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An Analysis of the Role of Teacher's Talk in an Oral Classroom

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Degree in Didactics

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Running Head: The Role of Teacher's Talk in an Oral Classroom

An Analysis of the Role of Teacher's Talk in an Oral

Classroom

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Dedication

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

All the Praises are due to God alone, the Sustainer of the Worlds

With all love that covered my heart, I dedicate this work:

To the spirit of my grandmother who will live always in my heart.

To the most precious blessing I ever had and I am thankful for "my parents" whose prayers and best wishes light up my life and always accomplished and inspired me to put up with the hard moments.

To the light of my life, the most precious person to my heart, who devoted her life to my education. Without her, I would not be who I am, "my mother" thank you for your love, care and sacrifice.

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its ups and downs. Thank you for your putting up with my moons and groans.

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and Wissam for their support.

-Zoulikha-

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 gladly dedicated to:

The best gift ever; my dear parents who devoted all their lives for my success. May Allah blesses and protects you!

My dearest brother Ammar and lovely wife Samia.

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Abstract

Second language acquisition theory and research seek to account for the rules and processes whereby learners acquire a second/foreign language outside of its social environment. Based on the key distinction between acquisition and learning, Krashen's theory is one the theories that has revolutionized this and contributed markedly to its development. The most important concept that this theory has brought about is 'comprehensible input'. The most effective teaching methods, according to this theory, are those that supply learners with 'comprehensible input, which is considered to be both a necessary and sufficient condition for language acquisition to take place. In English as a foreign language context, teacher talk constitutes an important, if not the most important, source of comprehensible input. The present study aims at evaluating the effectiveness of teacher's talk in an oral expression classroom using a number of key criteria set by Krashen's theory. In order to achieve this aim, a checklist was designed on the basis of our review of the literature related to Krashen's theory and the role of teacher talk. It was used in the analysis of tape-recorded interaction during twelve oral expression classes delivered to four groups of third year license students at the department of letters and English language at the University of Mohamed Saddik Ben Yahia, Jijel . The checklist operationalized teacher's talk as a source of comprehensible input in terms of five key features: the adjustment of teacher's input to the students 'level (i+1), teacher's questioning, teacher's feedback, allocating turn-taking, and the silent period provided to learners. The analysis of the data generated by the present study showed that the teacher of oral expression did not provide learners with enough comprehensible input that is targeted specifically to their current level. Moreover, the results showed that the learners were exposed to both referential and display questions during classroom discussions which enabled learners to engage in the interactional atmosphere of the classroom. As regards the silent period, although the teacher was observed to allocate a sufficient time for learners to construct and arrange their own ideas before sharing and discussing them with the whole class, she resorted at certain occasions to force some learners to participate. As far as turn- taking is concerned, the teacher, on the whole, succeeded in allocating turns to the majority of learners on a regular basis so as to enable them to take part in the ongoing discussion. The major shortcoming in the teacher's talk, however, was the fact that her feedback focused exclusively on the morpho-syntactic level and neglected the general discourse level of learner's errors.

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List of Abbreviations

CA: Contrastive Analysis.

CA: Conversation Analysis.

CAH: Contrastive Analysis Hypothesis.

CI: Classroom Interaction.

EFL: English as a Foreign Language.

FL: Foreign Language.

FLL: Foreign Language Learning.

IELTS: International English Language Testing System.

IL: Interlanguage.

IT: Interlanguage Theory.

L1: First Language.

L2/SL: Second Language.

OE: Oral Expression.

OH: Output Hypothesis.

SCT: Sociocultural Theory.

SLA: Second Language Acquisition.

SLL: Second Language Learning.

SLT: Second Language Teaching.

TL: Target Language.

TT: Teacher Talk.

ZPD: Zone of Proximal Development.

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General Introduction

1. Statement of the Problem

Second language acquisition research is an ever growing and expanding field in applied linguistics that seeks to account for the processes and the rules whereby second/foreign languages are learnt especially outside their natural social environment. One of the early theories that have revolutionized this field and contributed markedly to its development was Krashen's theory ,which has had a huge effect on second language acquisition research and teaching since its emergence in the 1980s.This theory argues in favor of abandoning the traditional methods of teaching based on the extensive and explicit teaching of grammar rules through and to embrace a new ,more effective teaching methodology based on meaningful interaction in the target language where the focus is the exchange of meaning.

Based on the key distinction between acquisition and learning, Krashen's theory, usually known as the Monitor model, consists of five hypotheses: the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. The most important concept that this theory has brought about, as far as the debate over language teaching is concerned, is 'comprehensible input'. The most effective teaching methods, according to this theory, are those that supply learners with 'comprehensible input', which is considered to be both a necessary and sufficient condition for language acquisition to take place. Krashen's theory, however, sets certain conditions for 'comprehensible input' to be effective in enabling learners to move from their current level to a higher stage in their way to approximate to a native-like proficiency in the target language. In the Input Hypothesis, Krashen (1982) argues that in order for second language acquisition to occur, learners need to comprehend the input that should contain linguistic items that are slightly beyond their current level of the linguistic competence. This comprehensible input should be sequenced and presented to the learners following the principle of (i+1) ,where i

refers to the learners current level of proficiency, and "(i+1) refers the next rule the acquirer is due to acquire or is eligible to acquire along the natural order" (Krashen, 1985, p. 101).In this regard, Krashen's theory adds ,at least, two more conditions : for it to be effective, 'comprehensible input' should be provided in a relaxed atmosphere and students should not be forced to produce any language form until they feel really ready to do so.

In a foreign language teaching context like ours, teacher talk constitutes an important element, if not the most important part of comprehensible input. In this regard, Allwright and Bailey (1991) argue that Teacher Talk 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).

In the light of the above, the present study constitutes a preliminary to evaluate the effectiveness of teachers' talk as a source of comprehensible input through focusing on the different roles and function of the talk delivered by one teacher of oral expression during her teaching of twelve classes to third year students at the department of English in the university of Jijel. In order to achieve this aim, the present study seeks to answer the following major research question:

-How effective is the teacher of oral expression's talk in enhancing learners' acquisition of English as foreign language?

2. Aim of the Study

The present study aims at evaluating the effectiveness of teacher's talk in a real oral expression classroom using a number of key criteria set by Krashen's theory.

3. Means of Research

In order to achieve the objectives of the present investigation, a checklist will be designed on the basis of our review of the literature related to Krashen's theory and the role of teacher talk ,and will be used in the analysis of tape-recorded interaction during twelve oral expression classes delivered to four groups of third year LMD students at the department of letters and English language at the University of Mohamed Saddik Ben Yahia .

4. Structure of the Dissertation

The present dissertation consists of three chapters. Chapter one presents major theories in the field of second language acquisition with specific emphasis on Krashen's theory. Chapter two discusses some of the theoretical issues related to the role and function of teacher's talk in the oral classroom. Chapter is devoted to the practical part of the present study and deals with the description of the data collection procedure and the analysis of the results.

THE ROLE OF TEACHER TALKN IN AN ORAL CLASSROOM

Chapter One

Second Language Learning Theories: A Historical Overview

Introduction

Chapter One

Second Language Learning Theories: A Historical Overview.

Introduction

The present chapter presents a historical overview of some major theories in the field of second language learning with a specific focus on Krashen's theory. This presentation aims at foregrounding the key concepts of the theory which serves as the theoretical framework of our study.

1.1. Contrastive Analysis (CA)

Contrastive Analysis (CA) has been the first contribution of linguistics to language teaching and learning. This theory was first proposed by Fries (1945), and then developed and popularized by Lado in 1957 (Ellis, 1994). This approach brings a collection of procedures aim at comparing and contrasting the linguistic systems of two languages. According to Johnson (2008), Contrastive Analysis (CA) is the systematic comparison of two or more languages with aim of describing their similarities and differences. CA has often been done for practical and pedagogical purposes. The aim has been to provide better description and better teaching materials for language learners. As Lado (1957) stated: "…those elements that are similar to this native language will be simple and those elements that are different will be difficult" (p. 2). In other words, when learning a foreign language, learners try to compare it to their native language. If they find similar structures and rules to their own language, it would be easy to acquire and comprehend, otherwise it would be difficult for them to apply and acquire. Thus, this theory refers to a way of comparing two languages and their linguistic systems in order to determine what is needed to be learned and what is not in the process of learning a FL. It seeks to find out the faulty cognates in terms of grammar, vocabulary, spelling, pronunciation… in order to avoid errors of transfer when learning a FL.

1.2. Contrastive Analysis Hypothesis (CAH)

Contrastive Analysis Hypothesis (CAH) is a field of comparative linguistics which is concerned with the comparison of two or more languages in order to find out the similarities or the differences between them. The term Contrastive Hypothesis is concerned with the theory itself, while the term Contrastive Analysis implies the methodology. Thus, Contrastive Analysis Hypothesis implies both the theory and the methodology. CAH came into practice in the 1960s. It is originated from Lado's Linguistic across Cultures: the plan of the book rests on the assumption that we can predict and describe the patterns that will cause difficultyin learning, and those that will not cause difficulty, by comparing systematically the language and the culture to be learned with the native language and culture of the student (1957, p. vii). CAH as formulated by Lado (1957, as cited in Ellis, 2008) is based on the assumption that the student who comes into contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult (p. 2). According to Lightbound (2005), the logic is that "when learning a second language, a person will tend to use mother tongue structures in second language production, and where L1 structures differ from the L2, mistakes will be made" (p. 66).

In the field of first language acquisition, the central issue is: whether language is innate in humans, or it is learned and acquired from the environment. Accordingly, for Skinner (1957), CAH is based on the idea that learning is a process of habit formation that takes place by reinforcement. Therefore, the aspects of second language which are different are more problematic to the learners because they represent a set of new habits that are different than those acquired when learning the mother tongue. However, Chomsky (1959) criticizes Skinner's Verbal Behavior (1957) in which he claimed that language acquisition is more than a set of habits that are acquired at an early age. Consequently, in this theory, "habit" plays an important role in the acquisition of the first language, which occurs through

imitating adults' utterances. In other words, the learner uses his previous mother tongue knowledge in order to develop L2 patterns. So, if the structure of both languages is similar, the learning process will be easier. While, when the system in both languages is different, it creates obstacles.

With regard to the framework of CAH, it is important to realize that there are only two different versions: strong and weak versions. The strong version of CA is very strict; it claims that all the errors made by L2 learners are due to the L1 transfer. It involves predicting errors in second language learning based upon a priori contrastive analysis of L1 and L2. As a result of the chomskyan revolution, this version was replaced by a weak version because of its non- validity. The weak version of CA is not strict as the first one. It starts with learner's errors and explains them by pointing out the similarities and the differences between the two languages.

1.3. Contrastive Analysis and Language Transfer

Language transfer has been a central issue in SLA for a long time. Its importance in second language (L2) learning has also been reevaluated again. During the development of research in language transfer, linguists realize that the first language (L1) acts as "a major factor in SLA" (Ellis, 1990, p. 297). They still do not have an exact definition of language transfer, which differs along with the development of research on it. Skehan (2008) defines language transfer as the influence of the mother tongue or any other languages which have been learned previously. Language transfer can also be defined as "the learners attempt to make use of their previous L2 knowledge" (Ellis, 1997, p. 19). Moreover, Ringbom (1987) defined language transfer as the role of L1 in L2 learning (p. 1). Language transfer can be positive or negative. The study of positive transfer (facilitation) facilitates learning, while negative transfer (interference) hinders learning. Thus, the more the differences between L1 and L2, the more the negative effects.

1.3.1. Positive Transfer

Positive transfer is also referred to as facilitation. For Troike (2003), positive transfer happens when the same structure is appropriate in both languages (p. 35). In other words, sounds, structures, words, meaning, or any other linguistic aspects maybe similar or the same in both L1 and L2. Positive transfer influences FL learning positively due to the great amount of similarities in the features between the new and the already acquired knowledge system. Thus, this type of transfer facilitates and the acquisition process and lead to fewer mistakes.

1.3.2. Negative Transfer

Negative transfer is also referred to as interference. It is a process that happens during second language acquisition, where a learner of a foreign language applies rules which are different from his native language. According to Troike (2003, p. 35), negative transfer occurs when the L1 structure is used inappropriately in the L2. That is to say, negative transfer can happen when knowledge affects understanding which results in errors. This type of transfer makes L2 acquisition difficult, since it affects word choice, word order, pronunciation and other aspects of L2.

1.4. Interlanguage Theory

1.4.1. Definition of Interlanguage (IL)

The notion of "interlanguage" has been central to the development of the field of research on second language acquisition. The term interlanguage (IL) was introduced and developed by the American linguist Larry Selinker in 1972. According to Ellis (1985), it refers to the "systematic knowledge" of language which is totally independent of the systems of both L1 and L2 the learner is trying to learn. It is "the theoretical construct" which underlay the attempt of SLA research to make the different stages of development that L2 learners pass along on their way to L2 "or near L2" proficiency (p. 42). In other words, interlanguage is the

language of the learner which is not his L1, but not his L2 yet.i.e. a language in its own right with its systematic rules. Tarone (2006), in her article "Interlanguage" stated that the term 'interlanguage' refers to as the unique separate linguistic system that appears when second-language learners seek to perform linguistic meaning in the learning process. She demonstrates that it is neither like the first language (L1) nor like the second language (L2), even though it is linked to both of them (p. 747). In addition, Rustipa (2011, p. 20) claims that: "an interlanguage is developed by the learner of a second language who has not become fully proficient yet but is approximating the target language; preserving some feature of their first language, or overgeneralizing target language rules in speaking or writing the target language and creating innovations". That is to say, it is the language between the first language of the learner and the target language he is learning.

