People's Democratic and Republic of Algeria
Ministry of Higher Education and Scientific Research
University Center "Salhi Ahmed" Naama
Department of Foreign Languages
English Section

THE EFFECT OF TEACHER TALK-ON EFL LEARNERS

THE CASE OF FIRST-YEAR LITERARY STREAM SECONDARY SCHOOL OF SIDI AHMED TIJANI IN BOUSSEMGHOUN

Dissertation Submitted to the Department of Foreign Languages
as a Partial Fulfillment of of the "Master" Degree in Linguistics

PRESENTED BY : **SUPERVISED BY:**

Mr. Radhwane Djebbar ***Mrs. Nabila El Hadj Said***

Board of Examiners:

Mrs. Nabila El Hadj Said	ChairWoman	(University of Naama Center)
Mrs. khadem Gouabi.	President	(University of Naama Center)
Mrs. Karima Benheddi.	Internal Examiner	(University of Naama Center)

Academic year:2017-2018

Acknowledgements

This dissertation could not have been completed without the help of my Allah, my parents, and my teachers and supervisor Dr. Nabila El Hadj Said to whom I would express my sincere thanks. I am grateful for her encouragement, I am utterly grateful to the examining members of the jury, Mrs. Gouabi.K and Mrs. Benhaddi. K for reading this work at a particularly difficult time of the year and for their priceless comments and observations that will surely help me enormously to polish this work. kindness patience and insightful advice throughout the completion of this work. In addition, I am thankful to my teachers at the department of English, namely Miss Mbata. A, and Dr. Ramas. A and Dr. Samghouni Zakariya for their invaluable help and support. I am likewise immensely grateful to all those who have taught and trained me at Sidi Ahmed Tijani secondary school Djebbar Naima, and other: Hakmi Abdalkrim and Tahri Abdarahman. I would like to give special thanks to my friends and mates who encouraged and helped me. I will not forget, of course, to express my gratitude to all the students who filled in the questionnaires.

Dedications

To the most precious people to my heart; to the ones who gave birth and meaning to my life, to the persons who gave me strength and hope

To my dear mother and beloved father I dedicate this work.

To all my family: Dajmel, Tarik, Rania, Omar, Bouchra, Mohamed Taher, Saghi, Nasro, Youssef.

To all my friends: Fadel, Abdelmajid, Oussama, Mahdi, Abdalhak, Kamel, yamani, Khaled , houcin, Slimani, Souhieb, Sadi, bachir, Toufik, Imad, Youssef, lamine.

To all those who prayed for me and besought God to help me

Abstract

In the field of the foreign language acquisition, a number of studies have investigated the occurrence of linguistic input to foreign language learners in order to determine its role in the process of acquiring a target language. In Classroom settings, such input is provided by the teacher of foreign language. The purpose of this study is to identify Teacher talk (TT) patterns in a real classroom lesson. The data in this research identify the amount of teachers talk, teacher questions, error corrections, and giving feedback to students during the class. The data were collected in Sidi Ahmed Tijani first year literary stream in Secondary School in Boussemghoun. The classroom interactions between teacher and students in the classroom are observed. Moreover, a questionnaire is administered to students to identify their preference towards their teacher talk in the classroom. The results demonstrate that TT is quite dominant in every pattern of tasks during the class, while students' responses or utterances are relatively low in a teacher-centered classroom. The analysis also shows that teachers questions center around the linguistic knowledge of the student rather than developing his communicative competence. The findings reveal a strong preference among students to positive feedback and instant error correction.

Table of content

Acknowledgements ……..……...I

Dedications……..…II

Abstract……...…...……...III

Table of Contents……...….....….IV

List of Graphs…….…….……VII

List of Tables……..……..…..VIII

List of Abbreviations & acronyms ……..…...IX

General Introduction…….…….…..…01

Chapter One : Literature Review

1.1. Introduction…….……...…..06

1.2. The Importance of English Language …….……....06

1.2.1. Teaching English as a Foreign Language in Algeria…….06

1.2.2 Objectives of EFL Teaching and Learning in Algeria:……..…….07

1.3. Concept of Classroom Management ……..…….……08

1.4. Teacher talk…….…..09

1.4.1. The Importance of Teacher Talk …….…. 10

1.4.2.. Teacher Talk and Language Acquisition …….…..10

1.4.3. Features of Teacher Talk ……11

1.4.4. The Ways to Improve the Quality of Teacher Talk ……..12

1.5. Teacher's Questions …. ……12

1.51. The Types of Teacher's Questions **……..…..……..**13

1.5.1 Open and Closed Questions…….……...13

1.5.2 Convergent and Divergent Questions…….……13

1.5.3 Display and Referential Questions....…….……13

1.6. Feedback: …….…14

1.6.1. Corrective Feedback……..…….…..15

1.6.2. Teacher Assessment ……....15

1.7. Related Theories…….…… ……..17
1.7.1. Krashen's Input Theory…….17
1.7.2 Swain's Output Hypothesis…….…….18
1.7.3 Classroom Interaction Hypothesis ……..19
1.8. Conclusion……...…….....20

Chapter Two : Data Collection & Data Analysis and Interpretations

2.1.Introduction……..……...23
2.2. The learning Atmosphere in Side Ahmed Tijani Secondary School…...……..23
2.3. Research Method and Instruments…….....24
2.3.1. Questionnaire……...…….…….....24
2.3.2. Classroom Observation…….……..…….....25
2.3.3. The participants……..…..…….26
2.4. Analysis of Students' Questionnaire…….…….27
2.4.1. The Impact of Teacher Talk in Learning and on Learners……27
2.4. 2. The Influence of Teacher talk on Participation and Understanding of students……..30
2.4.3. Teacher Questions……..31
2.4.4. Teacher Feedback and Assessment…….32
2.4.5. The Imitation and Application of Teacher Instructions……34
2.5. Analysis of Classroom Observation……35
2.5.1. Teacher Performance ……..…….35
2.5.2. Teacher Questions……..……..36
2.5.3. Teacher Feedback and Assessment ……..……..37

2.6. Interpretation of the Main Findings.....39

2.7. Recommendations and Suggestions……..……40

2.8. Conclusion……..……...43

General Conclusion…….45

Bibliography……..……..45

Appendices…….……..50

List of Graphs

Graph 2.1: The Profile of Classroom Chosen by Gender and Number……..27

Graph 2.2 : Students Preference Towards Role of Teacher in Learning……28

Graph 2.3: Students Attitude Towards Teacher Talking…….28

Graph 2.4: Students Prefer and Enjoy in the Classroom…….29

Graph 2.5: Students Attitude Towards Speed of TT……..……29

Graph 2.6: Students Attitude Towards Relationship between TT and Participation……..30

Graph 2.7 : The Percentage of Understanding in Classroom……..31

Graph 2.8: Students Preference about Correction by Teacher……32

Graph 2.9 : Students Preference about Feedback……33

Graph 2.10: The Results of Students about Teacher Assessment……...34

Graph 2.11: The Results of Imitation and Application of Teacher Instructions…..34

Graph 2.12: Students Preference to Listen to Teachers' Instruction……...35

List of Tables

Table 2.1: Qualification and Years of Experience of the Teacher……...26

Table 2.2 : Students Preference for kinds of Questions and How to Answer it…..31

Table2.3: The Percentage of the Ways of Correcting Errors in the Classroom…..38

Table 2.4: The Evaluation of Teacher Assessment in the Classroom……..38

List of Abbreviations and Acronyms

%: Percentages

EFL: English as a Foreign Language

FL: Foreign Language

L1 : First language.

L2: Second language.

MT: Mother Tongue

SLA: Second language Acquisition.

TL: Target language

TT: Teacher Talk.

General Introduction

General Introduction

The language used by teacher or teacher talk "TT" is a vital aspect of classroom-based language learning since it is one of the main sources of language input for the Learners. Usually "TT" involves different phonological, syntactic, and lexical modifications with the aim of making the teacher's language more comprehensible for learners. In addition to these linguistic aspects of teacher talk, there are other aspects which are as important as these linguistic aspects such as questions and feedback.

Equally, many researches show the teacher's questions taking up a very high percentage of the TT. Therefore, it can be deduced that TT especially questions, condition the discourse patterns which are possible in classroom introductions. Moreover, teachers can use their talk not only to convey comprehensive information but also to express positive attitudes toward their students in the language classroom. Consequently, language teachers can use their talk as a tool to maximize their students' performance and interaction and to promote positive students' attitudes toward their teachers.

Although teacher talk is very important in foreign learning, studies on teacher discourse are extremely rare in the Algerian context at a secondary level, so what are the features of teacher talk in the first year secondary school English classroom? Do they prompt the students' English language learning? Hence, in order to highlight teacher talk in secondary school classes as well as providing some suggestions, the present study is designed to answer the following sub-questions.

1. What is the importance and the impact of teacher talk in the first year English secondary classrooms and language learning?

2- What patterns of the impact and different questions of teachers in classroom and on language learning?

3- What are the different types of teacher's assessment, and in what ways will teachers give feedback to students when their errors occur?

The appropriate use of teacher talk would enhance foreign language teaching and learning, and teacher should talk consciously in the classroom. In this way, teachers can improve their language quality so that English language teaching and learning can be facilitated. Thus, the researcher proposes the following hypotheses:

1. Increase in the use of English by the teacher in the classroom will result in the students' improvement of English language and offer more opportunities for them to use the target language .

2. At a secondary level, referential questions are more efficient than display question in order to prompt the student to produce much language output. There should be a balance of the two types of questions, and other types.

3.The students have a strong preference for error correction and positive feedback.

The present research is basically divided into two main chapters, the first one deals with the general idea about secondary school and situation of English language in Algeria and in the educational system. Then the literature review, the related studies on teacher talk. It reviews the research background and features of teacher talk. It reviews the research background and discusses the importance and features of teacher talk. In English language teaching and learning. In addition, this chapter deals with the related theories in the world be involved in this study. The second chapter includes a deep analysis and discussion of the questionnaire and classroom observation. It describes participants mainly teachers and students. The research tools including students' questionnaire and classroom observation used to investigate teacher talk in the selected classrooms are presented. Moreover, as the scope of the study is narrow, the limitation of the study is explained for further research. Based on the findings, some recommendations and suggestions at the end of this chapter.

To conclude, the present work does some research on certain aspects of teacher talk, and its findings will contribute to the investigation of foreign language teaching classrooms, thought there exit some limitations in this research. As a crucial component of foreign language classrooms, the further talk still has a long

way to go and will contribute a lot to promote teaching quality, facilitating and enhancing English language learning.

