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Investigating the Relationship between Interpersonal EFL Teacher's Behaviours and Students' Talk

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled "Investigating the Relationship between Interpersonal EFL Teachers' Behaviours and Students' talk", is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature Date

Bazine Roumaissa

Krid Manal

Dedication

In the Name of Allah, the Most Merciful, the Most Compassionate,

the Sustainer of all the worlds.

I dedicate this humble work to:

My dearest Parents "***Youcef and Halima***" who have always prayed for my success

My beloved brothers and sisters ***Karim*** *and* ***Hamza, Nesrine*** and ***Sara*** and their families, for their endless encouragements and support;

My sweet angels Nephews and Nieces

All my close friends and relatives who wished me the best in my work namely: **Ines, Imene, Nouha, Nesrine, Meriem, and Ilham.**

My patient partner and best friend ***Roumaissa*** for all the hard moments we have faced to finish this work.

And finally all the gratitude is to ***Allah*.**

Manal

Dedication

In The Name of Allah Most Merciful Most Compassionate

This humble work is dedicated to:

- The candle who keeps enlightening my life, the most generous person who is always ready to sacrifice for my own sake, to the one and the only, my **beloved mother**. For her encouragement and prayers that make me enable to get such success and honor.
- The memory of my **beloved father**, you are the one to whom I owe my success, because you are the one who has worked so hard for it for so many years. I wish you could be living this dream with me. But, you are probably looking down from heaven up above. I hope that you are proud.
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Abstract

The current study is an investigation of the relationship between interpersonal EFL teacher's behaviours and students' talk. It is hypothesised that there is a positive relationship between interpersonal EFL teacher's behaviours and students' talk. In order to test this hypothesis, two research instruments were applied; a classroom observation and a students' questionnaire. The former was implemented to investigate the different interpersonal teacher's behaviours, students' talk features, and amount of classroom talk in OE sessions. Besides, a students' questionnaire was administered to 64 out of 268 first year EFL license learners at Mohamed Seddik Ben Yahia University, Jijel. Its purpose is to reinforce the data obtained from the first research tool concerning the interpersonal teacher's behaviours. Interestingly, the findings of this study have confirmed the suggested hypothesis; in which the students talked more when their teacher was either highly cooperative or exhibited nearly identical degrees of cooperativeness and domination. However, when the teacher displayed a high degree of domination, he/she hindered the students from talking. Consequently, the previous stated results are significant in raising EFL teachers' awareness about their interpersonal behaviours and their impact on the students' talk. Moreover, the findings would help creating an interactive supportive learning environment. As for further studies, the researchers recommended implementing this research in other contexts, such as secondary schools.

Key words: Interpersonal EFL Teacher's Behaviours, students' talk features, amount of classroom talk.

List of Abbreviations

1- **CLT**: **C**ommunicative **L**anguage **T**eaching

2- **CSA**: The **C**ommunicative **S**ystems **A**pproach

3- **EFL**: **E**nglish as a **F**oreign **L**anguage

4- **ITB**: **I**nterpersonal **T**eacher's **B**ehaviours

5- **MITB**: **M**odel of **I**nterpersonal **T**eacher **B**ehaviour

6- **OE**: **O**ral **E**xpression

7- **QTI**: **Q**uestionnaire on **T**eacher **I**nteraction

8- **ST**: **S**tudents' **T**alk

9- **STT**: **S**tudents **T**alk **T**ime

10- **TT**: **T**alk **T**ime

11- **TTT**: **T**eacher **T**alk **T**ime

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ملخص

General Introduction

Introduction

It is undeniable that, in relation to learning a foreign language, teachers have a pivotal role inside the class. Thus, their behaviours and interpersonal relationships with their students are crucial. Interestingly, being able to engage students in the learning process is one of the most important responsibilities of teachers. Furthermore, it is worth mentioning that in EFL contexts students should practice their language inside the classroom, since the latter is usually considered as the only setting for them to use their language. Even though there are various factors that may affect the students' talk in EFL classrooms, the focus of this study is to investigate the relationship between interpersonal EFL teacher's behaviours and students' talk in the Oral Expression classes at Mohamed Seddik Ben Yahia University, Jijel.

a) Background of the Study

Learning foreign languages requires a positive relationship between teachers and their students. In order to sustain this relationship, teachers need to be more aware of their interpersonal behaviours in classroom. Many studies have investigated these behaviours according to students' perceptions and in relation to their achievement, outcomes, participation, motivation, etc.

Den Brok et al. (2004) investigated the effectiveness of secondary education level teachers' interpersonal behaviours. The data were analysed from two samples: 45 Physics teachers and 32 EFL teachers and their third year students. Besides, to elicit the students' perceptions of their teachers' interpersonal behaviours, the Questionnaire on Teacher Interaction was used. The results of this study showed that both of influence and proximity

dimensions of interpersonal teachers' behaviours have an impact on the students' outcomes and achievements (p. 407).

Tackling the same issue in a different context, Wei et al. (2009) conducted a research about the relationship between EFL teachers' behaviours and students' achievement in secondary education in China. The QTI was also utilised in that study to measure the students' perceptions about their teachers. The findings revealed that there was a negative correlation between the teacher's uncertainty behaviour and students' achievement. Furthermore, according to the Chinese students' perceptions, the most common interpersonal teachers' style is the tolerant/authoritative profile (p. 157).

Recently, Rashed (2015) has investigated the relationship between students' perceptions of their teachers' interpersonal behaviours and learning outcomes in the Saudi EFL context. She has attempted to reveal how these interpersonal teachers' behaviour led to a better academic performance by means of the QTI. The researcher concluded that Saudi students' level of competency and the teacher profile are related to each other. Moreover, most of the students perceived their teachers as good leaders (p. 47).

In a similar vein, Munzaki (2019) has studied the interpersonal teachers' behaviours that promote Indonesian students' participation in EFL classrooms. Munzaki has used three different research instruments: an observation, a questionnaire, and a semi-structured interview to reach the desired results. The findings of that study proved that the interpersonal teachers' behaviours have a positive role in promoting the students' participation (p.01)

Apparently, most of the previous studies have investigated students' perceptions towards their teachers' interpersonal behaviours in different contexts. However, it has not been studied in the context of Mohamed Seddik Ben Yahia University, Jijel. Moreover,

there are insufficient researches that have linked the interpersonal teachers' behaviours to the students' talk.

On the basis of what has been explored above, the study at hand aims at investigating the relationship between interpersonal EFL teachers' behaviours and students' talk at Mohamed Seddik Ben Yahia University, Jijel.

b) Statement of the Problem

Foreign language learners are required to use the target language abundantly in the classroom in order to improve their speaking skill. However, there are many factors that affect EFL learners' participation in the classroom talk. Most of the previous studies relied more on pedagogy to enhance students' talk, neglecting the fact that teachers' and their interpersonal behaviours may affect it. Equally, the current study seeks to investigate the relationship between interpersonal EFL teachers' behaviours and students 'talk in the Oral Expression sessions at Mohamed Seddik Ben Yahia University, Jijel.

c) Research Questions

According of what have been stated above and in order to investigate the relationship between interpersonal EFL teacher's behaviours and students' talk, two main questions are to be asked:

1- What are the most used talk features by first year EFL license students at Mohamed Seddik Ben Yahia University, Jijel?

2- What is the relationship between interpersonal EFL teacher's behaviours and students' talk in Oral Expression sessions?

d) Research Hypothesis

For the purpose of reaching useful results of this study, the following hypothesis is to be tested:

It is hypothesised that there is a positive relationship between the interpersonal EFL teacher's behaviours and the students' talk in Oral Expression classes.

e) Significance of the Study

It is known that teachers and their behaviours have a major role in EFL classrooms; especially their interpersonal behaviours. For this reason, it is worth investigating these interpersonal behaviours and their impacts on the students. The findings of this study help raising the EFL teachers' awareness about their interpersonal behaviours and its impact on the students' talk. Consequently, this will create a more supportive and interactive classroom environment, as well as, will enhance teacher-student relationship. Moreover, this piece of work will enrich the literature since these interpersonal teachers' behaviours and students' talk are not sufficiently scrutinized, especially in our context. Lastly, the results deduced from the current study would offer insights for further researches in the field of EFL learning/teaching.

f) Research Methodology

In order to investigate if there is a correlation between interpersonal EFL teachers' behaviours and students' talk, a classroom observation and a students' questionnaire will be used. The former will be utilised with three groups of first year license students with different teachers of Oral Expression. It aims at observing interpersonal teachers' behaviours and students' talk features. The questionnaire, however, will be administered to first year license students at the department of English, so as to elicit the students'

perceptions about their interpersonal teacher behaviours of Oral Expression. The students' perceptions are relevant in reinforcing the data elicited from the classroom observation checklist about the ITB of their OE teachers.

g) Organization of the Study

The current research consists of two main chapters, in addition to the general introduction and the general conclusion. The first chapter, on the one hand, represents the literature review of the two variables. This chapter is divided into two sections; section one includes previous studies and key components related to the interpersonal EFL teacher's behaviours. However, the second section deals with the literature of students' talk and its features. On the other hand, the second chapter is devoted to describing and analysing the data collected. In addition, it contains a detailed interpretation of the research findings.

