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**A Sociocultural Study of Classroom Interaction in the Module
of Oral Expression:
The Case of Third Year license Students of English at
Mohammed Saddik Ben Yahiya University, Jijel**

**Dissertation Submitted in Partial Fulfillment of the Requirements for a
Master Degree in Language Sciences**

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DEDICATION

***In the Name of God, Most Gracious, Most Merciful
All the Praise is due to God alone, the Sustainer of all the worlds***

This research work is dedicated to:

our parents who devoted their life to our education.

our brothers and sisters....

all our friends and classmates.

our teachers.

and all our beloved ones.

Thank you all

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Abstract

The present study is an ethnographic investigation using a sociocultural framework of the interactional patterns, mediation, and scaffolding that typically occur in oral expression classes. It aimed at evaluating the effectiveness of the interaction patterns promoted by the teacher of oral expression in enhancing learners' of English oral proficiency so as to generate some hypotheses about the potential causes of the enhancement or the hindering of the development of university students of English oral proficiency in the Algerian Sociocultural context. In order to achieve the aims of the study a systematic classroom observation of the oral classes of a group of third year license students of English at the department of letters and English language at the University of Mohammed Saddik Ben Yahiya, Jijel was conducted over the time span of four weeks. In order to provide a thick description of the data generated by classroom observation of the oral classes, the method of stimulated recall was also used as a basis for eliciting explanation from both the teacher and learners about the decision-making processes. The analysis of the results enabled us to generate these hypotheses about different aspects of instruction in the oral classes that had been subject to our observation. First, the teacher of oral expression does not establish a fixed, clear, and principled sequencing of tasks in his classes, which affects negatively the effectiveness of his instruction. Second, an experienced teacher with no knowledge of sociocultural theory may unconsciously apply the principles of the teaching-learning cycle, which attest that it is a sound pedagogy built on well-founded principles. Third, as far as interactional patterns are concerned, the nature of the task promoted by the teacher in the oral classes resulted in the prevalence of one interaction pattern initiation-response-feedback sequence, which deprives the students from experiencing a smooth, principled and gradual move from other-mediation to self-mediation. Finally, Training in

sociocultural theory will enable the teacher of oral expression to become more effective in developing learners' oral proficiency.

List of Abbreviations

AT: Activity Theory

CALT: Communicative Approach to Language Teaching

CF: Corrective Feedback

CI: Classroom Interaction

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

FLA: Foreign Language Acquisition

FLL: Foreign Language Learning

L1: First Language

L2: Second Language

LAD: Language Acquisition Device

LMD: License, Master, Doctorate

MKO: more knowledgeable other

SCT: Sociocultural Theory

SLA: Second Language Acquisition

SLL: Second Language Learning

TL: Target Language

TT: Teacher Talk

ZPD: Zone of Proximal Development

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General Introduction

1. Statement of the Problem

Getting one's message across successfully in an oral interaction using a foreign language (FL) is a highly demanding skill that entails the deployment, on the spur of the moment, of a plethora of different types of knowledge including grammar, vocabulary, pronunciation, awareness of pragmatic conventions, culture-specific norms of discourse along with many other skills. Accordingly, the development of a sound pedagogy, which is conducive to the fostering of high levels in speaking proficiency among FL learners, is a daunting and challenging task that requires a thorough knowledge of the sub-skills that constitute the speaking skill as well as the processes involved in their acquisition. In order to achieve this goal, many researchers in the field of second/foreign language acquisition (SLA/FLA) in the last few decades have been engaged in the study of interaction as one of the most important assets for the development of an oral proficiency in the target language (TL). The language classroom has always been the original site for the learning of speaking in a second/foreign language (SL/FL), and at the same time, the touchstone of SL/FL talk in other contexts. While the bulk of these studies have consisted of studying Classroom Interaction (CI) from the prism of the cognitivists' perspective, being the traditional approach (es) prevalent in SL studies, a set of relatively new alternative perspectives are increasingly asserting their voice in the study of classroom interaction.

One of the most influential of these emerging perspectives is the sociocultural approach. The Russian developmental psychologist L.S. Vygotsky in the early years of the twentieth century provided an account of learning and development as mediated processes. His ideas have not found their way to the study of SLA until the late

eighties and beginning nineties of the last century. Vygotsky (1986-1934) who maintained a particular interest in the meditational role that speech plays in the thinking process considers language, in general, and speech, in particular, to be one of the powerful tools that shape, and, at the same time, are shaped by thought and action. Lantolf (2000, p.80) maintains that “the central, and distinguishing concept of sociocultural theory is that higher forms of human mental activity are mediated...humans use symbolic artifacts, [the most powerful of which is language], to establish an indirect relationship between ourselves and the world”. As opposed to the mainstream approaches to SLA which promote a view towards learning as being a universal process, this original theoretical view towards the symbiotic relationship between speech and thought accentuate the role of the socio-cultural discursive processes, that take place in concrete classroom activities and their impact on learning. Since “mediation is different in different sociocultural domains, development in these domains is expected to be psychologically different” (Lantolf, 2011, p. 43).

In the Algerian sociocultural context of English as a foreign language (EFL) learning, and in line with modern language pedagogy, The License, Master, Doctorate (L.M.D.) architecture gives, at first glance, the impression of valorizing the four language macro-skills. Especially speaking and writing through allotting the highest time volume and coefficient to these modules considered as being the most important in the fundamental unit. One of the serious flaws in the reform, however, is the absence of fully-fledged courses of oral expression that target specifically the needs of Algerian learners of English at the tertiary level. As a result, the teachers of oral expression often find themselves obliged to improvise the design and implementation of their courses in the total absence of a specific training to carry out these daunting tasks. This anomalous

state of affairs affects negatively, though with varying degrees, the effectiveness of their enterprise. In a conjuncture marked by the deployment of efforts at the national level to evaluate and reform the reform itself, it appears to be timely, then, to address the issue of the evaluation of the effectiveness of instruction in the module of oral expression. The sociocultural perspective due to its articulation of the role of the specific socio-cultural discursive processes in forging learners' oral proficiency in the FL, offers a remarkable alternative prism from which to evaluate instruction in the oral expression module.

In order to generate better insights about the best way to reform the oral expression module, which are grounded in data emanating from real oral expression classes, the present 'ethnographic' study seeks to conduct systematic observations and analyses from a sociocultural perspective of real oral expression classes in order to answer the following major research question:

-How effective are the interaction patterns promoted by the teacher of oral expression effective in enhancing learners of English oral proficiency?

2. Aims of the Study

The present study aims at studying, from a sociocultural perspective, the interactional patterns that typically occur in oral expression classes so as to generate some hypotheses about the potential causes that are responsible for the enhancement or the hindering of the development of learners of English' oral proficiency in the Algerian sociocultural context.

3. Methodology and Means of Research

In our attempt to generate some plausible hypotheses about the strengths and weaknesses of the mediated processes, which usually occur in the oral expression course currently in use, systematic classroom observation using a sociocultural framework of analysis will be carried out of some oral classes of a group of third year LMD students at the department of letters and the English language at the University of Jijel. Most specifically, we will study how a teacher of oral expression, who did not receive any specific training in teaching this skill, and who is completely unaware of the principles of the sociocultural approach to learning, go about scaffolding learners' oral performances. In order to provide a 'thick' description of concrete interaction practices in oral classes, the methodology of stimulated recall will be used as a basis for eliciting explanation from both the teacher and some learners about the decision-making processes that lead to some interesting episodes in the data.

4. Structure of the Dissertation

The present dissertation comprises five parts: a general introduction, two theoretical chapters, a practical chapter, and a general conclusion. In the general introduction the focus is on giving a general overview on the research work in hand, in which the aim of the dissertation, the means as well as the structure of the dissertation were explicitly displayed. As far as the two theoretical chapters are concerned; Chapter one, sheds light on a review of the literature of the speaking skill in relation to CI with diverse connected issues and definitions of intricate concepts, it also focuses on the different views and perspectives on CI in the field of SLA by displaying major theories in the field. The chapter also paves the way to introduce sociocultural theory (SCT) as an alternative approach to the study of CI, and henceforth the teaching and learning of a SL/FL. Chapter two reviews the SCT, its construct, and its relevance and implication in the field of SLA/FLA. The chapter as well, reviews the literature of the different

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studies that aimed at constructing a sociocultural-based EFL classroom culture and introduces the teaching-learning cycle as a well representing pedagogy to the sociocultural principles. The third chapter, which is practical in nature, is where the data collected from classroom observation are analyzed, interpreted, and findings are exposed. The chapter at the end generates some hypothesis and provides some insights for teachers of oral expression. The general conclusion contains an explicit articulation of the major findings as well as the generated hypothesis based on the research findings.

Chapter One

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Introduction

CI was widely considered and investigated by many researchers in the field of SLA/FLA. Modern SL/FL pedagogy emphasizes the importance of establishing a tight link between classroom tasks and the ‘real life’ tasks for which learners are being prepared. In other words, classroom tasks should mirror real ‘life tasks’ so as to increase the transferability of the skills acquired in the classroom to the real life situation; in which learners are expected to use language in. Following this view, the most effective way to enable learners of FL to interact with speakers of their language is through the articulation of classroom tasks around interaction.

This chapter is divided into two sections; the first section is devoted to the presentation of the components of the speaking skill as well as the most important aspects of its teaching. The second section deals with SL research on classroom interaction. This section reviews some of the most important cognitive theories concerning the role of interaction in promoting SLL, so as to foreground the contribution of the sociocultural perspective to the study and promotion of the speaking skill in SLL/FLL.

1. Components of the speaking skill and elements of its teaching

1.1. Definition

Speaking is a crucial part in the process of teaching and learning an SL/FL. The teaching of this skill aims at developing the learner's abilities in producing oral discourses and thus communicates effectively in real life situations. The literature

abounds with definitions of this skill, According to the Oxford Dictionary of current English (2009, p. 414) speaking is "the action of conveying information or expressing one's thoughts and feelings in spoken languages". On the other hand Hornby (1985) states that speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use a language, expressing oneself in words and making a speech i.e. speaking is the ability to perform the linguistic knowledge in the actual communication. Hedge (2000) defines speaking as "A skill by which they (people) are judged while first impressions are being formed". It means that speaking is an important skill, which deserves attention in both first and second language because it reflects people's thoughts and personalities.

However , the various definitions of the speaking skill, agree upon the fact that its form and meaning depend largely on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the speaking purposes.

1.2. The Speakers Knowledge

According to Thornbury (2007), speakers need to know both the linguistic and extra linguistic knowledge; these knowledge types consist of the following elements.

1.2.1. Grammar: is the need to master the rules that governs the target language.

1.2.2. Vocabulary: students need to have a working memory that consists of the most frequent word.

1.2.3. Phonology: is the area of pronunciation and it is the most important one.

1.2.4. Discourse: is to use of grammar and vocabulary in order to connect the speaking turns.

1.2.5. The sociocultural knowledge: is the need to develop intercultural competence and the ability to manage.

1.2.6. Genre knowledge: consists of speech act knowledge and pragmatics.

1.2.7. Speech act: how to speak based on the context.

1.2.8. Register: to use role-plays in order to help learners speak in different social situations.

These knowledge areas must be appropriately activated in order to be available for use in regular speaking practice in the classroom and beyond.

1.3. The Functions of Speaking

Recently, the mastery of the speaking skill in English has become a priority. According to Brown and Yule (1983), there are three functions of speaking: 1) talk as interaction, 2) talk as transaction and 3) talk as performance.

1.3.1. Talk as interaction

Actually, our daily communication is predominantly conversational and interactive involving two or more persons. The main intention in this function is to maintain social relationships.

1.3.2. Talk as transaction

In this type, the focus is more on the message that is conveyed, and making the others understand what we want to covey clearly and accurately. In this type of spoken language, students and teachers usually focus on the exchange of meaning.

1.3.3. Talk as performance

In this case, the focus of the speaking activities is on monologue rather than dialogue. The function of speaking as performance occurs typically in speeches, public talks, and public announcements and so on.

1.4. Types of speaking performances

Since speaking is regarded as one of the language productive skills, Brown (2004) distinguishes five types of speaking according to the speaker's intentions, which are imitative, intensive, responsive, interactive, and extensive speaking.

1.4.1. Imitative

Imitative speaking is the ability to parrot back or repeat the other's speech as a word, phrase or a sentence. This kind of repetition may include different properties of language as grammar and lexis in order to convey a meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to help learners to be more comprehended (Brown, 2004).

1.4.2. Intensive

Intensive speaking is defined as the production of short stretches of a discourse, through which they demonstrate competence in a narrow band of grammatical relationships such as intonation, stress, and rhythm. Here, the speaker must be aware of the semantic properties in order to be able to respond. This type of speaking also includes some assessment tasks like reading aloud, sentences and dialogue completion, and so on. (Brown, 2004).

1.4.3. Responsive

This type of speaking involves brief interactions like short conversations, small talk and simple request, in order to preserve authenticity with only one or two following up questions or retorts as Brown (2004, p.142) shown in the following short conversations :

Marry: Excuse me, do you have the time?

Doug: yeah. Nine- fifteen.

1.4.4. Interactive

Interactive speaking differs from responsive speaking in terms of length and complexity of interaction, this type involves two forms of language: transactional language and interpersonal language. The former aims at exchanging specific information, whereas the latter has the purpose of maintaining social relationships. In this form of language (interpersonal), oral production can become more complex with the use of colloquial language, ellipsis, slang and so on. Interactive speaking includes some assessment tasks such as interviews, role-plays, and discussion activities (Brown, 2004, p.142).

1.4.5. Extensive

According to Brown (2004), extensive speaking or monologue includes speeches, oral presentation, and storytelling. However, the language style that is used in this type of speaking is deliberative and formal for extensive tasks, because they cannot rule out some informal monologues like a casually delivered speech and so on.

1.5. The importance of speaking

The main question often given to learners of English is “do you speak English?” not “do you write English?” We understand that most people take speaking and knowing a language as synonyms.in this sense, Murcia (2001, p.103) declares that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication”. However, in traditional approaches to language learning and teaching, the speaking skill was neglected in many

classrooms where the focus was mainly on reading and writing. Nevertheless, later on with the coming of the communicative approach, speaking started to gain more importance since learners are expected to interact verbally with other people. Moreover, the amount of teacher talk (TT) has gained great space and importance and learners are supposed to talk more in the classroom. Ur (2000, p.12) claims that “of all the four skills listening ,speaking, reading and writing, speaking seems intuitively the most important; people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing”. Moreover, speaking can help learners to develop their vocabulary and grammar and then improve their writing skill. Speaking enables learners to express their personal feelings, opinions, ideas, telling stories, inform or explain, request, converse, and discuss their ideas. In addition, speaking is very important outside the classroom as well, many companies and organizations look for people who speak English fluently and are able to communicate using this language with other people. Baker and Westrup (2003, p.05) maintain, “A student who can speak English well may have greater chance for further education, of finding employment and gaining promotions.”

1.6. Speaking in interaction

CI is very important for learners who are studying ESL/EFL to experience real communicative situations in which they will learn how to develop their own views and opinions, and to develop their oral fluency and accuracy. These elements are of great importance for the success of SL/FL communication. CI, therefore, is necessary and useful as an educational strategy to enhance the skill of speaking.

2. Interaction in Second Language Acquisition: the Sociocultural versus the Cognitive Perspective

2.1. Definition of Classroom Interaction

The word interaction is formed by the prefix ‘inter’, which implies togetherness, reciprocity and the noun ‘action’. Therefore, interaction is a mutual activity that requires at least, the involvement of two persons and which causes mutual effect. According to Hadfield and Hadfield (2008), the word interaction involves more than just putting a message together; it involves also responding to other people. This implies choosing the language that is appropriate for the person you are talking to (interlocutor). It also carries the meaning of, responding to what others say, taking turns in a conversation, encouraging people to speak, expressing interest, changing the topic, asking people to repeat or explain what they say and so on. In this sense, Nunan (1991) states that “learning to speak in a SL/FL will be facilitated when learners actively engaged in attempting to communicate” (p.51).

In addition to the previous definition of interaction, Allwright (1984) has defined interaction as “the fundamental fact of pedagogy” and that “successful pedagogy involves the successful management of classroom interaction” (p.156) (cited in Ellis, 1997, p.173). Hence, CI should be considered as one of the primary ways in which learners obtain linguistic knowledge and develop their language during the classroom instruction.

2.2. Types of Classroom Interaction

In the communicative approach to language teaching (CALT), CI has become an important feature of SL pedagogy. It can occur between the teacher and the learner, and/or between learners themselves, either collectively or individually. According to Angelo (1993), CI comprises teacher-learner and learner-learner interaction, which is one of the principles of effective teaching. He also acknowledges the role of interaction

as it “creates an active learning environment, focuses attention, connects knowledge, helps students, and organizes their knowledge, provides timely feedback, demands quality, balances high expectations with students support, enhances motivation to learn, encourages faculty-student and student-student interaction and communication, and helps students to productively manage their time. Learners will get more knowledge from the lesson when they actively participate in their learning”. However, Van Lier (1996) points out that two types of classroom interaction, learner-learner and teacher-learner interaction present different opportunities for negotiation.

2.2.1. Learner- learner interaction

Learner-learner interaction occurs among learners. In this form of interaction, learners are the main participants since they need to interact among themselves in order to negotiate meaning through speaking tasks. Learner- learner interaction can occur either in groups called Learner-Learner interaction or in pairs called peer-interaction (although the two terms may be used interchangeably). Learner-learner interaction generally provides students with abundant opportunities to practice the speaking skill in the classroom and receive feedback in the TL through correcting each other's errors or asking questions to each other when working in groups (Mackey, 2007). In this sense , Lynch (1996) states that “In learners rarely pick up each other's errors, even in the short term [...]group work is more likely to lead to negotiation of meaning than interaction with the teacher” (p.111). According to this view, practice is most beneficial when it is designed with small groups or peers rather than with teacher or with whole classroom, because group work allows students to receive feedback through correcting each other's mistakes.

2.2.2. Teacher-Learner Interaction

In the classroom, the teacher often asks questions to learners and learners answer the questions and vice versa; or the teacher participates in learning activities. These forms of CI are called teacher-learner interaction. Generally, such interactions take place between the teacher and the class and/or small groups in the class and/or individuals.

According to Harmer (1998), the way in which the teacher interacts with his students is considered an important means for fostering learning and teaching processes. Language is a skill that is a shared between the teacher and the students since the teacher rely on the learner's amount of understanding of the input that is suitable for them in the classroom situation. The teacher focuses on the type of the input he should provide his students with, because meaningful and comprehensible input leads them to respond to their teacher and interact with him. Moreover, unlike unexperienced teachers who concentrate only on their students' comprehension in the classroom, experienced teachers concentrate also on the way they themselves speak to their students. This involves using physical movements as gestures, expressions, mime and so on, which have become a part of language techniques used by the teacher during the teaching process, especially with low-level students.

Ever in the era of learner-centeredness, the FL teacher is the one who talks a lot in the classroom, he is still considered as the key player in the classroom as Kundu (1993) (cited in Lynch, 1996, p.109) states:

Most of the time we talk in class hardly ever giving our
students a chance to talk, except when we occasionally ask
them questions. Even on such occasions because we insist
on answers in full sentences and penalize them for their

mistakes, they are always on the defensive (p.13).

According to Lynch (1996), in the classroom, learners are involved in negotiating of meaning either with their teacher or with each other, and they are the ones who start asking questions to their teacher. For him, the teacher- Learner talk is a necessary part of CI. These aspects of TT among others will be examined in some details in the following subsection.

2.3. Teacher Talk

TT is an indispensable part of FL teaching in organizing activities, and the way teachers talk does not only determine how well they teach, but also guarantees how well students will learn.

While the process of interaction between teachers and students constitutes the most important part in all classroom activities, it is directly affected by TT. In other words, the success of this process depends largely on the way teachers carry out their lessons and the input they provide their students with. Therefore, through interaction, learners have opportunities to understand and use the language that was incomprehensible. Additionally, they could get more input and more opportunities for output. According to Ellis (1985), TT 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 influences the success of teaching-learning outcomes. Ellis (1985) maintains that TT serves two important functions. First, it serves as an input of the target language, and second, it is used for the process of interaction, which facilitates understanding of the input, and helps learning occur in class. Furthermore, Lemke (1990) argued that, in FL teaching contexts, the teacher-learner interactive pattern is the most traditional pattern. In this pattern of interaction, the teacher is an expert, providing learners with direction, and dominating most of the talking and commenting.

Some of the studies that attempted to examine the nature of classroom language, and more specifically, TT, focused on investigating its quantitative aspects, like the amount of TT in the classroom in contrast to students' percentages of involvement. These studies consistently reveal that TT constitutes between one-half and three quarters of the total talking time in FL/SL classrooms (Allwright and Bailey, 1991). Additionally, Based on Bellack et al.'s (1966) findings, classroom discourse is mostly dominated by the teacher whose talk constitutes almost 60% of the moves or between half and two thirds of the total talking time in the classroom.

Other studies of TT have attempted to explore more qualitative features; these studies were carried out to examine the functional differences in TT. In addition to the quantitative aspects Bellack et al.'s (1966), also examined a qualitative aspect of TT, namely its functional distribution. Their examination of the classroom discourse transcripts revealed that the verbal actions of the students and the teachers could be classified into four major categories: structuring, soliciting, responding, and reacting. According to them, these basic verbal actions, which they labeled as '*pedagogical moves*', occur in classroom discourse in certain cyclical patterns, which they called '*teaching cycles*'. The findings of this research suggested that the basic pedagogical pattern of classroom discourse started with the teacher asking a question (solicitation), which a student answered (response), followed by the teacher's reaction to or rating of the student's response (reacting).

