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**The Relationship between the Teacher's Action Zone and Students'  
Turn-Taking Behaviour**

**Case Study: First and Second Year Pupils and Teachers at**

**BoudjerdaBoukhmisse and MensourHoucine Middle Schools.**

**Dissertation Submitted in Partial Fulfilment for the Requirements of the Degree of  
Master in English Didactics**

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## **Dedication**

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

This work is dedicated to:

The most beautiful thing in this world, to my two bright candles in this life, to my support, my love, my happiness and the ones who make who I am now. To the best parents ever “Cherif” and “Fatima”

To my partner in the coming life, my husband “Radouane”

To my parents-in-law “Mahfoud” and “Wahiba”

To my stars, brothers and sisters with their sweet children. To my brothers and sisters in-law and their children too.

To all my family members

To all my lovely friends with whom I forget my time with a lot of crazy and enjoyable moments, and especial thanks to “Fatima, Zineb, Soumia, Amina, Besma, Masaouda and Abdelwahabe” for their help and being by my side all the time.

*Widad*

**Dedication**

I dedicate this work:

To my beloved mother, who gave me support and encouragement.

To my husband “Yacin” who gave me strength, hope, and understanding.

To my little children “Amine” and “Sidra”.

This simple work is also dedicated to my sisters and brothers, to my nieces and nephews. To

my parents-in-law, sisters and brothers-in-law

To all my relatives, teachers and colleagues.

*Imene*

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### Abstract

This study investigates the relationship between the teacher's action zone and students' turn taking behaviour. The advanced concept of the teacher's action zone adds to previous discussions of the teacher proximity from students in classroom interaction the component of turn allocation principles and behaviour during instruction. Essentially, it is based on the following hypothesis: learners turn-taking behaviour and participation is affected by the amount of turns they receive from teachers; target students in the teachers' action zone are relatively near in position to the teacher, high-achieving, belong to one gender, and presumably active ones; if the teacher is easy-going with the target students, he will allow them to initiate and self-select speaking turns as well as interrupt or correct other students' answer.<sup>85</sup> first and second year middle school students and teachers, from two schools in Bazoul and Jijel, were the focus of our classroom observation and questionnaires. The students' questionnaire identified learners' actual and preferred seating arrangements as well as their perceptions of and participation in the English session. To find out whether teachers are aware of their action zones and the inequalities they may create, a teacher questionnaire and classroom observation have been adopted as techniques to collect data. Results obtained from the study show that teachers unconsciously deal with the students who are in their action zone; referring to the ones who are near or proximate in their seating to them, the ones who are high achievers (proficient), and the ones who are high output generators (active); besides, another bias is related to the biological nature (gender) of the teacher and students i.e., teachers allocated more turns to students from the opposite gender to them. On the other hand, the behaviour of students in taking turns is mainly affected by the teacher action zone, in which some students are said to be target students and they are frequently assigned to take turns; however, others are marginalized or they are out of the teacher's action zone.

**Key Words:** teacher's action zone, action zone, turn taking behaviour, classroom management, turn allocation.

## **List of Abbreviations**

**CI:** Classroom Interaction

**CM:** Classroom Management

**EFL:** English as a Foreign Language

**FPP:** First Pair Part

**GS:** General Solicit

**IRE:** Initiation Response Evaluation

**IRF:** Initiation Response Feedback

**OG:** Output Generation

**PS:** Personal Solicit

**SA:** Seating Arrangement

**SPP:** Second Pair Part

**SS:** Student- Student

**TAZ:** Teacher Action Zone

**TCU:** Turn Constructional Unit

**TP:** Teacher Proximity

**TRP:** Transition Relevance Place

**TT:** Turn Taking

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## **Résumé**



## **General Introduction**

### **Introduction**

The classroom is a formal setting where instructional processes take place. It includes interaction between the teacher and students to achieve the teaching and

the learning goals. In the classroom, both the teacher and students perform a variety of actions in order to accomplish classroom activities. Classroom participation is among these actions, which are a fundamental interactional and pedagogical task orchestrated by the teacher, and through which students display their involvement.

Teaching is a profession that requires specialized knowledge and skills in managing interaction to impact significantly on students learning. In classroom interaction, the main aspect that is associated with improved achievement among learners is the quality and quantity of turns exchange between them and the teacher, and between students themselves. Turn-taking, or the exchange of turns, as a pedagogical approach at the basis of most teaching and learning subjects, takes into account the knowledge to be discussed and the way by which it is transmitted, and also the strategies speakers or turn takers do so (Singh, Nicolson and Exley, 2001, p.2). Generally, turn-taking is initiated with teacher as the first speaker asking a question or giving instructions, then students follow as next speakers, whether by acquiring a turn, receiving it, holding it or yielding it to others.

How students take turns may be controlled by so many factors including students' seating positions, their relative distance from the teacher, their proficiency level, their reaction to the teacher's questions and comments, and the number of turns they initiate, receive or hold from the teacher and other students. These factors are examined, in this paper, as they relate to the teachers' instructional space and preferences for who, when and how to participate. It is referred to as the teacher action zone, and is presumed to be an important determinant of opportunities to learn (Tagliacollo et al, 2010).

## 1. Review of Previous Research

Over the last twenty five years, the topic of the effect of teacher's action zone on the students' turn-taking behaviour has attracted much interest. It has been investigated in two ways; first, by observing and analysing transcripts in naturally occurring interactions; and second, by analysing video-recordings with an emphasis on the role played by nonverbal signals (Power & Dal Martello, 1986, p. 29).

The various studies that delved into the study of classroom turn-taking, be then language or main stream classes, revealed that classroom turn-taking activities follow nearly the same patterns, wherein the teacher is the supreme authority. Studies conducted by McHoul (1978) and Ingram and Elliott (2014) agree on the fact that classroom conversations follow a conventional pattern in which turn-taking is utterly controlled by the teacher, with the exception of learners' initiating to ask questions and to perform repairs ( in Ingram and Eliot, 2014, n.d)

McHoul (1978) established that classroom exchanges are primarily dominated by the teacher who has the total and the exclusive right to select any speaker s/hewants besides to having the prerogative to self-select at a transition relevance place (TRP) –the point in conversation where the turn is allocated to another speaker– even when a student is occupying the floor. Mehan (1979), in turn, corroborated the view that teachers, as a rule, control classroom discourse. He found that the teacher usually initiates talk by asking a question, then, the student responds to the question, and ultimately the teacher provides feedback, a process that he called initiation-response-follow up sequence (IRF). Mehan, additionally, highlighted three types of turn allocation, namely invitations to bid (asking students to raise hands to answer), invitations to reply (making an incomplete statement and waiting for students to complete it together) as well as individual nomination (calling students by their names/address terms). On the whole, these research studies demonstrated that teacher

dominance of classroom discourse and absence of student initiation are common in most classrooms.

Further research studies relative to turn-allocation behaviour revealed the cover on new strategies. Dalacorte (cited in Cipriani, 2001) conducted a study following an ethnographic and quantitative approach in an attempt to explore turn-taking strategies used in foreign language classrooms. Her findings demonstrated a number of turn-taking strategies that are related to both teachers' turn-allocation behaviour and learners' turn-taking behaviour, including turns asked by the teacher or questions answered by a learner, learner self-initiated turns to answer questions, learner self-initiated turns pertaining to doubts and difficulties, self-initiated turns to evoke a topic or to add a comment as well as turns requested for correction or participation.

In Kunt's (2010) study, teacher turn allocation and repair practices in both EFL and biology and physics classes were investigated. The analysis showed that for the turn-allocation component, teachers employed embodied allocations through the use of semiotic resources, namely pointing gestures, gazes, and head nods. Verbal allocations, on the other hand, concerned teachers' use of verbal commands to students to elicit responses. Still, she came to the conclusion that teachers relied more on "gaze-related verbal turn allocations" (p.258); that is, a combination of verbal and nonverbal turn allocation. The use of lexical words and expressions to nominate and allocate the turns for students is considered as a verbal nomination, however, non-verbal nomination is determined by the use of gestures, gazes, and body language. In addition, teachers may use both of them at the same time.

## **2. Statement of the Problem**

Improving learners' proficiency in a foreign language requires effective classroom management strategies; therefore, the role of the teacher in choosing the best physical location and principles guiding the distribution and management of turns is important to involve all

learners in the classroom interaction. This implies reaching to all categories of students: high and low achieving students, presumably active and passive students and students sitting in various rows in the classroom. Essentially, then, this study questions the teachers' awareness and practices of turn-management that favour some students, or target students, on the expense of others, leading to unequal opportunities for interaction in classroom learning, supporting the view of giving the opportunity for every learner to take turn in classroom interaction.

### **3. Questions of the Study**

This study aims to answer the following problematic questions:

- a) What is/are the current actual teachers' action zone(s), and are teachers aware of it/ them? This in turn is investigated in terms of the following sub-questions:
  - Does the teachers' instructional location in terms of their proximity from students affect learners turn taking behaviour?
  - Is there a relationship between teacher turn-allocation and stated students' achievement levels?
  - Is there a relationship between teacher turn-allocation and students' willingness to participate, or usual participation levels?
  - Is there a relationship between teacher turn-allocation and students' gender?
- b) Does the teacher allow few students to dominate interaction taking more turns and holding others' turns?

### **4. Purpose of the Study**

As an academic research, this work is carried out mainly to determine how teachers' action zone can affect students' turn taking behaviour and the reasons lying behind the choices made by teachers in turn-distribution. In the view of giving the opportunity for every

learner to take turn in classroom interaction, teachers' effective classroom management is sought after.

At a teacher level, the main objectives of this study is to enlarge teachers' instructional space which consists in allocating equal opportunities for turns to all the class in order to involve more learners in classroom interaction without neglecting low-ability students, students sitting in the back of the class, and reluctant or passive students as well.

### **5. Hypotheses of Study**

The current study is primarily based on the following research hypothesis:

- Learners' turn taking behaviour and participation is affected by the amount of turns they receive from teachers.
- Target students in the teachers' action zone are relatively near in position to the teacher, high-achieving, belong to one gender and are presumably active ones.
- If the teacher is easy-going with the target students, he will allow them to initiate and self-select speaking turns as well as interrupt or correct other students' answers.

### **6. Means of the Research**

The nature of the research problem identifies the methods used to investigate the relationship between teachers' action zone and learners' turn taking behaviour. Thus, classroom observation and questionnaires for both the teachers and students are helpful in figuring out the expected results of data collection. The main context of the research is the middle school mainly the first and second year students at Mansour Hocine, Bazoul, and Boudjerda Boukhmisse, Jijel

Classroom observation was carried out in four classes with three different female teachers, in the two middle schools referred to above, two teaching first year pupils and one working with second years. A questionnaire was also administered in Arabic because the students are only beginners. The students' questionnaire is designed for 85 first and second

year levels, and consists of ten questions. Moreover, another questionnaire was designed for 10 teachers of English, and consists of fifteen questions.

### **7. Organization of the study**

The current thesis is composed of three chapters; it opens up with a general introduction that demonstrates an overview of the topic, then, three chapters will follow. The first chapter deals with the teacher's action zone and turn-allocation, while the second one deals with turn-taking behaviour. The final chapter is about the methodology that is to be implemented to investigate the topic, in addition to data analysis, presentation, discussion and interpretation of the major outcomes obtained from the students' and teachers' questionnaires. Furthermore, an interpretation of classroom observation is highlighted to give to enrich the research data. Finally, a general conclusion sums up the research and mentions the significant outcomes obtained from the study.

# **Teachers' Action Zone and Turn Allocation**

Introduction

1.2 Action Zone in Classroom Interaction

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1.1.3. The Dimensions of the Action Zone

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1.5. A Model for Teacher's Action Zone

Conclusion



## **Teachers' Action Zone and Turn Allocation**

### **Introduction**

The role of teachers to organize and manage the behaviour of their learners is crucial to achieving positive learning outcomes, including his/her primary location of instruction, classroom management and organization, and behaviour management of students of different abilities.

This chapter examines the teacher's action zone and the system turn allocation by defining the term "action zone" and identifying the role of the teacher in arranging students' seats to involve the majority of students in the action zone. It also sheds light on the importance of teacher's proximity to all students by facilitating movements in the classroom, through an effective seating arrangement to get access to the largest number of students and give them equal opportunities in classroom interaction. Different factors are explained, physical and psychological, with their importance in allocating turns appropriately, and that contribute to the creation of the teacher's action zone. A model for the teacher's action zone is built at the end.

### **1.1. Action Zone in Classroom Instruction**

This section provides the standard definition given to action zone within the Action Zone Theory in addition to its dimensions. It highlights the concept of teacher's proximity to students during instruction. Furthermore, the section gives an explanation of three major seating zones of traditional seating arrangement; the front, back, and middle zones.

#### **1.1.1. Definition of Action Zone**

Since 1970s, many studies have concentrated on interrelations between seating locations and classroom communication and introduced so-called Action Zone Theory. Action Zone (AZ) in classroom settings has been defined by many researchers as that spot in the classroom

where students are most attentive and involved in classroom interactions (Adams and Biddle, 1970). It consists of those students who are closest to the teacher during instruction, and differs from one classroom to another depending on the students' seating arrangement adopted. Those students sitting in the action zone area are usually considered to be more active, participate in the class more, stay on task longer, have higher scores than students positioned outside of the action zone.

Dykman and Reis (1979) found that students who choose to sit on the periphery of the classroom generally feel more threatened and exhibit lower self-esteem than those who sit in the AZ, they suggest that students who choose to sit on the periphery want to distance themselves from the threat posed by the teacher. However, there is some evidence that positive outcomes occur when students are assigned seats in the action zone. Some learners try to avoid teachers' questions by choosing seats distant from the teacher, in order to be called less frequently, and they are generally less involved in the classroom discussion. As a result, this leads to low level of motivation and less success. However, when students are assigned seats in the action zone, they have opportunities to interact more with the teacher which leads to increased success.

Some learners have the opportunity to choose their own seats, at least at the beginning of the year. Smith (1987) found in a study of student achievement that gains were greater in classes where students were allowed to choose their own seats, so learners feel more comfortable and more secure.

### **1.1.2. The Action Zone and Teacher Proximity**

The action zone is defined with relation to the teachers' location when instructing the class; it can be changed by changing the teaching station. Therefore, teaching from different spots in the classroom expands the number of students that are included in the action zone.

During instruction, it is important for a teacher to be as close as possible to a large number of students. In fact, the idea of an action zone emphasizes the importance of Teacher Proximity (TP) to students. Supporting this idea Weinstein (1979) found that grades decrease as a student is seated farther away from the teacher. Similarly, Smith (1987) added that student participation and positive student attitudes decline as the distance between the teacher and students increases. Particularly, lack of immediate feedback from the teacher resulting from the distance factor may affect learners understanding and, therefore, their grades. This is because when the physical distance is closer between the teacher and the learner, it may help learners to keep attentive for a long period, receive more corrective feedback from the teacher and, therefore, get higher achievement and grades.

Teacher Proximity can be increased by increasing the number of students who are seated in the front of the class and choosing the appropriate teaching station that allows closer contact with the largest number of students. TP can also be increased by constant teacher movement in the classroom in order to reach to every learner. In doing this, effective seating arrangement is important to make it easy for the teacher to get to any part of the classroom quickly and easily. If movement is restricted, it is likely that the teacher will not get to all students.

### **1.1.3. The Dimensions of the Action Zone**

Most classrooms in the Algerian schools have three columns of six or seven rows, and the teacher usually teaches from the front of the classroom. From this position, he/she has easy access to the blackboard and the desk. While teaching, the teacher can keep an eye on learners sitting in the front of the classroom, but it is difficult for him to monitor those learners who are at the back of the classroom. Thus, the learners in the front are considered to be within the teacher's action zone and those in the back are outside. This seems to affect the behaviour of the students at different locations, i.e., the front or back of the classroom.

According to Hall's concept of proxemics (cited in Home, 1970), the 'close phase' of the physical distance between the teacher and the students is 4 to 7 feet while the 'far phase' is 7 to 12 feet. Hall suggests that beyond 12 feet the teacher is no longer a member of the classroom and he becomes a lecturer as in traditional ways of teaching. The teacher's ability to 'keep an eye' on the students may affect learners' behaviours in general and their performance in particular. According to the teacher position in the classroom, and the location of the blackboard, learners sitting in first three tables consider themselves to be in the front of the class, while those sitting in the sixth or the seventh rows/ tables are considered to be at the back of the classroom, whereas learners sitting between those seats perceive their location as the middle of the classroom.