Chapter One : Literature Review

Chapter One : Literature Review

1.1. Introduction…….……...…..06

1.2. The Importance of English Language …….……....06

1.2.1. Teaching English as a Foreign Language in Algeria…….06

1.2.2 Objectives of EFL Teaching and Learning in Algeria:……..……07

1.3. Concept of Classroom Management ……..…….…….08

1.4. Teacher talk…….…..09

1.4.1. The Importance of Teacher Talk ……..…. 10

1.4.2.. Teacher Talk and Language Acquisition …….…..10

1.4.3. Features of Teacher Talk ……11

1.4.4. The Ways to Improve the Quality of Teacher Talk ……..12

1.5. Teacher's Questions ……12

1.51. The Types of Teacher's Questions **……..……..**13

1.5.1 Open and Closed Questions…….……...13

1.5.2 Convergent and Divergent Questions…….……13

1.5.3 Display and Referential Questions…….…….……13

1.6. Feedback: …….…….…14

1.6.1. Corrective Feedback……..…….…..15

1.6.2. Teacher Assessment …….....15

1.7. Related Theories…….…… ……..17

1.7.1. Krashen's Input Theory…….17

1.7.2 Swain's Output Hypothesis…….……18

1.7.3 Classroom Interaction Hypothesis ……..19

1.8. Conclusion……...…….....20

1.1. Introduction:

The first chapter explores the theoretical base of the study; it reviews the literature on formal and functional features of Teacher Talk (TT), as well as the related theories to Second Language Acquisition.

It starts by defining talking briefly, the formal features of TT, then it moves to go deeply in the functional features of TT including the amount of TT in an EFL classroom, teacher' questions which are considered as an important aspect of classroom interaction which has received a great deal of attention; in addition it sheds the light on the role played by corrective feedback in language acquisition and how learners' errors should be corrected.

Since TT is considered as input, we discuss Krashen's input theory and Swain's output hypothesis as well as the interaction hypothesis in the last part of this chapter for the reasons that they represent diverse approaches to Foreign Language Acquisition.

1.2. The Importance of English Language:

Nowadays, English is considered as the primary international language of technology, education, global business, and international diplomacy. It has become the most commonly used language of international communication today. People, all over the world, use it for both sending and receiving messages. Of all languages in the world today, English deserves to be regarded as a world language. According to Verghese **"It is the world's most widely spoken language after Chinese. Also, it is the common means of communication between the peoples of different nations". (Verghese, C.P. 1989)**

1.2.1 Teaching English as a Foreign Language in Algeria:

English is compulsory in the Algerian Middle and Secondary schools and universities (even in some military/security, economic and cultural institutions). Its status thereof is that it is considered as the second foreign language, besides French, despite the fact that it does not particularly play an important role in the national and social life of the Algerian people. As it (English) is not one of the historical components of the Algerian cultural identity, people do not seem to need to resort to

it to live their social, intellectual and economic daily realities. Also, English in Algeria is not the students' natural communicative environment. Besides, this foreign language is not akin to the students' mother tongue; Arabic. Therefore, apart from the limited amount of English they hear, speak, read or write in the classroom, English is, to a certain extent, absent most of the time in their daily lives

Moreover, the entire cultural context in Algeria is different from lifestyle in Great Britain, or any other English-speaking country for that matter. In spite of the dramatic spread of English in media and social networks as a medium of communication, it is amazingly true to say that only the teachers of English or the textbooks and the reading documents they provide the learners with are considered to be the only source that can inform them (to some extent, however) about the way of thinking and living of the English speaking peoples. More than that, and as stated by Hayenne (1989 : 43), English is considered by some Algerians as " a language of an ex-colonial and imperialist country".

> **In spite of all these challenges encountered by the English language, the Algerian political and educational authorities have managed to undertake the rehabilitation of the status of this language. Because of the technical and economic exchanges all over the world, English is now occupying a better position in the Algerian educational system. Hence, most of the Algerian students and even their parents are becoming more conscious of its importance as an international language 'par excellence.' 1- The Importance of the English Language**. .**(Hayenne 1989)**

1.2.3 Objectives of EFL Teaching and Learning in Algeria:

In Algeria, the general objectives of teaching and learning English as a foreign language, according to the Algerian official syllabuses for English, state that:

> **The learner should achieve communication in its various forms, aspects, and dimensions; four main categories of objectives can be mentioned: socio-cultural objectives, humanistic objectives, educational objectives, academic objectives.**
>
> *(*The Algerian official syllabuses for English, June 1999)

:

These objectives should be reached through the development of mental abilities and skills which should be catered for by all the subjects included in the curriculum because these skills are the basis for any efficient acquisition of language.

1.3. **Concept of Classroom Management :**

The nature of classroom management has made it possible for people to explain it differently. However for the purpose of this paper, the few definitions of classroom management will be discussed, according to Achuonye and Ajoku : "**Classroom management is described as the organizing, controlling, directing of different variables in the classroom in order to achieve the objectives" (Achuonye and Ajoku, 2013).**

According to To Mba (2005), classroom management is the integration and the effective use of the teacher's basic qualities such as:

- ✓ The teacher's knowledge of the subject matter.
- ✓ The teacher's ability to use teaching method that promotes learning.
- ✓ The teacher's knowledge of the learner.

Therefore, classroom management involves activities by which teacher's establish and maintain condition that enable individuals in the classroom to apply all their natural and creative talents to the challenge of educational task.

From the definition above, it is clear that there are many components of classroom management, and obviously the manner in which the classroom is managed affect the student performance which invariable may effect the attainment of primary education objectives. Therefore, classroom management in this context involves the total activities that the teacher engage in while organizing both human and material recourses meant for the classroom as to ensure effective teaching and learning.

Again classroom management involves good seating arrangement, adequate utilization of the educational facilities, classroom control, cleanliness in the

classroom and effective teacher who possesses attributes such as good knowledge of the subject matter, the teaching skills and methods, good knowledge of the learner, good personality, resourceful, good leadership style and ability to inspire the learners.

1.4. Teacher Talk

The kind of language used by the teacher for instruction in the classroom is known as teacher talk (TT). For this term, Longman Dictionary of Language Teaching and Applied Linguistics defines it as **"that variety of language sometimes used by teachers when they are in the process of teaching.**

Rod Ellis (1985), after studying the Second Language Acquisition for many years, formulated his own view about teacher talk:

> **Teacher talk is the special language that teachers use when addressing L2 learners in the classroom." He also commented that "the language that teachers address to L2 learner is treated as a register, with its own specific formal and linguistics properties.** (Ellis, 1985)

Teacher talk is the language used by teachers for instruction and communication in the classroom. Longman dictionary of language teaching and Applied Linguistics defines teacher talk as:

> **That Variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech given it many of teachers often simplify their speech giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners.** (Richards and Platt, 1992:543)

Thus, teachers in the classroom make adjustments to language Form and Function in order to facilitate communication and encourage language learning.

For foreign language Learners classroom is the main place where they are frequently exposed to the target language. So teacher talk as a source of language

takes up a measure part of class time to give directions, explain activities and check students interesting (Sinclair and Brazil,1982). Teachers not only determine how well they make their lectures but also assure how well students will learn. Relevant teacher talk can help to create a friendly relationship between teacher and students and smooth to interaction among them.

1.4.1 The Importance of Teacher Talk:

Teacher talk plays an important role in the process of foreign language learning. It acts as a tool of delivering and implementing teaching plans and meeting teaching objectives. This relationship between TT and the process of language learning has been widely studied and established by different researchers

Teacher talk serves as the major target to language input for the learners. According to Ellis, points out that:

> **Teacher talk plays an important role in both language lessons and subject lessons. The type of interaction that occurs in the classroom and the kind of language used by the teacher greatly impact the success of teaching-learning outcomes.** (Ellis, 1985)

Ellis, says that TT serves two important functions. Firstly, it serves as an input of the target language, and secondly, it is used for the process of interaction which facilitates understanding of the input and helps learning occur in class.

1.4.2 Teacher Talk and Language Acquisition:

Teacher talk plays a vital role in language learning, as it is stated it is:

> **Is of crucial importance, not only for the organization of the classroom but also for the process of second language acquisition. It is important for the organization and management of the classroom because it is through speech that teachers either succeed or fail to they're teaching plans.** (Nunan,1991)

Nunan (1991) observes that TT plays a crucial role in the EFL classroom, not just as a tool for the organization and monitoring of the classroom but also as an

inherent process of second language acquisition. The organization and the management of the classroom depend greatly on TT as it is through language that a teacher either succeeds or fails to communicate the intended messages. **Nunan** says that success and failure in implementation of lesson plans depend a great deal on TT. It also facilitates the acquisition of language because the teacher's input is the major source of target language exposure for most of the students. The quality and quantity of teacher's input thus play an essential role in the success of the language learning process.

Stern (1983) contends that if a foreign language is learned in a class in a non-supportive language environment, then the instructions given by the teachers are the only source of comprehensible target language input for students. It is to be noted that, like the learner, the teacher brings with his/her language some characteristics which shape the teacher's persona in terms of attributes such as educational treatment, environmental features, personality traits, sex,

1.4.3. Features of Teacher Talk:

Chaudron (1988: 85),summarized the research result of teacher talk in second language learning classroom, pointing out the following features of TT :

- ✓ Rate of speech appears to be slower.
- ✓ Pauses are possibly more frequent and longer.
- ✓ Pronunciation tends to be exaggerated and simplified.
- ✓ Vocabulary use is more basic.
- ✓ Degree of subordination is slower.
- ✓ More declaratives and statements are used than questions.
- ✓ Teachers may self-repeat more frequently.

According to **Osborne** also thought **"teacher talk is evidently modified language in the aspects of pronunciation, vocabulary, syntax and discourse."** Those features obviously indicate that teacher talk has changed into a kind of simplified code with the aim of providing maximum "comprehensible input" for

language learners so, that teachers and students can maintain an unobstructed channel of communication.

1.4.4. The Way to Improve the Quality of Teacher Talk

In The Limited classroom teaching, teachers adjust their talk to the learners' present level or a little higher than their present level as far as possible so as to let students gain comprehensible input of teacher talk as far as possible. In order to achieve this point, firstly teachers should improve their own oral English, presentation skill and communicative skills, paying attention to information validity of their discourse content. Secondly teachers should get comprehensive understanding and grasping all students' real condition of vocabulary, grammar knowledge and listening ability, paying close attention to students' potential restrict. Following information theory and differential treatment in education, teachers choose proper and suitable teachers talk. If there is too much easy input in teacher talk, learners will chronically depend on teachers' simplifying everything they meet. Gradually, they will become lazy. What is input in their brain is just simplified input so that it is impossible for them to make any progress. On the other hand, if too much complex input is included in teacher talk, learners will feel difficult to understand and fail to follow the teacher. Gradually, they maybe lose a heart acquiring language and give up learning. So, proper teacher talk is needed to help learners make progress in their language acquisition.