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 FL/SL is learned in a class in a non-supported language environment, then the instructions given by the teachers are the only source of comprehensible TL input for students. These results emanating from language classroom research contributed to providing a deeper

understanding about the phenomenon of TT that will be covered in details in the following sub-section.

2.3.1. Teacher Talk and Second Language Acquisition

Definitions of TT have been given from different perspectives. However, there is a consensus that TT is the language input typically used by FL/SL teachers in the process of teaching. As claimed by Allwright and Bailey (1991) TT is one of the most important tools for the transmission of information to learners, and “it is one of the primary means of controlling learner behavior” (p. 139). Moreover, TT plays a very important role in the teaching process as an interactive device. For teachers, employing talk in the classroom along with other interactive devices, such as repetition, prompting, prodding, and expansions results in a sensitive increase of the amount of interactions between teachers and students. Nunan (1991) observes that TT plays a crucial role in the classroom, not just as a tool for the organization and monitoring of the classroom, but also as an inherent process of SLA. The organization and 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 (1991) maintains that success and failure in implementation of lesson plans depend largely on TT. It also facilitates the acquisition of language because the teacher’s input is the major source of TL exposure for most of the students. As stated by Krashen's input hypothesis, learners cannot acquire language unless sufficient comprehensible input is given. This implies that for a successful acquisition of input, the provision of as much comprehensible input as possible to language learners is gaining increasing importance. As far as SLA studies are concerned TT is the most rich and most reliable source of comprehensible input.

2.3.2. Teacher questioning

In a SL/FL classroom, Teachers inevitably tend to ask many questions. These questions give students the opportunity to produce comfortably language without having to risk initiating language themselves, as they become afraid when they have to initiate conversations or topics for discussion. However, teachers' questions can serve to initiate a chain reaction of student interaction among themselves. According to Corey (1940) (cited in Hargie et. al, 1981, p. 66), the teacher questioning is a fundamental and important means of CI. It is considered one of the teacher's initiating activities, and a means of facilitating students' language acquisition by asking questions and eliciting responses from them. Teacher questioning in the language classroom has several roles like giving students the opportunity to express their ideas, testing their grasping of the knowledge or skills presented by the teacher, engaging them actively in participating in learning, stimulating their cognitive processes, and getting them to review and practice their prior knowledge.

Wood (1988) (cited in Myhill and Dunkin, 2005, p. 424) wrote, "The aim of pedagogical questions is to motivate, sustain and direct the thought-processes of the pupil". Thus, it is increasingly important that the teacher recognize the importance and impact of questions on the flow of CI and the attainment of the lesson objectives. There are two types of questions to be utilized in language classrooms, display and referential questions. Referential questions are genuinely information-seeking questions aiming at acquiring new knowledge, whereas display questions are the ones for which the teacher already knows the answer, and are used to test the learner's knowledge of previously taught language materials (Ellis, 1994).

According to Long and Sato (1983), interactions between native speakers in real life settings seems to be predominated by referential questions. However, language classrooms are considered artificial contexts in which there are fewer opportunities to

be exposed to the authentic use of the language, and the majority of questions are of the display type. In this sense, Nunan (1989) observed that CI is characterized by the use of display questions to the almost exclusion of referential questions. In addition, it is hypothesized that referential questions aims at enhancing learners' productivity and have greater potential to generate social discourse, in contrast to display questions that aims at generating practice in the TL and increasing students' participation in the form of "natural" conversation. Hence, if referential questions' frequency of occurrence increases, then a good context for interaction between students and teacher will be set, a context that mirrors real life language use, and in which the use of authentic language is at its higher level.

2.3.3. Teacher feedback

In the second/foreign language learning (SLL/FLL) context, the interaction process usually starts by the teacher asking a question about a certain issue discussed in class. In such a case, learners are supposed to interact and respond to his question, and once given the answers; the teacher is expected to comment on his learners' contribution, by showing his understanding, agreement, and even his dissatisfaction with the students' response. This reaction from the part of the teacher is known in the teaching learning context as feedback, which is very common in TT and it is the most important source of interactional benefits.

Mackey (2007) defined feedback as "the reactive information that learners receive regarding the linguistic and communicative success or failure of their utterances". This means that feedback is a way through which the teacher assists his students in order to improve their SL/FL, through giving them opportunities to focus on their comprehension or production of their SL/FL. Furthermore, in order for interaction to develop learners' speaking skill, learners must notice their errors and recognize them to

be corrected” (pp. 14-15). Feedback can be either positive or negative/corrective feedback (CF).

2.3.3.1. Positive feedback

It is the type of feedback that the teacher makes when the student provides a correct answer. Positive feedback occurs when there is acknowledgement or acceptance of learners’ oral performance. In doing so, the teacher employs certain strategies in the form of *repetition*, and *Rephrasing*. The former means that the teacher repeats the learner’s correct form, while the latter refers to the teacher’s acceptance of the students’ answer, but aims at expanding the student’s knowledge. Rephrasing means that the teacher produces a new structure that rephrases the answer given by the student using different words, and in some cases, adds new information.

2.3.3.2. Negative/corrective feedback

Lightbown and Spada (1999) define CF as any indication to the learners that their use of the TT is incorrect. This implies that in a teacher-learner environment, negative feedback (CF) occurs when the teacher informs about a failure in the learner’s language production. Whenever a student commits an error, the teacher should give priority to the analysis of this error and making a decision about the time and manner of correcting it correct. In other words, the teacher needs to take into account students’ cognitive and affective reality as well as students’ preferences of error treatment. By so doing, he will ensure that there would be no interruption in the flow of CI, and that learners will appropriately benefit from the different types of feedback offered.

It is also worth mentioning that CF can be either explicit or implicit (Ellis, Loewen, and Erlam, 2006). The choice of any of any of these types depends largely on the teacher’s intention and focus, which may be on form or content. In case the teacher initiates an explicit correction move then he is highly likely to draw overtly the

learner's attention to the error made. Yet if the teacher tries to attract the learner's attention without overtly informing him/her that s/he has made an error or interrupting the flow of interaction the teacher may resort to using implicit CF.

2.3.3.3. Strategies of Corrective Feedback

There are different CF strategies that can be employed by the teacher when correcting learners' errors. In their study on feedback, Lyster and Ranta (1997) listed six types of CF:

- **Explicit Feedback**

It takes place when the teacher provides the correct target form after clearly indicating the learner's ill-formed structure.

- **Elicitation**

As a strategy, it is used by the teacher to elicit the correct form by making a pause at the level of the error committed, and then asking the student to complete the utterance, by asking a question, or reformulating the utterance to elicit the correct form.

- **Recast**

It is the most common used form of CF in SL/FL classroom. By definition, recast is the teacher's reformulation of a learners' incorrect or ill formed utterance minus the error. In fact, recast is assumed useful in increasing opportunities for language output, reducing learners' anxiety, and maintaining the flow of CI.

- **Repetition**

Another possibility for using CF is by repeating the erroneous utterance or a part of the utterance that contains the error, using stress or rising intonation to focus the student's attention on the problematic part of the utterance.

- **Metalinguistic Feedback**

In this strategy of CF, the teacher asks questions, provides information, or makes comments regarding the correctness of the learner's utterance without explicit provision of the correct form.

- **Clarification Requests**

In this strategy, the teacher directs questions to his learners in order to indicate to them that either the utterance produced is misunderstood or ill formed in some way and that a repetition or reformulation is required.

2.3.3.4. Participants in Corrective Feedback

In traditional classes, feedback is usually monopolized by the teacher. However, recently with the advent of learner-centered language classrooms, feedback may occur also either from the part of learners who may correct each other's errors, or from the part of the learner who commits the error himself. In this sense, there are three possible forms of feedback:

- **Self-Correction**

Self-correction is the technique that engages students to correct their own errors by providing the correct form as he recognizes the mistake(s) in his language production. The students' Self-correction can have a long-lasting effect on their language competence, because they are involved in the process of interaction directly and actively. It seems to be preferred to correction provided by other participants because it is face saving, less threatening, and evoke less anxiety.

- **Peer-Correction**

It refers to peers' involvement in the correction process when one learner corrects another. Peer-correction is implemented in classrooms to enhance learners' cooperation, interaction and involvement. In addition, the involvement of peers in the correction process makes the classroom atmosphere supportive and friendly. Peer feedback takes the focus away from the teacher and thus initiates a transfer of the roles from the teacher to the learners. Finally, peer correction offers opportunities to students to be responsible for their own learning and increases their self-confidence.

- **Teacher Correction:**

Teacher correction is the technique that springs to mind whenever the term feedback is evoked because the teacher is thought to be the one from whom knowledge is supplied to the students. The teacher has the final say about the learner's level, and the degree of his success or failure.

2.4. Classroom Interaction and Second Language Acquisition

CI is regarded as a key component of SLA because it facilitates language learning and enables learners to participate in the language learning activities. CI then is related to two aspects, the input by the teacher to his learners and the output produced by the learners in the classroom context. According to Ellis (1985), interaction is the discourse that is jointly constructed by learners and their interlocutors and output is the result of interaction. He adds that interaction facilitates language learning, engages students in participating in language learning activities and results in more amount of language output. In his research about the relationship between interaction and SLA, Mackey

(1999) asserts that the nature of interaction and the role of learners are critical factors in interaction and concluded that the participation in the interaction facilitates language development. In line with this view, Long (1990) asserts that language acquisition is the result of an interaction between the learners' mental abilities and the linguistic environment. Moreover, when being involved in the process of interaction in a SL/FL classroom, learners develop their language competence. Hence, interaction is tightly linked to SLL/FLL development and enables learners to progress in terms of verbal communicative competence.

The issue of the complex relationship between classroom interaction and SLA, however, was and is still a matter of hot debate among researchers in the two last decades. Historically speaking, SLA has emerged as a field of study from within linguistics and psychology (and their sub-fields of psycholinguistics and later sociolinguistics). As a result, until mid-1980s, SLA was largely "mind/brain" oriented, but gradually, as the "social" aspect of language learning started to receive more attention, alternative approaches to SLA began to emerge and SCT that recognizes the role of both the individual and the social aspect in SLL/FLL have been introduced. As stated by Mitchell and Miles (2004), and Gass and Selinker (2008) over the last 40 years, the field of SLA has gradually moved its focus from the cognitively oriented approaches that have traditionally dominated the field and focused their attention on the formal aspects of language and language learning as individual exclusive functions, to socioculturally informed perspectives, which consider language and SLA as contextually and socially situated. These alternative perspectives focus on the meaningful use of language in collaborative social interaction.

In what follows, the major cognitive theories about the role of CI that have largely dominated SLA research since its emergence as an independent field of study; will be

reviewed, so as to set the scene for the presentation of the real contribution of the sociocultural perspective to our understanding of the symbiotic relationship between CI and the development of learners' speaking proficiency in the TL.

2.4.1. Mainstream Approaches to SLA

The theoretical paradigms that have dominated SLA prior to the 1980s centered around debates that have contributed to making the field increasingly rich yet complicated. However, during the 1980's the cognitive/ psycholinguistic approach has become the most widely accepted tradition in SLA research that stresses the importance of human internal (mental) processes rather than external processes. This perspective attempted to account for SLA in terms of the mental, cognitive and psychological processes underpinning it. VanPatten and Benati, (2010) suggest that "although learning may happen through interaction...language ends up in the mind/brain of the learner" (p. 5).The cognitive /psycholinguistic perspective however is not a monolithic approach and witnessed an ongoing debate between the nativist approaches to SLA that supports the existence of an innate universal language faculty and the connectionist models that support language development through general cognitive processing.

The nativist view based on the Chomskyan conception of language competence, alleges that the human brain is equipped with a linguistic set of principles and parameters that are activated by the language user to generate utterances never heard before. The American linguist Noam Chomsky in the early 1960s who proposed a theory of generative grammar arguing that the development of an individual's grammatical system is governed by an innate cognitive capacity, the language acquisition device supposedly (LAD), which is located in the brain. According to Chomsky, language is an aspect of individual cognition and the process of language acquisition is an internalized, cognitive process, which is mentally constructed by the

individual. Lightbown and Spada (2006) express the same opinion and put forward the view that “all human languages are fundamentally innate and [...] the same universal principles underlie all of them” (p 15).

Chomsky’s theory of transformational-generative grammar and his conceptualization of the LAD as an individual phenomenon located in the mind have strongly influenced linguistics and the field of SLA for several decades. In line with this view, Krashen (1985) developed the Input Hypothesis, which will be discussed below.

Another position within the cognitive/psycholinguistic concerning the process of SLL is the connectionist models. These models rely on general cognition to explain how the individual brain engages in simultaneous and converging processes that lead to the construction of a linguistic system, without the existence of any special faculty in the brain responsible for language development. These processes take place naturally without any conscious procedure. Moreover, forms that regularly occur become fixed modalities as a result of frequency and salience (Gass, 1997, Ellis, 2002). Once these fixed patterns are supported by some other processes as attention, monitoring, memory activation, as well as practice, the forms are strengthened and hence language acquisition takes place.

In order to provide a clearer picture on the body of research that dominated the post 1980’s period, it is necessary to provide further explanations about the major issues such as the role of input, interaction and output and the role of the learner which have continued to draw the attention of SLA researchers, like Krashen (1981), Long (1981-1996), and Swain (1985).

Ellis (1990) sets a clear distinction regarding SLA theories, which he divided it into ‘reception-based theories’ and ‘Production-based theories’ of CI. The former are best

presented in Krashen's (1981) input hypothesis and Long's (1981-1996) interaction theory and is based on the assumption that SLA is best achieved through the process of interaction once the learner receives and comprehends the SL/FL. Whereas the latter are concerned with the learner production of the TL and are presented in Swain's (1985) output theory.

2.4.1.1. The Input Hypothesis (Krashen 1981)

According to Krashen (1985), two-way interaction is a particularly good way of providing comprehensible input, which plays a critical role in language learning since there is no learning without input. The language used by the teacher affects the language produced by learners. Acquisition occurs by means of a learner's grasping of comprehensible input, which is the determining factor in SLA. In Krashen's (1982) view, language acquisition can be achieved when learners are exposed to language input whose structure is beyond their current level of language competence, which he labeled as the 'i+ 1 hypothesis'. In this 'i+1' structure, the 'i' stands for learners' current linguistic competence, and '1' symbolizes the language beyond their level of competence.

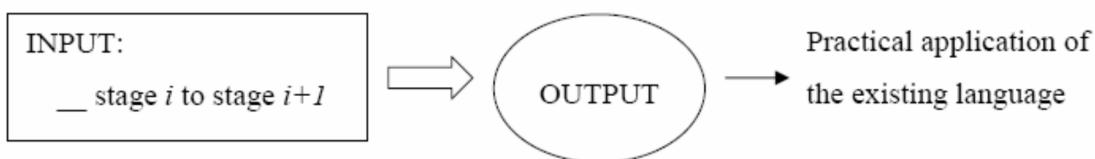


Figure 1.1: the "i+1" hypothesis (krashen 1985, p.2)

According to this theory and as far as CI is concerned, the more students interact, the more input becomes understood and in their level of language proficiency. Therefore, high levels of SLA can be achieved because learners have had the opportunity to practice and use the TL. Putting it differently, Pinter (2006) argued that interaction is a suitable way for providing 'comprehensible input' that plays a crucial

role in SLA, because when the student receives the input; this input will evoke not only teacher-student interaction but also peer-interaction inside the classroom. In line with Krashen's view, Long (1983-1985) considers conversational or interactional adjustments and simplification as the most effective means for fostering comprehension. The most important conversational adjustments in this regard are clarification requests, confirmation checks, and comprehension checks. For Long (1983-1985), the presence of these interactional features indicates the occurrence of meaning negotiation, which provides more opportunities for comprehensible input to the learner and therefore promotes acquisition. This point finds support in Krashen's explanation of comprehensible input. That is to say, the teacher plays an essential role in converting complex structures and abstruse linguistic forms into easy comprehensible input, which is in the learner's right level of competence.

Krashen primarily stressed the importance of comprehensible input provided by the teacher and considered it sufficient to promote acquisition and goes on to say that if this input is not comprehensible then learning will not take place.

However, Johnson (1995) argues that krashen (1981) in his hypothesis overstresses the role played by comprehensible input, which focuses on meaning rather than form. Second, in addition to be a theory that is not open to test, Krashen's idea of the 'i+1' was put into question by Mc Laughlin (1987), Mitchell and Myles (1998) (Cited in Byram, 2000) for the lack of an absolute mechanism to define precisely the current level of the individual learner. In addition to that, it is also problematic to decide on what can be considered as comprehensible input and what cannot, or what input to provide learners with that is slightly above their current level.

2.4.1.2. The interaction hypothesis (Long 1981-1996)

According to Krashen's (1981) theory, comprehensible input plays a crucial role in enhancing SLA. Likewise, Long's (1981-1996) interaction hypothesis stresses the importance of comprehensible input in the sense that a learner cannot achieve SLA unless he has an access to comprehensible input. Additionally, Long (1981-1995) emphasizes the role of negotiated interaction in language development. According to Long (1983a; 1983b), for language acquisition to occur, learners should be provided with abundant opportunities to negotiate meaning so as to prevent any communicative breakdown. Negotiation of meaning raises learners' awareness to those language features that do not match the norms of the TL (Gass, 1997). That is to say, Comprehensible input is necessary but not sufficient for SLA to take place, and is one of several processes required for language learning to occur. Learners need to attend, notice and consciously perceive the gap between the input provided to them and their output in order for input to become intake. Putting it differently, meaning negotiation during interaction promotes noticing because enables learners to receive feedback from participants in interaction, on their language production in the form of conversational adjustments. The feedback then serves as an indication for learners to modify their production. As stated by Lightbown and Spada (2006), Interaction is an essential condition for SLA to take place because it modifies speeches and interaction patterns to help learners participate in a conversation.

Gass and Torrens (2005) from their part consider negotiation as the first step towards learning and as an essential component. Thus, negotiation of meaning lies at the heart of long's interaction hypothesis, and is said to facilitate SL/FL development. It is worth mentioning here that negotiation of meaning awakens a variety of mental processes and create abundant opportunities for learners' interlanguage to develop. In other words, during oral interaction many communication problems arise, which cause internal

mechanisms of learners to pay attention to particular aspects of the TL, which in return results in interlanguage development (Mackey and Gass, 2006). In this regard, Long (1996) suggests that:

Negotiation for meaning and especially negotiation work that trigger interactional adjustments by the NS2 or more competent interlocutor, facilitate acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways (pp. 451-2).

The interaction hypothesis has been revised by many scholars and even by Long himself. In a revised version, Long (1996) gave much importance to three basic elements contributing to SLA: the necessity of comprehensible input, negative feedback as having crucial value in enhancing negotiation of meaning and evaluating learners' output, and finally the importance of output in SLA. Long (1996) also stresses the importance of other elements such as learners' internal mechanisms, and environment (whether instructional setting or natural environment) where learners should be involved in tasks that promote negotiation for meaning, henceforth SLA will take place.

Ellis (1991) developed a new version of the interaction hypothesis on the basis of a combination of three major hypothesis Krashen's (1981) input theory of comprehensible input, Long's interaction (1981-1996) hypothesis and Swain's output hypothesis. Ellis's (1991) version of the interaction hypothesis is based on the following assumptions:

- a. Comprehensible input is necessary for L2 acquisition.
- b. Modified input in interaction, which takes place in the process of meaning negotiation, helps in making TL input comprehensible to the learner.

- c. Tasks, in which the interlocutors are involved in information exchange among them, help in promoting interactional restructuring.
- d. Situations in which the verbal communication participants share a corresponding role relationship create more opportunities for interactional restructuring.

While this sub-section has discussed ‘reception-based theories’, the following presents the basic assumptions of Swain’s output hypothesis as an example of ‘production-based theories’.

2.4.1.3. Output hypothesis Swain (1985-1995)

In contrast to Krashen’s (1981) claim that comprehensible input is sufficient for SLA to take place, Swain (1985-1995) argues that comprehensible input is not sufficient for SLA because the students’ comprehension of some forms of the language does not necessarily mean that they can produce them. In other words, learners can improve their level in SLL/FLL once they are able to produce output either in written or spoken forms. Indeed Swain (1985-1995) considers that comprehensible input, interaction, and negotiation of meaning are all necessary elements as for SL development; however, she also added another element, namely comprehensible output a key element in SLA/FLA.

According to Swain (1995), when learners use the TL, they are likely to recognize their linguistic problems and ‘which thus’ ‘notice’ as “a gap between what they *want* to say and what they *can* say, leads them to recognize what they do not know, or know only partially” (p.126). Furthermore, Swain (1995) maintains that while producing output, learners have abundant opportunities to test out hypotheses they make about how the TL functions, including its vocabulary, grammatical structures, and other language aspects ...etc.