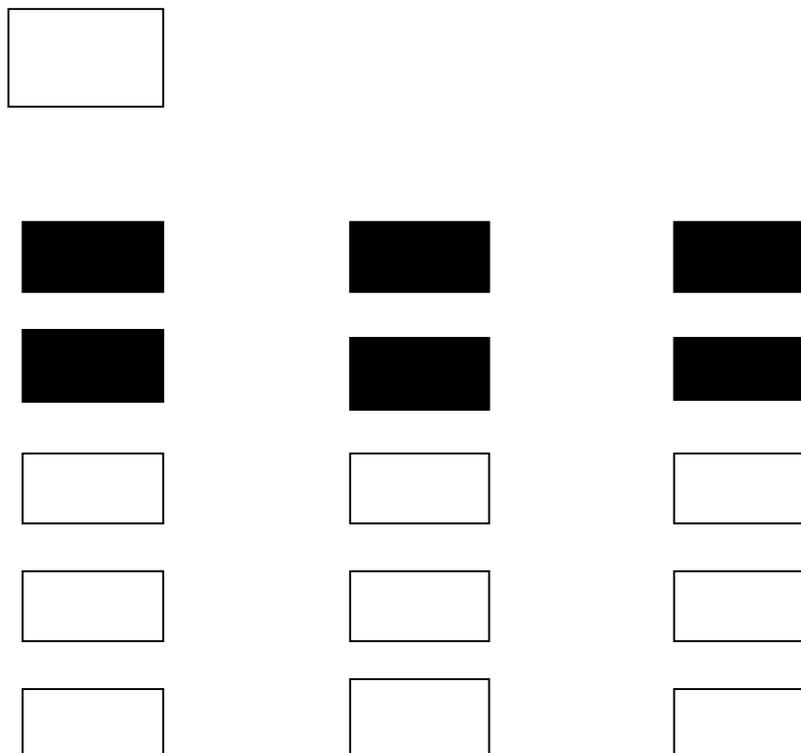
#### **1.1.4. Traditional Learning Zones**

Different opportunities are available for learners to choose their seats in the classroom, whether to be closer to the teacher during instruction, or the back seats which are considered to be outside the teacher instructional location, or in between.

##### **1.1.4.1. The Front Zone**

The front zone is considered to be the best choice for those who look for a better understanding of the lesson due to the closer proximity to the teacher. Moreover, there is usually less distraction and noise in the front. As stated above, the front zone usually falls within the attention zone of the teacher; this may help, on the one hand, in monitoring learners and their work, and consequently make learners more attentive; on the other hand, it helps in motivating learners to work better. Moreover, students in the front are able to complete their work on time. In fact, sitting in the front zone allows learners to see the board and hear the teacher clearly without any obstacles; as a result, they have more opportunities to participate and interact in the classroom. This is to say that the environment in the front zone is more conducive to learning given that students get more opportunities to participate in classroom

activities. Though learners sitting in the front of the classroom do not necessarily have a higher ability level, they seem to have initial motivation for learning in the classroom. As a result they are more likely to become 'good' students.

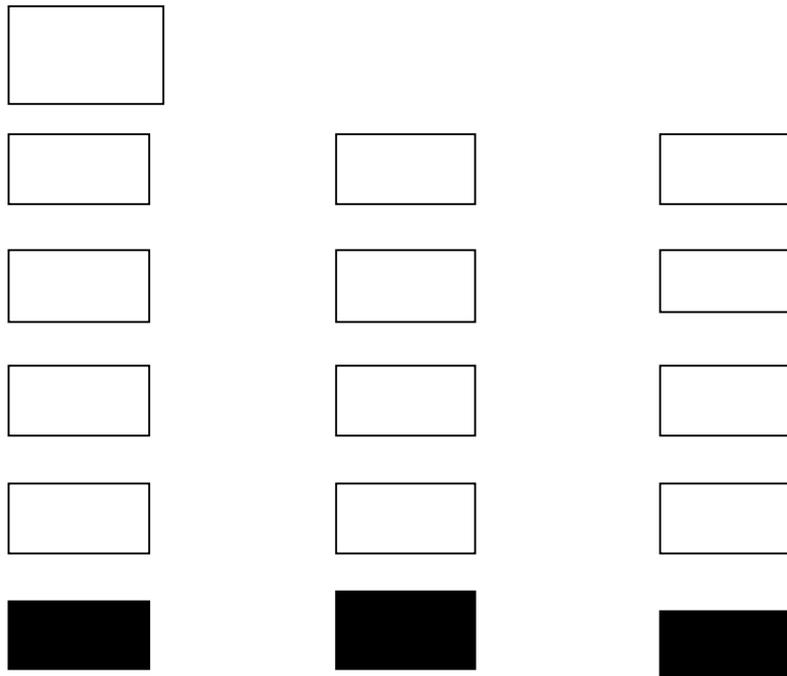


**Figure 1.1.** *The front zone*

### The Front Zone

#### 1.1.4.2. The Back Zone

The back zone consists of those seats located at the back of the classroom, and learners sitting there have less opportunities for learning. In contrast to the front zone, learners at the back zone are unable to hear the teacher and see the board clearly, making it difficult for them to be involved in classroom interaction or even influence negatively their motivation in the classroom as well as their achievements. As a result, the atmosphere in the back zone seems to be non-conducive to learning because it is associated with difficulties to participate and understand the lesson.

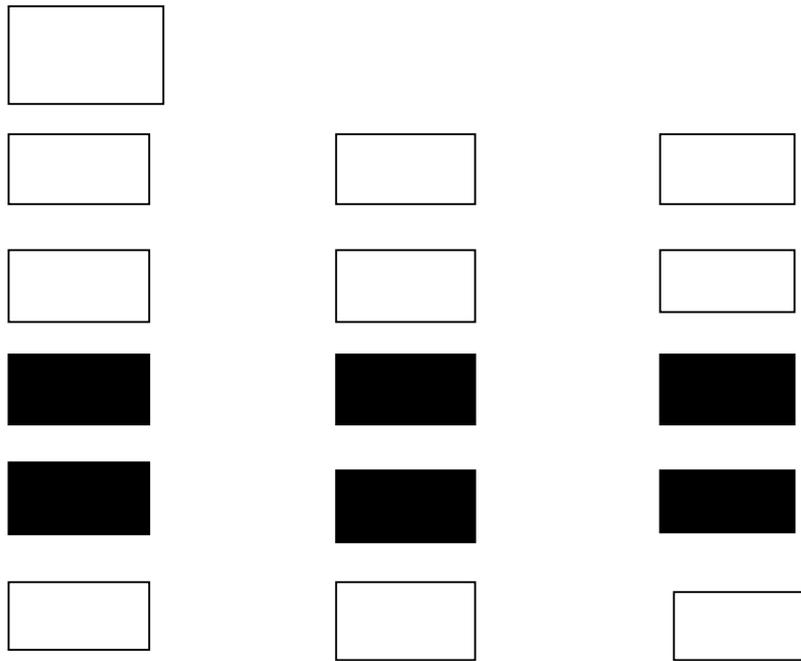


**Figure 1.2:** *the back zone*

 The back zone

### 1.1.4.3. The Middle Zone

The middle zone consists of those seats between the front zone and the back zone. Most learners choose to sit in the middle zone to avoid teachers' questions which are generally directed to learners sitting in the front or the back. The middle of the classroom seems to be an 'ideal' location for those students who want to get the best of the both worlds in a classroom (as cited in Shamim, 1993, p. 258).



### The Middle Zone

**Figure 1.3:** *The middle zone*

## 1.2. Classroom Management and Seating Arrangement

Classroom management is considered as one of the main features of successful teaching and learning, it helps both teachers and learners to work effectively. Part of which has to do with choices about seating arrangements in the classroom.

### 1.2.1. Classroom Management

Classroom management (CM) refers to the organizing strategies used by the teacher in order to create an effective classroom environment, so as for learning to run smoothly. Evertson and Weinstein (2006, pp. 4-5) defined classroom management as “the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning”. Doyle (1986, p. 397) also defined classroom management as “the actions and strategies teachers use to solve the problem of order in classrooms”

Classroom design has been given importance in educational systems over the years, Cookson (2006) stressed the importance of classroom realignment before teachers can expect

improvement in student performance. Classroom management provides learners with more opportunities to learn effectively, “to be successful, teachers must be able to establish appropriate student behaviour in their classrooms in order to maximize the time that they and their students spend on learning” (Wiseman and Hunt, 2008, p.8). In fact, a suitable physical atmosphere of the classroom is important for all teachers, including creating the setting, arranging the chairs, placing teachers' desk in order to facilitate Classroom Interaction(CI).

The main aspects of classroom management addressed by researchers include teacher's location, lighting colour, and seating arrangement. Wall (1993) pointed out to the effects of the location of the teacher in the classroom on the behaviour of the students. He found that the teachers should position themselves in the classroom appropriately to give the opportunity for all learners to hear what is being said and let a large number of learners be included in classroom interaction, leading to more concentration and motivation. Wall added that if students were excluded from the discussion, they would tend to let their attention wander and settle on things happening in their immediate surroundings, which in turn, would lead to more disruptive behaviour.

In particular, classroom management involves “all the things that a teacher does to organize students, space, time, and materials so that instruction of content and student learning can take place” (Wong & Rosemary, 2001, p. 84). This extended definition takes into account the different decision that have to be made by the teacher in organizing the classroom to facilitate the learning process. In addition, CM “consists of practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur” (p. 10), meaning that successful learning is a result of teacher's well-organization of classroom environment, through the use of different techniques and procedures.

### **1.2.2. Seating Arrangement**

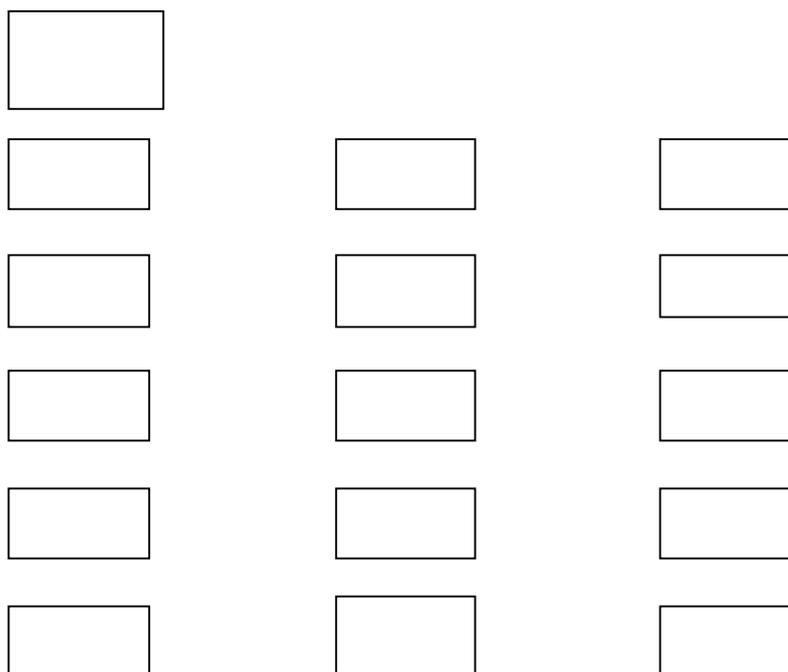
Seating Arrangement refers to the physical design of the classroom, which involves learners' tables, the teacher's desk, chairs, and other materials to facilitate the teaching learning process, encourages teacher-student interaction and involves the majority of learners in classroom discussion. In fact, seating arrangement is an important mission in which the teacher may play two different roles. In the first role, he/she might be authoritative by assigning seats to learners whenever he/she wants to. The second role is that of a facilitator through giving the choice for learners to choose their own seats.

### **1.2.3. Types of Seating Arrangements**

Teachers can choose between different seating arrangements in order to manage the classroom, and effect changes in student behaviour. According to Weinstein (1979), due to the lack of space within a classroom, teachers are generally limited to using three classroom seating arrangements: row seating, cluster seating and horseshoe seating.

#### **1.2.3.1. Row Seating**

Row seating is considered as the most traditional and common type of SA in classrooms. It usually consists of about 3 or 4 straight rows containing 6 to 7 tables of 2 chairs, as illustrated in the figure below.

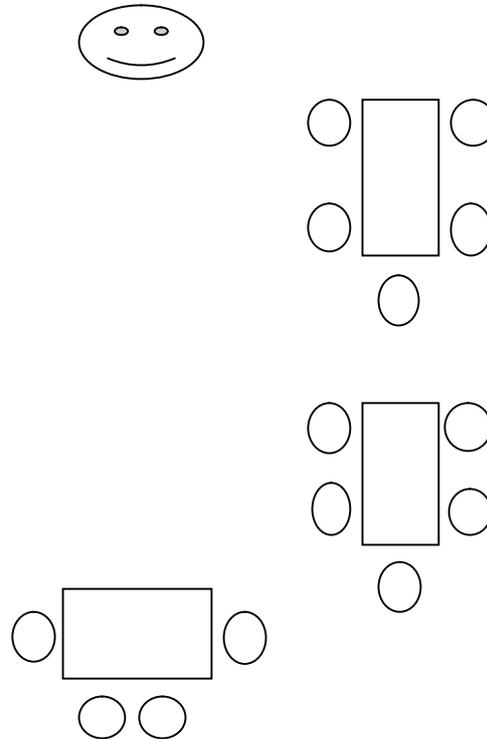


**Figure 1.4:** *Traditional Row Seating Arrangement Scheme*

Different studies investigating the row seating arrangement showed positive and negative effects on learners' behaviour. Research by Hastings and Schweiso (1995) found that the row seating arrangement improved on-task behaviour, and that the behaviour of students who were the most disruptive improved while sitting in this manner. Lam and Wheldall (1987) found positive behaviour from students who were seated in rows; in fact, their on-task behaviours doubled. However, Atherton (2005) said that when students are placed in rows, it is expected that students should be passive learners and are, "only meant to be seen and not heard in the classroom." Moreover, according to Rosenfield et al. (1985), if teachers wanted to increase interaction among teacher and students, row seating was not the arrangement to accommodate students' needs. On the contrary, in another study that focused primarily on seating arrangement and students asking questions, Marx, Further and Hartig (2000) found that students ask their teacher more questions when they were arranged in row seating.

### 1.2.3.2. Cluster Seating

Cluster seating is designed by arranging desks through group seating, and assign 4 to 6 learners of different learning abilities in one desk. This is illustrated in the figure below.



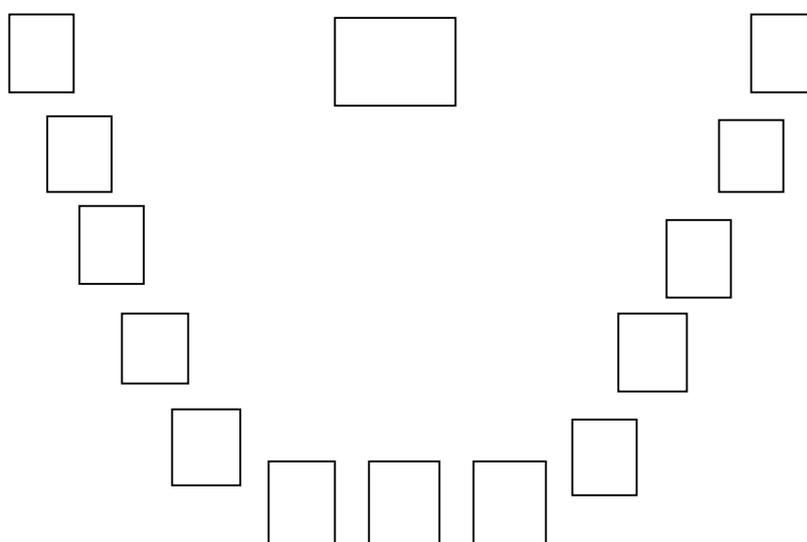
**Figure 1.5:** *Cluster Seating Arrangement Scheme*

Cluster seating allows learners to learn collaboratively, discuss ideas, and help each other; moreover, it assists shy learners to participate and ask for clarifications from the other members of the group, and those who learners generally find it difficult to participate or interact through other seating arrangements. Different studies have shown the advantages and disadvantages of cluster seating. In a study done by Rosenfield et al. (1985), it was found that cluster seating had a positive effect on social interaction and that more students were actively participating during class discussions. Marx et al. (2000) noted that cluster seating fostered an environment that allowed students to interact with one another because of their close proximity. In the same vein, Atherton (2005) pointed out that cluster seating can foster an active and engaging learning environment. On the other hand, other researchers showed that

cluster seating makes teachers unable to diagnose the learners' weaknesses. The authors stated that, "common sense indicates that small clusters would heighten student interaction but might also limit teacher control and/or encourage social interactions that are not conducive to learning." (Rosenfield, et al. 1985)

### 1.2.3.3. Horseshoe Seating

Horseshoe seating or U-shaped seating resembles a horseshoe in which desks are arranged in a semi-circular way. In this seating arrangement, learners are able to see the teacher and the board, as illustrated by the figure below.



**Figure 1.6:** *U-Shape Seating Arrangement Scheme*

According to many researchers, classroom design has a significant impact on learners' behaviour. Papalia (1994) said that the horseshoe seating arrangement made students able to pay attention to the teacher, make eye contact, and allowed the teacher to have control of the class. Rosenfield, et al. (1985) explained that if teachers wanted their students to interact more during class discussion, horseshoe seating arrangement is the best design to be considered.