Chapter One: Literature Review

Section One: Interpersonal EFL Teacher's Behaviours

Introduction

1. Teacher-student Interpersonal Relationship

2. The Communicative Systems Approach

3. The Model of Interpersonal Teacher Behaviour

    3.1. Influence and Proximity Dimensions

    3.2. The Eight Teacher Behaviour Scales

4. The Questionnaire on Teacher Interaction

5. Teacher's Interpersonal Behaviours in EFL Classrooms

    5.1. Teacher's Profile in EFL Classrooms

        5.1.1. Dominant Teacher

        5.1.2. Cooperative Teacher

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Conclusion

Introduction

Classroom environment is considered as a key component of effective learning in EFL classes. Maintaining a positive or a negative classroom environment is usually the responsibility of the teacher. In other words, teachers could provide a comfortable environment where students feel safe enough to be an active part of the learning process. ‘‘An interested teacher should strive to create and maintain a favourable classroom learning environment through positive interactional behaviours with students’’ (Chiew, 1994, p. 39). In contrast, students in a negative classroom environment feel insecure which may reflect negatively on their learning. This is due to the difference in teachers’ behaviour and their interpersonal relationships with their students. Some previous studies have used the interpersonal perspective on teaching to investigate student-teacher relationship, in which they measured and described interpersonal teacher behaviour. This latter is usually defined in terms of two dimensions: an influence dimension and a proximity dimension.

1. Teacher-student Interpersonal Relationship

Teachers who create a supportive and safe classroom environment are the ones whom their students will be engaged with. ‘‘Students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment. Thus, the teacher’s role is vital to the effect of the language learning’’ (Da Luz, 2015, p. 15). Moreover, a successful learning-teaching process requires a good relationship between students and their teachers. Relationship as being defined in (Relax, 2008) is the “way in which two people, countries, etc behave towards or deal with each other” (p. 371). These relationships encompass teacher-student relationship and it could be either positive or negative. It has been proved that interpersonal teacher-

student relationship has an important impact on students' achievement. ‘‘Research has indicated that the relationship between teachers and students is an important predictor of academic engagement and achievement’’ (Varga, 2017, p. 6). That is why; both teachers and students are required to maintain a positive relationship between them in the classroom.

Teacher-student relationships, especially in EFL classrooms, have a positive impact on the student's learning development. Larson argued that (As cited in Garcia Sanchez et al., 2013):

> In fact, nowadays, the existence of positive relationships inside the classroom is considered as possibly one of the most influential factors in language learning, given that they may affect, either in a positive or negative way, students' achievement and willingness to work as well as improve their knowledge and social skills. (p. 117)

In other words, a positive interpersonal teacher-student relationship plays a critical role in the improvement of the student's social and communication skills. Since this relationship may affect the learning process, both teachers and students have to pay attention on their behaviours in the classroom.

2. The Communicative Systems Approach

The communicative systems approach was designed by Watzlawick and his colleagues in 1967. This approach is useful in studying teacher behaviour from an interpersonal perspective. According to the CSA, the teaching process is considered as a form of communication. Hence, in the teaching context, both student and teacher behaviour is considered as classroom communication. ‘‘Studying teacher behaviour from this systems approach implies that the behaviour of an individual is not looked upon as a characteristic of a person, but as the characteristic of a communicative system that an

individual forms with others'' (Tartwijk et al., 1998, p. 608). Each of teachers and students' behaviour is considered as a way of communication; therefore, they should be more aware of their behaviours in the classroom.

It is known that the communicative systems approach has a pragmatic orientation because the behaviours of the teacher could be interpreted differently. For example, if the teacher asks a question while a group of students are making noise and suddenly says 'come on'. Here the teacher's behaviour could be inferred to as 'stop making noise' for those who were talking, and as 'answer the question quickly' by the others. Since this approach has a pragmatic orientation, it is difficult to analyze the teacher's behaviours.

The CSA is based on the idea that circular processes; i.e. stability and resistance to change, are important to understand human communication. According to some researchers, this circularity of behaviours is also present in classroom communication between students and their teacher. The former has a mutual influence in which the teacher and his/her students' behaviours form the chain of classroom communication. ''The behaviour of teachers is influenced by the behaviour of students and in turn influences each other'' (Yu & Zhu, 2011, p. 302). Such circular processes of teacher and students behaviours are stabilized over time.

This systems theory consists of three levels of communication: the lowest level, the interaction level, and the pattern level. Firstly, the lowest level or the so-called the message level, contains one single behaviour. As stated by Den Brok et al. (2005), ''the lowest level consists of single messages, questions, assignments, responses, gestures, etc.'' (p. 06). Secondly, the interaction level, or the intermediate level, describes interactions. ''The intermediate level describes interactions, or chains of several messages'' (Den Brok, et al., 2005, p. 06). The last level is the pattern level that includes interactions or behaviours

which have been stabilized overtime. ‘‘The pattern level is reached when the interactions regularly follow identifiable patterns’’ (Den Brok, 2005, p. 06). However, we cannot assume that all behaviours will be stabilized. This pattern level is what will be measured and described in this study.

3. The Model of Interpersonal Teacher Behaviour

The Model of Interpersonal Teacher Behaviour was first introduced by Timothy Leary in 1957 in his book ‘An Interpersonal Diagnosis of Personality’. Later on, Wubbels developed a new version of the MITB. He tried to investigate the interpersonal teacher behaviour and its effect on the learning process. The purpose of this model was to direct novice teachers towards appropriate methods and behaviours that could help creating a supportive and positive environment.

Leary developed a general model for interpersonal relationships which consists of two dimensions. These dimensions are referred to as: dominance-submission axis, and hostility-affection axis. While Brown in 1965, named them differently as ‘status’ and ‘solidarity’. Dunkin and Biddle 1974 have referred to the two dimensions as ‘warmth’ and ‘directivity’. However, based on Leary's model, Wubbels and other researchers in 1985 designed a new developed version of this model to education. In the former, teacher behaviour is described in terms of two dimensions: Proximity (cooperation, opposition) and Influence (dominance, submission). These two dimensions compose eight sectors, in which each sector describes certain behaviours. This model is represented in Figure 01.

Since then, the MITB has been applied in education to describe and measure interpersonal teacher behaviour in many subjects. Yet, its implementation in the field of EFL is very limited. That is why we have focused on this area in this research.

3.1. Influence and Proximity Dimensions

Influence and Proximity dimensions are used to describe and measure the interpersonal teacher behaviour. The Influence dimension consists of both dominance and submission. Meanwhile, the Proximity dimension is defined in terms of opposition and cooperation. ‘‘The Influence dimension represents the degree of dominance or control displayed by the teacher, while Proximity describes the level of cooperation between teacher and students‘‘ (Telli et al., 2007, p. 117).

Many studies proved that there is an association between teacher Influence and Proximity and students' attitudes and achievement in the classroom. In the same line of thought, Den Brok et al. (2005) maintained that, ‘‘results indicated that both teacher Influence and Proximity were positively associated with students’ attitudes and that their effect remained statistically significant after correction for other covariates and learning environment variables’’ (p. 05). In The Model of Interpersonal Teacher Behaviour these two dimensions are in a permanent circular structure. As Den Brok et al. (2005) stated that the distance between the two dimensions is equal and maintain the same distances to the middle of the circle (p. 06), as represented in Figure 01.

3.2. The Eight Teacher Behaviour Scales

According to the Model of Interpersonal Teacher Behaviour, the two dimensions i.e. influence and proximity, are defined in terms of eight teacher behaviour scales of leadership, helping/friendly, understanding, student freedom, uncertain, dissatisfied, admonishing, and strict behaviour. In the MITB the eight scales are referred to as:

1. DO: Strict

2. OD: Admonishing

3. DC: Leadership

4. CD: Helping/Friendly

5. SO: Uncertain

6. O: Dissatisfied

7. SC: Student Freedom

8. CS: Understanding

For instance, both SC and CS sectors include submission and cooperation. However, teacher Submission in the SC sector is more than cooperation and vice versa. Telli et al. (2007) provided an example of leadership segment which contains some degree of cooperation and a high degree of influence; while helpful/friendly behaviour has a high degree of cooperation and some degree of dominance (p. 32).

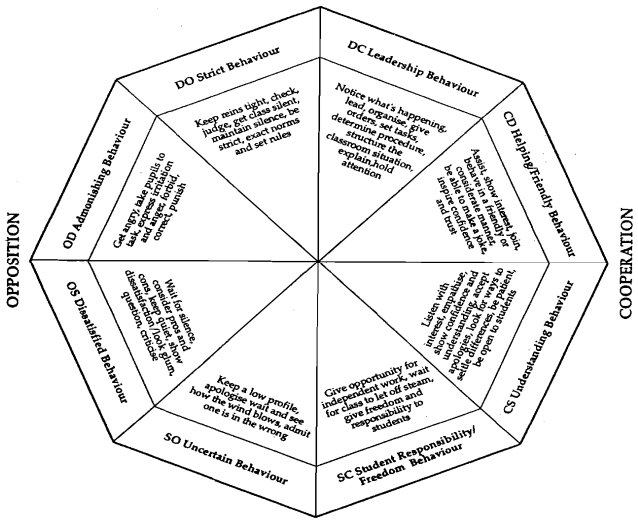

Figure 01*: The Model of Interpersonal Teacher Behaviour (MITB)*

4. The Questionnaire on Teacher Interaction (QTI)

Wubbels in 1985 adapted the Model of Interpersonal Teacher Behaviour into a questionnaire which he referred to as the Questionnaire on Teacher Interaction. This QTI is designed to measure students and teachers perceptions of the teacher interpersonal behaviour. As maintained by Den Brok et al. (2005), the original QTI consisted of 77 items and it required four rounds of testing for its development (p.767). In which it was refined from 200 set of items to 77 items. Later on, different versions of this questionnaire have emerged such as the American version, which consist of 64-items. The Australian version, however, encompasses 48-items. This latter is considered as the most widely used version because it was tested for its validity and reliability. Fisher et al. (1995) stated:

> The Questionnaire on Teacher Interaction has been established as a valid, reliable, and economical instrument for use in providing Australian teachers with information about their relationships with students in their own classrooms...the value of the questionnaire was in its capacity to provide the teachers with a

> picture of their ideal teacher, how they see themselves and how their students see them. (p. 15)

Even though researchers validated the use of the Questionnaire on Teacher Interaction, it is still considered as somehow long and a time consuming questionnaire.