Based on the studies of Canadian French immersion programs, Swain (1995) noticed that although students became fluent in the TL use, they failed to develop native-like grammatical competence. In this sense, Swain argued that this failure could not be the result of the lack of comprehensible input, because immersion classes provide students with ample comprehensible input (Harley and Swain, 1978) (cited in Swain 1985). Swain maintains that the observed failure to develop accuracy is due to the fact that learners did not have enough chances to speak, and have not been ‘pushed’ towards producing the TL. In other words, when learners participate in meaningful interaction, they are ‘pushed’ into developing their linguistic production. Social interaction, provide learners with opportunities to test the linguistic knowledge they have about the TL. For her, language production should not take place in isolation, but rather in interaction.

In Swains’ view, the act of producing the TL whether in its oral or written form is accompanied by noticing a gap in the linguistic knowledge, as students try to convey an idea or express a thought. When this happens, learners become aware of their actual level concerning the language and pay attention to the aspects they do not know about. Therefore, output plays a significant role in SL development because it leads learners to process deeply the language, through actively engaging their mental abilities, more than in input reception and processing. In addition, the output according to Swain (1995) provides learners with opportunities to receive feedback from other participants in the interactional event namely the teacher and peers. This implies that, when the students negotiate meaning with each other, they receive feedback that may result in the modification of their output until ultimately acquiring the target-like form.

In sum, Swain (1995) suggests the output hypothesis serves at least three functions in SLL beyond that of enhancing fluency: noticing, hypothesis testing, and reflecting.

Since, Swain's output hypothesis, and Long's interaction one emphasizes the social aspect of learning, and considered social interaction as a key element in promoting SLA. These hypotheses seems to be on the same stream as the SCT, which is considered among the theories that tried to provide a holistic explanation about the phenomenon of SLA, as it will be discussed in the following sub-section and the second chapter.

2.4.2. Sociocultural theory as an alternative approach to SLA

The limitation of the cognitive/psycholinguistic models that have been developed following Chomsky's theories lies in the fact that they focus exclusively on the psycholinguistic aspect and linguistic system detached from the context and the authentic language use in collaborative social interaction. According to Krashen's input theory, for example, providing comprehensible input does not aim at promoting genuine social interaction but rather to afford learners the opportunity to activate their mental processes, thus paving the way for the construction of language syntactic system that is developed when it fits the learner's level of competence. For long and Swain's theories, negotiation of meaning and output production can only serve the purpose of fostering the learners' automaticity, and enhances their fluency. In addition to recognizing the gaps of knowledge within learners' interlanguage (Swain, 1995, 2005).

The previously mentioned mainstream theories seem to neglect one important component of SLA, which is the social dimension of leaning. Such a gap in the field of SLA research paved the way for the emergence of alternative approaches to CI.

While cognitivism emphasizes how information is mentally processed, constructivism on the other hand focuses on people's behavior regarding information to construct knowledge. In particular, constructivism suggests that people actively build knowledge and understanding by combining the existing knowledge they already

possess with new information existing in the external world. For constructivists, learning is an active process through which meaning is constructed by the learner and humanbeings are able to understand better the information they have constructed by themselves.

Cognitive constructivist learning is based on Piaget's (1959) learning theory. Piaget (1959) suggests that the construction of meaning and learning are the result of children constant and active engagement with their environment. Piaget (1969) argued that interactions between the already possessed cognitive patterns which he labeled as 'schemas' with new experiences and knowledge existing in the outside world, results in cognitive development and conceptual change. For him Children construct an understanding of the world around them, and then experience discrepancies between what they already know and what they discover in their environment. Such a process can be only possible with an increase of complexity in the child's own 'schemas' a term defined by Piaget and Cook (1952) as "a cohesive, repeatable action sequence possessing component actions that are tightly interconnected and governed by a core meaning". In simpler words, schemas are perceived as building blocks of knowledge; each one is related to a certain entity in the real world including objects, situations, and action....etc. For Piaget, learning appears in what he called 'adaptation' an important principle of human functioning, a process through which the child uses the environment to adjust to the cognitive conflicts when interacting with it. In fact, adaptation comprises two complimentary processes, assimilation and accommodation. The former exists when the new information fits the already existing schemas and leads to equilibrium, while the latter is when revising old schemas to fit the new information when it seems to be in conflict and this causes disequilibrium. Furthermore, Piaget argues that a child goes through four universal cognitive stages these are the sensory-

motor, preoperational, concrete operational, and formal operational stage. He believed that each child goes through the stages in the same order, and no stage can be missed out, such a belief in Piagetian perspective reveals a biologically based cognitive development accompanying the child's maturation. These ideas among others led to the 'discovery learning' school movement of the 1960s in which children were encouraged to discover the principles of subjects such as mathematics and science through processes of exploration. Nevertheless, In spite of the huge contribution of his ideas in developmental psychology, and developing educational policy and teaching practice, Piaget seems to emphasize the individual internal learning at the expense of social and cultural one. A criticism that caused a reaction by Vygotsky, a contemporary psychologist of Piaget, who developed the social constructivist theory generally referred to as SCT.

SCT has its origins in the writings of the Russian psychologist Lev. S. Vygotsky and his colleagues (1978-1987), and later developed by other researcher like Leontiev (1981), Wertsch (1985), and Lantolf (1994-2000)....etc. What distinguishes SCT from other approaches is "its focus on if and how [second language] leaners develop the ability to use the new language to mediate (i.e. regulate or control) their mental and communicative activity" (Lantolf, 2011, p.24).

In fact, the SCT paradigm of mind is built on the principle that human activities take place in cultural contexts, and are mediated by language and other symbolic tools. It argues for the inter-connection of social and individual processes in the co-construction of knowledge. This simply means that in order for human beings to interact with, influence and change the material environment they have, throughout their history, created physical tools. In this sense, Vygotsky proposes that human beings have created symbolic 'tools' to regulate their psychological and sociocultural environment. The

most robust and significant of these symbolic tools is language. Therefore, considers that language learning begins initially as a social process before being subjected to individual mental processing, when being mediated through language, are by definition social in origin (Vygotsky, 1981). In other words, Vygotsky the mediation of SCT maintains that the individual's development occurs at two levels; On the social plane, that is the interpsychological and on the individual one named as intrapsychological, the two terms represent the sequence in which learning appears, as being initiated as a social activity and moving towards the individuals own cognitive processing. In this sense, Lightbown and Spada (2006) regard SCT as "an explanation of knowledge and learning that is based on the assumption that all learning is first social then individual" (p. 204).

It should be noted, that in spite its focus on the social dimension, SCT does not deny the importance of studying the internal cognitive processes in relation to the social and cultural context in which SLA naturally takes place (Thorne, 2005; Lantolf, 2006; Lantolf and Thorne, 2006; Zuengler and Miller, 2006).

It is worthy to acknowledge that SCT has made a great impact on the learning and teaching profession, in the sense that it emphasizes the social use of language according to context (applied in the new communicative classes), and reflects Vygotsky's ideas of the role of language as a social tool for communication.

As far as SLA/FLA is concerned, language learners interact verbally with more expert individuals, who provide them with assistance through interaction. This interactive event that occurs in the classroom context leads conclusively to knowledge co-construction. In Vygotsky's terms, it is clearly understood that language learners are viewed as active participants in the process of language learning. They construct their own knowledge and meaning throughout collaborative interaction with each other.

Vygotsky claims that language is the tool through which the novice interprets and regulates the surrounding, an act that is known in his terminology as mediation. According to Newman and Holzman (1993) and Lantolf (2006), language learning within this framework is considered as a developmental process that results from meaningful social interaction and participation in activities that are socially mediated and the learners are viewed as active participants in the meaning-construction through which they develop the linguistic knowledge.

In SCT, social interaction is of great importance for SLA/FLA to take place. Saying it differently, when teachers create opportunities for their students to take part in CI by adjusting their own language as well as the cognitive tasks introduced to them, learners benefit from the teacher's and peers assistance, in order to achieve a high level of oral performance using the TL. As Vygotsky's puts it "Rather, development occurs as the result of meaningful verbal interaction, that is, of dialogic relationships between novices and experts in the environment, be they parents, older peers or teachers" (Vygotsky, 1962, 1978) (cited in Schinke-Llano, 1995).

All in all, SCT provides a more comprehensive explanation of the SLA/FLA process, combining both the social and cognitive aspects as opposed to mainstream approaches to SLA which have focused exclusively on the cognitive aspects

Conclusion

Since the most effective, way to enable learners of FL to interact with speakers of their language is through the articulation of classroom tasks around interaction.

In this chapter, attention was given to two tightly linked components of SLA, namely the speaking skill and CI. The discussion in this chapter was carried out in two sections; the first section presented the components of the speaking skill as well as the most important aspects of its teaching. While the second section dealt with SL research

on CI. This section reviewed some of the most important cognitive theories concerning the role of interaction in promoting SLL, so as to foreground the contribution of the sociocultural perspective to the study and promotion of the speaking skill in SLL/FLL.

Chapter two

Relevance and Implication of Sociocultural theory to SLL

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Introduction

Introduced to American researchers in the nineteen-twenties and thirties, Lev S. Vygotsky's ideas on human development have had a profound effect on the field of child psychology and education. At a time when psychologists' intents were to develop simple explanations of human behavior, Vygotsky developed a rich and a multifaceted theory through which he examined a range of subjects including the psychology of art, language and thought, learning and development, with a focus on the education of students with special needs. In fact, Vygotsky's ideas were marginalized for more than twenty years, and did not find its way to the community of research until the late fifties and early sixties. However, over time Vygotsky's concepts have gained an increasing interest and made their way into other fields such as anthropology, educational linguistics, and SLA research in which this focus is labeled the SCT. The introduction of this paradigm in the study of SLA was delayed until the late 1980's and 1990's.

In light of this historical introduction, the second chapter will discuss in some detail the SCT providing the necessary background for the appreciation of the theory.

1. Sociocultural Theory Construct

1.1. Understanding Vygotsky's sociocultural theory

One of the most influential theories concerning child development is the SCT or 'the cultural-historical psychology'. Its origin is derived from the sociological and economic writings of Max and Engels in eighteenth and nineteenth century. The theory emerged from the work of the Russian psychologist Lev Vygotsky and his collaborators, Leontiev and Wertsch. However, Vygotsky never used the term cultural-historical psychology in his writings; he always referred to as the SCT. His main desire

was to design a new way to look at and come up with a solution to educational and social problems of the time. He strongly believes that other factors, besides biological instinct, cause human to act the way they do, and he was the first psychologist to suggest a way in which culture plays a part in each person's nature. Vygotsky's (1981) theory about the development of human cognitive and higher mental functioning, regards social interaction as the core of communication and learning process. It states that learning and cognitive development are significantly influenced by social interaction that occurs within a particular Sociocultural environment. This theorist emphasizes the interdependence of social and individual processes in the co-construction of knowledge. Vygotsky's (1962) work emphasizes three major themes. First, he contends that cognitive development, including higher-order learning, is rooted in social interactions and mediated by abstract symbols, which he refers to as tools. Second, Vygotsky (1962) asserts that these tools are not created in isolation but rather are products of the sociocultural evolution of an actively involved individual. Third, Vygotsky views learning as a developmental or genetic process. This general genetic law of cultural development emphasizes the importance of concentrating on the process by which higher functioning is established.

However, despite the fact that the SCT has brought a new and fresh air to the fields of psychology and education, the theory did not really gain its right until the late fifties and early sixties, and was not introduced into the field of SLA until the late 1980's of the last century by the works of Lantolf, Thorne and Swain.

1.2. Basic Concepts in Sociocultural Theory

SCT focuses on children cognitive development, specially emphasizes the integration of social, cultural, and biological elements, and believes that socio-cultural

circumstances play a focal role in human cognitive development. This theory sets a distinction between higher and lower mental processes. While the former refers to innate predispositions such as memory, attention ...etc, the latter refers to the processes that people internalize or regulate from social activities through the mediation of symbolic tools (languages) and by moving through the ZPD. During this process, language develops from social speech to private speech and then finally to inner speech. Therefore, the central construct of the theory are mediation, the ZPD, scaffolding, regulation, internalization, inner and private speech, and activity theory (AT).

1.2.1. Mediation

The concept of mediation is the subtle social interaction between teacher and learner in the enrichment of the student's learning experiences. It refers to people intentional interjection items between their environment and themselves, in order to be able to modify it and gain specific benefits.

Mediation is the keystone in Vygotsky's (1978) theory of constructivism. According to him (1978), the term mediation refers to the part played by other significant people in learners' lives, people who enhance their learning by selecting and shaping the learning experiences presented to them. He claims that the secret of effective learning lies in the nature of social interaction between two or more people with different levels of skills and knowledge. This involves helping the learner to move into and through the next layer of knowledge. He also stresses the importance of tools as mediators, the most powerful of which is language. As Lantolf (2001) states, one of the main concepts of the SCT is that the mind is mediated. This means that the individual does not establish a direct relationship with the world, but rather this relationship is mediated using tools.

Vygotsky's (1978) theory of constructivism supports the view that the use of mediators helps human to alter their environment and that the use of activity mediators provides a way in which people are able to interact with nature. Mediation is also defined as the use of certain tools within socially organized activities involving two phenomena, which encompass the mediated relationship of individuals to their environment. The first concerns humans' use of language and physical signs to change social relations into psychological functions between their minds and their environment, while, the second concerns the use of symbolic mediation to develop higher intellectual progression.

1.2.2. The Zone of Proximal Development

As previously discussed, the concept of ZPD has been originally developed by Vygotsky in order to argue against the use of academic, knowledge-Based tests as a mean to gauge student's intelligence. Vygotsky (1978, p.86) defines the ZPD as "the distance between a child's actual development level as determined by independent problem solving under adult guidance, or in collaboration with more capable peers". He argues that instead of assessing what a student knows to determine intelligence, it is more helpful to compare their ability to solve problems independently to their ability to solve problems with the assistance of someone who has mastered the concepts being learned. According to him, the ZPD helps in determining a child's mental functioning are still in the process of maturation. Moreover, the concept of ZPD is also important, because it refers to the dynamic region of sensitivity, in which the translation from interpsychological to intrapsychological functioning takes place.

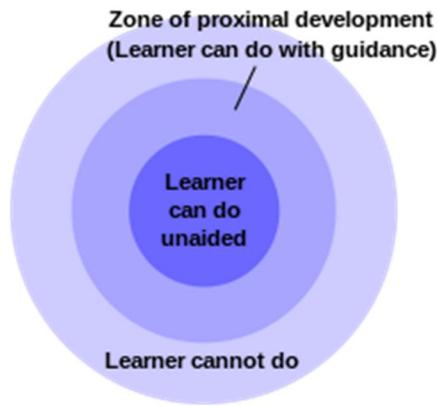


Figure 2.2: The Learner's Zone of Proximal Development

As shown in the above figure representing the ZPD, there are two levels of attainment:

- Level 1: the present level of development and this describes what the child is capable to do without any help from others.
- Level 2: the potential level of development that is, what the child could potentially be capable to do with the help of other people or teachers.

The gap between level one and two is what Vygotsky describes as the ZPD. He strongly believed that through the help of more knowledgeable other (MKO) the child could potentially gain knowledge already held by them. However, the knowledge must be appropriate for the child's level of comprehension and anything that is too complicated for the child to learn, and which is not in his/her ZPD cannot be learnt at all until there is a shift in the ZPD. When a child is able to continue to attain his/her potential level, the shift within the ZPD takes place and the child will further learn more complex and higher-level materials successfully.

1.2.3. Scaffolding

In the 1970s, Bruner, Wood and Ross created the term scaffolding, which is inspired from Vygotsky's idea of an expert assisting a novice, or an apprentice. Scaffolding is changing the level of support to suit the cognitive potential of the child. Over the course of a teaching session, one can adjust the amount of guidance to fit the child's potential level of performance. More support is offered when a child is having difficulty with a particular task and, over time, less support is provided as the child shows control of the task. Ideally, scaffolding works to maintain the child's potential level of development in the ZPD .The concept of the ZPD is widely used to study children's mental development as it is related to education. The ZPD concept is seen as scaffolding, a structure of "support points" for performing an action. This refers to the help or guidance received from an adult or more competent peer to permit the child to work within the ZPD.

Many experts define Scaffolding as the process through which a teacher or a more competent peer helps the student in his or her ZPD as necessary and tapers off this aid as it becomes unnecessary, much as a scaffold is removed from a building after the construction is completed. Vygotsky argues that a child could be taught any subject efficiently using scaffolding practices and implementing it in the ZPD. According to Nelson (2005), scaffolding lies at the heart of Vygotsky's SCT because it recognizes the role of social interaction in learning, and explains how other people affect the development of children. It involves changing the way an MKO helps a child in doing a task based on their current learning ability. For Wass and Golding (2014), giving students the hardest tasks they can do with scaffolding lead to the greatest learning results.

For example, children's speech develops, it influences the way the child thinks, which in turn also influences the child's manner of speaking. Wells (1991) gives the example of dancing, when a person is learning to dance, he looks at others around him on the dance floor, and imitate their moves. A person does not copy the dance moves exactly, but takes what they can perform from their part and adds his own personality to it.

Another example of scaffolding is learning to drive. Parents and driving instructors guide driving students along the way by showing them the mechanics of how the car operates, the correct hand positions on the steering wheel, and the technique of scanning the roadway, etc. As the student progresses, less and less instruction is needed, until they are ready to drive on their own.

1.2.4. Regulation

Vygotsky's theory of development provides a social constructivist account of self-regulation. Vygotsky (1978) believes that people and their cultural environments constitute an interacting social system. Through their communications and actions, people in children's environments teach them tools (e.g., language, symbols) needed for developing competence. By using these tools within the social system, learners develop higher-level cognitive functions such as problem solving. Actually, every kind of assistance provided by the learner's teacher or parents in the environment is a direct support to move from others regulation to self-regulation i.e. what the learner can do with the assistance of others today can be done successfully tomorrow independently. Self-regulated learning includes the coordination of such mental processes as memory, planning, synthesis, and evaluation. These coordinated processes do not operate independently of the context in which they are formed. A student's self-regulated

learning processes reflect those that are valued and taught in the culture of the student's home and school.

Vygotsky (1978) believes that people learn to self-regulate through control of their own actions. The primary mechanisms affecting self-regulation are language and the ZPD, or the amount of learning possible by a student given the proper instructional conditions. Initially, children's actions are directed by the language (speech) of others but children gradually internalize this self-directing language and use it to self-regulate. Through interactions with adults in the ZPD children make the transition from behaviors regulated by others to behaviors regulated by themselves, or self-regulated learning.

1.2.5. Internalization

The concept of internalization is inseparable from scaffolding and the ZPD. Lantolf and Thorne (2006) define it as the "means of developing the capacity to perform complex cognitive and motor functions with increasingly less reliance on externally provided mediation". Lantolf (2006) claims that through internalization in the ZPD that the activities between people and culture artifacts transform into the inner activities of our brains.

The term internalization can be understood in one respect as "knowing how". For example, the practices of riding a bicycle or pouring a cup of milk are initially outside and beyond the capacity of the child. The mastery of the skills needed for performing these practices occurs through the activity of the child within society. A further aspect of internalization is appropriation, in which the child takes a tool and makes it his own, perhaps using it in a way unique to himself. Internalizing the use of a pencil allows the

child to use it very much for his own ends rather than drawing exactly what others in society have drawn previously.

1.2.6. Inner and private speech

Private speech is first studied by Vygotsky and Piaget. In the past 30 years, private speech has received renewed attention from researchers. They have noted a positive correlation between children's use of private speech and their task performance and achievement. Vygotsky sees this as a starting point for all mental development. According to Lantolf (2000), Vygotsky believed that " it is the process of privatizing speech that higher forms of consciousness arise on the inner plane and in this way our biological capacities are organized into a culturally mediated mind". In other words, it is with private speech that a child's biological instincts were made into culturally acceptable ways of acting. He suggests that children speak to themselves as a way of guiding themselves through an action. Vygotsky (1978) also suggests that private speech changes as children age, beginning as external (out-loud) speech when they are younger but then becoming more internal (within themselves) as they mature and he refers to the latter as the inner speech. Through relationships with more capable people, children get information and use that understanding in their private speech. Vygotsky (1978) believes that private speech shows how children use the support given to them by others to assist their own way of thinking and how they act. An additional fact noticed by Vygotsky is that once children begin school their use of private speech decreases and goes underground.

1.2.7. Activity theory

The AT is created first by Vygotsky but because of his premature death, one of his students Leontiev developed it into an independent theory system. AT, assumes a unified nature of human behavior, which is considered to be the result of the integration of social and cultural mediations. According to Vygotsky, activity can be regarded as a framework in which mind is observed and studied. That is to say, mind is the subject studied in psychology, and it can be observed or displayed through people's activities. Leontiev (1981) points out that the activity includes three levels: activity, action and operations, corresponding to three concepts, motive; goal; and condition. Activity supplies social-environments with clear goals, motive displays the reasons why something has happened, and action refers to the exact process of how the activity is operated. Lauria (1979) believes that the mind is not the result of the activity occurring in the brain but a functional system shaped as the brain's electro-chemical processes come under control of our cultural artifacts, the most important of which is language. In line with Lauria, Lantolf (2000) also suggests that an activity is motivated by a need, which might be either social or biological, like the need to become literate and the need for food. Therefore, it is believed that motives emerge through certain activities which are goal directed and are accomplished under certain conditions.