Teachers are responsible in creating an effective learning environment that is conducive to learning by making small changes such as moving desks and changing seating position. These classroom modifications are sometimes needed and can result in a more positive classroom environment for teachers to teach effectively and students to enhance performance.

In short, seating arrangement is among the factors that can influence learners' participation and impact on their learning. The different seating arrangements i.e., the row seating, the cluster seating, and U-shaped seating have been investigated for their effects on learners' participation. It is noticed that in the traditional seating or the row seating, learners are unable to see each other, which makes difficulties for learners to engage in classroom discussion. However, it is strongly agreed that for a better classroom participation among peers and the teacher, the horseshoe is the best seating arrangement to facilitate teacher-student and student-student interaction. As far as cluster seating is concerned, it permits a direct contact between learners and it encourages peer interaction.

#### **1.2.4. Students Seating Preferences**

It is generally considered that learners who choose to sit in the front of the classroom are different from learners sitting elsewhere concerning their level of motivation, participation and, therefore, their grades; in general, they are said to be "good" learners.

Studies indicate that learners' seating preferences are determined by their interests toward the subject matter. In this regard, Kaufman (2005) said,

Seating preference depends on the interest level students have in the subject matter. If students are interested in the course, they tend to sit closer to the front of the room, and if they are not interested, they tend to sit towards the back. (P. 1)

Wulf (1977) compared two classrooms, taught by the same professor, same course, consecutive semesters and same rooms. One classroom was assigned seating, and the other was student selected. Results indicated that the higher performing students were found in the front of the classroom, whether self-selected or assigned. A later study by Holliman and Anderson (1986) concluded the same when they examined two introductory psychology classes under similar conditions. They found that "students seated in the centre of the room scored higher on exams than those seated towards the sides" (p.200). This research suggests that sitting in the front of the room, regardless of student preference, will generally have a positive effect on students' course grade. However, it also suggested that moving students who would normally sit in the front to a side or back seat can also have a negative effect on their course grade.

On the other hand, other studies indicate that there is no relationship between seat location and student achievement, either assigned by the teacher or selected by learners themselves. A study done by Armstrong and Chang (2007) found no evidence that seat location affects student achievement even when the student sits a considerable distance from the teacher. Their results indicated that the relationship between seat location and student performance was very weak.

### **1.3. Reconceptualising the Teacher's Action Zone**

In light of past studies, it has shown that there are several factors that may affect students' motivation and participation in the process of learning. The seating arrangement and teacher proximity, as discussed above, which affect student participation, involvement and achievement refer to the physical factors that have been acknowledged to constitute action zones in the classroom. Turn allocation is also a powerful predictor of action zones in the classroom, but because it refers to the system that teachers draw from in managing interaction, it differs from one teacher to another, and has to be explained in terms of other factors. These

other factors that come into play in making teachers decide on who to participate are situated at a less noticed level, a psychological one, as it were. While in previous studies, psychological factors such as proficiency level (achievement level), learner's status (output generation) and even gender have been linked to students' characteristics, they will be hypothesised to be controlling the teachers' decisions in involving students in interaction. In other words, some properties make some students, consciously or otherwise, "target students" in the classroom, receiving privileged treatment by the teacher. Hence, bias or inequalities especially in turn allocation can be noticed and contribute to the creation and maintenance of a Teacher's Action Zone.

### **1.3.1. Proficiency Level**

The proficiency level of the student is considered to be an important determinant of his/her participation in the classroom. It is strongly agreed that learners of high proficiency levels are usually able to take turns in classroom interaction, whereas learners of low levels of proficiency may find it difficult to interfere in classroom discussion, and generally avoid to take turns in the classroom.

In studies on classroom interaction, researchers such as Allwright and Bailey (1991) made the point that the encouragement of participation should take into consideration the proficiency level of the students, "the amount of interaction occurring during lessons depended also on the learners' ability level and the subject studied" (p.133). They went further by explaining that the learners' level of interlanguage development "should partly determine the extent to which they should be expected to participate verbally in classrooms" (p. 149). That is learners' use of the target language as well as their level of fluency and accuracy may help or hinder them from taking part in classroom interaction.

### **1.3.2. Learner's Status**

It is generally believed that active students or output generators are more likely to initiate talk in the classroom, and participate more than passive learners. In most classes active students prefer to sit in the front of the classroom in order to be proximate to the teacher and within the action zone. Active students are the ones who are usually motivated and take many turns in classroom discussion, whereas passive learners prefer to seat at the back of the classroom to avoid teacher's questions.

### **1.3.3. Learner's Gender**

Several studies investigated whether there is a relation between students' gender and their interaction in classroom talk; they highlighted the impact of student's gender on teacher-student and student-student interaction. Gender influence has been studied in foreign language learning and teaching from different perspectives. As far as gender differences in turn taking are concerned, studies have suggested that male students take more turns in classroom interaction; moreover, they interrupt more frequently in teacher-student interaction as well as in peer interaction than female students (Holms & Chavez, as cited in Minasyan, 2017, p.91). Similarly, in a study conducted by Alcon (1994) on gender and classroom interaction in a English as foreign language (EFL) setting, she examined turn taking in teacher-initiated discussions and in same- and cross-gender discussions at a secondary level EFL classroom; she discovered that significant differences in the students' same-gender and cross-gender conversations. The boys interrupted more often than the girls during cross-gender conversations. However, the girls interrupted more and produced more language during same-gender conversations.

## **1.4. Turn-Allocation in Classroom Interaction**

The teacher is the one who is responsible for turn distribution and management in the classroom. In classroom interaction, turn taking is usually initiated by the teacher through

asking questions or giving instructions, while learners acquire or receive turns by responding to the teachers' questions or instructions (e.g. by raising hands, by answering questions) (Koole&Berenst, 2008, p135) .

#### **1.4.1. Personal Solicit Versus General Solicit**

In interacting with students, "personal solicit" (PS) refers to teacher nomination, use gestures or pointing on a student to answer the question. It is also referred to by Allwright and Bailey (1991, p.124) as direct nominating. In this kind, the teacher nominates a specific student to respond on the asked question by calling him/her by his/her name or using terms like 'you'.

According to Shepherd (2013), this kind of interaction is helpful and is a good strategy to help the less able students and the shy ones to participate and give them an equal chance with the more able ones. Individual nominations embody two turns subsumed in a single adjacency pair. The first pair involves a cue produced by the teacher, which opens the door for a second pair, the nominated student's contribution (cited in Boukhedoua, 2016, p46).

Individual can be done non-verbally i.e., the teacher doesn't use lexical forms or words to point on someone, but paralinguistic techniques, it may include gestures, body language, head nods and eye contact using a ball for example as a way to pass turns between students.

Usually teachers use this strategy as a plan B when they forget a student's name or as a way to gain time to cover all the aspects of the lesson and all what they have prepared since they think that remembering names may waste time and efforts (Boukhedoua, 2016, p47)

On the other hand, another kind of interaction involving the teacher asking an open question in which any student can answer, not only a specific one, is called "general solicit"(GS) (ibid, p.124). In general solicits, the floor to speak is open for all learners. It is called also by Jones and Thorn borrow (2004) "a whole class floor", because it addresses the whole class to answer a question or do a task.

Teachers may use both kinds of solicits in one lesson; they can start by nominating a specific student then move to general solicit in case the first student that has been selected fails in answering the question or to decrease the pressure on that student. There are also other purposes behind using this kind of interaction. For example, the teacher can use personal solicit and nominate the more able students that are capable to answer the question to feel that the learning process is going on and that s/ he achieves the goals set for the lesson. In this way, the teacher feels that he/ she is not wasting time with the less able students. Generally, however, for most teachers they start by general solicit to open the interaction and keep the students' attention then move to personal solicit.

#### **1.4.2. Invitation to Bid**

Teachers generally do not accept the students' self-selection of turns or the self-initiated turns, but prefer them to ask for permission and to bid for turns. This can be done by raising up hands or calling out the teacher. Students can use different ways and techniques to ask for a turn like calling "teacher!", "me!", "sir!" Inviting students to bid for turns may help teachers more in organizing turn taking and evaluating of the answers.

In relation to the teacher's Action Zone, most teachers allocate turns to more active and the bright students who already know the answer to feel that they are good teachers and teaching process is taking place.

### 1.5. A Model for Teacher's Action Zone

The following table draws together the factors that enter into play in the creation and maintenance of the Teacher's Action Zone in classroom interaction.

**Table 1.1**

#### A Suggested Model for Teacher's Action Zone

<b>Physical Factors</b>	<b>Psychological Factors</b>	<b>Biological Factors</b>
<p><b>Seating Arrangement:</b> it refers to a particular way of seating which, to a certain extent, facilitate interaction. An effective seating arrangement helps as many students as possible to be involved in the action zone.</p>	<p><b>Proficiency Level:</b> students' participation in the classroom is mainly related to their abilities and levels of achievement. Students of high level of proficiency are able to take turns more than those of low level of proficiency, and they are generally involved in the teacher's action zone.</p>	<p><b>Learners' Gender:</b> male students are considered to be more active, and take part in classroom interaction more than female students.</p>

<p><b>Teacher Proximity:</b> it determines the distance between the teacher and the students during instruction; thus, whenever the distance between the teacher and students is small the action zone is large and involves more students.</p>	<p><b>Learners' Status:</b> two categories of students can be found in any classroom; active and passive students. Active students, on the one hand, generally react positively to the teacher talk, and are able to generate output to take part in classroom interaction. On the other hand, passive students are not able to generate an output.</p>	
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The factors mentioned above, physical, psychological or biological, all contribute to the construct of the teacher's action zone, and teachers should be aware of them. Seating arrangement and teacher's proximity must be well-organized and well-determined for teachers to be more conscious about their interactional area. In addition to the learners' status, proficiency level, and gender as psychological and biological factors, which facilitate, in one way or another, the path for teachers to create an interactive environment involving as much as possible students in classroom communication, with equal opportunities to take turns.

### **Conclusion**

In conclusion, in this chapter, a detailed definition of the term 'Action Zone' is given by different researchers who agree on the point that the action zone consists of those seats closest to the teacher location during instruction. It generally contains learners sitting in the front of the classroom. Conditions and opportunities for learning differ from one zone to another, whether learners are assigned seats or self-select them. Teachers, then, are obliged to choose the most effective classroom seating arrangement to give the chance for every learner to take

turn in classroom interaction because effective communication is considered to be a function of a particular seating arrangement. Learners' proficiency level, gender and output generation play an important role in creating the Teacher's Action Zone, making them the target of teacher's questions and turn allocation. The latter can be done by the teacher by either soliciting individual students, directing questions to all the class or inviting students to bid for turns. The model suggested for the Teacher's Action Zone recognises the interplay of all different factors mentioned, physical and psychological and biological.

## **Chapter Two: Students' Turn-Taking Behaviour**

### Introduction

#### 2.1. Definition of Turn Taking

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##### 2.1.2. Turn taking in conversation

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##### 2.1.4. IRF turn taking in the Classroom

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2.6. Timing and Overlapping

2.6.1. Timing

2.6.2. Overlapping

Conclusion

## **Chapter Two: Students' Turn-Taking Behaviour**

### **Introduction**

This chapter introduces and explains the turn taking system. It starts with defining turn-taking, turn and its importance in the construction of conversation. Next, the differences between turn-taking in a social context and in instructional context, the classroom, are discussed. The light is then spotted on the IRF exchange as a part of turn-taking. In addition, some key aspects of turn-taking such as its components, its strategies, organization, signals, timing and overlapping and their importance in organizing turn-taking are presented.

### **2.1. Definition of Turn Taking**

Before we are going to talk about what is turn taking we are going to talk about conversation and its variety outside and inside the classroom, in order to see how people communicate when they are outside the classroom in the society and inside the classroom in an institutional setting. After that and after we talk about turn taking in conversation we move to talk about what is turn to be more specific, then we move to the IRF exchange and its relation to turn taking.

#### **2.1.1. Conversation**

People to survive need to communicate with each other in a written or a spoken form. However, the spoken form is the common one and to do so effectively they need to follow certain rules. These rules are very important to organize how people take turns and move from one speaker to another without problem each one speak in a time. Turn-taking is a mechanism by which speakers use to well organize their turn. Duncan (1972, 1973) claimed that turn-taking consists of a set of rules that are enacted through the use of signals. MaiteToboada (2006) refers to turn taking as the floor taking with the desire of holding the turn for a period of time. In other words, turn-taking is a system that speakers follow to organize their turns and

avoid misunderstanding and problems in sending and conveying clear messages by respecting the order of turns and the time of each turn.

Conversation is an exchange of talk between people. It differs from one context to another; that is to say, that the way people talk in the street, at home, in an administration, or in a classroom are not the same. Generally, the classroom is a formal setting in which teachers and students use certain ways to communicate. It is based on teachers' instructions and students' reactions. Communication in classroom utterly depends on the IRF exchange, two moves from the teacher and another one from the students, the teacher asks a question, the student responds, then waits for the feedback of the teacher. However, outside the classroom people have the same opportunities to speak and they have not to wait for a feedback they may receive. Differently stated, they have not to wait for specific person to open the conversation but anyone can do it. They may accept or refuse, Discuss and illustrate but no one can judge and evaluate their speech.

### **2.1.2. Turn taking in conversation**

Any exchange of talk between people in a conversation proceeds in a well-organized and controlled way. According to Richards (1980), turn taking is a set of rules and conventions that govern conversations and “which determine who talks, when, and for how long” (p. 424). Participants in a conversation know when and how to talk, when to keep silent, to control their tones and voices, and how to hold into and relinquish their turns in conversation. In the same vein, Yule (1996) pointed out that turn taking is a form of social interaction **for** getting control in a conversation; it is a set of knowing how to get and keep a turn and how to give it away.

According to Levinson (in Herman 1995:78), “turn-taking has been described as a process in which ‘one participant A talks, stops; another B, starts, talks, stops; and so we obtain as A-

B-A-B-A-B discussion of talk across two participants”. This explains that only one speaker talk at a time, then another one talk when a turn is possible.

Turn taking is enacted through a system of signals in which speakers use mechanisms to signal to each other when (1) they want to yield a turn, (2) take a turn, (3) when a speaker comes to the end-of-message, (4) when the speaker is about to finish and be over with his/her speech so that the hearer may hold the floor or take the turn as a ‘next speaker’.

Turn taking, according to Sacks et al. (1974) refers to the ‘speech exchange system’ or the order in which conversation normally takes place as “A simplest systematics for the organization of turn taking for conversation” (as printed in *Language* 50, 696-735)

In any exchange of talk, when a topic is chosen and a conversation is initiated, a conversational turn taking occurs. Therefore, knowing whether taking a turn is obligatory or not in a conversation is very important to develop a cooperative and coherent discourse and to organize the run of a conversation (*Cagney & Lacey*, 1982). In addition, timing of taking turns in terms of when to take a turn to talk, how long turns and pauses should last are principles of a well-organized conversation.

Mechanisms of turn-taking are different from one culture to another and from one language to another. As Celce-Murcia and Olshtain (2000) point out, “there are often important cultural (and subcultural) differences in the way discourse communities do turn taking” (p.10)

Turn taking is the corner stone of any conversation by virtue of which speakers do not speak randomly but they have to respect certain rules and strategies in making contributions, interrupt others or choosing to remain silent. It may be language-specific and culture-specific; hence, speakers need to “know how to participate (in conversation) by adhering to turn-taking rules that are appropriate in their community” (Celece-Murcia & Olshtain, 2000, p. 173).

McDonaugh and Shaw (1993, p.156) explained, “within the ‘framework’ of the conversation, ‘turns’ have to take place if the conversation is not to be totally one-sided. Certain strategies [for taking, holding, and relinquishing turns in conversation] have to be put into operating by the speaker”.

Transition to the next speaker is explained by Jaffe and Fedstain (1970) as follows, “...the speaker provides an end-of-message signal after which the hearer holds the channel; bringing about a change in the speaker/hearer roles”(ND).

Yule (1996) explained that any potential transition in turns at talk is called Transition Relevance Place (TRP); that is to say that in any conversation, there is an exchange of turns that is recognized at a given TRP in a way that each speaker takes the turn singly in a period of time.

Sacks et al. (1974) defined turn-taking as systematizing in a conversation by which participants talk one by one each for a period of time.

In short; turn taking is that exchange of turns between participants in any conversation or speech exchange, its system is the basic element in conversation with a variation in its strategies from one culture to another, and a language to another. Speakers, in order to yield or take a turn, use mechanisms and signals that may be verbal or non-verbal.

### **2.1.3. Definition of Turn**

Stenstorm (2004) defined a turn as anything short or long, said by the current speaker before the next speaker dominates the floor. Goffman (1981), stressed: “a turn at talk is the opportunity to hold the floor, not necessarily what is said while holding it”. MaiteToboada (2006) also defined a turn “as continuous talk by one speaker uninterrupted by the other speaker. There may be talk by the other speaker, but that is often in the form of backchannel signals which do not constitute instances of turn change.” (p.332)

Turns can be divided into, mechanical turns and interaction turns (Edelsky, 1981). The former refers to the process of holding the floor in interaction and keeping it and becoming the next speaker to take the floor when somebody else ends with their turn; a mechanical turn is taken and kept without taking into account the social context (Goffman 1981). On the other hand, an interaction turn is related to what happens during the interaction and the intention of the speaker or the turn taker... this means that speakers focus on completing the conversation rather than the structural units (Edelsky 1981 as cited in MaiteToboada 2006) .

