evaluate, let them teach, tap their expertise and show them that they are life-long learners (Jacobs et al., 2016). To delve more into this, there are going to be analyzed the most interactive teaching methods that are used the latest years in interactive multicultural settings.

6.2. Brainstorming

The brainstorming method is a group problem-solving method that involves the spontaneous contribution of creative ideas and solutions (Jarwan, 2005). It can be characterized as operational for solving different kinds of problems, as it is founded on interesting and creative activities. Its basic purpose is the ability to organize collective mental activity in the pursuit of innovative ways of solving problems, to promote thinking and decision-making skill as well as foster different viewpoints and opinions. In other words, it is a broadly used way that aims on the production of new ideas in order to solve both practical and scientific problems. Specifically, using this technique in the educational process allows students to solve problems such as: the creative absorption of their educational material, the combination of theoretical knowledge and practice, the activation of both cognitive and creative activities and the skill to put more mental effort and attention of solving urgent problems (Aribjon

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. et al., 2019). A requirement of this technique is the intensive, independent discussion in which every learner of the group is encouraged to think aloud and suggest as many ideas as possible based on their diverse knowledge. Other special characteristics of this practice are that there are no discriminations such as veterans or newcomers and also no one can claim a special role. Furthermore, criticisms and evaluations among the students are prohibited as they can impede the emergence of new ideas, so they would better avoid gestures and other discouraging reactions (Arliman et al., 2001). Delving into the benefits of this procedure, it can be clearly understood that it helps learners to increase their communication skills and find innovative solutions to problems as they can benefit from others' ideas and build on them. Moreover, due to the increased interaction it helps the cohesion of students and as a result they build relationships among them. Regarding the teacher, he will manage to conclude broader ideas and be more democratic and respectful on students' various point of views (Zayton ,2001). A general drawback that could be found in this technique and should be taken into account is that it is of high possibility to be put forward many ambiguous solutions to the problem before students as a learning task. In addition, such procedures will probably stay at a surface level by not overcoming the chat session pattern or because students cannot reach a consensus (Aribjon et al., 2019). Another challenge and possible limitation is that is not the most suitable for younger levels because of the level of reasoning required in order for it to succeed (AlMutairi, 2015). Proceeding to the description of the implementation of this technique it has the following steps: at the beginning of the lesson the teacher can turn on dynamic music, which can affect positively the attitudes of the students and then give some information about the topic, formulates the problem that needs to be solved and justifies the task in order for a solution to be found. The next optional step is to create a map on the whiteboard, in order for students' ideas and opinions to be noted down. After they have been formed a few groups with equal participants, each group selects a leader so as to look into the ideas, evaluate and select the most promising ones. So, begins a warm-up stage giving solutions in a fast pace, so as students will get exempted from psychological barriers or stereotypes. During the actual "storming" that follows, the teacher would better not interfere with the groups, unless there is a violation of the rules. Both warm-up and main stage last about 15 minutes. Then, experts of the groups select the most suitable ideas for the presentation. The final stage which has the same duration as the previous, is the most important and can be really intensive as defending and discussing ideas. Teachers give a general assessment of the groups, focusing on the positive points and in case of failure they should detect the reasons and analyze more carefully the next preparation of the lesson (Aribjon et al., 2019).

6.3. Peer to peer learning

Peer learning can not be considered as a new concept as it can even be traced back to the era of Aristotle, but its official introduction was made by Scotsman Andrew Bell in 1975 (Briggs, 2013). It was created by educationists founded on both sociological and psychological theories, such as social constructivism and peer groups and it is a fact that the latest 40 years it has become one of the most popular teaching methods (Keerthirathne, 2020). One suitable definition would be that it is the acquisition of knowledge and other skills through the support and the active help among peers, that are definitely equal participants (Gogus, 2012). It is oriented towards fellow learners, that learn with and from each other, by exchanging their ideas and participating in collaborative activities with their peers, without any implied authority (Boud, 2001). During the learning procedure, two or more people share their ideas and are actually assistants in mastering a task or a concept that presumably would not accomplish individually (Damon & Phelps, 1998). At this point it is worth to be clarified that peer interaction was firstly regarded as irrelevant, as it could distract students from absorbing knowledge, but later instead of its elimination it was considered as an effective way for students to interact, practice and acquire not only skills, but also motivation and knowledge from each other. Nevertheless, it is argued that not all peer interaction is constructive and subsequently does not lead to learning (Topping et al., 2017). In addition, there should be stated a difference between peer teaching or tutoring and peer learning. The former which is a well-established practice in lots of universities, is definitely a more instrumental strategy in which more advanced learners receive a limited instructional role and often is required a type of credit or payment for them. On the other hand, peer learning can be applied in wider contexts where more familiar strategies such as group discussions are implemented and also sometimes can be incidental (Boud, 2001). In both Piaget's and Vygotsky's work peers are characterized as mediators of learning, but the former is being referred to the cooperative social exchange among equal partners (Piaget, 1932) and the latter to peers who have more skills than their apprentices (Vygotsky, 1978). Thus, there can be developed two different categories: The first one is the mutual peer learning, in which students with common aims, reciprocal relations and same responsibilities in interaction, work in small groups in order to acquire mutual knowledge and skills. The other category is directional peer learning in which one student as a tutor is responsible for helping the rest of the students (tutees) (Topping, 2005). Furthermore, considering not only the characteristics of the learners, but also the objectives and the type of interaction there is another distinction among: peer tutoring which includes learners with various skill levels, cooperative learning where students have a variety of skills but also certain margins and finally peer collaboration, which focuses on the acquisition of knowledge by students who have similar abilities (Damon & Phelps, 1998). In other words, they argued that in peer tutoring both equality and mutuality are low, in contrast with collaborative learning where the aforementioned qualities are on high levels, while in cooperative learning there is usually high equality and mutuality varies from moderate to high. Moreover,

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

according to the learning situation and the nature of learning, peer learning can be separated into five types: same and cross age, class wide, incidental and structured. As far as the teachers' roles it can be generally stated that they should have an awareness of the principles of peer learning and not be authoritarian. Instead of this, they should only monitor the session having on mind that every student is unique and has various capabilities. Also, mutual respect and honesty should be a priority for both teachers and students and contrastingly favoritism and discrimination should not be appeared. To conclude, during the peer learning process every teacher should have the mentality that this teaching operates better with a variety of students in different classroom settings (Keerthirathne, 2020). It is also worth mentioning another subcategory of peer learning, which is peer to peer assessment. This can be described as a method in which students have the opportunity to evaluate and comment, regarding both the value and the quality of peers' results and learning outcomes, with whom they learned with the same learning context (Topping, 1998). Ending up, it can be considered as a possible teaching strategy that engages learners to the construction of knowledge and to the development of skills, by comprehending teacher's assessment criteria, learning from looking into peer's work and making reflections (Boud et al., 1999). As far as the outcomes concerned that peer learning aims to promote, the ones below are the most noteworthy: collaborative learning, critical inquiry and reflection, managing how to learn, self and peer assessment and articulation of knowledge, understanding and skills (Boud, 2001). In general, peer learning seems to have numerous benefits. For example, students can see others' points of view, work together and both become more motivated and gain a deeper understanding on different subjects. Additionally, they can cultivate senses of empathy, confidence and social inclusion, share personal experiences and manage not only analyzation and evaluation but also retention of the knowledge (Themeli, 2023). Despite being a beneficial and effective method, peer learning has been criticized through the years and it has also some drawbacks and challenges to face. First of all, peer learning has been criticized as a waste of precious classroom time because of the abundant student engagement, so there should always be a teacher who is aware of principles, types and theories and exploit the teaching hours properly. Secondly, if some students have a lack of confidentiality for their facilitators, the learning process will not be implemented regularly and there will may be a defective outcome. Thus, self-confidence plays a major role during this method and is the teacher's duty to construct it properly (Keerthirathne, 2020). Furthermore, another challenge is a possible lack of students' commitment or teachers' reluctance to employ such type of methods. Other difficulties that are possible to emerge are: unequal student preparedness, difficulty in addressing complex topics, limited feedback quality and disruptions or distractions (Themeli, 2023). Last but not least, misunderstandings among students might be something usual, but according to (Williams & Johnson, 2017), social dynamics among groups will possibly lead to interpersonal conflicts, although they hinder productive interactions accompanied with learning outcomes.

6.4. Gamification & Educational Games

"Gamification" was firstly used in the 90's by Nick Pelling, who was a computer programmer as a meaning for bringing game elements into a non-gaming context. Nowadays, it has become an innovative teaching approach that aims at both designing and converting learners' curriculum into a "software" by using game mechanics and as a result encouraging and motivating them to be active participants in the learning process. A suitable definition could be that through this teaching method both designs and theories of games are transferred into teaching and learning contexts that are non-game by their nature and lead to active participation and acquirement of new learning skills (Mahadi, 2023). Huotari & Hamari (2017) state that through this technique, gaming mechanisms from well-known games are used in order to inspire experiences in various contexts and behaviors. In other words, it consists of not only mechanics that are game-based but also of aesthetics and game thinking, which surely motivate students and promote engagement, problem-solving skills and generally learning (Kapp, 2012). At this point it should be clarified that there can be found some differences among the terms "game", "simulations" and "gamification". First of all, a game is generally any activity or sport that presupposes the elements of chance, skill and knowledge, while as educational games can be considered all types that aim not only at entertaining learners but also at motivating and engaging them to learn. They can surely be claimed as interactive activities and are actually based on Game-based learning, which is the type of learning that is facilitated with using not only different game types such as board and card games with various implementations (e.g. intrinsic, supplemental, face-to-face and with the use of physical objects or software tools), but also game-like activities (e.g. simulations, role-plays and virtual worlds), (Whitton, 2012). Another well-known category of educational games, are hands-on activities and games. As Catapano (2005) argues, during this type of games there is used low-cost and even free material. Letting students to manipulate hands-on material can help to the development of their social, cognitive and linguistic skills. Additionally, there is a category that is called communicative games and is based on the successful exchange of information such as: guessing, introducing, search, information gap, role-playing and even board games. The particular games play a major role in both oral and listening practice, as well as in the acquisition of vocabulary input and output (Solano et al., 2018). "Serious games" can be characterized the games which have a specified reason and are accompanied with not just entertainment but also training and specific rules and they are being prepared for the purpose of solving a problem (Sawyer, 2002). A wide range of such games can be found in technologies and video game platforms that they set additional goals apart from entertainment and they can be used through desktops, mobile devices and all kinds of tablets and iPads. To sum up, their main goal is to create a dynamic and interactive learning environment that should be accompanied by the appropriate tutoring in order to adapt the gaming experience to learners' specific needs and goals (Noemi & Maximo, 2014). "Simulations" are considered as similar to the above, but they mainly resemble reality and try to reproduce such realistic types of things and

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

situations. Finally, “gamification” is the inspiring process while the whole learning procedure is being transformed into a game with interactive components (Mahadi, 2023). Thus, proceeding to the educational part, this technique helps to convert academic situations such as lectures and other lessons into game-like activities, sometimes with the additional help of a computer-based system. In general, the key concept of “gamification” is the inclusion of activities and their specific performance that is about to result in the progression to higher levels, gathering of points and possibly to some winning awards, such as badges and other individual rewards. Also, after these interactive activities have been implemented, their results are published and made visible, usually through leaderboards (Huang & Soman, 2013). Apart from trying to put game elements and educational games into the learning process, the utility of software tools is also an indicative and recommending way through the latest years. Besides this, lots of them are web-based and apart from allowing access anytime and anywhere, they also do not require installation of any special software. Some of the most well-known websites for educational games are [kahoot](#), [gimkit](#), [quizizz](#) and [moodle](#). Through these platforms learners have the opportunity to create, explore and embed with a variety of questions and answers. Moreover, they can create and share game quizzes and also join real-time or homework activities, which can lead them to both deep and purposeful learning experiences. Delving into the last platform as an example, it can be verified that students have also the aforementioned benefits, as they all can have a pictured profile with visibility of their progress, can collect badges while they progress towards higher levels and last but not least have the chance to feel encouraged and motivated by getting instantaneous and positive feedback (Mahadi, 2023). Besides [moodle](#), there are also worth mentioning other two platforms that are widely known in Greek educational contexts, seem to be such creative and through the gamification method support the second language acquisition for refugees and migrants. The first one is [nextstepproject](#) that is actually can be applied to five other different languages except Greek and it generally has been created to prepare learners for higher education through twenty 2D serious games and other vocabulary activities. The second is the Greek platform [akelius](#) that is available on twelve different languages. It entails lots of different thematic units which combine lessons with crossword puzzles, leaderboards, gamified tests and generally several types of educational games.

Proceeding to the pros and cons of this method, it can be argued that it surely has numerous benefits but there might also be faced some challenges on its implementation. To be more specific, it firstly helps for a more relaxing and funny atmosphere to be created, so learners can feel more comfortable, proactive and open to try even they might make mistakes. Furthermore, they can explore various identities from different characters, so they probably will uncover an intrinsic motivation about learning. Additionally, progress indicators that make their learning visible can always incite them to set higher goals, feel engaged and cultivate self-confidence. Finally, as meaningful learning experiences are being created by passing from just a game-thinking to a techno-constructivist mentality, where can provide

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. learners with enhanced skills of writing, reading and speaking within contexts of collaboration and interaction (Flores, 2015).

Regarding the possible challenges it should be firstly stated that the virtually endless opportunities of access to educational information will maybe arise a danger of overload or also a decline to the expiration of the novelty of the method, so teachers should always filter this in order to be able to establish a coherent organizing principle (Hadi & Zeinab, 2012). Contrastingly, not only sometimes there is no or limited access to the needed technological tools, but also students' aptitudes and attitudes can vary. For example, there are some students that are not willing to use such games, because they do not like it or it does not fit to their learning styles. On the other hand, students that are willing to participate on games might be highly competitive, something that can be often problematic, as it can create misunderstandings and encourage cheating because of the desire to win (Harviainen, 2014). To conclude, some of the most indicative challenges are: gamification might diminish in value over time, is an expensive procedure, if it will be developed by technological tools and also may arise some problems in assessment, retaining information, cheating and legal or regulatory issues (Abadi et al., 2022).

6.5. Role-Plays & Dramatic techniques

It is a fact that learning to participate is one of the most important skills regarding the social sciences. The role-play teaching practice, being a hands-on experiential approach to learning, can involve students actively in the learning procedure and also enables them to act as stakeholders in both imagined or real scenarios. It is actually a technique that could counterbalance the traditional lecture and assignment scheme and develops a complete understanding of the complexity of practice. In other words, it can create an interesting environment and through it learners simulate reality and can amplify their comprehension of the situations that are being reconstructed. Through the "paths" of personal experience and active involvement, students lead to substantial learning which includes the way that language constructs knowledge (Manorom & Pollock, 2006). Furthermore, it should be stated that the specific technique develops functioning knowledge that is a combination of three: 1) propositional knowledge (knowing about-the academic knowledge base), 2) procedural knowledge (knowing how – having the skills) and conditional knowledge (knowing the circumstances in which to use the skills) (Brierley et al., 2002). Thus, a suitable definition is that role-play is the practice of having students take on specific roles - usually ones in which they are not familiar - and act them out in a case-based scenario for the purpose of learning course content or understanding "complex or ambiguous concepts" (Sogunro, 2004, p. 367). It is worth mentioning that role-plays can be actually considered as a useful tool for implementing drama, or otherwise one of its most important techniques. To be clarified, drama which is a form of theatre and is obviously suited to experiential education, is a powerful method, that moves students from lecturing mode, to

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

interactive and participative activities. These activities can be implemented by a variety of drama techniques such as role-plays, puppetry, mime, freeze-frame and hot seating. A basic difference between role-plays and interactive drama is that the latter is appropriately used with trained actors, who interact with the audience (Boggs et al., 2007). In general, drama is supposed to increase both cognitive and social skills and even help in problem-solving situations (Moore, 2004). Trying to describe a usual format of role-play, it can be argued that the following steps are entailed: First of all, a scenario is selected and teacher briefs students about the roles and divides them in small groups. Free selection of groups from learners is also acceptable. After that, students are being given a scenario card with a description. When some additional information and general rules have been given, learners are able to start interacting and solving real-life problems (Rashid & Qaisar, 2017). In order for the various role-play activities to be organized, it has been created a typology that includes the three main types of this procedure which are: 1) "Acting", that gives learners the opportunity to simulate a scenario where skill might be required, 2) "Role-Switch", in which the requirement is for the participant to take over the role of another person so as to ascertain both the action and the motivations of someone else and 3) "Almost Real Live", is the type of scenario that is most close to real-life experiences. All of the above categories seem to overlap, in spite of focusing on different learning domains (Rao & Stupans, 2012). Delving more into this procedure it can be conceived that there are some special characteristics and requirements as for its implementation. To begin with, the instructions would better be directed towards realistic criteria so as for students to approach realistic situations as much as possible. Another feature of role-play is that it seems to be more efficient in bringing learning outcomes in three different domains which are: behavioral, affective and cognitive (Maier, 2002). In general, it has been mostly implemented in problem-based learning and online contexts, but it is equally helpful for teacher education (Kilgour et al., 2015). Furthermore, according to Mc Sharry & Jones (2000), despite this method is not of high difficulty for the majority of students, it is reasonable to begin with small and then proceed gradually to some bigger ones, so as both teachers and students to have obtained some preliminary experience and confidence. Something that could be also avoided is not to implement such activities before or after an exam, as students might not manage this because of their anxiety (Erturk, 2015). Another requirement for this procedure is for every student to come out of his persona and comprehend the others' states of mind, by approaching their inner world (Tripathi, 2011). Ending up, teachers should create a stimulating environment in which learners will have the chance not only to understand the conceptual and strategic part, but also to be able to cultivate their critical thinking skills and attitude (Rashid & Qaisar, 2017).

As it can be understood, role-play is such a beneficial method and apart from helping students to practice perspective taking and self-reflection, it functions as a training tool for them so as to adjust their behaviors and select the most efficient practices in real-world settings (Beard et al., 1995). In addition, it gives the potential for learners to involve in the learning procedure for a longer time and indirectly as a result, are promoted critical thinking inclinations such as open- and fairmindedness, tenacity

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. and empathy among them (Rashid & Qaisar, 2017). Moreover, through role-plays second language learning can be reinforced and racial prejudice can be reduced (Rao & Stupans, 2012). To continue, one of the most important benefits of this method is surely the development and improvement of oral speech. Speaking skills can be enhanced through verbal exchanges between learners and teachers, inside an interactive classroom context. As the oral speech necessitates practice, role-plays is an effective way to activate it. To be more specific, this method can help in both accuracy and fluency of oral speech. Accuracy is the correct use of language regarding grammar, vocabulary and pronunciation and fluency is the ability to convey language at a continuous speed (Henisah et al., 2023). Last but not least, through role-plays, learning becomes more playful. In general, playful learning which has lots of benefits and can be considered as a separate teaching practice, can provide students with a "safe" space in which they have freedom to fail, without having serious consequences in the "real world". One of the most indicative ways to include this way of teaching is by applying role-plays (Whitton, 2018).

