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**The Effects of Integrating Students' Feedback on Teacher Talk**

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

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## **Declaration**

I hereby declare that the dissertation entitled “The Effects of Integrating Students’ Feedback on Teacher Talk” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

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Date

12 -07 - 2021

*“Meek young men grow up in libraries believing it their duty to accept the views which Cicero, which Locke, which Bacon have given, forgetful that Cicero, Locke and Bacon were only young men in libraries when they wrote those books.”*

*— Ralph Waldo Emerson*

## Dedication

It was on the days when I had to stay home alone that I discovered a fundamental fact;  
my home is my people.

To the ones who taught a little girl how to fly, the ones who deserve the moon and all  
the stars

My lovely parents, *Rachid* and *Nadia*

To the ones to whom I owe all things, the ones who helped me spread my wings

My siblings *Loubna*, *Manel*, *Imad*, *Sami*, and *Iyad*

To the ones who captured my heart, the ones who remind me of giggles, butterflies, and  
summer nights

My friends *Souha*, *Roumaissa*, *Manel*, *Ilham*, *Nesrine*, and *Meriem*

To the one I always considered as an older sister, *Noura*

To the loving memory of my dear aunt *Souhila*, the one I miss the most

To all my family members

To all the ones I love, and to all the ones who made me feel loved

And finally, to anyone who is reading

I dedicate this humble work

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## **Abstract**

The present study investigated the effects of integrating students' feedback on teacher talk (TT). It aimed at observing the adjustments applied to teachers' speech along with the acknowledgement of students' preferences. In this context, it was hypothesized that eliciting students' feedback can influence teacher talk. A quasi experiment was carried out through the use of a students' feedback questionnaire and classroom observation. After observing them for two sessions, two WE teachers at the University of Mohamed Seddik BenYahia Jijel were handed their students' feedback and subsequently observed for two further sessions. Inspired by the students' feedback, a noticeable difference in the two teachers' talk was indicated in the findings. Most of the modifications carried out were in line with those preferred by the learners. These include both formal and functional adjustments of the teacher talk. This work advocated the importance of students' feedback as a basis for the teaching adjustments. The latter would allow the improvement of the teaching and learning experience.

**Key Words:** Students' Feedback, Teacher Talk

## **List of Abbreviations**

**CALL:** Computer Assisted Language Learning

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**FL:** Foreign Language

**L1:** First Language

**L2:** Second Language

**NS-NNS:** Native Speaker- Non Native Speaker

**SET:** Student Evaluation of Teaching

**TL:** Target Language

**TT:** Teacher Talk

**WE:** Written Expression

**WPM:** Words Per Minute

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Résumé

ملخص

## **General Introduction**

### **Introduction**

Language is considered as the means of sharing one's cognitive information with the surrounding environment. In the context of EFL classrooms, language is not only the means of instruction, but also its final product (Richards & Lockhart, 1996, p. 182). The two parties in the classroom use language to fulfil various pedagogical and communicative aims. On the one hand, teachers may use it to present the lesson content, pose questions, and give feedback. On the other hand, learners may use language to provide answers, share their views, and convey their language needs. As a result of these classroom transactions, language fluency might be reached. Language is, thus, constantly altered by its users to realize various communicative ends. Among the modified forms of language, teacher talk (TT) emerged to describe teacher's language in the classroom. This modified input aims to facilitate understanding knowledge and managing the classroom.

When dealing with teacher talk, focus is usually given only to teachers' modifications in language. This view, however, neglects the interactive nature of teacher talk. Learners are, in fact, the monitoring factor that controls the flow of TT. Ellis suggested that: "teacher talk is dynamically tailored to learners' needs, affording them increasingly richer input as they develop" (Ellis, 2015, p. 164). It is important that teachers modify their language input to meet learners' communicative needs. The latter are to be inferred through the use of various techniques that allow learners to voice their own views. Through the use of students' feedback, teachers would be able to acknowledge the requirements of learners in language learning. Hence, he or she will modify their language accordingly.

The learner should be seen as being at the centre of the educational process. For the teaching institution and the teacher, this means that instructional programmes should be centred on learners' needs and that learners themselves should exercise their own responsibility in the choice of learning objectives, content and methods as well as in determining the means used to assess their performance. (Brindley, 1984, as cited in Nunan, 1988, pp. 23, 24)

Placing learners as the centre of the instructional programs necessitates drawing their views and feedback on the different aspects of language instruction. The feedback on teacher talk would help in guiding the modifications in teachers' language for the sake of reaching the suggested educational goals.

## **1. Background of the Study**

Since teacher talk is considered the primary teaching activity, many studies have investigated the reciprocal relation of teacher talk and students' learning. In the study conducted by Hadjeris (2019), the features of TT that foster students' interaction were analysed using a specific framework. The researcher observed two EFL instructors at the Algerian University of Oum EL Bouaghi over a period of three weeks. She, then, analysed and evaluated the observed features based on the model developed by Welsh (2006) called *Self-Evaluation of Teacher Talk*. The framework included managerial, materials, skills and systems modes which identify the different interactional features of teacher talk, such as extending the wait time and providing content and form feedback. The results showed that teachers do not apply the features that are required to promote learners' interaction. Hadjeris suggested that this is due to "teachers' lack of awareness of the features that regulate teacher talk for the sake of creating a classroom atmosphere where all students have an equal right of contribution" (Hadjeris, 2019, p. 226).

The research provided useful insights about the interactional features that teachers should acknowledge as a form of self-evaluation. It overlooked, however, the role of

learners in raising the awareness of teachers to the aspects that would motivate the formers to interact more in class.

Another relevant study was carried by Djeghri and Benyache (2020) at the English Department of the University of Mohamed Seddik BenYahia. Jijel. The two researchers studied the attitudes held by students and their Grammar teacher towards the effectiveness of the discourse management of the class. The latter is said to include different classroom aspects such as teacher talk and classroom interaction.

In order to obtain the attitudes of the learners and their instructor, a questionnaire was handed to sixty five students and their teacher of grammar. The learners and the teacher were found to agree on many views, including the relevance of interaction, to the success of the classroom management. Nonetheless, learners expressed other different views and preferences. The simplification of speech was one of the changes that learners sought in their grammar teacher talk. Djeghri and Benyache revealed that this was due to learners viewing acquisition as: “an automatic outcome which follows from good comprehension of explanation” (Djeghri & Benayache, 2020, p. 80). This research provided a detailed analysis of teachers and learners’ views of a successful classroom management. Light still needs to be shed, however, on the role of those views in the decisions made by teachers on the learning and teaching activities.

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

Teaching a foreign language demands from teachers both a thorough content knowledge and a high pedagogic competence. Practitioners in the field of education are required to collect the relevant data that allow them to control the learning environment, and as a result, reach the educational goals. Despite the importance of learner’s feedback as a source of data, it is given little attention in the context of the University of Mohamed



Seddik BenYahia where teachers seem to rely on their own observation of the learning context to make decisions about the teaching practices. Hence, they overlook the importance of students' contribution to the improvement of the teaching experience.

With the recent shift in education from a teacher-centred to a learner-centred approach, students of English at the University of Mohammed El Seddik Ben Yahya should be given more voice to express their needs. This would, consequently, facilitate the achievement of the academic goals for both learners and teachers.

### **3. Research Questions**

Conducted at the department of English at the University of Mohamed Seddik BenYahia. Jijel, this research aims to answer the following questions:

1. What are the changes that EFL students seek in their teacher talk?
2. What aspects of teacher talk have been modified after students' feedback was communicated to teachers?

### **4. Research Hypothesis**

Based on the research questions, it is hypothesized that: if students' feedback was elicited, teacher talk will be modified.

### **5. Significance of the Study**

This study could be significant, especially, in the Algerian EFL context as it introduces a fairly uncommon strategy that would help teachers adjust their teaching, and mainly, their speech. The use of this strategy would help giving voice to learners to express their needs. Thus, the research highlights some important aspects of the educational environment such as teachers' flexibility and learners' expressiveness. It also calls attention to the current developments in EFL teaching, i.e., the dominant learner-centred approach, and its implementation in the classroom.

## **6. Research Methodology**

In order to test the hypothesis and reach the results that answer the research questions, a quasi-experimental method was adopted through the use of two data collection tools. First, a questionnaire containing twelve questions was administered to two second year classes. Seventeen students from **Group A** provided feedback about their teacher of Written Expression (**Teacher A**). Likewise, twenty one students from **Group B** provided their feedback on their own teacher of Written Expression (**Teacher B**). After collecting the questionnaires, classroom observation took place. The teachers were observed for two sessions before being presented with the feedback of their students. After that, teachers were observed for two other sessions. The results were collected and analysed qualitatively.

## **7. Organization of the Dissertation**

This study starts with a general introduction that provides an overview of the topic under discussion. It then presents two chapters devoted to the review of literature and the fieldwork. Finally, it concludes with a general conclusion that summarizes the whole work. The literature review consists of two sections entitled “Teacher Talk” and “Students’ Feedback”. The sections aimed at discussing the theoretical basis of the research. The fieldwork, on the other hand, described the methodology followed in the research. The latter is conducted through the use of a students’ questionnaire and classroom observation

# **Chapter One: Literature Review**

## **Section One: Teacher Talk**

Introduction

1.1. Definition of Teacher Talk

1.2. Teacher Talk vs Foreigner Talk

1.3. Features of Teacher Talk

1.3.1. Formal Features

1.3.1.1. Pace (Rate of Speech)

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1.3.2. Functional Features

1.3.2.1. Questioning

1.3.2.2. Feedback

1.4. Input and Interaction

Conclusion

## **Section One: Teacher Talk**

### **Introduction**

In order to monitor the learning process, teachers make several formal and functional adjustments to the target language they use. This teaching activity that is referred to as *teacher talk* allows creating an interactional environment in the classroom. Learners receive the language input, process it, and produce the acquired target language. In this regard, section one starts with a thorough definition of teacher talk. It then clarifies the differences that distinguish it from the concept called *foreigner talk*. Additionally, it provides the different formal and functional features that denote teacher talk. Finally, it stresses the role of interaction in relation to the topic discussed.