1.4.2. Characteristics of Interlanguage

According to Selinker (1972), interlanguage displays a range of essential characteristics and features. These features are stated as follows:

1.4.2.1. Permeability

It was stated by Selinker (1972) that L2 learner's interlanguage is permeable in the sense that the rules that constitute this linguistic system at any stage of the linguistic development are not fixed, but are open to be changed. In fact, this is a general feature of all languages which evolve over time in ways not different from the development that take place in language-learner language (as cited in Ellis, 1985, p. 49).

1.4.2.2. Dynamicity

Selinker (1972) states that L2 learner's interlanguage is dynamic in the sense that it is "constantly changing". I.e. varies over time, or is "in a state of flux, resulting in a succession of interim grammars" (Troike, 2003, p. 41). However, when learners introduce new rules

while they learn, first in one context and then in another, they do not move from one stage to the next, but rather they accommodate new rules of the target language system. This system of constant revision and extension of rules is considered as a feature of the "inherent instability of interlanguage" (Ellis, 1985, p. 50).

1.4.2.3. Systematicity

Systematicity is another important feature of interlanguage. The language-learner language is systematic and rule-based. The learner bases his performance on his existing rule system in his mind much more like the way a native speaker bases his performance on his knowledge existing in his L1 system (Ellis, 1985, p. 50). According to Troike (2003), in each stage of development, the IL is governed by rules which constitute the learner's internal grammar (p. 41).

1.4.2.4. Variability

Variability in interlanguage is a crucial feature, which has increased the interest among second language researchers. It is considered as an inherent feature in the language-learner language (Ellis, 1985). Variability in interlanguage means that at any stage of development, the learner's interlanguage contains alternative rules and linguistic forms for performance on the same context or occasion.

1.4.3. Interlanguage Hypothesis

Interlanguage is the most well-known contribution to the field of second language acquisition made by Selinker in 1972. In his paper, Selinker proposes that interlanguages have all the normal properties and aspects of natural languages. In other words, they are systematic and governed by rules in the same way as any other languages. Interlanguage is based on the theory that there is a psychological structure that exists in the brain, but is not well developed, and starts working when a person tries to learn a second language (Selinker, 1972, p. 211).

The interlanguage rules are shaped by "five different psycholinguistic processes of the latent psychological structure", namely: 1. "native language transfer"(some rules, forms, meanings and structures from the learner's L1 may be transferred to L2); 2. "Overgeneralization of target language rules" (some rules of L2 are generalized and applied on L2); 3. "Transfer of training" (when applying the rules that are learned from textbooks which can influence the learning process of another language); 4."Strategies of communication" (there are many communication strategies which are used to convey messages to the native speaker of the TL when the intended word is not available); 5. "Strategies of learning" (methods that learners use to learn a second language, including textbook dialogues, memory techniques and the use of flash cards…etc.) (as cited in Tarone, 2006, p. 748).

The Interlanguage Hypothesis provides the initial spark that ignites a field of research on second-language acquisition and learning, and it continues to provide what some feel to be the most productive framework for research (Tarone, 2006, p. 752).

1.5. Morpheme Studies

In the 1970s, a number of studies were carried out to investigate and study the order of acquisition of grammatical morphemes by first (L1) and second-language (L2) learners. The morpheme order studies are taken as evidence against the behaviorist theories which support the idea that children do not learn their L1 through habit formation, but rather by acquiring the language through stages of development. The central question of these studies was: whether learners show a universal pattern in the acquisition order morpheme. If present, a universal pattern could indicate the existence of a universal mechanism necessary to acquire language (Dulay& Burt, 1973). As stated by Nunan (as cited in Carter and Nunan, 2001, p.89), subsequent research shows that this order of acquisition cannot be changed by instruction. However, the researchers fail to explain why specific items are acquired before others. Roger Brown was the first researcher who found that L1 learners follow a certain order when

learning their native-language morphemes. Brown (1973) investigates a longitudinal study on three children, which is widely recognized as the starting point of acquisition order research. In this study, Brown observed that the three children learn English morphemes in approximately the same order, even though they do not acquire them at the same age. Soon after Brown's study (1973), the first researchers who investigated L2 were Dulay and Burt. In the 1973, they carried out a study on L2 English learners (Spanish and Chinese); to see if they follow a fixed order when acquiring the L2. They used Brown's functors (present progressive-ing, plural-s, past irregular, possessive-s, article-the, a, third-person singular-s, contractible corpula-be, contractible auxiliary-be). They found that both Spanish and Chinese learners of English acquire English language patterns or morphemes roughly in the same way.

1.6. Types of Grammar Instruction

Grammar teaching has come to the fore when it enables learners to become competent users of the language with correct usage of structures, forms and within context (Rahman and Rashid, 2017, p. 92). Many grammar instructions are introduced to improve the productive and receptive English skills of learners. Although there is general agreement on the value of teaching grammar, for some time it has been debated whether instruction should be explicit or implicit.

1.6.1. Explicit Grammar Instruction

Explicit instruction is viewed as technical, memorization, drilling and rule-governed practice in a language classroom (Rahman & Rashid, 2017, p. 92). In this type of grammar instruction, the rules are explained to learners, or the learners are directed to find the rule by looking at linguistic examples, that is, sentences that embody the rules (Doughty, 2003, p. 265) (as cited in Cowan, 2008, p. 31). The focus of explicit instruction is to enable learners to produce grammatically correct sentences and utterances. It was realized that students need explicit grammar rules in order to produce their own output correctly. Explicit grammar

instruction can make students more likely to understand grammatical items. In addition, they will keep clear when studying the grammar concepts. Thus, by providing explicit grammar instruction, learners will be aware of their grammatical errors and correct them.

1.6.2. Implicit Grammar Instruction

Implicit instruction is viewed as more flexible and dynamic grammar instruction. It requires learner's involvement, interactive and communicative learning activities (Rahman and Rashid, 2017, p. 93). This type of implicit teaching "makes no overt reference to rules or forms" (Doughty, 2003, p. 265) (as cited in Cowan, 2008, p. 31). In other words, implicit instruction focusses on language fluency rather than accuracy. It is based on the theories on second language learning of Krashen (1982). He claims that grammar can only be acquired naturally, and that learning need not precede acquisition in second language learning. In other words, it occurs more naturally in order for students to achieve second language acquisition and grammar competence. To sum, the explicit and implicit teaching of grammar instruction are effective in the process of language acquisition and to acquire a target language.

1.7. Krashen's Monitor Model

One of the earliest approaches to SLA which has a central focus is Krashen's Monitor Model. It is considered as the most influential as well as the most motivating theory which seeks to provide an overall account for SLA. It was developed by Krashen in the late 1970s and early 1980s. This model was inspired through the study of the nature of interlanguage that proved the development of linguistic forms and sequences in L2 acquisition. According to Krashen's theory, acquisition emerges from the interaction of linguistic information derived from comprehensible input with the language faculty or the innate structure humans are biologically born with. Consequently, the late 1970s and 1980s was marked by the rejection of grammar instruction due to the proof provided by Krashen that grammar does not make a difference and language is acquired implicitly through the exposure to the target language.

Krashen's theory is a collection of five main hypotheses which explain how the second language is acquired. Brown (2000) stated that this theory "is realy an interrelated set of hypotheses and/ or claims about how people become proficient in a second language"(p. 274). These hypotheses constructing the model are the following:

1.7.1. Acquisition-Learning Hypothesis

According to Krashen and other SLA specialists (Krashen and Terrell, 1983; Littlewoods, 1984; Ellis, 1985), learners have two different ways of developing skills in a second language: acquisition and learning. "Acquisition facilitates fluency and is a subconscious process" (Krashen, 1982, p. 10). In other words, language acquisition is a process which is quietly the same as the way a child acquires his native language, in which he is not aware of the grammatical rules of the language. On the other hand, learning is a conscious process in which learners are aware of the rules and the structures of the language. This explicit process is used only for "monitoring" and does not contribute in language fluency. Therefore, language takes place generally in formal instruction and classroom contexts. Thus, this hypothesis is based on acquisition rather than learning.

1.7.2. The Natural Order Hypothesis

The natural order hypothesis affirms that grammatical structures are acquired in a predictable order in which certain grammatical structures and morphemes are acquired before others in L1 acquisition, and there is a similar order in SLA. According to (Ellis, 1985, p. 262), when the learner is engaged in natural communication tasks, he will manifest the standard order. But, when he is engaged in tasks that require or permit the use of metalinguistic knowledge, a different order will emerge.

1.7.3. The Monitor Hypothesis

The monitor hypothesis explains the relationship between acquisition and learning; it also holds that formal learning has only one function which is a monitor for the learner's output. Krashen (1981) argued that monitoring has an extremely limited function in language performance, even where adults are concerned. He gives three conditions for its use: (1) there must be sufficient time; (2) the focus must be on form rather than meaning; and (3) the user (the learner) must know the rule. According to Krashen (1981), there is a difference among language learners regarding "monitor" use. He suggested that those learners who use "the monitor" all the time are called over-users, those learners who have not learned or who prefer not to use their conscious knowledge are under-users and those learners who use the "monitor" appropriately when it does not interfere with communication are optimal users.
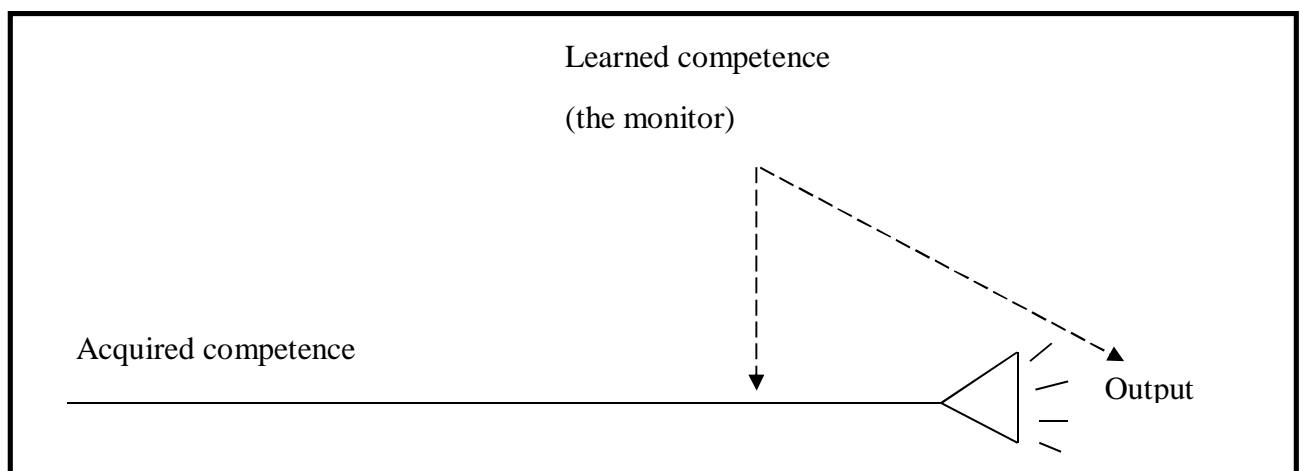
Figure 1.1: A model of adult second language performance

(Krashen and Terrell, 1983: 30)

1.7.4. The Input Hypothesis

The input hypothesis is the most important one among Krashen's five hypotheses. It has been by far the most influential theory on the role of input. It claims that in order for 2L acquisition to proceed, learners must be exposed to TL data which they can access what Krashen named "comprehensible input" as "the only causative variable in SLA" (Krashen,

1981, p. 57). According to Krashen's input hypothesis (1982), learners cannot acquire their 2L unless they receive and understand the input as much as possible. In other words, the only way to acquire a language is to obtain comprehensible input which can be formulated as (i+1). In this (i+1) construct, 'i' represents thee learner's current level of linguistic competence, while '1' symbolizes the language beyond their level of competence.
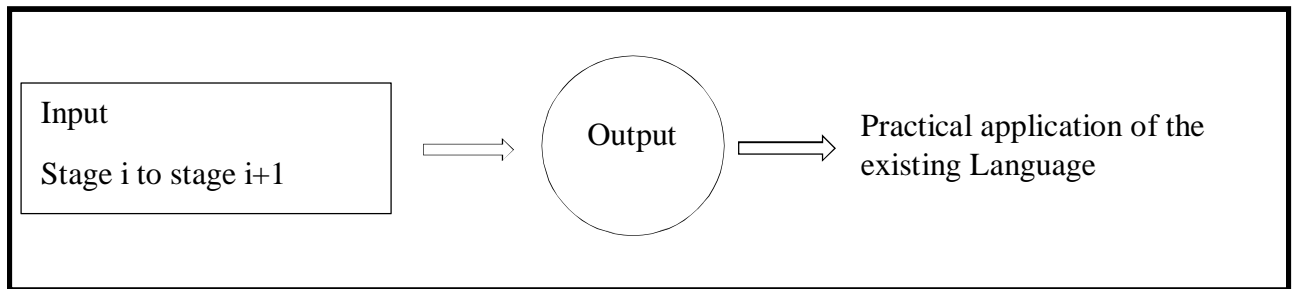
Figure 1.2: The (i+1) Hypothesis (Krashen, 1985, p.2)

For Krashen (1985), human acquire language in only one way; by understanding messages or by receiving comprehensible input. He stated that, in this hypothesis, there is necessary (but not sufficient) condition to move from stage (i) to stage (i+1) in which the learner or the acquirer understands the input that contains i+1. For him, the word "understand" means to focus on the meaning of the message rather than its form. That is to say, the learner can only acquire a language that contains structures that are a little bit beyond their current level.