Apart from its benefits it is obvious that through role-playing, someone can also face different kinds of difficulties and challenges. One of the most usual challenges is to convince learners to participate and be truly engaged, as many of them maybe have more anxiety or shyness. Furthermore, the unequal participation is often owed to students introversion and their tend to remain passive observers (Zaidi & Rani, 2018). Because of that, teachers should find some ways in order to make them feel comfortable and also increase the likelihood of a strong participation. For example, an educator can reassure students that they can answer from the perspective of any desirable role, "feed-in" the appropriate language when they seem to be stuck for words and phrases and even rearrange the furniture in order to create more realistic scenarios. Also, if teachers do not choose to be intervening during the procedure, they can use some time-outs where students will use their dictionaries so as to be helped. The basic point is to offer more student autonomy and not interrupt and correct every mistake, as this could be completely demotivating (Habibullaevna, 2019). Moreover, educators should try to incorporate a variety of interesting real-life scenarios such as everyday situations and professional interactions, that not lag behind authenticity and can keep the learning experience both fresh and engaging. Another challenges is the large number of students, which might cause both disruptions and distractions and as a result students will depart from the main point of the lesson (Brown, 2001). The last possible challenge during this process is the assessment part, because it is quite complex to objectively evaluate students' performance, specifically in subjective areas, such as language fluency and cultural sensitivity (Zaidi & Rani, 2018).

6.6. Classroom Arrangement

The proper classroom organization seems to be a requirement, as the traditional class-form can be considered as inadequate to serve interaction. Specifically, there

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. are three other types of classroom organization that are surely more functional: the "café" form like creating a "discussion club" which is suitable for working in groups, the class in the form of the letter "U" which is effective during discussions and role-playing games and the class in the form of a "circle, which is convenient enough for various discussions (Hasanova, 2022). In other words, the arrangement of the classroom plays a significant role and constitutes an interaction strategy. For example, if students are encouraged to sit as close together as it is possible and comfortable, then peer interaction will be facilitated. Another similar strategy that has become more well-

known the latest years are the learning centers or corners inside classroom. Learning centers can be characterized as centers of interest and activity and can include various activities such as reading, writing, music, dramatic plays, games and computers. In general, this instructional method not only promotes interaction, but also the social and academic development of students. To conclude, they are quite beneficial as they can meet individual learning needs and maximize learning by various activities that allow learners to work at their own pace (Aktulun & Kiziltepe, 2018).

6.7. Translanguaging

The term "translanguaging" was initially used by Cen Williams in his ethnographic study, in order to describe the considered switch between two languages inside classroom contexts of a school in Wales. By using this term he actually wanted to explain that there is a switch between two languages, with the aim of boosting one another (Williams, 2002). Except of only switching between two languages, this term has been converted into a natural practice that allows bi-/multilinguals not only to communicate, but also to make themselves understood through using spontaneously their multilingual repertoire (Garcia, 2009). Thus, an appropriate description for this term is that translanguaging is the communicative practices, that are associated with shuttling between two languages (L1 & L2) including interaction in order to negotiate meaning. It is argued that the L1 needs a space inside the educational environment, in order for students to can scaffold their learning. This actually can be achieved by understanding the content of L1, but instead of only using this, it can be a mediator to develop the target language (Omidire & Ayob, 2020). Furthermore, it implies that a person's languages are actually one holistic language system, that the person uses in order to communicate strategically (Martinez, 2013).

Apart from its communicative aspect, translanguaging has been given also a social dimension. In other words, it seems to have a social value as it can empower learners with refugee and migrant backgrounds, through the inclusion of their linguistic background. Using their linguistic repertoire, can contribute to students'

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. both academic development and personal empowerment (Garcia & Sylvan, 2011). So, except of being a teaching practice, translanguaging is quite interesting as a mental process and a social practice. To be more specific, it can be conceived as a communicative or cognitive linguistic practice, that can combine features of multiple languages and can be implemented by interacting with interlocutors (Canagarajah, 2011). To conclude, translanguaging can convert a linguistic environment into a welcoming one, in which there will be no negative connotations as far as the minority languages concerned (Tsokolidou & Skourtou, 2020).

6.8. Researches

6.8.1. Interactive teaching practices

There have been lots of researches throughout the years in which passive, active, constructive and interactive learning have been compared and contrasted in order for the most efficient and beneficial for education to be found. However, much of this research has been conducted within laboratory settings, or small controlled groups (Chi, 2009). Regarding natural classroom contexts, an indicative research was conducted by Romig in 2016, with the purpose of investigating the instructional strategy taxonomy suggested by Chi (2009) and attempting to fully assess the efficacy of these four different strategies inside a classroom setting. In other words, the main purposes of this study were firstly to develop some classroom-based implementations of the above instructional strategies and to examine if the lab-based results can be applied and function in a real classroom. The participants were totally 120, at least sophomores, of four sections of an introductory Educational Psychology Class, at a Midwestern university. Every classroom had access to the same material, same lecture notes and of course the same instructor who presented the information to the groups and also constructed and assessed students' exams. Each of the units was presented using one of the above three instructional strategies. Because of the proven inferiority of passive instruction, it was not included in the present study. Moreover, each type of instructional strategy was employed twice over the course of the semester for each class and also the educator tried to ensure that all of the participants were actively participating. For the interactive strategy students were separated into small groups and each one of them presented a part of the text to the classroom. The preparation of each group in order to present their information included a class participation activity and a short quiz. Questions from students' quizzes were used for the study guides and lots of them were incorporated in the exam. After all, students have been evaluated for the below: student participation, organization, clarity of explanations and of course the quality of instructional material and quiz questions. As far as the assessment method concerned, it was used a post-test in order to evaluate the effectiveness of each strategy. The exams that were given at the end consisted of True or False, multiple-choice and short answer questions. Proceeding to the results of the above study, it can be claimed that they did not support the expected outcomes, as there were not found serious differences among the learning outcomes of each type of strategies.

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. Optimally, through interactive strategies learners will be provided with new perspectives, supplementary information and corrective feedback (Goncu & Gauvain, 2011). Although the sharing of knowledge is supposed to lead Interactive instruction to superior learning outcomes, in the present study is found to be equally effective with active and constructive strategies. This maybe arises due to some limitations about the implementation of both constructive and interactive strategies. For example, ,by just presenting their section to the other classmates, made the rest of the class to be at best active participants and not interactive ones. Another limitation is surely the amount of time, as according to Schmidt et al., (2007), learners should have adequate time in order to practice and familiarize with the interactive teaching process. To conclude, there should be more accuracy and precision about choosing the most appropriate instructional strategies in order to elicit these types of strategies and also it should be taken into consideration that trying to implement the above into a far less controlled natural setting is always a more complicate procedure (Romig, 2016).

Interaction research has reached a significant stage in its development. To begin with, an early research from Hatch in 1978, showed that language learning evolves out of learning how to converse and generally out of communication. Another research from Long in 1981, which focused more on face-to-face interaction and communication, suggested that participation in conversations with native students that was implemented through interaction, is an essential and sufficient condition for second language acquisition. Proceeding to 1983, Long who seems to have expanded Krashen's researches from 1978, developed the "Interaction Hypothesis". Through this, he actually claimed that if conversational adjustments in interaction can make input more comprehensible and also can be facilitative for L2 learning, then the conversation that is being created through interaction can maybe promote language learning. In other words, it is claimed that language acquisition depends not only on exposure to language, but also on its practical use through interaction. Nevertheless, in 1996 in his updated version of "Interaction Hypothesis" stated that despite interaction is not sufficient for SLA, is very beneficial as it can connect input, learners' internal capacities, selective attention and output in such productive ways. Since then, more than 40 empirical studies in a wide range of various classroom and laboratory contexts and including children, adolescents and adults, have researched the connection between interaction and L2 learning and most of them concluded that interaction seems very beneficial for language learning. More recent researches try to expand their horizons and investigate the ways that interaction can benefit SLA and which are the relationships among interactional feedback, students' cognitive processes and learning outcomes (Mackey, 2007). Other researches have shown that the two basic aspects, that without them a successful interaction can not be succeeded, are definitely negotiation of meaning and corrective feedback (Seddiki, 2022). In general, recent studies prove that through interactive teaching methods students can be equally involved in the learning process, exchange ideas and information and both acquire knowledge and increase their communication skills. To sum up, another advantage of this method is that apart from the acquisition of new material, it contributes to memorize it for a longer period of time (Giorgdze &

Dgebuadze, 2017). A study conducted by A. Muho and Kurani A. in 2011, focuses on a case study that gives prominence to the importance of interaction in second language acquisition. The study was conducted at the Faculty of Education in Aleksander Moisiu University, in Durres of Albania. The subject were 97 students of English language, 20 male and 77 female, while their ages were from 18 to 30 years old. The research questions referred to if interaction is related to second language acquisition, which specific types can promote it and which are the possible positive outcomes of negotiation. Examining the results, it can be argued that interaction has undoubtedly positive effects on second language acquisition with the condition that the serious and also complex fact of individual differences should be seriously taken into consideration. More specifically, results showed that SLA can be promoted through interactional features. The focus should be done on the three major components of interaction: exposure (input), production (output), and feedback. Through conversations is succeeded negotiation of meaning and leads to direct or indirect forms of feedback, such as correction, clarification requests, recasts and repetitions. Thus, working with interaction can improve both the quality and quantity of input, production and feedback. Moreover, regarding the results for negotiation of meaning can have the following positive efficacies in SLA: promotion of communication, facilitation of learning, constructive feedback and acquisition of vocabulary (Muho & Kurani, 2011). To continue, another research was conducted in order to figure out the main key concepts and possible challenges as far as the development of communication skills and the accomplishment of inclusion through education. The specific case study has chosen seven European countries, with Greece among the others, that included educational contexts whose primary role was the collaboration among teachers and migrant students. During this research 35 experts' opinions were collected through round tables. After completing a cross-case analysis of the data, there were ascertained many challenges regarding the achievement of the above goals, but also it was determined that active teaching methods were suggested as the most suitable way to address these challenges. Delving more into this, the results about Greece firstly showed that migrants' teachers are flexible and eager to new approaches. Concerning the way of teaching, it was found out that it was both interactive and engaging so as to let students practice all of their skills in a meaningful way. Additionally, another key factor that was found to help migrants' second language acquisition was the inclusion of real-life scenarios and authentic material that can reflect the daily life of refugees and migrants such as grocery shopping and healthcare interactions (Garcia et al., 2024). Furthermore, it is worth mentioning a large-scale study, whose basic goal is to point out innovative teaching practices in classes of several European countries. The survey was conducted by sending a questionnaire to teachers from thirty different European countries, plus Norway, Iceland and Turkey. All of the teachers had been questioned about which practices they use during their lessons. Regarding the results of this research, it can be understood that the most popular methods that teachers preferred to use were student-led activities, collaborative ones and project-based learning. More specifically, it has been showed that the most innovative teaching practices that they use are collaborative activities, simulation and other educational games, peer tutoring and role-playing (Baroncelli et al., 2014). Last but

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. not least, there was conducted a study with 210 teachers of primary education in the region of Epirus (Greece), in order to investigate their views on the implementation of experiential-participatory teaching methods. The data was collected through questionnaires and the findings showed that the majority of the teachers prefer to use them during their lesson. Specifically, they mostly preferred to use methods such as brainstorming, concept maps (concept mapping), group work, role play, problem solving and simulations (Evangelou, 2023).

6.8.2. Brainstorming

Trying to examine the “brainstorming” as an interactive teaching method and its benefits, there were not found studies with its implementation regarding refugee students who learn Greek as second language. Nevertheless, there will be described two large studies that were conducted abroad with second language learners, in order for some of the benefits of this interactive method to be presented. Examining a survey that was conducted at public schools in Jordan in 2017, it can be seen that its main goal was to investigate the effectiveness of this method in developing the academic achievement in English grammar. The participants consisted of four sections of sixth grade students, belonging to Wadi Al-Seer directorate of education, including two male and two female schools. The whole number of learners were: 1634, (732) males and (902) females. After teachers have been trained to implement the steps of the lesson in both brainstorming and traditional method, the researcher started applying the experiment by visiting repeatedly the schools and check learners' progress and also by providing any assistance or guidance to the teachers. The findings of this study showed that there were important differences that indicated not only the superiority of brainstorming method, but also its various benefits such as: raise of learners' abilities and enhancement of the positive interactive teacher-student and student-student relationship, that reflected positively in acquiring the English grammar (Malkawi & Smadi, 2018). Furthermore, another research was conducted at an urban secondary school in 2016 at Kuching, with 321 Form Four students as participants. Data have been collected through questionnaires, interviews with some teachers and also some classroom observations. Regarding the findings it can be argued that the aforementioned method can enhance students' motivation, confidence and participation. Last but not least, it was ascertained that some useful brainstorming activities are word lists, pictures and word mapping but the most functional are story-telling, as it can help learners to reflect active involvement and participation (Unin, 2016).

6.8.3. Peer to peer learning/tutoring/assessment

Despite collaborative peer-learning is considered as a beneficial and helpful method for students to improve and construct their knowledge through collaboration, negotiation and interaction, some researchers claimed that many teachers perceive

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

the above strategy as an unwanted and also time- and effort consuming activity (Nasab, 2015). Because of that, was conducted a survey in order to find out if this method is truly a waste of time or it can lead to qualitative learning. The research took place in 2024 at a university in Sri Lanka, with two teachers and 168 students, who were following a diploma in English course. Every learner was called to produce a four-thousand essay, but not independently in the traditional way. Instead of this, students asked to work in small groups for enhancing the interaction and as a consequence obtaining feedback from peers in order to develop the essay. After the completion of four sections, students shared their views regarding the peer-learning method, filled out a questionnaire and also gave an interview to the teachers in order to obtain their views. According to the findings of this study, the majority of learners seemed to be extremely helped from the peer-learning experience, as they managed to improve both the quality of the essay and their speaking skills and also enhance their interaction (Pushpakumara, 2024). Another research that was conducted at Institut Parahikma Indonesia (IPI) Gowa, with a focus on English language learning, tried to examine not only the implementation, but also the benefits and challenges of peer-learning in SLA. The method that was used is descriptive and included both literary study and an interview with IPI students. To conclude, findings showed that peer teaching can be claimed as a valuable method in SLA, as such a supportive and motivating learning environment can foster communication, collaboration and of course reflective learning (Ardin et al., 2024). Regarding Greek schools with second language learners, there will be presented a research about peer feedback, an integral part of peer assessment method. The study was conducted in the second grade of a Greek Intercultural Junior high school involving 20 students of 2nd grade from different nationalities. Students have been given a questionnaire, in which they could state their opinions about peers' assessment in their different types of writings. The findings showed that the majority of students stated that peer assessment contributed to their general language improvement and especially to the enhancement of the vocabulary (Anastasiadou & Iliopoulou, 2017). Last but not least, it is worth mentioning a study that was conducted at a Second Chance school of Mytilene (Greece) and despite the participants were adult second language learners it managed to examine peer-mentoring, which is a similar term to peer to peer learning. It actually means that students can use both language and experience and also be eager to learn from each other. The aforementioned practice has been used by the specific teachers and students and it showed that students developed linguistic abilities in less time than their classmates who did not participate in this (Papadopoulou & Aivaliotis, 2015).

6.8.4. Gamification & Educational Games

In order to delve into the variety of educational games and their efficacy, was conducted a research in 2018 from the Professional Culture of Specialist of the Future and aimed at building a model that manifests the complexity of each one, in relation to learners' training level and the entertainment part. For that reason, more than a thousand educational games were tested, but giving an emphasis on those

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

which received high laud from teachers, students and researchers. After both qualitative and quantitative analysis of the games made, there have been created three different categories: The first one is called "learning without noticing" and includes simple games such as card games with figures, symbols or pictures with the aim of consolidating both existing knowledge and skills and memorize concepts. The second category is the "learning by playing" and can viewed as a quite complicated procedure, which presupposes an active thought process and additional stimulation so as for the students to participate in problem-solving games. The last category "reality as a game", contains complex educational material that is directly connected to the "real world" reflection, as for example role-playing or complex simulations in computer games that are connected to "real world" problems (Bylieva, 2018). To continue, it is worth mentioning a scoping study that was conducted in Thessaloniki, in order to investigate several gamified interventions that were designed for refugee learners aged from six to twelve years old and implemented in both formal and informal multicultural environments. 26 interventions by several research papers from 16 countries, that have been published from 2012 to 2022, were selected from web searches and detected for: firstly finding the most common types of educational games that have been produced for refugee elementary students and secondly how they can affect language learning. The findings showed that lots of the gamified interventions involved educational games, such as "serious" and collaborative ones. Other types of games that were detected are associated with web-based platforms, boardgames and also digital courses, such as Akelious. Moreover, regarding the game elements that were found, the most frequent were collaboration, feedback, narrative storytelling and of course points and levels. Additionally, according to the research findings all these game elements can surely promote second language learning, as they are found to reinforce not only learner's engagement and motivation, but also their social interaction. In general, they can improve the learning procedure by promoting feelings of pleasure and joy to students and this can actually lead to more effective second language learning (Bizota & Papadopoulou, 2022). Some other small but indicative researches regarding the effect of gamification and educational games on second language learners of Greek are the below:

A research that was based on gamification and its contribution to learning Greek as second language, was conducted with eight refugee students totally, with ages from 9 to 11 and with diverse linguistic background. The whole scenario was implemented in a Greek primary school and has been used the Classcraft educational platform for its implementation. Through this platform, students had the opportunity to transform their lesson into an imaginary map-based world with several quests and other game elements. The findings have showed that gamification managed to increase engagement through collaboration and also some features like storytelling have increased learners' autonomy. Last but not least, was realized that gamification can promote language development by the majority of learners (Bizota & Makri, 2023). Another small-scale research was conducted with six teachers of primary education, through semi-structured interviews, in order to state their opinions on

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. using games for teaching Greek as the second language to their students. According to the findings of the study, it seemed that all of them were positive at using several kinds of games during their lesson, such as board, cognitive and theatrical games and even role-plays, preserving the role of facilitators. In specific, they believed that students prefer learning by playing, instead of traditional teaching methods. Regarding the linguistic benefits, they argued that games can improve the learning skills of second language learners (Zafiri et al., 2022). Finally, 14 immigrant students participated in a survey that was conducted in order to focus on the improvement of the language skills in a second language and the development of cultural awareness through gamification.