#### **1.1. Definition of Teacher Talk**

Teacher talk (TT) is the instrument used for input transfer in the EFL classrooms setting. Ellis (2015) viewed it as the adjustments in form and function of language carried by a teacher to foster transactions with his or her students (p. 353). The changes in the form of language are alterations to its structure including; slowing the rate of speech, using frequent pauses, and simplifying the vocabulary. Modifications in the function, on the other hand, are the purposes for using language. They include lecturing, questioning, and providing feedback. These language aspects facilitate acquiring language and managing the classroom. Thus, they set teacher talk as a pivotal factor for the implementation of teaching plans (Nunan, 1991, p. 189). Chaudron (1988) defined TT as:

A variety of structural modifications depending on the nature of the task and the competence of the student or listener...these may be important modifications, to the extent that they would enhance learners' comprehension and consequent ability to process the TL grammar and lexis. (p. 50)

The modifications of language carried by teachers are based on learners' abilities and needs in the foreign language classroom. If the learning needs were recognized, teachers can alter their language to fulfill them. Consequently, language acquisition is ameliorated.

TT is, therefore, considered essential to both learners' comprehension and production of the FL forms and functions. In the context of FL communication, Teacher talk is usually compared to another modified version of foreign languages known as *foreigner-talk*.

## **1.2. Teacher Talk vs Foreigner Talk**

When talking to non-native speakers, native speakers resort to the use of foreigner talk. The concept can be defined as a simplified version of the native language used for the sake of facilitating understanding. The modifications depend largely on the competence of the addressees; consequently, "the level of simplification can vary significantly, from using shorter sentences to fully ungrammatical speech" (Fedorova, 2015, p. 139). As a result, foreigner talk can be divided into two types; grammatical and ungrammatical foreigner talk.

Ungrammatical foreigner talk does not follow the syntactic rules. It is characterized with a "morphological over-simplification, with just one noun, pronoun or verb form used for any role in the sentence. As a result, such grammar categories as case, gender or tense dissolve. Articles, copulas, and other elements tend to be omitted as well" (Fedorova, 2015, p. 139). On the contrary, in grammatical foreigner talk, speakers tend to simplify the language without ignoring the syntactic rules. It is attained by "reducing both the syntactic complexity...and the rate of speech, and by the addition of rephrasings and restatements" (Chaudron, 1988, p. 155).

Foreigner talk can be considered as a general term describing the simplifications of language for less competent addressees. Teacher talk and foreigner talk are both modified input that aim to produce a successful communication. “Foreigner-talk results from the modifications native speakers make with less than fully competent speakers of their language...Teacher-talk is foreigner-talk in the classroom, the language of classroom management and explanation, when it is in the second language” (Krashen, 1982, p. 24). Teachers’ speech, however, comprises little or no ungrammatical modifications (Ellis, 2015, p. 164). It necessitates producing a comprehensible and accurate language for learners benefit. Thus, teacher talk can be seen as a version of grammatical foreigner talk.

### **1.3. Features of Teacher Talk**

Teacher talk is an artificial form of the foreign language. Its features can be classified within two types. First, the formal features deal with the overall production of language. In other words, it focuses on the teacher’s utterances and their formation. Second, functional features of teacher talk are the purposes that teacher’s speech serves. They include the different uses of teacher talk.

#### **1.3.1. Formal Features**

The formal features deals with the grammatical, phonological, and lexical aspects of teacher talk. The research dealt mainly with the following aspects: pace, pauses, repetition, and code switching. Through an analysis of these features, a comparison can be drawn between the form of teacher talk and that of native speaker’s speech.

##### **1.3.1.1. Pace (Rate of Speech)**

Teacher talk in EFL classrooms tends to be slower in pace than normal speech. After comparing the normal rate of speech with that of the teacher, Chaudron (1988) suggested that people usually utter around 140 words per minute (WPM) in their daily

speech, while teachers produce around 100 WPM (p. 69). The slow rate of speech allows students to attend to teacher's talk. This will, in effect, increase their comprehension of the input presented.

In a study conducted by Kelch (1985), different groups from ESL classes were exposed to different rates and adjustments of speech. The students listened to a short passage about the volcanic eruption on the Big Island of Hawaii. Students' comprehension of the passage was measured through the use of dictation. The latter was used "because of the belief that it measures global language proficiency" (Kelch, 1985, p. 84). The first group of students listened to 82 words in 26 seconds, while the second group listened to the same 82 words but the time period was lengthened to 39.5 seconds. The third and fourth groups listened to the previous passage; however, the language was modified to be simpler. The words in the passage, actually, increased to 92 words after the simplifications. While the third group was presented with the passage for 28 seconds, the fourth group had more time (40.2 seconds).

The results of the research showed that the reduced rate of delivery in the second and fourth group assessed comprehension. The latter is achieved as a result of "increasing perception of the stream of speech and allowing more processing time" (Kelch, 1985, p. 88). This research had effectively highlighted the necessity of the teachers' slow pace for students' understanding of the input.

#### **1.3.1.2. Pauses**

Teachers' pauses give time for learners to process the language input; hence, they facilitate their comprehension (Richards & Lockhart, 1996, p. 183). The amount and length of pauses play an important role in the processing of words and the overall comprehension



of the input. The pauses may either be the result of teachers' slow and articulated speech, or their attempt to mentally adapt their speech to learners (Chaudron, 1988, p. 70).

Chaudron (1982) studied the characteristics of teachers' speech and their effects on learners' understanding. He used lessons transcriptions of seven teachers from four different schools in Canada in order to analyze the different aspects of teacher talk. One of the features, he observed, was the frequent pauses teachers apply while speaking. The pauses, he suggested, are longer with difficult words. The different characteristics of teacher talk, specifically teachers' pauses, were believed to contribute greatly to learner's comprehension.

Another similar technique used by teachers to allow learners to process incoming language input or instructions is known as *wait time*. The concept can be defined as "the length of time the teacher waits after asking the question before calling on a student to answer it, rephrasing the question, directing the question to another student, or giving the answer" (Richards & Lockhart, 1996, p. 188).

Stahl (1994) distinguished both teachers' pauses and wait time as categories of the notion he termed *think time*. He defined the latter as: "a distinct period of uninterrupted silence by the teacher and all students so that they both can complete appropriate information processing tasks, feelings, oral responses, and actions" (Stahl, 1994, p. 2). Both pause and wait time are essential in the learning environment as they provide learners with time to process the incoming input effectively.

### **1.3.1.3. Repetition**

It is essential that teachers clarify their speech and explain the content thoroughly. This is achieved, according to Nunan (1991), through redundancy which entails repeating and paraphrasing the input (Nunan, 1991, p. 191). Repetition is "one of many strategies

teachers use to make their directions and instructions understandable to the learners” (Richards & Lockhart, 1996, p. 183). Through repeating and paraphrasing content, language is rendered more comprehensible to learners.

Pica, Young and Doughty (1987) conducted a study on the effects of language modifications, mainly repetition, on the comprehension of language input. They devised two groups including sixteen non-native speakers who are evaluated on their comprehension of the given instructions. The comprehension was measured through listening to instructions and placing a set of items correctly on a board. The first group is to listen to an unmodified version of the instructions while the second group listens to a more simplified one. The modifications in the second version include to a greater degree repeating and paraphrasing the words, phrases, and sentences. The results showed that the second group performed better than the first. It was concluded that “redundancy in input was found to be an important factor in comprehension...The quantity of input also appeared to be important, but primarily as a vehicle of redundancy” (Pica, Young, & Doughty, 1987, p. 753). The researchers promoted their findings as teaching implications in language classrooms. They stated that teachers can foster students’ understanding through modifications in the quantity and redundancy of teacher talk.

Ellis (1991) identified different types of repetition that can be applied in EFL classes. The first type which is called *repairing* occurs when the speaker paraphrases or repeats their speech or the speech of others in order to “help the addressee overcome a communication problem” (p. 5). The second type known as *reacting* necessitates repeating or paraphrasing one’s or others’ speech to “establish or develop the topic of conversation” (p. 5). And the final type which is called *preventive* is viewed as the repetition or paraphrasing of speech to “to prevent the addressee experiencing a communication problem” (p. 5).

#### **1.3.1.4. Code Switching**

Code switching is the use of two different languages in the course of speech. The shift from one language to another may take place both within or between sentences (Cook, 1991, p. 174). In foreign language classrooms, teachers' use of the first language together with the foreign language has long been a subject of debate.

It is typically believed that the language of the classroom instruction and management in FL classes should be the target language. The use of the first language is inadvisable and, in some cases, seen to hinder the acquisition of the TL (Chaudron, 1988, p. 121). Some teachers, thus, avoid using the native language with the aim of creating an authentic target language environment.

The research of Dulay and Burt (1974), however, proved the contrary. The researchers recorded the grammatical errors made by Spanish and Chinese speakers while interacting with them. The results of their analysis showed that: "it is the L2 system, rather than the L1 system that guides the acquisition process" (Dulay & Burt, 1974, p. 52). Most of the errors made by the speakers were "developmental and only three per cent were interference errors" (Ellis, 2015, p. 129). The use of the L1 does not interfere with the acquisition of the foreign language; rather it can serve as an aid for explanation and classroom management.

In a study conducted in six Swedish EFL classrooms, the researchers Ahlberg and Bogunic (2010) attempted to identify the causes behind teachers' code switching in second language classrooms. The interviews for teachers, which were used as one of the tools to obtain data, revealed that the teachers code switch mostly for the sake of simplifying and clarifying difficult words. Contrary to the common beliefs, "making use of the students' L1 (where possible) does not mean we should abandon the commitment...to creating an

English environment” (Jeremy, 1998, p. 83). Despite the use of L1 by foreign language teachers, the teaching and learning goals would remain the same.

### **1.3.2. Functional Features**

The functional features can be seen as the implementation of teacher talk in the classroom. The two relevant functions discussed in the research are questioning and feedback. Their importance to the educational environment is major as they allow the teacher to manage the teaching and learning processes effectively.

#### **1.3.2.1. Questioning**

Questioning is widely used by teachers inside the classroom for many purposes including; enhancing learners’ interest and attention, checking learners’ understanding, and encouraging them to participate. Questions are important as “they can be used to allow the learner to keep participating in the discourse and even modify it so that the language used becomes more comprehensible and personally relevant” (Banbrook & Skehan, 1989 as cited in Richards & Lockhart, 1996, p. 185).