#### 2.1.4. IRF turn taking in the Classroom

The triple initiation-response-feedback (IRF) sequence of turns is the basis in any exchange of turns in the classroom interaction. Sinclair and Coulthard (1975) assumed that the teachers initiate the discourse, by asking a question or an instructional, the learners answer the question as a response, and then the teacher evaluates their response and give them a feedback, as illustrated by the example below. As van Lier (1996) also mentioned, IRF usually starts with an open question or selection a specific person to answer. An open question means a general solicit by which anyone in the classroom may take the turn, and when the teacher selects the student to answer means a personal solicit.

- 01 T I        people who walk...usually take this part of the street! (Picture  
                  in handouts) we call it?
- 02 S R        the road=
- 03 T F        PAVEMENT: the road is where the car is...cars move on a  
                  ROAD but pedestrians, people who walk, move on the  
                  PAVEMENT...spell PAVEMENT
- 04 SS R      PA...PI
- 05 T F        PA not I but A ( PAVEMENT)
- 06 SS R      (P.A.V.E.M.E.N.T) (Naili 2014, p.11).

Most exchanges of talk between the teacher and students in the classroom proceed along the three steps illustrated in the example above, starting by (I) an initiation move by the teacher, generally it is a question, (R) a response move by the learner and (F) the follow-up move by the teacher.

It is clear that pedagogical interaction is different from social interaction. In this regard, Edward and Westgate say:

Most classroom talk which has been recorded display a clear boundary between knowledge and ignorance ... To be asked a question by someone who wants to know is to be given the initiative in deciding the amount of information to be offered and the manner of telling. But to be asked by someone who already knows and want to know if you know, is to have your answer accepted, rejected or otherwise evaluated according to the questioner's beliefs about what is relevant and true. (1994: 48)

Cazden (2001) explained that classroom discourse is constituted of initiation-response-evaluation (IRE); it is the same as IRF but the focus is on the function of evaluation. Van Lier (1996) claimed that IRF is the only form to represent classroom discourse.

## **2.2. Turn taking Components**

According to sacks et al. (1974) turn taking is described in terms of two components which are: a turn-constructual component and a turn-allocation component.

### **2.2.1. Turn-Constructual Component**

The idea of turn-constructual unit (TCU) was introduced by (Sacks, Schegloff, & Jefferson 1974) to describe the pieces of conversations. These units are grammatically, pragmatically, semantically and intonationally correct units. There are different types of TCU that construct a turn which are:

1. **Lexical TCU**: e.g. "Yes", "here".
2. **Phrasal TCU**: e.g. "on the desk".
3. **Clausal TCU**: e.g. "if we have enough time".
4. **Sentential TCU**: e.g. "I am doing my best".

“Or a sentence having the property of ‘projectability’ i.e. the interlocutor knows that the unit is possibly complete from a syntactic point of view” (Naili 2014., p.15); that is to say that the interlocutor can understand what the speaker is talking about and that a word may be equivalent to a sentence in the meaning besides that it is correct and possibly complete.

**Example**

(1) [CA ASI 2004 data—modified]

01 ((ring))

02 (5.0)

03 Shelley: **district attorney’s office.** (phrasal TCU)

04 Debbie: **Shelley;** (lexical TCU)

05 Shelley: Debbie,=

06 Debbie: **what is the dea::l.** (sentential TCU)

07 Shelley: what do you mean.”

( wong. J and Waring. H. Z, 2010. P.16).

In this extract, Debbie calls his friend Shelly at a distance attorney’s office. Different TCUs’ have occurred in this conversation, such as, a phrasal TCU at the line 03 when Shelley answered the phone by “**district attorney’s office**”. At line 04, Debbie used Shelley’s name as a recognition for her voice. Hence, the word “**Shelley**” is a lexical TCU. Then at line 06, Debbie asks a question to shelly “**what is the dea::l?**” and here is a sentential TCU.

### 2.2.2. Turn-Allocational Component

“Turn-allocation techniques are distributed into two groups: (a) those in which next turn is allocated speaker's selecting next speaker; and (b) those in which a next turn is allocated self-select” (Sacks et al. 1974, p.703). In other words, the current speaker while speaking may select the next speaker by pointing on him/her using different ways like nomination, gestures, ‘you’, and so on, or he/she may talk out of turn by self-select, interruption or taking the turn.

- a) Sara: Ben you want some ( )?
- b) Ben: Well alright I'll have a,  
(pause)
- c) Sara: Bill you want some?
- d) Bill: No,

[Schenkein:II: 49 as cited in Sacks et.al. 1974, p.704]

Sara in this example selects the turn by her-self (self-select), whereas she selects the next speakers Ben and Bill.

### 2.3. Turn-Taking Strategies

There are three main types of turn taking strategies that speakers may use in any conversation in order to construct a well-organized exchange of turns which are: turn yielding, turn holding and turn taking

#### 2.3.1. Turn-Yielding Strategies

According to Taboada (2004), turn yielding is the most interesting of the strategies of turn-taking. It occurs when the current speaker passes the turn to another speaker or the next speaker. In order to do so, speakers use certain cues to let the hearer understand that he/she has finished his talk and it is the end of the message; thus, someone else can take the turn.

Duncan (1972) identified six turn yielding cues, the first five ones are verbal and the sixth one is non-verbal, these cues are: intonation, drawl, socio-centric sequences, pitch/loudness, syntax, and body motion.

- 1- **Intonation:** it is the final clause in the turn taker's talk whether a rising or a falling pitch juncture
- 2- **Drawl:** drawl on the final stressed syllable with a remarkable length on the final syllabus on the terminal clause.
- 3- **Socio-centric sequences:** stereotyped expressions such as, "but ah", "you know", "as you see", etc. it generally follows a substantive statement.
- 4- **Pitch/loudness:** a decrease in pitch or loudness occurring in conjunction with one of the socio-centric **sequences**.
- 5- **Syntax:** the completion of a grammatical clause involving a subject-predicate combination.
- 6- **Body motion:** such as body language, hand gestures, eye contact, etc. It is generally transmitted via visual channel.

In addition to the above-mentioned six strategies, three other turn yielding strategies can be used. These are: tag questions, adjacency pairs and pausing.

- 7- Sacks et al. (1974) state that using a tag question such as "don't you agree?" (p. 718) is strategy to yield a turn in any conversation.

### **Example**

**A:** It is time to go home, don't you agree?

**B:** yes, I do

- 8- Adjacency pairs can be used as a strategy in turn yielding where the current speaker selects the next speaker to take the turn. It may be a question-response, a request-

acceptance/ refusal, etc. between the current speaker and the next speaker. For example:

- How it is going? = question

- Pretty good. = answer

9- Pausing as a last strategy, speakers may use to end up with the turn, which is keeping silent for a short period of time.

### **Example**

**A:** 'Mm Monday, the truth is that I only have two hour in the morning. But Tuesday in the afternoon, how's that?

(1.56)

**B:** 'I have almost all afternoon free after about twelve forty'.

**A:** (1.13) 'perfect'.

### **2.3.2. Turn-Holding Strategies**

Turn holding is also another turn-taking strategy in which the current speaker wants to occupy the floor; it means that the speaker is not ready to give the turn to the next speaker, because he/she has something to add and he/she has not finished or ended with the talk yet and intends to continue with the turn. Brown and Yule (1983) state that to do so, there are some strategies and signals the speaker uses to give more time to organize the ideas or think of what to say such as the frequent responses like "well, erm, er (in any order) interspersed with pauses" (p. 30). Richards (1990) talked about other expressions of continuity like "first", "another thing", and "after that".

- 1- Sometimes while someone is speaking, another one may interrupt him/her; however, the current speaker may avoid interruption and controls the floor by speaking loudly, quickly, and in high pitch.

- 2- Turn holding also may happen if the next speaker is not ready to take the turn after that the current speaker has yielded the turn to him/her.
- 3- The speaker is obliged to hold the turn even that he/she does not have a full answer or something to add by using some techniques like pauses (filled and unfilled pause), and discourse markers. Filled pauses like: eh, ah, mm, and uh. Discourse markers like; verbs, adverbs, and conjunctions.

### **2.3.3. Turn-Taking Strategies**

Turn-taking is the process in which the participant takes the turn by self-selection. It may happen by interruption or replying to the first speaker talk.

In taking the floor or taking a turn, the speaker uses certain signals:

- 1- To keep the turn the speaker uses certain strategies to give the intention that they want to keep the turn like interjections to signal a request for a turn like “Mm-hmm,” “Yeah,” and rising intonation; using facial or other gestures to indicate a wish to take a turn.
- 2- To add a comment, the speaker may take the turn by answering a question, accepting or refusing an invitation, completing or adding to something said by the speaker.
- 3- To interrupt, the speaker may say something while another one is speaking.

## **2.4. Turn-Taking Organization**

There are certain ways in which turn taking in any conversation base on, and that participants follow to form a well-organized and well-ordered communication discourse.

### **2.4.1. Adjacency pairs**

According to Yule (1996), adjacency pairs always consist of a first part and a second part produced by different speakers. Adjacency pair is the smallest unit of a conversation exchange. Sacks et al. (1974) pointed out that one turn is related to the previous and the next

turn. It is composed of two parts or turns by which one follows the other; the first one is the speaker's turn and the second is the interlocutor's turn.

“Adjacency pairs have a number of core features which can be used by way of a preliminary definition. They (1) consist of two turns (2) by different speakers, (3) which are placed next to each other in their basic minimal form, (4) which are ordered and (5) which are differentiated into pair types »( p.106)

The turns are related to each other in a way that the first turn requires a type of second turn. E.g. a question/ answer, request/grant, invitation/ acceptance, assessment/ disagreement, request for a favour/ granting, apology/ acceptance, summons/ acknowledgement. The expectation of the second part is created from the first one. The most often used adjacency pairs in conversation is question-answer; others are shown in the table below.

Table 2.1:

*Examples of Adjacency pairs*

Utterance function	Expected response
<b>Greeting</b>	Greeting
<b>Question</b>	Answer
<b>Congratulation</b>	Thanks
<b>Apology</b>	Acceptance
<b>Information</b>	Acknowledge
<b>Degreeting</b>	Degreeting
<b>Leave-taking</b>	Leave-taking
<b>Offer</b>	Acceptance
<b>Complaint</b>	Excuse

In many cases in adjacency pairs, it is possible to find two options or a preference structure, that the speaker is free to accept or to refuse an invitation; for example, he/she is free to answer by 'yes' or 'no', he/she may agree or disagree, the speaker also may keep silent and refuse to answer.

The following examples show how an invitation can be accepted, but at the same time it may be rejected.

B: Why don't you come up and see me some times?

A: I would like to.

B: I would like you to. (Heritage 1998, p. 258)

The speaker B invites the speaker A to visit him sometimes in a form of a question and the response of the speaker A was a rejection in a polite way.

B: Uh if you'd like to come over and visit a little while this morning, I'll give you a cup of coffee.

A: Hehh .Well, that's awfully sweet of you, I don't think I can make it this morning hhuhm I'm running an ad in the paper and-and uh I have to stay near the phone.(Pomerantz 1984, p. 101)

A rejection is generally delayed or modified in some way, with "well" or a silence or a reason as Pomerantz has stated. We can see preferred and dispreferred responses in the second part of the adjacency pairs like the request and the invitation

- **Breaking adjacency pairs**

When someone breaks an adjacency pair by not answering the question it may cause troubles in the running of the conversation that a repaired is needed in this case. E.g.

**A:** good morning!      An opening greeting

**B:** goodbye              a closing greeting

#### **2.4.2. Sequences**

Liddicoat (2007) stated that adjacency pairs provide the basis for sequence organization in conversation. It is consisted of two parts, the first pair part (FPP) and the second pair part (SPP), and the one follows the other.

To open a conversation, participants generally begin with greeting, e.g. good morning, hi, hello, and when they want to finish the conversation, they must close it before they feel uncomfortable about having nothing more to say. The opening and closing sequences are different from one culture to another and from a person to another. These sequences, as stated Conversations are opened in socially organized ways, and begin with, for example, hi, hello, good morning; they can be closed only if the speaker has finished with what he/she wants to say.

### 2.4.3. Repair and Backchannel

Schegloff (2006) said: “wherever people communicate, we can expect to find mechanisms for repair: ways of dealing with problems of speaking, hearing, and understanding” (p.). Sacks et al. (1974) declared that there are repair mechanisms to tackle problems and violations in the turn-taking system. Liddicoat (2007) refers to repair as the processes that the speakers use to deal effectively with the problems they face while they talk. (as cited in Sidnell, 2010) also Liddicoat (2007) refers to repair as those structured practices that the participants in a conversation are able to address and solve the problems of speaking, hearing, or understanding. During speaking, participants may face a lot of misunderstandings or one party of them may say something wrong or inappropriate. And to solve such problems:

- The speaker can correct him/herself.
- The hearer can correct the speaker.
- The hearer can prompt the speaker, by repeating back what he or she just said for instance.

Backchannels illustrate that participants who are not holding the floor are not a passive participants. Condon (2001) defined backchannels as the use of non-linguistic and minimal linguistic forms to claim one's understandings to a speaker. Signals such as ‘uh huh’, ‘yeah’ and ‘mmm’ are all indicators to the current speaker that the message they are trying to convey has been delivered. Given the absence of these backchanneling signals in a face-to-face conversation, silence will be considered a signal of disagreement; hence, backchanneling signals conspicuously show one's understanding and agreement (Yule, 2006).

**For example:** the hearer suggests a correction to the speaker (the “=” shows the hearer breaks in without any pause):

Student: He let me write his assignment=

Tutor: He let you read his assignment?

Student: Yes.

The hearer allows the speaker to repair his own mistake:

A: Hey, the first time they stopped me from sellin' cigarettes was this morning.

B: From selling cigarettes?

A: From buying cigarettes.

The speaker A makes a mistake while he is speaking, so the speaker B repairs that in an indirect way by repeating the incorrect utterance in a form of a question to make him pay attention to what he has said, and here he corrects his speech.

## **2.5. Turn-Taking Signals**

As an outcome to the study of the so called conversation organization, there are certain ways the speaker uses to communicate the desire of yielding, holding, or taking a turn.

Researches concentrated on some signals like: discourse markers, pauses and silence, pitch and intonation, syntactic and semantic characteristics of the turn, and body gestures

Duncan (1972) proposed that in every interaction there are certain signals participants send to each other to indicate their state with regard to the turn.

### **2.5.1. Discourse Markers**

According to Wennerstrom and Siegel (2003), discourse markers are a different group of conjunctions, interjections, filled pauses, adverbs and adverbial phrases such as 'okay', 'yeah', 'right', 'uh-huh', 'and', 'so', 'I mean'. The problem with discourse markers is that they do not fit one of the three basic types of signals: syntactic, semantic or intonational nor are they prosodic in nature. However, it is difficult to say whether they contribute syntactic or semantic information to determine whether the turn is ending, and whether the interlocutor desires to take the turn. Condon (2001), showed that a few individual discourse markers have been studied as to their role in turn taking: the role of turn-initial 'well', and, 'so' and, 'but' showing differences in the content of the turn they start.

### 2.5.2. Intonation and Pitch

According to Chafe (1994), intonation units are defined as basic units of talk interrupted by the human need to breathe. The characteristics of intonation are changes in pitch, duration, intensity, and alternation of talk and silence (pauses).

Beattie et al. (1982) analysed an interview with Margaret Thatcher, and determined that she signalled the end of turn or pitch in order to express her intention to not yield the turn. At the interrupted points, she has a fast pitch fall similar to that in turn-final utterances. This led to frequent interruptions, this is because the interviewer interpreted the pitch change as a turn-yielding signals.

### 2.5.3. Pauses and Hesitation

Beattie (1977) found that people were interrupted more often during a silence (unfilled pause), and that filled pauses tended to follow unfilled pauses. In other words, when a speaker does not produce any talk (unfilled pause), but still wants to hold the floor, a filled pause is produced, to signal the desire to continue talking. For example:

[May and Jo]

May::uh (1.2) °I think this is it,;0 she' s going

(0 .5) (wa-) see where that dark (.) isi,

Jo: right

( Liddicoat A. J. 2007, p30)

There are three different pauses in this dialogue, the first one is in the starting of the speech (1.2) and it is the tallest one in this example. The second one is (0.5) after *going* and a short one after *dark*.

Ford and Thompson (1996) found that pauses helped identify completed intonation units, the minimal noticeable pause being 0.3 seconds long. However, pauses are not always indicators of an intention to yield the floor. Local and Kelly (1986) proposed that pauses are

of two different types: one that signals the intention to keep the floor (a 'holding' silence), and another that indicates that the interlocutor may claim it (a 'trail-off silence').