6.8.5. Role-Plays & other Drama Techniques

As far as the role-playing method concerned it is worth mentioning a survey that was conducted in a multicultural education class of Avondale College of Higher Education in 2015, where 100 students were asked to take on the roles of minority groups and therefore simulate a microcosm of society. After the activity they were such eager to express their feelings and opinions about the specific method. The results indicated that most of the learners expressed that it was a real and exciting experience with lots of benefits. Moreover, they claimed that role-playing can illustrate the real society and is very effective because they can learn by doing (Kilgour et al., 2015). Finally, another indicative example of considering role-play as a beneficial interactive method in multicultural education is a survey that was conducted in 2008 with Greek immigrant classes and specifically with 16 adult students, 11 women and 5 men, that were learning Greek as the second language. All of the students were at a premature level regarding the second language and have attended a 100-hour instructional program for Greek language learning, organized by the Greek Ministry of Education and co-financed by the European Union. For the collection of the data there were held both observations and semi-structured interviews. In general, the aim of this research was to find the contribution of the role-play technique in acquiring Greek as the second language. The findings showed that role-play as a teaching practice has several benefits, but also some challenges during its implementation. First of all, it was ascertained that this practice can be applied in different occasions of learning and is surely the main objective of the practice of learners' communicative skills and also the systematization of their existing knowledge. Furthermore, this technique had the capacity not only to reflect real-life situations, but also to be highly motivated inside a pleasant atmosphere. Another advantage is that the teacher was able to correct grammatical, syntactic or vocabulary mistakes during the whole procedure, something very helpful to the better acquisition of the Greek language. In other words, students claimed that through this technique, they were able to enrich their vocabulary and verbal expressions and also acquire a better accent. Moreover, they understood that role-plays facilitated their social skill acquisition, as they were called to confront realistic situations. Last but not least, they argued that with the contribution of this practice the lesson is not boring and also the more advanced

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. students with richer vocabulary were even more eager and self-confident to participate. Nevertheless, the pressure of time and the preparation that was needed for managing to implement such activities, were two of the most restricting factors regarding role-plays (Magos & Politi, 2008).

An indicative example of a study that included drama techniques, was conducted from the "Language and Culture" Lab at the University of Thessaly. It was actually a six-month project, that was called "Literacy through Drama" and was implemented in a reception class in a public school of Volos. Three academic researchers and eleven volunteer postgraduate students consisted who were trained in Drama techniques to second language learning, consisted the research team. The participants were 20 students from six to twelve years old and with multicultural backgrounds. Each week, the research team introduced a topic which was related to the children's everyday life and facilitated their basic communicative needs in the Greek language. During this procedure were implemented interactive activities with the involvement of several drama techniques, such as Role play, Freeze frames, Puppetry, Persona Doll Method, Improvisation, Teacher in role, Pantomime and Stories Dramatization. In most cases, drawing and painting, music and art were also used to support the drama actions. Regarding the findings that have been arisen through semi-structured interviews, all of the aforementioned drama techniques were found as very helpful in second language learning and creativity. In specific, students complied that through these techniques could interact with their classmates, manage effective cooperation and develop better communication than in "typical" classroom activities (Vitsou et al., 2019). Another study about drama techniques and their efficacy was conducted with refugee students from the 1st grade of a primary school in Greece. The participants were totally 25 students with mixed-abilities, aged 6-12, who engaged both with traditional educational methods and drama techniques. The results of the study that were collected through a non-participant observation, showed that drama techniques were much more beneficial, as they helped students not only to actively participate and interact, but also to vocabulary comprehension (Chatzikonstantinou, 2020).

6.8.6. Translanguaging

First of all, there will be presented an online survey that was conducted with questionnaires to 154 teachers of primary education that have teaching experience with linguistically diverse students. The aim of the research was to investigate their attitudes towards the translanguaging teaching method inside multicultural contexts. The participants of the survey taught a variety of languages as the second language, like English, German, Spanish, Greek and Turkish. According to the findings, translanguaging was characterized as an effective method with lots of benefits in both cognitive and psycho-emotional level. For example, they argued that through translanguaging students can improve their comprehension, be more interactive,

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

time-efficient and motivated to participate actively in the lesson. Furthermore, they could become more willing to ask questions, reduce their anxiety and boost their self-confidence. Last but not least, this method seemed to have also social benefits. As an example, it can help students to step out of stereotypes, something that can surely facilitate their communication. It should also be mentioned that teachers recognized three functions of this method, while one of them was the interactive function, that obviously fostered communication among students (Spyridonos et al., 2024). Another research was conducted in both formal and informal educational contexts of several regions of Greece, in order to examine the degree that teachers employ practices such as translanguaging and inclusion of students' first language. Eleven teachers totally stated their opinions in qualitative interviews and the findings showed that most of them have included several translingual signs during their lesson, trying to maintain students' first language. The sign-making techniques that included translanguaging were mostly several visual signs with images that concerned, objectives, colours, daily expressions, school management and even assessment. According to the findings it has been claimed that they use translingual signs in order for students to be taught new vocabulary, grammatical phenomena and spelling. Additionally, most of them argued that this method can increase students' intercultural awareness. In specific, with such images as teaching aids, always accompanied with oral, written, gestural and repetitive discourses, students seemed to be reinforced into the instructional process. As a result, they were motivated to delve into discussions and interact, while acquiring a better understanding and without resiling from their first language (Karafylli & Maligkoudi, 2023).

7. The study & the research aim

The purpose of the study is to examine if teachers of primary education with refugee students that learn Greek as second language, give prominence to interactive teaching practices during their lesson and ask their opinions about the benefits and disadvantages of these practices. Also, to investigate the most functional and well-known, analyze their positive and negative characteristics and the challenges during their implementation. Regarding the aims of this study, firstly was to investigate how teachers understand the "term" interaction in current educational settings. Secondly, to identify which are these interactive practices that they use and the ways that they implement them, and last but not least their benefits, drawbacks and possible difficulties or limitations in their implementation. Taking all the above into consideration the research questions are the following:

- How do teachers understand the term "interaction in current educational settings?"

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

- Which interactive teaching practices teachers use and how they manage to implement them?
- Which are their benefits, drawbacks and possible difficulties in their implementation?

The present study is a qualitative research with semi-structured interviews that are open-ended. It took place at the town of Kavala through phone calls with teachers of primary education, who are currently teaching Greek in different regions and have a teaching experience with students from refugee and migrant backgrounds, that try to acquire Greek as the second language. In specific, the participants of the study were ten educators from various Greek schools of different cities, that accepted to state their opinions and contribute to our research. The whole study was conducted during the fall semester of 2024 and specifically during November. For the purpose of this qualitative study and for the research questions to be addressed, the semi-structured interview was selected as a research tool. Interviews can be generally considered as the most common way of data collection in qualitative researches. Qualitative interviews are a type of framework in which practices and other standards besides being recorded, are also challenges, achieved and even reinforced (Jamshed, 2014). Delving to their special characteristics, interviews can be separated into four categories: structured, unstructured, semi-structured and focus group interviews. For the present study the researcher focused on the second type, which is the most common in social science, as the most suitable for his research. Semi-structured interviews are actually a mix of both structured and unstructured ones. More specifically, according to this type of interview the questions are pre-planned, but the researcher gives the opportunity to interviewees to elaborate and give both details and clarifications explaining specific matters, through the use of open-ended questions. Nevertheless, they do not use a structured format, which sometimes can hinder the depth and richness of the responses (Alsaawi, 2014). Regarding the present study, the researcher chose semi-structured interviews, for having more flexibility during the process. Increased flexibility derives from the fact that in such types of interviews, the interviewer has a set of guiding questions but he can also follow other topics of his interest, without being necessary to adhere to a structured set of questions (Wilson, 2012). Beck & Manuel (2008) suggest that if someone wants to investigate finely shaded human issues and the planned questions can be best answered in prose rather than with numbers, interview is the suitable way for data gathering. Also, Mann (2011) suggests that if a researcher wants to explore participant's beliefs, experiences and identities, then he would better use qualitative interviews. In other words, interviews can be seen as not just a way of gathering information, but as a "vehicle" for producing performance texts and ethnographies about people and society (Denzin, 2001).

8. Methodology

A methodology can be considered as the methodical and theoretical examination of the methods that are functional to a field of study. It is generally composed of the hypothetical analysis of the core of methods and ethics in combination with some information. Additionally, it helps to understand not only the products of scientific questions, but also their development. Research methodology studies the way that research carries though with science and targets to both explain and examine methods, as well as to clarify their boundaries, prerequisites and consequences, connecting their potentials to the zone of information. At this point it should be clarified that methodology and research approach are similar but not identical. An approach is a general style or set of methods used in the research. A methodology is a structured and tested approach that has proven its usefulness. So, an approach is not necessarily a methodology, but a methodology is a highly structured approach (Swarooprani, 2022). According to Creswell (2014), several factors have an influence on the selection of the approach such as the “nature” of the problem in relationship with the research questions, the researcher’s point of view and of course the audience at which the study is directed. To be more specific, there can be scientific studies that examine numerical data, so they are directed in a quantitative research. Last but not least, the choice of the approach will inevitably affect both the design and the method of the study, so researchers need to carefully select the type of the research, in order to achieve their goals (Creswell, 2014).

8.1. Research approach

It is generally argued that quantitative approaches are based on scientific studies, measurement and numerical data, while qualitative ones are descriptive, interpretation-based and are related to language. Some other differences are that the former pertain to physical sciences and scientific data, but the latter to social sciences that focus on participants’ both aspects and understandings, trying to create meanings of a specified situation (Creswell, 2014). In addition, Parker 1995) states that quantitative approaches are the most suitable for conducting researches in controlled and experimental laboratory conditions, while the qualitative support peoples’ study in the “real world”. This statement of course is not dogmatic and can be easily reversible in some cases. Thus, an effective way for someone to shed light on qualitative research is to compare it with the quantitative one and after examine the differences and end up to the appropriate. Therefore, there are actually not “right” or “wrong” methodologies, but this is sealed from the “nature” of the research questions that should be answered (Isari & Pourkos, 2015). Taking all the

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. above into consideration, for this study was chosen the qualitative approach as the most suitable for our purpose.

Delving more into qualitative approaches it can be argued that their basic interest focuses on the description and comprehension of the uniqueness of human experiences and on the particularity of subjects' consciousness. Their predominant tool is the "framed" comprehension and composition and their suggested research techniques are the narrative, communicative and dialogic. Regarding their basic tools, they are definitely the speech, the dialogue and of course the argumentation. In other words, some general characteristics of the qualitative approach are the following: it firstly can provide a holistic view of reality, shows an exceptional sensitivity to the effect of the researcher on the character of the research, prefers "natural" and not laboratory sources of data collection, shows interest in the perspective of the subjects, regarding their inner life and not only their external manifestations and finally they have a humanitarian orientation (Isari & Pourkos, 2015). Furthermore, a qualitative research is a "situated activity" that sets the observers in the "real world". Through a total of interpretive and material practices that reform the world, has the ability to make the world visible. More specifically, they reshape the world in a set of representations of selves, including field notes, interviews, discussions, photos, recordings and calendar notes. Inside this field, the qualitative research includes an interpretative and naturalistic attitude towards the world. This actually means that qualitative researchers study things in their natural context, attempting to give a sense or interpret the phenomenons in terms of the meanings that people give to them (Denzin & Lincoln, 2005). In other words, as the researchers have been positioned in the research context and are not distant and extraneous neither from it nor from its participants, but instead being at the core of the situation, have the ability to comprehend and analyze a situation. Taking this for granted, the qualitative method was used for the particular study because the researcher aimed at delving into the situation and creating some understandings from teacher's views about interactive teaching practices, their benefits and also challenges in their implementation in real multicultural classes, having been in a direct contact with them through the conducted interviews.

8.2. Research Design

Research designs can be considered as the plans and the procedures of the research that include all the decisions taken, from broad suppositions to the detailed method of both data collection and analysis. These decisions should include the existing worldview assumptions. Also, it is worth mentioning that the selection of the general design, is depended on the nature of the research problem, the researcher's views and experiences and the participants of the study. In order to create a research design, someone should taken three basic components, into consideration: philosophical worldviews, strategies of inquiry and research methods. As far as the

include interaction. Benefits, disadvantages and possible difficulties in their implementation. worldviews concerned, the qualitative approach that has been chosen for this particular study, is in accordance with the “social constructivist worldview”. Through this type, participants have the opportunity to develop subjective meanings of their experiences, that are directed towards specific things and objects. Furthermore, one suitable strategy for this study is the type of “phenomenological”, as through this a researcher can identify the essence of participants’ experiences about a phenomenon from their descriptions (Creswell, 2014).

Having commented on the theoretical part of the research design, at this point it is worth mentioning to the practical part of the study, which contains the “nature” and the purpose of specific questions, as well as the sample that was used. To begin with, as it has been mentioned before the purpose of the study is to investigate how Greek teachers of primary education perceive interaction in SLA contexts regarding the current educational system. Furthermore, which are the most indicative interactive practices that they use, how they implement them and of course their main benefits, disadvantages and possible difficulties in their implementation. For the above reasons, the researcher contacted several primary schools with such teachers as the most suitable and tried to convince them to participate in a semi-structured interview with open-ended questions. After he had informed them with some details of the procedure, conducted ten interviews with different teachers from ten different schools as sample, that have taught in SLA contexts. So, after some introductory questions, there were made some more focused questions in order for the research questions to be addressed. Trying to understand how teachers understand the term “interaction” in SLA contexts nowadays, they were asked how they perceive interaction in SLA contexts and if they think that in the current educational system is more intense than the former years. To continue, they were asked which interactive practices they have used, how they implement them and after that some specific ones such as brainstorming, peer to peer learning and role-playing were referred and discussed. It should be also mentioned that for interactive teaching practices both generally and specifically, teachers were asked to give their opinions of benefits, drawbacks and challenges in their implementation. To conclude, they were asked how they assess their students, because according to the literature in such types of practices that are more subjective, the assessment might be quite challenging.

Besides the choice of approach and design, another matter of high importance while conducting a study is for the researcher to select the method of the research which can be also named as research tools (Creswell, 2014). The latter are actually a means of collecting information or data and can differ in complexity, design and interpretation. Furthermore, the existing research tools such as questionnaires, interviews and observation techniques do not suit the purpose in every situation. Thus, each one of them is appropriate for collecting specific type of information (Pandey & Pandey 2015). At this point it is worth making a distinction between collecting or generating data. On the one hand, the word “collection” is quite general, despite it is being used by most researchers. On the other hand, as in

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

qualitative studies the researcher after he collects the information, analyzes and interprets them. Thus, the procedure can be named more properly as a generating one and not just collective (Mason, 2002).

8.3. Teachers' profile

There were totally ten teachers, nine female and one male, that participated in this study who currently teach or have previously taught Greek as a second language to students that have refugee and migrant backgrounds. Nine out of ten teachers have this teaching experience mainly in ZEP classes for at least one year, while the last teacher, has a seven-year experience with such students. The schools that they are currently teaching are located to the below Greek regions: Samos, Kefalonia (Argostoli), Chalkidiki (Nea Fokaia), Komotini, Mykonos, Andros (Ormos Korthiou), Lamia, Paros, Kavala and Kerkyra (Meliteieon) . (see Table 1)

Table 1

Interviews	Gender	Years of teaching experience with refugee second language learners	Locations of schools that they are currently teaching
1	F	1	Samos
2	F	1	Kefalonia (Argostoli)
3	F	2	Chalkidiki (Nea Fokaia)
4	F	7	Komotini
5	F	1	Mykonos
6	F	1	Lamia
7	M	1	Paros
8	F	2	Kavala
9	F	1	Andros (Ormos Korthiou)
10	F	2	Kerkyra (Meliteieon)

8.4. Data generation

Generally, some basic interviewing steps that were followed for this study are the below: after participants were identified, the researcher decided the type of the interview and designed an interview schedule. He checked his equipment and after

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. having obtained an oral consent from his participants, that the discussion should be recorded, he proceeded to questions, giving adequate time for the responses. It should be also mentioned that all of the ten interviews were conducted by a telephone and recorded by another telephone, as most of the participants live in another region and also might feel uncomfortable or shy with a face-to-face conversation. Applications were not used, because many of them were unfamiliar with the technology. Last but not least, is the fact that because an interviewer can meet different types of interlocutors, such as "shy", "expert", "dominant" and "long-winded", the researcher was prepared with tactics and techniques so as to shape the discussion (Beck & Manuel, 2008).

8.5. Data categorization & analysis

After having conducting and recorded ten interviews, the researcher transcribed them into word documents with the application Turboscribe. Then he had the opportunity to read each dialogue several times and mark interlocutor's most crucial and useful points, regarding their responses. Afterwards, he made several notes with the aforementioned most crucial points. During this procedure, he managed to examine the discussions thoroughly, analyze the findings and categorize them according to each of the planned questions. He actually managed to separate the answers regarding the specific topic and combine them with the research questions in order for them to be responded. Furthermore, for easier categorization and saving of time, he highlighted the types of responses with different colours, inside the word document. After he had completed this necessary procedure, has the ability to proceed on the data presentation.

8.6. Ethical issues

Ethical issues can be considered as a matter of high importance in every research part, starting from the plan of the research, until its implementation and its final presentation. So, researchers should very carefully take into consideration every single detail, in order for not only the participants but also the research findings to be both respected and secured (Isari & Pourkos, 2015). More specifically, they should build a trustful relationship with participants, promote the integrity of the whole research and stay away from improprieties and misunderstandings, something that could easily expose their institution. Moreover, they should not put participants at risk or disrespect populations that maybe are vulnerable. In general, ethical matters as the authenticity and credibility of the research and also the personal disclosure and privacy should be taken for granted (Isreal & Hay, 2006).

Regarding the specific study, first of all it should be mentioned that the researcher conveyed to the participants the accurate purpose and the central idea of the study

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

with clarity. According to Creswell (2014), if participants understand a different purpose of the one that the researcher had in mind, then arises the matter of deception, something that needs surely to be prevented. Another matter that was noticed during the interviews, was to keep the anonymity of the interlocutors, as they desired. Specifically, during the study they are presented only with coded names (e.g. Interlocutor from one to ten), without pictures of themselves. Only their gender and the location of their schools have been referred after their oral consent (Isari & Pourkos, 2015). It is usual for some participants to want to keep their identity confidential and by securing this, it allows them to keep the ownership of their voices and feel comfortable to express their opinions freely. Besides this, they should be also aware about the probable risks of non-confidentiality, such as the inclusion of their data in the final paper, something that the researcher communicated, as they might not have expected (Creswell, 2014). In addition, they were informed during the interview that the discussion should be recorded with a phone for the needs of the research. It was clarified to them off the record, that their data will be only in the researchers' procession for a reasonable period of time without being distributed. Other ethical issues that were taken into consideration are firstly that the researcher did not falsify or invent findings for his needs and secondly that he presented the real data of the research (Neuman, 2002). Last but not least, their personal time was respected, so the interviews were arranged with flexibility in afternoon hours (Isari & Pourkos, 2015).