Richards and Lockhart (1996) distinguished three types of questions used by teachers in classrooms. First, procedural questions target the general classroom management. The function of procedural questions does not cover the content of the course, but rather aims to regulate the pedagogical environment in order to reach the teaching and learning goals. The other two types of questions that aim “to engage students in the content of the lesson, to facilitate their comprehension, and to promote classroom interaction...can be classified into two types - convergent questions and divergent questions” (Richards & Lockhart, 1996, p. 185). Convergent questions do not require high-level thinking, they are the questions that most students can answer shortly. Most of them are, actually, yes/no questions. Divergent questions, on the other hand, encourage diverse

answers from learners and require high-level thinking. They give learners more space to share and elaborate on their ideas.

### **1.3.2.2. Feedback**

Providing feedback to learners is a common classroom function for teachers (Nunan, 1991, p. 195). Teachers use feedback for various reasons; it guides students' thinking, increases their motivation, and creates a comfortable and supportive atmosphere.

According to Richards & Lockhart (1996), language classrooms' feedback can be either on the content or the form of students' language. The feedback on the content can be used to point out correct and incorrect answers, praise learners, develop their answers, repeat and summarize their linguistic production, and/or criticize their responses (p. 189). Feedback on the content can help students comprehend the language input better, since it aims at correcting their understanding by eliminating false knowledge. On the other hand, feedback on the form of students' language aims at correcting the grammatical and lexical errors (Richards & Lockhart, 1996, p. 190). Despite the great focus on the meaning of the speakers' language, accuracy remains an important factor of language learning as well.

Teachers' feedback can take two forms; either explicit or implicit. The former refers to the overt corrections of learners' productions while the latter is merely recasts of students' output. Teachers, for example, can give explicit feedback through a correct repetition of learners' utterances, followed by comments on the mistakes made. In contrast, implicit feedback is performed through repeating students' output only without referring to the errors (Ellis, 2015, p. 181).

Equality between learners is an important principle in education. Feedback should be provided to all students evenly. In a research conducted by Good and Brophy (1987),

the two researchers calculated the frequency of teachers' feedback to students. Their results showed that low-achieving students were praised less (6%) and criticized more (18%) for their answers, while high-achieving students were praised more (12%) and criticized less (6%). In addition to that, when giving inaccurate answers, high-achievers were given more attention by the teacher who modified their language to help those students reach the correct answer. (Nunan, 1991, p. 197)

#### **1.4. Input and Interaction**

One of the prominent theories that seek to explain the acquisition of second languages is Krashen's input hypothesis. The latter suggests that language is acquired after being exposed to comprehensible input. Teachers, therefore, should modify the language input in order to facilitate learners' comprehension. Krashen "argued that simplified registers are beneficial for acquisition because they constitute one of the main ways of making input comprehensible" (Ellis, 2015, p. 167). He further "emphasised the importance of 'simple codes' (e.g. foreigner and interlanguage talk)... for making input comprehensible" (Ellis, 1991, p. 4). Thus, it can be said that the importance of teacher talk lies in its ability to enhance language development.

Learners, the receivers of the linguistic knowledge, need to process the language input in order for acquisition to occur. Long suggested that this is achieved through interaction and negotiation of meaning. "There is clear evidence that negotiation results in more input and more comprehensible input than unmodified input" (Ellis, 2015, p. 173). The modifications in teacher talk are characterized by both linguistic and communicative adjustments. In addition to the input modifications of TT, interactional modifications are essential, as well, to the acquisition of language (Ellis, 1991, p. 4).

Likewise, Pica (1987) emphasized the importance of the social relationship in addition to the input and interactional modifications to language acquisition. She suggested that “mutual understanding can be reached” when both parties in the educational environment modify their interactions according to the needs of the other (p. 4).

Underlying the need for mutual understanding and the opportunity to modify and restructure social interaction, therefore, is a social relationship in which learners and their interlocutors are aware of their unequal linguistic proficiencies in the second language, but nevertheless see themselves as having equivalent status with regard to meeting their needs and fulfilling their obligations as conversational participants. (Pica, 1987, p. 4)

In other words, a successful classroom management can be reached through balancing teachers’ and learners’ powers in the classroom. Despite the higher status granted to teachers, learners need to be seen as an equal who is aiming to reach the same goals. If a social relationship were built between teachers and learners, comprehension would be reached, and thus, language would be acquired by learners.

## **Conclusion**

Teacher talk can be seen as the grammatical modifications of the foreign language. It is used by teachers for the sake of facilitating comprehension. When talking, teachers may speak slowly, pause frequently, repeat their utterances often, and codeswitch between the NL and the TL. These alterations to the form of language are believed to help the learners process the language input. Teacher talk is used for different functions as questioning, and giving feedback. These functions are of great importance to nurturing the acquisition of the foreign language. In addition to the modifications of input, teacher talk should be modified communicatively. In other words, teacher talk should aim to foster learners’ interaction in order to create a successful teaching and learning environment.

## **Section Two: Students' Feedback**

### Introduction

#### 2.1. Teacher Authority and Learner autonomy

##### 2.1.1. Teacher Authority

##### 2.1.2. Learner's Autonomy

#### 2.2. Needs Assessment

##### 2.2.1. Felt Needs vs Perceived Needs

#### 2.3. Student Evaluation of Teaching (SET)

#### 2.4. Students' Feedback Questionnaire

### Conclusion



## **Section Two: Students' Feedback**

### **Introduction**

Although teachers may have their own views of the learning requirements, learners can perceive their needs differently. Students' feedback, thus, can provide teachers with valuable data for creating an effective learning atmosphere. The latter can allow an environment in which teachers' views and those of the learners are joined.

In this section teacher authority and learner autonomy are first distinguished. Then a demonstration of the way these two aspects are implemented in the classroom is included. After that, a definition of needs assessment is provided including a description of its two types; felt and perceived needs. Moreover, the importance and role of student evaluation of teachers are highlighted especially through the use of feedback questionnaires, which are later discussed for their validity.

### **2.1. Teacher Authority and Learner Autonomy**

Inside the classroom, the teaching and the learning zones merge together. Thus, understanding the classroom aspects necessitates recognizing the independency of learners and teachers then forming a link between the two. This would allow for a balanced and effective classroom environment.

#### **2.1.1. Teacher Authority**

Teacher authority describes the position that entitles teachers to make decisions and control the learning and teaching processes. Widdowson (1990) divided teacher authority into two types; interactional authority and transactional authority. Interactional authority is one "which has been socially ascribed" to the teacher (Widdowson, 1990, p. 188). This type of authority has an authoritarian nature, in that it allows teachers to enforce obligations on students thanks to their lawful status in the educational field. Transactional

authority, however, is “based on professional qualification” (Widdowson, 1990, p. 188). The authoritative nature of this type gives teachers the right to make decisions being the more knowledgeable party in the classroom.

Teachers’ authority reflects the superiority and power that they are endowed with in the classroom. Their roles, therefore, can cover a wide range of pedagogical practices. Teachers are expected to plan the lessons, manage the educational environment, motivate and empower learners, and ensure the success of the language interactions (Richards & Lockhart, 1996, pp. 105,106). In the classroom environment, these roles are strongly tied and determined by those of the learners.

### **2.1.2. Learners’ Autonomy**

Learners’ autonomy can be defined as learners’ ability to take charge and responsibility of their learning. It results when students “understand the purpose of their learning programme, explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness” (Little, 2003).

Learner’s autonomy can take various forms. First, the strongest form is one in which students take the full responsibility of their learning. In the weakest form, however, learners take only a specific part in making decisions about their learning. (Nunan, 2003, pp. 193,194). Learner’s autonomy is important outside and inside the classroom as it stresses the learner’s responsibility and role in the language acquisition process. Outside the classroom, learner’s autonomy is seen for example in distant learning, CALL technologies, or self-instruction. In these practices, learners use materials that allow them to improve their language individually in the way they believe to be effective. Learner’s autonomy in classrooms, on the other hand, is achieved through involving students in

classroom decisions. It encourages learners' negotiations and collaborative initiatives (Benson, 2006, pp. 26,27).

Barry (1987) argued that acknowledging learner's autonomy in the classroom would not limit teacher's authority; rather, it would serve as an aid to teachers. He stated: "This approach stresses that sharing the responsibility for structuring learning with the students does not require that teachers abdicate their fundamental authority to guide and structure their classes" (Barry, 1987, as cited in Widdowson, 1990). Teacher authority and learner autonomy are two important dynamics in EFL classroom. The classroom environment necessitates creating a balance between the two for a successful educational experience. Widdowson suggested that: "The central task of pedagogy is to find the framework which is most effective for learning. This will necessarily involve taking into account the attitudes, interests, and predispositions of the learners themselves" (Widdowson, 1990, p. 194). This can be realized by teachers through conducting needs analysis in the classroom.

## **2.2. Needs Assessment**

Needs assessment was defined by Graves (2000) as: "a systematic and ongoing process of gathering information about students' needs and preferences, interpreting information and then making course decisions based on the interpretation in order to meet the needs" (p. 98). It is the attempt to gain insights about what students need as individual learners for achieving the learning objectives. It also allows them to obtain a sense of ownership and control over their learning. Eliciting students' views on their personal needs can result in positive effects on students' learning experience. Learners are to gain a clearer and objective view about their learning experience, understand their roles in the pedagogical environment, and identify their personal expectations, as well as those of others, throughout the educational programme (Nunan, 1988, p. 5).

One of the most important aspects of needs analysis is that it “establishes learning as a dialogue between the teacher and the learner” (Graves, 2000, p. 98). Learners can be a central source for teachers, presenting them with valuable information about the requirements of a successful classroom management. Through assessing learners’ needs, teachers can develop a compromised system that allows them to achieve the pedagogical aims.

### **2.2.1. Felt Needs vs Perceived Needs**

Berwick (1989) distinguished two types of need assessment. First, felt needs “are those which learners have” (Berwick, 1989, p. 55). This type is also known as expressed needs as it reveals learners’ pedagogical preferences. Perceived needs, on the other hand are “judgements of certified experts about the educational gaps in other people’s experience” (Berwick, 1989, p. 55). They express teachers’ views of the needs of learners. Berwick states that a combination of these two types of needs in the classroom environment would create a balance between learners’ needs and teacher’s authority (Berwick, 1989, p. 55).