1.5. Teachers' Questions :

Jack. C .Richards & Charles Lockhart define questioning as :"**Questioning is one of the most common techniques used by teachers and serves as the principal way in which teachers control the classroom interaction" (Jack C .Richards & Charles Lockhart, 1994)**

According to Richards & Charles Lockhart: **"In some classrooms over half of class time is taken up by question-and-answer exchanges" (Richards & Charles Lockhart, 1994)**

1.5.1 The Types of Teacher's Questions :

1.5.1.1 Open and Closed Questions

Closed because there is only one existing answer, while to open questions there are more than one answer. Barnes also stressed that some questions seemed open, but the answers were closed.

1.5.1.2. Convergent and Divergent Questions

Convergent questions encourage similar student responses, or responses which focus on a central theme. These responses are often short answers, such as "yes" or "no" or short statements. They do not usually require students to engage in high-level thinking in order to come up with a response but often focus on the recall of previously presented information.

Divergent questions are quite different from convergent questions. These questions encourage diverse student responses which are not short answers and which require students to engage in higher-level thinking. They encourage students to provide their own information rather than recall previously presented information.

Convergent and divergent questions, are designed to engage students in the content of the lesson, to facilitate their comprehension, and to promote classroom interaction.

1.5.1.3. Display and Referential Questions

With the growth in concern for communication in language classrooms, a further distinction has been made between "display" and "referential" questions by Long and Sato (1983). Display questions refer to ones that teachers know the answer and which are designed to elicit or display particular structures. For example, *'what's the opposite of up in English?'* On the contrary, referential

questions refer to the questions that teachers do not know the answers to, and can gain various subjective information. For example, *'Why don't you do your homework?'* Because closed questions and convergent questions have the same feature as referential questions, they are regarded as the same type of questions; so are open questions and divergent questions. It has often been observed that teachers tend to ask more display questions than referential questions

If the teachers just pass on information rather than encourage students to participate in classroom activities, they tend to ask referential question. However, Long & Sato conclude that is because the teachers emphasized much more on the form and accuracy of the language, instead of the meaning of language and communication. It must be pointed out that all their researches were conducted in teacher-dominated classrooms. In student-centered language classrooms, proportionately more referential questions were asked than display questions

1.6. Feedback:

Researchers have suggested that providing oral feedback to learners on their performances is one of the key beneficial aspects of teacher discourse. In language classroom, feedback is teacher's evaluation of the students response (cook, 2000). Furthermore, feedback on students spoken language maybe a response either to do content of what students is produced or to the form of an utterance. It can be positive or negative; helps learners to know how well they performed and increases their motivation. Feedback can be given by means of praise, by comment, action or silence (Richards & Lookhart: 1994).

wheldall and Merret (1987) put up a number of researches showing that rewards such as praise are effective then punishment; moreover punishment can often have a negative effect on students learning. In addition they built an approach to teaching which they called" positive teaching" they claim to be highly effective. Weinstein (1989) found that students learned how good they are from teachers feedback in the form of comment, degrees end criticism. He reported that high

achievers received more positive feedback from the teacher; by contrast low achievers received more negative feedback and more directions.

1.6.1. Corrective Feedback

The term corrective feedback has been defined at different times in a very similar way. One of the earliest definitions is that of Chaudron (1977), who considers it as "**any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance**" Chaudron (1977

More recently, Loewen and Erlam stated that:

> **Corrective feedback takes the form of responses to learner utterances that contain error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) meta-linguistic information about the nature of the error, or any combination of these**. (Loewen and Erlam 2014, 340)

Although all these definitions include the learners' and teacher's participation, and thus, a classroom as the setting where CF takes place, this can also occur in naturalistic settings where native or non-native speakers can provide it.

The role and importance of CF in EFL classroom can vary from teacher to teacher. This may depend on their previous education and training, teaching experience, and their own experience as language learners, amongst others. CF is a very controversial issue in this regard. Perspectives toward errors have gone from the extreme of non-acceptance and preventing them at all cost, to more permissive perspectives in which errors are seen as part of the language development.

1.6.2. Teacher Assessment

Assessment refers to the tools, techniques and procedures for collecting and interpreting information about what learner's can and cannot do (Nunan,1991). assessment, the Learner is simply informed how well or badly he or she has

performed. A percentage grade on an exam would be one example; all the response " No" to an attempted answer to a question in EFL classroom; or comment such as "Excellent" at the end af a written assignment **(Ur, 2000)**. Whenever teachers give assessment on the students, we should not forget that the purpose is to help and promote English foreign language learning. Therefore, teachers talk should be full approval and encouragement besides confirmation.

According to Ur (2000) lists some words and phrases when teachers evaluate students performance; for instance he uses for confirmation:

A) Confirmation

1) Good

yes, fine, you are right, that is good..

2) Excellent

well done, good work, great

3) That is perfectly correct

There is nothing wrong with your answer, what you said Is Right, that is exactly

4) No, that is wrong

Not really, unfortunately not, I am afraid that is not quite right, you cannot say that....

B) Encouragement

5) That is better

That is much better, that is more like it, you have improved a little, you have very good pronunciation, you read fluently....

6) Try it again

Try again, you have another chance , , take it easy, maybe this will encourage you.....

7) Don't worry

Don't worry about.... , I will help you....

C) The Forbidden Expressions

According to **Ur** (**2000**) lists some elements should be avoide it as much as possible in EFL classroom:

1) That was not a very good:

That was rather disappointing, that wasn't up to much, I'm not agree with you...

2) You cannot do better than that:

Cannot do better than that, , this is the last time I shall tell you...; your level is limited

3) You fool:

You is a stupid and idiot.., I have never heard anything so ridiculous…

Teachers a should employ as much encouragement and help as possible in EFL classrooms, which will be Lead to the development of the students to positive way and increasing the foreign language learning.

1.7. Related Theories

1.7.1. Krashen's Input Theory

Input plays a critical role in language learning. There is no learning without input. The language used by the teacher affects the language produced by the learners, the interaction generated, and hence the kind of learning that takes place. The problem is what type and how much of input is appropriate and useful for language learners in classrooms.

In Krashen's view, learning only takes place by means of a learner's access to comprehensible input.

> **Humans acquire language in only one way -- by understanding messages or by receiving comprehensible input. Learning will occur when unknown items are only just beyond the learner's level. It is explained in detail "i+1"structure. "i" stands for the learners' current linguistic competence, and "1" stands for the items the learners intend to learn. The Input Theory also has two corollaries.** (Krashen, 1985: 2)

Corollary 1: Speaking is a result of acquisition, not its cause; it emerges as result of building competence via comprehensible input. **Corollary 2**: If input is understood and there is enough of it, the necessary grammar is automatically

provided. The language teacher need not attempt deliberately to teach the next structure along the natural order -- it will be provided in just the right quantities and automatically reviews if the student receives a sufficient amount of comprehensible input.

In Krashen's view, acquisition takes place by means of a learner's access to comprehensible input. He comments that the input, which is totally incomprehensible to learners, is not likely to cause learning to take place. Teacher talk, actually serves as main sources of input of language exposure in classroom learning, is more important for foreign language learning, so teachers should make their input comprehensible and in right quantities.

1.7.2. Swain's Output Hypothesis

Krashen's Input theory and its key notion of 'comprehensible input' have been criticized. One major objection relates to the fact that, though comprehensible input may play an important role, it is not in itself enough: understanding is not quite the same as acquiring. One argument along these lines is put forward by Swain (1985). Her Output Hypothesis emphasizes the role of outcome in SLA. She argued that comprehensible input is not a sufficient condition for SLA, it is only when input becomes intake that SLA takes place. Learners can improve their language level through pushing them to produce output -- actually to say and write things, or through using the language exposed to them in meaningful ways. Swain concludes the role of output in three points.

The need to produce output in the process of negotiating meaning that is precise, coherent and appropriate encourages the learner to develop the necessary grammatical resources, which are referred to as "pushed language use". Output provides the learner with the opportunity to try out hypothesis to see if they work.

Besides "pushed" language use, Swain (1985) reports two other additional functions of output in L2 acquisition. The first one is supposed to provide learners the opportunity to test their hypothesis about the language, or:

> **To try out means of expression and see if they work". The second function is that actually using the language "may force the learner to move from semantic processing to syntactic processing.**
>
> (Swain, 1985:249).

So language teachers, playing very important role during the process of language learning, should manage to push the students to produce the target language, give more opportunities and much more time to the students to practice besides they offer adequate input.

1.7.3. Classroom Interaction Hypothesis

In addition to input and output theories, Long (1983) suggests that for acquisition to occur, learners should be given opportunity to negotiation learners develop awareness of language features of the target language. Though negotiation learners obtain feedback from teachers on their language output, normally in the form of clarification request or confirmation check,

Swain (1985) suggests second language acquisition reveals to a great extent the importance of classroom interaction that involves both input and output. The Interaction Hypothesis claims that it is in the interaction process that acquisition occurs: learners acquire through talking with others, classroom teaching should be treated as interaction. Now it is clear that the language used in classroom affects the nature of the interaction, which in turn affects the opportunities available for learning, the study of interaction is therefore critical to the study of language classroom learning.

According to Van Lier (1988) points out:

> **If the keys to learning are exposure to input and meaningful interaction with other speakers, we must find out what input and interaction the classroom can provide… we must study in detail the use of language in the classroom in order to see if and how learning comes about through the different ways of interaction in the classroom. He also pointed out that interaction is essential for language learning which occurs in and through participation in speech events, that is, talking to others, or making conversation.**
>
> (Van Lier, 1988:77-78).

1.8. Conclusion

Previous researches have shown that Foreign Language teachers tend to dominant classroom discourse which is according to the theories discussed above is unadvisable. However classroom time should be allotted to student practice of the target language. Thus, teachers' questions should augment students' communication in the classroom by using more types of questions, and modifying and simplifying them according to learners' level. Furthermore, studies devoted to examining corrective feedback in second language learning shows that there is a consensus among scholars and teachers that it has a positive effect on students' learning. Students like to be corrected explicitly in manner that enables them to detect the error.

From the input, output and classroom interaction theory, a foreign language classroom should provide opportunities for learners to communicate in the target language; optimal comprehensible input through classroom communication and encourage them to negotiate of meaning by using communicative strategies.

Chapter Two : Data Collection & Data Analysis and Interpretations

Chapter Two : Data Collection & Data Analysis and Interpretations

2.1.Introduction……..…….……...23

2.2. The learning Atmosphere in Side Ahmed Tijani Secondary School..…..…..23

2.3. Research Method and Instruments……..…….....24

2.3.1. Questionnaire……...…….....24

2.3.2. Classroom Observation…….……..…….....25

2.3.3. The participants……..…..…….26

2.4. Analysis of Students' Questionnaire…….…..…….27

2.4.1. The Impact of Teacher Talk in Learning and on Learners……27

2.4. 2. The Influence of Teacher talk on Participation and Understanding of students……..30

2.4.3. Teacher Questions……..31

2.4.4. Teacher Feedback and Assessment…….32

2.4.5. The Imitation and Application of Teacher Instructions……34

2.5. Analysis of Classroom Observation…..……35

2.5.1. Teacher Performance ……..…….35

2.5.2. Teacher Questions……..……..36

2.5.3. Teacher Feedback and Assessment ……..……..37

2.6. Interpretation of the Main Findings.....39

2.7. Recommendations and Suggestions…...……..……40

2.8. Conclusion……..……..……...43

2.1. Introduction

Chapter two is devoted to the analysis of the questionnaire which has been done in an English foreign language of Sidi Ahmed Tidjani Secondary School, on one hand, the analysis of the questionnaire provides rich information about students' towards The impact of Teacher in Learning and on Learners, teacher questions, and corrective feedback. The observation; on the other hand is transcribed and analyzed with regard to the research question.