9. Data presentation

9.1. How do teachers understand the term “interaction” in current educational settings?

Trying to collect data about the first part of the above research question there were asked questions such as how they perceive interaction in SLA and if they think that it is being more promoted in the current educational system.

The data categorization showed that the interviewees gave several meanings on interaction that are surely related to each other. In specific, 6 of 10 characterized it as both teacher-student and student-student communication. Delving into these two types of communication they stated their opinions about the importance that they give to each of them and it has been emerged that most of them do not make a distinction. 3 of 10 complied on all of the below statements which are that teacher-student and student-student interaction are both equivalent, interconnected and the same important.

“ In active learning prevails teacher-student interaction, something that is very positive. They are equal and teacher-student actually promotes student-student interaction, as shows them how to interact”. (Interview 9)

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

"They have to be the same. It starts from the teacher who is a role model and it continues with students in groups". (Interview 8)

Some other opinions were that "Teacher-student is better because it is guided" and that "it depends on the teacher, if he wants to be on the center", from interlocutors 3 and 7 respectively. Apart from the teacher-student and student-student communication as an explanation to the term interaction, 4 of 10 also described it as an exchange of opinions, ideas and information.

"It is a quid pro quo, educational and behavioral". (Interview 10)

3 of 10 analyzed it as a problem-solving situation through discussion and dialogue, while other 2 as a mutual assistance. The rest of their perceptions were terms such as mutual learning and respect, social relations and cooperation for the achievement of goals.

"Interaction is actually an exchange of information and ideas mainly, but it can entail the emotional part. Also, it is a dynamic procedure with changes and evolutions in all of the participants." (Interview 9)

In general, the interviews perceive interaction as teacher-student and student-student communication and exchange of information, ideas and opinions. Also, for some of them interaction in education seems to mean cooperation, mutual learning and assistance and finally an opportunity to solve problems through dialogues and discussions. Last but not least, several of them find teacher-student and student-student interaction equal and both necessary for the learning process and the acquisition of the L2.

Regarding the current educational settings most of the interviews stated that the latest years active learning prevails and that lessons have passed from the teacher-centered to the student-centered pattern with the contribution of interaction. 6 of them said that interaction is more intense nowadays, while other two that it helps to create a more interesting and joyful teaching. Also, 3 of ten said that nowadays through interactivity, there is a real cooperation and 2 of ten that group conversations prevail. Some interesting opinions are the following:

"Teachers do not more perform a monologue as a lecture, there is a student participation". (Interview 5)

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

“Interaction is surely more intense and multidimensional from the previous years, it depends on the evolutions in methods and technology”. (Intervieww 9)

Nevertheless, there was also stated a little different opinion saying:

“Teacher-centered was also beneficial as it could promote competition through good students. It does not depend on the system, it all depends on the teacher and how he will manage it. Passive learning has actually disappeared surely from 2006 that I have been working, it is many decades behind”. (Intervieww 4)

The most interviewees seemed to comply that in the current educational system, interaction is more intense and plays a more significant role than in previous years and because of the diversity of students in multicultural contexts, “passive methods” with teacher-centered approaches do not actually exist. As a result, teachers try to cultivate it inside the classroom, in order to create an interesting and pleasant environment, in which learners do not get bored. Last but not least, several of them stated that in contrast with “passive methods” the lesson nowadays is actually based on cooperation and group discussions, which can be reinforced and implemented through interactive teaching practices.

9.2. Which interactive teaching practices they use and how they manage to implement them?

According to the data, all of the teachers seemed to use various interactive teaching practices, because they find them very beneficial for students' second language acquisition and also students find them quite interesting and joyful. Additionally, most of the teachers argued that they have learnt the aforementioned practices, firstly during their studies and secondly from their colleagues. After having categorized the data of teachers' responses about which interactive practices they use during their lessons and the ways that they implement them, there have been emerged the following:

9.2.1. Brainstorming

6 of 10 teachers have stated that they have used brainstorming intentionally and also 3 of 10 that they might have used it unconsciously. Only one teacher said that she sometimes use it, but only in secondary subjects, not in language lessons. Nevertheless, she had a positive view on the specific technique.

“It is a good technique, you can let students express without being criticized, and you can also watch their emotions”. (Intervieww 4)

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. Moreover, 7 of 10 teachers stated that they try to implement this practice through dialogues and discussions.

"I usually apply it with discussions in a specific topic, such as student's disability. The teacher can help the conversation to go deeper, students do not need to know, they understand a matter by listening to their classmates' opinions". (Interview 3)

2 of 10 include a mind map on the board, which is also followed by conversation and exchange of ideas.

"I like to use it before the essays and during the lesson plans. I make a mind map on the board, with a basic meaning on the center and ask them to tell what they have on their mind. They find this effortlessly". (Interview 3)

To continue, 3 of 10, said that they did not apply it intentionally, but it might have been emerged unconsciously and accidentally.

"There are expressed opinions for problem-solving situations. I do not know if I implement this 100%, but I pose a problem and ask for students' opinions". (Interview 2)

It is obvious that most of the teachers have implemented the specific practice during language lessons. Also, most of them apply it through discussions or essays, by stating a topic and asking for learners to express their opinions freely, so as for a problem to be solved. Finally, some of them organize it better, by creating a map on the board that is fulfilled with students' ideas. (see Table 2)

9.2.2. Peer to peer learning/tutoring/assessment

4 of 10 teachers said that they have used mutual or directional peer learning during their language lessons.

"I have applied it and it is very helpful. In specific, in a classroom of four students, two of them were helping the other two". (Interview 7)

"I did not apply it intentionally, but a student who had acquired better the second language, has helping and correcting". (Interview 6)

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. Moreover, 3 of 10 complied that peer learning can happen in different conditions of every-day life, even outside the classroom.

"It can happen anytime, in school breaks and in daily routine actually. They hear, imitate and discuss with other people and this can help them to learn better". (Interview 5)

Proceeding on the "peer tutoring" practice, it seemed that is more popular, as 6 of 10 teachers have used it at least for once.

" I once implemented it , by changing roles with one of my students". (Interview 7)

" I have applied it in a brother and his sister. The boy had taken my role, as he had better acquired the language and was also older".(Interview 3)

2 of 10 teachers stated that they have used it but unintentionally, it could emerge during the lesson.

"I have not applied it intentionally, but it emerges in the classroom by someone who knows the language better, e.g. George can you explain this to your classmates?". (Interview 5)

Regarding the peer assessment, 5 of 10 teachers have used it orally or in written form.

"I apply it very often. Each student corrects an other's task and then assess it". (Interview 3)

It is evident that several of the interviewees have implemented the above teaching practices, with peer-tutoring being the most used. They usually have some students as assistants, that have obviously acquired more the second language and can help their classmates as tutors. Moreover, most of them believe that peer learning can be implemented in several contexts, even outside the classroom and unintentionally. Last but not least, during peer assessment some of them let students correct others' exercises, create tests for each other and assess them. (see Table 2)

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

9.2.3. Gamification & Educational Games

The categorized data showed that most of the interviews have implemented both gamification and educational games during their lessons. To begin with, 3 of 10 have used gamification.

“I use rewardings, applauses, stickers, general encouraging comments and even leaderboards. When you include game elements, students participate and are more eager to work harder without complaining.” (Interview 3)

To continue, apart from game elements 9 of 10 interviews complied that they prefer to use a variety of educational games inside classroom. Specifically, several argued that they use collaborative hands-on activities and games. For example, 7 of 10 card games that have different themes like animals and objectives and 4 of 10 collages and board games. Moreover, 3 of 10 have included communicative contact games in their lessons.

“I was holding a red ball and was telling a few things about myself. Then, I was throwing the ball and every time a student caught it, he was also introducing himself with a self-description.” (Interview 10)

To conclude, other 3 of 10 teachers had used online platforms such as Akelious, for introducing to students various video games that were helpful for practicing several cognitive skills such as vocabulary and memory.

“Students like very much the memory games, through Akelious”.(Interview 6)

In general, both gamification and educational games seemed to be in teachers' preferences. More specifically, some of them have included various game elements like rewardings, points and leaderboards, something that shows that they have used the gamification practice. Moreover, nearly all of them prefer to use educational games such as hands-on games and activities and communication games for fostering students' contact. Regarding the communicative games most of them complied that they use also role-plays, but this is going to be analyzed as an individual teaching practice. Last but not least, some of them also seemed to use online platforms, in which students can familiarize with a variety of educational video games. (see Table 2)

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

9.2.4. Role-Plays & Dramatic Techniques

The data showed that 9 of 10 teachers use role-play during their lessons. More specifically, 5 of 10 apply it with real-life scenarios.

“We made a scenario in the World Day of Disability. Students took the roles of other kids who had disability problems”. (Interview 1)

Moreover, 5 of 10 teachers referred to daily scenarios such as going to the grocery, doctor and supermarket, with giving, as an example, the roles of a salesman and a customer to students.

“ Yes, I have applied it everywhere in all classrooms, with simple scenarios of daily life like what we do right or wrong, requests and right ways to react in difficult situations. For example, a student managed to disrupt a conflict between other two students, because we had previously represented a similar scenario”. (Interview 7)

To continue, 2 of 10 use simple scenarios of first contact:

“ They walk and dance, until I say stop. After they make dyads and develop a scenario of acquaintance”. (Interview 1)

Last but not least, other 2 of 10 teachers prefer to use unreal scenarios, such as a dramatic play with puppetry.

“I apply it by puppet theatre with glovedolls, after we have created a small story or a poem. The story usually refers to a grammatical phenomenon and the poem to the multiplication table”. (Interview 10)

It is evident that nearly all of the interviews use role-plays during their language lessons. Most of them prefer to use realistic scenarios, that simulate real-life situations, but also some of them like dramatization, puppet shows and other imaginary scenarios. (see Table 2)

9.2.5. Classroom Arrangement

Except of all of the above interactive teaching practices all of the interviews were also asked and replied in relation with how they possibly formulate their classrooms, as it is a very useful strategy not only to promote, but also to boost interaction among students.

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

“The classroom configuration plays a very important role. Sitting alone does not promote interaction and collaborative activities. If you do not configure your classroom, you not allow them to interact and they understand it”.
(Interview 4)

The categorized data showed that 6 of 10 teachers prefer to shape the desks inside their classroom in order for students to have a more direct contact and have the opportunity to cultivate interaction.

“ Desks in the shape of semicycle, so as to operate collaboratively”.
(Interview 6)

Also, 3 of 10 that they have put on walls, several things such as posters, mini-projects, but also drawn letters and numbers. Moreover, 2 of 10 teachers argued that they would like to implement it, but they have very few students. Finally, 2 of 10 teachers stated that apart from the configured desks, they have also created some “corners for learning and relaxation” inside the classroom. In specific, it has been given an indicative example which describes the configuration of an empty classroom, that was completely transformed with her personal attempt and the valuable contribution of her students:

“It is sure that an appropriately configured classroom can help in the communication and the positive climate inside it. I tried to make an ideal place with some learning corners, so as for students to move depending of the aims of each lesson. I also adjusted the desks in a more cooperative arrangement for role-plays and other collaborative activities. I finally, added some technological equipment such as projectors and interactive boards, which are also very important”. (Interview 9)

The data categorization shows that all of the interviews agree that the classroom configuration plays a major role in a more intense interaction between the learners. Most of them implement it with the appropriate setup of desks and also some with specific corners for gathering and collaborating in several activities. (see Table 2)

9.3. Which are their benefits, drawbacks and possible difficulties in their implementation?

First of all, will be presented the data about the benefits, drawbacks and difficulties about including interactive teaching practices in general and afterwards the respective data for each one of the four aforementioned teaching practices.

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

9.3.1. Interactive teaching practices in general

Benefits: 4 of 10 teachers said that by using such practices, students can acquire the language better. 3 of 10 specifically, talked about better development and acquisition of vocabulary and L2 and also mentioned on the development of oral speech and the ability to make complete sentences. Also, 3 of 10 stated that by using these practices students have more confidence and do not feel insecure.

“ They feel more intimately, de are not being scared or stressed to respond, they do not feel sidelined”. (Interview 6)

Other 2 of 10 stated that they because students have the feeling of being part of a group, the lesson becomes more fascinating and they do not get bored. A quite interesting and complete response that highlights lots of the benefits from using such activities is the following:

“The most basic is the communicative competency, they use the language in actual time, they comprehend in a more natural way, different accents and expressions and also they can observe and correct themselves in both oral and written speech. Also, they are more active, get acquainted with other cultures and the more shy students, become more participatory and express their opinions more comfortably, as the atmosphere of the classroom is more permissive”. (Interview 9)

Regarding the benefits of interactive teaching practices, teachers stated that it is one of the most important elements of communicative competence and helps generally to the acquisition of the second language. As they use language in real time they can improve in several parts such as the development of oral speech, more natural comprehension, better accent and the completion of appropriate sentences. Moreover, they referred to an increased sense of confidence and security during this process, without feeling stressed or insecure to express themselves. Instead, they claimed that their shyness is eliminated and feel more comfortable to participate more actively. Finally, through this method teachers claimed that students have the opportunity to exchange lots of information, self-reflect and also detect their mistakes even in oral or written speech and correct themselves. (see Table 2)

Drawbacks & Difficulties: 5 of 10 teachers complied that using such practices can be a “time-consuming process”.

“Such practices need more preparation and sometimes time is not enough”. (Interview 9)

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. Also, 4 of 10 referred to the number of students, that can also be considered as a possible difficulty.

“ With one or two children in the classroom you cannot develop interaction properly”. (Interview 6)

Other 4 of 10 teachers referred to the deficiency of technological equipment, such as interactive boards, computers, visual material and projectors, as something that could impede the implementation of several such type activities. 3 of 10 also stated that children can easily deviate from their goals, during the use of interactive practices.

“It is very usual for students to deviate from their goals and lesson and also to not take it for serious, instead just as a game, but you can fix it”. (Interview 5)

Another difficulty that was stated is the “ often students' absence from classrooms”. Last but not least, 3 of 10 teachers referred to possible conflicts and misunderstandings among students, that often disrupt the balance and have possibly negative psychological effects on some of them.

“Because students usually have different dynamics, the most dominant make the more hesitant to get stressed and back out”. (Interview 9)

Referring to the drawbacks and challenges of such practices, most teachers claimed that time and the appropriate preparation, can be two quite restricting factors on their implementation. Furthermore, they referred to the number of students, which makes the situation more complicated, even it is large or small. Another challenge that they have to confront is the possible deficiency of technological equipment and other resources, that surely would boost the implementation of such practices. Finally, they stated that apart from sometimes deviating from the learning goals during such discussions, another common disadvantage is that there can be created different kinds of misunderstandings among learners. (see Table 2)

9.3.2. Brainstorming

Benefits: 4 of 10 teachers complied that an important benefit is the “exchange of aspects and ideas”. 4 of 10 referred to the “learning and comprehension of vocabulary”. 2 of 10 referred to advantages such as the “development of critical thinking”, the “development of cooperation” for reaching goals and solve different problems, and to a “more creative and playful way of teaching”. Also, 2 of 10 stated

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. that through this technique students can have better acquisition of the second language.

“ It contributes to learning because they need to communicate, so they express themselves, make mistakes but elaborate speech.” (Interview 2)

Other 2 of 10 talked about the advantage of creating aspects about social matters and relations.

“Learning has a more social character through brainstorming.” (Interview 9)

In general, teachers have pointed out as some of the most important benefits of brainstorming, communication and consequently the exchange of information and ideas and the development of vocabulary, cooperation and critical thinking. Thus, as they claimed students have the opportunity for better acquisition of the second language. Last but not least, this technique can reinforce social relations among students and also can create an pleasant atmosphere, in which students will come out of their comfort zone and will not hesitate to express their aspects freely. (see Table 2)

Drawbacks/Difficulties: The most common drawback that emerged from the data categorization and specifically from 5 of 10 teachers, is that students who are on a quite premature learning stage, can not cope with this practice.

“ Children who have not acquired the second language at all, want to express but they do not manage it”. (Inter 7)

Also, 2 of 10 stated that due to their premature level, they can not analyze the topic deeper.

“ The penetration in every matter, depends on students' knowledge, some topics may be analyzed more superficially”. (Interview 9)

Another disadvantage that was referred from 4 of 10 teachers is the lack of time.

“We should be careful not to run out of time through conversation”. (Interview 6)

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. To continue, 2 of 10 teachers also stated the following difficulties: firstly, the "weakness of reaching to a conclusion", because of lack of time or knowledge, secondly the deviation from learning contexts and the discussion of something else and thirdly the expression of very few opinions due to the lack of participants.

After categorizing the specific data, it emerges that an important disadvantage is the premature linguistic level of some students that does not let them to participate or analyze a topic thoroughly. Also, the restricted time or the lack of learners, can sometimes does not lead to ending up to a specific conclusion, or to the statement of several aspects. Finally, another challenge that is connected to boisterous classrooms and have to confront is the deviation from the specific learning goals. (see Table 2)

9.3.3. Peer to peer Learning/Tutoring/Assessment

Benefits: 3 of 10 interlocutors complied that peer learning helps in acquiring the second language.

"It helps very much in the second language acquisition. Everything that I was saying, the more cognoscenti students, were translating and transferring it to the others". (Interview 8)

Other 2 of 10 stated that this practice promotes interaction and better cooperation.

Regarding "peer tutoring", 3 of 10 teachers complied that is a very helpful practice, who gives educators the opportunity to have an assistant.

" It is an important technique, as these students can advise, explain and correct their classmates". (Interview 10)

Apart from having the opportunity to set students as "tutors", the additional advantage that has been stated is that through this practice, teachers can see how students perceive learning and collect good ideas from them.

Finally, "peer assessment" was mentioned as quite beneficial practice for communicating and understanding how the assessment functions from 2 of 10 teachers.