In their study, Kourieos and Evripidou represented students’ attitudes towards effective teaching. The sample studied consisted of 110 first year EFL undergraduate students in two private universities in Cyprus. The participants were to answer a survey by selecting the importance degree of some items as characteristics of effective teachers. Eighteen of the students took part later in some focus group interviews. The results of the research revealed that students are leaning towards a more learner-centered approach where teacher authority is reduced. The research highlighted the importance, according to learners, of their engagement as a factor of effective teaching. Hence, the researchers called EFL teachers to use these findings as a “yardstick to better understand themselves

and the needs of their students for the enhancement of the learning process” (Kourieos & Evripidou, 2013, p. 11).

A systematic analysis of learners’ felt needs together with the perceived needs would empower merging teacher’s authority and learner autonomy. Hence, it would allow for a more effective learning and teaching experience. One way of engaging students as autonomous decision makers is through eliciting their evaluation of different aspects of language teaching and learning.

### **2.3. Student Evaluation of Teaching (SET)**

Student evaluation of teaching models are frameworks used to obtain students’ feedback on the different aspects of teaching. The different tools used for the evaluation may include: students’ representations on university committees, interviews, focus groups, and diaries. The most effective tool used, however, is questionnaires (Keane & Labhrainn, 2005, pp. 7-8).

SET models are widely used in higher education institutions in most western countries. This is due to the valuable contribution of these models in assessing and improving teaching; “results obtained from SET help them to improve the quality of their teaching, as they provide instructors with insight into the strengths and weaknesses of their teaching practice, based on students’ opinions” (Spooren, Brockx, & Mortelmans, 2013, p. 599). Mart (2017) argued that SET is important because it yields useful data for universities. The feedback provided by students help teachers to modify their teaching and measure its effectiveness. Additionally, it can be used by academic administrations to make personnel decisions about the educational environment (Mart, 2017, p. 57).

Despite its valuable contribution to education, students’ feedback is generally approached with reluctance. On account of their limited academic, social, and political

status, students are placed at the lowest level of the educational hierarchy. The relevance of students' opinions is thus often questioned. Nevertheless, recent studies argued that SET models are valid and reliable. Researchers such as Keane and Labhrainn (2005), Murray (2005), and Rowley (2003) revealed that students' evaluation models "tend to correlate highly with lecturers' self-ratings, with the ratings of lecturers' colleagues and with students actual grades" (Keane & Labhrainn, 2005, p. 14). Therefore, the feedback provided by students can be an easier, direct, and objective source for teachers to gain insights about the needs of learners. The elicitation of students' feedback is beneficial for them as well, as it can prompt the learners to reflect on their own learning (Rowley, 2003, p. 144).

#### **2.4. Students' Feedback Questionnaire**

Questionnaires are the most widely used instrument for collecting students' feedback in higher education. They include different questions that can be fashioned in ways relevant to both; learners and teachers (Graves, 2000, p. 114). The questionnaires consist of a variety of questions such as Likert scale, multiple choices, or open ended questions. They are used for the sake of gaining learners' views of the teaching practices. Rowley (2003) has reported:

In an environment in which it is becoming increasingly important to listen to and engage in dialogue with students and to understand and influence their motivation towards learning, effective student feedback mechanisms are increasingly important. Questionnaires are one useful and widely used approach. (Rowley, 2003, p. 148)

The recent approaches of education emphasize the role of learners in the development of the pedagogical environment. Their feedback can contribute highly to improve the learning experience. The views of learners can be elicited through the use of various methods. The most used one, however, is questionnaires.

Questionnaires are considered the primary choice of obtaining feedback for several reasons; they are anonymous, objective, flexible, and can be analysed quickly. In spite of their straightforwardness, questionnaires provide reliable data. Rowley (2003) stated that: “after many years in education, university and college students are professional “teacher watchers” and, if asked questions to which they can respond, are capable of making fair and sound judgment about teaching” (Rowley, 2003, p. 143). Questionnaires are, therefore, an important tool for revealing the learners’ needs and preferences of the various aspects of teaching.

Students’ feedback questionnaires present teachers with valuable and relevant data, however, they should not be the only source that the teachers rely on. Murray (2005) suggested that:

Student evaluation forms can assess only those characteristics that are substantive factors such as instructor knowledge, academic standards, and quality of assignments... Thus we must admit at the outset that student evaluation of teaching is incomplete and lacking in scope, and must always be supplemented by other sources of data on teaching. (Murray, 2005, p. 3)

Teachers can rely on different sources such as pedagogical materials, opinions of different colleagues, and even their perceived needs to complement the data provided by learners, and, thus, modify their teaching and language appropriately.

## **Conclusion**

For a classroom environment to be successful there should be a balance between teacher’s dominance and learner’s autonomy. In order to achieve that, teachers are required to elicit learner’s needs. The integration of learners’ felt needs with the teacher’s perceived needs can give teachers an overall overview of the educational experience. Learners’ preferences can be obtained through using the students’ feedback questionnaire which is considered as a valid method to generate students’ evaluation of teaching.

## **Chapter Two: Fieldwork**



## **Introduction**

### **Section one: Methodology**

1.1. Research Paradigm

1.2. Sampling and Setting

### **Section Two: Students' Questionnaire**

7.1. Description and Administration of Students' Questionnaire

7.2. Analysis of Students' Questionnaire Results

7.3. Discussion and Interpretation of the Questionnaire Results

## **Introduction**

While the first chapter dealt with the theoretical framework of the research, this second chapter deals with the practical part. The latter aims at observing how the collected learners' feedback would affect teacher talk. Thus, it tests the hypothesis and answers the research questions. The chapter encompasses three sections. The first one deals with the description of the methodology followed throughout the research. Section two presents the analysis and interpretation of students' questionnaire. Lastly, section three discusses and interprets the classroom observation.

## **Section One: Methodology**

### **1.1. Research Paradigm**

In order to investigate the effects integrating students' feedback has on teacher talk, the research was conducted following a quantitative approach by using quasi-experimental design. The research falls under the type entitled "one-group pretest–posttest design" as it attempts to observe one group before and after the treatment. This type is defined in The SAGE Encyclopedia of Communication Research Methods as:

A type of research design that is most often utilized by behavioral researchers to determine the effect of a treatment or intervention on a given sample. This research design is characterized by two features. The first feature is the use of a single group of participants (i.e., a one-group design). This feature denotes that all participants are part of a single condition—meaning all participants are given the same treatments and assessments. The second feature is a linear ordering that requires the assessment of a dependent variable before and after a treatment is implemented (i.e., a pretest–posttest design). Within pretest–posttest research designs, the effect of a treatment is determined by calculating the difference between the first assessment of the dependent variable (i.e., the pretest) and the second assessment of the dependent variable (i.e., the posttest). (Allen, 2017, p. 1124)

In view of this, two research tools; a students' questionnaire and classroom observation, have been used in order to determine the effects of the treatment before and after it is received.

First, two teachers of Written Expression (**Teacher A** and **Teacher B**) were selected for the experiment. Two of their groups (**Group A** and **Group B**) were, then, selected and given a students' feedback questionnaire (see **Appendix A**) that reflects their preferences about **Teacher A** and **Teacher B** talk. After that, the classroom observation took place. The two teachers were observed for two sessions based on a checklist that consists of the different features of teacher talk (see **Appendix C**). However, at the end of the second session, each of the teachers was provided with the results of his or her students' feedback questionnaire. The teachers were then observed for two more sessions. The method enabled the observation of the teachers before and after being provided with students' feedback. Hence, this allowed determining the effects and changes occurring after the treatment.

## **1.2. Sampling and Setting**

Two teachers (**Teacher A** and **Teacher B**) of Written Expression at the University of Mohammed El Seddik Ben Yahia, Jijel, were selected through convenience sampling for the classroom observation. For each teacher, one group was selected to answer the feedback questionnaire. The two groups were second year license students. While **Group A** contained 21 students, **Group B** consisted of 17 students.

## **Section Two: Students' Questionnaire**

### **2.1. Description and Administration of Students' Questionnaire**

The students' questionnaire was administered to two groups of second year students at the English department of Mohammed El Seddik Ben Yahia University. **Group A** included 21 students while **Group B** contained 17 students. The questionnaire aimed at obtaining those students' preferences on different aspects of the speech of their Written Expression teachers (**Teacher A** and **Teacher B**). It comprises twelve questions which includes nine multiple-choice questions, two Likert scale questions, and one open ended question.

The first feature is the pace of speaking. **Q2** aims to know the speed at which learners prefer their teacher to speak. **Q3** and **Q6** deal with the modifications of input. i.e., the use of sophisticated words and the language used to explain them. The third aspect which is included in **Q4** and **Q8** is think time. While **Q4** deals with the frequency of teacher's pauses, **Q8** seeks learners' views about the time the teacher should wait before selecting who answers the questions. **Q5** draws the views of learners on the form of repetition of the lessons ideas. **Q7** is about the form of questions. **Q9** and **Q10** aim to determine learner's preferences about the type and frequency of feedback. **Q11** deals with learners' views of interaction. And the final question, **Q12**, asks students for additional comments.

## 2.2. Analysis of Students' Questionnaire Results

### Q1: I consider my level in English to be:

**Table 1**

*Students' Views of Their Level*

Options	Group A		Group B	
	N	%	N	%
a. Below Average	0	0	01	5.88
b. Average	12	57.1	07	41.18
c. Good	08	38.1	08	47.06
d. Very Good	01	4.8	01	5.88
<b>Total</b>	<b>21</b>	<b>100</b>	<b>17</b>	<b>100</b>

The results of the first question showed that more than half of the students in **Group A** believe their level of English to be average. All of the others state that their level was good, except for one student who believes it to be a very good level. In **Group B** the number of students who believe their level to be average is almost equal to those who think it is a good level.

### Q2: I prefer when the teacher talks, she would talk:

**Table 2**

*Students' Feedback on Teachers' Speaking Pace*

Options	Group A		Group B	
	N	%	N	%
a. Slowly	05	23.81	07	41.18
b. Moderately	15	71.43	09	52.94
c. Fast	01	4.76	01	5.88
<b>Total</b>	<b>21</b>	<b>100</b>	<b>17</b>	<b>100</b>

The second table revealed that the greater number of students in **Group A** prefer

their teacher to speak moderately. Only few students report that they would rather **Teacher A** spoke slowly. On the other hand, in **Group B** almost half of the students want **Teacher B** to speak slowly while the other half prefer a moderate pace.