In this hypothesis, interaction is very important. When learners engage in a conversational or interactional situation, they negotiate meaning and this makes the input understood. In other words, high levels of SLA can be achieved through using and practicing the TL. Pinter (2006) claims that interaction is a good way for providing "comprehensible input" that plays an important role in SLA, because when learners receive the input, it will allow peer interaction in the classroom not only the teacher-learner interaction. In addition to

this view, Long (1983) considers interaction as the most effective way for fostering comprehension. In his view, through interaction, the negotiation of meaning will occur which provides more opportunities to make the input comprehensible by learners, and thus promotes acquisition.

Krashen also came with the notion of "the silent period" as evidence for the input hypothesis, in which he concluded that language learners should be provided by an initial "silent period" during which they can build up acquired competence in a language before beginning to produce it.

1.7.5. The Affective Filter Hypothesis

The affective filter hypothesis implies Krashen's view that a range of affective factors facilitate the second language acquisition. These factors are: motivation, self-confidence and anxiety. Krashen demonstrates that learners with high motivation, self-confidence, and a low level of anxiety are more likely to succeed in SLA. However, learners with low motivation, little self-confidence, and high anxiety can combine to 'raise' the affective filter and form a "mental block" that prevents comprehensible input from being used in acquisition. In other words, a high affective filter inhibits acquisition, whereas a low affective filter promotes it.

1.8. The Canadian Immersion Programmes

The major beliefs of Krashen's Monitor Model were best confirmed by the evidence coming from numerous research projects conducted in relation with various attempts to teach language through immersion. Immersion programmes were first established in Canada in the 1960s in order to guide English-speaking children when learning French. Due to the great success that the projects have achieved, similar programmes were emerged not only for helping learners to reach high levels of L2 proficiency, but also they have different purposes. Krashen (1985) argues that the programmes in immersion language teaching are effective since they provide learners with comprehensible input by the use of subjects they can

understand. In language classes, most teachers face the problem of providing subjects that learners can understand for the sake of providing comprehensible input. By contrast, in immersion programmes classes, the topic is automatically provided.

1.9. The Output Hypothesis (OH)

Despite the significant influence that the input hypothesis has had on SLA studies since its inception, it has received strong criticisms from several researchers. One of those researchers is Merrill Swain (1985). She argued that "comprehensible output" also plays a part in L2 acquisition. The output hypothesis proposes that through producing language, either spoken or written, language acquisition/learning may occur (1985). Swain (1985, 1995) argues that comprehensible input is not sufficient for SLA because the student's comprehension of some forms of the language does not necessarily mean that they can produce them. That is to say, learners can improve their level in SLL/FLL once they are able to produce output rather 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 as key element in SL/FL.

According to Swain (1995), when learners use TL, they are likely to recognize their linguistic problems and 'which thus' 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).

Based on the studies of Canadian French immersion programmes, 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 luck of comprehensible input (Harley and Swain, 1978) (as 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 provides 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 Swain's view, 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. Furthermore, the output according to Swain (1995) provides learners with opportunities to receive feedback from other participants in the interactional events namely the teacher and peers.

To conclude, Swain suggests that the output hypothesis serves at least three functions in SLL beyond that of enhancing fluency: noticing, hypothesis-testing, and reflecting.

1.10. Vygotsky's Sociocultural Theory

The socio-cultural theory (SCT) has its origins in the writings of the Russian Psychologist L. S. Vygotsky and his colleagues (1978-1987), and later developed by other researchers like Leontiev (1981), Wertsh (1985), and Lantolf (1994-2000) … etc. This theory is concerned with the development of human cognitive and higher mental function. It specially emphasizes the integration of social, cultural and biological elements in learning processes and their central role in human's cognitive development. The SCT argues that human mental functioning is fundamentally a mediated process that is organized by cultural artifacts, activities and concepts (Ratner, 2002). This theory perceives learning and interaction to be Interactive and such interaction acts as mediation for language acquisition. 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). Also Vygotsky believes that everything is learned on two levels: (1) through interaction with others, and (2) integrated into the individual's mental structure. This belief is stated bellow as follows:

Every function in the child's cultural development appears

twice: first, on the social level, and later, on the individual

level; first, between people (interpsychological) and then

inside the child (intrapsychological). This applies equally

to voluntary attention, to logical memory, and to the formation

of concepts. All the higher functions originate as actual relationship

between individuals.

(Vygotsky, 1978, p. 57)

Vygotsky in his study proposes some theoretical principles and constructs associated with SCT and focusses specially on second language acquisition (SLA). These constructs are namely: mediation, regulation, internalization, imitation, and the zone of proximal development (ZPD).

All in all, the sociocultural theory provides a more comprehensive explanation of the SLL/FLL process, combining both social and cognitive aspects as opposed to main stream approaches to SLA which have focus exclusively on cognitive aspects.

1.11. Vygotksy's Zone of Proximal Development and Krashen's i+1

Second language scholars, in public research and in public discussions, have suggested that Krashen's construct of i+1 is similar to Vygotksy's zone of proximal development and it might therefore be feasible to integrate the two constructs in a way that could be productive for second language acquisition (SLA) research. However, many researchers claim that these two constructs are different not only because they are unrelatable, but also because they are rooted in incommensurable theoretical discourses.

According to Vygotsky (1978), the ZPD is "the distance between the actual development as determined through problem solving under adult guidance or collaboration with more capable peers" (1978, p. 86). In other words, the ZPD refers to "those functions that have not yet matured but are in the process of maturation" (1978, p. 86); the actual development level refer to "functions that have already matured" (1978, p. 86). Aljaafreh and Lantolf (1994) describe the zone of proximal development as "the framework, par excellence, which bring all the pieces of the learning setting together_ the teacher, the learner, their social and cultural history, their goals and motives, as well as the resources available to them, including those that are dialogically constructed together (p. 468). Thus, the ZPD means that the learners can do a new ability just with the help of the environment such as the teacher's or peer's assistance. In other words, learners need the teacher who should facilitate their tasks which can then do it individually or in groups
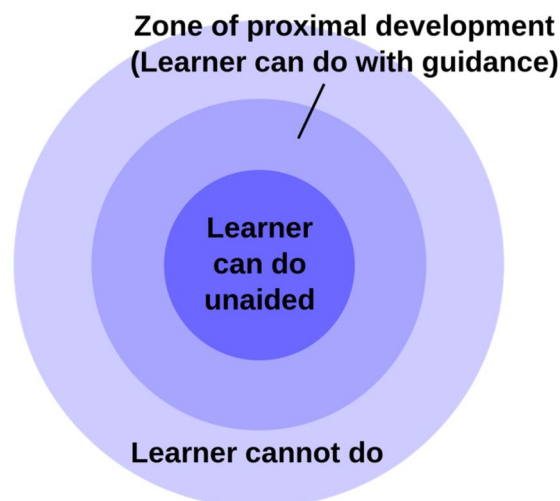

Figure1.3: The Learner's Zone of Proximal Development.

On the other hand, i+1 is a construct within Krashen's Monitor Theory. In Krashen's view, "humans acquire language in only one way; by understanding messages, or by receiving comprehensible input… that contains structures at our next stage _ structures that are a bit

beyond our current level of competence" (1985, p. 02). More specifically, i is "the acquirer's current competence, the last rule acquired along the natural order" and i+1 is "the next rule the acquirer is 'due to' acquire or is illegible to acquire along the natural order" (Krashen, 1985, p. 101). Thus, Krashen's construct combines a feature of the learner (or more precisely, the learner's internalized grammar), namely 'i', and a feature of the input, namely 'i+1'. Krashen also states that for acquisition to happen, "input must contain i+1" (1982, p. 21) and that "if communication is successful, i+1 is provided" (1982, p. 21).

To compare between these two constructs, many researchers make a debate, some of them argue that they are similar to each other, while others claim that they are totally different. For instance, Guerra (1996, as cited in Dunn and Lantolf, 1998, p. 417) is one among those researchers who argued that both i+1 and ZPD are similar. She contended that Krashen's Input Hypothesis "is closely to Vygotksy's notion of proximal development" (p. 07). She argues that Krashen's i "is what Vygotsky called the actual development of the child" and "the i+1 stage is the equivalent to Vygotksy's zone of proximal development. It refers to the kind of input that is at a level of difficulty which immediately follows the i stage" (p. 07).

By contrast, it has been discussed elsewhere (Dunn and Lantolf,1998) that there is a difference between the two constructs in the sense that i+1 is a metaphor about language input quality and its effect on language acquisition while, Vygotksy's ZPD is a theoretical approach to development based on the close analysis of activity made possible through collaboration. Krashen's i+1 and Vygotksy's ZPD, then, are unrelated in their conceptualization (a passive body listening versus collaborative activity), philosophical understanding (learners as autonomous versus personal ability co-constructed through activity with other people and artifacts in the environment), focus processes (childlike learning versus the collaborative accomplishment of a specific task) (Lantolf, 2000, p. 226). As cited in Dunn and Lantolf (1998, p. 428), the ZPD and i+1 are not commensurable constructs, not only because the

terms themselves lack shared meaning, but also because, in accordance with Pearce's (1987) criterion, the constructs of the theories from which they ultimately derive their respective meaning are non-translatable. That is, the two metaphors underlying the respective constructs propose radically different conceptualization of individuals, communication, and mental functioning.

Conclusion

This chapter presented some key second language learning theories, namely contrastive analysis hypothesis (CAH), interlanguage theory (IT), morpheme studies, the Monitor Model, the output hypothesis (OH), and the sociocultural theory (SCT) following the chronological order in which they have appeared in the field. The focus of this chapter was on the key concepts in Krashen's monitor model.

Chapter Two

Teacher Talk as a Source of Comprehensible Input in the Oral Classroom

THE ROLE OF TEACHER TALKN IN AN ORAL CLASSROOM

Chapter Two

Teacher's Talk as a Source of Comprehensible Input in the Oral Classroom.

Introduction

This chapter presents a review of the literature related to the role and function of teacher's talk as a source of comprehensible input in the oral classroom. In addition, it foregrounds the role of interaction in enhancing the learner's oral production.

2. The Oral Expression Skill

Teaching oral expression (OE) is one way to improve the learner's communication in different situations. It facilitates the learners' use of language to enhance their oral skill. This process is based on two main skills namely the receptive skill (listening) and the productive skill (speaking). Both are regarded as important parts of language communication and are the most widely used skills in normal daily life.

2.1. Listening

2.1.1. Definition of Listening

According to Nunan (2001), the term listening is used in language teaching to refer to a complex process that allows us to understand spoken language. Listening, the most widely used language skill, is often used in conjunction with the other skills of speaking, reading and writing. Listening is not only a skill area in language performance but is a critical means of acquiring a second language (L2) (p. 07). In addition, Richards and Renandya (1990, p. 238) define listening as "the Cinderella skill in the second language teaching". According to this definition, the listening skill receives less attention from teachers in the second language teaching (SLT). Thus, listening is the channel in which we process language in real time.

2.1.2. The Importance of Listening

Listening is a remarkable skill that people carry out throughout their daily lives. Celce-Muricia and Olshtain (2000, p. 102) state that listening is the most frequently used language skill in everyday life. They estimate that listen more than they speak, read, or write. Moreover, White (2008) adopts that the listening skill is a constantly important skill in people's life in both first language (L1) and second language (L2). It is the first skill that children develop when they begin to acquire the language.

2.2. Speaking

2.2.1. Definition of Speaking

According to Oxford dictionary of current English (2009, p. 414), speaking is "the action of conveying information or expressing one's thoughts and feelings in spoken language". In addition, Hedge (2000, p. 261) considers speaking as "a skill by which they (people) are judged while first impressions are being formed". That is to say, speaking is a substantial skill that reflects people's opinions and thoughts which deserves more attention in both first and second language. In addition, speaking is a productive skill that involves constructing meaning, producing, receiving and processing information in order to achieve certain goals through the use of language. It is regarded as a basic skill to be developed since it is important for displaying the language proficiency.

The various definitions of the speaking skill agree upon the fact that speaking plays a great role for the learner's oral production.

2.2.2. The Importance of Speaking

After being neglected and disvalued in the past years, the speaking skill is nowadays considered as much important as reading and writing. Learners become much more interested in developing their speaking skill and improving their oral proficiency as well. Also, teachers

in class start making emphasis on oral communicative tasks which give learners the opportunity to speak. Many second language learners give the speaking skill priority in their learning because if they master this skill, then, they will be considered as if they have mastered all of the other skills. Celce-Muricia (2001, p. 103) asserts 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". In other words, the ability to speak a given language is regarded as a criterion for knowing that language. Moreover, Hedge (2000, p. 161) states that "learning to speak competently in English is a priority". Most students think that having a great amount of words may help them to speak English; while, there are learners who have many words and a rich vocabulary in their linguistic pockedge, but they find problems in putting them into use.

EFL learners need to be able to speak this language well; they have to improve the speaking skill more than the other skills since simply, speaking is language in use. Therefore, the speaking skill deserves more attention like the other skills which involves more efforts and care in language teaching.