2. Pedagogical Implication of Sociocultural Theory to Second Language Learning

2.1. Classroom Interaction and Sociocultural Theory in practice

As has been discussed in the previous chapter Vygotsky's concepts are not directly oriented towards SLA/FLA field, but have largely influenced scholars in psychology, linguistics and even education, and more recently linguistics. SCT takes into consideration the external as well as internal mechanisms of human cognitive

development and hence provides a more comprehensive picture for the research on the social aspects of communication as well as mental functions of cognition. In this sense, it is worthy to mention that ever since its appearance in the field of SLA literature in the 1980s; Vygotskian concepts have attracted the attention of the English ESL/EFL community of research, including a group of scholars concerned with the study of the role of interaction in additional language learning; (Block, 1996; Firth & Wagner, 1997, 1998; Hall, 1995a, 1997; Lantolf, 1995; Lantolf & Appel, 1994). The original views and concepts about human learning promoted by SCT have enabled these scholars, among others, to come out with new assumptions concerning the nature of language and language learning that differ substantially from those embodied in the traditional approaches to research on interaction and language learning.

Central to SCT is the view that, language is not exclusively individual but rather primarily social. In other words, language learning is not the merely internal assimilation of structural components of the language system, but it is fundamentally a social process, initiated in our social context and moves to be an individual cognitive activity. It is clear according to this view that interaction with more capable members is a prerequisite to learning. This subsequently leads to the acquisition of the linguistic, sociocultural and other knowledge and competencies considered essential to the construction of meaning. According to Vygotsky (1981):

Any function in the child's cultural development appears twice, or in two planes:

first, it appears on the social plane, and then on the psychological plane;
first it appears between people as an interpsychological category, and
then within the child as an intrapsychological category. This is equally

true with regard to voluntary attention, logical memory, and the formation of concepts and the development of volition (p. 163).

In FL/SL teaching and learning contexts as in other learning context, learning first takes place between the language learner (novice) and the teacher (expert), when they engage in joint undertaking. The expert assists the novice to appropriate his/her knowledge or skills in relation to the task and gradually hands over control of the task to the novice learner. As the learner internalizes part or all of the knowledge of the expert that is related to the task in hand, s/he transforms it into his/her own resources, so as to be able to use in subsequent participation, or for individual cognitive processing and problem solving. The assistance from the expert is mainly mediated by means of talk or more precisely language. Putting it differently, learners' language development is initiated by their engagement in a variety of communicative tasks, which are accomplished through cognitive and linguistic tools (Hall, 2001). That is to say, the active involvement in joint interaction with the MKO, supposedly teacher or peers , will subsequently leads the learner to develop shared understanding and perspective of the task s/he is involved in accomplishing, which expand learning context for future collaboration. In such a case, linguistic and cognitive development occurs once the learner/novice internalizes the means and resources used to accomplish the task.

Donato asserts “the experienced individual is often observed to guide, support, and shape actions of the novice, who, in turn, internalizes the expert’s strategic processes” (1994, P.37). As learners internalize the expert’s resources, the latter gradually allows the novice to take charge of the part(s) of the task, which s/he can handle, and continue to scaffold their performance for the part(s) of the task, which they are still not able to perform independently. As the learners show signs of independence, the teacher

transfers to them the responsibility of completing the task, until they reach the autonomous stage, where learning takes place.

It is worth mentioning here that not any kind of support provided to the learner is considered to be ‘scaffolding’. Maybin et al, 1992 suggest that to qualify as “scaffolding”, the experts’ assistance should enable the student to complete a task, which they cannot handle alone, and it has to be an assistance that is provided with the conscious intention in mind of handing over responsibility to the learner for independent learning. In doing so, the teacher needs to assume the responsibility of sensing the learners’ emerging needs and capabilities, offering scaffolding only when it is needed and withdrawing it when it is no longer needed. This can only be achieved through the teacher being able to assess his learner’s current level with the scaffolding process in comparison to the potential autonomous performance as a sign of learning, and this is a true reflection of the meaning of the ZPD concept in the sociocultural perspective. This idea in relation to other SCT constructs will be examined in the following subsections.

2.1.1. Scaffolding and the Zone of Proximal Development in Classroom Interaction

According to Lantolf and Appel (1994) and Lantolf (2000), Vygotsky in his theory of mind sets a distinction between the child’s current level of development and the potential level that could be reached, through the interactive guidance and support of a more experienced individual. This as has been previously explained is the ZPD. The ZPD does not simply establish a scaffolding relationship between the expert and the novice for the purpose of task completion, but it is geared towards leading the novice to the highest potential cognitive levels through the process of interaction. Thus, the ultimate role of scaffolding is to expand the novice’s ZPD to reach what Vygotsky

called ‘self-regulation’ which is the result of the expert’s assistance who tries to bridge the gap between the social environment and the learners cognitive abilities. By doing so, the expert in a way or another helps the novice to expand his ZPD particularly to move from other-regulation to self-regulation.

In order to link Vygotsky’s notion of ZPD to SL/FL learning and teaching, Ohta (2001) proposes an adapted version of Vygotsky’s definition, related to language classroom context. He points out that ‘For the L2 learner, the ZPD is the distance between the actual developmental level as determined by individual linguistic production, and the level of potential development as determined through language produced collaboratively with a peer or teacher’ (p. 9). In this sense, it is worth noting that each time interaction takes place, the expert has a little more knowledge to impart to the novice-learner, assisting to his cognitive development in a smooth and more ‘natural’ way. That is also a key point where SCT differs from Krashen’s Input Hypothesis (1985). According to Mitchell and Myles (2004), Krashen’s input hypothesis, emphasizes the role of the linguistic input in the systematic development of the learner’s SL/FL system through psycholinguistic processes. Saying it otherwise, in Krashen’s view, learning occurs through a process of modified formal interaction and not through the formal or informal natural communication and collaboration between the expert and the novice (Mitchell and Myles 2004; Lantolf and Appel 1994). As opposed to this view, the sociocultural perspective holds the view that the learner’s cognitive development results from the joint interaction between individuals (Lantolf and Appel; 1994). Moreover, although opportunities for real world interaction are minimized in the classroom context, as the lessons are usually goal-oriented; learners are still able to engage and benefit from the learning process, through teacher’s scaffolding in the interaction process.

The relation between the learner's ZPD and teacher's scaffolding is evident in the enormous research literature conducted within the sociocultural framework. In their study, Aljaafreh and Lantolf (1994) observed the potential development of a group of adult ESL learners in an eight weeks instruction, of one-to-one lessons. One of the tutor's aims was to provide scaffolding to the learner in order for the latter to engage actively in the learning process (other aims of this research will be displayed in the following subsection on the role of CF). The researchers created a "regulatory scale", which displays the shift from the explicit scaffolding of the tutor, to more implicit scaffolding roles. Aljaafreh and Lantolf (1994) state that a shift was observed from explicit scaffolding (other-regulation) to a more implicit one resulting in some kind of independent learning (self-regulation). In the act of moving to higher levels of self-regulation, the learners became more self-dependent during the learning process. These findings, according to these researchers, reveal an existent "micro-genetic" development between the novice and the expert (Aljaafreh and Lantolf 1994). As a result they concluded that:

...linguistic forms alone do not provide us with the full picture
of a learner's developmental level. It is essential to know the degree
to which other regulation, or mediation, impacts on the learner's
production of the particular forms. (Aljaafreh and Lantolf 1994, p.480).

It is now clear that the sociocultural perspective explains the crucial role of more experienced individuals in their scaffolding act in guiding the novice /learner to expand his/her ZPD and move towards independent learning (self-regulation). And to facilitate the learners' cognitive development and social construction of knowledge within their ZPD, the teacher may scaffold students in different ways as giving helpful suggestions in the process of doing tasks, asking leading questions, drawing tables and charts, and

giving feedback concerning the students' individual, pair, or group work. The latter aspect, according to Vygotsky is seen as keystone in the act of moving from other regulation to self-regulation through gradual and contingent intervention by means of CF. henceforth, the aspect of CF will be explained from the vantage point of SCT in the following sub-section.

2.1.2. Corrective Feedback in the Zone of Proximal Development

As has been already discussed in the previous subsection, the concept of the ZPD emphasizes the distance between what a learner can learn by him/herself and what he/she can learn with the assistance of teachers or peers. In this sense, the main concept of CF needs to be elaborated as it lies at the heart of FL/SL development. Within the sociocultural framework, CF is the main tool through which the expert (the FL teacher) scaffolds the performance of the novice (the FL learner). In order for this scaffolding to be effective, CF should target specifically and effectively each learner's ZPD. According to Scott (2008), CF helps learners to recall the L2 form rather than producing the correct form. Once the learner retrieve and subsequently produce the target form, his cognitive processes are highly likely to be stimulated and development takes place. Saying it otherwise, the ZPD emerges when the novice becomes actively involved in problem solving and utilizes capable others' assistance. Interactive dialogue between a teacher and L2 learners may enact a ZPD, and CF plays an essential role in such interactive dialogue.

In the Sociocultural perspective, CF is a dialogic (language-mediated) interaction which gives the expert /teacher the opportunity to create a context in which the

novice/learner can be engaged actively in his own learning and in which the expert can accurately adjust the support that the novice is in need for (Anton, 1999). Therefore, the learner's ZPD once being located and then assessed provides the teacher with the opportunity to bridge the gap between learners' already assimilated knowledge or skills, and knowledge or skills yet to be assimilated. Henceforth, the ZPD is collaboratively created provided that the teacher knows when to provide scaffolding and when to withhold it through the interaction between him and the student; successful location and assessment of ZPD by the teacher eventually results in the student assuming responsibility of his own learning and becomes gradually less dependent. CF, accordingly, can effectively mediate learning if it enables students to self-correct their erroneous language production, and thus move away from the teacher (other regulation) towards self-remediation (self-regulation). Putting it differently, language-mediated scaffolding acts that are executed in the learner's ZPD cannot be effective and successful unless the learner's performance, including corrective behaviour is completely self-generated and atomized and mistakes emanate from legitimate slips of the tongue, or the pen, rather than from incomplete learning" (Aljaafreh and Lantolf 1994, pp. 470-471).

Regarding feedback, research findings emanating from studies conducted within the sociocultural framework have demonstrated the role of feedback as regulation in the learner's ZPD. In this regard, Aljaafreh and Lantolf (1994) is the most relevant to explain thoroughly the link between CF and ZPD.

In their study, Aljaafreh and Lantolf (1994) focused on CF guided by the principles of SCT; they aimed at demonstrating how feedback as regulation needs to be adjusted to individual learner's ZPD. In other words, the research aimed at setting the nexus between the negotiation of corrective feedback, or other-regulation in the ZPD and the

development of L2 learning. The research was conducted by means of dialogue in the written setting analysis between the tutor and learners, in order to see how the tutor and the learner negotiate error correction or CF in the ZPD; and how such a process is crucial in promoting grammar learning in an ESL writing and reading course. Moreover, in order to establish a firm theoretical background based on sociocultural principles the researchers set an ongoing process of moving towards self-regulation. That is to say, regulation refers to stages in the learning process, so that the first stage is object-regulation in which objects are used to mediate mental activities. While the second stage is other-regulation, in which parents, teachers or peers assist learners when performing the task they cannot do on their own. Then, comes the third stage self-regulation in which tasks are accomplished independently and this is the goal of these instructional activities. The ZPD is the learner's potential developmental level where the expert or a more competent speaker, together with the learner, tries to locate the learner's ZPD in order to determine what kind of assistance should be provided. Dialogue and collaboration between the two are, therefore, of vital importance for the success of CF resulting eventually in learner's language development. Aljaafreh and Lantolf argued that interactional moves and adjustments cannot be predetermined, "rather, they must be collaboratively negotiated online with the learner" (1994, p. 466). Hence, it is necessary that mediation should be accompanied with continuous assessment of ZPD and adjustments of the help provided to the learner that suits the level of his/her ZPD.

In brief, the study of Aljaafreh and Lantolf came to the following assumptions:

The dialogue between the student and tutor set a cooperation process in error correction, which is in its form characterized by effective other-regulation, paving the way for the learner's self-correction. Moreover, since learner's ZPDs differ in terms of

L2 level of proficiency, and even within one learner's ZPD in terms of different L2 forms, the nature and amount of assistance would be relatively different as well. This results in the learner's development of interlanguage system when contingent and gradual CF is provided as other-regulation through a dialogically co-constructed process from the part of the teacher.

At the very first beginning, the adjustment process started with a total reliance on the tutor, and then the tutor gradually handed over responsibility to the learner to be responsible for his own learning. It is worth mentioning here, that the type of feedback to be provided whether explicit or implicit is not dependent on the learner himself, but rather occurs with the teacher's dynamic interaction and then assessment of the individual learner's ZPD.

As a matter of fact, while the results obtained in this research within the sociocultural framework regarding CF as regulation and L2 learning in the learner's ZPD, concern a written setting, these results can be generalized to the oral production setting where the CF is negotiated by means of verbal language. In addition, it is evident in Aljaafreh and Lantolf's (1994) own statement that the choice of written texts was more facilitative to data collection:

As an initial endeavor to investigate SLL in the ZPD, we decided to rely on written texts rather than oral production, not only because we felt written performance would expedite data collection, but also because we thought it would facilitate interaction between the expert (researcher) and the learner (p.468).

This highlights the difficulty entailed in the study of CF within a sociocultural framework in the oral mode, which is the main aim of our research work.

In the following sub-section, some studies conducted within the sociocultural framework about the role of CF, ZPD, and their significance in SL/FL classroom context are presented.

2.2. A Review of some Research on English Language Teaching Practice within the ZPD

A growing number of studies conducted within a sociocultural framework based on the key concepts developed in this paradigm investigated L2 classroom practices. These findings have provided additional support to the crucial role that interaction plays in promoting SLA/FLA.

In their longitudinal study of scaffolding within the ZPD in interaction, Nassaji and Cumming (2000) examined the journal communications between a six-year old ESL learner and his teacher over 10 months, the researchers' primary goal was communication rather than formal linguistic components. This study sheds light on how the learner appropriates some language functions (e.g. questioning) that emerge in his written output over time, Aspects of the teacher's language that constitute scaffolding, the use of whole sentences, as well as his short summaries of the previous turn to model language and make it available to the learner for future performance. Moreover, it focuses on how teacher questioning as an interactional pattern is of great importance to promote higher levels of language use. These questions are graded, initially requiring only 'yes/no' responses and secondly clarification requests, and in advanced stages further details and reasons. Finally, the teacher's reformulation of the learner's language builds up the sense of shared purpose and gives value to his words by repeating and recycling them, and incorporating them into the shared discourse. The study concluded that the learner appropriates features of the language through the teacher scaffolding of their journal-based dialogic interactions. Furthermore, Nassaji

and Cumming (2000) indicate that educational discourse between expert and novice creates opportunities for learners to internalize not only the linguistic structure but also cultural, pragmatic and social aspects of language knowledge.

Similarly, Donato (1994)(cited in Kao, 2010) studied the potential of providing opportunities of scaffolding with university French class students in third semester, and whether these forms of scaffolding would lead to their language development. The research's findings revealed that when students are given abundant opportunities to reflect on their language and then assists each other during task completion, language learning would eventually takes place.

In another study conducted by Guerrero and Villamil (2000), Vygotsky's concept of ZPD in relation to scaffolding as a tool for peer collaboration in an ESL writing classroom provided evidence that students can work collaboratively to co-construct texts and scaffolds each other's learning. Mattos (2000), also examined the use of the notions of ZPD, scaffolding, private speech and activity theory as sociocultural concepts in tackling the practical problems of the assessment of EFL learners.

Another study within the sociocultural framework is that of Tharp and Gallimore (1990). This research was conducted in a progressive process used a four-stage model to activate the ZPD in learning and teaching in the EFL classrooms. In the first stage, the learner was provided with explicit assistance from the teacher, or any other capable peer through language or other mediational tools. The second stage, although the learner's performance has not completely improved, learners managed to accomplish the task without assistance. While in the third stage, the learner's performance improved and his learning was moving towards automatization. Finally, the fourth stage is what Sharpe, (2003) described as the stage "where de-automatization of performance leads to recursion through the zone of proximal development" (p. 29).

Moreover, Swain and Lapkin (1998) examined the cognitive processes, which emanate from collaborative dialogues among French immersion Students in middle school. The focus of the study was what Swain and Lapkin (1998) called ‘language related episodes’ which occur as the students collaboratively work on a jigsaw puzzle story. The study concluded that when learners are engaged in formal language problem solving, they tend to mediate each other through collaborative dialogue. This process according to the same researchers does not only create knowledge but also reinforces internalization by each learner as revealed by assessment of pre-test and post-test procedure.

These studies have corroborated the fact that SCT forms a firm theoretical stance on the basis of which classroom practices can be studied improved rendered more effective.

2.3. Lidz’ (1991) Model of Adult Mediating Instruction (De Guerrero and Villamil 2000)

Lidz’s (1991) scale for measuring mediated instruction draws heavily on Vygotsky’s notion of the ZPD and Feuerstein’s work on dynamic assessment. Lidz (1991) used the concept of scaffolding to characterize mediated learning experience as “describes the mediator’s adjusting the complexity and maturity of the teaching interaction to facilitate the child’s mastery of the task; providing support when necessary; and providing encouragements and prompts to the child to move ahead when ready”(p. 67). (Cited in De Guerrero and Villamil 2000, p. 52). Based on this theoretical stance Lidz formulated a scale to characterize and evaluate an adult’s mediating behavior in the process of shared interaction between an adult and child in a learning experience. Lidz model consists of twelve categories for the observation of an adult’s behavior. According to De Guerrero and Villamil (2000), Lidz scale of observation may fit in any

type of interaction in the language classroom. Therefore, in our practical chapter we will employ De Guerrero and Villamil's (2000) model of investigation, which is based primarily on Lidz scale of analysis. As far as the selected parameters of this study are concerned, the following table explains plainly the progress of analysis:

Table 2.1: Lidz (1991) Twelve Component Behaviors of Adult Mediating Instruction
(adopted from De Guerrero and Villamil 2000, p. 53).

-
- 1. Intentionality:** consciously attempting to influence the child's actions. This involves making efforts to keep the interaction going, engage the child's attention, inhibit impulsive behavior, and maintain goal orientation.
 - 2. Meaning:** prompting understanding by highlighting for the child what is important to notice, marking relevant differences, elaborating detail, and providing related information.
 - 3. Transcendence:** helping the child make associations to related past experiences and project himself or herself into the future.
 - 4. Joint regard:** trying to see the activity through the child's eyes; looking at an object that has been brought into focus by the child, using "we" to talk the experience.
 - 5. Sharing of experience:** Telling the child about an experience or thought that the mediator had and of which the child is not aware.

6. **Task regulation:** manipulating the task to facilitate problem solving; stating a principle of solution or inducing strategic thinking in the child.
7. **Praise/ encouragement:** communicating to the child, verbally or nonverbally, that he or she has done something good; keeping high the child's self-esteem.
8. **Challenge:** maintaining the activity within the limits of the child's ZPD. This implies challenging the child to reach beyond his or her current level of functioning, but not so much that the child will overwhelmed and get discouraged.
9. **Psychological differentiation:** keeping in mind that the task is the child's and not the mediator's; that the goal is for the child to have a learning experience, not the adult. Avoiding competitiveness with the child.
10. **Contingent responsivity:** the ability to read the child's behavior and to respond appropriately. It can be compared to a well-coordinated dance between two partners who are very much tune to one another.
11. **Affective involvement:** expressing warmth to the child; giving the child a sense of caring and enjoyment in the task.
12. **Change:** communicating to the child that he or she has made some change or improved in some way.

2.4. The Teaching Learning Cycle

So far, the teaching-learning cycle is a modern pedagogy to SL/FL teaching that applied linguistics in Australia has developed on the basis of the basic tenets of SCT. The teaching-learning cycle offers the best articulation of the tenets of SCT in the field of language teaching. This pedagogy moves the learner through gradual stages from teacher's regulation in the initial stages to self-regulation in the last stages.

The methodology of teachers following the teaching-learning cycle, draw heavily on the Vygotskian framework. The latter is well reflected in the form of a cycle composed of several stages, and emphasizes that learning occurs best when learners are assigned tasks that are within their ZPD. Moreover, the act of verbal interaction and task negotiation with the expert/teacher consequently paves the way for learning to take place. The teacher following this pedagogy scaffolds the learner's performance whenever necessary to ensure the success of this process.

According to Hyland (2007), the teaching-learning cycle considers learning a social process and the outcome of collaboration between the teacher and students or students among themselves. This activity is executed through two focal elements in the sociocultural paradigm; joint construction, and scaffolding within the learners' ZPD. The former means that the teacher and student develop texts collaboratively until the learner acquires sufficient skills and knowledge that enable him to act independently and be responsible for his own learning. Scaffolding was originally used by Bruner (1986) to describe the role that the teacher carries in the co-construction of knowledge as s/he assists learners' performance. Hyland (2007) asserts that this assistance is done by providing explicit knowledge and guided practice. The teacher explicit support contributes in what learners cannot do or know by themselves, yet as they move towards their potential level in their ZPDs, the teacher will withhold his scaffolding to allow the student perform independently.