5. Teacher's Interpersonal Behaviours in EFL Classrooms

Many studies in the field of language teaching and learning tried to find out the characteristics of an ideal teacher. Doing so could help in improving the language learning process. In EFL classrooms, teachers usually behave differently using different teaching styles and ways to manage and control their classes. This distinction among teachers is what shapes the teachers' profiles. The interpersonal behaviours that teachers display inside the classroom could affect the classroom environment including students either positively or negatively. Such interpersonal teacher behaviours have been extensively investigated using the QTI, which was designed based on the Model of Interpersonal Teacher Behaviour. Depending on the MITB, various types of teachers' profiles could be distinguished. These profiles could be referred to with different names, but they serve the same behaviours. In this study, the teachers' profiles have been named as: dominant, cooperative, and Easy-going.

5.1. Teacher's Profile in EFL Classrooms

5.1.1. Dominant Teacher

In the past, the majority of teachers displayed dominant behaviours. In light of the fact that the traditional methods were usually following a teacher-centred approach. In this latter, teachers performed most of the work while students were usually passive receivers.

A dominant teacher can be described as someone who controls the classroom and has his own rules and norms. For examples, in this teacher's class, students need to ask for permission before they speak or leave the classroom. Another characteristic of a dominant teacher is the ability to hold students' attention during the lesson, as well as explaining the whole lesson without letting the students participate in. According to QTI, dominant teachers are perceived by their students as good leaders. However, these kinds of teachers usually give a lot of orders and corrective feedback to their students.

As reported in the Model of Interpersonal Teacher Behaviour, a dominant teacher comprises both leadership and strict behaviours. Den Brok et al. (2005) stated that in order to be dominant, teachers need both leadership and strictness. To realize this, teachers should provide clear instructions and procedures; they also expect a high performance from their students as well as they set their own regulation in the classroom (p. 17). Hence, in accordance to the MITB, a dominant teacher belongs to the influence dimension.

5.1.2. Cooperative Teacher

Recently researchers in the field of language teaching and learning started shedding the light on the importance of a cooperative teacher in the classroom. A cooperative teacher is usually perceived by his students as the one who listens carefully to them and to their needs. For instance, this teacher offers his students the opportunity to express their ideas and listens to them passionately without interruption. Also he encourages his students and provides them with positive energy. As mentioned in the QTI, cooperative teachers are usually caring, helpful, and understanding. Additionally, they are classified in the proximity dimension in the MITB. A cooperative teacher as Wubbels et al. (2006) stated is the one that:

> Feels it is important to establish a cooperative environment, in which students experience trust, confidence and interest in them. It is also important to provide a supportive climate and to maximize contact with students, in order to learn about them and their backgrounds. (p. 14)

That is why it is important for teachers to be cooperative with their students in order to create a more supportive environment.

5.1.3. Easy-going Teacher

An Easy-going teacher is another kind of teachers' profiles that could appear in the classroom. This type of teacher usually seems uncertain and keeps a low profile in the class. ''Behaviours that fit into this part of the interpersonal behaviour model are similar or related to; keeping a low profile, apologizing, admitting, when one is wrong and waiting to see which direction the wind blows'' (Reich, 2014, p. 61).

Easy-going teachers are described as the ones who give their students a lot of free time and let them talk without asking for permission. According to the QTI, this type of teachers usually does not complain when the students misbehave and does not have the ability to control and manage the classroom**.** Consequently, this kind of teachers fits in the category of submission that belongs to the influence dimension of the MITB.

Conclusion

To sum up, it has been proved that a good relationship between the teacher and his students plays a pivotal role in maintaining a positive environment in EFL classrooms. Such relationship depends on the interpersonal behaviours of both teachers and students. Yet, the interpersonal teacher behaviours are considered to be more important in the language learning process. Since the teachers are the ones who manage the classroom, they should be more aware of their interpersonal behaviours.

Section Two: Student's Talk

Introduction

1. Students' Talk and Classroom Interaction

2. The Role of Students' Talk in Language Learning Theories

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Conclusion

Introduction

Learning English as a foreign language requires mastering all of the four skills: reading, writing, listening, and speaking. Recently, the focus in EFL has shifted from writing to speaking. Nasiri and Gilakjani (2016) claim that speaking is the most important skill that should be developed as a mean for effective communication (p. 56). However, most learners face many difficulties in improving their speaking skill. According to Leong and Ahmadi (2017) "the most difficult skills language learners face in language learning is speaking skill" (p. 35). That is why classroom talk in foreign language learning is crucial for the development of the learners' language.

Classroom talk is considered as a type of institutional talk, which consists of both teacher's and students' talk. On the one hand, teacher's talk covers: teacher's explanation, teacher's feedback, teacher's questions, and modification to teacher's speech. On the other hand, students' talk comprises both students' responses and questions. Many studies in the field of teaching and learning foreign languages focused on the teacher's talk in the classroom and neglect the students' talk and its importance in the learning of a language.

1. Students' Talk and Classroom Interaction

In recent decades, classroom interaction and its contribution to learning became the interest of many studies in the field. "Supportive teacher-student interactions are a characteristic of a powerful learning environment and are thought to contribute to student learning." (Zandvliet, Den Brok, Mainhard, & Trtwijk, 2014, p. 5). Clearly stated, classroom interaction usually results from the verbal interaction between the students and their teacher. As Sari (2018) claimed:

> Language learning is seen to result from active verbal interaction between the teacher and the students. It raises the effectiveness of language-learning process

> as there is the involvement two-way interaction and an active participation between teachers and students in the classroom activities. (p. 01)

Thus, verbal classroom interaction has a major role in the development of the language learning process.

According to Shofiyatu and Agustiani (2018), ‘‘through interaction with teachers, students can increase their language store and use the language they possess" (p. 63). Hence, teachers should seek ways to engage their students more in the classroom interaction.

As mentioned above, classroom interaction is resulted from classroom talk. This latter consists of both teacher and students’ talk. Most of the literature on classroom talk in EFL focused on teacher’s talk, and only few reviewed students’ talk. The latter in EFL classrooms, especially in Oral Expression classes, is considered as an important aspect of the interaction process. ‘‘The students are expected to be present on time and participate actively to absorb, seek and apply the skill and knowledge shared in the classroom or other learning activities’’ (Abdullah, Bakar, & Mahbob, 2012, p. 1). To put it clearly, learning a foreign language requires the students to be more active in the classroom.

Recently, with the shift in language learning from the teacher-centred approach to student-centred approach, more interest in students’ talk and its role in the development of language learning has been drown. Shofiyatu and Agustiani (2018) defined, ‘‘[talk is] an instrument to change attitudes and produce decisions and actions. Talk also can be defined as means of learning, transferring meaning, tool of reflection and making sense, and also social purpose’’ (p. 63). That is to say, students’ talk is a chance for learners to share and exchange ideas and hence to develop their speaking skill.

2. The Role of Students' Talk in Language Theories

The role of language use and its importance in language learning theories, lately, became the interest of many researchers. The traditional language learning theories emphasised the importance of the language form and neglected its use. These limitations of the traditional theories and the urgent need for communication, led to the emergence of new theories that stressed the role of communication in foreign language learning, such as: the sociocultural theory, the communicative language teaching, and the interaction hypothesis.

2.1. The Sociocultural Theory

In 1978 the Russian psychologist Lev Vygotsky, proposed his sociocultural theory. This theory consists of significant concepts that play a major role in education such as: Zone of Proximal Development (ZPD), Scaffolding, Mediation, Internalization and Private speech. Vygotsky was the first who introduced the role of communication and interaction in language learning. This idea is grounded in the sociocultural theory in which Vygotsky highlighted the role of the child's social experience in acquiring a language. He also focused on the importance of social and collaborative modes of learning. This collaboration in classrooms usually happens between the teacher and his/her students through interaction. Mercer and Howe (2012) stated, "from a sociocultural perspective, Exploratory Talk represents a joint, co-ordinate form of co-reasoning in language, with speakers sharing knowledge, challenging ideas, evaluating evidence and considering options in a reasoned and equitable way" (P. 16). That is to say, classroom talk is a process of exchanging ideas, thoughts, and knowledge in a cooperative way.

2.2. The Communicative Language Teaching (CLT)

The Communicative Approach emerged as a reflection to the limitations of the traditional approaches such as Grammar Translation Method; which focuses more on the writing skill. However, the Communicative Language Approach emphasises the speaking skill. The former is based on the idea that language learning means learning how to use that language to communicate better in real life situations. ‘‘The essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence’’ (Kasumi, 2015, p. 155). In other words, student's talk in EFL classroom is significant to enhance the communication skills of language learners.