On the light of the results of the questionnaire and classroom observation some implications and suggestions will be outlined by the end of the chapter related to how can the teacher adjust his talk in the classroom according to his learner's needs and preferences.

2.2. Learning atmosphere in side Ahmed Tijani Secondary School

In Side Ahmed Tijani Secondary School, as in the all Algerian Secondary Schools, the teacher plays an authority role and has great power in controlling the class through his talk. He is seen as someone who knows all (to a certain extent he prefers to make mistakes in front of the students rather than admitting that he does not know the answer) and presents knowledge in the classroom, and the students are constrained to accept what they get from teachers. Students are receivers; rely heavily on the teacher instead of trying to work out their own answers by themselves. They believe the teacher should be the instructor and knowledge transmitter in class. So they are used to learning by the teachers' instruction. However, thanks to the internet that the world has become a global Community. Algerian student easily gets to know about what is happening around them in the world and can communicate with friends through facebook and other mass media. So, EFL teachers have to update their knowledge so that they could understand this new generation of students

In Side Ahmed Tijani Secondary School, there are more than thirty students in each class, so it is hard to practice speaking. The more students a class contains, the more difficult it is for teacher to control class activities. In addition teachers as well

as students focus on the examinations, since the results of the examination are used to assess the teachers' work, and consequently, the four skills of language are not given the same importance in the syllabus. The content of TT is limited to the examination. Moreover, teachers always explain more about the examination and neglect to train students' communicative competence. As a result, the development of student's linguistic competence and the skills of listening and speaking always neglected.

Generally speaking, teachers as well as scholars have been interested in finding the right teaching method, and have not realized the importance of TT in language learning. Teachers when preparing a given lesson pay attention to the amount of TT, the strategies for questioning, feedback…. Moreover they realize the importance of TT in the classroom, what is clearly seen in the classrooms under investigation. In the same way, it is obvious that teachers under investigation use the traditional way to teach foreign languages, which requires less 24pecialized skills on the part of the teacher.

2.3. Research Method and Instruments

2.3.1. Questionnaire

In order to investigate students' preference towards teacher talk and their evaluation about their teachers talk, the researcher designed of the questionnaire adopted from Richards, J.& lockhart (1994: 20) to collect information on language Learners' assessment about their English classes and their teachers' speech on the basis of their usual, normal activities. this questionnaire is composed of fourteen (14) items in terms of the research questions. This questionnaire is used as research tool with the aim to reflect from another perspective what the teacher speech really is while doing statistical analysis, , the analytic results of the transcription of questionnaires to describe teacher talk more accurately valid.

The questionnaire is explained and administrated to the students with the presence or their teachers. This has been done with the purpose that This may help

to enhance students' confidence and lower their anxiety. So This way they could better think about the various questions, and provide appropriate answers to make their needs in studying English clearer. **The questionnaire has been answered by reading the questions and ticking responses. the obtained results can then form the basis for written work discussions or repeated talks**. (Harmer, 2000).

2.3.2. Classroom Observation

> **Observation is useful method for second language classroom researchers in a way that it enables them to check non-verbal expression, determines who interact with whom, grasps participants communicate with each other, and checks for how much time is spent on various activities.** (Selige & Shohamy, 1989).

The observation is a whole process in teaching to evaluate what actually happens in the classroom. Was three periods of lessons taught by one teacher classroom talk are observed.

Two approaches are used quantitative and qualitative. So we arrange to observe the lessons and listen carefully to teacher talk and taking notes. The qualitative is the observation of all events that occur in observed classes. Serves to provide rich descriptive data about what happens, and concentrate on the verbal exchange and focus on why the teacher says to students and what students say to teacher during the EFL classroom.

The reason choosing the case study is that the classroom is special and restricted setting. It is not possible just select so many teachers randomly to be in one class or another because of the huge task of detail analysis, and it is also impossible to control all the variables that might influence the "**can then form the basis for written work discussions or repeated talks"** (Harmer, 2000). The hypotheses of the research have been translated into closed and open questions. This type the meet the students Answers by proposing various and different possibilities. In addition, that the closed and open questions usually make

outcome in a large-scale study.

2.3.3. The Participants

The participants in this case study were one teacher and mixture of students between boys and girls in EFL classroom at the secondary school. This teacher follows the curriculum and shares all thing with her/his students during the academic year 2017/2018

2.3.3.1. Teacher

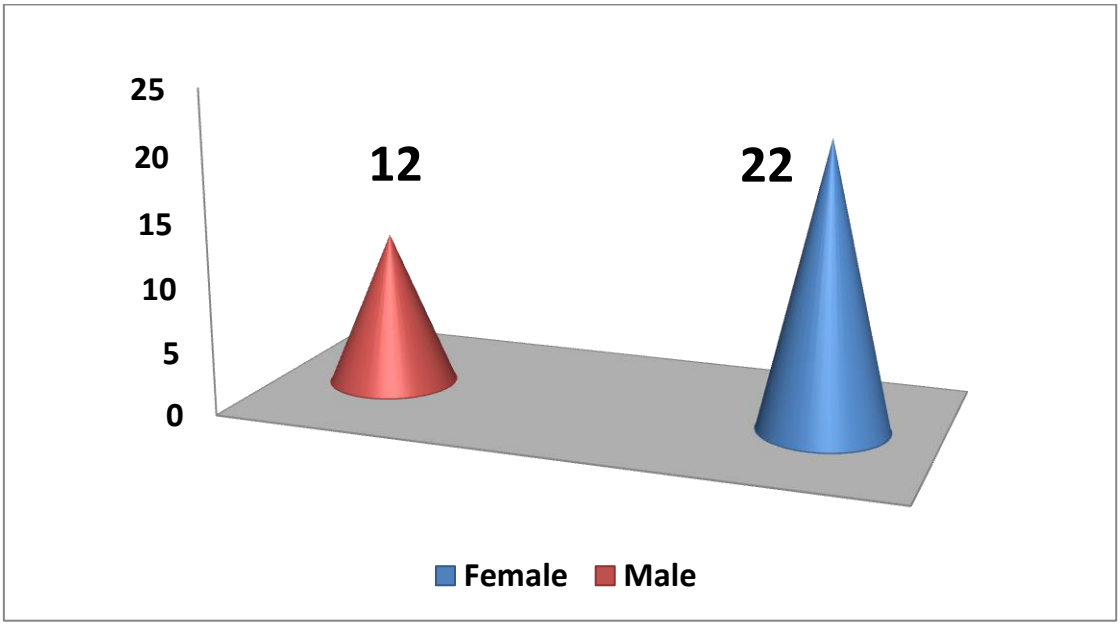
In this research, based on one English teacher in Sidi Ahmed Tijani secondary school. The teacher is Algerian, she is thirty five years and she is a female teacher, the experience of teaching of this teacher is more than eleven years. So the following table shows that:

Number of Teachers	Gender	Educational Background	Teaching Experience
T1	Female	Licence	11 years

Table 2.1: Qualification and Years of Experience of the Teacher.

2.3.3.2. Students

There are thirty two students in the first year literary of Sidi Ahmed Tijani Secondary school, most of students are girls and few boys. All the students are Algerians aged from 15 to 19 years. Because students' needs are considered in this study, so a questionnaire was used as a necessary research tool in order to get more complete and detailed data, so the following graphic represents that:



Graph 2.1 : The Profile of Classroom Chosen by Gender and Number.

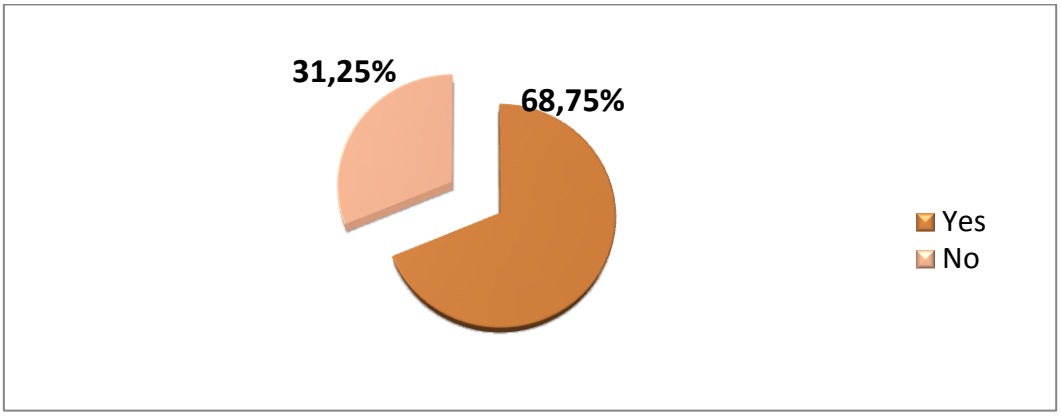
2.4. Analysis of Students' Questionnaire

The questionnaire distributed directly after the week of the observation, all of the students were present, the questionnaire is designed to investigate the students' preference toward the ideal teacher talk on the aspects: the impact of teacher talk, The Influence of Teacher talk on Participation and understanding of Students' teacher questions and feedback.

2.4.1. The Impact of Teacher Talk in Learning and on Learners

2.4.1.1. Learning

Question 01: Do you think that learning is based on the teacher?