"They understand how the assessment is being implemented" . (Interview 3)

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. Thus, according to the teachers peer learning can actually help to the acquisition of the second language and also the promotion of cooperation and interaction among learners. Furthermore, they can cultivate senses like mutual esteem and respect. A better understanding of the lesson is also accomplished, as the more advanced students infuse their knowledge to others. The main benefits of peer tutoring are that students can be benefitted from "tutors" advice, explanations and corrections. Ending up, through peer assessment learners can develop communication by correcting each other. (see Table 2)

Drawbacks/Difficulties: 3 of 10 interlocutors argued that the restricted classroom time can be a very common disadvantage of implementing the above practices. Moreover, 3 of 10 also complied that through these techniques, there can emerge different kinds of misunderstandings through learners.

"If they do not understand, they feel like being in an inferior position and maybe do not accept advice from their peers". (Interview 1)

"Some students were more hesitant at the beginning due to antipathy, but later they understood that in this way they could learn better". (Interview 8)

Proceeding on the next data, 2 of 10 interlocutors said that this practice might need too much preparation, especially for peer tutoring.

"Time is not enough for good preparation at home, so as some students become ready and then encourage them for peer tutoring. (Interview 4)

Also other 2 of 10 agreed that students while implementing such practices, is quite easy for them to deviate from the lesson, and discuss about other topics.

"You have to watch out students in order not to deviate from the allowable context". (Interview 4)

To conclude, the main disadvantages of this method according to the interviews are firstly classroom time that sometimes seems not enough, secondly the fact that an appropriate and maybe time-consuming preparation is needed and thirdly the deviation from the learning context during this procedure. Ending up, another important disadvantage are the several kinds of misunderstandings, that sometimes leads to lack of participation, such as sympathy, antipathy or antagonism that may hinder the implementation of the above techniques. (see Table 2)

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

9.3.4. Role-plays & Dramatic techniques

The categorized data showed that 7 of 10 teachers complied that the above practice can help in multiple ways to the better acquisition of the second language.

“They learn the Greek language practically and they become comfortable with dialogues. The most important for learning Greek is to include role-plays in your daily life”. (Interview 3)

Besides this, this technique is also found beneficial for language, but in a different way:

“Role-play helps in using the second language with a more playful and gentle way”. (Interview 4)

Proceeding to other benefits according the data, 3 of 10 interlocutors argued that role-plays are helpful for learning of how to react and confront situations that someone has not even faced before.

“It worked pretty well in the form of experiential learning”. (Interview 4)

To conclude, 2 of 10 teachers talked about “better comprehension regarding meanings.

As far as the benefits of role-plays concerned, several interviews argued that is quite beneficial for acquiring the second language, as for example in the development of speech, vocabulary, better comprehension and the confidence that they obtain during dialogues. Furthermore, they stated that this technique is helpful for creating a more fascinating learning environment and also through this learners have the opportunity to learn how to face real-life situations, as they get involved with active roles. (see Table 2)

Drawbacks/Difficulties: To begin with, as far as the disadvantages of the specific practice, 3 of 10 teachers complied that is a “time-consuming” process, during which time, schedule and classroom necessities do not help. Also, 3 of 10 stated that this practice presupposes a very good preparation. 2 of 10 talked about other drawbacks, such as the lack of will to participate and also the embarrassment of some children and their shadowing.

“For those who had not the courage but the sense of shame, it did not work”. (Interview 3)

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. To proceed 2 of 10 teachers as well, referred to some possible "conflicts" during the implementation of role-plays.

"There were created several conflicts among the learners. With allegro types of people like Roma, you had always the reservation not to deviate from learning contexts." (Interview 4)

To conclude, the categorized data showed that, as in the previous teaching practices, time and preparation can be two inhibitory factors during the implementation of role-plays. Additionally, some learners' premature linguistic level on the second language is another restricting factor. Other referred challenges are the lack of participation due to the introversion of some learners, misunderstandings among them and their number that can make the implementation more complicate and incomplete, even it is large or small. (see Table 2)

9.3.5. Classroom Arrangement

Benefits: All of the interviewees complied that the proper classroom configuration can create a pleasant atmosphere inside classroom and promote both communication and interaction among learners. (see Table 2)

"The configuration of the classroom plays a major role. When someone is sitting alone, that surely does not promote interaction and collaborative activities. If you do not configure the classroom, you do not let the above to happen and children become aware of this." (Interview 4)

Drawbacks/Challenges: 2 of 10 argued that they would like to configure the desks of the classroom so as to promote interaction, but it is pointless as they have a very small number of students. (see Table 2)

"I had only 2 students. If I had a larger number, I would configure desks". (Interview 5)

Table 2

Interactive Teaching Practices	Implementation through:	Benefits	Disadvantages/Difficulties

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

Interactive teaching practices in general		<u>Cognitive &Linguistic skills:</u> better SLA, natural comprehension, development of oral speech, better accent, complete sentences <u>Behavioral &Emotional skills:</u> communicative competence, exchange of information, senses of security, comfort, confidence	<ul style="list-style-type: none"> • Lack of time • Difficulty in preparation • Number of students (small/large) • Deficiency of technical equipment • Deviation from learning goals/contexts • misunderstandings
Brainstorming	<ul style="list-style-type: none"> • Group discussions 	<u>Cognitive &Linguistic skills:</u> better SLA, development of vocabulary, critical thinking <u>Behavioral &Emotional skills:</u> better social relations/communication/cooperation, exchange of ideas, pleasant atmosphere, no hesitation, free expression	<ul style="list-style-type: none"> • Lack of time • Number of students • Students' premature linguistic level • Deviation from learning goals/contexts • Difficulty to reach a conclusion
Peer to peer methods	<ul style="list-style-type: none"> • Learning: through collaborative activities, discussions • Tutoring: setting a student as tutor • Assessment: oral feedback, correction of written forms, tests 	<u>Cognitive &Linguistic skills:</u> better SLA, comprehension <u>Behavioral &Emotional skills:</u> cooperation, interaction, communication, mutual esteem & respect, advice from "tutors"	<ul style="list-style-type: none"> • Lack of time • Difficulty in preparation • Misunderstandings • Deviation from learning goals/contexts • Lack of participation
Gamification & Educational Games	<ul style="list-style-type: none"> • Gamification: rewardings, stickers, applauses, leaderboards • Educational games: card, board, contact games, hands-on activities, online platforms 	<u>Cognitive &Linguistic skills:</u> better SLA, development of vocabulary <u>Behavioral &Emotional skills:</u> willingness for active participation, pleasant atmosphere	<ul style="list-style-type: none"> • Sense of antagonism, misunderstandings
Role-Plays	<ul style="list-style-type: none"> • Real-life scenarios • Imaginary scenarios • Dramatization (puppetry) 	<u>Cognitive &Linguistic skills:</u> better SLA, development of vocabulary & oral speech, better comprehension <u>Behavioral &Emotional skills:</u> sense of confidence, learn to face real-life situations, fascinating learning environment	<ul style="list-style-type: none"> • Lack of time • Difficulty in preparation • Students' premature linguistic level • Number of students • Lack of participation • Misunderstandings
Classroom Arrangement	<ul style="list-style-type: none"> • Arrangements of desks in the shape of semicycle 	<u>Behavioral &Emotional skills:</u> promotion of interaction, communication	<ul style="list-style-type: none"> • Number of students

10. Discussion

10.1. How do teachers understand the term “interaction” in current educational settings?

The first aim of the research was to investigate how teachers of primary education perceive interaction and its dynamics inside SLA contexts nowadays regarding the current educational system. The method of semi-structured interviews with open-ended questions, was chosen in order to answer both this and the other two research questions. Specifically, there were conducted ten interviews totally, with teachers from different regions. To begin with, it seemed that most of the them perceive interaction as both teacher-student and student-student communication and exchange of ideas, information, aspects and even emotional exchange. Brown (2000) stated that interaction is an emotional exchange between people and that communication is the most essential element in order for the learners to better understand each other. Also, Khanin (2013) describes interactive teaching as the collaboration of both teachers and students, that presupposes close cooperation of all participants in discussions, in which they will exchange different opinions and ideas about the discussed problem. Indeed, some of the interviewees stated that interaction regarding to education is not only an exchange of information and opinions as it was mentioned before, but also a cooperative condition that is used through dialogues and discussions, in order for different problems to be solved. According to the literature, interaction can be claimed as the process of conversations, debates and dialogues (Orshanskyi et. al, 2020). Furthermore, some of them interpreted interaction as mutual learning and also mutual respect and assistance. Nurmanowa (2024), argued that through interaction teachers can create an intimate environment, in which the mutuality of cooperation helps learners to think independently and express themselves freely. To conclude, another opinion for the term “interaction” is that it means social relations. Despite it is not a complete view, it might could be connected with Strandberg’s argumentation: the creation of a “social arena” in which we can give to language a specific social context with a transparent purpose would allow students to interact in smaller groups and shape the interaction in accordance with their own interests and opinions (Strandberg, 2006). Specifically, Gibbons (2002) argued that as interaction is a socio-cultural way of teaching, it is reasonable for students’ social arena to grow more comfortable and natural over time and that also create an authentic context for language use. Nevertheless, the interviewees did not delve so much into such interpretations. To continue, as most of the teachers referred to interaction as both teacher-student and student-student communication, they were asked to give their opinions about the above terms. In specific, if they think that they are interconnected or give prominence to any of them. As a result, several of them complied that these two types of communication inside the classroom are not only interdependent, but also both equal and necessary for the educational process and the acquisition of the second language. As Kenzhaevna & Abdukhaliqovna (2023) argue, interactive practices and activities are based on the scheme that indicates not only the equality between teacher and students but also that, among students. A similar argumentation that complies with the above statement is that interactive teaching

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

methods can be considered as those that imply active interaction between all participants in the learning process: between the teacher and students and between students (Elovskaya & Cherniaeva, 2019). Something that has not been commented from any of the interviewees is that student-student interaction is of high-importance inside second language environments, as it allows for greater variability in the patterns of communication, so as for the SL learners' linguistic and interactional competences to be maximized (Johnson, 1995). After teachers having stated their aspects about how they perceive interaction they were asked if they think that interaction is more intense nowadays, in the current educational system than formerly. Most of them complied that interaction is much more intense and multidimensional in the current student-centered educational system than the past. In specific, they stated that in older years, when "passive" methods were used, the lesson was something as a lecture. This complies with Hasanova's argumentation: During passive methods, the teacher is the one who disseminates knowledge as a lecturer and students just listen and take notes (Hasanova, 2022). Moreover, they argued that nowadays teachers do not perform monologues, but instead of this they can participate actively. As Karayani (2003) states, during a such interactive way of learning, both the teacher and students interact with each other inside the classroom and instead of being passive listeners, students are active participants during the lesson. In other words, during "passive methods" students could neither ask questions nor join any discussion. Instead, through interactive teaching practices they can participate and express their opinions in topics that are being discussed in a reciprocal way (Pluta et al., 2013). An indicative argumentation from Feden is that students who are actively involved in the learning process, manage a more successful learning, from these who remain passive recipients of knowledge (Feden, 1994). To conclude, some of the interviewees stated that the difference with "passive" methods is that because of interaction, lessons nowadays are based on cooperation and group discussions. This actually complies to the statement that interaction consists of close cooperation from all participants in discussions (Khanin, 2013).

10.2. Which interactive teaching practices they use and how they manage to implement them?

After having collected data about how the specific interviewees perceive interaction in SLL contexts nowadays, the next aim of this study was to learn which specific methods they prefer to use during their teaching procedure and in which ways they implement them. The analyzed data showed that they mainly use the below interactive practices and activities: brainstorming, peer to peer learning/tutoring/assessment, gamification and educational games and finally role-playing. Also, it seemed that they consider the proper classroom arrangement as an essential and helpful method in order to foster interaction among students. Nevertheless, they did not refer to translanguaging as an interactive method, that actually could be entitled in many of the above teaching practices. At this point, there will be discussed each of the above practices and the ways of their implementation, in accordance with the literature. It should also be mentioned that

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

in the following interactive practices that will be discussed, there will be no reference to the frequency that teachers prefer to use or have used them, something that obviously differs from teacher to teacher and practice to practice.

10.2.1. Brainstorming

First of all, the brainstorming method seemed to have been used from most of the teachers, as a discussion in which firstly was stated a problem and after students could state their opinions and ideas in order to solve it and reach to a specific conclusion. As Jarwan (2005) states, the brainstorming method is a group problem-solving method that involves the spontaneous contribution of creative ideas and solutions. Secondly, some of them stated that during this procedure, students can express their opinions freely, without being criticized. Indeed, as it has previously been stated, criticisms and evaluations among the students are prohibited as they can impede the emergence of new ideas, so they would better avoid gestures and other discouraging reactions (Arliman et al., 2001). As far as the implementation of this practice, most teachers argued that they prefer to implement it through group discussions or as a preparation for essays, in order for students to state their aspects and give solutions to problems. Nevertheless, they did not analyzed which types of problems they were trying to solve. For example, during this method there could be solved problems such as: the creative absorption of their educational material, the combination of theoretical knowledge and practice, the activation of both cognitive and creative activities and the skill to put more mental effort and attention of solving urgent problems (Aribjon et al., 2019). Last but not least, some of them complied that they prefer to use a map of ideas on the board, so as for students' opinions and ideas to be collected. It has been argued that an optional step at the beginning of this practice is to create a map on the whiteboard, in order for students' ideas and opinions to be noted down (Aribjon et al., 2019).

10.2.2. Peer to peer methods

Secondly, teachers stated that they use the peer to peer teaching practice and also some of its subcategories such as both of mutual and directional peer learning and also peer tutoring and assessment. Damon & Phelps (1998) explained this procedure as an endeavor of two or more people to share their ideas and by being assistants in mastering a task or a concept that presumably would not accomplish individually. To begin with, some of them stated that they have both used both mutual, with organizing students to groups and directional peer learning in which they had one or more students as assistants. An indicative explanation for peer learning is that fellow learners, that learn with and from each other, by exchanging their ideas and participating in collaborative activities with their peers, without any implied authority (Boud, 2001). According to Topping (2005), there are two types of peer learning: the first one is the mutual peer learning, in which students with common aims, reciprocal relations and same responsibilities in interaction, work in small groups in order to acquire mutual knowledge and skills. The other category is directional peer learning in which one student as a tutor is responsible for helping

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

the rest of the students (tutees). Last but not least, several of them argued that peer learning can be implemented not only inside the classroom, but also in several conditions of daily routine. Boud (2001) seems to confirm this aspect by arguing that peer learning can be applied in wider contexts where more familiar strategies such as group discussions are implemented and also sometimes can be incidental. Nevertheless, at this point it worths highlighting that not all peer interaction is constructive and subsequently does not lead to learning (Topping et al., 2017). To continue, peer tutoring has been also implemented from several of the interviewees, who had defined a specific student with better second language acquisition as the tutor of the classroom. As Keerthirathne (2000) states, in peer tutoring both equality and mutuality are low. Also, Boud (2001) stated that tutoring is a well-established practice in lots of universities, is definitely a more instrumental strategy in which more advanced learners receive a limited instructional role and often is required a type of credit or payment for them. However, regarding the specific teachers and their lesson, this practice was implemented in a more experimental stage and even happen naturally during lessons, without being well-established or having any payment requirements. To conclude, half of the interviewees argued that they have also implemented peer assessment even orally or by evaluating a classmate's test, as an interesting way for students to learn how to correct and assess their classmates. According to Boud et al., (1999), as students comprehend teacher's assessment criteria, learn from looking into peer's work and make reflections, peer assessment can be considered as a possible learning strategy.

10.2.3. Gamification & Educational Games

Another interactive teaching practice that emerged from the analyzed data are both gamification and educational games. To be more specific, some of the interviewees have included game elements such as points, stickers, rewardings and leaderboards during their lesson. As Mahadi (2023) states, through gamification both designs and theories of games are transferred into teaching and learning contexts that are non-game by their nature and lead to active participation and acquirement of new learning skills with interactive components. Also, through this specific performance in which students can gather points, win awards like badges and their learning results are visible through leaderboards, the intended result is the progression to higher levels (Huang & Soman, 2013). Proceeding to the educational games that teachers prefer, it can be argued that there is a variety of them into their teaching process. In specific, they use several hands-on activities and games such as collages, card and board games. Even role-plays can be considered as hands-on games. Catapano (2005) argues that, using this low-cost hands-on material can reinforce students' social, cognitive and linguistic skills. Apart from hands-on games and activities some of them complied that they have used also communicative games, such as introducing themselves with a role-play. This category of games seems also to be beneficial and helpful, as it reinforces students' cognitive, social and linguistic skills (Solano et al., 2018). Last but not least, some of them use online platforms such as Akelious, in which learners can deal with a variety of online educational games. Apart from games, they have many other opportunities as create, explore,

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. share game quizzes and join real-time activities, something that can lead them to purposeful learning experiences (Mahadi, 2023).

10.2.4. Role-plays & other dramatic techniques

Proceeding to the fourth teaching method that is used by the interviews, role-plays will be discussed in the specific part. It is evident that role-plays are used by most of the teachers in a variety of scenarios and situations. Manorom & Pollock (2006) describe role-plays as a hands-on experiential approach to learning, can involve students actively in the learning procedure and also enables them to act as stakeholders in both imagined or real scenarios. Delving into the referred scenarios that teachers have used, there were found several types. First and foremost, real-life scenarios that reconstruct situations from daily routine such as going to the supermarket and shopping. Secondly, some of them have used also communicative games in order to become acquainted with each other. Last but not least, some preferred to use dramatic plays with imaginary scenarios like puppet shows. It has already been stated that drama is supposed to increase both cognitive and social skills and even help in problem-solving situations (Moore, 2004). According to Rao & Stupans (2012), scenarios can be categorized into three different situations and will be tried to make a connection with the above examples of scenarios. The first category is "Acting" where students simulate scenarios that might be required some skills, such as the aforementioned dramatic plays with the puppets. The second is the "Almost Real Live", in which students simulate real-life scenarios of daily routine, such as going for shopping and the last category is "Role-Switch". Here requirement is for the participant to take over the role of another person so as to ascertain both the action and the motivations of someone else. This has been described in a teacher's indicative example, in which she implemented scenarios in the World National Day of Disability and encouraged her students to take the roles of other kids who had disability problems.