2.3. The Interaction Hypothesis

Interaction is considered as a key component in EFL classrooms. It plays a major role in enhancing the communicative competence of learners. Namaziandost and Nasri (2019) mentioned, ‘‘classroom interaction then, is necessary and useful as a strategy to enhance learning because it creates opportunities for the learners to develop their knowledge and their skills’’ (p. 219). Furthermore, interaction in EFL classrooms has been the interest of many researchers. In 1981 Long introduced the interaction hypothesis which stressed the role of interactive input. According to Long what really matters in acquiring a foreign language is the interaction between learners or learners and their teacher. ‘‘The interaction hypothesis plays a central role in learning through conversational interaction on improving language learners' speaking skills’’ (Namaziandost & Nasri, 2019, p. 221). In other words, developing the speaking skill of EFL learners requires effective interaction between the teacher and his students.

3. Features of Students' Talk in the Classroom

Students' talk is usually divided into four main features: asking questions, answering questions, initiating discussions, and giving comments. Besides, there are other assignments such as role-plays and presentations.

- Asking questions is a crucial skill that helps developing the critical thinking of the students and reinforces their learning. Lindenmeyer (1990) claimed that questions play a major role in the development of the target language for non-native speakers. (p. 18)
- The second feature of students' talk is answering questions; in which the learners give answers for both teachers and peers questions. These answers show students' understanding of a given topic. As Mulyati (2013) stated ''answering questions can help students to construct and develop their understanding of a topic'' (p.07).
- Initiating discussions could happen when students suggest a new topic or express new ideas. When students initiate discussions, they will have the chance to exchange ideas and negotiate meaning. ''Freedom to develop opinions and a line of thought like asking thoughtful questions; going beyond the existing structure'' (Aprianti, 2020, p. 13).
- Giving comments is when students briefly express their opinions concerning a given topic. For example, students may agree or disagree either with their teacher or their classmates while discussing.

The aforementioned talk features could help creating opportunities to increase students' talk in EFL classrooms.

4. Amount of Talk in Pedagogies

The language use in language learning pedagogies becames the interest of many researchers. Accordingly, there are two major pedagogies which emphasise the importance of classroom talk: learner-centred approach and teacher-centred approach. The latter gives

more importance to the teacher talk, although “There is a continuing debate about the amount of time teachers should spend talking in class” (Harmer, 2007, p. 38). However, in a learner-centred approach the focus is the student's talk in the class. ‘‘The student-centred classroom can provide more opportunities for students to practice the target language, thus can better prompt English learning and teaching. So the teachers should change their belief, shifting the teacher-centred classroom into student-centred classroom’’ (Xiao, 2006, p. 53).

4.1. Teacher-Centred Approach

In a teacher centred classroom, teachers do most of the talk by providing explanations, asking questions, giving feedback, and offering examples. In such classes, students are usually passive participants. ‘‘Teachers who applied teacher-cantered in the classroom possibly make the students passive in the classroom since the teacher talk all the time’’ (Shofiyatu & Agustiani, 2019, p. 61). Teachers in these classes usually dominate the classroom talk and give little chances for their students to talk.

4.2. Learner-Centred Approach

Researchers in the field of foreign language learning and teaching, emphasise the importance of language use in the learning process. This emphasis leads to a more student-centred approach in which students are given more chances to practice their language. This idea is especially useful in EFL classrooms, where the classroom is approximately the only place to use the target language. As Fouzul (2014) stated:

> Most teachers believe that the students have to receive as much opportunity to speak as is possible when learning English as a target language. This idea is especially true in the EFL classroom, where students don't live in an English-speaking country. (p. 01)

Learners' centeredness is usually realized through providing multiple chances to increase the amount of students talk time and reduce the teacher talk time in the classroom.

5. The Importance of Students' Talk in EFL Classes

Talk is an integral part of the educational development that helps improving the students' understanding. Thus, students' talk, especially in EFL classrooms plays a vital role in enhancing students learning comprehension, increasing their speaking capacities, and improving their critical thinking. According to Namaziandost and Nasri (2019), learners ''will develop their oral fluency and accuracy which are essential for the success of foreign language communication'' (p. 219). Researchers, who stress the crucial role of students' talk in EFL classrooms, claim that students should be involved actively in the communication process. For this reason, the utmost goal of learning a foreign language nowadays is to use that language in communication. Hetzelein (2016) claim that:

> Pupil talk is not only a mean for better learning, but it is an end in itself; making students talk among each other in a foreign language is the highest goal of language teaching because communication with others is what language all about. (p. 20)

That is why, teachers are advised to use more learning activities that enable students to talk and negotiate meaning with each other.

It is known that teacher talk in classrooms is important to help students regulate their language learning. However, teachers should not dominate the classroom talk; otherwise, they should give more chances for students to be an effective part of this talk. Crowe and Stanford stated that ''in many classrooms, teachers do most of the talking, when; in fact, the opposite has been demonstrated to be more effective'' (As cited in Imbertson 2017, p. 05). Since EFL learners have only the chance to practice their language

inside the classroom, teachers should minimize their talk in the class and give more opportunities for students to talk.

Conclusion

To conclude with, in learning any foreign language, it is crucial to use that language in order to improve the speaking skill of learners. Hence, students' talk plays a pivotal role in the development of students' language learning. Teachers, in this case, should maximize the student talk inside the classroom by engaging them more in the learning process.

Chapter Two: Field Work

Chapter Two: Field Work

Introduction

1. Research Methodology

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   1.2. Population and Sampling

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4. Limitations of the Study

5. Suggestions for Further Research

Conclusion

Introduction

The previous chapter of this study has dealt with the theoretical aspects of interpersonal EFL teacher's behaviours and students' talk. However, this chapter aims at investigating the teachers' profiles, the features, and the amount of students' talk in Oral Expression EFL classes. This chapter consists of the research methodology, data analysis, and data discussion. The research methodology encompasses data collection procedures, population and sampling, and description of the research instruments.

1. Research Methodology

1.1. Research Instruments

To answer the research questions, the current study has used two research tools. A classroom observation was done through the use of a checklist and a questionnaire was submitted to first year EFL license students. The first section of the classroom observation checklist and the students' questionnaire were adopted from the MITB, whereas the second section of the former checklist was an adaptation of Flanders' Interaction Analysis. The latter, is a ten category system that studies what is happening in an interactive classroom. Two of the former ten categories are devoted to student's talk.

1.2. Population and Sampling

The population of this research includes first year EFL license students and their teachers. The total number of EFL first year license students is 268, while the number of the OE teachers is 04. However, 64 students and 03 OE teachers were selected randomly as the sample for this study. First year license students were selected in particular, because this level is considered as the initial level for EFL learners. Thus, they need the ultimate

help from their teachers to develop their talk in the classroom. To get clearer insights about interpersonal teacher's behaviours, a students' questionnaire was administered.

1.3. Data Collection Procedures

In this study, two research tools were used to gather the data required in order to explore the relationship between the interpersonal EFL teacher's behaviours and students' talk. A classroom observation was implemented through a checklist. The latter was used to explore teachers' profiles and students' talk features. The observation was done on three first year EFL license learners at Mohamed Seddik Ben Yahia University, Jijel. Each group was observed three times during the second term, May 2021, hence the total number of the observed sessions is (09). However, the students' questionnaire was administered to the same three observed groups to collect their perceptions about the interpersonal behaviours of their Oral Expression teachers.

1.4. Description of the Research Instruments

1.4.1. Description of the Classroom Observation Checklist

As far as the research instruments are concerned, a classroom observation was used to explore teachers' profiles and students' talk features in the Oral Expression sessions at Mohamed Seddik Ben Yahia University, Jijel. Classroom observation as a research tool is suitable to observe teacher's behaviours, which is hard to be done through other research tools.

The current classroom observation was done through the use of an elaborated checklist (see **Appendix A**), which was adapted from the QTI. The checklist composes of two sections; teacher's profiles and students' talk features. On the one hand, the first section describes three teacher's profiles: dominating, cooperating, and Easy-going. Each

of these profiles contains four main interpersonal teachers' behaviours. The second section, on the other hand, consists of four features of students' talk. In addition, this checklist measured the amount of both teacher's and students' talk.

1.4.2. Description of Students' Questionnaire

As has been mentioned above, the study at hand used a questionnaire as a research tool, since the latter is considered as the most used instrument in conducting researches. Simply put, it is practical to analyse the data gathered from the questionnaires.

The present questionnaire was adapted from the QTI (see **Appendix B**). It aims at investigating the students' perceptions about their ITB and to reinforce the data obtained from the checklist. The questionnaire comprised (07) closed questions and (01) open-ended question. The latter was designed to get clearer insights on students' opinions about their teacher's effect on their talk.

2. Data Analysis

2.1. Analysis of Classroom Observation Checklist

Section One: Interpersonal Teacher's Behaviours

Interpersonal Teacher's Behaviours	
1-This teacher gives explanations himself without asking the students.	7- This teacher helps students individually.
2- This teacher selects who speaks.	8- This teacher mildly stops his students' misbehaviour.
3- This teacher interrupts students when he feels the need to.	9- This teacher does not control who speaks,
4- This teacher punishes wrong behaviour.	10- This teacher allows students to manage discussions.
5- This teacher gives room to students to participate in the explanation.	11- This teacher allows students to interrupt/correct each other.
6- This teacher allows students to self-select when responding to his questions.	12- This teacher does not complain when his students misbehave.

Figure 02: *Interpersonal Teacher's Behaviours Elements (as they appear in the checklist)*

The above figure demonstrates the elements of the ITB as they are used in the checklist. These elements will be referred to with their numbers in the below tables.