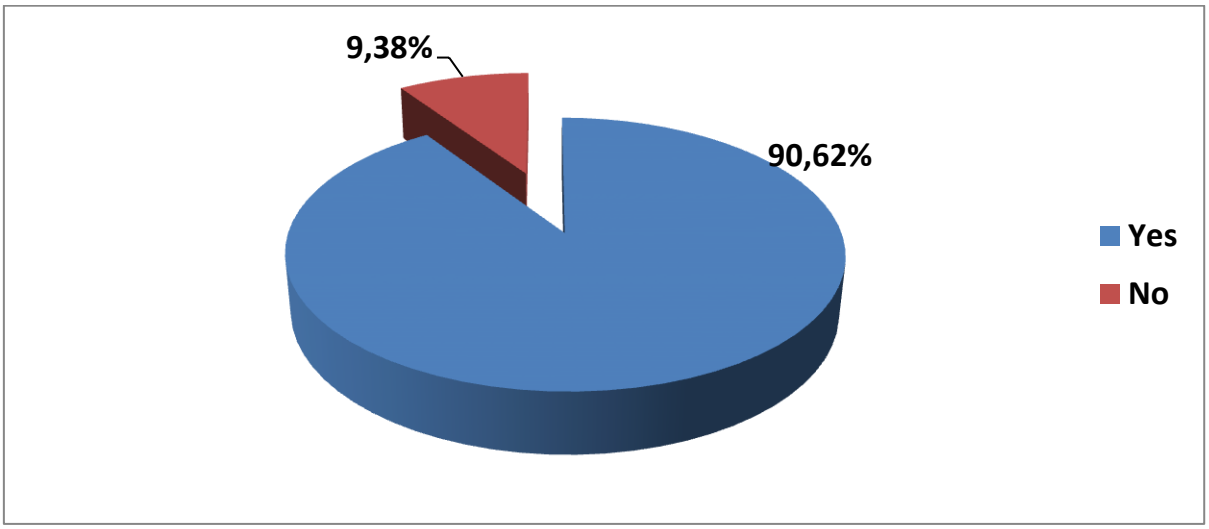
Graph 2.2 : Students Preference Towards Role of Teacher in Learning.

From pie chart 2.2 we can say that just to this around 68.75% believe that Teacher talk very important and influence in learning in general that was all of the Learners who prefer more of lectures. Rather than others 31.25% said no it means teacher talk isn't an essential point in learning in general.

2.4.1.2. Learners :

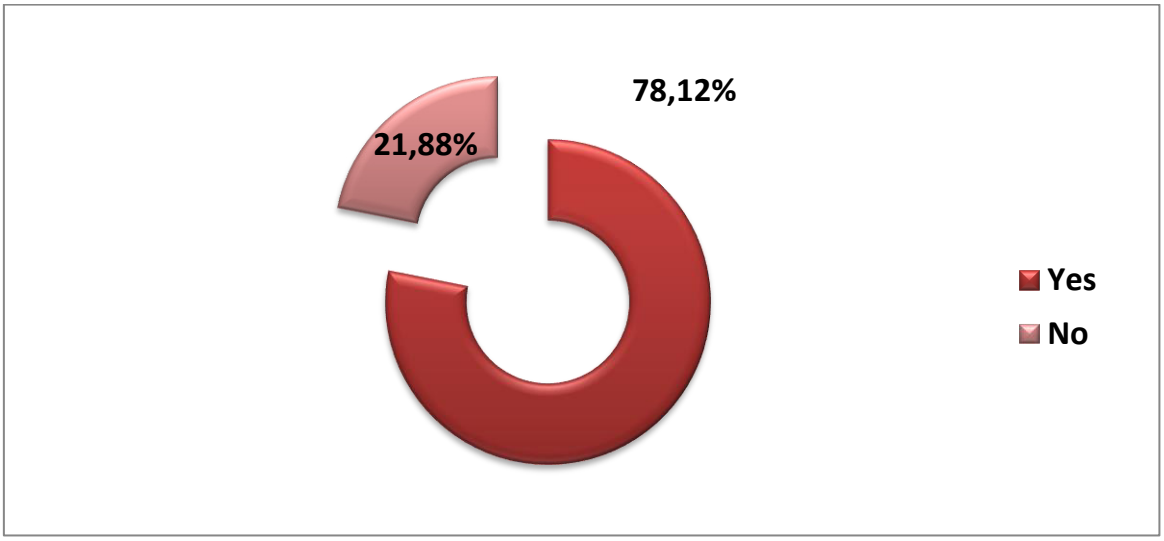
Question 02: Do you like the teacher when talking in the course?

Question03: Do you enjoy in the class when the teacher speaks?



Graph 2.3: Students Attitude Towards Teacher Talking.

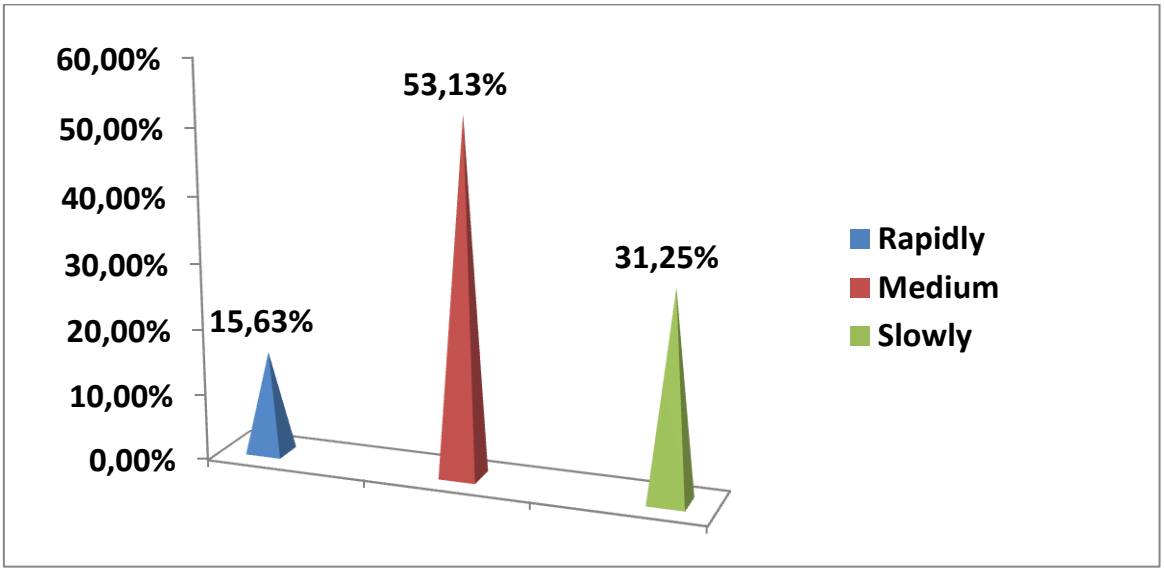
Concerning the pie chart 2.3 we can say that 90.62% of students said yes and prefer the talking of teacher in the course. Unlike the others 9.38% who said no and believe that learning not based on teacher.



Graph 2.4: Students Prefer and Enjoy in the Classroom.

According to pie chart 2.4 demonstrate the results of the question 03. Most of the students 78.12% said yes and they are enjoy in the classroom and the lecture with his when the teacher speaks. Rather than others 21.88% said no it means aren't enjoy.

Question 04: The speed of teacher talk is:



Graph 2.5: Students Attitude Towards Speed of TT.

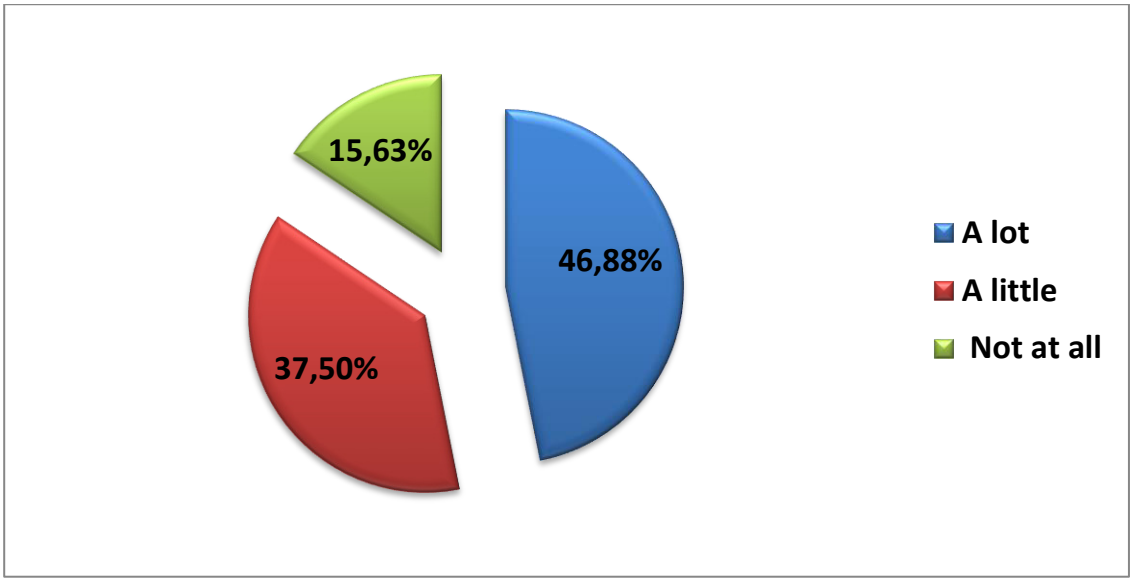
The results gotten from the question 04, the graph 2.5 shows that the minority of students 15.63% said rapidly. While the majority of students 53.13% said that medium because is very important in teaching. But the others 31.25% said that slowly. But in general you can say students prefer the teacher be normal speed in his talk because this is help students to follow and understand.

2.4. 2. The Influence of Teacher talk on Participation and Understanding of Students'

Question 05 : Teacher talk has helped you improve your participation?

Question 07: Do you understand when the teacher speak English in classroom?

2.4. 2.1. Participation:

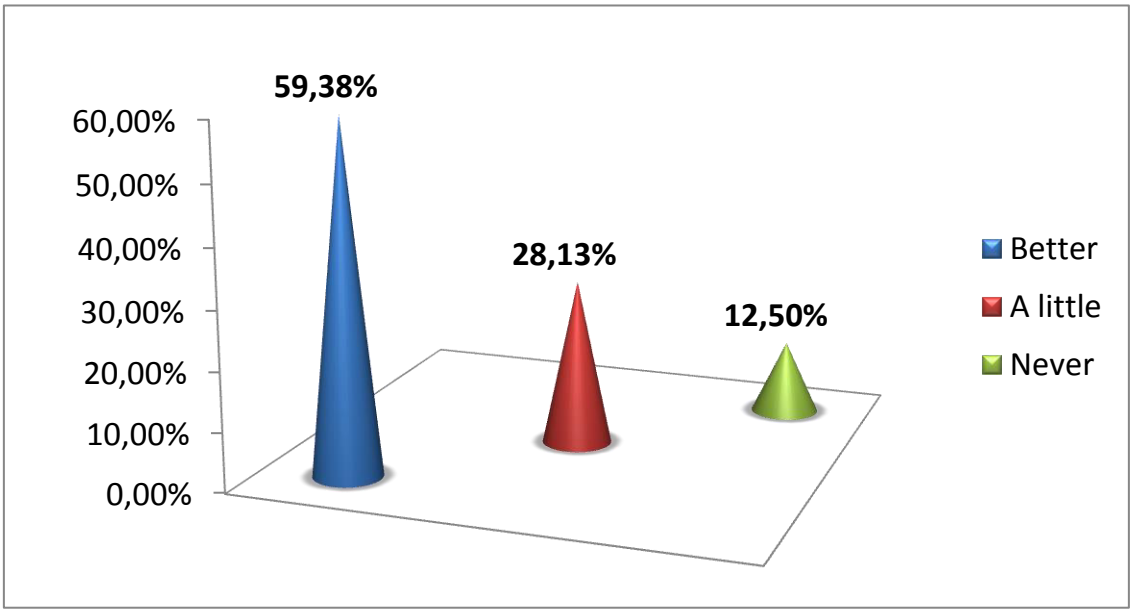


Graph 2.6: Students Attitude Towards Relationship between TT and Participation.