**Q3: I prefer that when the teacher is explaining the lesson, they would:**

**Table 3**

*Students' Feedback on Teachers' Use of Difficult Words*

Options	Group A		Group B	
	N	%	N	%
a. Use more sophisticated words	0	0	0	0
b. Use only simple words	04	19.05	04	23.53
c. Use both complex and simple words	17	80.95	13	76.47
<b>Total</b>	<b>21</b>	<b>100</b>	<b>17</b>	<b>100</b>

The table above showed that the vast majority of learners in **Group A** and **Group B** believe that their teachers should mix between the use of simple and complex words. Only four students in both groups suggest the use of only simple words. None of the students preferred the use of difficult words solely.

**Q4: When explaining the lesson, I prefer that the teacher would apply:**

**Table 4**

*Students' Feedback on Teachers' Pauses*

Options	Group A		Group B	
	N	%	N	%
a. Frequent pauses	0	0	0	0
b. Few pauses	21	100	16	94.12
c. Would not pause (non-stop)	0	0	01	5.88
<b>Total</b>	<b>21</b>	<b>100</b>	<b>17</b>	<b>100</b>

Interestingly, in the fourth statement, all of the students in **Group A** agree that the teacher should pause few times when explaining the lesson. The same results are observed for **Group B**, however, only one student suggested that **Teacher B** should talk non-stop.

**Q5: Regarding the repetition of the lessons' ideas, I prefer that the teacher:**

**Table 5**

*Students' Feedback on Teachers' Repetitions*

Options	Group A		Group B	
	N	%	N	%
a. Uses the same words	02	9.52	01	5.88
b. Paraphrases the ideas in different words	09	42.86	04	23.54
c. Includes the learnt items in activities and quizzes	06	28.57	05	29.41
d. Other	0	0	0	0
a.+c.	01	4.76	01	5.88
b.+c.	03	14.29	05	29.41
b.+d.	0	0	01	5.88
<b>Total</b>	<b>21</b>	<b>100</b>	<b>17</b>	<b>100</b>

The fifth table disclosed a variety of students' preferences. The majority of students in **Group A** state that they prefer the teacher to repeat the lesson's ideas in different words. On the other hand, a good number believe the learnt items should be included in activities and quizzes. At the same time, some of the students advocate the use of both of the former strategies in repetition. In **Group B** most students suggest that **Teacher B** includes the learnt items in activities or quizzes only, or in addition to rephrasing the presented ideas.

**Q6: To explain difficult words, I prefer that the teacher uses:**

**Table 6**

*Students' Feedback on Teachers' Code Switching*

Options	Group A		Group B	
	N	%	N	%
a. Only English	06	28.57	03	17.65
b. Only Arabic	1	4.76	0	0
c. Both English and Arabic	14	66.67	14	82.35
<b>Total</b>	<b>21</b>	<b>100</b>	<b>17</b>	<b>100</b>

The results of this table indicated that the majority of students in both groups agree that the explanation of the difficult words by their teachers should be a mix between the native language and the target language. Almost a third of students in **Group A**, however, asked for the use of English only.

**Q7: I prefer that the teacher asks more questions that:**

**Table 7**

*Students' Feedback on Teachers' Types of Questions*

Options	Group A		Group B	
	N	%	N	%
a. Have a limited answer	04	19.05	01	5.88
b. Give me more space to share my ideas	16	76.19	14	82.35
c. Others	01	4.76	02	11.77
<b>Total</b>	<b>21</b>	<b>100</b>	<b>17</b>	<b>100</b>

For the types of questions asked by the teachers, most students in **Group A** and **Group B** suggest that the teacher includes more questions that give learners a space to share their ideas. Only a scarce minority prefers other types of questions.



**Q8: Before I answer questions, I prefer the teacher waits after asking for:**

**Table 8**

*Students' Feedback on Teachers' Wait Time*

Options	Group A		Group B	
	N	%	N	%
a. A short period of time (one second)	05	23.81	02	11.77
b. An average period of time (five seconds)	12	57.14	12	70.58
c. A long period of time (fifteen seconds)	04	19.05	03	17.65
<b>Total</b>	<b>21</b>	<b>100</b>	<b>17</b>	<b>100</b>

The findings of the eighth table manifested that more than half of the students in both groups would like their teacher to wait for five seconds after asking a question. The remaining opinions were organized into almost two equal groups; one preferring a short wait time and the other a long one.

**Q9: I prefer that the teacher gives me feedback on my answers':**

**Table 9**

*Students' Feedback on Teachers' Type of Feedback*

Options	Group A		Group B	
	N	%	N	%
a. Form	01	4.76	0	0
b. Content	02	9.52	01	5.88
c. Both	18	85.72	16	94.12
<b>Total</b>	<b>21</b>	<b>100</b>	<b>17</b>	<b>100</b>

Almost all students in **Group A** and **Group B** asked the teacher to provide them with feedback on both; the content and the form of their answers. Only four students preferred the feedback on either the form only or the content only.

**Q10: The teacher should give me feedback on all of my answers:**

**Table 10**

*Students' Feedback on the Frequency of Their Teachers' Feedback*

Options	Group A		Group B	
	N	%	N	%
a. Strongly disagree	01	4.76	0	0
b. Disagree	01	4.76	01	5.88
c. Agree	14	66.67	12	70.59
d. Strongly agree	05	23.81	04	23.53
<b>Total</b>	<b>21</b>	<b>100</b>	<b>17</b>	<b>100</b>

In **Q10**, More than half of **Group A** and **Group B** students agree that their teachers should provide them with feedback on all of their answers. Only three students suggest that it is not necessary.

**Q11: I should be given more chances to talk and discuss in class.**

**Table 11**

*Students' Views about Interaction*

Options	Group A		Group B	
	N	%	N	%
a. Strongly disagree	0	0	03	17.65
b. Disagree	02	9.52	02	11.77
c. Agree	16	76.19	05	29.41
d. Strongly agree	03	14.29	07	41.17
<b>Total</b>	<b>21</b>	<b>100</b>	<b>17</b>	<b>100</b>

**Table 11** indicated that nearly all students for **Group A** agree that they would like to be given more chances to talk in class. In **Group B**, 17.65% of the students revealed that they strongly disagree on talking more in class.

### **Q12: Additional comments**

In the section of additional comments in the questionnaire, some students in **Group A** and **Group B** asked for more activities and examples. One student from **Group B** stated: “I hope we will have much time to practice more to get better understanding also to obtain sufficient information”.

### **2.3. Discussion and Interpretation of the Questionnaire Results**

It is interesting to note that the questionnaire of **Group A** and **Group B** yielded pretty close results. As have been observed from the questionnaire and deduced from the previous theoretical assumptions, learners almost agree on the same aspects of teacher talk that would meet their preferences and needs. This shows that learners are aware of the educational adjustments required to promote language acquisition.

For the first feature of teacher talk, **Q2** revealed that most learners prefer their teacher to speak in either a moderate or a slow pace. This is suggested, in mathematical terms, to be from 100 WPM to 110 WPM. When being a part of a NS-NNS discourse, learners might relate the miscommunications occurring to the fast pace of the native speaker’s speech (more than 140WPM). Since it might result in receiving the whole auditory message, learners would probably prefer their teachers to speak in a rate that allows them to attend to all the uttered words; ergo, their comprehension would increase.

In **Q3**, learners advocated the use of a mixture of difficult and simple words. This is assumed to be related to learners’ intentions of enriching their vocabulary. In other words, introducing a balanced amount of complex words might be considered by students as a chance to gain new vocabulary and, as a result, improve their language. The meaning of the difficult words may be inferred from the context, through repetition,

or through code switching.

The concept of think time is displayed in **Q4** and **Q8**. Almost all students agreed that the teacher should pause a few times when explaining the lessons. Teacher's pauses are important to learners because they give them time to process the previously presented ideas and welcome the new ones. At the same time, learners prefer the teacher to wait for an average period of time before hearing their answers. This is clearly related to learners' need for enough time to think of the answers.

The diversity that exists in the EFL classrooms regarding learners' level, their cognitive capacities, and their learning needs calls for different ways of explanation. The answers of the fifth question prove this statement. Most learners reported that they prefer their teachers to paraphrase the ideas explained or include them in activities and quizzes. The modifications applied to teachers' explanations and their repetition help simplifying the input to meet learners' level. Furthermore, including the learnt items in activities encourages learners to deal with information in different ways; thus, it increases their retention of information.

In **Q6**, most learners preferred that their teachers mix between the use of English and Arabic in explaining difficult words. Second year students do not yet possess a high level of language competency, thus, their choice might be based on the fact that the first language is helpful in understanding difficult, and especially abstract, words. On the other hand, a small number of students suggested that the teacher uses only the target language to explain difficult terms. The students who selected this choice believed their levels to be either average or good. This, then, might be linked to the urge of these students to adapt to the target environment and language.

Learners expressed in **Q7** and **Q11** their desire to interact and express their personal ideas more in class. When giving them a chance to speak more, students might

see it as a way to use the target language and be more sociable under the teacher's surveillance. Furthermore, students might feel that their voices and ideas are important in the classroom environment. Hence, this would increase their sense of responsibility towards their learning.

In **Q9** and **Q10**, students revealed that their teachers should give them constant feedback on both; the form and the content of their answers. The feedback on content is important in monitoring learners' understanding of the input, while that of the form guides their linguistic productions. Thus, the choice is probably related to students aiming not only to acquire the knowledge presented but also to improve their language.

## **Section Three: Classroom Observation**

### 3.1. Administration and Description of Classroom Observation

### 3.2. Analysis of Classroom Observation Results

#### 3.2.1. Pace

#### 3.2.2. Think Time

##### 3.2.2.1. Frequency

##### 3.2.2.2. Length

#### 3.2.3. Difficulty of Speech

#### 3.2.4. Repetition

#### 3.2.5. Code Switching

#### 3.2.6. Types of Questions

#### 3.2.7. Types of Feedback

### 3.3. Discussion and Interpretation of Results

### 3.4. Limitations of the Study

### 3.5. Pedagogical Recommendations for Future Research

## **Conclusion**

## **Section Three: Classroom Observation**

### **3.1. Administration and Description of Classroom Observation**

The classroom observation took place with the two teachers of Written Expression whose students provided the teacher talk feedback. It was based on a checklist (see **Appendix C**) that is composed of the different features of teacher talk. The nature of the data collected was quantitative as it aimed to measure the use of those features throughout the course of four sessions.