Scaffolding

Independent learner performance

Potential performance with no contribution

from the teacher



Learner Progress

potential performance



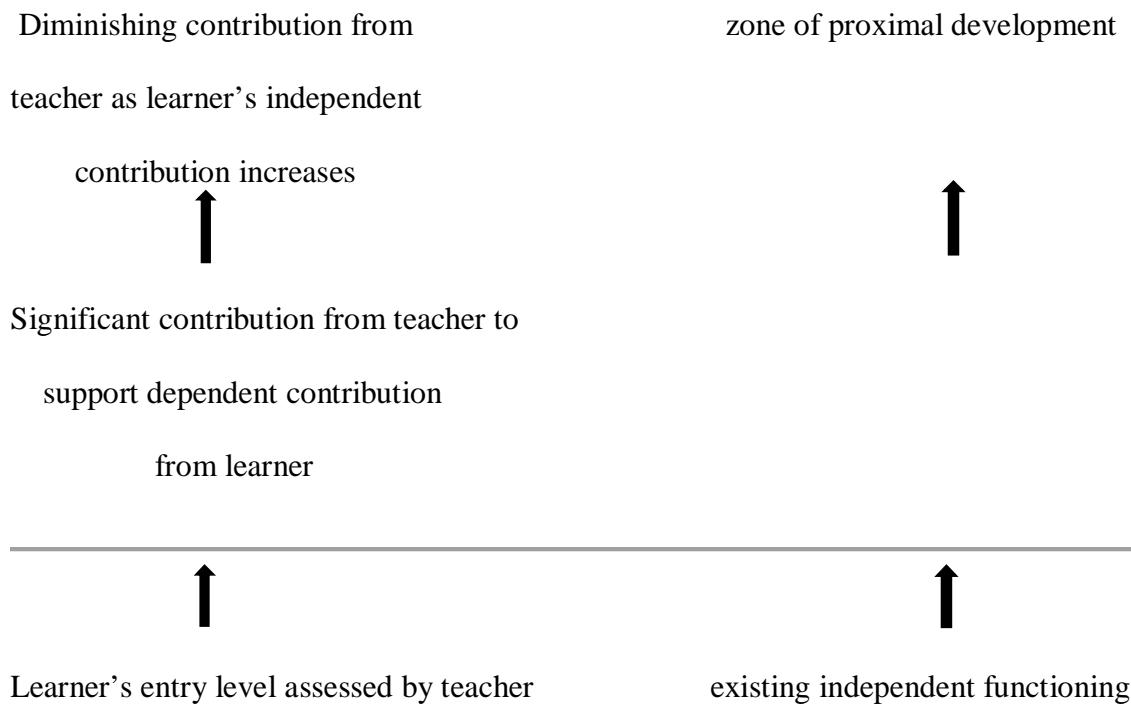


Figure 2.3: Teacher-Learner Collaboration (Based on Feez, 1998, p. 27)

Indeed, the teaching-learning cycle is based on the belief that learning occurs through explicit awareness of language and not through exploration, the role of the teacher henceforth is to provide learners with opportunities to analyze expert texts so as to develop their writing skill. Hyland (2007) suggests that, in the cycle of teaching and learning activities, the notion of scaffolding is achieved through a process, which involves progressive steps: contextualizing, modelling, negotiating and constructing. Which is usually presented as a cycle as the following figure displays:

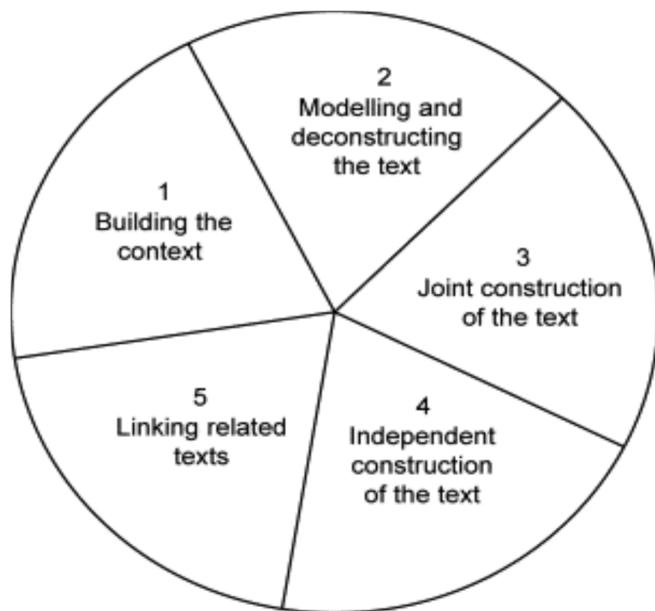


Figure 2.4 : The Teaching-Learning Cycle (adopted from feez 1998)

The act of moving through the levels of the cycle is not the result of input solely, rather through social interaction and the assistance of the expert teacher. Teaching involves a dialogue interaction between teacher and student, rather like an expert training an apprentice (Hyland, 2007). In what follows, an explanation of the teaching and learning practices within this cycle will be provided.

2.4.1. Building the Context

This phase according to Hyland (2007) involves assisting students in understanding the legitimate and meaningful context for speaking. Students are made aware of the social purposes of the discourse-type being studied, the immediate context in which it is commonly used, and the potential audience their production may have. This is achieved through an investigation of a model discourse-type that the teacher has selected in relation to the learner's needs and the lesson objectives. The most commonly used type of activities in context-building are pictures, realia, discussion or surveys to establish

the social purpose and comparing the model text to other texts of the same or contrasting type.

2.4.2. Modeling and Deconstructing the Text

At this level, Hyland (2007) confirms that students investigate discourse models and their linguistic features, and compare the model with other examples of the discourse-type. As a scaffolding activity, modelling involves both teachers and learners discussing and exploring the phases of the genre and its key grammatical and rhetorical features. With the teacher provide the appropriate scaffolding, these models are read and analyzed. In addition, diagnostic assessment at this stage gives the teacher insights on the time, kind of presentation, and practice that should be allocated to each linguistic feature within the discourse.

2.4.3. Joint Construction of the Text

At the beginning of this phase, the teacher needs to assist students in the early learning of a new genre (Hyland, 2007, p. 124) and, they work together to produce their texts, by recalling information from the previous steps. As the learner moves closer to being able to control the text independently, the teacher gradually reduces his scaffolding roles, and start acting as a facilitator for shared writing activities and as a responder to student writing. A diagnostic assessment is again needed at this level because the teacher must decide whether the students are ready to function independently or they need remedial work at the model or going back to joint construction stages.

2.4.4. Independent Construction of the Text

In the independent construction stage, students come to apply what they have learned in previous stages and construct an example of the discourse-type independently while the teacher acts as a monitor and advisor. It is at this point that

learners' performance will be utilized for achievement assessment. Activities in this stage involve listening, speaking or spoken presentations to the whole class, and reading tasks including comprehension activities (Hyland, 2007).

2.4.5. Linking the Related Texts

The final step in this cycle is comparing discourse types; this stage provides opportunities for students to investigate how the genre they have learned is related to other types in the same or similar contexts. Activities in this stage include comparing spoken and written models of the same text, researching how a linguistic feature that appeared in the text may be used in similar texts, in addition to comparing the text across several fields.

It is increasingly important to highlight that the teaching-learning cycle does not propose a link between modeling and imitation; it means that learners do not mindlessly imitate the teacher who acts as the source of models. Nevertheless, the cycle provides learners with abundant learning opportunities to function at a level beyond that they could learn independently (Feez, 1998).

The adoption of this sociocultural framework to the teaching of the oral course contributes to the establishment of a clear fixed routine in teaching the oral classroom.

Conclusion

This chapter has presented the basic concepts of the sociocultural paradigm and reviewed some SLA research on the role of CF and interaction in learners' interlanguage development from the sociocultural perspective. This discussion aimed at setting the scene for a better understanding of the modern pedagogy of the teaching/learning cycle which is based on the principles of the SCT.

Chapter Three

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Introduction

After reviewing the literature related to the role of CI in the development of the speaking and the sociocultural perspective on the study of CI in chapter one and chapter two respectively, in this chapter, we shall study ethnographically using a sociocultural framework the interactional patterns that typically occur in a sequence of four third year oral expression classes. Our study aims to generate some hypotheses about the effectiveness of the oral expression course in the development of students of English oral proficiency. Most specifically, we will be interested in studying how a teacher of oral expression, with no prior training in teaching this module and no knowledge of the sociocultural paradigm, go about scaffolding learners' oral performance.

1. Methodology

In fact, the choice of any adopted research methodology depends largely on the nature of the problem under investigation.

Ethnographic approach to gathering and analyzing language data markedly contrast the psychometric, discourse analysis, conversation analysis or any other quantitative or qualitative paradigms; this is due to the fact that ethnography holds different views on 'reality', 'truth', and 'evidence', Ellis (1990, p.67) states that "interests in finding alternatives to formal experiments has also been stimulated by a scepticism over the ability of psychometry to produce the definitive answers that some researchers expect" (cited in Nunan 1992, p. 67). According to Ellis (1990) (cited in Nunan 1992, p. 67), the relationship between instruction and the learning process is not linear, and experimental design cannot solve the whole puzzle of the teaching learning process but only explains parts of individual language learning. On the other hand, findings of experiments that are usually conducted within laboratory conditions cannot fit into

language classrooms for being complex setting, since it is a process of negotiation, which compiles the teacher's ideology on the educational process and learners' expectations and learning interests, in addition to the setting itself. This proves the irrationality of attempting to generalize a single language pedagogy solution.

As far as the methodology used in this study is concerned, our evaluation of the effectiveness of instruction in the oral expression module combines two main methodological tools: ethnography and the sociocultural paradigm.

As regards ethnography the principles of this research paradigm contrast markedly with the experimental method. As Nunan (1992, p. 56) put it “ ... psychometry is a hypothesis in research of data, whereas ethnography is data in research of a hypothesis”. In this sense, ethnography is said to be hypothesis generating and not hypothesis testing. Nunan (1992, p. 56) summarizes the main characteristics of ethnography in the following table:

Table 3.2: Characteristics of Ethnographic Research (Nunan 1992, p. 56)

Characteristic	Gloss
Contextual	The research is carried out in the context in which the subjects live and work.
Unobtrusive	The research avoid manipulating the phenomena under investigation.
Longitudinal	The research is relatively long term.
Collaborative	The research involves the participation of stakeholders other than the researcher.
Interpretive	The research carries out interpretive analysis of the data.

Organic

There is interaction between question/
hypotheses and data

collection/interpretation.

It should be noted here that one of the noticeable limitations of this study is that it is not longitudinal, but this was due to the time limitation imposed on the duration of a master degree research in our context. For this reason, our ethnographic study of CI in the module of oral expression was limited to just four classes.

As far as the second element in our methodology is, i.e, the sociocultural framework is concerned, our observation and analysis of the data makes use of two basic tools: Lidz's (1991) framework, and the pedagogy of the teaching-learning cycle explained in chapter two.

2. Participants

In fact, we have decided to select third year license students of English in the department of English at Jijel University as subjects due to the fact that the study of interaction in oral expression module classes requires subjects that are proficient enough in the language to be able to engage in interaction. Third year license students are supposed to be competent enough to get involved and engaged in classroom conversations, and are assumed to have adequate knowledge of English language, after studying English at the university for three years. The group selected for classroom observation was composed of thirty students; however, in most of the classes only twenty-three students of the total number were present.

3. Data Collection procedures

In an attempt to study oral interaction in oral expression classes and to examine the nature of CI from the lens of SCT, a classroom observation was carried out during four

sessions of oral expression. A group of third year license students of English was observed and recorded in the time span of four weeks; the aim of recording the sessions is to provide a thick description of oral interaction in the oral course and to examine the nature of the teaching and learning process of the oral skill. Moreover, in order to provide a thick description of the data generated by classroom observation, simulated recall methodology was conducted with both the teacher and students of the group being observed, so as to shed more light on some interesting teaching and learning practices. As far as classroom observation is concerned, the group that was composed of nineteen to twenty-three students in each session was recorded using a tape recording. Each audio-file is one hour and half-length; and was split into very short recordings of one to three minutes to be used in stimulated recall sessions. Both the teacher and students' comments on the recordings as well as the audiotaped sessions were analyzed.

4. Analysis and Interpretation of the Results

4.1. The Notation System Used in the Transcript

Before dealing with the analysis it important for the reader of the dissertation in hand to be familiar with the notation system used in the transcripts, as the following lines explains:

T: teacher.

S(number): one student in the classroom.

Ss: students all together.

.....: pauses in speech.

Excerpt n°. n°: a part of interaction from the episode transcripts, the first n° stands for the number of excerpt while the second n° is the episode from which the excerpt is extracted.

-MAJUSCULE-: stands for the teacher and learner extra linguistic behaviors.

4.2. Investigating the Routine of the Oral Skill Teaching

After attending four sessions of oral expression with third year LMD students, data collected from classroom observation recordings of four oral classes were transcribed, then analyzed.

In the first investigation of the data analysis, we attempted to investigate the extent to which the four oral classes in question display a fixed routine as well as the extent to which this routine, if there is any, is compatible with the principles of the teaching-learning pedagogy based on the SCT of learning. In addition, to probe deeply into the issue under discussion, we shall examine the recorded episodes so as to uncover the different patterns of interaction that typically constitute the oral classes.

Before discussing data obtained in each episode it is important to declare that the teacher used a variety of tasks in each session ranging from listening to speaking activities.

The order of tasks and activities in the four classes that we observed differed markedly from one class to the other, which led us to generate the first hypothesis:

The teacher of oral expression does not strive to establish a fixed, clear, and principled sequencing of tasks in his classes, which affect negatively the effectiveness of his instruction. Our analysis of the transcripts of the four classes from the prism of the teaching-learning cycle has revealed that only one class (the second one) seems to consist of a sequence of tasks, which is compatible with the principles of the teaching-learning cycle. This has led us to propose the following hypothesis:

An experienced teacher with no knowledge of SCT unconsciously apply the principles of the teaching-learning cycle which attest that it is a sound pedagogy built on well-founded principles.

At the onset of episode two, the teacher engaged learners in a listening activity. The recording that the students were exposed to is a story in the name of ‘the adventures of Tom Walker’, before that the teacher initiated a kind of warm-up to link the learner’s knowledge about stories to the current story. He asked different questions on the student’s interests in stories and the specific genres they are interested in, most of the questions were of referential type, in which the teacher sought new information and knowledge from the part of the students. Students actively answered the teacher’s questions and were engaged in a teacher-learner interaction process. Excerpt one from episode two displays plainly this lesson flow:

Excerpt 1.2

T: ok, before you listen to the story, tell me what is the story that you have liked ever?

Have ever read a story? or listen to one? Ok...tell me the title?

S1: sir... ‘Oliver Twist’

T: yes Oliver Twist’ What else... other stories? Even if it is a very short one... I don’t mind.

S2: sir ‘a Painful Case’ by James Joyce.

T: ok, another one... now tell me other stories which contain fairy tales.

S3: what? what is a fairy tale?

T: stories that contain imaginary characters ... give one... I made you listen to one ... mmm...

S1: Cinderella

T: Yes... Cinderella was one of those fairy tale stories... yes another one

S2: Romeo and Juliette.

T: Romeo and Juliette? Is it a fairy tale?... no that’s a love story

S3: Alice

T: Yes... Alice... very famous, what else? Ok, what do you like about these stories, what is special about it?

S4: Action

T: Action! Do they contain action! You mean fiction?

S4: Yes fiction

T: What else?

S3: Moral lessons

T: Yes,... moral lesson... we may get and understand something from the story... a lesson... the message we get at the end of it. Ok, would you please tell me... generally when we want to write a story how do we begin writing?

Ss: Once upon a time

T: Yes, or it can be one day... in 1972 etc. Ok, now we are going to listen to a story may be you have been exposed to I don't know, I'm not going to talk about the details but you're going to listen and answer the questions you have written down, please take your headphones and listen

As far as **excerpt 1.2** is concerned, it is very apparent that the teacher made use of referential questions to elicit students' already existing knowledge. It is remarkable then that the teacher is building a meaningful context on the basis of which the students are supposed to carry out the discussion of the story they have listened. When the teacher asked about the stories the students might have read, he intended to link students prior knowledge to the topic that he is about to discuss. Then his questions become more focused to tackle a specific type of stories more precisely 'fairy tales' and proposed 'Cinderella' as a model on the basis of which he introduced the story, which was of the

same type. At this phase of the lesson, the teacher's practices reflect the first stage of the teaching-learning cycle in which the teacher builds the context that the learners will be operating in, and identifying the social purpose in relation to the lesson objectives. As the teacher moves in his questioning act he tried to elicit answers from the students on examples of stories that are of fairy tale type, by this the teacher initiated a chain of teacher-leaner interaction. The latter provided both the teacher and the learner with opportunities to explore the linguistic as well as semantic features related to the type of fairy tale stories. Apparently, the teacher went through the analysis of these types of stories as an attempt to establish a background to be able to understand the story yet to be analyzed. Furthermore, at this phase of the lesson the teacher aids students' performance in such a way that reflect their complete dependence on the teacher, and as excerpt one shows, the teacher each time tries to provide the appropriate scaffolding whenever he senses the need of students to his assistance, this is well presented when he helped S4 response: 'action'. When the teacher noticed that the learner confused the term 'fiction' with 'action', he asked him whether he meant fiction, a support that the learner immediately reacted to by showing agreement that this was exactly what he meant.

Now, after the teacher prepared students to listen to the story in order to analyze it, the students were exposed to the audio file and then the teacher restarted the interaction process, which seems to resemble in much the same way the warm up, as excerpt two shows, which is extracted from the same episode.

Excerpt 2.2

T: true, who is Tom Talker?

S1: he was not a pleasant man; he used to money so much.

T: what else?

S2: he was courageous.

T: true, you need to read between the lines, because even that giant did not scare him...

so he was a courageous man... this was the second character, the third one is his wife?

S2: she loved money more than her husband.

S3: they even steal money from each other.

T: so ... what can you tell about this couple?

S4: weird....

T: yes they are weird....so we still have one character...

S1: the devil.

T: yes who was the devil?

S5: he was a friend of kid.

T: why would you think that he was a friend of kid?

S6: because captain kid died and now it is the devil who protects his money.

T: yes... what else?

S4: he was a giant covered with hair and ashes.

T: good... what are ashes?

S6: from fire.

T: true... when you set fire and then put it out what is left is ashes.

It is apparent in **Excerpt 2.2** that the teacher continued to initiate questions while students answer them. However, this chain of teacher-learner interaction is characterized by less dependence on the teacher, because he seems to reduce the amount of scaffolding offered to the student. This is evident in the type of questions asked by the teacher, which they are most often of display type, which is to display the knowledge already existing in the audiotaped story. Despite the fact that the teacher did

not adhere to the stages of the teaching-learning cycle per se, yet the students' movement from complete reliance on the teacher to more reliance on the self to analyze the story is evident.

It is noteworthy here to mention that even the teacher in other episodes did not follow a fixed routine. Yet, his aim seemed to be to foster learners' autonomy through the use of the variety of tasks he assigned to them.

In episode three, the teacher used a completely different activity. After giving them a homework at the end of episode two in the form of watching an educational movie on a new teacher, teaching a group of bad students, the teacher, in episode three, assigned three different activities. The first activity required them to provide a short report on the movie; the second required them to put oneself in the character's shoes to describe it, while the third required them to describe the teacher from the perspective of each character (student). The following excerpt illustrates the flow of interaction in episode three:

Excerpt 3.3

T: ok, thank you very much... now we need to switch to another task. I'm going to give you some roles... you're going to be 'Shamika', I want you to talk about the personality what would 'Shamika' say about , we will have two or three other characters we want to speak about and you're going to present it... you are going to be the teacher... you the Indian girl...(the teacher points out to each student to give him the role of the character he will act)... ten minutes to deal with this and I will ask you to present, ok?

-STUDENTS STARTED THE DICUSSION AMONG THEMSELVES AND HELPED EACH OTHER-

S: should we behave in the same way of the character?

T: yes, you are going to be in the character's shoes, and say something about it... just imagine, that's all for example, what will you say about Mr. Clark (pointing out to the student who is going to act the character of Shamika)... what will you say about him, the Indian girl same thing...

-STUDNENTS START TALKING TO EACH OTHER AGAIN, TALKING ABOUT THE TASK, USING THE ENGLISH LANGUAGE WHILE THE TEACHER MOVES THROUGH THE ROWS AND GIVE INDIVIDUAL INSTRUCTION TO EACH CHARACTER-

T: ok it's time, who wants to start? Do you want to come (teacher asks one student to come)... so you're going to talk about the teacher Mr. Clark, from your point of view... yeah feel free... go ahead.

S: I'm Shamika, the girl with a bad reputation, I once had this teacher in the name of Mr. Clarke , a white guy who came to our class... trying to control us, to make us do whatever he wants... I hate that guy, I think he is trying to control me and who the hell is he " a white guy"... I was known as the girl with the curvy hair and the bad attitude... The one who calls the other names...

T: you are not going to talk about yourself... put yourself in the character's shoe's and...

S: ok... Mr. Clarke is the one who tried to control us and he tried to oblige us to do things that we did not want, and at the beginning, he was bad but later, he turned to be a good guy and he really wanted our own good. He wanted us to pass with a high level...

T: how did you change your mind about him?

S: because he was my family, he was in charge of me, so that was a good thing for me... also something that he did and I was so happy about it...Is that when he was sick, although he got really sick he videotaped himself doing the lesson... he never doubted

us... he believed in me and that I have abilities and to be in a better score... my mum at the very first beginning didn't believe him but later she did because of Mr. Clarke... I love him, and appreciate what he did, and because of I'm now the first.