The results of pie chart 2.6 gotten from the question 05 shows that the majority of students 46.88% said that the a lot, it means the teacher talk can improve the participation of students in classroom. 37.50% of students said that a little , and the minority of students 15.63% refused this idea and said that never and not at all.

2.4.2.2. Uunderstanding:

Question 07: Do you understand when the teacher speak English in classroom?



Graph 2.7 : The Percentage of Understanding in Classroom.

The histogram 2.7 shows that the majority of students 59.38% claimed that better, it means the students understand when the teacher speak in classroom, and 28.13% of students said that a little, but the minority of students 12.50% said that never and don't understand when the teacher speak.

2.4.3. Teacher Questions

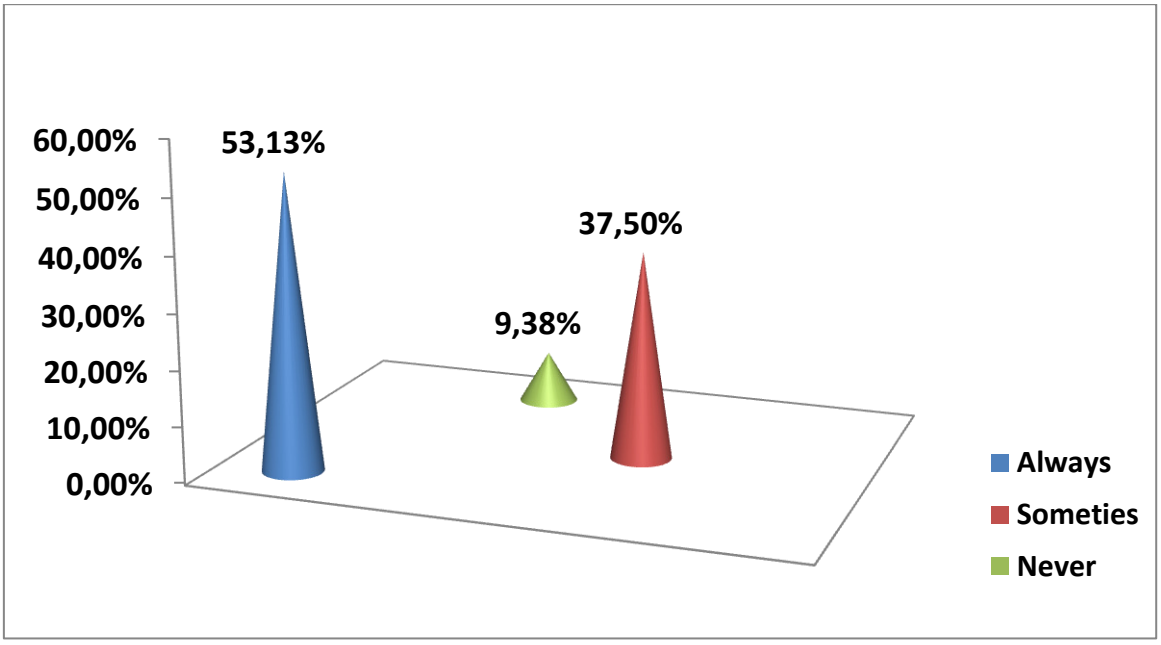
Questions	How does teacher questions come?			How do you prefer to answer the questions of your teacher?		
Students Responses	With fixed answers / Without fixed answers / other kinds			Nominating / chorus answering / volunteering		
Students Number	13	13	06	11	08	13
Percentage	40.62 %	40.62%	18.75%	34.38%	25%	40.63%

Table 2.2 : Students Preference for kinds of Questions and How to Answer it.

In table 2.2 we have two questions: the first one is the question number eight (08) most of students balanced between two answers, 40.62% referred questions with fixed answers' (display questions'), and the questions without fixed answers (referential questions') 40.62%, although referential questions beneficial to the development of students communicative competence the reason for this result is that students just want to answer questions correctly, in addition that they learn English not of interest in the subject but they have just to pass exempt end, others 18.25% claimed that other kinds. Concerning the question 11, 34.38% of students they like to answer questions being called by their names. According to them they feel paid attention to by the teacher when their names are called in class. They also agree that it motivates them to work harder for improving their English level. However, 25% of student prefer to respond in chorus. It can be said that weak students who are not good in English prefer this way. 40.63% of students like to answer questions voluntarily, who are confidents and good in English.

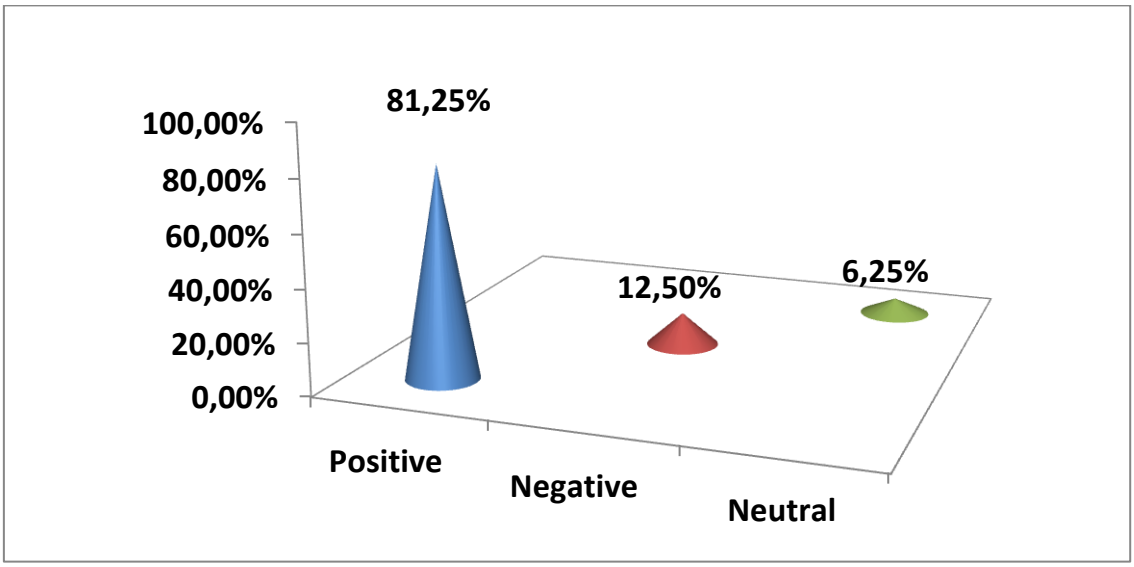
2.4.4. Teacher Feedback and Assessment

Question 09 I like the teacher to tell me all my mistakes:



Graph 2.8: Students Preference about Correction by Teacher

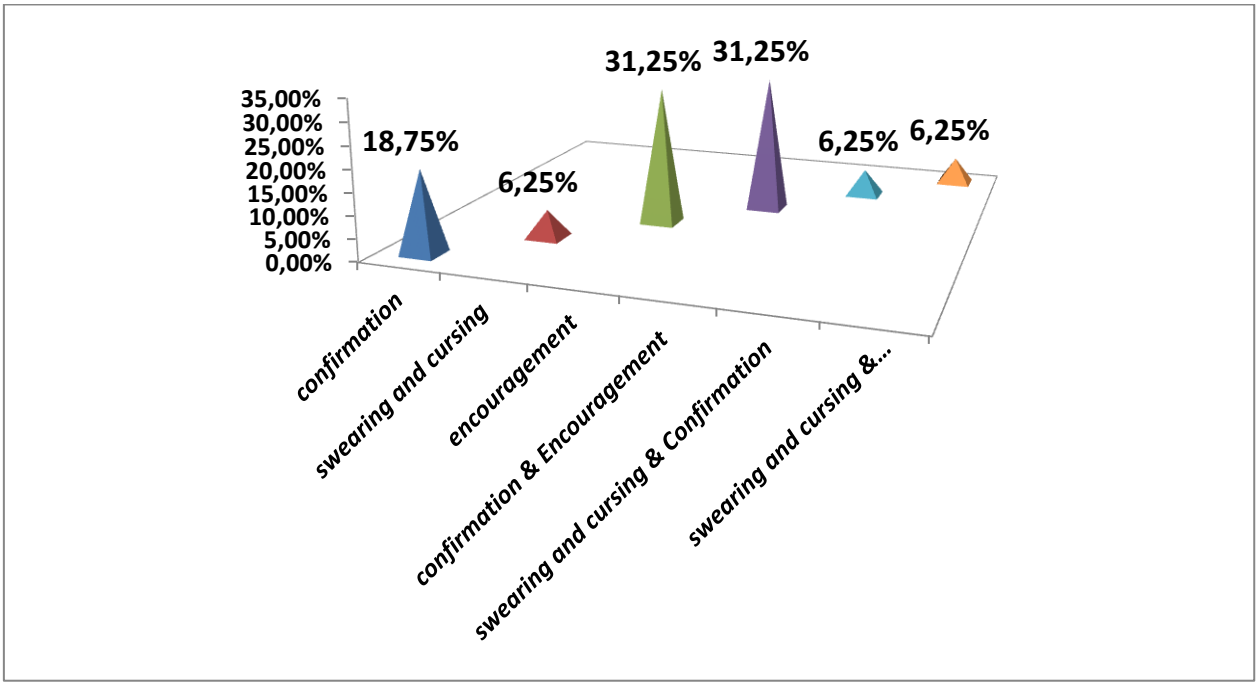
According to the histogram 2.8 represent the majority of students 53.13% like the teacher to tell him all her/his mistakes towards errors, 37.50% of students said that sometimes like the teacher to point all error, and some of Students 9.38% in classroom said that never.



Graph 2.9 : Students Preference about Feedback

The results gotten from the question 11 the graph 2.9 shows that number of students 81.25% want to claimed that corrective feedback is positive. While the others students 12.50% said that is negative. But the minority 6.25% were neutrals. But in general you can say that students prefer the teacher to correct their errors more than other situations.