Table 01

Teacher's 01 Frequencies of Interpersonal Behaviours

Teacher's Profiles	ITB	Session 01	Session o2	Session 03	Total	
		Frequency			Frequency	%
Dominant	1	9	10	5	24	41,3
	2	4	3	4	11	19
	3	6	2	9	17	29,3
	4	3	0	3	6	10,4
Cooperative	5	3	5	6	14	24,6
	6	1	5	3	9	19,3
	7	9	3	6	18	31,6
	8	7	3	4	14	24,5
Easy-going	9	2	1	1	4	57,1
	10	0	1	0	1	14,3
	11	0	0	1	1	14,3
	12	0	1	0	1	14,3

The table above represents **teacher's 01** profiles and his/her related interpersonal behaviours. In the dominant profile, the most performed interpersonal teacher's behaviour of **teacher 01** is giving explanations himself/herself without asking the students to participate. The degree of cooperation of this teacher; however, is demonstrated through the seventh statement (helping his/her students individually). Meanwhile, the Easy-going profile of **teacher 01** is very low due to the decreasing frequencies of the interpersonal behaviours of this profile.

Table 02

Teacher's 02 Frequencies of Interpersonal Behaviours

Teacher's Profiles	ITB	Session 01	Session o2	Session 03	Total Frequency	%
			Frequency			
Dominant	1	4	2	3	9	32,3
	2	3	2	4	9	32,3
	3	5	4	1	10	35,4
	4	0	0	0	0	0
Cooperative	5	5	8	4	17	21,7
	6	6	3	10	19	24,3
	7	10	6	5	21	27
	8	6	6	9	21	27
Easy-going	9	0	0	2	2	14,3
	10	0	0	1	1	7,1
	11	2	4	2	8	57,2
	12	0	0	3	3	21,4

Table 02 reveals **teacher's 02** profiles in accordance to their interpersonal behaviours. As indicated in the table, this teacher is not considered as dominant, only some domination occurs through interrupting the students when he/she feels the need to. Interestingly, the governing profile of **teacher 02** is the cooperative one. This is confirmed through the high frequencies in the interpersonal behaviours of the cooperative profile of this teacher. Finally, the Easy-going profile is somehow realized through statement 11, which is allowing the students to interrupt/correct each other.

Table 03

Teacher's Profiles	ITB	Session 01	Session 02	Session 03	Total	
			Frequency		Frequency	%
Dominant	1	8	9	8	25	28
	2	9	10	9	25	28
	3	10	9	10	29	32,6
	4	5	3	2	10	11,4
Cooperative	5	2	2	2	6	25
	6	4	3	3	10	41,6
	7	2	1	2	5	20,8
	8	1	1	1	3	12,6
Easy-going	9	2	0	0	2	33,3
	10	0	0	0	0	0
	11	1	1	0	2	33,3
	12	0	0	2	2	33,4

Teacher's 03 Frequencies of Interpersonal Behaviours

According to table 03, the most frequent interpersonal behaviours that are performed by **teacher 03** are the ones belonging to the dominant profile. As deduced from the table above, this teacher usually interrupts his/her students. The cooperative profile of this teacher is not very high; however, it is somehow obvious through allowing the students to self-select when responding to the questions. Lastly, the interpersonal behaviours of the Easy-going profile occupy the lowest frequencies of **teacher 03**. For instance, this teacher never allows the students to manage discussions.

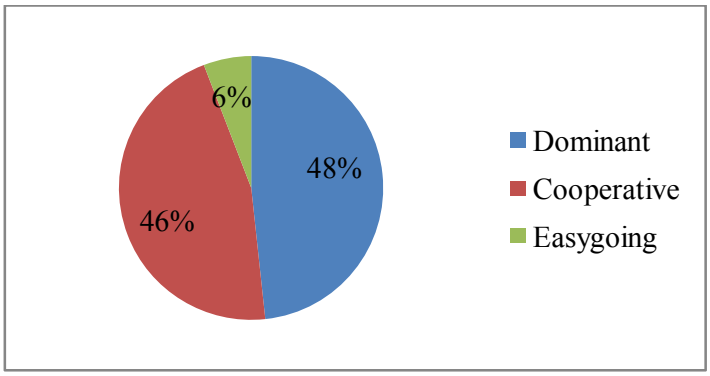

Figure 03: Teacher's 01 Profiles

Figure 03 represents the percentage of **teacher's 01** profiles. It is shown that there is a slight difference in the dominant and cooperative profile of this teacher. Hence, **teacher 01** can be considered as a dominant and a cooperative teacher at the same time. However, this teacher's degree of Easy-goingness is very low.

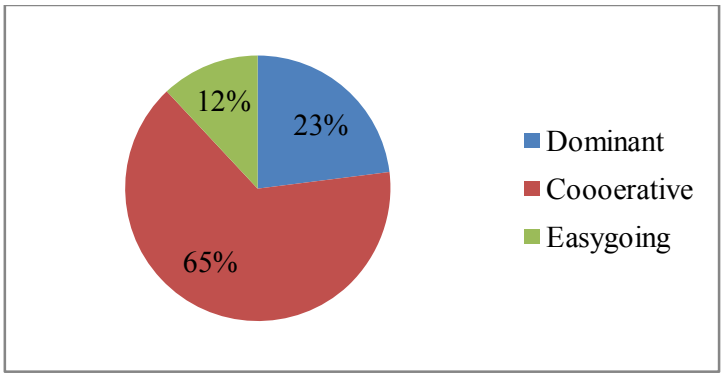

Figure 04: Teacher's 02 Profiles

The figure above reveals **teacher's 02** profiles. This latter holds a high degree of cooperation and some degree of domination. Thus, the governing profile of **teacher 02** is the cooperative one. Moreover, this teacher rarely performs some degree of Easy-goingness with his/her students.

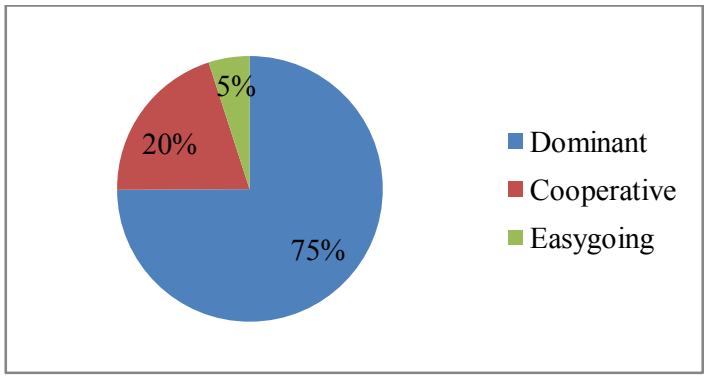

Figure 05: Teacher's 03 Profiles

According to the results derived from figure 05, it is obvious that **teacher 03** is a dominant teacher. Besides, this teacher's cooperativeness occupies only 20% of his profile. Hence, **teacher 03** is not quite cooperative with his/her students. Lastly, the former is not classified as an Easy-going teacher as figure 05 represents

Section Two: Students' Talk Features

Students' Talk Features
a- Initiating discussions.
b- Giving comments.
c- Asking questions.
d- Answering questions.

Figure 06: Students' Talk Features Elements (as they appear in the checklist)

Figure 06 represents the four main elements of students' talk features as they are stated in the checklist. They will be used with their codes in the below tables.

Table 04

Group 01 Students' Frequencies of Talk Features

	Session 01	Session o2	Session 03	Total	
ST Features		Frequency		Frequency	%
A	4	2	3	9	15,2
B	10	10	8	28	47,6
c	3	3	4	9	15,2
D	4	4	5	13	22

The table above is a numerical representation of students' talk features of group 01 during three sessions of observation. The frequently used feature by the students is giving comments. Expectedly, they usually do not initiate discussions or ask questions in this teacher's class.

Table 05

Group 01 Classroom Talk Time

	Session 01	Session 02	Session 03	Total	
Classroom TT		Frequency		Frequency	%
STT	26min	24:41min	26:22min	77:03min	42,5
TTT	20:31min	12:37min	23:03min	56:12min	31
Free Time	14:01min	23:22min	11:14min	48:05min	26,5

Table 05 reveals the classroom talk time of group 01. It is inferred from the former that the students talk more than their teacher; however, the difference between the amount of teacher and students talk is not significant (only 21:31minutes per three sessions). In this teacher's class, the average of students' talk time is around 25 minutes in one session. Furthermore, the free time of the whole three sessions is almost the third of the total amount of time.

Table 06

Group 02 Students' Frequencies of Talk Features

	Session 01	Session o2	Session 03	Total	
ST Features		Frequency		Frequency	%
A	3	1	2	6	10
B	5	9	9	23	38,4
C	2	4	5	11	18,3
D	4	7	9	20	33,3

According to the results yielded from table 06, the most used talk features of group 02 students are giving comments and answering the teacher's questions. Concerning the rest of talk features, students sometimes ask few questions and rarely try to initiate discussions.

Table 07

Group 02 Classroom Talk Time

	Session 01	Session 02	Session 03	Total	
Classroom TT		Frequency		Frequency	%
STT	31:32 min	21 min	28:04 min	80:36min	44,6
TTT	15:03 min	12:39 min	17:20 min	45:02 min	24,8
Free Time	14:14 min	27:01 min	15:16 min	55:11 min	30,6

Table 07 presents the amount of classroom talk of group 02. It denotes that the students talk more than their teacher by 36:14 minutes in the three sessions of observation. This means that the students talk about 27:18 minutes per session. Surprisingly, the total free time of this class is approximately one hour; which is very high.