Pause may be timed in different ways, Jefferson (1989) explains the initial approach to timing pauses as:

... I have been timing pauses in tenths of seconds. While I try to be accurate, I have not given particular attention to the phenomenon of silences *per se*, and have been content with rough timings. For example, I started out using a stopwatch, but in 1968 it broke and instead of replacing it I switched over to the method favoured by amateur photographers, simply mumbling 'no one thousand, one one thousand, two one thousand...' (Jefferson, 1989, p.168)

#### **2.5.4. Body Gestures**

Body gestures, or non-verbal language, are very important signals in turns management. In face-to-face interaction speakers may use body gestures intentionally or unintentionally to express their willingness in a conversation whether to take or yield a turn. Kendon (1994) has shown that gesture fulfils a variety of purposes, among them those typically performed by discourse markers. During a conversation, turn-taking may involve a cued gaze that prompts the listeners that it is their turn to speak (function as a next speaker select) or that the speaker has finished talking or when a speaker wants to take a turn (self-select). David Longford examines facial features, eye contact, and other gestures in order to prove that turn-taking is signalled by many gestures. Using hands and fingers, as an example for this, is simply an associated with students in classrooms when they raise their hands to participate. As another example, instead of naming a place, the speaker may point his/her figure to that place if it is near. Also, when someone is speaking and another one interrupts, he/she may use his/her hand to stop the interrupter or use facial expressions.

According to Schegloff (as cited in Wang, J. and Waring, H. Z, 2010, p.41) one can use a range of pre-beginning nonverbal cues such as gaze direction, head turning, facial expression, lip parting, cough or throat clearing. For instance, to show that you agree or accept something, you can move your head and it is a very useful gesture.

## **2.6. Timing and Overlapping**

Previous research has shown that transitions or moving between turns in conversation normally occurs with minimal duration, and overlaps. Timing or a gap between turns means that the next speaker may take the turn. In overlapping there are different types like: terminal overlaps, continuers, conditional access to the turn.

Minimization of gap and overlap is accomplished in two ways: one localizes the problem, the other addresses it in its localized forms. The rule set, along with the constraints imposed mutually by the options in it, eliminates gap and overlap from most of conversation by eliminating gap and overlap from most single turns" (Sacks et. al. 1974, p.705)

### **2.6.1. Timing**

Cowley (1998) stated that timing is another cue associated with turn taking. Timing may cue the hearer to know that he has a turn to speak or make an utterance. Tannen (N.D.) showed timing differences in relation to turn-taking. For a particular study, she used a recording of a conversation between a group of her friends at dinner. The group included men and a woman from across the United States of mixed ethnicities. She concluded that while the amount of space left between speakers may differ, it differs most dramatically between different regions. For instance, New Yorkers tend to overlap in conversation, while Californians tend to leave more space between turns and sentences.

### 2.6.2. Overlapping

According to Schegloff (2000), when more than one person is engaged in a conversation, there is a potential for overlapping or interruption while both or many parties are speaking at the same time. Overlapping in turn-taking can be problematic for the people involved. There are four types of overlap namely; terminal overlaps, continuers, conditional access to the turn, and chordal:

- Terminal overlaps occur when a speaker assumes the other speaker has finished or is about to finish their turn and begins to speak, thus creating an overlap.
- Continuers are a way of the hearer acknowledging or understanding what the speaker is saying. As noted by Schegloff, such examples of continuer phrases include 'mm hm' or 'uh huh'
- Conditional access to the turn implies that the current speaker yields that turn or invites another speaker to interject in the conversation, usually as collaborative effort.
- Chordal consists of a non-serial occurrence of turns, meaning both speakers' turns are occurring at once such as at a laughter.

### Conclusion

In conclusion, in this chapter, a detailed definition of the term 'turn-taking' is given by different researchers who agree that it is an ordered and well organized exchange of turns, that each speaker talks in a time. It also examines TT in an instructional context, showing that the classroom is different from the social context in the organization, the strategies, and the signals used to yield, hold and take a turn. Turn takers use certain ways to move between turns like intonation, interruption, and self-selection.



## **Chapter Three Field Work**

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#### 3.1. Data Collection Procedures

#### 3.2. Population and Sampling

#### 3.3. The Pupil Questionnaire

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#### 4. The Teachers Questionnaire

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##### 3.5.2. Analysis of Classroom Observation Results

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## 3.6. Overall Results

### 3.6.1. Definition of action zone

#### 3.6.1.1. Teachers' awareness of the action zone

### Results from Questionnaire1, Questionnaire 2 and Classroom Observation

## **Field Work**

### **Chapter Three**

#### **Introduction**

Having described the Teacher's Action Zone and pupils' turn-taking behaviour in separate theoretical chapters, this practical part attempts to identify relationships between the two concepts through presentation and analysis of field work data obtained. First, research methodology adopted in the investigation provides a description of the research tools, the population (participants), the nature of the study, the description of the classroom observation, the pupils questionnaire, and the teachers questionnaire and the limitations of the study. Second, an overall analysis and interpretation wraps up the study the data obtained from the three different tools utilised, namely, classroom observation, pupils questionnaire and teachers questionnaire.

#### **3.1. Data Collection Procedures**

Since the aim of our research is to investigate the effects of the Teacher's Action Zone on the pupils turn taking behaviour, three main tools are considered suitable and used for data collection in this study: a questionnaire for pupils, another one for teachers, and classroom observation.

The first tool used, the pupils questionnaire, was designed to identify the students' seating arrangement and preferences, participation, and opinions about the teacher's turn-allocation behaviour. It was written in Arabic with our help because the targeted population is that of first and second year students in the Middle School; these students are still beginners since they have only started studying English basics, hence Arabic makes it possible to understand and ask for explanation.

Secondly, we have a teachers' questionnaire by which we attempt to identify the characteristics of the Teacher's Action Zone: the seating arrangement they adopt in the

classroom, their location and position during the lesson, and the manner in which as well as the principles guiding their turn-allocation for students' participation.

The last tool used, classroom observation, was carried out to identify directly the Teacher's Action Zone, or how the conditions in which interaction takes place in the classroom between teachers and their students. Similar to the questionnaires, a relationship is sought between the teacher's physical zone (in terms of the teaching position in the classroom and seating arrangement of students), psychological zone (in terms of the dependence of turn-allocation behaviour on characteristics of students' gender, achievement levels and usual perceived status of output generation) and the participation levels and patterns of the students.

### **3.2. Population and Sampling**

The population targeted by the study is that of First Year and Second year Middle School pupils from Mansour Houcine, in Bazoul, and Boudjerda Boukhmisse, in Jijel. The sample consists of 85 pupils (girls and boys) who were assigned to answer the questionnaire in Arabic. This sample consists of those students with whom we attended the classroom observation and others from other classes. Ten teachers also from different schools (8 females and 2 males) answered the teacher questionnaire. Besides, three of those teachers were the subject of classroom observation. One lesson with each teacher

### **3.3. The Pupil Questionnaire**

#### **3.3.1. Description and Administration of the Pupils Questionnaire**

The questionnaire was administered to the first and second year students at Mansour Houcine, in Bazoul, and Boudjerda Boukhmisse, in Jijel during the academic year 2017-2018. The target population includes first and second year students, but since it is impossible to deal with all of them, given the scope of this study, a sample of 85 students were selected randomly to take part in answering the questionnaire.

The pupils' questionnaire is made up of twelve (12) questions that focus on particular aspects related directly or indirectly to our research by which students were asked to answer by "Yes" or "No" or to choose from a variety of given choices. In the first question (Q1), we supplied a diagram that reflects the sitting chart of the classroom and asked four related sub-questions related to the seating of the pupil, whether he/she likes the present sitting place and which is the preferable place. The second and the third questions are about participation, whether the students considers themselves as an active or passive pupil (Q2) and how often he/she participates (Q3). The fourth question (Q4) is about how often the teacher selects the pupil to answer. From the fifth to the tenth (5-10) questions, we spot the light on the strategies that the pupils use to answer and how they ask for permission and their point of view toward an intervention from another student. Q5 is about how many times that the pupil asks for permission before answering. Q6 is about the strategies they use to answer the teacher's questions, bidding for turns initiation or self-selection. Q7 elicits the frequency of the teacher selection the pupil without his/her expression of the intention to participate. Q8 is about the frequency of the student's turn-holding or intervention to answer instead of another student without the teacher's permission. Q9 has two parts: the first one is about how often the student intervenes to correct or complete another student response without the permission of the teacher, and the second part is about the reaction of the teacher and whether the teacher allows him/her to carry on or not. Q10 is similar to the previous question, but differs from it in that the student asks for the teacher's permission first. Question eleven (Q11) is about what the student preference to either have the opportunity to complete or correct by himself/ herself or allow another student to intervene and complete or correct his/her answer. The last question (Q12) elicits opinions about whether the teacher gives the students equal opportunities to participate or not.

### 3.3.2. Analysis of Pupils Questionnaire Results

**A- Put (x) to indicate your usual sitting position in your classroom.**

**Q<sub>1</sub>: A - Do you often sit in this place?**

**a. Yes    b. No**

**Table 3.2**

*Pupils' Usual Sitting Place*

<u>Option</u>	<u>N</u>	<u>%</u>
<b>a.</b>	72	84.7
<b>b.</b>	13	15.3
<b>Total</b>	<b>85</b>	<b>100</b>

The majority of students (84.7%) sit in the same table during the whole year (the same position). However, 15.3% students answered that they do change their sitting place for one reason or another, as explored by the coming questions.

**Q<sub>2</sub>: Do you think you are an active student in English?**

**a. Yes    b. No    c. Somehow**

**Table 3.3**

*Students' Opinions about whether they are Active or Passive*

<u>Option</u>	<u>N</u>	<u>%</u>
<b>a.</b>	32	37.65
<b>b.</b>	9	10.59
<b>c.</b>	44	51.76
<b>Total</b>	<b>85</b>	<b>100</b>

37.65% is the percentage of the first option, which is somehow higher from the second option that is (10.59%). We can say that the percentage of the active students is more than triple the ones who are passive. While more than the half (51.76%) represented the ones who see themselves in between, those who answered by "*somehow*".

**Q3: How often do you participate in the English class?**

- a. Always    b. Sometimes    c. Rarely    d. Never

**Table 3.4***The Students' Participation Levels*

<b><u>Option</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
<b>a.</b>	22	37.93
<b>b.</b>	52	61.17
<b>c.</b>	9	10.58
<b>d.</b>	2	2.35
<b>Total</b>	<b>85</b>	<b>100</b>

Twenty two students (22) from the population that represent 37.93% of the sample said that they always participate, and more than half (61.17%), said they do participate sometimes. But 11 eleven students said that they rarely or never participate (13.03%). That is to say that most students think that they do actively participate in English classes.

**Q4: How many times does your teacher select you to answer questions in the English class?**

- a. Always    b. Sometimes    c. Rarely    d. Never

**Table 3.5***Teacher Selection*

<b><u>Option</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
<b>a.</b>	32	37.64
<b>b.</b>	45	52.94
<b>c.</b>	4	4.71
<b>d.</b>	4	4.71
<b>Total</b>	<b>85</b>	<b>100</b>

The majority of pupils (77) making up 90.58% stated that they are usually selected by the teacher to answer; 32 of them are always selected and the 45 are sometimes selected.

However, 8 pupils stated that they are rarely or never selected by the teacher to answer.

**Q<sub>5</sub>: How often do you ask for permission before answering in English?**

a. Always   b. Sometimes   c. Rarely   d. Never

**Table 3.6**

*The Frequency of Students' Bidding for Answer*

<u>Option</u>	<u>N</u>	<u>%</u>
a.	54	63.53
b.	18	21.18
c.	9	10.58
d.	4	4.71
<b>Total</b>	<b>85</b>	<b>100</b>

**Fifty four (54)** students stated that they always ask for permission before answering (63.53%); this means that most of students follow classroom rules before speaking and do not self-select themselves, whereas 18 students (21.18%) said “sometimes” do that and 13 students(15.29%) who felt always or almost always free to participate without asking for permission i.e., self-select themselves.

**Q<sub>6</sub>: What strategy do you use to participate ask for turn?**

a. Raise the hands      b. call the teacher      c. answer directly

**Table 3.7**

*Students' Bidding for Answers versus Self-Selection*

<u>Option</u>	<u>N</u>	<u>%</u>
a.	66	77.65
b.	14	16.47
c.	5	5.88
<b>Total</b>	<b>85</b>	<b>100</b>

The majority of students (eighty, 94.11%) raise their hands or call for the teacher to answer. That is to say that the majority of students bid for turns before speaking in the

classroom. However, only five students who represent 5.88% answer directly or what we call self-selection.

**Q7: How often does your teacher of English select you to answer without your participation (or without asking for it)?**

a. Always   b. Sometimes   c. Rarely   d. Never

**Table 3.8**

Frequency of *Teacher personal Solicits*

<u>Option</u>	<u>N</u>	<u>%</u>
a.	5	5.88
b.	28	32.95
c.	27	31.75
d.	25	29.42
<b>Total</b>	<b>85</b>	<b>100</b>

Five students stated that they are always selected by the teacher to answer. 28 of them (32.95%) were sometimes selected. However, more than the half were rarely or not at all selected and may be considered to be passive students. This suggests that most students (52, 61.18%) think that they are not often involved in classroom participation i.e., marginalized by the teacher.

**Q8: How often do you answer instead of your classmate without your teacher permission?**

a. Always   b. Sometimes   c. Rarely   d. Never

**Table 3.9**

Frequency of *Students' Turn-Holding and Interruption*

<u>Option</u>	<u>N</u>	<u>%</u>
a.	6	7.07
b.	12	14.12
c.	20	23.52
d.	47	55.29
<b>Total</b>	<b>85</b>	<b>100</b>

The majority of the students (78.81%) from the population stated that they do not usually answer instead of the other without the teacher's permission (options rarely or never); meanwhile, 21.19% answer instead of the others without the teacher permission, which suggests a good deal of turn-holding the classroom, which in turn may lead to deprive many students of opportunities to participate.

**Q<sub>9</sub>:How often do you intervene to add something (complete) or to correct another pupil's answer without asking your teacher's permission?**

**a. always   b. Sometimes   c. rarely   d. never**

**Table 3.10**

*Frequency of Students' Self- Selection to Correct or Complete Others' Turns*

<u>Option</u>	<u>N</u>	<u>%</u>
<b>a.</b>	6	7.06
<b>b.</b>	20	23.53
<b>c.</b>	21	24.71
<b>d.</b>	38	44.70
<b>Total</b>	<b>85</b>	<b>100</b>

30.59% students from the population stated that they usually self-select themselves to correct and complete their classmates' turns. The majority, however, 69.41% answered by rarely or never intervene in such cases.

**- Does the teacher then ask you to let that student complete or correct himself/ herself?**

**a. Yes   b. No. I don't know**

**Table 3.11**

*Teacher Reaction toward Students' Self- Selection to Correct or Complete Others' Turns*

<u>Option</u>	<u>N</u>	<u>%</u>
<b>a.</b>	46	54.12
<b>b.</b>	16	18.82
<b>c.</b>	23	27.06
<b>Total</b>	<b>85</b>	<b>100</b>

The biggest percentage of the students from the population (54.12%) chose the option that the teacher does not allow students to talk out of turn in correcting and completing others' turns. Still, 18.82% said that the teacher allows them to correct others.

**Q<sub>10</sub>: How often do you intervene to complete or correct another student's response after asking your teacher?**

**a. always      b. Sometimes      c. Rarely      d. Never**

**Table 3.12**

*Frequency of Teacher Persistence with Students to Self-Correct or Complete Turns*

<b>Option</b>	<b><u>N</u></b>	<b><u>%</u></b>
<b>a.</b>	22	25.88
<b>b.</b>	32	37.65
<b>c.</b>	14	16.47
<b>d.</b>	17	20
<b>Total</b>	<b>85</b>	<b>100</b>

54 students (63.53%) admit that they corrected or completed their classmates' turns because the teacher permitted them to do so, which also means that the teacher does not often persist with the students who are struggling in answering questions.

**Q<sub>11</sub>: What do you prefer?**

**a. self-correction      b. other-correction**

**Table 3.13**

*Students' Preferences for Self-Correction or Other-Correction*

<b>Option</b>	<b><u>N</u></b>	<b><u>%</u></b>
<b>a.</b>	72	84.71
<b>b.</b>	13	15.29
<b>Total</b>	<b>85</b>	<b>100</b>

The majority of the students prefer self-correction (84.71%), and 15.29% see it necessary to be corrected by others.

**Q<sub>12</sub>: Do you think that the English teacher gives you the same opportunity to answer questions or participate? a. Yes      b. No      c. Somehow**

**Table 3.14***Students' Opinions about Equality of the Teacher's Turn-Distribution*

<b><u>Option</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
<b>a.</b>	55	64.71
<b>b.</b>	16	18.82
<b>c.</b>	14	16.47
<b>Total</b>	85	100

The majority of the students (64.71%) agreed that the teacher gives them equal opportunities to participate and 18.82% disagreed about that. 16.47% think that there is some fairness in the teacher's turn-distribution.