T: thank you so much... now the Indian girl...

In fact **Excerpt 3.3** provide a clear picture on the variety of tasks the teacher used in each session, and that the student was not only supposed to analyze the task but take part in the analysis within the task as well. In other words, when the teacher asked the students to analyze an educational movie, it seems as if the teacher is repeating himself by assigning the same activity as episode two, nevertheless, as excerpt three reveals, the teacher this time required students to actively participate in the movie itself. This is evident when he kept reminding the students to put themselves in the character's shoes. The teacher in this case did not only activate the leaner's cognitive abilities but he made these abilities operate in the context of the task (that is the movie). This action is compatible with one of the principle of SCT in the oral expression session, namely 'internalization'. Internalization means the learners' knowledge starts within the context and moves to the individual processing.

What can be concluded from the analysis above is that the teacher of oral expression does not adhere to a fixed routine in his teaching, and that the smoothness and flow of the lesson depends largely on two basic elements that are the task assigned to students and his authority to decide what to do next. The former element is quite clear in the variety of tasks the teacher assigns in each lesson and even in one lesson period, **Excerpt 1.2** and **2.2**, which are extracted from the same episode reveal that the teacher used the listening task to create the context of learning and then analyze what the students have heard as neutral participants. Nevertheless, **Excerpt 3.3** extracted from

episode three shows that the analysis of the movie was by means of students' involvement in the context, in which students role played the characters, give points of view, judgments, and behave the same way they imagined the character would do. The latter element, on the other hand was the teacher's own decision making to teach in a certain way and not in other. This was evident in episode three when the teacher make the student role-play the characters in two different ways, first how the character sees itself, and then how the character sees the other characters.

From what has been displayed above, we can understand that the teacher let the context and task decide the way he should teach. Despite the fact that he may abide to certain stages or aspects from the cycle of teaching and learning as modeling or constructing the context, yet he can deviate any moment when he senses the need to follow another pattern in his teaching. In fact, the teacher at the beginning of **Excerpt 1.2** seemed to be really following the two stages of the teaching learning cycle, which are building and deconstructing the text. However, as he moved forward in the analysis of the story, he followed another pattern in the form of teacher asking questions, students responding and teacher providing feedback, (a sequence that will be analyzed in the following subsection).

4.3. Investigating Interactional Patterns

In this part of the investigation, we shall shed light more on the interaction patterns that were observed in the oral interaction class. on the basis of our analyses of the lesson transcripts because interaction lies at the heart of the sociocultural approach to teaching and learning.

4.3.1. Initiation-Response-Feedback

Our examination of the four episodes transcripts has revealed that one predeterminant sequence has emerged. In fact what dominated most of the episodes is a chain of teacher- student interaction, in which the teacher asks the question, the student responds to the question, and then the teacher evaluates the student's response as correct or incorrect, or by praising or showing disagreement. In much the same way in **Excerpt 1.2**, which is extracted from episode two about the story of 'Tom Walker', we noticed a series of teacher questions followed by students' answers. The latter are then evaluated by the teacher in the form of positive or CF. This sequence in CI is known as the initiation- response- feedback or the (IRF). Despite the fact that the IRF sequence displays the teacher's control of the topic, and general discourse, by directing turn taking using questions, **Excerpt 1.2** reflects a deviation from the negative aspect of the IRF that of being a single pattern of interaction in which the students' output is limited to the response in the second turn. This deviation occurs in the third turn where the nature of feedback provided by the teacher, supplied learners with more opportunities for meaning negotiation as the teacher asks them implicitly to expand their thinking, justify and clarify their ideas or make links with their own knowledge. If we look at **Excerpt 2.2**, we would find that even the teacher initiates most of the conversations and the students were merely responding very direct and short answers, still the nature of the teacher's questions stimulated a considerable number of students to participate in a short conversation. In doing so, the teacher guaranteed the flow of interaction in his oral class in a time when motivation to speak has been decreased. In this sense, we can conclude that the IRF in this oral class appeared in a different manner, in which its use depended on the teacher's intention on how to carry on the lecture, and to secure the progress of the lesson as far as interaction is concerned.

4.3.2. Teacher-Learner and Learner-Learner Interaction

Among the other forms of interaction, that classroom observation recordings revealed is teacher-student and student-student interaction. The former took place in almost the four episodes, in which the teacher controls the flow of interaction, decides when to start and stop the conversation, and sometimes provide new knowledge or give instructions on the task; however, teacher- learner interaction appeared in short periods. The latter appearance i.e. student-student interaction appeared in much the same way, but only in specific occasions when the topic of the task requires this pattern of interaction, we also noticed that this form was notably reoccurring in episode three, where the students task was to report and act the roles of the characters of the movie. It is worth mentioning here that the manifestation of any form of interaction depended on one basic element, which is the nature of the task. If we consider excerpts four and five, which are extracted from two different episodes, we would find that in **Excerpt 4.1** (that is from episode one) is in the form of teacher-learner interaction, While **Excerpt 5.3** represents learner-learner interaction. The two excerpts carried two different forms of interaction, due to the task assigned in each one.

Excerpt 4.1

T: what's your proverb?

S3: ammm... too many cooks spoil...

T: ok explain it to your classmates please... what does it mean?

S3: I think that the meaning is when you are in group or a team, you have to choose an appropriate person to take control of all the group... if each one gives his or her own opinion randomly that would make the whole work fail

T: thank you very much

Ss: was it the right meaning?

T: yes it was the right meaning..

S3: In Arabic, we say...

T: yes... let her... in Arabic....

S3: كثرة اليدين تقضي الصنعة:

T : that's it... ok one of you... you

S1: my proverb is a stitch in time saves nine, which means that when you do everything in time... anything... I mean work... you know... nothing will happen, there will be no problem, for example if you have a problem and you always say one day...one day... then the problem will get bigger and bigger and then you will be in trouble.... I mean if you have something just do it on time.

As far as **Excerpt 4.1** is concerned, the interaction varied between the teacher and one student or students, this form of interaction in fact occurred because of the task assigned to students. This part of the lesson students were asked to match phrases to make a full-fledged proverb, then each student is asked to explain one proverb in his own language. There is no room for doubt here that the task is communicative in nature since it tackles an aspect of real life communication, and aims at promoting learners knowledge of this aspect of the language (proverbs). However, the way the teacher conducted the task obliged the students to take a single way of interaction that of the teacher, because the teacher asked every individual student to provide an explanation to one proverb. In doing so, the rest of the students were merely to listen to their classmate's answer and wait for their turn. Nevertheless, let us suppose that the teacher

asked students to act the proverb in front of the class and then they try to guess the statement of the proverb, in this case the teacher would only watch his students attempting to find the proverb and negotiate the meaning among themselves. This reveals that this form of interaction occurred due to the nature of the task per se.

To validate this, it would be better to analyze the following excerpt, which is extracted from episode three.

Excerpt 5.3

T: ok you may start (pointing to one student giving her the green light to start reporting the movie).

S2: last time we saw a movie, which is about a teacher who speaks a lot, he is an ambitious teacher, his name was Mr. Clarke, he wants to achieve his goals, he didn't get the job at first and he kept pushing. Unfortunately, he didn't get the class he wanted, he got a class with a low level, a bad behavior, and made up almost by black... there may be only two or three white people...

S3: three

S2: ah ok three ... ah this class was... full of outsiders with bad attitude and they hate Mr. Clarke who did the impossible to make them cooperate with each other... ah it took him so much time to make them nice by putting several rules. He even once almost got violent with a girl her name "Kemisha"...

Ss: "Shemika" ... (students laugh)

S2: (laughs)... the same thing.... Ok Shemika... she has this weird attitude as if she hates the world... her family, and everything around her. And she is so violent and she used to call Mr. Clarke by his name and he was furious with her. But he somehow managed to control her and to control the other pupils and another pupil I think his name is...

S4: “Tesha”

S2: ah... Tesha

S5: the rapper

S2: yeah... the rapper “Tesha”... so he thought that they can be the first with high grades, and this something he didn’t believe in, ha actually didn’t believe in himself and his potentials and he has a low level of self-esteem... so the director of the school always mocked them that they have no intelligence or what so ever... so Mr. Clarke said that they can be the first class and actually they did. He wasn’t an ordinary teacher that comes and just give the lesson and go back home, no he gives lessons about morality, how to behave well... how to...

S6: he taught them how to become family

S2: yes the most important thing that he focused upon is the fact that it was not just a classroom but they are a family and they have to stick with each other...

T: and why did he do all this?

S2: to make them feel more comfortable, he wanted to unified them by saying “you’re a family” and they all share this thing. So at first they refused this term but bit by bit... bit by bit he managed to ... where was i?

S4: he managed to...

S2: ah yes... they start to cooperate with each other start to follow the rules, they start calling him by his name Mr. instead of “man” or something like that, “fool” “dog” these kinds of words...

Apparently, **Excerpt 5.3** is a good exemplification of learner-learner interaction. When the teacher asked the student in the excerpt above to step up to the board and report on the movie, the student first acknowledged the fact that she is going to

improvise. In addition, it is quite clear that the student was struggling to make long meaningful utterances since she did not prepare what to say in advance. This has provoked the other students to help S2 to report fluently when they kept each time intervening to remind her of some events that she dropped in her report. In doing so, the pattern of student-student interaction dominated the scene, while the teacher sat at the other side of the classroom, listening to the students discussing their classmate's report and intervene only to clarify certain gaps that both S2 and the rest of the students did not pay attention to it. What can be concluded here is that this type of interaction has taken place when the teacher decided to give more space to students to discuss each other since the task required the teacher to be neutral, because the report should be from the students' perspective. Hence, this is an evidence on what have been said about **Excerpt 4.1** on the fact that the pattern of interaction that dominated each task performance depends largely on the nature of the task itself.

The analysis of the data has resulted in the generation of the following two related hypotheses:

Hypothesis one: the nature of the task promoted by the teacher in the oral classes resulted in the prevalence of one interaction pattern (IRF) where learning depended largely on the teacher to initiate and maintain conversation.

Hypothesis two: by so doing, the teacher does not seem to be moving the students in a principled and gradual way from other-mediation to self-mediation and thus autonomy.

4.3.3. Analysis of Teacher Talk

In what follows the various aspects, compiling TT in the oral classroom will be analyzed. When we went through the four episodes, three parameters of TT were of

most presence which are teacher questions, teacher instruction and teacher feedback. The analyses of these aspects have been reinforced with data collected from an interview with the teacher, and stimulated recall sessions conducted to students. The latter two instruments provided evidence on the three parameters observed in the oral expression session, in which both the teacher and students made their comments on their own classroom behaviors and on the process of interaction itself.

4.3.3.1. Analyzing Teacher Questioning

As we have already explained during investigating the routine of oral expression teaching, most of the teacher's intervention was either for giving instruction, providing feedback or asking questions. The latter element was evidently proven in **Excerpt 1.2** above that it was dominated by referential questions rather than display type, which occurred occasionally to maintain the flow of interaction. It is highly important at this level to unveil another important element, which appeared to be frequently occurring during classroom observation, which is that of question reformulation. The following excerpt displays clearly the phenomenon observed in episode three in which the teacher reformulated the question:

Excerpt 6.3

T: why do you think did she do that?..... Why did she defended you in front of saint mother?... why?

S2: Because she had a white heart... maybe, she... consideredMr. Clarke as her father...

S3: she loves him but she hides that love.

As far as **Excerpt 6.3** is concerned, we noticed that the teacher asked the student the same question twice in different wording, the first time was clear, however the second time was clearer. When we asked the teacher on the reason behind this behavior (see Appendix D), the teacher responded that he generally reformulates the question in order to make things clear to his learners. And that he did it this way just to give the student prompts, clues, and hints about the answer and then to bring his focus back to the right answer. The teacher added that when speaking about a topic or more precisely an answer, which is not the right one, he senses the need to bring the students' focus and the appropriate way to do that is to reformulate the question and give those prompts in order to help them. However, S2 comment on the same recording in a stimulated recall session did not really matches that of her teacher's. When we asked S2 why didn't she respond directly to the teacher question and wait until he reformulated it, the student acknowledged that his questions were easy and at her level of language competence, and that she did not answer immediately because she was thinking to find the answer not that she did not understand the question. At first sight the two views of the teacher and student seems to be contradictory, yet what can be actually inferred from this is that when the teacher does not receive the answer from the student; he directly tries to make the question tuned to his level of competence. Even if the student has actually understood the question, the teacher may consider the delayed answer as a sign of non-understanding. Hence, we conclude that the teacher questioning is the ways of assistance provided by the teacher to his student so that the latter would focus his attention on the meaning the teacher tries to gain from him.

4.3.3.2. Analyzing Teacher Instruction

As far as teacher instruction is concerned, it is highly important to note that this is the most frequently occurring aspect of classroom talk in the recorded sessions. Each

time the teacher assigns a task to his students, he proceeded it with enough explanation on what they should do in the task, what steps they should follow to accomplish the task, and even what kind of skills the task will be focusing on. This explanation was a part of the teacher's teaching techniques and when we asked him on the importance of instruction he acknowledged the fact that the student would not be able to perform in the task if he does not know what he will be doing. In order to understand both their views on the importance of instruction to perform the task, we made both the teacher and the learner listen to two different parts of episode records, in which the teacher was explaining how the students should carry out the task. The following excerpt is extracted from episode three, on the activity of the movie analysis in which the students were asked to role-play the characters and then describe them:

Excerpt 7.3

T: ok, now you are going to speak about... ammm... you are the teacher now you are going to describe 'Shamika' ... and then you describe the man, the Indian girl... now because you are now the teacher you are asked to describe these students from the teacher's perspective...

The question that we asked the teacher was concerned with the effect of this task instruction on the student's performance. The teacher acknowledged that this depends on the teacher's view himself and that another teacher may not see explaining the task as an important element. However, for him, prior explanation of the task to be performed by the student is crucial in enhancing the quality as well as the completion of the task. This can be evident in the teacher's own words "I gave the instruction on the role they had to play, the one of the teacher and to incite them to speak about their students by analyzing their personality and then I just wanted to teach them some job

requirements don't know some... especially those of the teacher by being in his shoes. I wanted to motivate them by doing that and by being on the other side of the fence". When we analyze the teacher's commentary, we would understand that instruction on the task is the first step towards the attainment of the lesson or task objectives. When the teacher said that he wanted to teach them some job requirements..., he meant that the instructions that he gave would make students analyze the characters from the teacher's perspective; in doing so, he teaches them how the teacher should know his students personalities. Similarly, when one of the students was asked whether her teacher's instructions helped her in accomplishing the task, she acknowledged the role of task explanation on her performance. The following excerpt explains the student's reaction plainly:

Excerpt 8.2

T: this time you are going to speak... you are going to write, on each personality... I mean you are going to speak about the characters, now I want details... I you are going to speak about the devil, his description, how he looks... etc, everything about him, and then the man who used to steel money from the Indians. So let's write these characters, the first one is...

Ss: the devil...

T: ok put it in a table... the devil... the second is...

Ss: Tom Walker...

T: yes... and then his wife, everything that can sense these characters, is gonna be written by you, its physical appearance...everything ok... I'm going to make you listen

right from the beginning and then try to take notes about that, and then I'm gonna ask you to tell me what you have taken as notes.

As far as **excerpt 8.2** is concerned, the student commentary on the excerpt was straight to the point being examined concerning teacher instructions on the task. She believed that the teacher's explanation on what they will be doing gave her an idea about what they were about to listen to or what they are going to face, by doing so the process of listening will not be intensive, rather they would only focus on specific aspects in the story. The completion of the task would not be possible according to the student without the teacher's assistance, because the help provided by the teacher is the only source of knowledge on how to do the task. In addition, the student commented on the teacher explanation as being in her level of language proficiency since the teacher uses very simple vocabulary and a well-understood language.

When we cross-examine both the teacher and student's answer, we would conclude that both of them appreciate the role of teacher instructions in the students' performance, a role that starts as explicit and then moves to be implicit once students are engaged in the task and handed over the responsibility of its accomplishment. Moreover, the observation of students' performance revealed that students were not asking too much questions once the teacher supplies enough information on the nature of the task and most of the time the task is accomplished successfully, without interrupting the flow of the lesson. However, at certain levels even though the teacher provide abundant explanation on the activity to be performed, students still commits errors. A situation that requires the teacher's intervention to put him on the right track, by providing CF. this aspect will be examined as well in the following subsection.

4.3.3.3. Analyzing Teacher Feedback

Among the best advantages of classroom observation is that it enables the researcher to comment on the tiny details in the participant's behavior, and this is the essence of the whole process. Therefore, the examination of the four-recorded episodes gave us the opportunity to notice the existence of an important element, which is CF. In most of the episodes, the teacher did not ignore students' mistakes, rather he intentionally make pauses in the lesson to treat students' errors, and provide sufficient explanation on the form and content depending on the degree of the error itself and the amount of the help needed by the student to overcome the error in future occasions. The following excerpt is a good exemplification of error treatment during a teacher-student interaction:

Excerpt 9.2

S2: Tom was not afraid.

T: ok... Tom was not afraid and then he... answered...

S2: he said what did he meant...

T: what did he meant?... ok listen you seem to have great problems with grammar... really... Tom answered: what do you mean? Ok this is in the direct speech, so if we want to report this we would say: Tom answered with a question saying...How would it be in the indirect speech?

.....silent.....

T: ok we will come to this slowly... how many types of questions do we have in English?

S3: 'wh' and auxiliary questions.

T: good... if we have an auxiliary question it is generally conditioned by 'if' in the reported speech... he asked me if I saw the man... now if it is a 'wh' question... you have what you keep what... you have when you keep when... and then you turn it into a statement, the question becomes a statement in the reported speech. So "what do you mean"... in which tense is the sentence?

Ss: present simple.

T: where is the verb?

S3: mean...

T: and then 'do' is just an auxiliary, so we do not report it, but the main verb, and present simple becomes in...

Ss: past simple...

T: the past simple of mean is...

Ss: meant

T: so...

S2: the man asked him what he meant.

T: you see.... When you try to narrate stories you may face such problems, the reported speech... you need to master that.

From the extract above, it is noted that the teacher paid too much attention to the error committed by the S2, and followed it by an extensive explanation to the reported speech rules. It is worth mentioning here that the teacher did not take the floor completely to explain the rules, nevertheless, he made students involved in the process of meaning negotiation. This latter involved the teacher asking display questions to

bring the student's already existing knowledge, and then proposed the rule that they did not know about. The feedback provided by the teacher did serve the students and made them able to notice the nature of their error, the way to correct it by themselves, and how to avoid committing similar errors in the future. This is evident in the teacher's comment on the act of correcting S2 error of grammar in the formerly proposed excerpt. The teacher confirmed that although there may be times that he may be disappointed with the students as for committing certain errors, that they should not, yet in most of the times, the feedback gives fruitful results. According to him, feedback is really the only instrument for a teacher to gauge his students' understanding and readiness, to rectify, and to adjust a learning situation. In much the same way, S2 when being asked whether the teacher's feedback helped improving her grammar knowledge, the student response confirmed her teacher's. Moreover, S2 justified that despite the fact that she was familiar with reported speech rules, she committed the error, and that the teacher explanation refresh her memory, and so she was able to provide the correct form afterwards. From this analysis of the behavior of feedback during CI, and the cross-examination of the teacher and student comments we certainly conclude that CF is appreciated by both the teacher and learner. In addition, it turns to be a fruitful instrument to raise students' awareness about the level of their current level of language proficiency, and to explore what they need to know as to ensure their oral language development.

In fact, most of the results obtained revealed the existence of a very important element in this study, which is social interaction as a tool to construct knowledge. Saying it otherwise, in this subsection the most reoccurring phenomenon in the oral classroom is the fact that the learner always seeks the help of the teacher or classmates to accomplish the task assigned to him. Moreover, the teacher is the keystone as he

interacts with students who resort to him whenever they sense their need to his assistance. It is also evident that the teacher of oral expression who received no training in teaching the oral skill believes and implicitly employs the co-construction of knowledge through interaction, this was clear in the teacher own statement when we asked him on the importance of interaction “ I strongly believe sharing is developing” (see Appendix D). The latter statement gives us more prompts to shed the light on the phenomenon of oral CI from the sociocultural perspective, which the teacher seems unintentionally adhering to its views on learning. Therefore, in the following subsection we will be looking at CI in this oral class from the lens of SCT, trying to locate its existence in the act of teaching the oral skill through social interaction.

4.4. Investigating Sociocultural Practice in the Oral Class

As has been already discussed in chapter one and two, sociocultural approach to SL/FL teaching and learning emphasizes the role of social interaction in the development of human cognition, the theory with its both concept of ZPD, and scaffolding metaphor serves the study of CI as the central interest of this piece of research. Moreover, since the focal goal of this study is to examine the practice of teaching the oral skill through CI, and whether this behavior reflects in any way a sociocultural view to teaching and learning, we have employed a microgenetic approach to analyze the interaction process in one class of third year license students of English. In this study, we have focused on two major concepts in the sociocultural framework namely scaffolding within learner’s ZPD, and how these two tightly linked metaphors are used to moving towards a state of self-regulation, which mean the move towards one’s own control of learning. As an attempt to get a well-organized way of

analysis within the sociocultural framework, the parameters of CI investigation were not selected randomly; rather, they are based on a model of analysis proposed by De Guerrero and Villamil (1994), which draws on Lidz's model (1991). The latter was explained in some detail in chapter two.