Table 08

Group 03 Students' Frequencies of Talk Features

	Session 01	Session 02	Session 03	Total	
ST Features		Frequency		Frequency	%
a	0	0	0	0	0
B	3	1	2	6	21,8
C	2	1	1	4	13,6
d	5	4	9	18	64,6

As demonstrated in table 08, the students of group 03 never initiate discussions in this teacher's class. However, most of their talk is through answering the teacher's questions. Moreover, the least used talk features of group 03 are asking questions and giving comments.

Table 09

Group 03 Classroom Talk Time

	Session 01	Session 02	Session 03	Total	
Classroom TT		Frequency		Frequency	%
STT	13:41 min	11:04 min	15:12 min	39:38 min	22
TTT	30:51 min	28:04 min	27:36 min	85:32 min	47,7
Free Time	16:27 min	21:31 min	17:52 min	54:07 min	30,3

The table above indicates group's 03 talk time along with the free time of three sessions. According to the results mentioned in the table, the teacher occupies almost half of the total of classroom talk time; whereas the students talk only around 13 minutes per session. Finally, it is observed that the total free time in this class is almost an hour.

2.2. Analysis of Students' Questionnaire

Teacher 01

Q 1: Do you consider your relationship with your OE teacher as:

Table 10

Students' Relationship with Teacher 01

Options	Number	%
Formal	7	43,75
Semi-formal	9	56,25
Casual	0	0
Total	16	100

As shown in table 10, the majority of the sampled population of group 01 students have either a semi-formal or a formal relationship with their teacher. The reason behind the nature of these relationships is attributed to the fact that this teacher draws some limits in his/her relationships with the students. This is confirmed by the absence of any casual relationship with this teacher.

Q 2: How often does your OE teacher select who speaks?

Table 11

Teacher's 01 Frequency of Selecting Who Speaks

Options	Number	%
Always	0	0
Often	6	37,5
Sometimes	8	50
Rarely	2	12,5
Never	0	0
Total	16	100

Table 11 demonstrates **teacher 01** selection of who speaks during the lesson. It is deduced that, according to the half of students, this teacher casually selects who speaks himself. Interestingly, others believe that this teacher often selects who speaks in his/her session.

Q 3: How often does your OE teacher interrupt you while talking?

Table 12

Teacher's 01 Interruption

Options	Number	%
Always	0	0
Often	10	62,4
Sometimes	5	31,25
Rarely	1	6,25
Never	0	0
Total	16	100

As the above table shows, more than half of group 01 students perceive their teacher as often interrupting. This means that **teacher 01** is interactive with his/her students.

Q 4: How often does your OE teacher listen to you carefully while you talk?

Table 13

Teacher's 01 Frequency of Listening to the Students

Options	Number	%
Always	11	68,75
Often	5	31,25
Sometimes	0	0
Rarely	0	0
Never	0	0
Total	16	100

The results displayed in table 13 indicate that the great majority of students classify their OE teacher as a good listener; due to the fact that this teacher usually listens to them carefully when they talk.

Q 5: How often does your OE teacher give you the opportunity to decide on the topic of discussion?

Table 14

Teacher's 01 Opportunities for the Students to Select the Topic of Discussion

Options	Number	%
Always	1	6,25
Often	3	18,75
Sometimes	11	68,75
Rarely	1	6,25
Never	0	0
Total	16	100

As demonstrated in table 14, more than half of the respondents believe that their teacher casually decides on the topic of discussion himself. This means that **teacher 01** usually does not give the chance for his/her students to decide.

Q 6: How often does your OE teacher punish you when you misbehave?

Table 15

Teacher's 01 Frequency of Punishment

Options	Number	%
Always	0	0
Often	0	0
Sometimes	1	6,25
Rarely	13	81,25
Never	2	12,5
Total	16	100

As is plainly indicated in table 15, most of group 01 students' responses reveal that **teacher 01** rarely punishes their wrong behaviours. Hence, this teacher seems lenient with his/her students' misbehaviour.

Q 7: How often does your OE teacher allow you to speak without asking for permission?

Table 16

Teacher's 01 Frequency of Allowing the Students to Talk without Asking for Permission

Options	Number	%
Always	0	0
Often	4	25
Sometimes	9	56,25
Rarely	3	18,75
Never	0	0
Total	16	100

The findings of table 16 reveal that **teacher 01** 'sometimes' allows his/her students to talk without asking for permission. In a similar vein to table 06 results, this teacher is somewhat lenient with his/her students.

Q 8: In your opinion, does your OE teacher's behaviours affect your talk in the class? Please explain.

Table 17

Group 01 Students' Opinions towards their OE Teacher's Behaviours Effect on their Talk in Class.

Students' Responses	Yes	No
Number	13	3
Explanations	1. The teacher encourages them to talk. 2. The teacher makes them comfortable to talk. 3. The teacher praises them a lot when they answer correctly.	1. The student does not focus on the teachers' behaviours. 2. The student have self-confidence.

The above table indicates the students' explanations about the effect of their OE teacher on their talk in the classroom. Most of the students' answers are positive, in which they claim that this teacher makes them more comfortable to talk and express their opinions. Moreover, from the collected explanations, **teacher 01** encourages his/her students to talk by giving them more chances to participate and providing them with interesting topics for discussions. However, few students stated that there are other important aspects that may affect their talk rather than the teacher's behaviours.

Teacher 02

Q 1: Do you consider your relationship with your OE teacher as:

Table 18

Students' Relationship with Teacher 02

Options	Number	%
Formal	1	4,8
Semi-formal	14	66,7
Casual	6	28,5
Total	21	100

The table above represents group 02 students' perceptions about their relationship with their OE teacher. More than half of the respondents consider their relationship with **teacher 02** as semi-formal. However, some of the students state that they have a casual relationship with him/her. It could be illustrated that this teacher is somehow close to the students.

Q 2: How often does your OE teacher select who speaks?

Table 19

Teacher's 01 Selection of Who Speaks

Options	Number	%
Always	2	9,5
Often	1	4,8
Sometimes	11	52,4
Rarely	7	33,3
Never	0	0
Total	21	100

The aim behind asking this question is to reveal whether this teacher selects who speaks himself/herself, or lets the students to self-select when responding to his/her questions. Half of group 02 students believe that their teacher casually selects who speaks, while occasionally gives the chance for them to self-select.

Q 3: How often does your OE teacher interrupt you while talking?

Table 20

Teacher's 02 Interruption

Options	Number	%
Always	0	0
Often	2	9,5
Sometimes	16	76,2
Rarely	3	14,3
Never	0	0
Total	21	100

As is plainly shown in the above table, almost all of group 02 students' responses indicate that their OE teacher 'sometimes' interrupts them. This is confirmed from the checklists findings that **teacher 02** interrupts his/her students (see **table 02**).

Q 4: How often does your OE teacher listen to you carefully while you talk?

Table 21

Teacher's 01 Frequency of Listening to the Students

Options	Number	%
Always	18	85,7
Often	2	9,5
Sometimes	1	4,8
Rarely	0	0
Never	0	0
Total	21	100

Question 04 is meant to explore whether **teacher 02** listens carefully to his/her students while they talk or not. The above table demonstrates that the overwhelming majority of students claim that their OE teacher always listens to them carefully. It is implied that this teacher is caring towards his/her students.

Q 5: How often does your OE teacher give you the opportunity to decide on the topic of discussion?

Table 22

Teacher's 02 Opportunities for the Students to Select the Topic of Discussion

Options	Number	%
Always	1	4,8
Often	17	81
Sometimes	3	14,2
Rarely	0	0
Never	0	0
Total	21	100

Results from table 22 suggest that **teacher 02** usually gives the opportunity for his/her students to decide on the topic of discussion. These findings reinforce the previous claim that this teacher is caring. Moreover, by giving the students the chance to choose the topic of their interest, here the teacher is trying to engage his/her students more in the participation.

Q 6: How often does your OE teacher punish you when you misbehave?

Table 23

Teacher's 02 Frequency of Punishment

Options	Number	%
Always	0	0
Often	0	0
Sometimes	3	14,3
Rarely	6	28,5
Never	12	57,2
Total	21	100

As is displayed in the above table, half of group 02 students claim that **teacher 02** never punishes their misbehaviours. This means that either the students usually do not misbehave or that teacher is patient.

Q 7: How often does your OE teacher allow you to speak without asking for permission?

Table 24

Teache's 02 Frequency of Allowing the Students to Talk without Asking for Permission

Options	Number	%
Always	0	0
Often	3	14,2
Sometimes	17	81
Rarely	1	4,8
Never	0	0
Total	21	100

Table 24 is a demonstration of students' responses to question 07. It reveals that **teacher 02** is somehow lenient, since he/she casually allows the students to talk without asking for permission.

Q 8: In your opinion, do your OE teacher's behaviours affect your talk in the class? Please explain.

Table 25

Group 02 Students' Opinions towards their OE Teacher's Behaviours Effect on their Talk in Class.

Students' Responses	Yes	No
Number	20	1
Explanations	1. The teacher makes them motivated to talk. 2. The teacher helps them to find difficult words. 3. The teacher makes them comfortable to talk.	1. This student has self-confidence

As it is demonstrated in table 25, all group 02 students believe that their talk is strongly affected by the teacher's behaviours. According to their opinions when their teacher helps them to find the appropriate words, this may encourage them to keep talking without any hesitation and with more confidence. Furthermore, **teacher 02** makes his/her students comfortable enough to express their ideas. This could be reinforced through the data obtained from question number 04, that this teacher listens to the students carefully while they are talking.