10.2.5. Classroom Arrangement

Last but not least, it should be mentioned a common aspect of most of the interviews that could be better characterized not as a teaching practice, but as interactive teaching strategy. It is obvious that the above description stands for classroom configuration, something essential for promoting interaction inside classrooms according to the teachers. First of all, all of the teachers complied that the appropriate classroom configuration, can surely promote interaction. Apart from decorating the walls with some students' posters and collages, most of them highlighted that they configure also the desks for better communication and more effective interaction. More specifically, most of them argued that they put desks in the shape of semicycle, so as students can have eye contact and be able to develop dialogues and discussion. As Hasanova (2022) states, the traditional class-from seems to be inadequate in promoting interaction. This is the reason why teachers prefer to configure desks in more functional shapes such as circles, or the letter "U", which is similar to the above shape "Π". By using this strategy an educator can

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. encourage students to sit as close together in order for interaction to be facilitated (Hasanova, 2022). Another similar strategy that has been applied by some teachers is the creation of different "learning corners" inside classroom, where students could engage with a variety of interesting and purposeful interactive activities. It has been argued that such "learning centers" are very helpful because they can promote interaction and maximize both the social and academic development of students, by letting them work at their own pace in activities such as hands-on, dramatic plays, educational games and other collaborative ones (Aktulun & Kiziltepe, 2018).

10.3. Which are their benefits, drawbacks and possible difficulties in their implementation?

The third research question of this study that should be responded is associated with both the benefits and drawbacks or challenges of implementing the aforementioned interactive teaching practices. First and foremost, there will be discussed some benefits and drawbacks from interactive practices generally and afterwards the same data for each one of the aforementioned methods.

10.3.1. Interactive teaching practices in general

To begin with, interactive practices seem to have lots of benefits for the second language learners. First of all, several of them argued that through such activities, students will acquire better the second language, obtaining learning skills such as the development of vocabulary and oral speech, the creation of complete sentences and also the detection of their mistakes. Secondly, they have the opportunity to exchange information, and make reflections. As Johnson (1995) stated, promoting interaction in second language classrooms allows greater variability in the patterns of communication so as to maximize second language students' linguistic and interactional competences. Moreover, some of the key-benefits of such activities that are surely related to cognitive gains are the above learning skills that teachers stated as benefits, the exchange of information and the ability to make reflections. A cognitive gain that have not been referred from the interviews is surely the development of critical thinking (Drigas & Karyotaki, 2014). Another advantage of these methods that was referred from the teachers is that they can help students to comprehend the material more naturally. Indeed, the proper comprehension of the material through the active participation has been argued as one of the most indicative benefits of interactive practices (Latygina et al., 2022). In addition, teachers have mentioned some benefits related to the general psychology of students. As an example, they argued that students find such lessons more interesting and fascinating without being bored. Also, they seem to be more confident during such activities, without having insecurity or shyness and without being criticized. Algashab (2020), has stated that interaction has undoubtedly a positive effect on students' psychology. Despite teachers mentioned several cognitive and psychological benefits, they did not mention clearly the direct feedback that they can receive from their classmates (Latygina et al., 2022). Last but not least, another important advantage of such practices that has not been

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. mentioned from the interviews is definitely the knowledge convergence. In specific, it has been argued that interactive learning helps to foster knowledge that can be retained for a longer time than in the passive one (Dorestani, 2005).

Apart from the aforementioned benefits, teachers also stated several drawbacks and challenges that they need to be faced during the implementation of interactive activities. First and foremost, several argued that these activities necessitate enough classroom time so as to be applied. Indeed, interactive practices are definitely a time-consuming process and may require more time and effort from the teacher in order to prepare and plan the lessons compared to traditional teaching methods (Bruning et al., 2011). Secondly, the number of students, even it is large or small, can make their implementation more difficult. Ormrod (2012) has stated that, interaction in learning requires the active participation of all students, something that it could bring difficulties especially while working with large groups. Moreover, the lack of equipment such as technological tools, would definitely not facilitate the implementation according to the teachers. Latygina et al., (2022) stated that in order for the interactive part to be implemented properly, there will maybe be required additional resources such as specialized equipment, software and other technical means that are not available in several classroom settings (Latygina et al., 2022). To continue, teachers referred to possible conflicts and misunderstandings among students, something that despite being quite usual, it still remains a challenge that needs to be faced (Williams & Johnson, 2017). Last but not least, the deviation from learning goals during the implementation of interactive activities, is the last challenge that emerges from the categorized data. According to Brown (2001), the deviation of the lesson plan is a common challenge during interactive activities, that is due to a variety of reasons and consists of a barrier for students to reach the main goals of the lesson.

10.3.2. Brainstorming

The interviews stated both a few advantages and disadvantages of this specific method. To begin with, regarding its benefits, several of them argued that through brainstorming students can exchange lots of information, ideas and aspects and also cooperation is enhanced for reaching goals and solving different types of problems. As Jarwan (2005) argues, this method is actually group problem-solving method that involves the spontaneous contribution of creative ideas and solutions (Jarwan, 2005). Secondly, some of them stated that that brainstorming can help in developing linguistic skills such as learning and comprehension of vocabulary and also critical thinking. The aforementioned linguistic and cognitive skills have been referred as some of the most indicative benefits of interactive activities (Drigas & Karyotaki, 2014). Another benefit according to the teachers is that by implementing this method, the way of learning becomes much more creative. This probably could comply with the statement that by using this method, students can absorb the given educational material in a more creative way (Aribjon et al., 2019). They also argued that this method can create better social relations among learners. Zayton (2001) argues that due to the increased interaction of this method it helps the cohesion of

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

students and as a result they build relationships among them. The next benefit which is quite general but of high importance is that brainstorming helps to the better SLA. As interaction promotes greater variability in communication, learners' linguistic and interactional competences are maximized (Johnson, 1995). Last but not least, inside this pleasant atmosphere that brainstorming can create, students are able to express their opinions freely without hesitating. This point can comply with the fact that criticisms and evaluations among the students are prohibited as they can impede the emergence of new ideas (Arliman et al., 2001).

Proceeding to the disadvantages and challenges, the lack of time was one of the most mentioned. As it has been previously mentioned, interactive practices are definitely a time-consuming process and may require more time and effort to be prepared and implemented (Bruning et al., 2011). Furthermore, some interviews argued that students who are on a premature linguistic level do not delve to problems and examine them only superficially. According to Al Mutairi (2015), this practice is not the most suitable for younger levels because of the level of reasoning required in order for it to succeed. Another disadvantage is that sometimes teachers can face a weakness to reach a conclusion due to several reasons, such as the lack of time, ideas or a general deviation from the lesson plan. Aribjon et al., (2019) confirm by stating that such procedures will probably stay at a surface level by not overcoming the chat session pattern or because students cannot reach a consensus. The last challenge that has been stated is the deviation from the lesson plan due to classroom noise and other similar reasons. This common challenge can be a barrier for reaching specific learning goals, as it has been mentioned before (Brown, 2001).

10.3.3. Peer to Peer Learning

At this point there are going to be discussed both benefits and disadvantages of not only mutual and directional peer learning, but also of peer tutoring and assessment. In other words, the categorized data are addressed apart from peer learning, to its subcategories as a total. Starting from teachers' suggested benefits, they argued that this method can promote both cooperation and interaction among students, comprehension of how the assessment functions and generally better SLA. The above benefits can be partly related to some of the most basic aims of this methods which are: collaborative learning, peer and self assessment and articulation of knowledge (Boud, 2001). Furthermore, another benefit that has been argued is that students can take helpful advice, ideas and explanations from their classmates regarding the lesson. Themeli (2023) states that, through the above practices students can work together, see other's point of view, correct each other and gain a deeper understanding of different subjects. Something that has not been stated as benefits is that students have the opportunity to cultivate senses of empathy, confidence and social inclusion, share personal experiences and manage not only analyzation and evaluation but also retention of the knowledge (Themeli, 2023).

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

Proceeding to the drawbacks of the peer to peer methods, teachers generally stated some drawbacks that have also been stated and analyzed in previous parts. As an example, they argued that classroom time maybe is not enough for preparing and implementing such practices. As interactive practices are time-consuming, they may require more time and effort to be prepared and implemented (Bruning et al., 2011). Also, was referred the deviation from the learning contexts, something that can hinder the achievement of specific learning goals (Brown, 2001). Finally, teachers stated that there can be several misunderstandings among students, that are due to antagonism, antipathies or because maybe some students do not prefer their classmates as assistants or tutors. This phenomenon might be usual in this kind of activities, but unfortunately it hinders the productive interaction and the respected learning outcomes (Williams & Johnson, 2017). Last but not least, trying to analyze the aforementioned opinion of some teachers which supports that several students do not prefer their classmates as assistants or tutors, leads to another drawback that has not be mentioned by any of the interviews. More specifically, it was previously stated that this might be caused due to antagonism or antipathy and leads to misunderstandings and conflicts. Apart from interpersonal conflicts, this might be due to the lack of confidentiality for their facilitators. Thus, self-confidence plays an important role during this method and is the teacher's duty to construct it properly (Keerthirathne, 2020). To conclude, other drawbacks that have not been mentioned are the difficulty in addressing complex topics and the limited feedback quality (Themeli, 2023).

10.3.4. Role-Plays

As far as the benefits of this method, it has been argued that students can improve their linguistic skills such as vocabulary and development of oral speech. First of all, some of the interviews argued that through role-plays, students can improve their cognitive and linguistic skills such as the development of oral speech, acquisition of vocabulary and better comprehension. According to the literature, this method helps in both accuracy and fluency of oral speech. Accuracy is actually the correct use of language regarding grammar, vocabulary and pronunciation and fluency is the ability to convey language at a continuous speed (Henisah et al., 2023). Also, the better comprehension of the material that emerges through the active participation has been argued as one of the most indicative benefits of interactive practices (Latygina et al., 2022). In general, some of them complied that the role-play teaching practice helps in the better acquisition of the second language. As it has been previously stated, such interactive methods increase the communication among students and can help for the linguistic and interactional competences to be maximized (Johnson, 1995). Rao & Stupans (2012), have also stated that through role-plays not only second language learning can be reinforced, but also racial prejudice can be reduced. To continue, some of the teachers stated that during role-plays learners can simulate different realistic situations and learn how to confront them during the daily routine. Through such an interesting environment, students can simulate reality and can amplify their comprehension of the situations that are being reconstructed (Manorom & Pollock, 2006). Thus, role-plays can function as a tool, that helps them

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. to adjust their behaviors and select the most efficient practices in real-world settings (Beard et al., 1995). Last but not least, it has also been argued that this method converts lessons in a more playful and gentle way of learning. Whitton (2018), haargued that playful learning that can be accomplished through role-plays is quite beneficial for students, as they have the freedom to fail without serious consequences. To conclude, some benefits of this practice that have not been stated by the interviews are that it can promote critical thinking such as open- and fairmindedness, tenacity and empathy among them (Rashid & Qaisar, 2017).

Regarding the possible drawbacks and challenges of this specific practice, first of all it should be mentioned that the lack of time, the number of students and the preparation for implementing role-plays are the most indicative ones according to the interviews. Also, misunderstandings among students and their premature linguistic level can also hinder the implementation of this practice. Thus, the above drawbacks will not be further analyzed, as they have been already mentioned to the above practices. Secondly, some teachers stated that some students might have a lack of will to participate, due to embarrassment or a variety of any other reasons. As Zaidi & Rani (2018) have stated, one of the most usual challenges is to convince learners to participate and be truly engaged, as many of them maybe have more anxiety or shyness. Furthermore, the unequal participation is often owed to students introversion and their tend to remain passive observers.

10.3.5. Gamification & Educational Games

It is a fact that regarding the specific teaching practice, the researcher has not expounded on data about its benefits or drawbacks. The reason behind this is that gamification and educational games were initially referred as most used from the majority of teachers. Afterwards, they stated their opinions about the general benefits and drawbacks of the interactive teaching practices that they prefer to use. Thus, these aforementioned analyzed and discussed data are essentially related to this practice as well. Nevertheless, it has been argued by the interviews that when a teacher uses these practices, students are more interested and eager to participate, without complaining. This maybe happens because of the fact that helps for a more relaxing and funny atmosphere to be created, so learners can feel more comfortable, proactive and open to try even they might make mistakes. It is also worth mentioning that as educational games can be characterized as meaningful learning experiences, they actually create a path from just a game-thinking to a techno-constructivist mentality, where can provide learners with enhanced skills of writing, reading and speaking within contexts of collaboration and interaction (Flores, 2015).

A far as the drawbacks concerned, some of the most indicative ones that are worth mentioning are the above: the virtually endless opportunities of access to educational information will maybe arise a danger of overload, the limited access to technological tools as a contrast, students' specific attitudes such as the lack of will

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. to participate, students who are maybe highly competitive can be also quite problematic (Hadi & Zeinab, 2012) & (Harviainen, 2014).

10.3.6. Classroom Arrangement

This strategy has been also mentioned as quite beneficial for promoting interaction inside multicultural classrooms by all of the interviews. They specifically argued that if students sit closely to each other and have an eye contact, they surely can develop better communication and interact together. Contrastingly, students will not have the opportunity to interact and participate in collaborative activities. Hasanova (2022) has stated that, if students are encouraged to sit as close together as it is possible and comfortable, then peer interaction will be facilitated.

Regarding some possible drawbacks of this strategy it should be mentioned that learners did not mention nearly anything. A possible challenge that was referred by some interviews, is that they would like to configure the desks of the classroom appropriately, so as for the interaction and communication to be promoted, but it seems pointless, because they had a very small number of students in their classroom.

11. Limitations of the study

Regarding the limitations of the study it should be firstly mentioned that it was quite difficult to find participants for conducting ten interviews. Furthermore, it should be taken for granted that most of the interviews had no much teaching experience with refugee students, that are second language learners. Besides this, they seemed not to use the aforementioned interactive teaching practices with the same frequency. Taking all the above into consideration, it should be claimed that in a future study the researcher would focus in teachers who have a bigger experience with second language learners, in order to obtain more circumstantial responses. Furthermore, during this study the researcher did not delve in bilingual education by only conducting semi-structured interviews. An additional contribution would be some observations in such classrooms, that there were not accomplished for various reasons, in order for the researcher to watch the facts closely and collect the required data.

Regarding the researcher was not experienced in conducting semi-structured interviews and as a result there were asked some unnecessary questions. Finally, as far as the “translanguaging” teaching practice, it should be mentioned that is one of the most indicative interactive practices within multicultural contexts. Because of the fact that it is a general practice that can be implemented in any development of oral speech through a variety of activities, it has been decided not to delve into this. Last but not least, as the interviews also did not mention to this, there was not discussion for translanguaging in any of the interviews. Nevertheless, this could be a

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

possible limitation of the study, as the specific practice could function as an “umbrella” term and be combined with all of the aforementioned interactive practices, that were given a focus.

12. Conclusion & Recommendations for further research

First and foremost, the present study showed that teachers perceive interaction as an exchange of ideas and aspects and also mutual assistance and learning. Furthermore, they argued that it is a dynamic process which can help students to develop communication, cooperation and solve different kinds of problems through collaborative interactive activities. Secondly, it is evident that most of them complied that in the current educational system that is definitely student-centered, interaction is more often and intense in contrast to previous “passive” methods, which were affiliated with the “teacher-centered” scheme and students were “passive” recipients of knowledge. Moreover, most of the interviews seemed to consider teacher-student and student-student interaction as both equal and necessary during the learning process.

Delving into the specific interactive teaching practices that they prefer to use, it is obvious that teachers have mostly used the practices below: brainstorming, peer to peer learning/tutoring/assessment, gamification and educational games, role-plays and appropriate classroom configuration. Additionally, they prefer to implement them in a variety of ways. For example, most of them have used the brainstorming method through discussions. Peer learning and assessment with collaborative groups and tutoring by placing a more advanced student as the tutor of the classroom. They also have managed to implement gamification through rewardings, leaderboards and points and educational games through card and board games, scenarios, hands-on activities and online platforms. Role-plays seemed to have been used through various real-life and imaginary scenarios. Finally, the classroom configuration as a strategy was found to be implemented, mainly by configuring desks appropriately, so as for students can better communicate and interact. Despite, there was any data about translanguaging in the current study, it could function as an umbrella term and be combined with all of the aforementioned practices.

Regarding the benefits of the aforementioned activities it has been proved that the interviews can find them as quite beneficial, as they have stated numerous benefits. For example, they argued that during such practices can improve lots of their cognitive and linguistic skills such as, cooperation, communication, development of oral speech, vocabulary, better comprehension and generally better second language acquisition. Apart from these skills, students can enhance their interpersonal relationships, as they work collaboratively, and also cultivate the senses of self- and mutual respect, confidence and freedom of expression. As far as the drawbacks concerned, they complied that the implementation of these

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. practices, is probably a challenging procedure with quite disadvantages. The most indicative referred drawbacks are: the lack of time, the required preparation for each activity, the number of students, the deviation of the learning contexts and goals and the possible misunderstandings and interpersonal conflicts among students.

To conclude, interactive teaching practices seem to be quite beneficial and essential for the current multicultural classrooms, as they have many benefits. Despite this, some drawbacks and challenges which also exist, should be faced appropriately, so as for their implementation no to be hindered. Finally, there is always space for further research. More specifically, because of the fact that the above interactive practices have been used with a different frequency from the teachers and in combination with some referred drawbacks, such as the lack of classroom time and the premature linguistic level of students, it can be argued: taking into account the aforementioned drawbacks and challenges, it is useful to examine which of these teaching practices can actually be implemented regularly under realistic conditions and be quite beneficial for second language learners of primary education. Last but not least, as translanguaging has been not included in the present study, it would be interesting to investigate in which ways it can be implemented as an interactive activity, in combination with each one of the above practices.