Question 06 The Influence of Teacher talk on Students' Participation in the Classroom by:

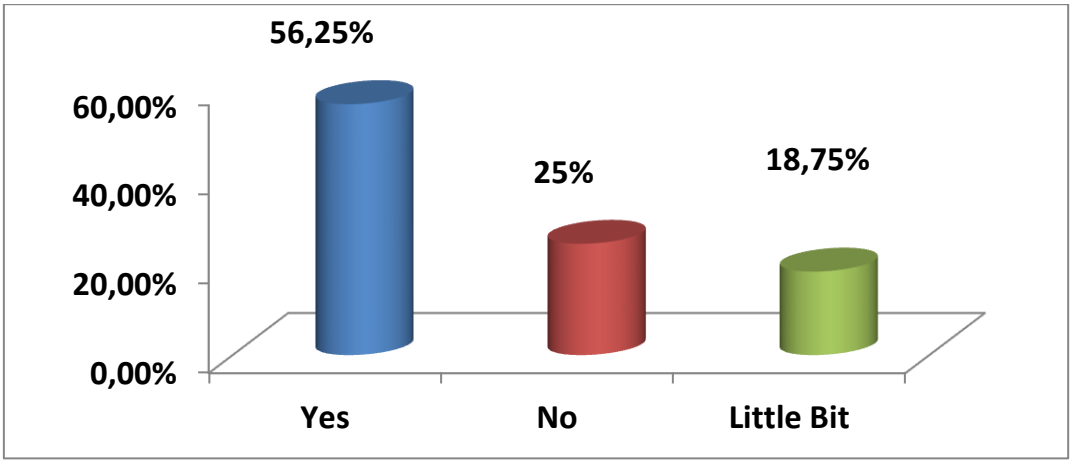


Graph 2.10: The Results of Students about Teacher Assessment

The result of the question 06 in the graph 2.10 represents the majority of students responses are 81.25% between encouragement and confirmation of teacher in classroom, while few students 18.75% are mixed between swearing & Cursing and encouragement & confirmation. Which mean the role of assessment of teacher is very important in classroom and is very effective on learners.

2.4.5. The Imitation and Application of Teacher Instructions

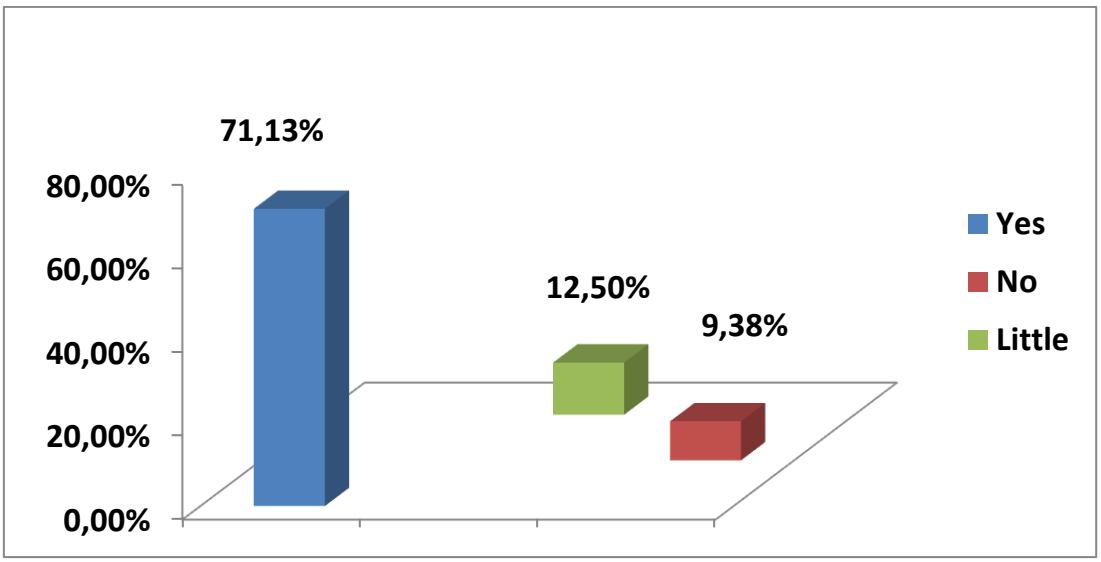
Question 12: Do you like to imitate your teacher‘s talk?



Graph 2.11:The Results of Imitation and Application of Teacher Instructions

Concerning the graph 2.11 shows that number of students 56.25% imitate her/his teacher and said yes. While the minority students 18.75% said no. But the other 25% said little bit. Generally the majority of of students prefer to imitate the teacher talk.

Question 13 I like to listen to teacher ‘s instruction.



Graph 2.12: Students Preference to Listen to Teachers’ Instruction.

According to the graph 2.12 represent the students who said yes 71.13% about listing the instruction in classroom. Rather than the other students 12.50% said no. But the minority 9.38% said little. Generally the majority of of students prefer to listen to the teacher instruction.

2.5. Analysis of Classroom Observation

2.5.1. Teacher Performance

Teacher she is license degree, she has a good qualification, experience a perfect way of teaching, teacher she is very enjoyable and she use perfect style and simple words. Generally she takes most of the time of the class, and finish the lessons in class within the time and this time which consequently minimize students

talk time participation and made in the classroom more teachers dominated and authoritative.

The teacher is well organized and well prepared for the class and their directions are clear and the materials are presented in manner at students level of comprehension. however, noticeable is that there is not enough time for students' production where students feel free to ask questions and express their ideas. in addition that teacher showed an interest in their subjects as it was reflected when the teacher asked and answered questions carefully.

2.5.2. Teacher Questions

Teacher questions has been to focus of research attention for many years. As we have discussed the role of teacher's questions in facilitating language learning in classroom is very important. So, the observation shows that there is a mix between closed, display questions and referential, divergent questions in the class.

For engaging the learners and to check their understanding to find out the gap of knowledge in order to to give them more information and to make them practice the target language. They ask questions and students answer them or they explain something and elicit students' or response or production. Moreover, teacher mainly focus on students literal understanding of text and neglect to let them practice language through using them such as the meaning of words, phrases, expression for instance:

Although the results of the questionnaire demonstrate that there is a a balance between display questions and referential questions, referential questions are beneficial to the development of students' communicative competence, answering referential questions is often regarded as a way of practicing the language, students are generally expected to participate actively teacher under investigation do not use them.

Through the classroom observation of we find the teacher direct their questions to nearly all the students. This results refutes findings that the teacher is

likely to restrict the questions to a limited few students. They generally distribute questions among all the students to keep them engaged in interaction and keep them alert to respond. This results may imply that the EFL classrooms under investigation are beneficial to foreign language learning in this aspect.

Generally, in English classrooms teacher always let students answer their questions in four ways: nominating, chorus answering, and volunteering. We can say that volunteering is more frequent than other ways, this can get support from the questionnaire. On the surface, it is a good phenomenon, because the volunteers are those who are active or with better English proficiency. It will hinder other students' development, teacher always prefer nominating, but too much nominating will make students more positive. Sometimes, in order to save time, teacher often answer the questions by themselves, this happens frequently with teacher in this way, students will become more dependent on teacher, they expect to receive information passively which are relevant for getting good marks in the exams instead of thinking about them actively and consequently.

2.5.3. Teacher Feedback and Assessment

Giving feedback changes learners' behavior and attitudes in class. Positive feedback is much more effective than negative feedback as it encourages and motivates the Learners to learn the target language. According to Nunan (1991) positive feedback has two principal: to students know that they have performed correctly and to increase motivation through praise. So, we try to find out which type of the praise is most frequently used in Sidi Ahmed Tijani Secondary School English classrooms, and then we attempted to investigate the frequencies of the use of four ways of error treatment.

Making an error is very normal in the learning process. So, in this part, we aimed to investigate different ways and methods of treating students' errors namely "explicit correction" "asking another student to answer instead", providing a clue and "expecting self-repair", and "Ignoring and correcting later". The results of observation in the table 2.6.3.3 shows that "explicit Corrections" is striking high

98%, it is used significantly more often than the other methods. The table shows that:

Explicit Correction	Asking another student to answer instead	Expecting self-repair	Ignoring and Correcting later
98%	1%	1%	0%

Table 2.3: The Percentage of the Ways of Correcting Errors in the Classroom.

According to teacher assessment the Observation shows that teacher under investigation praise their students quite often in which short and simple praise were used a lot kinds assessments: encouragement, confirmation, and such as "yes", "good", "very good", "don't worry" , "That is perfectly correct " "excellent" 99%, and ignoring the swearing and cursing 0%. So, it encourages and motivates the Learners to learn and work more.

Kinds of Assessments	Encouragement	Confirmation	Swearing and cursing
Percentage and Evaluation of teacher	99%	99%	0%

Table 2.4: The Evaluation of Teacher Assessment in the Classroom.

2.6. Interpretation of the Main Findings

2.6.1. The Interpretation of the Learners' Questionnaire

On the light of learners' answers, both males and females contributed in this questionnaire, most of learners are females. Most of them are interested in learning English language. In the other hand the majority of learners are teenagers from the age of fifteen (15) to nineteen (19) years.

In the first question the majority of learners declare that TT is very important in learning in general. Concerning the results of the second and third questions, it is found that the learners enjoy the classroom and prefer to listen to the explanation of the teacher in the course. According to the results of the question number four, it is observed that the majority of students 53.13% said that medium is very important in teaching., rather than the minority who prefer rapidly. But in general, the teacher should be speedy in his talk because it is better and helps students to follow and understand

. In the question five, and seven, the majority of learners support the crucial Influence of Teacher talk on Participation and Understanding in EFL classroom. Also in the question eight, and eleven learners prefer to answer for the questions of teacher and balanced between display and referential question. Because the first one includes short answers, the second one is beneficial to the development of students communicative competence. In the question number nine the majority of learners supported the teacher to tell him all the mistakes towards errors, and the majority said its positive feedback and motivate him to learn more. For the questions number six the majority of students preferred encouragement and confirmation of teacher in classroom, and neglected swearing & Cursing, because it is very sensitive in learning.

Concerning the results of question twelve and thirteen show that the majority of students prefer to imitate her/his teacher ,while the minority do not imitate it. Moreover, more than 70% prefer to listing the instruction in classroom, however, the others said a little.

2.6.2. The interpretation of the Teachers' Structured Classroom Observation

In the light of classroom observation which is devoted to the background information. For teacher performance, she has a good qualification, experience a perfect way of teaching . The teacher is well organized and well prepared for the class. The observation shows that there is a use of a variety of questions mixed between display, referential, open, and closed questions. We find that the teacher directs their questions to nearly all the students. Generally the questions let all the students to keep them engaged in interaction and keep them alerted to respond. Moreover,, in English classrooms, teacher always lets students answer their questions in four ways: nominating, chorus answering, and volunteering, but always the students prefer volunteering because the learner gains more confidentiality and increase her/his level in English. Making an error is very normal in the learning and teaching. Giving positive feedback to learners' is much more effective than negative feedback as it encourages and motivates the learners to learn the target language, most of the time the teacher gave just positive feedback, and uses "Explicit Correction". While at the same time the teacher ignored the forbidden expressions

2.7. Recommendations and Suggestions:

Based on the theories and results discussed in this research, some implications for first year secondary school English classroom are suggested.