2.2.3. Features of Speaking

Speaking is a major skill which has many features that should be taken into consideration in the process of learning English as foreign language. These features are mainly represented in fluency and accuracy.

2.2.3.1. Fluency

Fluency refers to the level of proficiency in communication. It is the ability to produce sentences with ease, without too much hesitation and too many pauses to cause barriers or breakdown in communication. Hedge (2000) states that "the term fluency relates to the production and it is normally reserved for speech" (as cited in Bouzaout, 2013, p. 24). In other

words, fluency is the main goal learners want to achieve in learning speaking. By focusing on fluency, learners will be able to express their thoughts in a comprehensible way using their own words.

2.2.3.2. Accuracy

Accuracy is an essential goal learners want to achieve while speaking; it refers to the speaker's ability to produce correct grammatical sentences. According to Skehan (1996 b), accuracy refers to "how well the target language is produced in relation to the rule system of the target language" (as cited in Ellis and Barkhuizen, 2005, p. 139). Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. In addition, Harmer (2001) points out that accuracy requires using grammar, vocabulary, and pronunciation correctly, which are the major characteristics that help teachers to assess the student's proficiency.

2.2.3.2.1. Grammar

Grammar is considered to be a very important element for students to set correct sentences in a conversation. According to the International English Language Testing System (IELTS) (2001), the grammatical accuracy refers to the range and appropriate use of the learner's grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses (as cited in Hedge, 2000).

2.2.3.2.2. Vocabulary

In terms of vocabulary, accuracy refers to the use of appropriate words during speaking. In fact, students often face difficulties in finding the appropriate vocabulary to express their ideas when speaking. Students then, have to be able to use words and expressions accurately. For Harmer (2001), the knowledge of the word classes also allows speakers to perform well formed utterances.

2.2.3.2.3. Pronunciation

English language has been considered by either native speakers or non-native ones as a difficult language because of its pronunciation. Learners then, who want to improve their oral proficiency in English, should be aware of the different sounds as well as their features and articulation; they have to take into consideration the word's stress, when to use raising intonation and when to use the falling one. All these aspects help leaners to know how to speak English effectively in order to achieve the goal of better understanding of spoken English.

2.3. Interaction in Foreign Language Classroom

2.3.1. Definition of Classroom Interaction (CI)

According to Cambridge dictionary, 'to interact' means to communicate with or react to (each other). Defining such a concept is an attempt of many researchers in which each one gives his own view about it. Interaction is a mutual activity that requires at least, the involvement of two persons and which causes mutual effects. According to Robinson (1997, as cited in Tuan and Nhu, 2010), "interaction is the process of referring to face-to face action. It can be verbal channeled through written or spoken words, or non-verbal, channeled through tough, proximity, eye-contact, facial expressions, gesturing etc." (p. 30). It is a key aspect in language learning and acquisition which plays an important role in both formal and informal settings of EFL learning. Allwright (1984) defines interaction as "the fundamental fact of pedagogy" and that "successful pedagogy involves successful management of classroom interaction" (p. 156) (as cited in Ellis, 1997, p. 173). That is to say, classroom interaction is one of the major elements of EFL teaching because it accelerates language development that takes place mainly in the classroom, and it gives learners the opportunity to improve their skills especially the oral one. Hence, CI should be considered as one of the essential ways in

which learners obtain linguistic knowledge and develop their language during classroom instruction

2.3.2. Types of Classroom Interaction

Arnold (1999) relates interaction to the dynamic interplay between learner and teacher and/or between learners themselves, either collaboratively or individually. That is, they are mutually acting, affecting each other to make an experience, and a relationship. Van Lier (1996) suggests that there are two types of classroom interaction: teacher-learner interaction and learner-learner interaction which give opportunity for negotiation taking into consideration its particular context.

2.3.2.1. Teacher-Learner Interaction

Despite the fact that the international trends in education nowadays show a shift from teacher centered approach to learner centered one, the FL teacher is still considered as a 'guide on the side' of the learners in the classroom. During this process, the teacher often asks questions to learners to answer and the vice versa. Such interaction occurs between the teacher and the class and/or small groups in the class or individually.

According to Harmer (1998), the way in which the teacher interacts with his learners is regarded as an important means for improving learning and teaching processes. As Kundu (1993) (cited in Lynch, 1996, p. 109) states:

> Most of the time we talk in class hardly ever giving our students
>
> Even on such occasions because we insist on answers in full
>
> sentences and penalize them for their mistakes, they are always
>
> in the defensive.
>
> (P. 13)

According to Lynch (1996), in the classroom settings, learners are engaged in negotiating of meaning either with their teacher or with each other, and they are the ones who initiate asking questions to their teacher. In his view, the teacher-learner talk is a substantial part of classroom interaction.

2.3.2.2. Learner-Learner Interaction

Learner-learner interaction takes place among learners. In this form of interaction, teachers play the role of a monitor and learners are the main participants. Additionally, learners can learn from each other through sharing responsibility, discussing different ideas, and helping each other in constructing their knowledge. Learner-learner interaction can occur either in groups called learner-learner interaction or in pairs called peer interaction. Moreover, Mackey (2007), states that learner-learner interaction generally provide students with abundant opportunities to practice the speaking skill in the classroom and receive feedback in FL through correcting each other's errors or asking questions to each other when working in groups. That is to say, through practice learners can benefit from correcting each other's mistakes and receiving feedback.

To sum up, interaction plays a remarkable role in the process of learning and teaching a language; it allows teachers and learners to enhance the oral skill through practice.

2.4. Teacher Talk (TT)

2.4.1. Definition of Teacher Talk

For second language learners, classroom is the main place where they are usually exposed to the target language. The form of language used by the teacher for instruction in the classroom is known as teacher talk (TT). For this term, Longman Dictionary of Language Teaching and Applied Linguistics defines it as "that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners,

teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners" (Richards, 1992, p. 471). As claimed by Allwright and Bailey (1991), TT is one of the most important tools for the transmission of information to learners, and "is one of the primary means of controlling learner behavior" (p. 193). In other words, TT is used in class when teachers are conducting instructions; in which they adopt the target language to promote their communication with learners. In this way, learners practice the language by responding to what their teachers say. Besides, teachers use language to encourage the communication between learners themselves. Additionally, Ellis (1985) has conducted his own view about teacher talk in which "teacher talk is a special language that teachers use when addressing L2 learners in the classroom" (p. 145). That is to say, TT is a special communicative activity which aims at communicating with students and developing their foreign language proficiency. Therefore, TT is a kind of communication-based or interaction-based talk.

Definitions of TT have been given from different perspectives. However, there is an agreement that TT is the language input typically used by FL/SL teachers in the process of teaching. Thus, the way teachers talk does not only determine how well they teach, but also guarantees how well students will learn.

2.4.2. The Importance of Teacher Talk

Being the main teaching media and major source of implementing teaching plans and achieving teaching goals, teacher talk plays a vital important role in language learning. According to Ellis (1985, p. 145), TT plays role in both language lessons and subject lessons. The type of interaction in the classroom and the kind of language used by the teacher greatly influences the teaching-learning outcomes. Furthermore, Nunan (1991) points out that "teacher talk is of crucial importance, not only for the organization of the classroom but also for the process of acquisition. It is important for the organization and management of the

classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive" (p. 189). In other words, TT decides whether the teaching programme implemented by the teacher is successful or not. Concerning acquisition, TT is regarded as the main language input exposed to learners. Ellis (1985) claims 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 the understanding of the input and helps learning occur in class.

Hence, TT has been widely considered to become the most important feature inside the traditional EFL classroom.

2.4.3. Features of Teacher Talk

Teacher talk has many kinds of features in which most of the researches focus on. According to some scholars (Xuewen, 2003; Weidong & Ming, 1998) (cited in Xiao-Yan, 2006), teacher talk is considered as a special simplified code with double features. The first one refers to the form of teacher talk, such as speed, pause, repetition, and modifications of TT. While the second one to the features of language teachers use to organize and control classes, including: the quality and the quantity of TT; the questions teacher use; interactional modifications and teacher's feedback. Some scholars call the first one "the formal features of TT" and the second one "the functional features of TT" (Xuewen, 2003, as cited in Xiao-Yan, 2006).

2.4.3.1. The Formal Features of TT

Gaies (1977-1979), Henzl (1979), Long (1983b), Long &Sato (1983) (as cited in Ellis, 1985, p. 145) make some comparison between language that teachers use in and out of language classrooms. The following summery is their main findings:

1) Formal adjustments occur at all language levels. Henzl observes adjustments in pronunciation, lexis, and grammar. Also, Gaies finds that teacher's utterances were simpler or a range of measures of syntactic complexity when they address pupils than when they were talking among themselves.

2) In general, ungrammatical speech modifications do not occur because TT should be the model for learners to imitate.

3) Interactional adjustments occur.

In addition, Chaudron (1988, p. 88) has investigated TT for a long time. He shows as range of speech adaptations for TT in language classroom. These modifications are as follows:

1) The rate of speech or the talk directed to L2 speakers tends to slow than natural speed talk.

2) More and longer pauses between utterances.

3) Pronunciation tends to be simplified, clear, and exaggerated.

4) More basic vocabulary is used.

5) Teachers may self-repeat more frequently.

Thus, for Ellis (1985, p. 146), it should be noted that linguistic adjustments are not motivated by the attempts to teach the L2, but by the attempt to share information.

2.4.3.2. The Functional Features of TT

2.4.3.2.1. The Amount of TT

According to second language acquisition theories, both teachers and learners should be involved and participate in language classes activities. In FL classroom, teachers have two main functions: the first one is to offer enough high-quality of English language input. While the second is to provide more opportunities for learners to use the target language creatively. To whether the amount of TT influences learner's L2 acquisition or foreign language learning,

a number of researches establish that teachers tend to do most of the classroom talk. Teacher talk makes up over 70 percent of the total talk (cited in Xiao-Yan, 2006). According to Cook, 2000; Legarreta, 1977; Chaudron, 1988; (as cited in Xiao-Yan, 2006), it is proved that if teachers provide large amounts of time for classroom instructions, student talk will be obviously restricted. Consequently, teachers should minimize the amount of time they talk in order to maximize students talk time (Ellis and Shintani, 2014, p. 168). In other words, teachers should extend student talk and give them more opportunities to develop their language proficiency.

2.4.3.2.2. Teacher Questioning

In SL/FL classroom, teachers tend to ask many questions. These questions serve as the principle way in which teachers control classroom interaction. They also give learners the opportunity to produce language comfortably. According to Gorey (1940) (cited in Hargie et. al, 1981, p. 66), teacher questioning is a fundamental and essential means of CI. It is regarded as one of teacher's initiating activities, and a means of facilitating learner's language acquisition through exchanging questions and answers. Also, Wood (1988) (cited in Myhill and Dunkin, 2005, p. 424) states that "the aim of pedagogical questions is to motivate, sustain and direct the thought processes of the pupil".

There are two types of questions to be used in language classrooms; display and referential questions. Display questions are the ones for which the teacher already knows the answer. They are used only for the sake of evaluating the learner's knowledge. However, referential questions are the ones in which the teacher does not know their answers wanting his learners to acquire new knowledge.

2.4.3.2.3. Teacher's Feedback

Providing feedback to learners on their performance is one of the most significant aspects of teaching, which is very common in TT and it is the most important source of interactional benefits. Mackey (2007, p. 14) defines feedback as "the reactive information that learners receive regarding the linguistic and communicative success or failure of their utterances". That is to say, feedback is a means through which the teacher assists the learner's level in order to enhance their FL/SL. This occurs by giving them opportunities to focus on their comprehension or output of their foreign language.

Feedback can be either positive or negative. Positive in the sense it occurs when the learner provides a correct answer. It can be given by means of an action, comments, praise…etc. While negative which called also corrective feedback (CF) occurs when learners fail to produce correct responses.

Therefore, teacher's feedback plays a significant role in improving the learner's language learning and increasing classroom motivation.

2.5. Teacher's Comprehensible Input

Input plays an important role in language learning in which the language used by the teacher influences the learner's output. In the FL classrooms for second language learning, teachers should provide learners with enough comprehensible input in which this comprehensible input does not contain only the already known structures, but rather, it seeks to combine them with new linguistic data. In Krashen's view, acquisition takes place by means of learner's access to comprehensible input. He (1982) claims that the input which is completely incomprehensible to learners, is not likely to cause learning to occur. Teacher talk actually serves as a main source of input in language learning.

According to Krashen (1982), comprehensible input can be formulated as (i+1). i refers to the current level of learners. However,"1"presents the language knowledge which is

slightly beyond learners' level of linguistic competence. If learners are provided with enough (i+1) in the process of acquisition, they can easily acquire and understand new information. In this sense, Krashen (1982) states that "we acquire by understanding language that contains structures a bit beyond our current level of competence (i+1). This is done with the help of context or extra-linguistic information" (p.21).

Therefore, the key factor of second language acquisition is comprehensible input. In foreign language context, teacher talk (TT) is the largest as well as the most reliable source of learner's input. When "comprehensible" teacher talk as input is enough in the FL classroom, learners will easily and fastly learn the language. Thus, teacher talk is very important for language learning, so, teacher should make their input comprehensible as well as appropriate for the learner's level.

Conclusion

The present chapter has focused on the presentation of the key features of teacher's talk and the different functions it performs as a source of comprehensible input in the oral classroom.