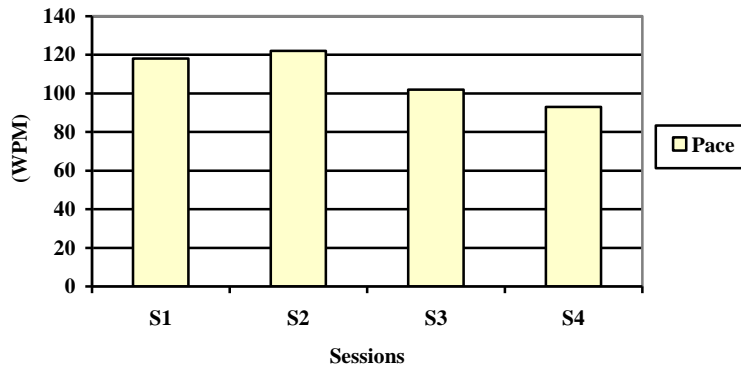
First, the two teachers were observed for two sessions based on the checklist (see **Appendix C**). After the end of the second session **Teacher A** and **Teacher B** were handed the feedback of **Group A** and **Group B** respectively. The two teachers were again observed for two other sessions based on the same checklist.

It is important to note that while some features were measured by counting their frequency, others had special ways of measurement. The first feature which is the pace of speech was assessed through counting the words uttered by the teacher in one minute. In addition to that, think time was measured by frequency as well as length. Finally, the speech difficulty was evaluated by transcribing some excerpts of teachers' speech in each session (see **Appendix B**) and then administering the evaluation forms to five random students from each group. The evaluation models consist of the transcribed passage and a measurement scale (from 01 to 05).

### 3.2. Analysis of Classroom Observation Results

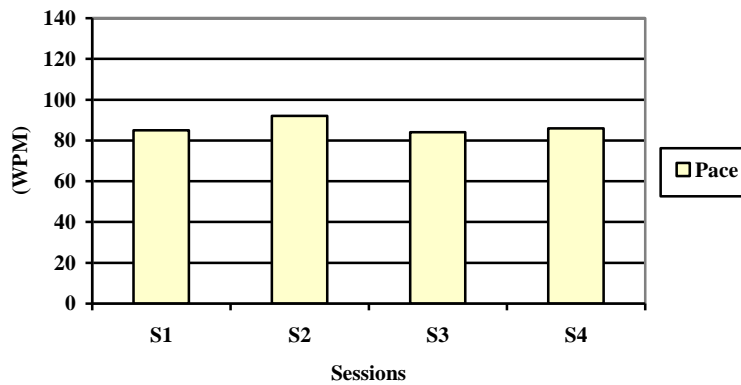
#### 3.2.1. Pace

##### Teacher A



*Figure1. Pace of Teacher A's Speech*

##### Teacher B



*Figure2. Pace of Teacher B's Speech*

Figure 1 and figure 2 show the possible change occurring in teachers' rate of speech through the course of four sessions. It is observed in figure 1 that the pace of **Teacher A** started decelerating after the second session. While the highest pace was estimated to be 122 WPM in **S2**, the lowest reached 93 WPM in the last session. For **Teacher B**, the pace remained almost stable over the course of time. Figure 2 demonstrated that the pace was approximately 86 WPM in the four sessions.



### 3.2.2. Think Time

#### 3.2.2.1. Frequency

##### Teacher A

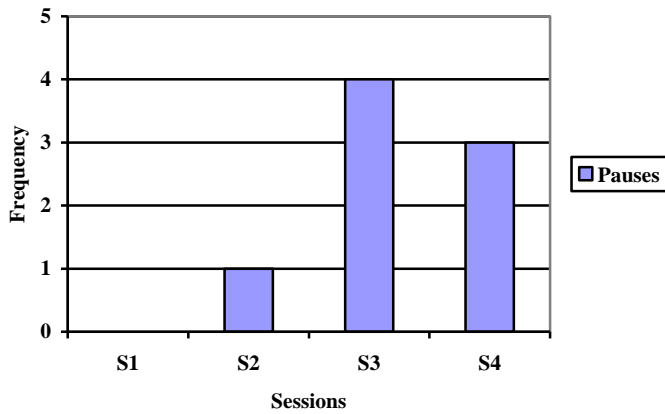


Figure3. Frequency of Teacher A's Pauses

##### Teacher B

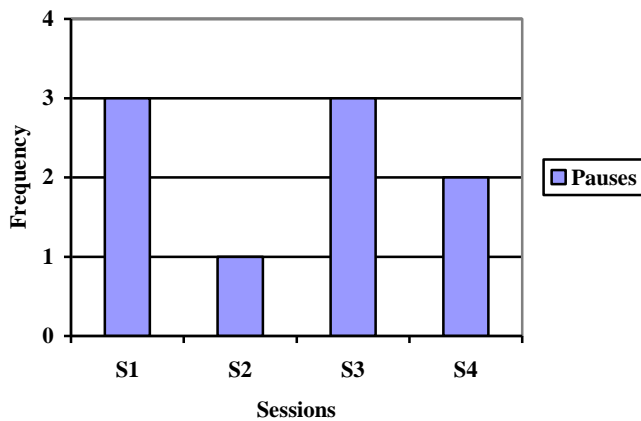


Figure4. Frequency of Teacher B's Pauses

It was observed that **Teacher A** in **S1** did not pause during the explanation. In **S2** the teacher paused for once then the frequency increased more during **S3** and **S4**. On the other hand, the pauses of **Teacher B** were unstable. The frequency decreased to its lowest in **S2** where it was one pause only, and increased to its highest in **S1** and **S3** to be three pauses during the session.

### 3.2.2.2. Length:

#### Teacher A

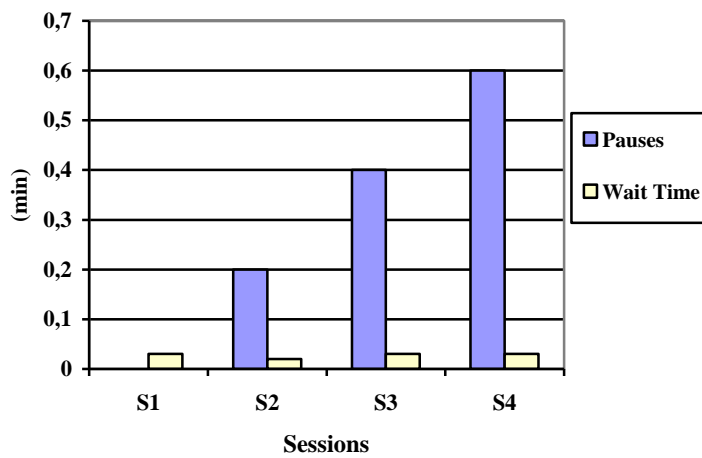


Figure5. Length of Teacher A's Pauses

#### Teacher B

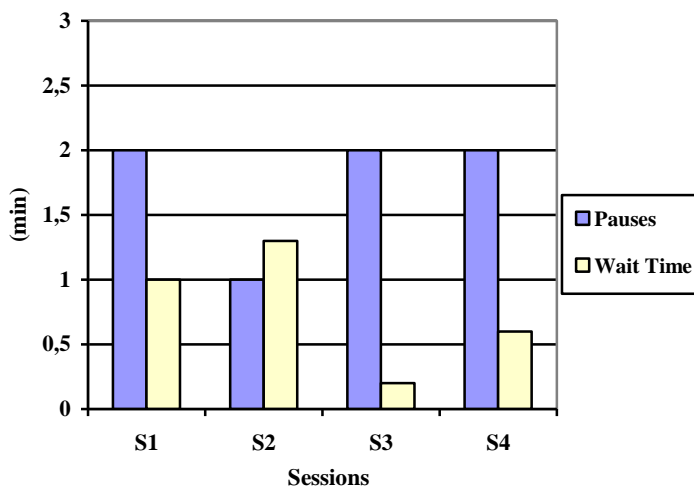


Figure6. Length of Teacher B's Pauses

Interestingly, think time for **Teacher A** and **Teacher B** differed significantly in its length. On the one side, the length of **Teacher A**'s pauses was extended through time. It started with no pauses in the first session to more than half a minute in **S4**. However, the length of wait time remained the same (about two seconds). This length is considered very short comparing to that of **Teacher B**. The pauses of the latter were two minutes in most sessions. The length of wait time decreased in **S3** and **S4** to less than 40 seconds.

### 3.2.3. Difficulty of Speech

#### Teacher A

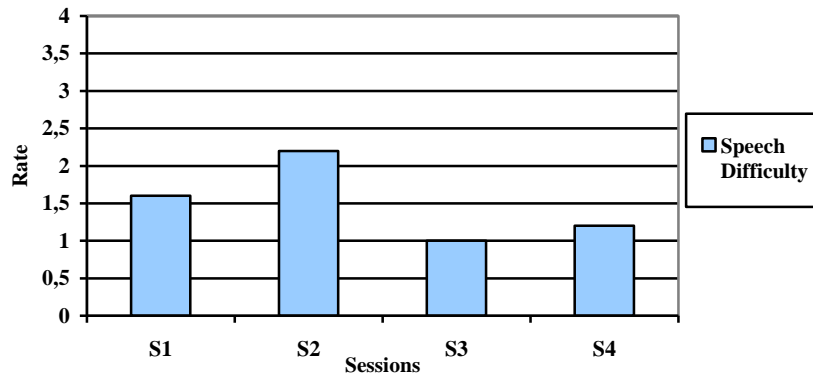


Figure7. The Difficulty of Teacher A's Speech

#### Teacher B

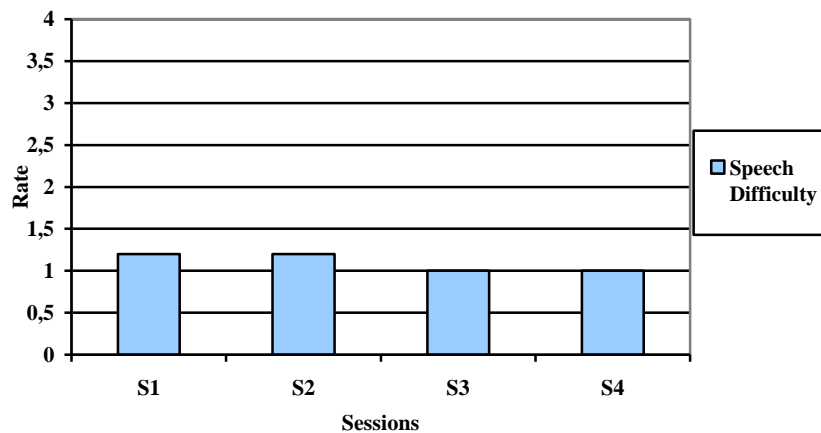


Figure8. The Difficulty of Teacher B's Speech

The two figures above display the difficulty level of the teachers' speech according to their students. The complexity of **Teacher A's** speech saw a noticeable decrease from around 2.2 in **S2** to 1 in **S3** and 1.2 in **S4**. On the other hand, Figure 8 showed that **Group B** considers the difficulty level of their teacher's speech to be low in comparison to that of **Teacher A**. Similarly to **Teacher A**, however, the difficulty of **Teacher B's** speech decreased in **S3** and **S4**.