13. References

- Abadi, B., Khalili Samani, N., Akhlaghi, A., Najibi, S., & Bolourian, M. (2022). Pros and Cons of Tomorrow's Learning: A Review of Literature of Gamification in Education Context. *Medical Education Bulletin*, 3(4), 543–554. <https://doi.org/10.22034/meb.2022.350941.1063>
- Akhtar, S., Hussain, M., Afzal, M., & Gilani, S. (2019). (PDF) *The Impact of Teacher-Student Interaction on Student Motivation and Achievement*. ResearchGate. https://www.researchgate.net/publication/333843059_The_Impact_of_Teacher-Student_Interaction_on_Student_Motivation_and_Achievement
- Aktulun, O., & Kiziltepe, G. (2018). Using Learning Centers to Improve the Language and Academic Skills of Preschool Children. *World Journal of Education*, 8(6), 32. <https://doi.org/10.5430/wje.v8n6p32>
- Alghasab, M. (2020). Flipping the Writing Classroom: Focusing on the Pedagogical Benefits and EFL Learners' Perceptions. *English Language Teaching*, 13(4), Article 4. <https://doi.org/10.5539/elt.v13n4p28>
- AlMutairi, A. (2015). The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among male Students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City. *Journal of Education and Practice*. <https://www.semanticscholar.org/paper/The-Effect-of-Using-Brainstorming-Strategy-in-among-AlMutairi/6ee24c0fa2ed8fa4c24ed607ecba2dcf16554c67>

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

- Alsaawi, A. (2014). *A Critical Review of Qualitative Interviews* (SSRN Scholarly Paper 2819536). Social Science Research Network. <https://doi.org/10.2139/ssrn.2819536>
- Anastasiadou, A., & Iliopoulou, K. (2017). Peer Feedback: Its Impact on Assessing Writing in Greek as a Second Language. *Multilingual Academic Journal of Education and Social Sciences*, 5(1), Pages 14-28. <https://doi.org/10.46886/MAJESS/v5-i1/2426>
- Ang, K., Afzal, F., & Crawford, L. (2021). Transitioning from passive to active learning: Preparing future project leaders. *Project Leadership and Society*, 2, 100016. <https://doi.org/10.1016/j.plas.2021.100016>
- Ardin, H., Nurwahida, N., Rahmiati, & Anugrah, W. (2024). *Peer Teaching as an Effective Method in Second Language Acquisition*. *International Journal in Applied Linguistics of Parahikma*. <https://sys.parahikma.ac.id/journal/index.php/ijalparahikma/article/view/527>
- Aribjon, B., Zokirovich, N. J., & Tursunmaxamadovich, A. H. (2019). "Brainstorming" as an Interactive Method of Learning a Foreign Language. *International Journal on Integrated Education*, 2(6), 81–83. <https://doi.org/10.31149/ijie.v2i6.118>
- Baroncelli, S., Fonti, F., & Stevancevic, G. (2014). (PDF) *Mapping Innovative Teaching Methods and Tools in European Studies: Results from a Comprehensive Study*. https://www.researchgate.net/publication/290817157_Mapping_Innovative_Teaching_Methods_and_Tools_in_European_Studies_Results_from_a_Comprehensive_Study
- Beard, R.L., Salas, E., & Prince, C. (1995). *Enhancing transfer of training: Using role-play to foster teamwork in the cockpit*. *The International Journal of Aviation Psychology*, 5(2), 131-143.
- Beck, S. E., & Manuel, K. (2008). Practical research methods for librarians and information professionals.
- Bizota, K., & Makri, K. (2023). Gamifying the Refugee Classroom: Challenges and Potential | Request PDF. Στο ResearchGate. https://www.researchgate.net/publication/367335946_Gamifying_the_Refugee_Classroom_Challenges_and_Potential
- Bizota, K., & Papadopoulou, M. (2022). *Gamified interventions for refugee children in primary education: A scoping study*. <https://ceur-ws.org/Vol-3669/paper6.pdf>
- Boggs, J., Mickel, A., & Holtom, B. (2007). (PDF) *Experiential Learning Through Interactive Drama: An Alternative To Student Role Plays*. https://www.researchgate.net/publication/255585585_Experiential_Learning_Through_Interactive_Drama_An_Alternative_To_Student_Role_Plays
- Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom*. 1991 ASHE-ERIC Higher Education Reports. ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 (\$17. <https://eric.ed.gov/?id=ED336049>)
- Boud, D., Cohen, R., & Sampson, J. (1999). Peer Learning and Assessment. *Assessment & Evaluation in Higher Education*, 24(4), 413–426. <https://doi.org/10.1080/0260293990240405>

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

- Boud, D. (2001). (PDF) *Making the Move to Peer Learning*. ResearchGate. https://www.researchgate.net/publication/309967818_Making_the_Move_to_Peer_Learning
- Brierley, Gary; Devonshire, Liz and Hillman, Mick; "Learning to Participate: Responding to Changes in Australian Land and Water Management Policy and Practice", in Australian Journal of Environmental Education, vol. 18, 2002, pp. 7-13.
- Briggs, Saga. (2013). How Peer Teaching Improves Student Learning
 - and Ten Ways to Encourage it.
- Brown, H. D. (2000). *Teaching by Principles, Second Edition* (2nd edition). Pearson ESL. <https://octovany.wordpress.com/wp-content/uploads/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>
- Brown, H. D. (2001). *Principles of language learning and teaching* (5. ed., [Nachdr.]). Pearson Longman. <https://gustavorubinoernesto.com/wp-content/uploads/2020/06/H-Douglas-Brown-Principles-of-Language-Learning-and-Teaching.pdf>
- Bruning, R. H., Schraw, G.J., & Norby, M. M. (2011). *Cognitive Psychology and Instruction*. Boston, MA: Pearson.
- Bylieva, D. (2018). (PDF) Classification Of Educational Games According To Their Complexity And The Player's Skills. ResearchGate. <https://doi.org/10.15405/epsbs.2018.12.02.47>
- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 2(2011), 1–28. <https://doi.org/10.1515/9783110239331.1>
- Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1, 1-47. https://www.researchgate.net/profile/Merrill-Swain/publication/31260438_Theoretical_Bases_of_Communicative_Approaches_to_Second_Language_Teaching_and_Testing/links/0c960516b1dadad753000000/Theoretical-Bases-of-Communicative-Approaches-to-Second-Language-Teaching-and-Testing.pdf
- Catapano, S. (2005). Supporting learning with hands-on games and activities. *Thinking Classroom*, 6(4), 42–47. <https://www.proquest.com/docview/220362075?pq-origsite=gscholar&fromopenview=true&sourcetype=Scholarly%20Journals>
- Chatzikonstantinou, K. (2020). THE CONTRIBUTION OF DRAMA AS AN ALTERNATIVE TEACHING APPROACH TO REFUGEE STUDENTS. *Education and New Developments* 2020, 141–144. <https://doi.org/10.36315/2020end031>
- Chi, M. T. H. (2009). Active-Constructive-Interactive: A Conceptual Framework for Differentiating Learning Activities. *Topics in Cognitive Science*, 1(1), 73–105. <https://doi.org/10.1111/j.1756-8765.2008.01005.x>
- Chowdhury, S. (2005). *Interaction in second language classrooms*. <https://dspace.bracu.ac.bd:8443/xmlui/handle/10361/530>
- Cowan, J. (1999). *On becoming an innovative university teacher: Reflection in action*. Buckingham: Open University Press.
- Cowan, J. (1998). *On Becoming an Innovative University Teacher*. <https://eric.ed.gov/?id=ED434550>

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

- Creswell, J. W. (2014). *Research design. Qualitative, quantitative, and mixed methods approaches* https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf
- Damon, W. & Phelps, E. (1989). Critical distinctions among three approaches to peer education. *International Journal of Educational Research*, 13(1), 9–19.
- Damon, W. & Phelps, E., (1998). Three Approaches of Peer Learning and Educational Uses.
- Denzin, N. (2001). *The reflexive interview and a performative social science—Norman K. Denzin*, 2001. <https://journals-sagepub-com.proxy.eap.gr/doi/abs/10.1177/146879410100100102>
- Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research*, 3rd ed (σσ. xix, 1210). Sage Publications Ltd. <https://psycnet.apa.org/record/2005-07735-000>
- Dorestani, A. (2005). Is Interactive/Active Learning Superior to Traditional Lecturing in Economics Courses? *Humanomics*, 21, 1–20. <https://doi.org/10.1108/eb018897>
- Drigas, A., & Karyotaki, M. (2014). Learning Tools and Applications for Cognitive Improvement. *International Journal of Engineering Pedagogy (iJEP)*, 4(3), Article 3. <https://doi.org/10.3991/ijep.v4i3.3665>
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. *Psychological Science in the Public Interest*, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266>
- Elovskaya, S. V., & Chernyaeva, T. N. (2019). Interactive learning in higher education. *Acmeology of education. Developmental psychology*, 8(1), 29
- Erturk, E. (2015). (PDF) Role Play as a Teaching Strategy. *ResearchGate*. <https://doi.org/10.13140/RG.2.1.4287.9449>
- Evangelou, F. (2023). (PDF) Experiential - Participatory Teaching Techniques in Primary Education: Exploring the Views of Greek Teachers. *ResearchGate*. <https://doi.org/10.5296/jet.v10i2.21000>
- FEDEN, P.D. (1994) About instruction: Powerful new strategies worth knowing, *Educational Horizons*, 73, pp. 18±24.
- Flores, J. (2015). *Using Gamification to Enhance Second Language Learning*. <https://files.eric.ed.gov/fulltext/EJ1065005.pdf>
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415. <https://doi.org/10.1073/pnas.1319030111>
- García, O. (2008). Multilingual language awareness and teacher education. In J. Cenoz & N. H. Hornberger (Eds.), *Encyclopedia of language and education* (Vol. 6, 2nd ed., pp. 385–400). Springer Science+Business Media LLC.
- Garcia, M., Saez, I., Apaolaza, D., & Idoiaga, N. (2024). (PDF) Educational inclusion for migrants and refugees through language learning: Difficulties, challenges and ways forward. *ResearchGate*. <https://doi.org/10.34117/bjdv10n1-105>
- García, O., & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *The Modern Language Journal*, 95(3), 385–400. <http://doi.org/10.1111/j.1540-4781.2011.01208.x>

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

- Gibbons, P. (2002). Learning language, learning through language, and learning about language: Developing an integrated curriculum. In *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. pp 118-138. <https://education.ucsc.edu/ellisa/pdfs/Gibbons-2002-Learning-through-language.pdf>
- Giorgdze, M., & Dgebuadze, M. (2017). (PDF) *INTERACTIVE TEACHING METHODS: CHALLENGES AND PERSPECTIVES*. https://www.researchgate.net/publication/322056077_INTERACTIVE_TEACHING_METHODS_CHALLENGES_AND_PERSPECTIVES
- Gogus, A. (2012) Peer Learning and Assessment. In: Seel N.M. (eds) *Encyclopedia of the Sciences of Learning*. Springer, Boston, MA. https://doi.org/10.1007/978-1-4419-1428-6_146
- Goncu, A., & Gauvain, M. (2011). Sociocultural approaches to educational psychology: Theory, Research and Applications in American Psychological Association *Educational Psychology Handbook: Contributions to Education*. In Press, Harris, K., Brophy, J., Sinatra, G & Sweller, J. (Eds.). https://lchc.ucsd.edu/MCA/Mail/xmcamail.2010_08.dir/doc121bMJKF8O.doc
- Goodyear, V., & Dudley, D. (2024). (PDF) "I'm a Facilitator of Learning!" Understanding What Teachers and Students Do Within Student-Centered Physical Education Models. *ResearchGate*. https://www.researchgate.net/publication/281114287_I'm_a_Facilitator_of_Learning_Understanding_What_Teachers_and_Students_Do_Within_Student-Centered_Physical_Education_Models
- Guba, E. G., & Lincoln, Y. A. S. (1994). *Competing Paradigms in Qualitative Research*. <https://ethnographyworkshop.wordpress.com/wp-content/uploads/2014/11/guba-lincoln-1994-competing-paradigms-in-qualitative-research-handbook-of-qualitative-research.pdf>
- Habibullaevna, M.B. (2019). *APPLYING ROLE-PLAYS IN A TEACHING PROCESS: ADVANTAGES AND DISADVANTAGES*. <file:///C:/Users/user/Downloads/applying-role-plays-in-a-teaching-process-advantages-and-disadvantages.pdf>
- Hadi S., & Zeinab S. (2012). *Challenges For Using ICT in Education: Teachers' insights*. *International Journal of e-Education, e-Business, e-Management and e-Learning* Vol 2, No. 1, February 2012
- Hatch, E. M. (Επμ.). (1978). *Second Language Acquisition: A Book of Readings* (First Edition).
- Harviainen, J. (2014). (PDF) *Critical Challenges to Gamifying Education: A Review of Central Concepts*. https://www.researchgate.net/publication/282309384_Critical_Challenges_to_Gamifying_Education_A_Review_of_Central_Concepts
- Hasanova, M. (2022). *Interactive methods in language teaching*. 39–40. https://www.researchgate.net/publication/366640749_Interactive_methods_in_language_teaching
- Henisah, R., Margana, M., Putri, R., & Khan, H. (2024). (PDF) *Role Play Technique to Improve Students' Speaking Skills*. *ResearchGate*. <https://doi.org/10.56855/ijcse.v2i3.618>

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

- Hmelo-Silver, C. E., Duncan, R. G., & Chinn, C. A. (2007). Scaffolding and achievement in problem-based and inquiry learning: A response to Kirschner, Sweller, and Clark (2006). *Educational Psychologist*, 42(2), 99-107.
- Huang, W., & Soman, D. (2013). *Gamification Of Education*. <https://mybrainware.com/wp-content/uploads/2017/11/Gamification-in-Education-Huang.pdf>
- Huotari, K., Hamari, J. A definition for gamification: anchoring gamification in the service marketing literature. *Electron Markets* 27, 21–31 (2017).
- Isari, F., & Pourkos, M. (2015). *Ποιοτική μεθοδολογία έρευνας: Εφαρμογές στην ψυχολογία και την εκπαίδευση* [Qualitative research methods in psychology and education]. ΣΕΑΒ
- Israel, M., & Hay, I. (2006). *Research Ethics for Social Scientists*. SAGE Publications, Ltd. <https://doi.org/10.4135/9781849209779>
- Jacobs, G. M., Renandya, W. A., & Power, M. (2016). *Simple, Powerful Strategies for Student Centered Learning*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-25712-9>
- Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5(4), 87–88. <https://doi.org/10.4103/0976-0105.141942>
- Jarwan, F. (2005). *Teaching Thinking: Definition and applications*. Amman: Dar Al-fkir. Jordan
- Jeong, H. & Chi, M.T.H. (2007). *Knowledge convergence during collaborative learning*. *Instructional Science*, 35, 287-315.
- Johnson, D. (1981). Student-Student Interaction: The Neglected Variable In Education. *Educational Researcher*, 10, 5–10. <https://doi.org/10.3102/0013189X010001005>
- Johnson, K. E. (1995). *Understanding Communication in Second Language Classrooms*. Cambridge University Press.
- Kapp, K. (2012) *The Gamification of Learning and Instruction. Game-Based Methods and Strategies for Training and Education*. Pfeiffer, San Francisco, CA.
- Karafylli, M., & Maligkoudi, C. (2023). Educators' perspectives on translanguaging schoolscape and language education for refugee students in Greek educational settings. *Education Inquiry*, 14(3), 306–335. <https://doi.org/10.1080/20004508.2021.2019374>
- Karayani, A.G., 2003. *Active methods of social-psychological training*. Moscow: SGU
- Keerthirathne, W. K. D. (2020). (PDF) *Peer Learning: An Overview*. ResearchGate. https://www.researchgate.net/publication/355209445_Peer_Learning_an_Overview
- Kenzhaevna, R. N., & Abdukhalikovna, M. K. (2023). Active and interactive methods of learning: Review, classifications and examples. *Rivista Italiana Di Filosofia Analitica Junior*, 14(2), Article 2. <https://rifanalitica.it/index.php/journal/article/view/222/179>
- Khanin, S.V., 2013. Using the case method as a method of interactive training in teaching the course "History of the internal affairs authorities". *Bulletin of the Nizhny Novgorod Academy of the Ministry of Internal Affairs of Russia*, 24: 177-180.
- Kilgour, P., Reynaud, D., Northcote, M., & Shields, M. (2015). *Role-Playing as a Tool to Facilitate Learning, Self Reflection and Social Awareness in Teacher Education*.

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

<https://research.avondale.edu.au/server/api/core/bitstreams/236e7472-36ec-404a-b0e9-8dc8f6267c5a/content>

- Kipouropoulou, E. (2019). Primary School Teachers' Perceptions About Refugee Children Inclusion in Greek Schools: Are Teachers Prepared? *Sino-US English Teaching*, 16(6). <https://doi.org/10.17265/1539-8072/2019.06.003>
- Knutson, E. M. (2001). Fostering Student-Student Interaction in a Whole Group Setting. *The French Review*, 74(6), 1138–1151. https://www.researchgate.net/publication/261829843_Fostering_Student-Student_Interaction_in_a_Whole_Group_Setting
- Krashen, S., J. Butler, R. Birnbaum, and J. Robertson (1978) "Two studies in language acquisition and language learning." *ITL: Review of Applied Linguistics* 39-40: 73-92.
- Lantolf, J. P., & Appel, G. (1994). *Vygotskian Approaches to Second Language Research*. Bloomsbury Academic.
- Latygina, N. A., Yuvkovetska, Y. O., Dubinina, O. V., Kokhan, O. M., & Mykhailova, N. O. (2022). *The Ways of Developing Basic Competences in the Study of Foreign Languages through Interactive Methods*. <https://doi.org/10.5430/jct.v11n1p1>
- Li, L., & Yang, S. (2021). Exploring the Influence of Teacher-Student Interaction on University Students' Self-Efficacy in the Flipped Classroom. *Journal of Education and Learning*, 10(2), 84–90. <https://files.eric.ed.gov/fulltext/EJ1290544.pdf>
- Long, M. H. (1981). Input, Interaction, and Second-Language Acquisition. *Annals of the New York Academy of Sciences*, 379(1), 259–278. <https://doi.org/10.1111/j.1749-6632.1981.tb42014.x>
- Lundahl, B. (2009). *ENGELSK SPRÅKDIDAKTIK – texter, kommunikation, språkutveckling*. Lund: Studentlitteratur.
- Mackey, A. (2007). *Conversational Interaction in Second Language Acquisition—Alison Mackey—Βιβλία Google*. https://books.google.gr/books?hl=el&lr=&id=PvCdBgAAQBAJ&oi=fnd&pg=PA1992&dq=researches+about+interaction+in+second+language+acquisition&ots=60v9U8tuB&sig=-CHNS0Xb74dLeWChIVmHKDHGiJ0&redir_esc=y#v=onepage&q=researches%20about%20interaction%20in%20second%20language%20acquisition&f=false
- Magos, K., & Politi, F. (2008). (PDF) The Creative Second Language Lesson: The Contribution of the Role-play Technique to the Teaching of a Second Language in Immigrant Classes. https://www.researchgate.net/publication/249768965_The_Creative_Second_Language_Lesson_The_Contribution_of_the_Role-play_Technique_to_the_Teaching_of_a_Second_Language_in_Immigrant_Classes
- Mahadi, N. (2023). (PDF) *GAMIFICATION AS A NEW TEACHING METHOD: CHALLENGES AND PROSPECTS*. https://www.researchgate.net/publication/371990679_GAMIFICATION_AS_A_NEW_TEACHING_METHOD_CHALLENGES_AND_PROSPECTS
- Maier, H. (2002). Role playing: Structures and educational objectives. *The International Child and Youth Care Network*, 36. <https://cyc-net.org/cyc-online/cycol-0102-roleplay.html>
- Malkawi, N. A. M., & Smadi, M. (2018). The Effectiveness of Using Brainstorming Strategy in the Development of Academic Achievement of Sixth Grade Students in