### **3.3.3. Discussion of Pupils Questionnaire Results**

Depending on the results obtained from the students' questionnaire, the majority of students (84.7%) from our sample sitting in the same position during the whole year. In addition, they think that they are high output generators since only 10.59% from the population said that they are passive. During classroom interaction, the majority admitted that the teachers allocate the turn for them and give them equal opportunities to participate, also they always ask for permission before talking by using different strategies. , whereas, most students think that they are marginalized by the teacher. Few students claimed that they feel free to self-selection (15.29%) in order to answer or interfere in classroom discussion, moreover, the largest number of students prefer self-correction rather than the other's correction even that the teacher allow self-selection and interruption.

## **3.4. The Teachers Questionnaire**

### **3.4.1. Description and Administration of the Teachers Questionnaire**

The teacher questionnaire is basically a tool that researchers use in their studies to gather additional information about the teacher's action zone and the students' turn taking behaviour. It is much like to the pupils' questionnaire. It is made up of questions that are related and

complementary to elicit data about the topic of investigation. The questionnaire was given to ten teachers: eight females and two males working in different schools.

The questionnaire is made up of fifteen questions divided into three sections and each question focuses on a particular aspect that has a direct or indirect relation with our study. There are yes/no questions, questions that have options to be selected and other opened questions which need to add thoughts or comments.

In the first section, (Q1 to Q3), we spot the light on the seating arrangement and how teachers organize it. The second section contains three questions (Q4 to Q6) in which we asked about the level and amount of participation of the students during classroom interaction, and how they classify it according to students' sitting. Section three is composed of nine questions from (Q7 to Q15). Q7 is about the teacher's position during the running of the lesson. Q8 is about whether the teacher gives the students the same or the equal opportunities to participate. Q9 is about the strategies teachers use to allocate the turns to students. Q10 is about how often the teacher gives students the freedom to initiate turns. Q11 is about the turn bidders and which one the teacher selects to take the turn. Q12 is about which turn bidders the teacher chooses according to their proficiency level. Q13 is about how often the teacher allows students to talk without permission and self-select. Q14 is about whether participation without permission disturbs the teacher or not. Q15 is about whether the teacher allows students' intervention to correct or complete a classmate answer.

### 3.4.2. Analysis of the Teachers Questionnaire Results

#### Q1. Do you impose a specific sitting arrangement of pupils in your classes?

a. Yes b. No

**Table 3.15**

*Teacher Management of Seating Arrangement of Pupils*

<u>Option</u>	<u>N</u>	<u>%</u>
a.	5	50
b.	5	50

<b>Total</b>	<b>10</b>	<b>100</b>
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Half the teachers impose a specific seating arrangement on students, and 50% leave their students to select their seats freely.

**Q2. Apart from physical characteristics (vision, hearing, height, etc.), gender or age, what are the principles that guide (your/the) arrangement of pupils to front and back seats, if any?**

- a. Achievement level.
- b.
- c. Participation level.
- d.
- e. Others

**Table 3.16**

*Principles Guiding Students' Seating Arrangement According to Achievement level*

<u>Option</u>	<u>N</u>	<u>%</u>
a.	5	50
b.	5	50
<b>Total</b>	<b>10</b>	<b>100</b>

The results displayed in the table above show that half of the population, concerning the achievement level, arrange their students' seats as high achievers towards the front and low achievers toward the back, the other half prefer to seat low achievers towards the front and high achievers towards the back.

**Table 3.17**

*Principles guiding students' seating arrangement according to participation level*

<u>Option</u>	<u>N</u>	<u>%</u>
a.	5	50
b.	4	40
c.	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

Concerning participation level, as shown in the table above, 60% of the whole sample choose high participators to be seated in the front and low participators toward the back. Whereas, 40% prefer seating low participators towards the front and high participators towards the back. One teacher stated that she lets her students choose their sitting freely.

**Q3. What principles guide (your/the) allocation of pupils in paired seats, if any?**

- a. Mixed-ability pairs. b. Same-ability pairs.  
c. Pupils' preferences. d. Teacher preferences.

**Table 3.18***Principles Guiding Allocation of Students to Paired Seats*

<b>Option</b>	<b>N</b>	<b>%</b>
a.	3	30
b.	1	10
c.	5	50
d.	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

Most teachers of 50% said that the allocation of students in paired seats depends on the students' own preferences. 30% of them allocate mixed ability students to the same seat and 10% allocate same ability students to paired seats. On the other hand, 10% of the teachers prefer to allocate students in paired seats regardless of the mentioned factors.

**Q4. how do you qualify the levels of participation of your pupils in interaction?**

- a. Very high b. High c. Medium d. Low e. Very low

**Table 3.19***Students' Level of Participation*

<b>Option</b>	<b>N</b>	<b>%</b>
a.	0	00
b.	4	40
c.	4	40
d.	2	20
e.	0	00
<b>Total</b>	<b>10</b>	<b>100</b>

A high level of participation of pupils in interaction is selected by 40% of teachers, and 40% select medium, while 20% of teachers qualify the levels of participation of students in interaction as low level.

**Q5. How many students participate in classroom interaction at every session?**

- a. All                      b. Most                      c. Some                      d. few

**Table 3.20**

*Number of Students Participating on Classroom Interaction*

<b><u>Option</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
<b>a.</b>	0	00
<b>b.</b>	6	60
<b>c.</b>	2	20
<b>d.</b>	2	20
<b>Total</b>	<b>10</b>	<b>100</b>

More than half of teachers 60% stated that most of their students participate in classroom interaction at every session. 20% of teachers stated that some of their students participate in classroom interaction. And the remaining two teachers ( 20%) stated that few students participate in classroom interaction at every session.

**Q06. Classify the groups of pupils below according to participation levels:**

- a. Pupils sitting in the front of the classroom.  
 b. Pupils sitting in the middle of the classroom.  
 c. Pupils at the back seats.

**Table 3.21**

*The effects of seating arrangement on students' participation*

<b><u>Option</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
<b>a.</b>	8	80
<b>b.</b>	2	20
<b>c.</b>	0	00
<b>Total</b>	<b>10</b>	<b>100</b>

Depending on the results obtained, 80% of the sample chose the first option which stated that students sitting in the front of the classroom participate more than others sitting elsewhere, and 20% of the sample claimed that students sitting in the middle of the classroom also take part in classroom participation.

**Q7. Where are you usually situated in the classroom when you ask questions?**

- a. in front of all the class.
- b. sitting at your desk
- c. moving around the class.
- d. all of the above.

**Table 3.22**

*Teacher Location in the Classroom when Asking Questions.*

<u>Option</u>	<u>N</u>	<u>%</u>
a.	2	20
b.	0	00
c.	5	50
d.	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

Half of the informants (50%) said that, when they ask questions, they usually move around the class. 20% of that teachers informed that they stay in front of all the class when asking questions. 30% of teachers used all the above strategies when asking questions.

**Q8. Do you think that you give all students the same chance to participate in interaction?**

- a. Yes. b. No c. Not sure

**Table 3.23**

*Teachers Opinions about Equality of Turn Allocation*

<u>Option</u>	<u>N</u>	<u>%</u>
a.	6	60
b.	1	10
c.	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

Six teachers (60%) said that they give the same chance for students to participate in classroom interaction. One teacher (10%) disagreed about giving students equal chances to participate, while the remaining 3 teachers (30%) stated that they are not sure that they give equal opportunities for students to participate or not.

**Q9. Rank the strategies that you usually use to allocate turns to students.**

- a. Select a student, and then ask the question.
- b. Ask the question, and then select a student.

- c. **Throw the question to all the class, so that any student may answer.**
- d. **Throw the question open to all the class, but require pupils to bid for answer.**
- e. **others**

**Table 3.24***Teacher Ranking and Identification of Turn-Allocation Strategies*

<u>Option</u>	<u>N</u>	<u>%</u>
a.	0	00
b.	0	00
c.	9	90
d.	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

As far as ranking strategies used to allocate turns to students are concerned, 90% of the sample chose the strategy of general solicit, asking the question and letting it open for all the class. 10% of the sample chose the strategy of asking the question to the whole class, but requiring some students to bid for answer i.e., personal or individual solicit.

**Q10. How often do you give students freedom to initiate talk in class?**

- a. **Always**
- b. **Often**
- c. **Sometimes**
- d. **Rarely**
- e. **never**

**Table 3.25***Frequency of Allowing Students' Initiation of Talk*

<u>Option</u>	<u>N</u>	<u>%</u>
a.	2	20
b.	5	50
c.	3	30
d.	0	00
e.	0	00
<b>Total</b>	<b>10</b>	<b>100</b>

Five teachers (50%) stated that they often give freedom to their students to initiate talk in class. Two teachers (20%) stated that they always give freedom to their students to initiate talk and the three remaining teachers (30%) said that they sometimes do that.

**Q11. Who among the following turn bidders do you usually select to answer questions?**

- a. Students who raise their hands.
- b. Students who call you.
- c. No difference

**Table 3.26**

*Teachers' Selection of Turn Bidders to Answer Questions.*

<u>Option</u>	<u>N</u>	<u>%</u>
a.	5	50
b.	0	0
c.	5	50
<b>Total</b>	<b>10</b>	<b>100</b>

Five participants representing 50% declared that they usually select students who raise their hands to answer questions. The other five participants representing 50% declared that there is no difference in raising the hands or calling the teacher to answer their questions.

**Q12. Who among the following turn bidders do you usually select to answer questions?**

- a. Students you are sure to be having the right answer.
- b. Students situated near to you at the moment of questioning.
- c. Any of the students in the classroom.
- d. Give priority to the least participators.
- e. Attempt to involve as many as possible students.

**Table 3.27**

*Teachers' Principles in Soliciting Individual Turn Bidders*

<u>Option</u>	<u>N</u>	<u>%</u>
a.	0	00
b.	0	00
c.	0	00
d.	2	20
e.	8	80
<b>Total</b>	<b>10</b>	<b>100</b>

The majority of the teachers (80%) stated that, when they select a student to answer a question, they usually attempt to involve as many as possible students in the classroom, which

can be regarded similar to what the other 20% of the participants stated, giving priority to the least participators.

**Q13. How often do you allow pupils to participate without asking for your permission?**  
 a. Always b. Often c. Sometimes d. Rarely e. Never

**Table 3.28**

*Frequency of Allowing Students' Participation without Permission.*

<b>Option</b>	<b><u>N</u></b>	<b><u>%</u></b>
a.	0	00
b.	3	30
c.	5	50
d.	2	20
e.	0	00
<b>Total</b>	<b>10</b>	<b>100</b>

Almost all teacher seem to allow student participation, self-selection or initiation, without their permission. Accordingly, 50% of the teachers declared that they sometimes allow students to participate without their permission. 30% said that they often allow students to participate without permission, and 20% answered by rarely.

**Q14. Does students' participation without permission disturb you?**  
 a. Yes b. No

**Table 3.29**

*Teacher Annoyance with Students' Participating without Permission*

<b>Option</b>	<b><u>N</u></b>	<b><u>%</u></b>
a.	5	50
b.	5	50
<b>Total</b>	<b>10</b>	<b>100</b>

The sample is divided into two, five teachers (50%) declared that they are disturbed from students' participation without permission, and the five other teachers (50%) declared that they are not.

**Q15. When a student makes a mistake or cannot provide or complete the answer, do you:**

- a. Keep on with the student until s/he provides the right answer.**
- b. Ask other students to provide the right answer.**
- c. Allow intervening students to provide the right answer.**
- d. Others.**

**Table 3.30**

*Teachers' Persistence with Students Correct their Answers*

<b><u>Option</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
<b>a.</b>	3	30
<b>b.</b>	4	40
<b>C</b>	1	10
<b>D</b>	2	20
<b>Total</b>	10	100

Concerning the last question, answers given by the teachers demonstrated that when a student makes a mistake or cannot provide or complete the answer, four teachers (40%) said that they ask the other students to give the right answer, and three teachers (30%) said that they keep on with the student until s/he provides the right answer. While the two remaining teachers gave other suggestions, they said that “ help them get to the right answer by refreshing their memory about the background knowledge”,”thanks students about their attempts and appreciate their efforts, encourage pupils to see that the main reason behind their mistakes is that they did not make sufficient efforts rather than their poor abilities”.

### **3.4.3. Discussion of the Teachers Questionnaire Results**

Depending on the teachers' questionnaire, the data collected show that:

- Half of the selected sample stated that they impose a specific sitting arrangement for pupils in classroom. However, the other half said that they give them the freedom to

sit as they want, in the front or the back except some cases when the students have physical problem like the hearing and to choose the pattern they want to sit with.

- Generally the students' level of participation according to what is mentioned in the questionnaire as identified by the teacher is in between (medium), not high neither low. Most students participate and interact with the teacher and the majority of teachers agree on the point that the students' seat in the front of the class are the most participants.
- The majority of teachers from the questionnaire said that they are usually move around the class and give the students the same opportunities to answer and participate by which they ask open questions to all the class ( general solicit). They mostly allocate the turn for those who call them (50%) and others said there is no differences with the strategy that the turn bidders use and try to involve as many possible pupils. In addition, half of the selected teachers said that the students participation without permission do not disturbing them. Meanwhile, half of them claim about that and said that it is a disturbing behaviour.

### **3.5. Classroom Observation**

#### **3.5.1. Description of Classroom Observation**

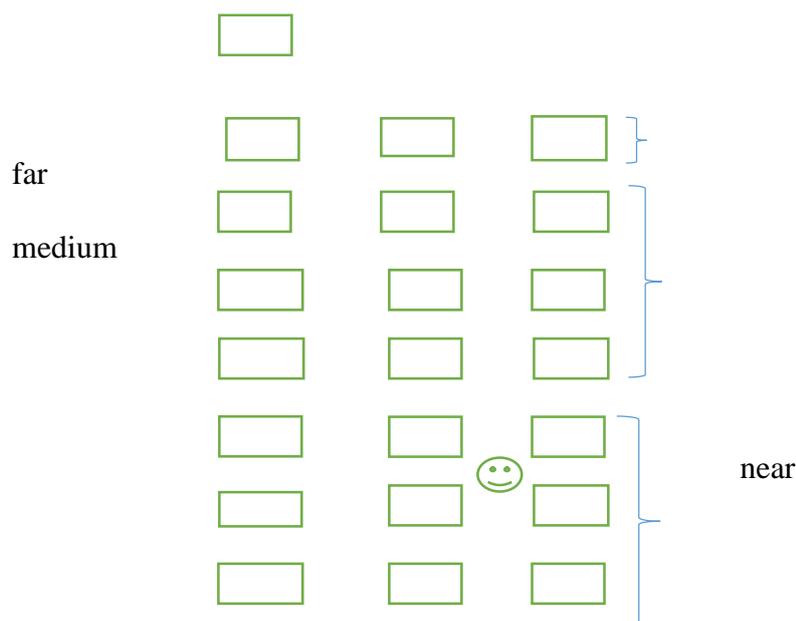
A total of three sessions was observed in order to investigate the teacher's action zone and its relation to the students' turn-taking behaviour in Mansour Houcine and Boudjerda Boukhmisse middle schools in Bazoul and Jijel. As far as the number of sessions being attended each of the sample was observed one time for an hour during the third term, April 2016.

A checklist of the targeted behaviours was prepared for use in the classroom observation. In our observation we have two variables to focus on in the classroom which are: (1) teacher's action zone and (2) students' turn taking behaviour.

**(1) Action zone is operationalized as follows:**

- 1- **Proximity.** It refers to the teacher's position related to who takes the turn. It is categorized into three aspects: near, medium or centre, and far. We can say that a turn taker is near to the teacher's action zone if he/she within the distance of two tables. A turn-taker is medium near to the teacher's action zone when the distance within the middle three tables following the first two. If he/she sits in the distance of the fifth row and beyond, the proximity of the student is far from the teacher's action zone. If the teacher changes his/her position in the classroom, his/her relative distance from students is considered on the basis of the new distances.

This is illustrated in the diagram below.



**Figure 1.7** Teachers' Proximity

**2- High and low output generators**

The teacher selected the student to participate according to whether he/she considers the students as high output generator or HOG (active) or low output generator or LOG (passive). These students are identified before carrying out

observation or administering the questionnaires by the teacher. Hence, HOG are those considered to participate a lot in class and react with the teacher. However, those who are not considered active and not usually participating indicated on the checklist as LOG before the start of observation.

**3- Proficiency.** It refers to the level and the abilities of the students and their achievements, whether they are high, middle, or low achievers (more able, medium able, and less able).

- High level students are those who usually get good marks in English exams between 15 and 20 on a scale of 20 marks.
- Middle level students are those who usually get marks between 10 and 14.
- Low level students are those who usually get marks less than 10.

We determine these classifications depending on students' previous marks and results that we asked the teachers and administration to give us

These students are identified on the checklist on the basis of their results in the previous exams before the starting of observation.