Chapter Three

Description and Analysis of the Results

Chapter Three

Description and Analysis of the Result.

Introduction

After reviewing the literature in the previous two chapters, the present chapter presents a detailed qualitative analysis of the interactional patterns between the teacher and the learners so as to evaluate, from the perspective of Krashen's theory, the effectiveness of a teacher of oral expression's talk in enhancing university students of English' oral proficiency.

1. Methodology and Means of Research

In order to achieve the aim of this research, the literature related to Krashen's theory was reviewed with specific focus on the role and function of teacher's talk as a source of comprehensible input so as to develop a checklist that would enable us to evaluate the effectiveness of the talk delivered by one teacher of oral expression during twelve classes. This checklist allowed us to operationalize teachers' talk in terms of a number of key concepts. All the classes under study were tape-recorded, transcribed, and analyzed using the checklist developed for this purpose.

1.1. Description of the Checklist

The checklist developed in the light of the review of the literature related to this study operationalized teacher's talk as a source of comprehensible in terms of five key features : the adjustment of teacher's input to the students 'level (i+1), teacher's questioning, teacher's feedback, allocating turn-taking, and the silent period provided to learners.

2. Description of the Participants

In order to meet the requirement of our study and to get better results, we have decided to work with third year license learners of Mohamed Seddik Ben Yahia University at the

department of English language, since third student are supposed to be competent enough to engage in interaction whether with the teacher or among themselves. We select four groups of third year; the majority of them were composed of thirty students. However, most of the classes, in each group, only from eleven to forty-five students of the total number were present.

3. Data Collection Procedures

In an attempt to study and examine teacher talk and its role in the oral classroom, classroom observation was carried out during twelve (12) classes of oral expression. Four groups of third year license students of English were recorded during three (03) weeks. Each session was recorded using a tape recording where each audio-file is one hour and half-length. During the classroom observation, various themes have been discussed including short stories such as "The Old Man and the Sea" and "Animal Farme", traveling, woman's status in society ,etc.

4. Analyzing and Interpretation of the Results

Before starting the analysis, it is important for us to provide the notion system used in the transcripts to the reader in order to be familiar with. This notion system is explained as follows:

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

T: teacher.

S (number): one student in the classroom.

Ss: students all together.

(X): uncertain hearing of certain words.

(   ): comments.

…: pauses in speech.

CAPITALIZATION: stands for the teacher and learner extra linguistic behavior.

4.1. Analyzing Aspects of Teacher Talk

4.1.1. Analyzing the teacher's (i+1)

Comprehensible input (i+1) is the centerpiece of language acquisition theory. In fact, we acquire language by understanding input that contains structures that are just beyond our current level of competence such as grammar and vocabulary we have not yet acquired, but we are "ready" to acquire. In other words, (i+1) does not mean that the input contains word or expressions that learners already know. Rather, it seeks to effectively integrate new linguistic data with familiar and already known ones, in order to make the received input just a bit more difficult. To be a little more precise, the acquirer moves from (i) to (i+1) by understanding input containing (i+1) in which he can do this through the help of the already acquired input. The following excerpt from the first episode can illustrate the comprehended input provided by the teacher to her student in order understand things more.

Excerpt 1.1

T: Hemmingway, a very famous American writer who belongs to the last generation. Did you study this in literature? In literature, the last generation.

Ss: No.

T: Those writers who used to write eh … wrote in the period of Post World War one and two… writers who came in the era of first, the first World War and the second one… who came with immense pieces of writing about the disasters of the war. What makes eh… as an

effect on the psychology of the persons too, ok! We call all those writers coming in that era the last generation writers, ok… so, I really like the story of The Old Man and the Sea because it has a lot of things to teach.

As far as **Excerpt 1.1** is concerned, it can be observed that the teacher at the first place tried to give her student new information about the writer Ernest Hemmingway, after introducing his famous story The Old Man and the Sea, that he is one of the "last generation" writers expecting that they study it in literature. In this part of the lesson, the teacher provided learners with a clear explanation for the expression "last generation" which can be viewed as new information since they have never tackled it before.

4.1.2. Analyzing Teacher's Questioning

In SL/FL classroom, teachers absolutely tend to ask many questions. These questions give students the opportunity to produce comfortably language without being afraid initiating language themselves, and initiate conversation or topics for discussion as well. The teacher used both referential and display questions in foreign or second language classroom.

At the onset of the first episode, the teacher engaged her learners in a listening activity. The video-tape that students were exposed to was the story of "The Old Men and The Sea". Before that, the teacher initiated a kind of warm-up to link the learner's previous knowledge about stories to the current story. She started asking them questions on their previous readings of literacy pieces or novels not only in English but also in Arabic or in French. Most of the questions were of referential type, in which the teacher sought new information from the part of the student. Excerpt two from episode one illustrates more the use of referential questions:

Excerpt 2.1

T: Have you read so far any piece of literature or novels? Yes, in eh…I mean in English or in Arabic or French.

S1: Yes, in Arabic.

T: In Arabic. You read in Arabic, good.

(A student knocks the door and enters the classroom)

T: In Arabic! You read in Arabic, good. What about English, nobody reads English novels, short stories… not even short stories?

…………………………. Silent …………………………………………………………………

T: Ok, for example Nedjma…try to remember a short story that you have read.

S2 (Nedjma): Eh… a lot.

T: A lot, eh…who is your English favorite writer? Do you have any specific one?

-NOISE-

T: Ahah.

S2: Emily Bronte.

T: Who?

S2: Emily Bronte.

T: Ah Bronte, good… good a very famous eh… one. What about … who has ever read to Ernest Hemmingway?

S3: yes.

T: Did you? Which novel?

S3: The Old Man and the Sea.

T: The Old Man and the Sea, good. This is what you are going to watch today.

As far as **Excerpt 2.1** is concerned, it is very evident that the teacher made use of referential questions to elicit student's already existing knowledge. It is appreciable 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 watched. When the teacher asked about the stories the students supposedly have read, she meant to link students' prior knowledge to the topic that she is about to discuss. The teacher asked her students if they have read previously any peace of literature even in other languages in order to link their previous knowledge to the topic they will discuss. One of the students said that she read Arabic novels. Then, the teacher questions become more focused to English novels or short stories. At the first time all students kept silent thinking about the short stories they have read, after a while the teacher picked up a student (Nedjma) and asked her about short stories she has read and also about her favorite writer. The student responded that she reads a lot and her favorite writer is 'Emily Bronte'. The teacher took the chance and asked them if they have ever read to' Ernest Hemmingway 'and which of his novels in order to reach the main focus of the lesson which is his story of the "Old Man and the Sea" to be analyzed.

Now, after the teacher activated her learner's background knowledge and prepared them to watch the story in order to analyze it, students were exposed to the video file and then the teacher arranged a debate with students as a kind of interaction, which seems to resemble in much the same way the warm up, as excerpt three, which extracted from the same episode, shows:

Excerpt 3.1

T: ok, so, let us now answer some questions, they are related to the story ok and they are also a meant for eliciting information from you; personal information if you wish, ok! Eh…what do you think of Santiago's character? Santiago is the hero.

S1: yes, the old man.

T: Is the old man whose name is Santiago. What do you think of his character in general? Yes please Raghda.

S2 (Raghda): he is a strong person.

T: yes.

S2 :(XXX) at the end he realized his dream.

T: Yes realized his dream yes.

S2: He gets what he wanted.

T: He gets or he got what he wanted. Thank you so much. Yes Fatima.

S3 (Fatima): he is fighter he doesn't …

T: Fighter, yes.

S3: He doesn't give up.

T: Easily, great.

S3: And he managed to fish eh the great shark and came back with his skeleton.

T: Ok, thank you so much. Yes, Amira again.

S1 (Amira): eh Santiago is a strong person with a strong personality.

T: Emm

S1: When he was young as I see we saw he eh…I don't know how to call this when they

T: (X).

S1: (X).

T: Yes it it's a kind of (X).

S1: It took a whole day; one day.

T: Whole day and one night ok.

S1: Yes, and he managed to beat the black guy.

T: Exactly.

S1: To bit him and… he was young and he managed to bit that guy, even when he was young,

he was… became old he managed to bit the fish.

T: Ok, (laughing).

S1: So, he is strong.

T: He is strong.

S1: Like when you told us the story of the author.

T: Ernest Hemmingway.

S1: Like when he was young, he managed to write good short stories. When he became older,

he managed to do so also.

T: With 'The Old Man and the Sea' master piece, ok, thank you. Yes please.

S9: The old man is a fighter from his early life and until he became old.

T: Very good, he's a fighter, thank you so much. So, why is Manolin…? Manolin is the name of the boy, ok. Why is Manolin close to Santiago? Why is he close so? Nedjma please.

S2: Because he admires him.

T: He admires him.

S2: He used to learn from him how to fish.

T: Ok, thank you.

S2: Maybe he learned from him before and he wanted to learn.

T: That's it, exactly.

S2: Until the end.

T: Exactly, till the end. By the way Manolin was normally set to go with Santiago to the sea by his parents. His parents selected Santiago to teach their son how to fish. They were so close to each other and when eh… Santiago stopped fishing, he was not… how many days that you said he stood without fishing? Yes, how many? I forgot. How many days? I guess thirty-nine.

Ss: Thirty-nine.

T: Thirty-nine days without fishing a single small fish. So, his parents, the parents of Manolin stopped him from getting to the sea with him, because they considered that he is old and he is no more capable of teaching their son something, but he kept loyal to the old man, ok. That's why he is so close to Santiago. Can you explain the relationship of both characters? How… we were answering this question by the way.

Ss: Yes.

T: Now, do you consider Santiago winner even he didn't manage to come or to come sorry with the body of the fish? Do you consider that… is he a winner or a looser? I'd like to see you… yes.

…………………………………………silent………………………………………………….

T: Yes, you. Not Chaima, her… Zina, is he a winner?

S10: I can say that he is a winner, because he fights to get what he wants.

T: He fought, yes.

S10: He wants to be… he wants to show to the boy that he is strong.

T: He is strong, yes good… great.

S10: and we can say that there is no gain without pain.

T: There are no gains without pains, very good, this illustrates everything.

It can be observed in **Excerpt 3.1** that the teacher continued to initiate questions to students to answer. Here, she tried to make a process of interaction between her and students (teacher-learner interaction) which is mainly learner-centered and characterized by less dependence on the teacher. This is shown in most of the questions that the teacher asked, because most of them are of display type that are used to display the already existing knowledge in the story, at the same time to elicit some information from the part of the students as it was stated by the teacher in the onset of the excerpt.

Thus, we can say that the teacher always tried to make a balance in using both types of question (referential and display). Despite the fact that she tried to expose learners to all these questions, she did not target the learners' ZPD, in the sense that learners did not receive any assistance or help in their learning process from the teacher which considered as the more knowledgeable one in the classroom.

4.1.3. Analyzing the Silent Period

Excerpt 4.2

T: So, normally I was preparing something else and my flash disk was damaged in that PC, so I was eh normally… I brought you a movie to watch. So, we are supposed to do something else, since my flash disk was damaged I prepared something; I wish to simply have some classroom debate or discussion since we are all ladies here, ok! I prepared four questions. Could you please just write down the questions, ok! Take some time thinking about the answers of the questions and then you listen to each other, ok! And of course you are welcome to offer any kind of comment to your classmates, ok. So, eh the first question: what do you think… no need to write the questions, I will write the on the board, ok!

-ALL STUDENTS ARE TOLKING TO EACH OTHER WHILE THE TEACHER IS WRITING THE QUESTIONS ON THE BOARD-

T: Start thinking about the questions. The first questions: what do you think of today's woman status in society? The second question…

-THE TEACHER IS WRITING THE SECOND QUESTION ON THE BOARD-

…………………………………………silent………………………………………….

T: All the questions are about woman, you are all ladies here.

…………………………………………silent………………………………………….

T: To what extent, do you think a woman can be a political decision maker in our society? Do you think, as a lady, have the full rights in your country? The last questions: which kind of jobs you consider as unsuitable for a woman? Take your time to think about the questions, ok! Arrange your ideas and we will answer the four questions after you have your full time to

think, ok! I will give you up to ten minutes to think about the answers, and then I will listen to all of you responding to the four questions.

As far as the silent period provided to learners is concerned, it could be noted that the teacher in **Excerpt 4.2** arranged a kind of classroom debate or discussion in a form of questions to answer, as the teacher mentioned at the beginning of the session these questions are manly about woman and her status in society. After listing all the questions for students, she gave them the appropriate time to think about their answers; providing them with approximately ten minutes in order to arrange their ideas and then give her their answers one by one. So, it is very remarkable in this excerpt that the teacher respected the silent period that should be provided to learners to think about the task letting each one of them construct his own answer.

In FL classrooms, the teacher often gives his/her learners instructions and provides them with the sufficient time to construct and arrange their ideas. After thinking and constructing answers, learners themselves often take the initiation in giving answers and expressing their opinions. This flow is illustrated more in the following excerpt.

Excerpt 5.3

T: Did you analyze the novel in literature module?

Ss: No.

T: That's a pity ok! Literary speaking it has a lot of symbols ok! So, the question: How were the animals treated by Mr. John the owner of the farm? Bouchra how?

S1 (Bouchra): By don't giving them the food.

T: Don't giving them food ok. Yes Siham.

S2 (Siham): they work hard without getting what they deserve for example the food that they need to work.

T: Emm, great good thank you. Amira.