### 3.2.4. Repetition:

#### Teacher A:

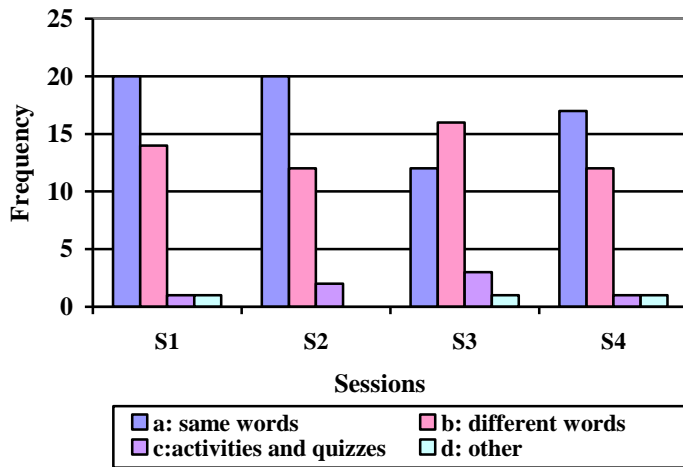


Figure9. Teacher A's Repetition

#### Teacher B:

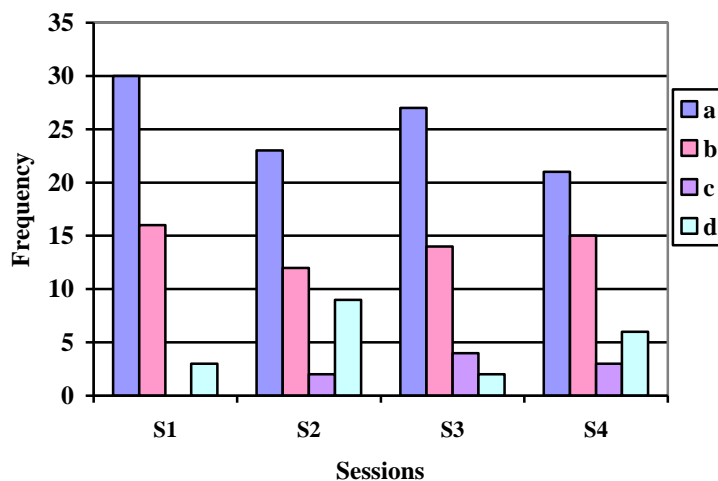


Figure10. Teacher B's Repetition

Figure9 and Figure10 represent the various forms of repetition carried out by **Teacher A** and **Teacher B** respectively. It is, first, noticed that **Teacher B** repeats the ideas more frequently than **Teacher A**. Repeating the ideas in the same words was used less by the latter in S3 and S4. On the contrary, more paraphrasing was used during those sessions. On another note, the use of activities and other forms of repetition was stable through the four sessions.

In Figure10, it is observed that **Teacher B** mostly repeats the input using the same words. The frequency of the latter is higher than that of paraphrasing. However, in **S4** the frequency of repeating the ideas in different words saw an increase in comparison to repeating them using the same words. Furthermore, more activities and quizzes were used through time. The use of other forms of repetition saw an increase also in **S2** and **S4**.

### 3.2.5. Code Switching

**Teacher A:**

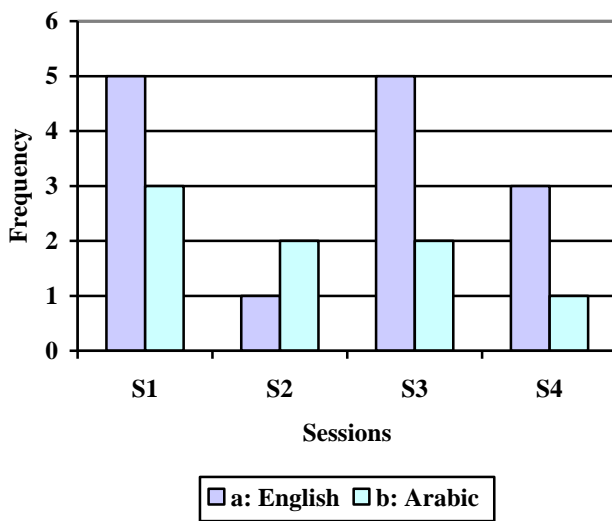


Figure11. Teacher A's Code Switching

**Teacher B:**

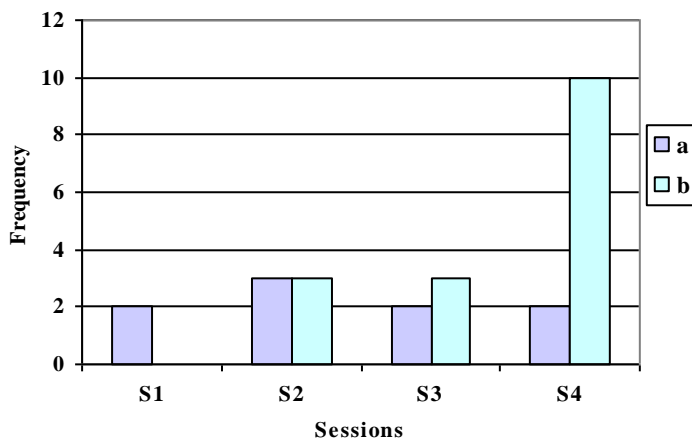


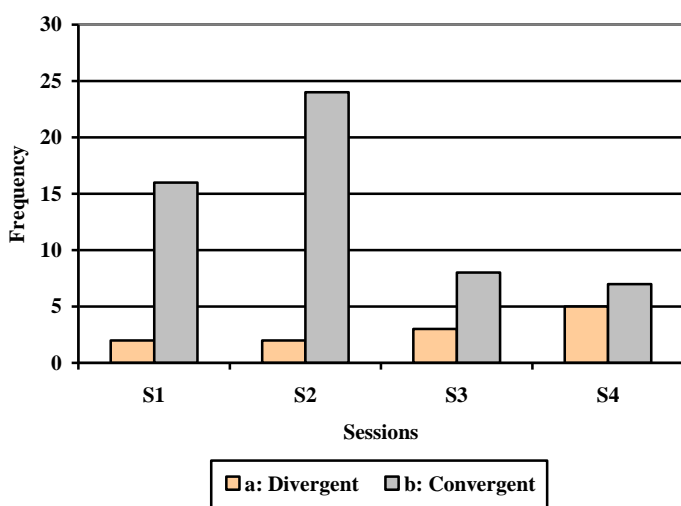
Figure12. Teacher B's Code Switching

It is noticed in the above figures that in the first three sessions, the frequency of explaining difficult words for **Teacher A** was higher than **Teacher B**. Figure 11 shows that **Teacher A** usually uses more English to explain the difficult words. In **S2**, however, Arabic was used more. The overall use of Arabic by **Teacher A** witnessed a decrease through the course of the four sessions.

By contrast, the use of Arabic by **Teacher B** increased gradually through time, while that of English remained almost the same. Remarkably, in the last session, the teacher switched to Arabic ten times.

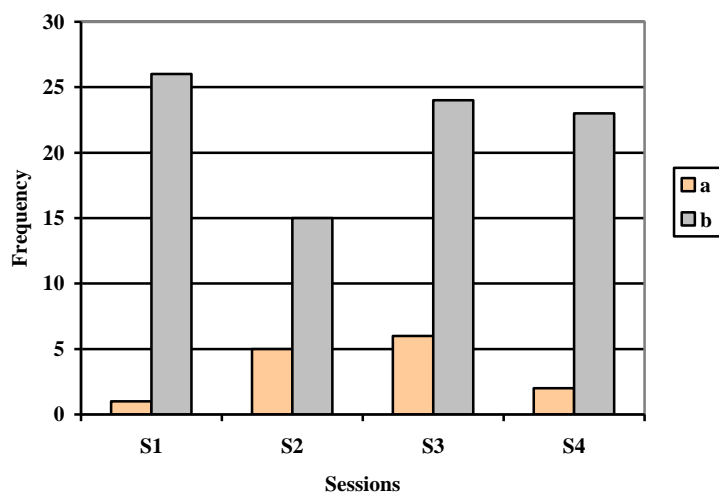
### 3.2.6. Types of Questions:

**Teacher A:**



*Figure13. Teacher A's Questions*

### Teacher B:



*Figure14. Teacher B's Questions*

Figure13 shows that the use of divergent questions by **Teacher A** increased gradually in **S3** and **S4**. At the same time, the teacher asked less convergent questions in **S3** and **S4** than they did in **S1** and **S2**. It was also observed that **Teacher B** asks more questions, especially convergent ones, than **Teacher A**. In **S3**, the frequency of divergent questions reached its highest which is six questions, but it decreased again to two questions in **S4**. The highest frequency of convergent questions was twenty six.