**4- Gender.** It considers whether the teacher assigns turns to male or female students when both bid for turns or in individual solicits.

**5- Teacher reaction toward Self-Selection.** The teacher either allows or does not allow self-selection.

**6- Teacher persistence with students to answer, correct or complete turns.** If a direct and personal solicit from the teacher produces no response or if the response is not correct or complete, in this case, the teacher may ask again the same student (persist with the student) using a different way or ask another student to answer instead of the first one (transfer the turn).

- 7- **Teacher reaction toward turn holding.** The teacher may allow or not allow students interrupting a student targeted by a question or already answering one.

**(2) Turn-taking behaviour is operationalized as follows:**

- 1- **Self-selection.** A student selects himself to talk. Maybe the teacher asked a question to all the class or the teacher hasn't asked anything. The student initiated talk (without permission, without bidding for the answer).
- 2- **Response to personal solicit (nomination).** A student answers a question directed at him by the teacher.
- 3- **No response, incorrect response or incomplete response to personal solicit.**
- 4- **Turn-holding:** Students x interrupts student z and talks instead.

Students x speaks at the same when Students z is speaking.

Students x answered a question asked by the teacher to Students z

### 3.5.2. Analysis of Classroom Observation Results

#### 3.5.2.1. Classroom 01

##### 3.5.2.1.1. Characteristics of Students in Classroom 1

- 1- **Output Generation** a. **Active**                      b. **Passive**

**Table 3.31**

*The students' participation*

<u>Option</u>	<u>N</u>	<u>%</u>
A	6	15
B	34	85
T	40	100

In class 01 the majority of the students (85%) were passive except six ones that represent 15% who were active and participate

- 2- **Proximity** a. **near**                      b. **middle**                      c. **far**

**Table 3.31**

*Students seating compared with the teacher's action zone*

<u>option</u>	<u>N</u>	<u>%</u>
A	12	30
B	12	30
C	16	40
T	40	100

The students who were seating in the front and the middle represent 60% (30% seating in the front and 30% in the middle, but 40% were seating in the back because the number is big

### 3- Proficiency a.highb. midiumc. low

**Table 3.32**

*Students' level*

	<u>option</u>	<u>N</u>	<u>%</u>
<b>A</b>		<b>10</b>	<b>25</b>
<b>B</b>		<b>11</b>	<b>27.5</b>
<b>C</b>		<b>19</b>	<b>47.5</b>
<b>T</b>		<b>40</b>	<b>100</b>

The quarter of the population in the classroom were high achievers and more able students, 27.5 were mediums. However, 47.5 were less able

#### 3.5.2.1.2. Turn Taking and Turn Allocation Behaviours in Classroom 1

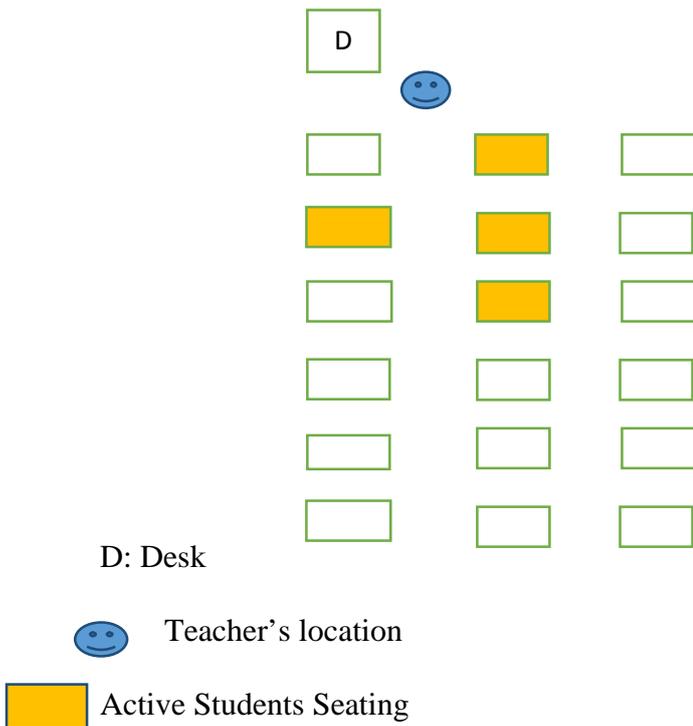
On May the 6th 2018, there were 40 students in the class to be observed. The class is with the second year middle school. The Class started at nine, first it was a following up to the lesson then the teacher moved on to the correction of the test. The teacher was located near the desk in front of the classroom and didn't move except to write something on the board. She started reading the text loudly and slowly to the students and they all were listening. After finishing the reading she started asking opened questions (general solicit), 6 students raised their hands and calling the teacher. These students generally were seating in the front of the classroom, a girl (A) in the first table in the middle range, the next table two boys( B,C), the third table a female( D), the first table from the side of the desk a boy (E), and a girl (F) in the second table from the same range ( near to the teacher's action zone). The most active students who participate a lot and always asking for turns were the two boys (B and C ), they self-select, hold the turns, call the teacher, raising hands...and all their answers were correct, the teacher work a lot with these two boys and allocate the turn for them, allow self- select and interruption. The girl F also is an active student and she is asking a lot for turn, her answers were correct too, however the teacher give more turns to B and C. the other three active students were not as active as the first ones and don't self-select, they bid the turn and

wait for the teacher to allocate the turn for them. Meanwhile all the other students in the class were almost ignored and they were not attentive to what the teacher is doing, some of them were making noise and play with their patterns. As a strategy the teacher use to make them be quit was by asking them a personal solicit she repeated the question another time then she asked another one but there was no response from the others by which they let the floor to the active ones for self-selection and interruption. The teacher also told those who make noise that they will pay as a punishment but of course by marks (-) .finally when they finish and after an hour from the starting of the lesson the teacher give them their marks and papers. After all we talk with the teacher about the students' level, the problem she faces in class, if there are some good-shy students that do not participate or some active students who do not get good marks and she said yes and nominate some of them. She showed us their marks and later we asked the administration to give as their result during the whole year.

**Table 3.33**

*Turn Allocation and Turn- Taking in classroom 1*

<i>Turn-taking</i>	<i>Turn Allocation</i>	
Self-select	allows 10	does not allow 6
Turn holding	Allows 5	does not allow 1
Response to personal solicit	Nominate bidder 5	Nominate non-bidder 2
No response to personal solicit	Asks again same student 1	Asks another 5



**Figure 1.8** Active Student Position in Classroom 1

**3.5.2.2. Classroom 02**

**3.5.2.2.1. Characteristics of Students in Classroom 2**

**1- Output achievement**                      **a. Active**                      **b. Passive**

**Table 3.34**  
*The students' participation*

<u>option</u>	<u>N</u>	<u>%</u>
<b>A</b>	<b>17</b>	<b>56.66</b>
<b>B</b>	<b>13</b>	<b>43.33</b>
<b>T</b>	<b>30</b>	<b>100</b>

More than the half from the class were active (56.66%). However 43.33% were passive

**2- Proximity**                      **a.near**                      **b. middle**                      **c.far**

**Table 3.35**  
*Students seating compared with the teacher's action zone*

<u>option</u>	<u>N</u>	<u>%</u>
<b>A</b>	<b>12</b>	<b>40</b>
<b>B</b>	<b>12</b>	<b>40</b>
<b>C</b>	<b>06</b>	<b>20</b>
<b>T</b>	<b>30</b>	<b>100</b>

In the classroom two the majority of the students sit in the front and the middle(40+40)%.

And less than the quarter (20%) were seating in the back.

**3- Proficiency****a.highb. midiumc. Low****Table 3.36***Students' level*

<b>option</b>	<b>N</b>	<b>%</b>
<b>A</b>	<b>11</b>	<b>36.66</b>
<b>B</b>	<b>05</b>	<b>16.67</b>
<b>C</b>	<b>14</b>	<b>46.67</b>
<b>T</b>	<b>30</b>	<b>100</b>

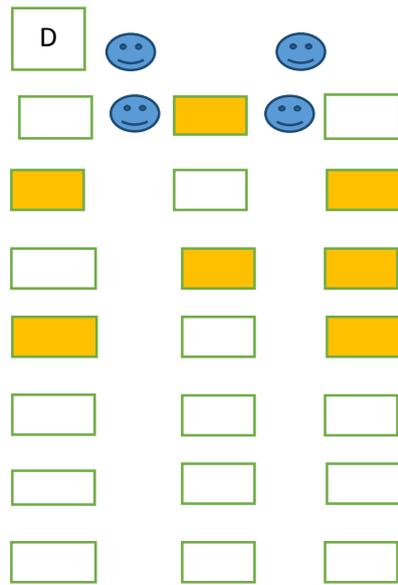
36.66% of students have high achievement, 16.67% were in between; meanwhile, 46.67% were low achievers

**3.5.2.2.2. Turn Taking and Turn Allocation Behaviours in Classroom 2**

It was the 7.05.2018. There were 30 first year students. It was the present continuous lesson the teacher started it by a warm up then started explaining the lesson. The teacher was moving on in the front of the class. And the active students were not located only in the first rows, 9 students were active (boys and girls).the teacher was asking questions before allocated the turns. Trying to control all the class. She asked students to write on the board and allow self-selection and interruption.

**Table 3.37***Turn-Taking and Turn Allocation in classroom2*

<b>Turn-Taking</b>	<b>Turn Allocation</b>	
Self-select	allows 5	does not allow 7
Turn holding	Allows 0	does not allow 3
Response to personal solicit	Nominate bidder 7	Nominate non-bidder 3
No response to personal solicit	Asks again same student 4	Asks another 6



D: Desk

 Teacher’s location

 Active students seating

**Figure 1.9** Active Students Position in Classroom 2

**3.5.2.3. Classroom 03**

**3.5.2.3.1. Characteristics of Students in Classroom 3**

1- Output achievement      a. Active      b. Passive

**Table 3.38**  
*The students’ participation*

<u>Option</u>	<u>N</u>	<u>%</u>
<b>A</b>	<b>10</b>	<b>25</b>
<b>B</b>	<b>30</b>	<b>75</b>
<b>T</b>	<b>40</b>	<b>100</b>

The quarter ¼ of the students were active and the rest were passive.

**2- Proximity      a. near    b. middle    c. Far****Table 3.39***Students' seating according to the teacher's action zone*

	<u>option</u>	<u>N</u>	<u>%</u>
<b>A</b>		<b>12</b>	<b>30</b>
<b>B</b>		<b>12</b>	<b>30</b>
<b>C</b>		<b>16</b>	<b>40</b>
<b>T</b>		<b>40</b>	<b>100</b>

The students who were seating in the front and the middle represent 60% (30% seating in the front and 30% in the middle, but 40% were seating in the back because the number is big

**3- Proficiency    a. high      b. medium      c. low****Table 3.40***The students' level*

	<u>Option</u>	<u>N</u>	<u>%</u>
<b>A</b>		<b>09</b>	<b>22.5</b>
<b>B</b>		<b>15</b>	<b>37.5</b>
<b>C</b>		<b>16</b>	<b>40</b>
<b>T</b>		<b>40</b>	<b>100</b>

Nine students out of forty were high achievers, 37.5% were medium and 40% were low achievers

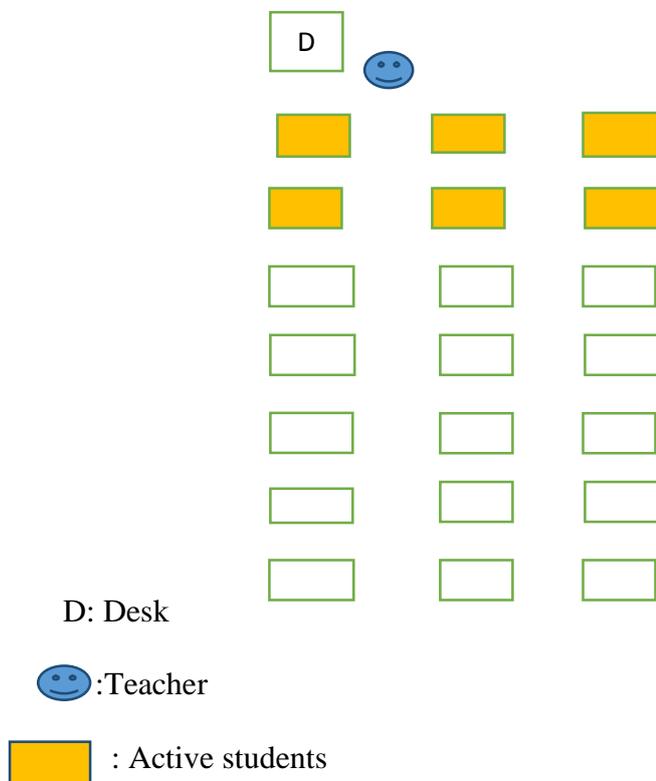
**3.5.2.3.2. Turn Taking and Turn Allocation Behaviours in Classroom 3**

Classroom 03

Our observation took place on the 6.05.2018 from 10-11 with first year students, the teacher was a female. The number of the students was 39 and there is another one who was absent.

The lesson was a following up to the previous lesson a series of activities. The teacher initiated the lesson by a revision to what they have studied the lesson before then passed to do the activities in groups. She divided the students according to their seating into four in each group and asked them to answer the questions of the activities in the school book in ten minutes, but they passed the time and she gave them more extra five minutes. They called her from time to time asking her help. After they finished, she asked them to seat in their places

and correcting the activities all together. She was located near the desk working actually with those who seat in the first two tables as though they are the only ones in the class, the others were totally ignored and making noise. The participation of students was as presented in the following figure. (The first two rows). The teacher asked the question then waited for the turn bidders to allocate the turns, it is limited in seven students, three females and four males. The teacher was writing the right answers on the board and if a students make a mistake she asked another one to answer. She allowed also self-selection and interruption and using a lot eye contact with some students in which this let them take the turns directly. In the last minutes before the end of the lesson, she took a long time writing on the board and this make students bored the majority of them were talking, playing and even fighting. When the lesson is over I talked with her and asked some question and information about the students and their level. She told me that that was a good class.



**Figure 1.10** Active Students Position in Classroom 3

**Table 3.41***Turn-Taking and Turn- Allocation in classroom 3*

<i>Turn-taking</i>	<i>Turn Allocation</i>	
Self-select	allows 2	does not allow 6
Turn holding	Allows 1	does not allow 5
Response to personal solicit	Nominate bidder 6	Nominate non-bidder 2
No response to personal solicit	Asks again same student 2	Asks another 5

### 3.5.3. Discussion of Classroom Observation

**Table .3.42***Turn taking and turn allocation in classroom 1, 2 and 3*

<i>Turn-taking</i>	<i>Turn Allocation</i>	
Self-select	allows 17	does not allow 19
Turn holding	Allows 6	does not allow 9
Response to personal solicit	Nominate bidder 18	Nominate non-bidder 7
No response to personal solicit	Asks again same student 7	Asks another 16

## 3.6. Overall Results

### 3.6.1. Definition of action zone

AZ refers to the position of the teacher during instruction and the number of students involved in this area, in order to create an interactive environment.

**3.6.1.1. Teachers' awareness of the action zone**

It was observed that most of teachers are not aware of their action zone, because they unconsciously deal with proficient, motivated, and high output generation students, in addition to the near ones.

**3.6.1.2. The effects of teacher's proximity on students' turn taking behaviour**

The teacher generally deals with bright students and those sitting in the front zone, with whom s/he has a direct eye contact

**3.6.1.3. The relationship between teacher's turn allocation and students' achievement level**

Teachers generally allocate turns on proficient students as well as high output generators, passive students or low output generators, on the other hand, receive less opportunity to participate.

**3.6.1.4. The relationship between teacher's turn allocation and students' willingness to participate**

During classroom interaction, some students are willing to participate more than the others, hence, teachers focus more on those who generally participate and already have the correct answers.

**3.6.1.5. The relationship between teacher's turn allocation and students' gender**

During our classroom observation, female teachers deal more and allocate more turns on male students, while male teachers tend to assign female students to take turns. However, in both cases females take more turns than males.

### **3.6.2. Teacher reaction toward students' turn taking and turn holding**

Teachers allow salient students to self-select, interrupt or correct others' answers, who are considered to have the right answer, this may disturb the others, who prefer self-correction.

### **3.6.3. Results from Q1, Q2 and Observation**

The teacher action zone in classroom is limited in three basic aspects that effect directly the students' turn taking behaviour. The teacher unconsciously deals with one ones who are near to his/her position, those who are high achievers and more able, besides to the ones who are high output achievers. The majority if not all the teachers' position in the classroom is located near the desk and the near students were those who seat in the first two rows in the front of the classroom. As what we noticed also is that the high achievers students generally seat in the front. However, the active ones seat randomly. We observed that there are active students who are not proficient and at the same time thereare some proficient students who do not participate and consider as passive ones. From the observation also we noticed that the teachers don't give the equal opportunities to all the students and they ignore those who seat in the back by also considering them as noisy students.