S3 (Amira): He didn't treat them as they deserve, they were treated in a terrible way so they were living in horror.

T: Ok thank you so much. Bouchra you want to add something?

S1 (Bouchra): He used to steal the things they produce.

T: Yes, ok the eggs ok. Is there any one would like to add something, yes Miss Khawla.

S4 (Khawla): He didn't treat them with any kind of (X).

T: He didn't treat them with any kind of (X), yes that's true good. The second question: For what purpose did major call the meeting of the animals? Old Major; the eldest pig in the farm ok?

S5: Major call for animals meeting to end the human dominance

T: Ok.to end, sorry the dominance of human being and call for a rebellion. Yes very good

At the beginning of the third episode, the teacher exposed her learners to a video-tape a story to be analysed which is "Animal Farme" by George Orwell. After exposing them to the story, she asked them some questions about it. It is apparent in the excerpt above (**Excerpt 5.3)** that teacher started asking students different questions about the content of the story they have watched, they immediately started raising their handsand giving their own answers, responding to the teacher's questions directly and each one of them wanted to take the initiative himself/herself. The teacher, from time to time, gave learners the floor to give additional comments. This is clearly shown when the student Bouchra took the initiative in

answering the questions that the teacher asked for instance when she asked them about the way animals were treated by Mr. John; the owner of the farme, her answer was: "by don't giving them food". Afterwards, the other students followed her giving their own views. Bouchra subsequently provided them with her extra ideas that she wanted to add.

However, not all the times learners are the ones who start the initiation in a discussion. In fact, the teacher in some cases tries to engage all learners in the discussion and lets them all participate by forcing each one of them to construct his own view on the topic. This can be more clarified in the following excerpt that is extracted from the same above episode.

Excerpt 6.3

T: After they vote and decide a rut, a rut means all pigs become comrades, Major or Old Major summarizes his points for the animals to remember, so what are the animal's principles? Old Major the eldest pig ok has given a kind of recommendation to be followed ok! by the other animals.

Ss: seven principles.

T: Yes seven principles, who tries to list those principles? I listen to all of you; each one of you give me a principle .Yes Fatima the first principle.

S1 (Fatima): Four legs are good, two legs are bad.

T: Did you get the point of four legs are good two legs are bad? What does it mean?

Ss: four legs are human beings and two legs are bad.

T: Two legs are the human beings, four legs are animals; four legs good two legs bad very good ok? Eh yes you the floor is yours and I will give you the floor next ok? Yes.

S2: All animals are equal.

T: All animals are equal yes thank you so much. You yes you.

S3: No animal can kill another animal.

T: No animal can kill another animal (laughs). yes you the third one.

S4: No animal drinks Alcohol

T: This is the fourth yes thank you, yes Nedjma the fifth.

S5 (Nedjma): No animal shall sleep in bad.

T: No animal shall sleep in bad (laughs) ok thank you. This is the fifth there are two other remaining principles, ah normally seven; there are seven how many did we list?

Ss: five.

T: We try to go back again to this ok? The next question: why did the pig get the job of teaching and organizing? Why the pig exactly, the pig should control and educating the rest of animas? The others i want the other students participating, yes why? Why do you think the pig is the responsible for educating the rest of animals? Aha do you have any answer? Yes.

S1: He is the wisest.

T: The wisest ok.

S2: The one who could fix things.

T: the one who could fix things, that's true he is the most intelligent animal in the farm that's why he is given the chance for educating the rest of animals.

From the excerpt above, it is very remarkable that the teacher continued asking her students questions about the story, but this time learners were not the ones who initiate the

talk. Rather, the teacher forced them to speak and engage in the discussion, wishing to see all of them participating. This is clearly illustrated when the teacher asked them to list all the principles and recommendations that Old Major; the eldest pig summarized or the animals to remember and follow. Afterwards, the teacher asked each one of them to give her one principle among the seven ones. Immediately, she started picking up students randomly starting with the student (Fatima). This student gave her the first principle which is "four legs good, two legs bad". The teacher then, asked them whether they got this point or not trying to check their understanding. All of them said: yes, responding by "four legs" are animals, while "two legs" are the human beings. The teacher kept picking up students until they gave her all the seven principles.

4.1.4. Analyzing Turn-Taking

Turn-taking is one of the most elemental aspects of conversation and one that forms its orderliness. Taking turns entails that learners within conversation do not speak simultaneously; rather, each will speak exclusively in his/her turn. In short, turn-taking in the classroom is the process by which learners are taking part in a conversation, exchanging turns through which each speaks singly. This flow can be more clarified in the following excerpt:

Excerpt 7.2

T: The first question: what do you think of today's woman statues in our society? Have you understood the question?

Ss: Yes.

T: Yes, shall I come to hear you giving me your opinion about… woman status today in our society, what do you think?

-NOISE-

T: Shall I take names of eh… names from the list? You are always shy! Why is that? You are the only shy group I have, yes.

S1: Actually, today's woman

T: Remind me please of your name.

S1: Selma.

T: Selma, ok, yes please.

S1: Actually, today's women have all the freedom and all the rights to do whatever they want, according to the most. But, at the same time the way of thinking in our society stays always the same as the previous years eh… and still there are some distinctions on… we can say racism between man and woman. Still   woman as a weak person that has no role, no status without a man besides her; for example a woman, who did not marry, she is outcaste in her society, and divorcing woman… she did not even deserve to live in her life. So, that's really injustice in our society.

T: So, you mean that the law has given her all… a good status, but

S1: But, according to our society and the traditions, she didn't.

T: She doesn't have that justice, ok! Thank you Selma, thank you. Yes Diyaa, I will give you the flour Khadidja, yes (both Diyaa and Khadidja raise their hands to answer).

S2 (Diyaa): Women absolutely took adventure of these new changes that we have nowadays. They used to be prisoners to the housekeeping and …etc. this kind of jobs.

T: Emm.

S2: The role included only in the private sphere. But now, they are hand in hand together with men, but unfortunately, their status in our society is the limited in most of cases because of the dominating (X) of men.

T: Ok, so, we do have… you can say that you have a good status, but this status is dominated by men, ok. Thank you Diyaa, thank you, good perspective. Yes Khadidja.

S3 (Khadidja): women today can work, teach, can travel and do whatever they want. Algerian women can work inside or outside home, Algerian women developed and become useful; they help their husbands to bring the need and (XX) of their children.

T: Ok, so you can say that Algerian woman has a good status in society. Ok, you can offer comments to each other; if you agree or disagree, there is no problem. I really appreciate the fact of commenting on each other's perspectives, ok! Mina you wanted to add something?

S4 (Mina): yes.

T: Yes, please.

S4: In the past, woman prohibited from many things.

T: Were prohibited from many things.

S4: Like studying, but today, all change… eh she (X) has compete freedom to work in any field and in every place. She has a big role; she becomes (X) to control her husband.

T: Women control their husbands today (laughing).

Ss: (Laughing).

T: Do you think so? Who shares the same perspective? Women control their husbands, who share the same perspective?

-NOISE-

T: Yes, Selma do you think so?

S1: Yes of course.

T: Ok, of course! (Laughing).

S1: Miss, in case that man is of weak personality.

T: Weak personality men… ok, even strong personality men are controlled by their women, don't you think so? Sara, no?

S5 (Sara): I don't think so.

T: You don't think so; you didn't see such a thing.

S5: No, I didn't.

As far as turn-taking in the language classroom is concerned, it is very apparent that the teacher in the above excerpt (**Excerpt 7.2**) succeeded in allocating turns between learners. She tried to arrange the process of interaction and discussion among them by giving each learner his turn and his full time to express his own opinion about the subject matter. When she asked then about their shyness, she meant to encourage them to engage in the discussion and to release their tension and fear of starting the initiation of the speech. This is what lead many students raise their hands to answer. Starting with the student (Selma), the teacher gave her the full time to give her answer without any kind of interruption by the other students. After Selma gave her idea, two students (Diyaa and Khadidja) raised their hands at the same time and each one of them wanted to express her own opinion. The teacher tried to distribute time between the two students giving the floor first to (Diyaa) to share her answer and keeping (Khadidja) to the next turn in order for them to provide their comments freely without interruption. During the process of interaction and discussion, each time there was new ideas provided by other students, what made the teacher really appreciate other student to provide

additional comments in order to create an interactional environment in the classroom; whether between her and the learners or among learners themselves. That I to say, ones the teacher succeeded in allocating turns between learners, this can effectively contribute in the improvement of the interactional process which consequently helped learners in listening and getting each other without any interruption and interference of ideas. Otherwise, when learners talk without conventionalized arrangements, they engage in conversation that is, a continuous and largely non simultaneous exchange in which learners take turns. Thus, it is worth mentioning here that the teacher has succeeded in a way or another in distributing turns among learners in the classroom, which consequently results in creating interactional process.

4.1.5. Analyzing Teacher's Feedback

Teaching in general consists of feedback which is considered as an important principle in the educational process, it is used by teachers to increase the level of learners' production in the classroom. Providing feedback to student responses is an aspect of teacher talk. It is in the feedback that the teacher assesses responses and gives comments on student performance.

For the teacher to provide feedback to learners, he either uses explicit or metalinguistic feedback i.e. indicates that an error has been committed by learners or an ill-formed structure has been produced, or he gives them an indirect feedback in which the teacher makes reformulations through which the incorrect items are replaced by the correct target language forms without directing the student to the error immediately. The following excerpt (**Excerpt 8.1**) is a good exemplification of the teacher's use of reformulation of learners' errors rather than providing them with the rules.

Excerpt 8.1

S1: The story is interesting, like the old man who had good will the matter he faces, he continued to go after the fish and also the fish… he took the fish from the sea. He was happy

that he got the fish, he won against the fish and he wanted to make the guy proud of him, but unfortunately for the poor guy, sharks came and ate the fish.

T: The body of the fish.

S1: What was left is only the bones of the fish.

T: The skeleton.

S1: Yes.

T: Ok, good thank you.

S1: What I learned from the story is that a good will or you must have a good will the matter what you face, you must be strong and face everything.

T: Good.

S1: To get what you want.

T: Ok thank you so much, yes… who else? ... Yes please.

S8: The old man was very strong. Even he was old, he keep continue… keeps continue to struggle.

T: Kept continue.

S8: Yes, to struggle with the shark and the big sea. Eh… he suffered a lot to got.

T: To get.

S8: To get what he want, but at the end, he was very proud and at least he came to a point where he made something was… will be proud.

T: Of himself.

S8: Yes, to tell the boy that he made something.

_____

From the excerpt above, it should be noted that the teacher was clearly used reformulation in addressing learner's mistakes in which she just gave feedback in the morpheme level rather than the language as discourse; in the sense that she directly elicited the correct form without giving them the rules and structures. This is clearly shown in the above excerpt when the teacher asked the learners what they can address as comments and views about the story they have watched, first student Chaima gave her opinion about what she has seen. When she was expressing her idea she failed in using the right answer to express what was left from the fish using the word "bones", the teacher subsequently reformulated her answer giving the right word "Schelaten".In addition the teacher made also a grammatical reformulation to the mistakes committed by S2; when S2 started expressing her view point, she missed used the correct tense which is the past tense when she said: "keep continue…keeps continue" then the teacher directly provide her with the correct form "kept" without explaining the rule that when narrating we should use the past tense instead of the present. The same thing with the same student when she continued giving her answer, the teacher kept reformulating her wrong use of tenses through providing her only by the correct form; as when the student said "he suffered a lot to got", the teacher corrected her by giving the right form "to get" without explaining the rule that after "to" we should use the infinitive form of the verb rather than the past tense.

In order for the teacher to assess students' performance and gives comments on their production, he often provides them with comments as an encouragement for avoiding their previous mistakes and improving their level of proficiency, in which in the onset of the episode three of students namely (Salim, Samir and Sif Eddine) made a presentation about travelling in which they classified it in terms of parts of speech: Nouns, verbs, adverbs

,adjectives and idioms .This can be illustrated more in the following excerpt extracted from the fourth episode:

Excerpt.9.4

T: So, I think they have succeeded in a way or another to reach the objective of the task which was about increasing the vocabulary, yes myself i learned a lot today, thank you for the new words you brought today ok! i like the way you classify the presentation in terms of parts of speech , moving from nouns , adjectives ending up with idioms. That would be intelligent to covered the different aspects or parts of the speech in a way or another; they remain a line with the pedagogical objectives of the task ok. I would like to advise you to use more visual materials ;simply …I don't know pictures, simple videos to illustrate more ; for example sometimes you manage to explain words but they are somehow ambiguous, so if you try pick up short videos to illustrate more it could better than this. Samir i advice you not to continue being that shy ok? Reading from paper wouldn't at all providing you with the chance of speaking ok! All of you were shy by the way, being shy wouldn't save you at all especially in oral expression. Sif Eddine you have a good English why you don't participate in classroom? Why?

S1: I am shy.

T: You are shy! (Laughing) but you shouldn't be shay, this is a speaking module; for example in writing you cannot submit the paper black and simply say you are shy and i can not write the same thing in oral expression you are evaluated through the different sessions why? It has to do with self-confidence, so be confident with the English you have.

S2: Yes, it has to do with self-confidence and being confident and do not say I can't.

T: They can, three of them can

S: Yes and do not say I make mistakes.