It is worth mentioning here that our analysis of CI did not use these parameters solely, rather we have focused on other elements related to the sociocultural framework, which are not explicitly expressed in the above model. Therefore, the analysis will focus on what classroom observation has actually revealed, and could be interpreted within the sociocultural framework.

At the very beginning of chapter three we have explained that the four sessions of oral expression were recorded, transcribed, and then analyzed episode by episode, trying to highlight the aspects and patterns, which are of most presence during CI. Some excerpts have been already proposed and analyzed, yet they might be re-examined from the sociocultural perspective, since they may tackle one of the issues under investigation within this perspective.

During the four episodes' analysis, the most frequently occurring sociocultural behavior was scaffolding. The latter varied in its form; it means not only the teacher instructions on the tasks, but also students' intervention in each other's turns when they sense that the student is struggling to express an idea or answer a question. On the other hand, the teacher's scaffolding roles included signs of '*intentionality*' as proposed in Lidz's model. This was evident in the second half of episode one, in which the teacher decided to move to another task rather than the first one, which was students' role-plays. Before the students' real engagement in the task, the teacher explained first the nature of the task, what they will be doing, and most importantly, he explained the

objectives of the task. The following excerpt displays clearly the scaffolding behavior and the '*intentionality*' parameter more specifically:

Excerpt 10.1

T: Now we move to something else, are you familiar with proverbs?

Ss: of course

T: Who can give me just one...

-STUDENTS REACT ACTIVELY BUT GAVE EXAMPLES RANDOMLY-

T : I will give you now some proverbs, I 'm going to give you the set, then you are going to much each proverb with the right definition and then explain the proverb with your own words... Is it ok?

Ss: Ok

T: Ok take a pen and write it down ... the first part of the first proverb...

-NOISE-

T: please keep silent... number one; too many cooks...then number two, a stitch in time, do you know how to write the word a stitch?

Ss: yes....

T: number three, the absent..., number four steal waters... number five action... the one after is practice... then charity... then the one after is one good Turn... then the one before... the last is beaut... then the second set of the proverb... speak louder... then saves life nine... then begins at home... then is only skin deep..

SS: is only....

T: skin deep, then spoil the cook... then makes the heart groom... rain deep and then deserves another....begins at home...

Ss: we already write it.

T: ah, OK ...ammm makes perfect.... Did i miss one?

Ss: no

T: Now you are going to match the proverb... then each pair of you is going to explain a proverb from the list...OK?

Ss: ok sir.

It is very apparent in **Excerpt 10.1** that the teacher when explaining the task to be performed had three major objectives. The first is to influence the way the student will carry out the task, the second is to engage students in the process of meaning negotiation, while the third is to declare the task goal. The first aim is evident in the fact that the teacher provided details on the task, when he said that the task would be matching two parts of a sentence. While the proof of his intention to create meaning negotiation is that, the task itself is a pair work. As far as the third aim is concerned, the teacher gave clear instruction saying that the result of the task would be a list of full-fledged proverbs and construct their meanings. Therefore, the analysis of the excerpt above denotes an '*intentionality*' behavior in the teacher's scaffolding role. In addition, the teacher justified his behavior when answering one of our questions that revolves around the teacher scaffolding role, he confirmed that he strongly believes that when the task is well explained, it would ensure its success and hence leading to fruitful results. He added that in doing so also, the student would be put on the right track, so that he gets off on the right foot as they say. However, it has not to turn into panoply of

instruction in which the student will be lost. So an instruction generally needs to be succinct to the point which means supported by other elements such as demonstrations if need be, but it has not to be recursive to the point of being boring. This justification adds more evidence on the existence of '*intentionality*' behavior in the teaching of oral expression, the purpose of which is to promote self-regulation. In addition, once the teacher succeeded in doing that, he would undoubtedly activate his learners' ZPD, and pave the way for him to perform appropriately in the task.

Another two parameters of Lidz's model were quite clear in episode two, in which the teacher's aim was to give students the chance to notice important aspects of the task, elaborate the details, and to provide abundant information on the content of the task; and this is the essence of the '*meaning behavior*' in the teacher's mediating instruction. While the teacher's attempt to enable the students to establish a logical link between his prior knowledge and the new information to be learned is a reflection to the '*transcendence*' parameter in the model.

If we have a look at **Excerpt 1.2** again (from episode two), which has been already point out to previously. We would find that the teacher started the lesson with kind of a warm up; in which he brought the students' prior knowledge about stories in addition to the specific genres of stories, details the students have about fairy tales precisely, and noticing the differences between this type and other types. By doing so, the teacher is preparing the student to carry out the task on his own and bit by bit, he would reduce the amount of scaffolding he provides to them. The teacher in return validated this assumption when he was asked on the role of the teacher concerning students' readiness to do the task; he confirmed his strong belief in the role of the teacher as being an important element to spark the student's interest so that they interact with each other. In addition, the teacher did not deny that learner-centeredness should be at a premium for

a teacher of oral expression; still the teacher's role more specifically TT is not to be excluded as a key element to bring the student out of their shell.

From the analysis above, we can understand that teacher scaffolding is at most importance in classroom interaction in the oral class. Despite the fact that the teacher is unaware of the term 'scaffolding' as a sociocultural principle, he adheres to it as an important element in preparing the student to perform any task in the classroom. Moreover, the teacher comment on his behavior during classroom observation of the oral skill teaching reveals that he never assigns a task to his students without explaining in details how the task will be performed, and the goal of the task. the teacher also confirmed that in doing so, the student is lead gradually to autonomous learning, which we refer to in this framework as self-regulation; and when the teacher confirms that he ensures students' readiness before handing over the responsibility to the student to carry out the task. This confession is in line with the act of locating the students' ZPD, in other words, the teacher gives scaffolding first then he assigns the task to his students, and this the essence of locating and assessing the ZPD.

Another important sign of instructing, as a scaffolding strategy is evident in **Excerpt 9.2** displayed previously which is '*task regulation*', at this level of the lesson, when the student commits an error related to the rules of reported speech, the teacher in return stopped the lesson and revised this grammar rule with students. In doing so, the student who committed the error is the one who corrected it and gave the right answer. In a later occasion within the same episode and the same task of narrating the story events, the student's production of reported speech improved and he started to use the rule adequately. This justification reveals that the teacher through his scaffolding role in the form of providing feedback on students errors, succeeded in equipping them with an important grammar rule that they have transferred to another situation within the same

task, showing signs of learning and independent use of the target form without the help of the teacher once again. The teacher from his part commented on his behavior of using CF, saying that providing feedback is the instrument through which the student is adjusted to the learning situation. From her part, S2, the one who committed the error clarified that her teacher's intervention in the form of providing CF was necessary as it helped her to remember the rule, and improving her grammar knowledge as he started explaining more and more.

In line with the use of CF as scaffolding within students' ZPDs, a similar situation in the following excerpt explains plainly the correlation between CF as scaffolding, the ZPD and learners development of the oral skill; however, this time the teacher got the other students to correct their classmate's error as will be examined in the following:

Excerpt 11.1

T: yes, charity begins at home, ok.. Still water's rain.....ammmm you Zoulikha

S3: absence...

S4: deserves an other

T: do you think that it is the right answer?

Ss: no

T: who can tell me the right answer?

S1: the absence makes heart grow fonder

T: That's it.... then you and your friend.

S5: One good turn...

T: Ah... ok ,ok... i need your friend to complete the proverb.

S6: one good turn deserves another

T: what about the one after?....yes please.

It is apparent that the teacher used a different technique to correct the student error this time, which is that of peer-correction. Usually, the use of peer-correction is helpful in promoting CI and creating a friendly atmosphere in the classroom. The teacher from his part confirmed this idea. Indeed, when he was asked on the reason behind using this technique in particular and not another (i.e teacher or self-correction); the teacher justified that he varies the use of CF types, and using peer-correction from time to time is effective in making students in favor with cooperative work, and to tolerate each other in the leaning setting. Additionally, the teacher did not deny that he could have asked the student to correct himself or corrected it for him, yet his aim was to sequence the CF, moving from teacher-correction to peer correction and then self-correction as the last resort. In doing so, he believes that the student gradually moves to autonomous learning by being self-confident. The teacher's behavior did not seem to be in favor to the student who made the mistake. S4 confirmed that she would like if the teacher is the one who corrects the error, since she felt embarrassed that her classmates' corrected her language, which would not be the case if her teacher did, because this motivate her to improve her level. In fact, this contradiction in the teacher and student's views reveals the absence of a very important parameter in Lidz's model, that of '*contingent responsivity*' that is the ability of the teacher to interpret the learner's behavior to respond appropriately. In this sense, we can notice that the teacher failed to evaluate his student's behavior or adjust the learning situation to all his students' learning styles and

preferences, nevertheless, this is not a sign of the teacher's failure in his teaching rather it is just a missing point within the method per se.

As far as '*praise/encouragement*' is concerned, we have noticed that the teacher is very much in favor with motivating students to give the best of them, and push them to the limits of their abilities. In fact, this is one of the ways through which the teacher can expand his student's ZPDs. The latter is guaranteed if the teacher tries to keep high their self-esteem and so move forward to their potential levels. **Excerpt 12.1** indicates clearly the praise/encouragement behavior of the teacher:

Excerpt 12.1

T: yes, the next pair

S1: a speech in time

S2: saves nine

T: yes, good next

S3: charity Begins at home

T: yes, very good.... charity begins at home, ok... Still water's rain.....ammm you

Zoulikha.

It is worthy to mention here that, what has been analyzed so far using De Guerrero and Villamil's model of analysis was very much related to the teacher's behavior of scaffolding rather than the one provided through interaction with more capable peers. In light of this, and since the analysis of classroom observation episodes revealed the existence of peer intervention as scaffolding in the process of interaction; it is highly important to shed the light on this aspect been observed in order to provide a holistic view to the mechanism of CI and justifies these behaviors in the sociocultural

framework. If we go back to episode three we would find a real indication on students' intervention in one of their classmate's presentation, which we have already took it as an example in **Excerpt 5.3**. In her presentation, S2 was assigned to present in front of her classmates, and make a sort of analytical report on the movie they have watched together in previous lessons. The student at the beginning managed to deliver her ideas fluently, however as she moved forward and started to focus on some aspects in the movie to analyze them as she were told by the teacher, there was kind of interrupted speech, breakdowns, and pauses. Nevertheless, S2' classmates kept assisting her, reminding her of what she is supposed to say, and even adding ideas that did not come into her head. S2 was exposed to this excerpt and we asked her whether she benefited from her classmates' intervention. The student reacted positively and confirmed that her classmates' intervention is of great use to remind her of things she may forget, refresh her memory, and provide new ideas that might be an inspiration. Moreover, the student labeled her classmates' intervention as 'sort of help' believing that the latter helps her to be fluent. In line with the idea of students interaction and interventions, within the same episode S4 who was involved in an interaction with his teacher and classmates was asked on the benefits of interacting with them, the following excerpt indicates S4' interaction with his classmates and the teacher:

Excerpt 13.3

T: Ok, one of you the rapper

S4: I do not need to introduce myself to you because you already know me

S5: Who are you again? Ah, the bad guy...

S4: And about Mr. Clarke I didn't like him at first because I didn't believe in the family and I didn't have a family but at the end I loved what he did for me.

T4: How do you believe that Mr. Clarke is the best teacher for you?

S4: Ah, ... because of his determination despite he was sick but the thing of the TV... that was cool and he appreciated my talent my act...

Ss: When he also took his people to have fun he was absent and Mr. Clarke was looking for him...

S4: yeah... that was cool

T: Thank you very much, ok who is next?

It is apparent that when Soufian was in the middle of answering the question directed to him and which was related to the character he was playing, the other students intervenes from time to time to add something or to comment on what he was saying. This intervention created what is called in the sociocultural perspective peer scaffolding. During the analysis of the episodes, we have noticed that this phenomenon is frequently occurring in CI; however, it was always proceeded by abundant scaffolding from the teacher when providing instruction on the task. Once the teacher withhold or more precisely reduces the amount of scaffolding provided to students as they are involved in problem solving processes, students tend to scaffold each other as they notice signs of student struggling in their performance. Indeed this act is welcomed by students, since they benefit from each other's knowledge about the language. S4 from his part confirmed that the interaction between students themselves helped him to improve his vocabulary, pronunciation, and even his listening skill, since he considers his classmates native-like speakers. Additionally, the student asserted that

the interaction carried out in the oral class helped improving his oral proficiency. The teacher's comment 'sharing is developing' is the best proof that interaction is of great importance in developing students' oral proficiency. Saying it otherwise, interaction in the oral class with its type's teacher-student and student-student provides abundant opportunities for learners to improve their speaking skill. When the learner receives the appropriate scaffolding from either the teacher or other peers, he will undoubtedly expand his ZPD and be able to evaluate what he can do with the help of others, and what he will be able to do independently in the future after receiving scaffolding in the right level of his ZPD. This assumption was evident during the four-episode analysis, and supported by explanations on the behaviors of both the teacher and students, which have been examined earlier.

5. Limitations of the Study

Despite the fact that ethnographic research is supposed to be longitudinal in nature, the current study could not meet this requirement as the research in hand was conducted within time constraints imposed by the administration. In addition, the difficulty increased as the department timetable allocated to the oral expression module was reduced to one session per week. Therefore, classroom observation was limited in scope and time within only four sessions (one month).

6. Overall Analysis

The analysis obtained from classroom observation episodes and supplemented by cross-examination of teacher and students' behavior justification, led us to generate the following hypotheses:

First, the investigation of the routine of teaching the oral skill in the oral expression class, led us to the generation of the following hypothesis:

The teacher of oral expression does not strive to establish a fixed, clear, and principled sequencing of tasks in his classes; this act affects negatively the effectiveness of his instruction in developing learner's oral proficiency. Second, an experienced teacher, who is unaware of the SCT principles, may unconsciously adhere to the principles of the teaching-learning cycle, which attest that it is a sound pedagogy built on well-founded principles.

Second, as far as interactional patterns are concerned, the results of the analysis led us to the following hypothesis:

Interaction in the oral expression module is dominated by one interactional pattern namely the IRF sequence, where learning depended largely on the teacher as the one to initiate and maintain conversation; the latter resulted in depriving students to reach the state of self-mediation.

Third, Concerning TT the analysis resulted in the generation of the following hypothesis:

The analysis of the data suggests that teacher questioning does not seem to target specifically the learners' ZPD, which affects negatively the interaction process, more specifically teacher-learner interaction. Moreover, moving learners towards self-regulation does not seem to be among the goals of the tasks assigned by the teacher, as learners failed to show signs of independent learning during task completion.

Fourth, the analysis of the sociocultural practice in the oral class led as to formulate the following hypothesis:

Training in the SCT will ensure the teacher's ability to develop learners' oral proficiency through the creation and implementation of a sociocultural-based oral expression class.

Conclusion

The analysis of the data of classroom observation coupled with the results of stimulated recall has enabled us to generate a set of hypothesis about the effectiveness of instruction in the oral expression module from the prism of SCT. The analysis of the instruction in the oral expression module and the methodology followed in teaching the oral skill have enabled us to hypothesize that the teacher of oral expression does not follow a fixed methodology in teaching the oral skill and does not establish a clear sequence concerning the tasks he assigns to his students, this act would not lead to fruitful results from his instruction. Moreover, an experienced teacher who is unaware of the sociocultural principles may sometimes unconsciously adheres to the principles of the teaching-learning cycle, a pedagogy that attest its firm stance in the teaching profession.

As far as interaction in the oral module is concerned, the results of the analysis led us to the hypothesis, which says that the tasks assigned by the teacher in the oral classes result in the domination of the IRF sequence. The latter, is characterized by being a single way of interaction where the teacher is to initiate and maintain conversation; as a result, students do not seem to be moving from other-regulation to self-regulation. Another hypothesis was generated from the analysis of TT, which suggests that teacher questioning does not target specifically the learners' ZPD, which results in the interruption of the flow of teacher-learner interaction. In addition, the tasks assigned by the teacher of oral expression are not goal-oriented with the aim of learners' self-regulation, as they failed to reach the state of independent learning during the completion of the task. Finally, as regard the sociocultural practice in the oral expression module, we hypothesize that if the teacher of oral expression receives training in the sociocultural paradigm to teach the oral skill, his instruction would be more effective in developing learners' oral proficiency.

General Conclusion

The teachers of oral expression often find themselves obliged to improvise the design and implementation of their courses in the total absence of a specific training to carry out these daunting tasks. This anomalous state of affairs affects negatively, though with varying degrees, the effectiveness of their enterprise. The sociocultural perspective due to its articulation of the role of the specific socio-cultural discursive processes in forging learners' oral proficiency in the FL offers a remarkable alternative prism from which to evaluate instruction in the oral expression module.

In order to generate better hypothesis about the effectiveness of instruction in the oral expression module, on the basis of data emanating from real oral expression classes, the present study followed an ethnographic methodology which consisted of conducting systematic observations and analyses from a sociocultural perspective of this course. In order to provide a thick description of the issues being studied, the methodology of stimulated recall was used as a basis for eliciting explanation from both the teacher and some learners about the decision-making processes that have led to some selected interesting episodes in the data.

Our analysis of the data has enabled us to generate a number of hypotheses about the different aspects of instruction in the oral expression module. First, the teacher of oral expression does not strive to establish a fixed, clear, and principled sequencing of tasks in his classes, which affects negatively the effectiveness of his instruction. Second, an experienced teacher with no knowledge of SCT may sometimes unconsciously apply the principles of the teaching-learning cycle, which attest that it is a sound pedagogy built on well-founded principles. Third, as far as interactional patterns are concerned, the results of the analysis led us to hypothesize that the nature of the task promoted by the teacher in the oral classes resulted in the prevalence of one interaction pattern (IRF)

where learning depended largely on the teacher to initiate and maintain conversation; by so doing, the teacher does not seem to be moving the students in a principled and gradual way from other-mediation to self-mediation and thus autonomy. Fourth, as regards TT, the analysis of the data suggests that the failure of teacher questioning to target specifically the learners' ZPD causes the interruption of the flow of speech in teacher-learner interaction. Moreover, the tasks used in instruction do not aim at moving learners towards self-regulation because these learners failed to show signs of independent learning during the completion of the task. Furthermore, training in the SCT will enable the teacher of oral expression to become more effective in developing learners' oral proficiency.

Future research should put to test the above-mentioned hypotheses in experimental condition so as to pave the way for the development of a more effective pedagogy in teaching oral expression.

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Appendices

Appendix A: A model of Episode Transcript

Episode Tree Transcript

Date: April 20, 2016

Session: 11- 12:30

Group: 01

T: First we are going to analyze the film, things that you have like and things that you didn't like, I hope that you have prepared something, if not I will go back to the list and then ask you to come and I'm going to choose randomly and ask you to...

S1: To come to do what?

Ss: An announcement of the film...

T: Did you ... I think the film didn't finish and you ask me to complete the film to the end.

S2: No, we see the ending of the film.

T: Ah, ok so I'm going to ask someone to come here and say something about the film; you have had enough time to do that... one week, so you will come here and say things that you like and things that you didn't like... you may improvise there is no problem... the question is being courageous, ok Jihan you will be the first.

S1: I will improvise.

T: Ok, you may start.

S1: Ok, last time we saw a movie which is about a teacher whose name is Mr. Clok who speak a lot, he is an ambitious teacher, he wants to fill his goals, but he didn't do the job at first and he get pushing, but unfortunately he didn't get the class he wanted, he got a class with a low level, a bad behavior and made up almost by the black... may only two or three white people.

Ss: Three.

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S1: Ah, ok three, this class was full of outsiders with bad attitudes and they hate Mr. Clok who did the impossible to make them cooperate with each other... Ah, it took him so much to make them nice by putting several rules, he even once got violent and almost a girl her name "Kemisha"

Ss: Shemika

S1:the same thing, ok Shemika, she has this attitude as if she hates the world, her family and everything around her, and she is so violent, she used to call Mr. Clarke by his name and he was furious with her, but he somehow managed to control her and to control the other peoples and another person I think his name is

Ss: Tesha

S1: Ah, Tesha

Ss: The rapper

S1: Yeah, the rapper Techa so he thought that they can be the first class with high grades and this is something that they didn't believe in. She actually didn't believe in himself and his potentials and he had a low level of self-esteem so the director of the school, he always marked them by saying that they have no intelligence or so ever so Mr. Clok said that they can be the first class, and actually they did and he wasn't an ordinary teacher as we see nowadays, he wasn't the kind of teachers that come and just give the lesson and go back home, no, he gives lessons about morality how to behave well, how to...

Ss: He taught them how to behave like a family

S1: Yes, the most important thing is that they focused on the fact that it wasn't just a classroom but they are a family and they have to stick to each other

T: And why he did all this?

S1: To make them feel more comfortable, he wanted to unified them by saying you are a family and they all share these things, so as the first they refused this term but bit by bit he managed to ... where was I?

Ss: He managed to ...

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S1: Ah, yes they start to cooperate with each other, they start to follow his rules, they start calling him by his name Mr. Clarke instead of mad or something like that I see him like a perfect teacher, i will stay all my life appreciate my perfect teacher, that's it.

T: That was your feeling about him

S1: Yes.