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation. English Grammar at Public Schools in Jordan. *International Education Studies*, 11(3), 92. <https://doi.org/10.5539/ies.v11n3p92>

- Mann, S. (2011). *Critical Review of Qualitative Interviews in Applied Linguistics / Applied Linguistics / Oxford Academic*. <https://academic-oup-com.proxy.eap.gr/applij/article/32/1/6/177761>
- Manorom, D. K., & Pollock, Z. (2006). *Role Play as a Teaching Method: A Practical Guide*. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=7a2eda4c1ab2a66823dbf22c8f92f20a18996a74>
- Martinez, R. (2013). Reading the world in Spanglish: Hybrid language practices and ideological contestation in a sixth-grade English language arts classroom. https://www.researchgate.net/publication/259134410_Reading_the_world_in_Spanglish_Hybrid_language_practices_and_ideological_contestation_in_a_sixth-grade_English_language_arts_classroom
- Mason, J. (2002). *Qualitative Researching*. http://www.sxf.uevora.pt/wp-content/uploads/2013/03/Mason_2002.pdf
- Mathieu, J. E., Heffner, T. S., Goodwin, G. F., Salas, E., & Cannon-Bowers, J. A. (2000). The influence of shared mental models on team process and performance. *The Journal of Applied Psychology*, 85(2), 273–283. <https://doi.org/10.1037/0021-9010.85.2.273>
- McSharry, G., & Jones, S. (2000). *Role-play in science teaching and learning*. <https://www.semanticscholar.org/paper/McSharry-and-Jones-Role-play-in-science-teaching-in-McSharry/b1cce48245b2b05e03887e169f2a14fff9f21391>
- Mitits, L. (2015). (PDF) *Language Learning Strategies and Multilingualism*. ResearchGate. https://www.researchgate.net/publication/298352631_Language_Learning_Strategies_and_Multilingualism
- Moore, M. (2004). *Using drama as an effective method to teach elementary students*. <https://commons.emich.edu/cgi/viewcontent.cgi?article=1112&context=honors>
- Muho, A., & Kurani, A. (2011). *The role of interaction in second language acquisition*. European Scientific Journal. https://d1wqtxts1xzle7.cloudfront.net/50638204/4696-13605-1-PB-libre.pdf?1480525297=&response-content-disposition=inline%3B+filename%3DEuropean_Scientific_Journal_The_role_of.pdf&Expires=1732363899&Signature=gOgnF4hNBiNutm9bSEhA1AfmDrCZ1IzJ7oHYv~y1NyOR~zKnJVWp3MeOs4KtPYup3tbNcCfLwivVsUIQpHAaOAQh5tEp9cEZQeZXr2e4Hi527OK2A4G3Z2eK6snFG1~1Ky~N7KiSi1C4TFkiOLu8N3lagnBtEiOES66YLSJFauNob5iOWbPaSdVqUL-1zQWORSvSQyhJ~ooLK7uEHXFTT~IZDuIHngEEtH7MpOtCU9XqXik222OijtsbB0InRPkEhEaxWdTqolXSCqU2c9yJglQwLd0pteHy7EKvCU0IXCBCPLHx~O4AgAIOKHvUqYuj1GRkBJP8pmWOMI39Ng_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA
- Nasab, F.G. (2015). *Alternative versus traditional assessment*. *Journal of Applied Linguistics and Language Research*, 2(6), 165-178. Retrieved from <http://www.jallr.com/index.php/JALLR/article/viewFile/136/pdf136>
- Neuman, W. L. (2002). *Social Research Methods: Qualitative and Quantitative Approaches*. *Teaching Sociology*, 30(3), 380. <https://doi.org/10.2307/3211488>

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

- Noemí, P.-M., & Máximo, S. H. (2014). *Educational Games for Learning*. <https://doi.org/10.13189/ujer.2014.020305>
- Nurmanowa, S. (2024). *Characteristics of interactive learning education*. [file:///C:/Users/user/Downloads/23%20\(4\).pdf](file:///C:/Users/user/Downloads/23%20(4).pdf)
- Omidire, M. F., & Ayob, S. (2022). The utilisation of translanguaging for learning and teaching in multilingual primary classrooms. *Multilingua*, 41(1), 105–129. <https://doi.org/10.1515/multi-2020-0072>
- Ormrod, J. E. (2011). *Human Learning* (6th edition). Pearson.
- Orshanskyi, L., Krasnopolskyi, V., Fednova, I., Vysochan, L., Novalska, T., & Ivantsiv, O. (2020). Interactive Teaching Methods as a Change in the Purpose of Modern Education. *Systematic Reviews in Pharmacy*, 11(10). <https://www.sysrevpharm.org/articles/interactive-teaching-methods-as-a-change-in-the-purpose-of-modern-education.pdf>
- Pandey, P., & Pandey, M. M. (2015). *Research Methodology: Tools and Techniques*. http://archive.org/details/adela_rmtt
- Panina, T.S. and L.N. Vavilova, 2008. *Modern methods of activation of training*. Moscow: Academy, pp: 176.
- Papadopoulou, E., & Aivaliotis, M. (Χ.Χ.). *Teaching Greek as a Second or Foreign Language through Peer- Mentoring at Second Chance School of Mytilene (Greece)*. <https://conference.pixel-online.net/files/ict4ll/ed0008/FP/2068-QIL1319-FP-ICT4LL8.pdf>
- Piaget, J. (1928). Logique génétique et sociologie. *Revue Philosophique de La France et de l'Etranger*, 105(1 & 2), 168–205.
- Pluta, W., Richards, B., & Mutnick, A. (2013). PBL and Beyond: Trends in Collaborative Learning. *Teaching and learning in medicine*, 25, S9–S16. <https://doi.org/10.1080/10401334.2013.842917>
- Pushpakumara, P. B. (2024). (PDF) Increasing Interaction through Peer-Learning Increasing Interactive Participation through Group-Based Peer-Learning Increasing Interactive Participation through Group-Based Peer-Learning. https://www.researchgate.net/publication/384040266_Increasing_Interaction_through_Peer-Learning_Increasing_Interactive_Participation_through_Group-Based_Peer-Learning_Increasing_Interactive_Participation_through_Group-Based_Peer-Learning
- Rao, D., & Stupans, I. (2024). Exploring the potential of role play in higher education: Development of a typology and teacher guidelines | Request PDF. *ResearchGate*. https://www.researchgate.net/publication/272037833_Exploring_the_potential_of_role_play_in_higher_education_Development_of_a_typology_and_teacher_guidelines
- Rashid, S., & Qaisar, S. (2017). *Role Play: A Productive Teaching Strategy to Promote Critical Thinking*. <https://files.eric.ed.gov/fulltext/EJ1210125.pdf>
- Rivers, W. M. (1987). *Interactive Language Teaching*. Cambridge University Press, 40 West 20th Street, New York, NY 10011 (hardcover--ISBN-0-521-32216-2; paperback--ISBN-0-521-31108-X). https://assets.cambridge.org/97805213/11083/excerpt/9780521311083_excerpt.pdf

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

- Romig, C. J. (2016). *ACTIVE-CONSTRUCTIVE-INTERACTIVE: INVESTIGATING THE EFFECTIVENESS OF DIFFERING INSTRUCTIONAL STRATEGIES IN A CLASSROOM SETTING* [Kent State University]. https://etd.ohiolink.edu/acprod/odb_etd/r/etd/search/10?p10_accession_num=kent1479132642364102&clear=10&session=8305334773921
- Sawyer, B. (2002). *Serious games: Improving public policy through game-based learning and simulation* / Request PDF. https://www.researchgate.net/publication/243771574_Serious_games_Improving_public_policy_through_game-based_learning_and_simulation
- Schmidt, H. G., Loyens, S. M. M., Van Gog, T., & Paas, F. (2007). Problem-Based Learning Is Compatible with Human Cognitive Architecture: Commentary on Kirschner, Sweller, and Clark (2006). *Educational Psychologist*, 42(2), 91–97. <https://doi.org/10.1080/00461520701263350>
- Seddiki, W. (2022). (PDF) *The Role of Classroom Interaction in Developing English as a Foreign Language*. https://www.researchgate.net/publication/375594775_The_Role_of_Classroom_Interaction_in_Developing_English_as_a_Foreign_Language
- Senthamarai, S. (2018). Interactive teaching strategies. *Journal of Applied and Advanced Research*, 3, 36. <https://doi.org/10.21839/jaar.2018.v3iS1.166>
- Sengupta-Irving, T., & Enyedy, N. (2015). Why engaging in mathematical practices may explain stronger outcomes in affect and engagement: Comparing student-driven with highly guided inquiry. *Journal of the Learning Sciences*, 24(4), 550–592. <https://doi.org/10.1080/10508406.2014.928214>
- Sogunro, O. (2004). Efficacy of role-playing pedagogy in training leaders: Some reflections. *Journal of Management Development*, 23(4), 355–371. <https://doi.org/10.1108/02621710410529802>
- Solano, L., Ulehlova, E., & Espinoza, V. (2018). (PDF) Interactive Games as Educative Strategy to Motivate Students to Communicate Inside the Classroom. *ResearchGate*. https://doi.org/10.1007/978-3-319-73204-6_63
- Spyridonos, V., Karanikola, Z., & Palaiologou, N. (2024). Translanguaging as a teaching practice for linguistically diverse students. *Intercultural Education*, 35(1), 78–95. <https://doi.org/10.1080/14675986.2023.2278372>
- Strandberg, L. (2006). *Vygotskij i praktiken: Bland plugghästar och fuskklappar*. Stockholm: Nordstedts Akademiska Förlag.
- Swarooprani, K. (2022). (PDF) *An Study of Research Methodology*. https://www.researchgate.net/publication/361807570_An_Study_of_Research_Methodology
- Tanwar, P. (2015). Are we ready for constructivist classroom? A field experience
- Themeli, C. (2023). *Chapter 2: Peer Learning Pros, Cons, and Contextual Factors in Higher Education*. <https://pressbooks.pub/ipear/chapter/chapter-2-peer-learning-pros-cons-and-contextual-factors-in-higher-education/>
- Tobing, R. (2022). (PDF) *Teaching Activities in An EFL Class for Refugees at Immigration Detention Center In Balikpapan-Indonesia*. *ResearchGate*. <https://doi.org/10.31098/jefltr.v2i2.869>
- Topping, K. (1998). *Peer Assessment between Students in Colleges and Universities on JSTOR*. <https://www-jstor-org.proxy.eap.gr/stable/1170598?seq=1>

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

- Topping, K. J. (2005a). Trends in peer learning. *Educational Psychology*, 25(6), 631–645.
- Topping, K., Buchs, C., Duran, D., & Keer, H. van. (2017). *Effective Peer Learning: From Principles to Practical Implementation*. Routledge. <https://doi.org/10.4324/9781315695471>
- Tripathi, V. (2011). *The relevance of Tagore's concept of education in contemporary times*. *International referred Research Journal*, 1(17), 107-108.
- Tsokolidou, R., & Skourtou, E. (2020). Translanguaging as a culturally sustaining pedagogical approach: Bi/multilingual educators' perspectives. In J. A. Panagiotopoulou, L. Rosen, & J. Strzykala (Eds.), *Inclusion, education and translanguaging* (pp. 219-235). Springer VS Wiesbaden. https://doi.org/10.1007/978-3-658-28128-1_13
- Unin, N. (2016). (PDF) *Brainstorming as a Way to Approach Student-centered Learning in the ESL Classroom*. https://www.researchgate.net/publication/305394171_Brainstorming_as_a_Way_to_Approach_Student-centered_Learning_in_the_ESL_Classroom
- Van Dyke, G. J., Declair, E. G., & Loedel, P. H. (2000). Stimulating Simulations: Making the European Union a Classroom Reality. *International Studies Perspectives*, 1(2), 145–159. <https://doi.org/10.1111/1528-3577.00014>
- van Lier, L. (1998). The Relationship Between Consciousness, Interaction, and Language Learning. *Language Awareness*, 7, 128–143.
- Vitsou, M., Papadopoulou, M., & Gana, E. (2019). (PDF) *Drama pedagogy for refugee children: A means for empowerment and communication*. ResearchGate. https://www.researchgate.net/publication/337857617_Drama_pedagogy_for_refugee_children_a_means_for_empowerment_and_communication
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wenger-Trayner, E. (2010). Communities of Practice and Social Learning Systems: The Career of a Concept. Στο *Social Learning Systems and communities of practice* (p. 179–198). https://doi.org/10.1007/978-1-84996-133-2_11
- Whitton, N. (2012). *Games-Based Learning*. Στο N. M. Seel (Επιμ.), *Encyclopedia of the Sciences of Learning* (σσ. 1337–1340). Springer US. https://doi.org/10.1007/978-1-4419-1428-6_437
- Whitton, N. (2018). Playful learning: Tools, techniques, and tactics. *Research in Learning Technology*, 26. <https://doi.org/10.25304/rlt.v26.2035>
- Williams, C. (2002). A Language gained: a study of language immersion at 11–16 years of age. School of Education. www.bangor.ac.uk/education-and-human-development/publications/Language_Gained%20.pdf
- Williams, & Johnson. (2017). *Maximizing Student Achievement: Using Student-Centered Learning*. <https://files.eric.ed.gov/fulltext/ED579811.pdf>
- Wilson, V. (2012). Research Methods: Interviews. *Evidence Based Library and Information Practice*, 7(2), Article 2. <https://doi.org/10.18438/B89P5B>
- Young, M.R., Klemz, B.R., & Murphy, J.W. (2003). Enhancing learning outcomes: *The effects of instructional technology, learning styles, instructional methods, and student behavior*. *Journal of Marketing Education*, 25(2), 130–142. [doi: 10.1177/0273475303254004](https://doi.org/10.1177/0273475303254004).

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

- Yuldashevna, A. S. (2019). *IMPORTANCE OF INTERACTIVE TEACHING METHODS IN PROFESSIONAL EDUCATION*. 7(12). <https://www.idpublications.org/wp-content/uploads/2019/11/Full-Paper-IMPORTANCE-OF-INTERACTIVE-TEACHING-METHODS-IN-PROFESSIONAL-EDUCATION.pdf>
- Zafiri, M., Bliaga, A., & Papadakis, I. (2022). The Application of Games for the Teaching of Greek to Bilingual Students. *KutBilim Sosyal Bilimler ve Sanat Dergisi*, 2(1), Article 1. file:///C:/Users/user/Downloads/THE_APPLICATION_OF_GAMES_FOR_THE_TEACHING.pdf
- Zaidi, N., & Rani, M. (2018). (PDF) *Challenges in Performing Role-play as an Assessment: Students' Views*. ResearchGate. <https://doi.org/10.6007/IJARBS/v7-i12/3604>
- Zayton, A . (2001). *Methods of Teaching Science*, Amman: sunrise house for Obada, A. (1992). *Creative Solutions of Problems: Theory and Practice*. Bahrain: Dar Al-hikma Press.

14. Appendix

14.1.Πλάνο συνέντευξης

- Πόσα χρόνια διδάσκετε σε δημοτικά σχολεία με δίγλωσσους ή πολύγλωσσους μαθητές ;
- Πώς αντιλαμβάνεστε την έννοια αλληλεπίδραση ;
- Θεωρείτε ότι υπάρχει πιο έντονη αλληλεπίδραση πλέον σε σχέση με παλαιότερα εκπαιδευτικά συστήματα τα οποία ήταν περισσότερο δασκαλοκεντρικά ;
- Χρησιμοποιείτε τρόπους/στρατηγικές/μεθόδους/δραστηριότητες στη διδασκαλία σας που πιστεύετε ότι καλλιεργούν την αλληλεπίδραση και εάν ναι ποιοι είναι αυτοί ; (Περιγράψτε με λίγα λόγια)
- Εάν ναι πώς μάθατε για αυτές τις τεχνικές ;
- Μέσα από την εμπειρία σας πιστεύετε ότι υπάρχουν πλεονεκτήματα και θετικά στοιχεία που προσδίδει η χρήση της αλληλεπίδρασης στην εκμάθηση της δεύτερης γλώσσας ;
- Υπάρχουν αντίστοιχα μειονεκτήματα ή προκλήσεις/δυσκολίες στην προσπάθεια εφαρμογής της αλληλεπίδρασης ;
- Διαμορφώνετε μήπως κατάλληλα και τον χώρο τάξης ;
- Γνωρίζετε κάτι για τον καταιγισμό ιδεών ; Εάν ναι πιστεύετε ότι είναι μια τεχνική που μπορεί να προωθήσει την αλληλεπίδραση ;
- Χρησιμοποιείτε την συγκεκριμένη μέθοδο στο μάθημά σας και εάν ναι με ποιους τρόπους/δραστηριότητες την εφαρμόζετε ;
- Ποια πιστεύετε ότι είναι τα πλεονεκτήματα και μειονεκτήματα αυτής τα μεθόδου ;
- Ποιες είναι οι δυσκολίες/ προκλήσεις στην εφαρμογή της ;
- Ποια είναι η γνώμη σας για την εκμάθηση μεταξύ των μαθητών/συνομηλίκων
- Πιστεύετε ότι είναι μια τεχνική που μπορεί να προωθήσει την αλληλεπίδραση;
- Χρησιμοποιείτε την συγκεκριμένη μέθοδο στο μάθημά σας και εάν ναι με ποιους τρόπους/δραστηριότητες την εφαρμόζετε ;
- Γνωρίζετε κάποια παρακλάδια/παρεμφερείς τεχνικές όπως η διδασκαλία από συνομηλίκους και η βαθμολογία μεταξύ αυτών ;
- Ποια πιστεύετε ότι είναι τα πλεονεκτήματα και μειονεκτήματα αυτής τα μεθόδου ;
- Ποιες είναι οι δυσκολίες/ προκλήσεις στην εφαρμογή της ;
- Γνωρίζετε για τα παιχνίδια ρόλων; Πιστεύετε ότι είναι μια τεχνική που μπορεί να προωθήσει την αλληλεπίδραση ;

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.

- Χρησιμοποιείτε την συγκεκριμένη μέθοδο στο μάθημά σας και εάν ναι με ποιους τρόπους την εφαρμόζετε ; Περιγράψτε μας με λίγα λόγια την διαδικασία.
- Ποια είναι τα συνηθέστερα σενάρια που χρησιμοποιείτε και ποια προτιμούν οι μαθητές ;
- Ποια πιστεύετε ότι είναι τα πλεονεκτήματα και μειονεκτήματα αυτής τα μεθόδου ;
- Ποιες είναι οι δυσκολίες/ προκλήσεις στην εφαρμογή της ;

Stavros Giotas-Teachers' preferences to contemporary teaching practices that include interaction. Benefits, disadvantages and possible difficulties in their implementation.