T: All of us make mistakes. This is human...ok! As simple as this ok! Try in the second semester to speak more you're third year students. Imagine that you're a teacher; I wouldn't make you in a situation of a teacher because I know you hate teaching maybe. Imagine you would have an interview for a given work and you're supposed to speak English. Would you simply say to the interviewing you, I'm shy, i can't speak?

S3: No.

T: So that's the same, just imagine you are obliged to speak English when you asked. The selection of the topic was very very good and I guess it's the only presentation among the four groups about travelling …ehe the list was respectful , a long list you brought new words , try simply to have more self-confidence .Salim you smile more than you speak .

(All are laughing together).

T: I want to say something to him since he smile i could not address the comment, try to take initiative as your classmate did. Generally speaking, your presentation was good in terms of organization, in terms of the content of the new words, but you present it in a very simple way; no creativity was shown ok! No creativity, very simple if you were obliged to come to the desk and present it because you're obliged; you didn't show any interest in the way of presenting the work. So you simply try to be more creative than this ok! The speaking skill is not mainly about having good English, speaking is also about being creative ok! Forget about the part of the fear of making mistakes because if you don't make mistakes you…

Ss: Will never learn.

T: Because of mistakes you will learn a lot ok! We are all here learners including me, learning together .Thank you so much for your presentation I really appreciate it. Thank you.

As far as **Excerpt 9.4** is concerned, it is clearly shown that the teacher started providing general comments and remarks on the students' presentation, in which she showed her appreciation of what they have presented and the way they followed in organizing their presentation in terms of parts of speech; moving from nouns, adjectives, and ending up with idioms. Also, she was thankful to them for reaching the pedagogical objective to their task which was increasing and enriching their classmates' vocabulary. However, she criticized them for presenting it in a very simple way without any kind of creativity through the use of visual materials including pictures, short videos… etc. for more illustration. Afterwards, the teacher started giving individual comments and remarks for each student on his performance during the presentation to overcome their problems. Starting with (Samir), she advised him to avoid being shy and reading from the paper because it would not be helpful in developing his speaking skill. Moving to Sif Eddine, she blamed him for not participating in the classroom despite the fact that he had good English and encouraged him to be more confident when speaking. Concerning (Salim), she asserted that he smiles a lot more than he speaks, and it would be better for him if he took the initiative to speak as his classmates did. Furthermore, the teacher at the end of the session provided a general feedback that suits the whole class in order to get rid of their shines when speaking in front of others and to increase their self-confidence in the language they have, especially when she said that "all of us make mistakes" and that "because of mistakes, you will learn a lot". The teacher here tried to reinforce them to be fluent speakers of the language.

5. Limitations of the Study

During our investigation, various constraints have been encountered. Chief among them is the limited number of the oral recorded classes that suit the focus of our research: the teacher has shifted her focus from classroom interaction to role plays in the last classes; these classes involved less interaction .Another major obstacle that we faced was the difficulty in

recognizing and getting the utterances clearly from the recordings, either because of the noisy atmosphere in the classroom or the mispronunciation of some words and phrases produced by learners.

6. Overall Analysis

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

First, the teacher of oral expression did not provide students with enough and sufficient comprehensible input geared specifically towards their current level, that is, the "I" in Krashen's terms or the ZPD in Vygotsky's theory. At least, from the theoretical perspective, this is detrimental to the learners because it does not help them from moving from the current level to the next one of proficiency. Moreover, she did not cover the different aspects of teacher talk including basic vocabulary, grammar and pronunciation.

Second, as far as teacher's questioning is concerned, the teacher had succeeded in making a balance between referential and display questions which effectively helped in creating interactional atmosphere in the classroom with learners.

Moreover, the analysis of the data has confirmed that the teacher has clearly respected the silent period that should be provided for learners, in which she gave them the sufficient time to construct and arrange their ideas before engaging in the discussion. However, learners sometimes did not take the initiation to speak although they were provided with the full and sufficient time to think. This is what led the teacher to push and force them to talk and participate in the classroom.

Besides, concerning turn-taking with regards to the analysis, the teacher has succeeded in allocating turns between learners which strongly contributed in the improvement of the interactional process among learners in the classroom.

Lastly, from the analysis above, we have found that the teacher did not provide learners with explicit feedback as a treatment for their errors. Ruther, she used only reformulation through giving them the correct form of the error at the morphosyntactic level rather that at the general discourse level i.e. she directly provided the correct answer without giving them the rules and the structures that should be followed. In fact, the teacher sometimes provided learner with individual feedback in order to encourage and reinforce them for better production, and this cannot happen unless the teacher determines the exact level for each student in the classroom. It should be noted also that the teacher did not give learners the opportunities and chances to correct each other's errors (peer correction) which enables them to learn better due to the fact that they have approximately the same level.

7. Pedagogical Recommendations for Further Research

In the light of the present research findings, it is recommended to take into account the following strategies that can be formulated in order to direct teachers to improve their talk in the classroom through covering all its aspects; especially in the oral classroom, so that to provide learners with the sufficient input needed for their acquisition process of the target language.

- ❖ The teacher should determine the exact current level of his/her students in the classroom in order to be able to provide them with the needed and sufficient input that enables them to produce their own output and thus, acquire the TL/SL.

❖ Teachers should make formal adjustments at all language levels; in pronunciation, lexis, and grammar in the sense that he/she should correct learners' errors through giving them explicit rules (metalinguistic forms).

❖ Teachers should not teach students how to produce accurate sentences, but how to use these sentences appropriately and effectively in a given context. For this reason, learners should develop their communicative abilities and interact with peers using the TL.

❖ Students should be trained enough to correct each other's errors and should be provided with the opportunity to do so. That is, if the learner cannot correct him/herself, the teacher can motivate other learners to provide correction.

❖ The teacher should give learners feedback on a regular basis as a way for encouraging and consolidating their learning.

❖ In order for the teacher to make his talk comprehensible, he/she should basically characterize it by: a slow speech rate using the most frequent and basic vocabulary, a simplified pronunciation of words and phrases, and making different modifications in both language forms and functions.

❖ For the teacher to let students gain comprehensible input, he/she should improve his/her own English presentation and communicative skill without neglecting information validity of his/her discourse content.

❖ The teacher should guide and assist his/her learners through targeting their ZPD.

Conclusion

The analysis of the data generated by the present study showed that the teacher of oral expression did not provide learners with enough comprehensible input that is targeted specifically to their current level. Moreover, the results showed that the learners were exposed to both referential and display questions during classroom discussions which enabled learners

to engage in the interactional atmosphere of the classroom. As regards the silent period, although the teacher was observed to allocate a sufficient time for learners to construct and arrange their own ideas before sharing and discussing them with the whole class, she resorted at certain occasions to force some learners to participate. As far as turn- taking is concerned, the teacher, on the whole, succeeded in allocating turns to the majority of learners on a regular basis so as to enable them to take part in the ongoing discussion. The major shortcoming in the teacher's talk, however, was the fact that her feedback focused exclusively on the morpho-syntactic level and neglected the general discourse level of learner's errors.

General Conclusion

The present study aimed at evaluating the effectiveness of teacher's talk in a real oral expression classroom using a number of key criteria set by Krashen's theory.

In order to design the practical part of the present study, it was necessary to review literature related to Krashen's theory and the role and function of teacher's talk.

Chapter one reviewed the existing second language learning theories and the major developments in the field with specific focus on Krashen's theory, in which attention was given mainly to his (i+1) construction addition to Vygotsky's zone of proximal development (ZPD). Chapter two explored the role and the key components of teacher's talk as a source of comprehensible input.

In order to render the analysis of the results generated by the present study possible from the perspective of Krashen's theory, a checklist was designed where teacher's talk as a source of comprehensible input was operationalized in terms of five key features: the adjustment of teacher's input to the students 'level (i+1), teacher's questioning, teacher's feedback, allocating turn-taking, and the silent period provided to learners.

The analysis of the data generated by the present study showed that the teacher of oral expression did not provide learners with enough comprehensible input that is targeted specifically to their current level. Moreover, the results showed that the learners were exposed to both referential and display questions during classroom discussions which enabled learners to engage in the interactional atmosphere of the classroom. As regards to the silent period, although the teacher was observed to allocate a sufficient time for learners to construct and arrange their own ideas before sharing and discussing them with the whole class, she resorted at certain occasions to force some learners to participate. As far as turn- taking is concerned, the teacher, on the whole, succeeded in allocating turns to the majority of learners on a regular basis so as to enable them to take part in the ongoing discussion. The major shortcoming in

the teacher's talk, however, was the fact that her feedback focused exclusively on the morpho-

syntactic level and neglected the general discourse level of learner's errors.

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Appendices

Appendix A: The Checklist Followed in the Analysis

- Does the teacher use reformulation of speech or give explicit feedback using methalanguage

    -How the teacher attempts to determine the current level of students?

    -Does the teacher provide individual feedback for each student?

    -Does the teacher give only one feedback that fits all the students?

    -Does the teacher check his/her student understanding?

- Does the teacher respects the silent periods provided to students or force them to speak directly?

    -Do students take the initiation themselves or the teacher forces them to speak?

- As far as the type of questions is concerned, does the teacher expose learners to all these them?

    -Does the teacher make a balance in using both referential and display questions?

- Does the teacher allocate turn taking in the classroom which leds to successful process of interaction?

- To which extent the teacher's discourse is comprehensible?

Appendix B: Model of Episode Transcript

Episode One Transcript

Date: February 19th, 2018

Session: 11-12:30

Group: 06

T: Have you read so far any piece of literature or novels? Yes, in eh… I mean in English or in Arabic or in French.

S1: Yes, in Arabic.

(A student knocks the door and enters to the classroom).

T: In Arabic! You read in Arabic, good. What about English? No body reads English novels, short stories, not even short stories?

……………………………………………silent……………………………………………

T: Ok, for example Nedjma… try to remember a short story that you have read.

S2: Yes, a lot.

T: A lot, who is your favorite writer? Do you have any special one?

S2 (Nedjma): Eh… Emily Bronte.

T: Who?

S2: Emily Bronte.

THE ROLE OF TEACHER TALKN IN AN ORAL CLASSROOM

T: Ah Bronte good, a very famous eh… one. What about… who has ever read to Ernest Hemmingway?

S3: Yes.

T: Did you? Which novel?

S3: The Old Man and the Sea.

T: Good, this is what you are going to watch today.

-THE DOOR IS KNOCKING AND THE TEACHER IS PEPARING THE VIDEO FOR LEARNERS-

T: Excuse me for a single second… so, today you are going to be exposed to… a video which is normally a novel "the Old Man and the Sea", have you heard about this it previously?

Ss: Yes.

T: Ernest Hemmingway, a very famous American writer who belongs tothe last generation. Did study this in American literature? In literature, the last generation.

Ss: No.

T: Those writers who used to write eh… wrote in the period of Post World War one and two… writers who came in the era of first, the first World War and the second one who came with immense pieces of writing about the disasters of the war. What makes eh… as an effect of the psychology of the persons too, ok! We call all those writers coming in that era the last generation writers, ok. So, I realy like the story of the Old Man and the Sea because it has a lot of things to teach. Try to simply eh… follow, can you see? Do you have something in your screens?

THE ROLE OF TEACHER TALKN IN AN ORAL CLASSROOM

Ss: Nothing.

-THE TEACHER IS PREPARING THE VIDEO-

T: Nothing… not yet?

Ss: Yes.

-NOISE-

T: After watching the video, we will raise a debate and answer some several questions.

……………………………………………..silent………………………………………….

T: Now it's ok. So, I've said… use please your headsets… we're going to listen to this eh… to watch this very short video, not short one ok. It summarizes as I've said the story of "the Old Man and the Sea", and then afterwards, we will raise questions about the content of the story. Eh… use your headsets, please.

S1: Miss, not yet.

T: Just change your place then or switch it on, ok.

-STUDENTS ARE TALKING TO EACHOTHER AND THE TEACHER IS LAUGHING-

T: Do you have anything?

-NOISE-

T: DO you have something now in your screenshots?

Ss: No.

THE ROLE OF TEACHER TALKN IN AN ORAL CLASSROOM

……………………………………silent……………………………………………

T: Now.

…………………………………...silent…………………………………………..

T: Waist of time to use this application

-NOISE-

T: Not even now?

Ss: Yes, ok.

T: Use your headsets, please. Normally as third year students, everybody should normally read this short story, ok.

-STUDENTS START WATCHING THE VIDEO WHCH IS TWENTY MINUTES-LENGTH-

T: Ok so, what do you think of the story of the Old Man and the Sea? What can you have as a comment or what can you address as a comment to… about what you have seen? Amira is always the one who takes the initiation.

Ss: Yes (laughing).

T: Yes, Chaima.

S3: The story is interesting, like the old man who had good will the matter what he faces, he continued to go after the fish, and also the fish… he took the fish from the sea, he was happy that he got the fish, he won against the fish and he wanted to make the boy proud of him but unfortunately for the poor guy, sharks came and ate the fish.

THE ROLE OF TEACHER TALKN IN AN ORAL CLASSROOM

T: The body of the fish.

S3: What was left is only the bones of the fish.

T: The skeleton.

S3: Yes.

T: Good, thank you.

S3: What I learned from the story is that a good will or you must have a good will the matter what you face, you must be strong and face everything.

T: Good.

S3: To get what you want.

T: ok, thank you so much. Yes… who else? Yes, please.

S4: The old man was very strong, even he was old, he keep continue… keeps continue to struggle.

T: Kept continue.