Teacher 03

Q1: Do you consider your relationship with your OE teacher as:

Table 26

Students' Relationship with Teacher 03

Options	Number	%
a. Formal	17	81
b. Semi-formal	4	19
c. Casual	0	0
Total	21	100

The table above reveals teacher-student relationship of group 03. The great majority of students describe their relationship with their teacher as formal, whereas no student considers his relationship with his/her teacher as casual. This implies that **teacher 03** is strict with the students.

Q2: How often does your OE teacher select who speaks?

Table 27

Teacher's 03 Frequency of Selecting Who Speaks

Options	Number	%
a. Always	15	71,5
b. Often	4	19
c. Sometimes	2	9,5
d. Rarely	0	0
e. Never	0	0
Total	21	100

Table 27 indicates students' responses on how often their OE teacher selects who speaks in his/her session. It is deduced that this teacher is frequently in charge of selecting

who speaks. That is to say, **teacher 03** usually does not give the chance to the students to self-select when responding to questions.

Q3: How often does your OE teacher interrupt you while talking?

Table 28

Teacher's 03 Interruption

Options	Number	%
a. Always	15	71,5
b. Often	4	19
c. Sometimes	2	9,5
d. Rarely	0	0
e. Never	0	0
Total	21	100

This question aims at exploring to what extent **teacher 03** interrupts his/her students while they talk. According to the above table, almost all students agree that this teacher always interrupts them. This strongly reinforces the findings of the classroom observation checklist that **teacher 03** frequently interrupts the students (see **table 03**).

Q4: How often does your OE teacher listen to you carefully?

Table 29

Teacher's 03 Frequency of Listening to the Students

Options	Number	%
a. Always	0	0
b. Often	3	14,3
c. Sometimes	7	33,3
d. Rarely	11	52,4
e. Never	0	0
Total	21	100

As it is shown in table 04, this teacher usually does not listen to his/her students carefully when they talk. This could be illustrated through the findings of the previous question, that **teacher 03** interrupts his/her students while talking.

Q5: How often does your OE teacher give you opportunity to decide on the topic of discussion?

Table 30

Teacher's 03 Opportunities for the Students to Select the Topic of Discussion

Options	Number	%
a. Always	0	0
b. Often	4	19
c. Sometimes	9	43
d. Rarely	8	38
e. Never	0	0
Total	21	100

As it is displayed in table 30, the majority of students believe that **teacher 03** is mostly the one who decides on the topic of discussion. However, the students 'rarely' have the chance to decide on it. This could signify that this teacher does not provide his/her students with a lot of freedom.

Q6: How often does your OE teacher punish you when you misbehave?

Table 31

Teacher's 03 Frequency of Punishment

Options	Number	%
a. Always	1	4,8
b. Often	11	52,4
c. Sometimes	8	38
d. Rarely	1	4,8
e. Never	0	0
Total	21	100

As it is mentioned in the above table, half of group 03 students agree that their OE teacher frequently punishes their wrong behaviours. This could be explained by the results discussed from question 01 that this teacher is somehow strict with the students.

Q7: How often does your OE teacher allow you to speak without asking for permission?

Table 32

Teacher's 03 Frequency of Allowing the Students to Talk without Asking for Permission

Options	Number	%
a. Always	0	0
b. Often	0	0
c. Sometimes	8	38
d. Rarely	12	57,2
e. Never	1	4,8
Total	21	100

It is derived from table 32 that more than half of group 03 students declare that their OE teacher occasionally allows them to speak without his/her permission. It denotes that **teacher 03** has his/her own rules and norms inside the classroom.

Q 8: In your opinion, do your OE teacher's behaviours affect your talk in the class? Please explain.

Table 33

Group 03 Students' Opinions towards their OE Teacher's Behaviours Effect on their Talk in Class

Students' Responses	Yes	No
Number	19	2
Explanations	1. The teacher is strict in correcting their language's mistakes, which make them afraid to talk. 2. The teacher interrupts them a lot when they talk. 3. The teacher does not use encouragement expressions.	1. The students have self-confidence

Table 33 represents group 03 students' responses and explanations to the last open-ended question. The aim behind asking it is to elicit students' opinions about the extent to which their OE teacher's behaviours affect their talk in the class. Almost all students agree that the teacher's behaviours have an effect on their talking. They justified their belief using three main explanations. Specifically, when the teacher usually interrupts them, they feel stressed to talk. Only two students, however, insist that there is no significant relationship between their OE teacher's behaviours and their talk, because this latter depends more on self-confidence.

3. Data Interpretation and Discussion

3.1. Classroom Observation Checklist and Students' Questionnaire of Teacher 01

According to the analysis of the classroom observation checklist and questionnaire of **teacher 01**, it is concluded that the latter has nearly the same degree of domination (48%) and cooperation (46%). His/her domination is realised through giving a lot of explanations himself/herself. The data obtained from Q2 and Q3 reinforce the fact that this teacher is somehow dominant. Meanwhile, this teacher displays some degree of cooperation because he/she casually helps the students individually. However, **teacher 01** has a very low degree of Easy-goingness (6%) that appears through statement 9 (this teacher does not control who speaks) and also through Q7 responses. It is observed that group's 01 students most used talk features are giving comments and answering questions. Moreover, as it is demonstrated in the checklist's findings, the students talk time is slightly more than their teacher's. Hence, the students talk moderately when the teacher exhibits some degree of domination and cooperation.

3.2. Classroom Observation Checklist and Students Questionnaire of Teacher 02

The results derived from the classroom observation checklist and the questionnaire related to **teacher 02**, revealed that this teacher's overwhelming profile is the cooperative one. This is determined through the students' answers to Q4 and Q5 that this teacher usually listens to them carefully when they talk and often gives them the chance to decide about the topic of discussion. However, the domination and Easy-going profiles occupy only 35% of **teacher's 02** profiles. It is noticeable that group 02 students talk around 27 minutes per session which is more than their teacher. Most of the students' talk time is devoted to give comments and answer questions, besides asking few questions and initiating discussions from time to time. To sum up, **teacher 02** is very cooperative with

his/her students which creates a comfortable environment for them to share their ideas and talk more during the lesson. These claims are confirmed through the students' explanations of Q8, which are illustrated in table 25.

3.3. Classroom Observation Checklist and Students' Questionnaire of Teacher 03

The data obtained from the research instruments indicated that, the prevailed profile of **teacher 03** is the dominant one (75%). According to the classroom observation checklist, this teacher frequently interrupts his/her students while talking. Answers to Q1, Q2, and Q4 of the students' questionnaire strengthen the previous claim that this teacher is dominant. Yet, he/she displays some degree of cooperation (20%) by letting the students casually to self-select when responding to the questions. Moreover, **teacher 03** is not considered as an Easy-going teacher (05%). Accordingly, the most used talk feature of the students is answering questions. In addition, the great amount of the classroom talk of group 03 is overwhelmed by the teacher (28 minutes per session). According to the students' responses on Q8, the reason behind the shortage in students' talk time is that their teacher does not provide them with enough opportunities to talk. Besides, this teacher's strictness in correcting their language mistakes makes them afraid to talk.

3.4. Overall Interpretation of the Results

It is concluded from the aforementioned interpretations that the three OE teachers have different profiles, which means they display distinct interpersonal teacher's behaviours in their classes. As the data interpretation of the research instruments revealed, there is a positive relationship between the ITB and the students' talk. In a similar vein, Munzaki (2019) found that the ITB have a positive contribution in promoting students' participation. In the contrary, Wei et al. (2009) claimed that there is a negative correlation between teacher's uncertainty and students' achievement. In addition, the results of the

current study proved that each teacher's profile has a different impact on the way and amount of their students' talk. For instance, **teacher 01** who was dominant and cooperative, his/her students talked slightly more than him/her. **Teacher 02**, however, had a high degree of cooperation which led the students to overwhelm most of the classroom talk. Finally, **teacher's 03** students had the lowest amount of talk comparing to the other two previous groups, due to the high degree of domination of this teacher. Coincidently, the previous stated results are similar to the ones belongs to the research conducted by Rashed (2015), in which she deduced that Saudi Students' level of competency and the teacher profile are related to each other. Noticeably, from the previous findings of this study, the most used students' talk features were answering questions and giving comments. Moreover, according to the MITB, **teacher 01** belongs more to the influence dimension and somehow to the proximity dimension. Meanwhile, **teacher 02** is classified in the proximity dimension. Lastly, **teacher 03** is highly dominant which makes him/her affiliates to the influence dimension.

4. Limitations of the Study

During the process of conducting the current study, there were some constraints and obstacles that hindered the development of the research:

- The major obstacle was the lack of resources about the topic 'the interpersonal EFL teachers' behaviours and students' talk' especially in the EFL context, either in the library at the English department or online.
- The limitation of time was another constraint faced by the researchers, because of the pandemic of covid-19.
- It was difficult to observe the interpersonal teachers' behaviours, and thus it was hard to decide on the elements included in the checklist.

- The classroom observation checklist and the students' questionnaire used in this study were hard to adapt from the MITB in relation to our context.