2.7.1. Shifting to Student-Centered Classrooms:

- Most of the teachers think that the learner-centered classroom is not one in which the teacher have power responsibility and control over the students. However, it is one in which students are actively involved in

the whole learning process. So, that They can take responsibility for their own learning.

- to achieve learner- centeredness we suggest two recommendations:
  - Firstly, changing the role of teacher and establishing a new teacher-student relationship. It is clear that teachers' responsibilities in the classroom are: to organize the classroom, and encourages for learning. According to Richard in (1990) teachers should satisfy the following the rules: monitor, motivator, controller, provider, and evaluator. On the other hand students should play a creative role by responding to stimuli from the teacher.
  - Secondly, teachers should take into consideration students' needs: they should have better understanding of them, since the students play the main role in learning, teachers should care much about their needs, because this help the teacher manage their teaching successfully

2.7.2. Focusing on the Quality of the TT:

Scholars suggest that:

- Teachers should reduce their talk, and pay much attention to the appropriate use of it in the classroom. Because the amount and the type of teacher talk are contributory factors to learners' target language proficiency.
- the best lessons are ones where students talk time is maximized. Thus, it is suggested that teacher talk time be decreased and students talk be increased.
- Teacher should prepare lessons carefully and control their talking time based on the teaching purpose and content.
- Teacher should focus on the quality of their talk appropriate forms of teacher talked to make their talk more effective, stimulating and interesting

2.7.3. Improving questioning techniques:

Is noticeable in the case study that teachers tend to ask more display questions which serve to facilitate the recall of information and check the understanding of knowledge rather than two general students' ideas and classroom communication.

- "display questions" tend to elicit short answers, learners supply the information for didactic purpose only they would have less communicative involvement in producing a display response, and thus less motivational drive for using the target language".
- Referential questions can involve students in more negotiation of meaning between teachers and students. because the theory of SLA holds that negotiation of meaning promotes target language acquisition and makes classroom interaction more communicative. Through this kind of communication, learners can get more opportunities to communicate and interact with each order, and attempt to make themselves understood. So, referential questions will not only arouse students' interests but help to develop their output and their communicative ability.

2.7.4 Using Appropriate Feedback Techniques:

- Positive feedback as confirmed in the present investigation is not only preferred by the teacher involved in this study. but receives a great deal of support from the students as the questionnaire reports.
- Teacher provides encouraging feedback whenever necessary to create a smooth atmosphere that motivate and help students to learn and participate in the classroom, and will enhance students language performance.
- It is true that positive feedback tend to encourage but negative feedback if given supportively will be recognized as constructive, and will not necessarily discourage.
- In general, both positive and negative feedback should be made available to the students.

2.8. Conclusion

From the findings of students' questionnaire at the classroom observation, it is clearly apparent that classes under investigation are characterized by teacher domination in which his talk is greater than required. Thus, classrooms should shift to student centered and teachers should focus on the quality of their talk. As the results reveal different forms of TT bring different effect. In the present study, teachers use mix of questions display, referential, open, and closed questions and the students answer without any problems.

The study shows that there is a strong preference among students and teachers towards positive feedback as well as immediate errors correction. Students need encouragement and support from their teacher in addition that it will create a smooth atmosphere that prompts learners in using English language in the classroom.

Bibliography

Bibliography

Achuonye, K. A., & Ajoku, L. I. (2013). *Foundation of curriculum development.* Cambridge: Cambridge University Press.

Algerian syllabus (June 1999). *The programme of English in Secondary and Middle Schools in Algeria.* ONPS Press: Algiers.

Algerian syllabus (June 1999). *The programme of English in Secondary and Middle Schools in Algeria.* ONPS Press: Algiers

Chaudron, C. 1988. Second Language Classrooms: Research on Teaching and Learning. Cambridge: Cambridge University Press.

Chaudron. C (1977). A Descriptive Model of Discourse in the Corrective Treatment of Learners' Errors. Language Learn. 27:29-46.

D. Osborne, "Teacher talk: A sociolinguistic variable," *English Teaching Forum*, vol. 199, 1999, pp. 10-12.

Ellis, R. (1994). The study of second language acquisition. Oxford, MA: Oxford University Press.

Ellis, R. 1985. Understanding Second Language Acquisition. Cambridge: Cambridge University Press.

Harmer, J. (2000). How to Teach English. Foreign Language Teaching and Research press.

Hayenne, O. (1987). *L'enseignement de la langue Anglaise en Algerie depuis '1962'.* Office des publication universitaire (OPU): Ben Aknoun (Alger) *implementation.* Port Harcourt*:* Peal publishers.

Krashen, S.D. 1985. *The Input Hypothesis: Issues and Implications*. New York:

Loewen and Erlam (June 2014) ."3rd Interdisciplinary Conference on English Studies: Proceedings". Nicosia Cyprus. Near East University. Nicosia Cyprus

Long, M & Sato, C. 1983. Classroom Foreigner Talk Discourse: Forms and Functions of Teachers' questions. In Seliger and Long(eds.) *Classroom Oriented Research in Second Language Acquisition*. Newbury House.

Long, M. 1980. *Input, Interaction and Second Language Acquisition.* Unpublished PhD dissertation. University of California at Los Angeles. Longman Inc.

Mba, T. N. (2015). *Method, Skills and Practices in Teaching*. Port Harcourt: Nokharey venture.

Nunan, David. 1991. *Language Teaching Methodology: a textbook for Teachers*.

Nunan, David. 1991. *Language Teaching Methodology: a textbook for Teachers*. Cambridge: Cambridge University Press.

Richards, J. 1988. *The Context of Language Teaching*. Cambridge: Cambridge

Richards, J. C. 1992. *Longman Dictionary of Language teaching & Applied linguistics*. Beijing: Foreign Language Teaching and Research Press.

Richards, J. C. Platt, J. (1992). *Longman Dictionary of Language teaching & Applied linguistics*. Beijing: Foreign Language Teaching and Research Press.

Richards, J. C. Platt, J. Platt, H. (1992). *Longman Dictionary of Language teaching & Applied linguistics*.

Richards, J.& Lockhart, C. 1994. *Reflective Teaching in Second Language Classrooms.*65 Cambridge: Cambridge University Press.

Richards, J.& Lockhart, C. 1994. *Reflective Teaching in Second Language Classrooms.* Cambridge: Cambridge University Press.

Selinger, H.W. Shohamy, E.(1989). Second Language Research Methods. Oxford: Oxford University Press.

Sinclair, J.M. Brazil, D (1982).Teacher Talk. Oxford: Oxford University Press.

Stern, H.H. 1983. *Fundamental Concepts of Language Teaching.* Oxford : Oxford University Press. Retrieved from : http://www.mediafire.com/view/jffkewz6wfyazpn/Fundamental+Concepts+of+Language+Teaching.pdf

Swain, M. 1985. *Communicative competence: some roles of comprehensible input and comprehensible output in its development.* In S. Gass & C. Madden (eds.). Input in Second Language Acquisition. Rowley, Mass.: Newbury House.

Teaching. Washington, D.C.: TESOL. University Press.

Ur Penny. 2000. *A Course in Language Teaching Practice and Theory.* Beijing:

Foreign Language Teaching and Research Press.

Van Lier, L. 1988. *The Classroom and the Language Learner.* London: Longman.

Verghese, C.P. (1989). *Teaching English as a second Language*. Printed at Sterling Publishers Pvt. Ltd., New Delhi. India.

Weinstein, C. S. 1989. Teacher Education Students' Perceptions of Teaching. *Journal of Teacher Education.*

Wheldall, K. & F. Merrett. !987. What is the Behavioral Approach to Teaching? In N. Hastings and J. Ackwieso (Eds.) *New Directions in Educational Psychology (Vol.2), Behavior and Motivation.* Brighton: Falmer Press.

Appendices

Appendix 01:

Questionnaire

Dear informant

For the sake of investigating the influence of teacher talk on the English Foreign Language students, the present questionnaire was designed .Would you please answer the following questions by putting a tick on the appropriate answer, or expressing your comments where necessary.

Thanks for your collaboration

Part One:

Age:

Gender: male ☐ female ☐

Part Two:

1. Do you think that learning is based on the teacher?

Yes ☐ No ☐

2. Do you like the teacher when talking in the course?

Yes ☐ No ☐

3. Do you enjoy in the class when the teacher speaks?

Yes ☐ No ☐

4. The speed of teacher talk is:

Rapidly ☐ Medium ☐ Slowly ☐

5. Teacher talk has helped you improve your participation:

A lot ☐ A little ☐ Not at all ☐

6. The Influence of Teacher talk on Students' Participation in the Classroom by:? (you can select more than one answer)

Confirmation ☐ Swearing and Cursing ☐ Encouragement ☐

7. Do you understand when the teacher speak English in classroom?

Better ☐ A little ☐ Never ☐

8. How the teacher questions come?

With fixed answers ☐ Without fixed answers ☐ Difficult and not understandable ☐

9. I like the teacher to tell me all my mistakes.

Always ☐ Sometimes ☐ Never ☐

10. Corrective Feedback May be:

Positive ☐ Negative ☐ Neutral ☐

11. How do you prefer to answer the questions of your teacher?

Nominating ☐ chorus answering ☐ volunteering ☐

12. Do you like to imitate your teacher‘s talk?

Yes ☐ No ☐ Little Bit ☐

13. I like to listen to teacher ‘s instruction.

Yes ☐ No ☐ A little ☐

Appendix 02:

Classroom Observation

1) **Teacher Questions: (** First Lesson 08/03/2018 from: 11h—12h **)**

Teacher: It is easy ? (Open question)

Student: yes, teacher is very easy.

Teacher: who write the example in the board? (Closed question)

Student: yes, teacher me.

Teacher: How many tenses in English? (Display question)

Student: there three tenses.

Teacher: what you want to do in holiday? (Referential question)

Student: I will travel to Oran ?

2) **Teacher Feedback and Assessment in classroom: (** first lesson 08/03/2018 from: 11h—12h **)**

Teacher: said : who answer this question **!** what is the opposite of **"near" ?**

Student 01: said : miss… miss … is "**far**"..

Teacher: Siham.. this sentence in which tense "it will develop the education in Algeria…." !!

Student 02: after short period of time.. said in the future.

3) **Corrective feedback:**

Student: wrote the word **"**senten**ce" ce"** like this.. **"**senten**se"**

Teacher: said … write **"C"** not **"S"**

Assessment: (Second Lesson 11/03/2018 from: 09h—10h **)**

Teacher: What is the past form of the verb **"**go" ?

Student 2: The past form of the verb **"**go" is "goes".

Teacher: No, Don't worry , try it again.

Student 1: The past form of this verb is "went".

Teacher: Said yes, excellent…… Mohamed is very intelligent…