S4: Yes, to struggle with the shark and the big sea. Eh… he suffered a lot to got.

T: To get.

S4: To get what he want. But at the end, he was very proud and at least he came to a point where he made something was… will be proud.

T: Of himself.

THE ROLE OF TEACHER TALKN IN AN ORAL CLASSROOM

S4: Yes, to tell the boy that he made something.

T: Ok, thank you. Who tries to summarize the whole story using his own words quickly? Summarize it using your own words. Ok, take some time to try to arrange your ideas and provide a short (X) of the story or a short summary.

-LEARNERS ARE TRYING TO ARRANGE THEIR IDEAS IN ORDER TO PROVIDE A SUMMARY FOR THE SHORT STORY-

T: Ahah, I would like to see other students participating not always the same students, ok over there or shall I select myself? The student who (XX) what's up today? ... Headache?

S5: Emm.

T: Yes, you try to summarize it. Always Amira, I'd like to see other students participating, please.

………………………………………………silent…………………………………………

T: Nobody wants? … Chaima.

S3: The story is about a fisher man goes across eh… went across the sea.

T: Yes.

S3: To fish… to eh fish.

T: To fish, ahah.

S3: He wanted eh the biggest fish in the sea.

T: Good.

THE ROLE OF TEACHER TALKN IN AN ORAL CLASSROOM

S3: and he gets it.

T: Got it, yes.

S3: At the end of the story, he got it after eh… struggling.

T: Very good.

S3: Struggling with the fish to get it even if he was very old.

T: Emm.

S3: Yes, he thinks, thought that he don't have the power to eh… bit this great fish.

T: Great fish, ahah.

S3: But after struggling and eh… he wanted it very badly so, he gets it.

T: Very good.

S3: He Gets it. At the middle of the story, eh… eh after biting the fish, he tided… tided.

T: The fish, emm.

S3: To the boat, but when he was coming.

T: Back.

S3: To the village, sharks came and ate the fish.

T: Good, ate the fish.

S3: He can't defense the.

T: Defend.

S3: The fish that he got.

T: Emm.

S3: But, sharks were a lot.

T: A lot.

S3: And he came back to the village with only the skeleton.

T: It's ok, and… what happened by the end?

S3: At the end, eh… the boy was proud of him that he does something great, that bits this fish. So, he wants to go with him to learn how to fish.

T: Very good, thank you so much. Ok, I have to say that this story is an autobiographical story. Ernest Hemmingway was the writer of the short story; he was a very famous writer at the early age of his carrier as a writer. He wrote a lot of master pieces ok, for whom the Belton… many many.

S5: (XXX).

T: Exactly, a lot of a lot of… a long list of short stories; successful ones I mean. And then, since he was addicted to alcohol like what all the last generation writers, all of them. He started to get old man. The critics in general, the critics started to say that Ernest Hemmingway lost his power as a writer; that he wrote no more wonderful eh successful short stories eh… like before, ok. So, he wrote "The Old Man and the Sea" and it is considered as his greatest or best novel, the best-selling, ok!Then, in that era and… he tried to prove to the critics that he can do eh yes, he has the

power to write wonderfully as he did in his previous carrier or at the early stage of his carrier as a writer, and the critics praise him to write "The Old Man and the Sea" which is strongly strongly allocated with the eh… American literature, ok. it's strongly associated with the American literature. I can say that as third year students, it's… I wouldn't say it's a shame but, it was very very abnormal from the part of third year student who does not read, or wouldn't read "The Old Man and the Sea", ok! So, he throughout "The Old Man and the Sea", he tried to prove again likewise Santiago prove to the village.

Ss: That he can.

T: Although he came with the skeleton, but he managed to fish a huge fish that was not seen before.

Ss: Yes.

T: ok, so, let us now answer some questions, they are related to the story ok and they are also a meant for eliciting information from you; personal information if you wish, ok! Eh…what do you think of Santiago's character? Santiago is the hero.

S6: yes, the old man.

T: Is the old man whose name is Santiago. What do you think of his character in general? Yes please Raghda.

S7: (Raghda): he is a strong person.

T: yes.

S7:(XXX) at the end he realized his dream.

THE ROLE OF TEACHER TALKN IN AN ORAL CLASSROOM

T: Yes realized his dream yes.

S7: He gets what he wanted.

T: He gets or he got what he wanted. Thank you so much. Yes Fatima.

S8: (Fatima): he is fighter he doesn't …

T: Fighter, yes.

S8: He doesn't give up.

T: Easily, great.

S8: And he managed to fish eh the great shark and came back with his skeleton.

T: Ok, thank you so much. Yes, Amira again.

S1: (Amira): eh Santiago is a strong person with a strong personality.

T: Emm

S1: When he was young as I see we saw he eh…I don't know how to call this when they

T: (X).

S1: (X).

T: Yes it it's a kind of (X).

S1:It took a whole day; one day.

T: Whole day and one night ok.

THE ROLE OF TEACHER TALKN IN AN ORAL CLASSROOM

S1: Yes, and he managed to beat the black guy.

T: Exactly.

S1: To bit him and… he was young and he managed to bit that guy, even when he was young, he was… became old he managed to bit the fish.

T: Ok, (laughing).

S1: So, he is strong.

T: He is strong.

S1: Like when you told us the story of the author.

T: Ernest Hemmingway.

S1: Like when he was young, he managed to write good short stories. When he became older, he managed to do so also.

T: With 'The Old Man and the Sea' master piece, ok, thank you. Yes please.

S9: The old man is a fighter from his early life and until he became old.

T: Very good, he's a fighter, thank you so much. So, why is Manolin…? Manolin is the name of the boy, ok. Why is Manolin close to Santiago? Why is he close so? Nedjma, please.

S9: Because he admires him.

T: He admires him.

S9: He used to learn from him how to fish.

THE ROLE OF TEACHER TALKN IN AN ORAL CLASSROOM

T: Ok, thank you.

S9: Maybe he learned from him before and he wanted to learn.

T: That's it, exactly.

S9: Until the end.

T: Exactly, till the end. By the way Manolin was normally set to go with Santiago to the sea by his parents. His parents selected Santiago to teach their son how to fish. They were so close to each other and when eh… Santiago stopped fishing, he was not… how many days that you said he stood without fishing? Yes, how many? I forgot. How many days? I guess thirty-nine.

Ss: Thirty-nine.

T: Thirty-nine days without fishing a single small fish. So, his parents, the parents of Manolin stopped him from getting to the sea with him, because they considered that he is old and he is no more capable of teaching their son something, but he kept loyal to the old man, ok. That's why he is so close to Santiago. Can you explain the relationship of both characters? How… we were answering this question by the way.

Ss: Yes.

T: Now, do you consider Santiago winner even he didn't manage to come or to come sorry with the body of the fish? Do you consider that… is he a winner or a looser? I'd like to see you… yes.

………………………………………….silent…………………………………………….

T: Yes, you. Not Chaima, her… Zina, is he a winner?

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S10: I can say that he is a winner, because he fights to get what he wants.

T: He fought, yes.

S10: He wants to be… he wants to show to the boy that he is strong.

T: He is strong, yes good… great.

S10: and we can say that there is no gain without pain.

T: There are no gains without pains, very good, this illustrates everything. What about the others, is there anyone who considers eh Santiago as a looser?

Ss: No, he is a winner.

T: A winner.

Ss: Yes.

T: What did he win exactly? ...a winner, you said a winner, what did he win?

S11: He managed to come up with the fish and the skeleton was the proof.

T: very good and the skeleton is the proof. What else, what did he win also?

S12: Respect.

T: The respect he gained, very good. The respect of whom?

Ss: Of people (XXX).

T: Ok, they won't criticize him anymore. Yes… yes Amira, thank you.

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S1: He… he did not, he was not disappointed of himself, he was proud. For me, it is enough that he managed to take the fish from the sea to his boat. Even… even.

T: though.

S1: Even though he did not eat it or taste the whole fish(laughing).

T: Ok (laughing).

S1: the moment that he took it from the sea to the boat is enough.

T: Was enough.

S1: Yes. He killed the fish.

T: He killed the fish, that's why he is a winner, ok. He is a winner since he was old… yes Chaima, you wanted to add something, please.

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Résumé:

A la recherche des théories de la deuxième acquisition de langue à l'interprétation des règles et des processus acquis par lequel les apprenants d'une langue seconde en dehors du milieu social, comme base de la principale distinction entre l'acquisition et l'apprentissage « » Krashen «» est une des théories qui ont provoqué une révolution dans ce domaine, ont contribué de manière significative à la Développement Le concept le plus important de cette théorie est «les intrants compris» Selon cette théorie, les méthodes éducatives les plus efficaces sont celles qui fournissent aux apprenants les intrants les plus compréhensibles. Ce dernier, qui est une condition nécessaire pour le côté civil de l'anglais Alakedzab.vi est un étranger en tant que contexte, les mots de professeurs les plus importantes sources d'entrées comprises saluant l'étude vise à évaluer l'efficacité des mots des enseignants au cours de l'expression orale de séparation basée sur des critères clés définis par la théorie de « » Krashen « », de pour atteindre cet objectif, nous avons conçu une liste de contrôle basée sur une analyse d'un ensemble d'enregistrements audio recueillies au cours des douze leçon orale à quatre groupes d'étudiants de troisième année dans le département d'anglais, Faculté des arts et des langues au bac Université de Mohammed Siddik ben Yahya Jijel. Ammelt cette liste pour activer les deux M professeur en tant que source d'entrée en termes de cinq caractéristiques principales: les étudiants de niveau de professeur d'entrée réglable, professeur en question, commente le professeur, la répartition des rôles et enfin période de silence accordée à les appreants. Résultant de l'analyse de l'étude actuelle des données que le professeur d'expression orale n'a pas fourni aux apprenants des intrants adéquats En outre, les résultats ont montré que les questions de référence et les questions directes s'adressaient aux apprenants pour qu'ils s'engagent dans l'atmosphère interactive du quota. En ce qui concerne la période de silence et bien que le professeur a consacré assez de temps pour les étudiants à organiser et construire leurs idées avant qu'elles ne soient présentées et discutées avec des collègues, il a été contraint parfois à obliger les étudiants à participre pour prendre professeur de rôles a maîtrisé la répartition globale des rôles aux étudiants sur une base régulière dans le but de En leur permettant de les intégrer dans l'atmosphère de discussion existante, le professeur s'est concentré exclusivement sur leur niveau grammatical et a négligé le niveau du discours public sur les erreurs des étudiants.

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ملخص

تسعى نظريات اكتساب اللغة الثانية إلى تفسير القواعد والعمليات التي يكتسب من خلالها المتعلمون لغة ثانية خارج محيطها الاجتماعي، وذلك على أساس التمييز الرئيسي بين الاكتساب والتعلم. نظرية "كراشن" هي إحدى النظريات التي أحدثت ثورة في هذا المجال، وقد ساهمت بشكل كبير في تنميته. المفهوم الأهم الذي جاءت به هذه النظرية هو "المدخلات المفهومة" ووفقا لهذه النظرية فإن الأساليب التعليمية الأكثر فعلية هي تلك التي تقدم للمتعلمين أكبر قدر من المدخلات المفهومة. هذه الأخيرة التي تعتبر شرطا ضروريا لعمية الاكتساب. في اللغة الإنكليزية كسياق اجنبي يشكل كلام الأساتذة أهم المصادر المدخلات المفهومة حيث تهدف الدراسة الحالية إلى تقييم مدى فعالية كلام الأساتذة خلال فصل دراسي من التعبير الشفهي اعتمادا على معايير رئيسية حددتها نظرية "كراشن"، من أجل تحقيق هذا الهدف قمنا بتصميم قائمة مرجعية إنطلاقا من تحليل لمجموعة من التسجيلات الصوتية التي جمعناها خلال اثني عشر درسا شفهيا لأربع مجموعات من طلاب السنة الثالثة في قسم اللغة الإنجليزية كلية الآداب واللغات بجامعة محمد الصديق بن يحي جيجل. عملت هذه القائمة على تفعيل كلام الأستاذ كمصدر للمدخلات من حيث خمس ميزات رئيسية هي: تعديل مدخلات الأستاذ لمستوى الطلبة، استجواب الأستاذ، تعليقات الأستاذ، تخصيص الأدوار وأخيرا الفترة الصامتة الممنوحة للمتعلمين. أظهر تحليل البيانات الناتجة عن الدراسة الحالية أن أستاذ التعبير الشفهي لم يوفر للمتعلمين ما يكفيهم من المدخلات التي تستهدف على وجه التحديد مستواهم الحالي، علاوة على ذلك أظهرت النتائج أنه قد تم توجيه أسئلة مرجعية ومباشرة للمتعلمين دفعنهم إلى الانخراط في الجو التفاعلي للحصة. فيما يتعلق بالفترة الصامتة وعلى الرغم أن الأستاذ قد خصص وقتا كافيا للطلبة من أجل ترتيب وبناء أفكارهم قبل عرضها ومناقشتها مع الزملاء إلى أنه اضطر في بعض الأحيان إلى إجبار الطلبة على المشاركة. أما بالنسبة لأخذ الأدوار فقد أجاد الأستاذ عموما توزيع الأدوار على الطلبة بشكل منتظم بغرض تمكينهم من دمجهم في جو المناقشة القائمة إلى أن الأستاذ قد ركز بشكل حصري على مستواهم الشكلي النحوي وأغفل مستوى الخطاب العام لأخطاء الطالب.