## **General Conclusion**

1. Putting it all together
2. Pedagogical Recommendations
3. Limitations of the Study
4. Suggestions for Further Research

## **References**

## **Appendices**

### **Appendix 1**

### **Appendix 2**

## **Résumé**



## **General Conclusion**

### **1. Putting it all together**

The aim behind this thesis is to investigate the relationship between the teacher's action zone and the students' turn taking behaviour. We have dealt with "teacher's action zone" and "students' turn-taking" as two main variables of the study. During our study, we sought to raise the teachers' awareness about the importance of their position in the classroom during instruction. In addition to involve more students in classroom discourse by giving equal opportunities to take turns.

At the beginning of this dissertation, we tried to demonstrate the concept of 'action zone' by defining and identify it. We focused also on the importance of teachers' proximity to all the students through an effective classroom management and seating arrangement.

Coming to the second chapter of the presented dissertation, students' turn taking was explained with some supporting definitions from previous studies, in which all researchers agree on defining turn taking as a systematic ordered exchange of turns between speakers one-by-one, each one at a time, illustrating also that it is different from the one inside the classroom and outside it. It is organized in a way that the speaker and the interlocutor can understand when to take or yield a turn.

In order to obtain data for this research, we used two questionnaires one for the students and the other for the teachers, we support them with a classroom observation to gather direct and correct data. The analysis of the two questionnaires showed that the teacher position is interrelated with students turn taking behaviour. It was observed that most teachers prefer explaining the lesson from the front of the classroom so as to get access easily to the board and the desk where teacher's documents are available.

The findings show that the teacher's action zone has an impact on students turn taking behaviour since that, actually, teachers unconsciously deal with target students; active and

high output generators, proficient students, who are generally positioned in the front of the classroom. Unconsciously, teachers allocate turns on the target students, on the basis that they have the right answer, this may reveal the fact that teachers do not give equal opportunities for all students to participate.

## **2. Pedagogical Recommendations**

Taking-turns in classroom interaction by every learner in the classroom seems to be a result of effective strategies used by the teacher. Therefore, teachers should be aware of their location as well as students seats during instruction. Based on the discussion and conclusion above ( result of both questionnaires and the classroom observation), the researchers would like to recommend the following ways for teachers to be aware of the importance of involving all the students in classroom interaction regardless of their proficiency level, gender, seating position, and their willing to learn.-

- 1- The school administration should deal with the problems of classroom setting.
- 2- Teachers should be close to their students whether physically or psychologically means that they should shorten the spacebetween them and the students during the instruction and also when asking questions. Psychologically speaking, teacher should be conscious of their learners needs especially the shy ones who generally avoid to take the turns.
- 3- Moving around the class when explaining, this help learners to be attentive and more active.
- 4- Distribute turns on students equally by giving them the same opportunities to participate.
- 5- Avoid explaining or asking questions from the desk and be proximate to students.

- 6- Choose the best seating arrangement that helps students to see and hear the teacher and classmates clearly.
- 7- Use the different strategies of allocating turns to keep students more challenging, and, therefore, increase motivation between students.
- 8- Simplify things for learners and give them a comprehensible input in order for students to be able to generate an appropriate output.
- 9- With regards to all this recommendations, teachers should be aware of the action zone and try to enlarge it as more as possible.

### **3. Limitations of the Study**

As with most studies, this project is not without limitations. They can be summarized in three points. Firstly, some teachers in the study were not cooperative, either in filling out questionnaires or allowing us as observers to attend their lessons, which affected negatively our limited time span. It is worth mentioned that one of the teachers with whom we do classroom observation, has changed the session from a lecture to the correction of the test.

Secondly, some teachers seem to be busy with their work load(teaching, exams, correction) and refused to answer our questionnaire, moreover, two questionnaires were never returned back, which obliged us to look for other teachers.

Finally, classroom observation was interrupted because it was the end of the year and most teachers have finished the syllabus, and the majority of students were absent.

### **4.Suggestions for Further Research**

Following the completion of this study, further research is needed to investigate the relationship between teacher's action zone and other factors such as, students' motivation, achievements...etc. Despite the possible limitations of this study, some suggestions for future research are:

- This study can be continued by assessing the improvements of students' proficiency level through the use of turn-taking strategies.
- Depending on our observation some teachers still feel that teaching on the stage is the best way to explain the course. Therefore, further research should shed the light on the effects of teachers' proximity on learners' comprehension.
- Further research could profit from an investigation involving interview in order to obtain more valid and reliable data from the teachers and students as well.
- A future research may try to investigate the effect of bias to bright students on the class achievements (students of low level).

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## Appendices

### Appendix 1:

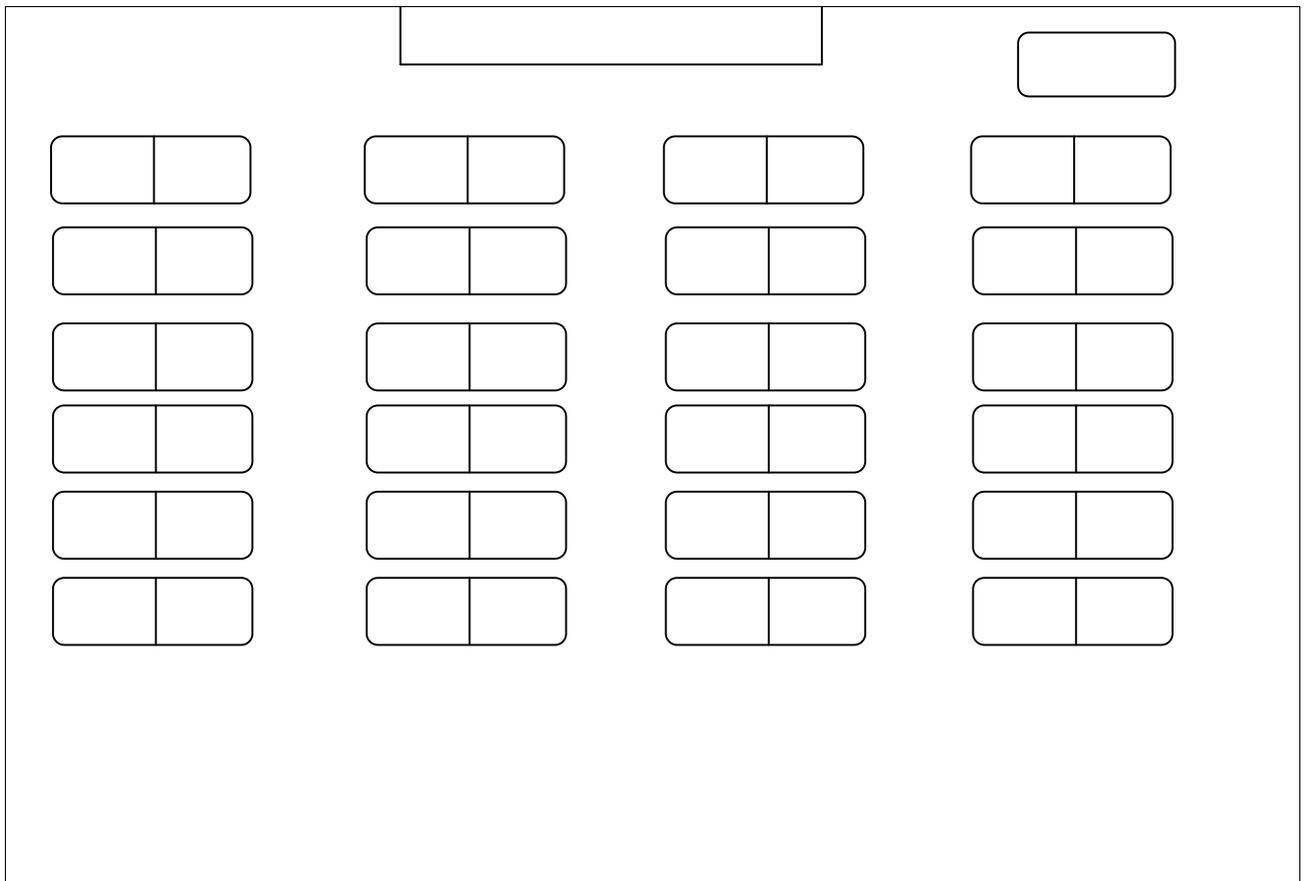
#### Questionnaire for pupils (Translation of the Arabic Version)

Dear student,

This document is a questionnaire to collect the needed information to complete a research on learning English, which is not a test or an assessment. The answer to the questions will not be considered as true or false. Therefore, you are asked to give your opinion by following the instructions and you can ask if you do not understand the meaning at any time.

Thanks for helping us.

1. The diagram below represents a rough design of your current classroom:



A- Put (x) to indicate your usual sitting position in your classroom.

B- Do you often sit in this place?

Yes  No

C- Put (+) if you like your sitting position and a (-) sign if you do not like it.

- Say why? : .....

D- Put (\*) to indicate your favorite sitting position where you would like to sit in the future?

- Say why? : .....

2. Do you think you are an active student in English?

Yes  No  some how

3. How often do you participate in the English class?

Often  sometimes  rarely  never

4. How many times does your teacher select you to answer questions in the English class?

Often  sometimes  rarely  never

5. How often do you ask for permission before answering in English?

Always  sometimes  rarely  never

6. What strategy do you use to participate?

Raise the hands  call the teacher  answer directly

7. How often does your teacher of English select you to answer without participating or raising your hands?

Always  sometimes  rarely  never

8. How often do you answer instead of your classmate without your teacher permission (self-selection)?

Always  sometimes  rarely  never

9. How often do you intervene to add something (complete) or to correct another pupil's answer without asking your teacher's permission?

Always  sometimes   
rarely  never

- Does the teacher then ask you to let that student completes or corrects himself?

Yes  No  I do not know

10. How often do you intervene to complete or correct another student's response after asking your teacher?

Always  sometimes  rarely  never

11. What do you prefer?

A) Have the opportunity to complete or correct your answer by yourself?

B - A classmate to intervene to complete or correct your answer?

11. Do you think that the English teacher gives you the same opportunity to answer questions or participate?

Yes  no  somehow

Thank you so much

Appendix 2:  
**Teachers Questionnaire**

**Dear teacher,**

The questionnaire at hand is intended to gather information for the accomplishment of a master dissertation investigating the effect of the teacher's action zone on pupils' turn taking behaviour. We will be very grateful if you cooperate with us by answering the following questions and giving your opinion, where required.

**Section One**

**1- Do you impose a specific sitting arrangement of pupils in your classes?**

a) Yes  b)

**2- Apart from physical characteristics (vision, hearing, height, etc.), gender or age, what are the principles that guide (your/ the) arrangement of pupils to front and back seats, if any? \*Consider YOUR allocation, if you answered 'Yes' in question 1 above.**

a) Achievement level:

- High achievers towards the front, low achievers towards the back.

- Low achievers towards the front, high achievers towards the back.

b) Participation level:

- High participators towards the front, low participators towards the back.

- Low participators towards the front, high participators towards the front.

c) None of the above.

d) Others, please specify: .....

.....

**3- What principles guide (your/ the) allocation of pupils in paired seats, if any?**

- a) Mixed-ability pairs
- b) Same-ability pairs
- c) Pupils' preferences
- d) Teacher preferences
- e) d) Others, please specify: .....

.....

**Section Two:**

**4- How do you qualify the levels of participation of your pupils in interaction?**

Very high     High     Medium     Low     Very low

**5- How many pupils participate in classroom interaction at every session?**

All     Most     Some     Few

**6- Classify the groups of pupils below according to participation levels:**

- a) Pupils sitting in the front of the classroom.
- b) Pupils sitting in the front of the classroom.
- c) Pupils sitting in the middle of the classroom.
- d) Pupils at the back seats.

**Section Three**

**7- Where are you usually situated in the classroom when you ask questions?**

- a) In front of all the class.
- b) Sitting at your desk.

c) Moving around the class.

d) All of the above.

**8- Do think that you give all pupils the same chance to participate in interaction?**

Yes  No  Not sure

**9- Rank the strategies that you usually use to allocate turns to pupils.**

a) Select a pupil, then ask the question.

b) Ask the question, then select a pupil.

c) Throw the question open to all the class, so that any pupil may answer.

d) Throw the question open to all the class, but require pupils to bid for answer.

e) Others, please specify: .....

.....

**10- How often do you give pupils freedom to initiate talk in class?**

Always  Often  Sometimes  Rarely  Never

**11- Who among the following turn bidders do you usually select to answer questions?**

a) Pupils who raise their hands.

b) Pupils who call you.

c) No difference.

**12- Who among the following turn bidders do you usually select to answer questions?**

a) Pupils you are sure to be having the right answer.

b) Pupils situated near to you at the moment of questioning.

c) Any of the pupils in the classroom.

d) Give priority to the least participators.

e) Attempt to involve as many as possible pupils.

**13- How often do you allow pupils to participate without asking for your permission?**

Always  Often  Sometimes  Rarely   Never

**14- Does pupils' participation without permission disturb you?**

a) Yes

- What is your reaction to such unsolicited responses? .....

.....

b) No

- Why do you consider unsolicited responses normal? .....

.....

**15- When a pupil makes a mistake or cannot provide or complete the answer, do you:**

a) Keep on with the pupil until s/he provides the right answer?

b) Ask other pupils to provide the right answer?

c) Allow intervening pupils to provide the right answer?

d) Others, please specify: .....

.....

**Thank you very much for your c**





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## **Résumé :**

Cette étude examine la relation entre la zone d'action de l'enseignant et le comportement des élèves lié à la prise de rôle. Le concept avancé de la zone d'action de l'enseignant rajoute aux discussions précédentes sur la proximité de l'enseignant des élèves dans une interaction en classe la composante des principes d'attribution de rôles et de comportement pendant l'instruction. 85 élèves de la première et de la deuxième année du cycle moyen, issus de deux écoles de Bazoul et de Jijel, ont été au centre de notre observation en classe et de nos questionnaires. Le questionnaire des élèves a permis d'identifier les places réelles et préférées de ceux-ci ainsi que leurs perceptions et leur participation à la séance d'anglais. Afin de pouvoir savoir si les enseignants sont conscients de leurs zones d'action et des inégalités qu'ils peuvent créer, un questionnaire destiné aux enseignants et une observation en classe ont été adoptés en tant que techniques de collecte de données. Les résultats obtenus de cette étude montrent que les enseignants traitent beaucoup plus avec les élèves qui se trouvent dans leur zone d'action, et ce de façon inconsciente, en se référant à ceux qui s'assoient près de leur siège, à ceux qui sont hautement performants (comptants) et à ceux qui sont producteurs d'un très haut rendement (les actifs), à cela s'ajoute une autre tendance qui est liée au genre biologique de l'enseignant et de l'élève., c'est-à-dire, les enseignants éprouvent un penchant envers les élèves du sexe opposé. D'autre part, le comportement des élèves en terme de prise de rôle est essentiellement affecté par la zone d'action qu'occupe l'enseignant et par rapport à laquelle certains étudiants se considèrent comme étant élèves ciblés et qu'ils participent fréquemment à la prise de rôle. Cependant, certains d'autres sont marginalisés ou qu'ils se trouvent en dehors de la zone d'action de l'enseignant.

## المخلص

يهدف هذا البحث لدراسة العلاقة بين موقع الأستاذ في القسم أثناء شرح الدرس وسلوك التلاميذ في اتخاذ الأدوار، وكذا دور الأستاذ في توزيع الأدوار على التلاميذ خلال طرح الأسئلة، تمثلت عينة البحث في تلاميذ الطور المتوسط للسنوات الأولى والثانية بالمؤسستين بازول و بوجردة بوخميس بجيجل والتي بلغ عددها 84 تلميذ وتلميذة، بالإضافة إلى 10 أساتذة، وقد اعتمدنا خلال جمع البيانات على استمارتين: واحدة، نموذج للأساتذة وأخرى للتلاميذ، كما استعملنا "الملاحظة في القسم" كأداة لجمع المعلومات. وتهدف استمارة التلاميذ إلى تحديد مكان جلوس التلاميذ في القسم والأمكنة المفضلة لديهم، وكذا موقفهم من حصة الانجليزية ونسبة مشاركتهم أثناء الدرس. في حين تمحورت استمارة الأساتذة حول تموقع الأستاذ المعتاد أثناء إلقاء الدرس، وكذا الأساليب والاستراتيجيات المتبعة من طرفه في تحديد وتوزيع الأدوار على التلاميذ، وكحوصلة عامة فقد أبرزت النتائج المتحصل عليها أن الأستاذ يتعامل لإراديا وعفويا مع التلاميذ الجالسين في مقدمة القسم وكذا التلاميذ النجباء الذين يتفاعلون ايجابيا مع الأستاذ كما أفصحت النتائج عن وجود علاقة ارتباطيه بين سلوك التلاميذ في اتخاذ الأدوار و منطقة تموقع الأستاذ أثناء الشرح، ويعتبرون التلاميذ المستهدفون الأكثر اتخاذا للأدوار للإجابة على أسئلة الأستاذ.