

**Abstract:**

**Errorless teaching strategie and it's relationship with classroom interaction among teachers of 2<sup>nd</sup> and 3<sup>th</sup> grade in primary school.**

This study aimed to reveal the practicing of this strategy among students of 2nd and 3th grade in primary school. And the effect of sex, experience, level and institution of of their formation of practising errorless strategy

The researcher used the observation tool on a sample of 18 teacher 10 of them are females using the scale of classroom interaction with the students which they are 628 students 272 of them females.

The results show that:

- There is a significant proportional positive relationship between the level of practicing Errorless teaching strategies and classroom interaction among students of 2nd and 3rd grade of primary school in Djelfa city.
- There is a medium level of practicing Errorless teaching strategies among teachers of 2nd and 3th grade.
- There is a low level of classroom interaction among students of 2nd and 3th grade.
- There is a significant difference in practicing Errorless teaching strategies among teachers due to sex in pre-test. And non significant in post-test.
- There is no significant differences between practicing Errorless teaching strategies among teachers due to experience in pre-test.

and post-test. But there is a significant difference in classroom interaction.

- There is a significant difference in practicing Errorless teaching strategies among teachers due to study level in favor of technological institution's graduates in pre and post-test.
- There are no significant differences between practicing Errorless teaching strategies among teachers due to formation in pre and post test.
- There is a significant difference in practicing Errorless teaching strategies among primary school teacher.
- There is a significant difference in classroom interaction among students in 2nd and 3th grade in primary school due to Errorless teaching strategies among students of 2nd and 3th grade in primary school explained by the increase of classroom interaction from low levels in the pre test to high level in the post test.