T: Ok, one of you the rapper

S3: I don't need to introduce myself to you because you already know me

Ss: Who are you again... the bad guy

S3: And about Mr. Clarke I didn't like him at first because I didn't believe in the family and I didn't have a family but at the end I loved what he did for me

T: How do you believe that Mr. Clarke is the best teacher for you?

S3: Ah... because of his determination despite he was sick but things with TV that was cool and he appreciate my talent my act...

Ss: When he also took his peoples to have fun ha was absent and Mr. Clarke was looking for him

T: Thank you very much, ok who is next?...go a head...

S5: Mr. Clarke when he came at first I didn't like him at all you know it is a white guy ... you know... I don't love him, I didn't respect him, I was always sitting above the table listen to music

T: What about Mr. Clarke you change your mind at the end?

S5: Yes, changed my mind in the end because he helped me a lot to discover my abilities and...

Ss: In the movie Mr. Clarke asked for a date on a coffee, he taught him mathematics with cards

S5: In the end Mr. Clarke was a very good teacher, I loved him because he helped us to develop our skills

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T: Ok, now it is just the other way around you are going to speak about... Your teacher and describe the characters five minutes ok.

..... STUDENTS DISCUSSION

T: Ok, let start, you are going to give us your point of view

S6: Shemika is a good girl, she likes complements, when I, first saw her I saw sufferance... I saw poverty... I saw responsibility but on the other hand I saw an ambitious girl, a smart girl and with strong personality, she influenced the other students when I asked them to write about their dreams, the Indian girl write the assignment but Chemika ... So she hide the book, so she has a strong personality, I wanted to help her, I knew also that she hate stupid adult and I try to treat her as a ...

T: How did you know that she used to hate the adults?

S6: Because she influenced the whole students, so she treated her as she wanted to be treated, I played with her, I danced with her so I ... just to make her focusing on her studies and ... that's all .

T: That's all ok.

S6: And I was shocked when her mother scream in my face and depend on me, she said...

T: Yes, it's ok. Thank you very much, others

S7: So, the Indian girl, she was shy, kind girl, she was unique in her clothes and she was the only one who was interested in learning and she want to become a doctor even in the break time she never let a book from her hand, she was always reading.

T: Why did you think that she was different from the other members?

S7: Because she was from a foreign country.

T: So, she wanted so much to learn.

S7: She was wise and timid

T: So, do you have extra information or...

S7: No.

T: Thank you very much, yes the second.

S4: The first time I see the bad guy in the class I thought that he was that boy with a family problem, so I ... I discussed with him, I do my best.

T: What about his personality.

S4: Yes, the first time when I saw him I knew that he used his force to solve any problem...

T: Thank you, ok the last one, listen to your friend.

S4: The boy with the hat and the hip hop style always sitting in the table, he never respect me or respect the others, when I ordered him to sit on the chair he never listen to me.

T: Why did you allow him to sit in such a way?

S4: Because I tried to make him feel more comfortable.

T: Ok.

.....STUDENTS INTERVENTIONS.....

S4: I guess that he hate me like everyone else but I noticed the change when I invented him to met me... and he came then I noticed his abilities In painting, after he start to respect me and consider me as a friend that's it.

T: Ok, that's it thank you very much. Ok, now my last question to you is why do you think that Mr. Clarke became the best teacher forever with those students?

Ss: In one word?

T: Not in one word.

S2: Determination, when he got sick he videotaped himself and gave the lesson.

S1: Patience.

T: Ok, how?

S1: You know they destroy everything in the class but he is sitting ... and things with...

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T: Yes.

S3: I have two things...

T: Give me just one.

S3: He wasn't a teacher but he was a friend.

T: Ok, friendship

S3: By offering a positive reinforcement and a positive environment.

T: How?

S3: A positive reinforcement when he gave complement to them, when Chemika cut the line then she return then he told her I'm so proud of you.

T: Yes, please, the last question is why did he present the music? What did he want to show them?

Ss: Motivate them.

T: It means that he wanted them to inter his world. Is it ok, I think this lesson has come to an end.

Ss: Ok.

T: Thank you so much.

Ss: Thank you sir.

Appendix B: Teacher Stimulated Recall Session

- a) What are your areas of expertise?
- b) How long have you been teaching at this university?
- c) How long have you been teaching oral expression?
- d) Have you received any specific training in teaching oral expression?
- 1. Based on (recording 6 of episode n° 2), do you believe that this discursively communicative activity helps the learner to improve his level?
- 2. Do you think that the teacher's talk or (TT) is necessary to eliciting interaction with and among students in the oral expression classroom?
- 3. Based on (recording 8 from episode 3), why did reformulate the question?
- 4. Based on (record 6 from episode 3), was the instruction effective to improving the students' performance in the task?
- 5. Why did you provide such an explicit assistance?
- 6. Based on (record 1 from episode 1), why did you chose to get the other students to correct their classmate's error? Do think that there are alternatives to that method?
- 7. Do you notice evidence of learners' language development after receiving feedback (teacher or peer feedback)?
- 8. Based on (record 3 from episode 3), did the learner show evidence that he/she is satisfied with your assistance?
- 9. Do you think that classroom interaction in your oral expression class is necessary to the development of your learners' abilities?

Thank you for your collaboration

Appendix C: Students' Simulated Recall Sessions

Date: May 10, 2016.

Group: 01

STUDENT ONE:

Based on (record1 from episode 1):

1. Did you feel embarrassed when the teacher explicitly asked the other students to correct your error?
2. Did you immediately realize that you have committed an error or after the teacher announced that?
3. Would you prefer the teacher correcting your error or you feel more comfortable when your classmates do?

STUDENT TOW:

Based on (record 3 episode 1):

1. Did your teacher assistance serves the meaning you wanted to deliver to your classmates?
2. Does this assistance tuned to your level of competence?
3. Do you benefit from your teacher's help?

STUDENT THREE:

Based on (record 1 from episode 2):

1. Why did not you immediately respond your teacher's question?
2. Did you feel in need of more simplified vocabulary?
3. Were your teacher's questions appropriate to your level of language proficiency?

STUDENT FOUR:

Based on (record 5 from episode 2):

1. Was your teacher's feedback on the reported speech necessary at that point?
2. Did your teacher feedback helped you in improving your grammar knowledge concerning reported speech?
3. Would you commit the same error in similar occasions?

STUDENT FIVE:

Based on (record 6 from episode 2):

1. Did you need your teacher's instruction on the task?
2. Would you be able to perform the task without the teacher's assistance?
3. Was the teacher's instruction at your level of language competence?

STUDENT SIX:

Based on (record 2 from episode 3):

1. Did you benefit from your classmate's intervention?
2. Do you consider this intervention a kind of assistance?

STUDENT SEVEN:

Based on (record 11 from episode 3):

1. Did you get use of the interaction between you and the other classmates?
2. Does this interaction helped in improving your language proficiency level?
3. Do you believe that this interaction helps you in reducing your reliance on the teacher or your classmates when performing in similar situations in the future?

STUDENT EIGHT:

Based on (record 12 from episode 3):

1. When the teacher related the question to a real life situation, were you able to use the language related to that context?
2. Do you consider this method as effective in improving your language proficiency?

Appendix D: Teacher Stimulated Recall Session Transcript

Date: May 11, 2016

Teacher: Laib

S: Good morning sir

T: Good morning

S: So we are going to have the interview which is going to be very helpful to our dissertation. The interview is composed of nine questions, starting with a warm up from a-d, which talks a little bite about you. Shall we start?

T: yes of course.

a) What are your areas of expertise?

T: Ok, let's keep it short; I'm an inspector of national education.

b) How long have you been teaching at this university?

T: I've been teaching English here for nine years.

c) How have you been teaching Oral Expression?

T: I've been teaching OE for more than seven years.

d) Did you receive any training in teaching OE?

T: No, I've not.

S: now we start with question one; first you are going to listen to a recording which is taken from the lessons that we have already attended in your class and we shall ask you to comment on what you hear...

S: Ok, so based on recording 6 from episode 2; do you believe that this discursively communicative activity helps the learner to improve his level?

T: Well, I think it helps a lot because I strongly believe that when an instruction is well explained it will undoubtedly leads to fruitful results. Explaining well is putting the students on the right track, so that they get off on the right foot as they say. However, it has not to turn into panoply of instruction in which the students will be lost. So an

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instruction generally needs to be succinct to the point which means supported by other elements such as demonstrations if need be, but it has not to be recursive to the point of being boring, ok.

S: yes, the second question is; do you think that teacher talk or TT is necessary to eliciting interaction with and among students in the OE classroom?

T: Yes, I really think that the teacher remains an important element to spark the student's interest so that they interact with each other. I know that learner- centeredness should be at a premium for a teacher of OE; still we don't have to exclude his role as a key element to bring the student out of their shell.

S: Now, based on recording 8 from episode 3, why did you reformulate the question?

T: Generally, we reformulate the question in order to make things clear to our learners, so this is why I did it and it is just to give them prompts, clues and hints about the answer and then to bring their focus back to the right answer. I mean their may be speaking about a topic or let's say an answer which is not the right one, I have to bring their focus so I have to reformulate it and give those prompts in order to help them.

S: Ok sir. Now, based on record 6 from episode 3, was the instruction effective to improving the student's performance in the task?

T: Well, I think it was. It depends on the... I don't know... it depends may be another person may say no, but I think it was, I gave the instruction on the role they had to play, the one of the teacher and to incite them to speak about their students by analyzing their personality and then I just wanted to teach them some job requirements don't know some...especially those of the teacher by being in his shoes. I wanted to motivate them by doing that and by being on the other side of the fence.

S: Why did you provide such an explicit assistance?

T: Amm, frankly speaking I didn't provide an explicit assistance...

S: Ah, it was not explicit...

T: Yeah yeah, but I'm going to answer any way. Students need to feel confident and secure so as to do the task. A teacher has always to clarify and make things clear for their students before setting them for work.

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S: So, you think that you are the bridge between the students's self-confidence and the completion of the task.

T: Yes, absolutely.

S: So based on record 1 from episode 1, why did you chose to get the other students to correct their classmate's error?

T: You mean peer correction...

S: Yes...

T: Which is very important in the sense that the students will learn how to listen to each other, work together, tolerate each other without getting angry with each other. These are the rules of a healthy teaching environment. I just want to remind them of that they are a group. Ok, there are other alternatives; you have another question about this...

S: Yes, so do you think that there are other alternatives to do this method?

T: Yes, I think there are. I could have corrected or asked the student himself to do it which is self correction. I just wanted to stage my corrective feedback as to move from teacher correction to peer-correction and then to self-correction, this is how it happens

S: so gradually move to self-correction ...

T: The latter has to be the last resort as that the students become autonomous learners by being more confident.

S: Do you notice evidence of learner's language development after receiving whether teacher or peer feedback?

T: Yes, I do. Most of the time, it works. Of course, there are times I may be disappointed, but feedback is really the only instrument for a teacher to gauge his students understanding and readiness and to rectify and to adjust a learning situation.

S: Ok sure, now based on record 3 from episode 3, did the learner show evidence that he/she is satisfied with your assistance?

T: As far as I'm concerned yes she did. She was satisfied because she changed what she was saying; she paused and repeated what I told her.

S: Do you think that classroom interaction in your oral expression class is necessary to the development of your learner's ability?

T: Yes, it is. I strongly believe that sharing is developing. It is very necessary that they interact in order to develop their oral performance as that will allow them to use the language regularly. I believe it is very important.

S: So you believe in the co-construction of knowledge?

T: Yes.

S: Ok sir, this was the last question, thank you so much sir for your assistance, I really appreciate that.

T: You are welcome, thank you.

Thank you for your collaboration

Appendix E: Students' Stimulated Recall Sessions Transcript

Date: May 10, 2016

Group: 01

Note: the researcher student: S

Comment on record 3 from episode 1

Student n° 1: Amina

S: Good evening.

Amina: Good evening.

S: why did not you immediately respond to your teacher's question?

Amina: Because I was thinking about the answer, since the teachers wasn't asking us direct questions , it's not about grammar or vocabulary it is about the answer, since he asked us about the story... did you like it?

S: Did your teacher's question suit your level language proficiency?

Amina: Yeah, it does. It wasn't that hard, it was very simple

S: Ok, thank you.

S1: You are welcome

Comment on record 4 from episode 2

Student n°2: Ibtisam

S: was your teacher's feedback on the rules of reported speech necessary at that time?

Ibtisam: Yes, it was necessary in order to remember them because we don't have the grammar session in third year, so it was important to refresh our memory.

S: So where you familiar with the rules of reported speech before?

Ibtisam: Yes, of course I'm familiar with it.

S: Did your teacher's explanation help you in improving your grammar knowledge concerning the use of reported speech?

Ibtisam: Yes of course, it was very helpful and since he started explaining more and more, so we... our memory were refreshed.

S: Ok, thank you.

Ibtisam: You are welcome.

Comment on Record 6 from episode 2

Student 3: Soumia

S: Good morning.

Soumia: Good morning.

S: was your teacher's instruction on the task beneficial?

Soumia: Yes, of course just to take an idea about what we are going to listen or what we are going to face, at least to get the ideas we are not going to listen by heart just focus on those things.

S: Ok, would you be able to perform the task without the teacher's assistance?

Soumia: No, not really because he helps us by giving us previous ideas, previous things in order to... I mean that may help us to do it.

S: Was the teacher's instruction tuned to your level of language proficiency? I mean whether the language he used in the instruction fits your level of language proficiency?

Soumia: Of course, especially Mr. Laib, his language fits us, it is very simple, you may understand it from the first time, we are not in need to ask him to repeat again and again, unlike the others.

S: thank you so much.

Comment on record 2 from episode 3

Student n° 4: Jihan

S: Good morning.

Jihan: Good morning.

S: Did you benefit from your classmates interventions?

Jihan: Of course. Sometimes, I forgot even though the ideas are in my head but you know when speaking you lose your ideas, so when someone interrupt and give you his ideas or her idea, it help you to refresh your memory and continue speaking fluently.

S: Ok, do you consider this intervention a kind of assistance?

Jihan: of course....As i said before it refreshes our memory and it helps you to fill the gap because sometimes when we speak we stop speaking for a moment, but when we get this sort of help as I said we speak fluently and without any problem.

S: thank you so much.

Jihan: you are welcome.

Comment on record 11 from episode 3

Student n° 5: Soufian

S: Good morning.

Soufian: Good morning.

S: did you get use of the interaction between you and your classmates?

Soufian: Yes, of course I benefit a lot from interaction with my classmates, it always helps me to improve my vocabulary, my listening skill, and my pronunciation also I learn more from some classmates because they sound like native speakers, I always learn things from them.

S: has this interaction helped in improving your language proficiency level?

Soufian: Yeah yeah, of course like I told you every time i attend oral expression with my classmates I'm always improving my oral skills, my pronunciation, I learn things from my classmates, the teacher, every time I get my skills improved. I've been speaking English since a young age and I feel more comfortable when speaking English than Arabic. Yeah, it helps me express things that I can't in Arabic. It is not about which one is better, I just feel more comfortable and...

S: thank you.

Soufian: You are welcome.

Comment on record 1 from episode1

Student n° 6: Zoulikha

S: Good morning.

Zoulikha: Good morning.

S: This is the first question; how did you feel when the teacher explicitly asked the other students to correct your error?

Zoulikha: I felt embarrassed because the other students knew the answer while I didn't, I said oh my god...

S: So did you immediately realized that t you have committed an error before the teacher remarks on that?

Zoulikha: No, not really because I asked the one who was setting beside me and she told me it is the right answer, so...

S: would you prefer the teacher correct your error or you feel more comfortable when your classmate do?

Zoulikha: The teacher, this will encourage me to improve my level and he is motivating me, when the classmate correct me I feel that they make fun of me but when the teacher... it is ok

S: thank you

Zoulikha: you are welcome

Comment on record 3 from episode 1

Student n°7: Yousra

S: Good morning.

Yousra: Good morning.

S: The first question is; did your teacher's assistance serve the meaning that you want to deliver to your classmate?

Yousra: Actually, it serves me because I didn't understand the meaning of this proverb so he gives me the right meaning. because I didn't know even the proverb, I didn't heard about it.

S: Ok, is this assistance turned to your level of competence?

Yousra: Yeah, of course.

S: Did you benefit from your teacher's help?

Yousra: yes, I was depending on him because as I said I didn't understand the proverb, so I expect that because usually he helps us, at that time I wasn't able to use the proverb but now I can use it independently in the real life situations without the help of the teacher.

Appendix F: Résumé

L'étude actuelle travaille dans le cadre socio-culturel pour réaliser une enquête topographique sur les type réactifs, l'intermédiaire et le soutien qui arrive habituellement dans les séances de l'expression orale et ce pour évaluer le taux d'efficacité des type réactifs utilisés par le professeur de l'expression orale pour améliorer la compétence expressive pour les étudiants de la langue anglaise. L'étude vise pour regrouper quelques hypothèses autour des causes possibles de la consolidation ou l'empêchement du développement de la compétence expressive, ceci dans le courant socio-culturel algérien. Pour réaliser les objectifs de l'étude, un contrôle régulier dans un cadre socio-culturel pour les séances de l'expression orale d'un groupe d'étudiants de la troisième année pour la langue Anglaise à la faculté des lettres et des langues étrangères à l'université de Jijel, dans un temps limité à quatre semaines. Pour présenter une description exacte des schémas obtenus par le biais du contrôle des séances de l'expression oral, la méthode de convocation motivée a été employée, essentielle pour conclure une interprétation du professeur et des étudiants sur la décision à prendre. Les résultats obtenus ont permis de ressembler ces hypothèses autour des différents côtés de l'enseignement en classe de l'expression orale qui était le thème de l'étude actuelle. Premièrement, le professeur de l'expression orale ne tentait pas de créer une chronologie constante claire, et méthodologique des activités dans ses classes qui s'influe négativement sur l'efficacité de l'enseignement. Deuxièmement, en ce qui concerne les types réactifs, la nature de l'activité présentée par le professeur dans la séance de l'expression orale mène à la propagation d'un seul type réactif qui est le à début de la réaction-action-réaction, c'est – à-dire l'étudiant dépend dans la grande majorité du professeur surtout pour le début et la suite du dialogue (conversation) qui prive les étudiants d'essayer un mouvement souple, méthodologique, graduel vers enseignement individuel. Finalement, l'entraînement (stage) selon le modèle socio-culturel permet au professeur de l'expression orale d'être plus efficace dans le développement de la compétence expressive des apprenants (étudiants).

ملخص Appendix G:

تعمل الدراسة الحالية ضمن الإطار الاجتماعي الثقافي لإجراء تحقيق اثنوغرافي حول الأنماط التفاعلية، والدعم التي تحدث عادة في حصص التعبير الشفوي وذلك لتقييم مدى فعالية أنماط التفاعل المستعملة من قبل استاذ التعبير الشفوي في تحسين الكفاءة التعبيرية لطلبة اللغة الإنجليزية. تهدف الدراسة الى تجميع بعض الفرضيات حول الأسباب الممكنة والمسؤولية عن تعزيز او إعاقة تطور الكفاءة التعبيرية لطلبة اللغة الإنجليزية وذلك في السياق الاجتماعي -الثقافي الجزائري. من اجل تحقيق اهداف الدراسة، تم اجراء مراقبة منتظمة ضمن إطار اجتماعي-ثقافي لحصص التعبير الشفوي لمجموعة من طلبة السنة الثالثة للغة الإنجليزية بكلية الآداب واللغات الأجنبية بجامعة محمد الصديق بن يحيى جيجل، في ظرف زمني مقدر بأربع أسابيع. ولتقديم وصف دقيق للبيانات التي تم جمعها عن طريق مراقبة حصص التعبير الشفوي، تم استخدام طريقة الاستدعاة التحفizi كأساس لاستخلاص تفسير من كل من الأستاذ وبعض الطلبة حول عملية اتخاذ القرار، هذه الأخيرة أدت الى اختيار بعض الحلقات المثيرة للاهتمام من حيث البيانات.

وقد مكنتنا النتائج المتحصل عليها، من تجميع هذه الفرضيات المهمة حول مختلف جوانب التعليم داخل اقسام التعبير الشفوي والتي كانت موضوع الدراسة الحالية. أولاً، ان أستاذ التعبير الشفوي لا يسعى لإنشاء تسلسل ثابت، واضح، ومنهجي للنشاطات في اقسامه مما يؤثر سلبا على فعالية التعليم. ثانيا، ان المدرس ذو الخبرة والذي هو على جهل بمبادئ النموذج الاجتماعي الثقافي، قد يخضع أحيانا ولا شعوريا لمبادئ دورة التعليم-التعلم التي اثبتت انها بيادغوجية مبنية على أساس قوية. ثالثا، وفيما يتعلق بالأنماط التفاعلية فإن طبيعة النشاط المروج من قبل الأستاذ في حصة التعبير الشفوي، يؤدي الى انتشار نمط تفاعلي واحد، الا وهو بدء-رد فعل-استجابة حيث يكون المتعلم معتمدا بشكل كبير على الأستاذ فيما يخص بدء ومواصلة الحديث، مما يحرم الطلبة من تجربة تحرك سلس، منهجي، وتدرجي نحو التعلم الذاتي ومنه التحكم الذاتي.أخيرا، ان التدرب ضمن النموذج الاجتماعي-الثقافي يجعل أستاذ التعبير الشفوي أكثر فعالية في تطوير الكفاءة التعبيرية للمتعلمين.