5. Suggestions for Further Research

The present study investigates the relationship between interpersonal teacher's behaviours and students' talk. With reference to the results of the current research, researchers suggest some interesting ideas to be the focus of other future studies, they are the followings:

- As mentioned above, this study was limited by time and references hence, further research can investigate the ITB in relation to students' talk empirically.
- The findings obtained from this study, reveal that the most used features of students' talk in OE sessions are giving comments and answering questions. Thus, future researchers can investigate ways to trigger students to use other features such as initiating discussions and asking questions.
- Considering that the current study has been conducted in the university, it is suggested for further research to implement it in other contexts such as secondary school.
- Further researches are also recommended to investigate thoroughly one of the teacher's profiles and its effect on the students' talk time and features.

Conclusion

Chapter two was devoted to the practical part of the current study. It aimed at stating the methodology used to achieve the research findings. Moreover, this chapter included the analysis and interpretation of the data collected. Besides, it provided some limitations and suggestions for further researches.

General Conclusion

The study at hand investigated the relationship between interpersonal EFL teacher's behaviours and students' talk in Oral Expression sessions at Mohamed Seddik Ben Yahia University. These interpersonal teacher's behaviours were proved to have different effects on students by several researches. In the latter, the ITB were linked to students' outcomes, participation, and achievements etc. However, in the current study they were investigated in relation to students' talk; due to its importance in EFL learning.

This study encompassed two main chapters. Chapter one, on the one hand is divided into two sections. The first section is dedicated to review some theoretical aspects of interpersonal EFL teacher's behaviours. However, the second section is devoted to expound the major aspects of students' talk and its importance. On the other hand, the second chapter consisted of the research methodology, data analysis, and data interpretation.

The findings of the research instruments, namely the classroom observation checklist and the students' questionnaire, revealed that there is a positive relationship between interpersonal EFL teacher's behaviours and students' talk. These ITB form three main teachers' profiles: dominant, cooperative, and Easy-going. It is indicated that, the students talk less when the teacher displays a high degree of domination and usually most of their talk is answering questions. Although, when the teacher exhibits nearly identical degrees of domination and cooperation, the students talk slightly more than their teacher. In addition, this teacher's students most used talk features were giving comments and answering questions. Finally, the students talk much more when the teacher is more cooperative with them. Noticeably, this teacher's students are the only ones who had the will to ask questions and initiate discussions.

From the above mentioned, the findings of this study are significant in raising the teachers awareness of their interpersonal behaviours and their roles in enhancing students' talk, especially in the EFL context. Additionally, most of the previous literature on ITB have been conducted in secondary education and related these behaviours to the students' achievement, outcomes, participation, etc. However, this study has tackled these interpersonal behaviours in relation to the students' talk in the higher education context. As a result, this will give more insights about the implication of ITB and its impact on the students' talk; which will enrich the literature of EFL learning/ teaching.

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Appendices

Appendix A

Classroom Observation Check-list

Teacher's Name: ..... Date of Observation: .....

Group Number: ..... Observation Number: .....

Teacher' s Profiles	Interpersonal Teacher Behaviours	Frequency	Students' Talk features	Frequency
Dominating	1-This teacher gives explanations himself.		a- Initiating discussions.	
	2-This teacher selects who speaks.			
	3-This teacher interrupts students when he needs to.			
	4-This teacher punishes wrong behaviours.		b- Giving comments.	
Cooperating	5-This teacher gives room to students to participate.			
	6-This teacher allows students to self-select when responding to the questions.			
	7-This teacher helps students individually.		c- Asking questions.	
	8-This teacher mildly stops the students' misbehaviour.			
Easy-going	9-This teacher does not control who speaks.			
	10-This teacher allows students to manage discussions.			
	11-This teacher allows students to interrupt/correct each other.		d- Answering questions.	
	12-This teacher does not complain when the students misbehave.			
TTT:			STT:	

Appendix B

Students' Questionnaire

Dear students,

The questionnaire at hand aims at investigating the interpersonal EFL teacher behaviours in the oral expression classes. Thus, you are kindly requested to answer the following questions. We inform you that your identity will remain anonymous and your responses are greatly important for the accomplishment of our research. Thank you in advance for your collaboration.

Instructions: please tick (✓) the appropriate answer in the corresponding box.

Interpersonal Teacher's Behaviours

1. Do you consider your relationship with your oral expression teacher as:
   a. Formal ☐
   b. Semi-Formal ☐
   c. Casual ☐
2. How often does your oral expression teacher select who speaks:
   a. Always ☐
   b. Often ☐
   c. Sometimes ☐
   d. Rarely ☐
   e. Never ☐

3. How often does your oral expression teacher interrupt while talking during the lesson?

   a. Always ☐
   b. Often ☐
   c. Sometimes ☐
   d. Rarely ☐
   e. Never ☐

4. How often does your oral expression teacher listen to you carefully while you talk?

   a. Always ☐
   b. Often ☐
   c. Sometimes ☐
   d. Rarely ☐
   e. Never ☐

5. How often does your oral expression teacher give you the opportunity to decide on the topic of discussion?

   a. Always ☐
   b. Often ☐
   c. Sometimes ☐
   d. Rarely ☐
   e. Never ☐

6. How often does your oral expression teacher punish you when you misbehave?

a. Always ☐

b. Often ☐

c. Sometimes ☐

d. Rarely ☐

e. Never ☐

7. How often does your oral expression teacher allow you to speak without asking for permission?

a. Always ☐

b. Often ☐

c. Sometimes ☐

d. Rarely ☐

e. Never ☐

8. In your opinion, does your oral expression teacher behaviour affect your talking in class? Please explain:

.....

.....

.....

.....

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Résumé

L'objectif de ce sujet de recherche c'est l'étude de la relation entre les comportements personnels des enseignements et le discours des étudiants. Nous supposons qu'il y a une relation positive entre les comportements personnels des enseignants et le discours des étudiants en anglais. Pour tester la validité de cette hypothèse; nous avons appliqué deux outils de recherche: une liste de contrôle d'observation en classe et un questionnaire pour les élèves de 1 ère année licence à l'université de Mohamed Seddik Ben Yahia, Jijel. Son objectif est de confirmer l'hypothèse sur la relation entre les comportements personnels des enseignements et le discours des étudiants, et aussi la qualité de cette relation durant les séance de la compréhension de l'oral. En outre, un questionnaire a été distribué à 64 des 268 étudiants. Son objectif est de renforcer les données issues du premier outils de recherche. Les résultats de cette étude confirment l'hypothèse suggérée; dans lequel les élèves parlent beaucoup la langue anglaise lorsque leur enseignant est soit très coopératif, out bien présente des degrés presque identique de coopération et de domination. Cependant, lorsque l'enseignant expose un degré élevé de domination, il empêchera les élèves de parler. Par conséquent, les résultats énoncés précédemment sont significatifs pour sensibiliser les enseignants d'EFL à leurs comportements interpersonnels et à leur impact sur le discoure des étudiants. De plus, ils aideront à créer un environnement d'apprentissage interactif et favorable. Comme études complémentaires, les chercheurs recommandent de mettre en œuvre cette recherche dans d'autre contextes, tels que les écoles secondaires.

Les mots clés: Comportements interpersonnels des enseignants, discoure des étudiants, quantité de discours en classe.

ملخص

إن الهدف من موضوع هذا البحث هو دراسة العلاقة بين السلوكيات الشخصية لمدرس اللغة الإنجليزية كلغة أجنبية و خطاب الطلاب. من المفترض وجود علاقة إيجابية تربط بين سلوكيات المعلم الشخصية وتحدث الطلاب باللغة الأجنبية. من أجل اختبار صحة هده الفرضية تم الاستعانة بأداتين لانجاز هذا البحث حيث تم استخدام قائمة مرجعية للملاحظات التي يتبع رصدها داخل القسم إضافة إلى استبيان على ثلاث مجموعات من طلاب السنة الأولى تخصص لغة انجليزية كلغة أجنبية في جامعة محمد صديق بن يحيى ,جيجل. يكمن الهدف من هذه الخطوة في التحقيق من علاقة و سلوكيات المعلم الشخصية داخل القسم و تخاطب الطلاب باللغة الأجنبية و كذلك دراسة مميزات هذه العلاقة خلال حصص التعبير الشفهي. إضافة إلى ما سبق، تم توزيع استبيان الطلاب إلى 64 طالبا للغة الانجليزية كلغة أجنبية في السنة الأولى و البالغ إجمالهم 268 طالبا. والهدف من هذا الأخير هو تعزيز البيانات التي تم الحصول عليها من أداة البحث الأولى المتعلقة بالسلوكيات الشخصية للمعلم. وقد أكدت نتائج هذه الدراسة الفرضية المقترحة التي ترجح أن الطلاب يميلون للتحدث باللغة الأجنبية أكثر إما عندما يكون المدرس متعاونًا للغاية، أو عندما يمارس المدرس تقريبا نفس الدرجة من التعاون و الهيمنة في نفس الوقت. و بالعكس فعندما يظهر المعلم درجة عالية من الهيمنة في القسم، فإنه يعيق الطلاب من خوض الحديث. وعليه فإن النتائج المذكورة أعلاه مهمة لزيادة درجة وعي معلمي اللغة الإنجليزية بسلوكياتهم الشخصية وتأثيرها على حديث الطلاب. علاوة على ذلك فإنهم يساهمون في خلق تفاعلية تعليمية. كدراسات إضافية يوصي الباحثون بإجراء هذا البحث في سياقات أخرى مثل المدارس الثانوية.

الكلمات المفتاحية: السلوكيات الشخصية لمدرس اللغة الإنجليزية كلغة أجنبية، ميزات خطاب الطلاب، مقدار الحديث في القسم.