### 3.2.7. Types of Feedback

#### Teacher A:

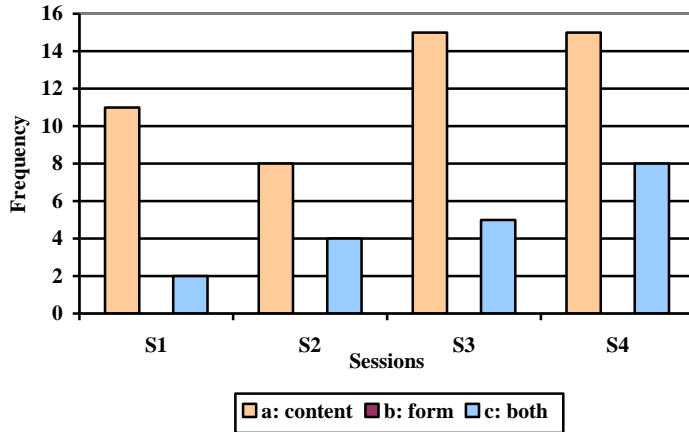


Figure15. Teacher A's Feedback

#### Teacher B:

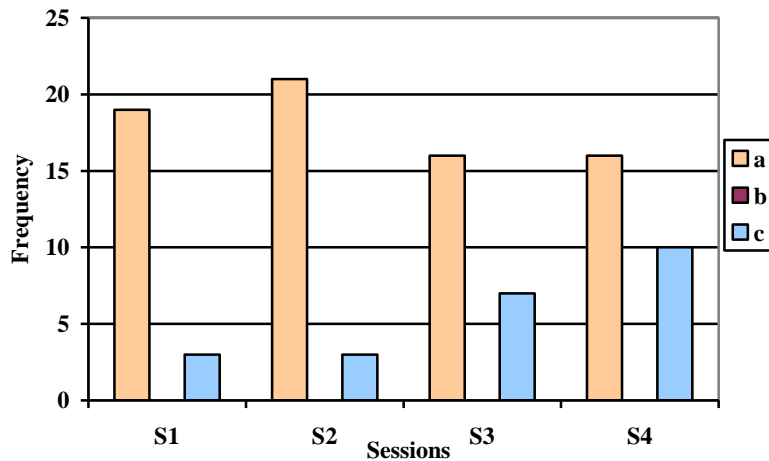


Figure16. Teacher B's Feedback

The results of Figure15 show that **Teacher A** gave more content feedback in **S3** and **S4** than in the previous sessions. Additionally, they provided continuously more feedback on both; the content and the form through the course of the sessions.

In **S3** and **S4**, **Teacher B** gave less feedback on the content alone, and more on the content and the form together. It is important to note that both teachers did not provide feedback on the form only.



### 3.3. Discussion and Interpretation of the Results

It is noticed in the first two figures (1 and 2) that **Teacher A** slowed down their speech pace in the last two sessions while that of **Teacher B** remained the same. This comes in line with the feedback provided by the students after **S2**. As it was reported in the questionnaire, most learners prefer their teachers to speak either moderately or slowly. While **Teacher B**'s pace was slow through the four sessions (around 86 WPM), **Teacher A**'s rate of speech decreased from a fast pace (122 WPM) to a moderate one (93 WPM). Thus, learners' feedback is believed to have an effect on the teachers' pace. This can be seen in the last two sessions in which the pace of the teachers was in agreement to that preferred by learners.

Students' need for a slow teacher talk is widely agreed upon in the literature (Yurtbaşı, 2015; Kelch, 1985; Chaudron, 1988). The exact convenient pace, however, can largely depend on learners' level and needs. The more competent learners are, the easier it is for them to follow a faster speech rate. Therefore, it is important for teachers to be attentive to the pace that serves their surrounding environment. The feedback of learners can actually give teachers insights about the pace that corresponds to their students' level. As was observed in *figure 1* and *figure 2*, **Teacher A** and **Teacher B** both conformed to learners expressed needs.

Most of the students expressed, in **Q4** and **Q8**, that they prefer their teachers to pause few times when explaining the lessons. The results of the classroom observation showed that **Teacher B**'s pauses vary in length and frequency. Throughout the lessons, the teacher paused few times, usually, from one to two minutes. On the other hand, **Teacher A**'s pauses were short in comparison. The longest pause was more than half a minute in **S4**. However, the pauses saw a noticeable increase in the last two sessions. The needs expressed in the students' feedback questionnaire were again met. Both teachers in **S3** and

**S4** were pausing a few times while explaining. While those of **Teacher B** were considerably long, **Teacher A**'s pauses were extending through time.

On another note, the length of wait time did not change for **Teacher A** but was reduced by **Teacher B** from more than one minute to around 36 seconds. Although more than half of the students reported that they prefer the teacher to wait for five seconds, **Teacher A** only waited for 01 or 02 seconds before picking a student to answer, answering the question themselves, or asking another question. This might be related to **Teacher A**'s perceived needs. Many teachers believe that learners should immediately construct an answer after hearing the teacher's question. Rowe reported that "under the usual 1- second average wait times, responses tend to consist of short phrases and rarely involve explanations of any complexity" (Rowe, 1986, p. 44). Most of **Teacher A**'s questions did not, in fact, require higher level thinking. Thus, they might be considered by the teacher as ones that do not require a long wait time.

According to students' ratings, **Teacher A** and **Teacher B** decreased the level of their speech difficulty in **S3** and **S4**. In the questionnaire, most learners suggested that the teacher should mix between complex and simple words. While **Teacher B** spoke in a quite simple manner, **Teacher A** used a more sophisticated language in the first two sessions.

It is important for teachers to know the level they are teaching. This allows them to modify their speech in order to achieve learners' understanding. Krashen (1982) suggested that teachers should introduce an input that is slightly higher than the current level of the learners. He suggested, however, that: "if the acquirer understands the input, and there is enough of it,  $i+1$  will automatically be provided...This implies that the best input should not even attempt to deliberately aim at  $i+1$ " (Krashen, 1982, p. 21). Figures 7 and 8 show how the teachers adapted the difficulty level of their speech to meet the learners' needs by reducing the deliberate attempts of including complex words.

Figures 9 and 10 showed that the two teachers used various ways of repetition both before and after being provided with the feedback. The most used methods, however, are exact and paraphrased repetition. Although learners asked for more paraphrasing in **Q5**, the exact repetition was more used. This might be due, as well, to teachers' perceived needs of their students. The latter are being introduced to new terms, thus, hearing some phrases repeatedly might nurture their familiarity with them. In addition to that, their retention of those new ideas and terms might increase when they are refreshed continually.

In **Q6**, most learners said that they prefer the teacher to explain difficult terms in Arabic. **Teacher B** complied to learners' preferences and used more Arabic, especially in the last session. On the contrary, **Teacher A** used less Arabic in the last two sessions. This might be related to the fact that the teacher reduced their speech difficulty. Thus, the use of Arabic was not necessary.

Despite students asking for more divergent questions in **Q9**, it was noticed in figures 13 and 14 that both teachers posed more convergent ones. This might be related to the nature of the course that deals with the syntactic rules. It does not require, thereby, that the students express or elaborate on their personal thoughts and ideas. That being said, **Teacher A** started asking more divergent questions in **S3** and **S4** than in the first two sessions.

In **Q10**, learners expressed that they prefer their teachers to give them feedback on the form and the content of their answers. While the feedback on the content was high for both teachers, they both started integrating more explicit feedback on the form also in the last two sessions.

Teachers tend usually to correct students' productions implicitly through repeating their answers in a correct form. The implicit feedback can be defined as:

a reformulation of all or part of a learner's immediately preceding utterance in which one or more non-target like (lexical, grammatical etc.) items are replaced by

the corresponding target language form(s), and where, throughout the exchange, the focus of the interlocutors is on meaning not language as an object. (Long, as cited in Ellis, Loewen, & Erlam, 2006, p. 341)

Despite the fact that teachers correct the form also, this type of providing feedback might fail to bring students' notice to the corrections applied on the form. Thus, a more explicit feedback might be more beneficial for learners. According to Ellis: "it is the more explicit types of recasts that have proved more likely to promote learning" (Ellis R. , 2015, p. 181).

After being provided with students' answers of the questionnaire, it was observed that the two teachers increased the frequency of their explicit feedback on the form also. The students' comments, therefore, might have raised teachers' awareness about the importance of explicit feedback to learners.

It should be noted that the findings of this research contribute to a different facet of the educational field than those targeted by the researches mentioned in the Background of the Study. The research conducted by Hadjeris (2019) aimed at investigating the existence or lack thereof of the features that foster learners' interaction. The researcher concluded that some teachers lack the awareness of the features of teacher talk that increases interaction. Similarly, the work of Djeghri and Benyache (2020) focused on the compatibility of teachers' and learners' views of effective teacher talk. They arrived to the conclusion that while teachers and learners agree on some perspectives, learners have other preferences. These include simplification of speech and assigning more activities.

The research in hand has tried as well to identify the different features of teacher talk that meet the learners' preferences and needs. It covered, however, a broader scope than the previous researches. The study attempted at not only recognizing the features, but also investigating the effects learners' preferences has on regulating the different features of teacher talk. The results reached after the analysis of the questionnaire and the classroom observation answers the posed research questions:

1. What are the changes that EFL students seek in their teacher talk?
2. Will the teacher talk be changed according to students' feedback?

First, it was concluded that learners would like to change different aspects of their teachers' talk. These include: slowing the rate of speech, mixing between the use of simple and complex words, and pausing few times while explaining. In addition to that, learners also suggested paraphrasing the ideas presented, using Arabic and English to explain difficult words and asking more divergent questions. The students also preferred if teachers waited for five seconds after asking a question, and provided feedback about both the form and the content of their answers. It was believed that if teachers received this feedback, teacher talk would be modified.

After providing the teachers with the results of the feedback questionnaire, it was observed that the two teachers modified various features of their speech. These include both formal and functional features. **Teacher A** slowed down their pace, increased the frequency and length of their pauses, and reduced their speech difficulty. They also asked more divergent questions, and finally provided more feedback on the content and the form. On the other hand, **Teacher B** used more Arabic to explain difficult terms, decreased their speech difficulty, and gave more feedback on the content and the form as well.

On the basis of these results, it can be suggested that the hypothesis of the research: "if students' feedback was elicited, teacher talk will be modified" is confirmed.

### **3.4. Limitations of the study**

This research is by no means clear of flaws and imperfections. A number of limitations resulted throughout the implementation of this research. The first obstacle faced is the lack of data that deal with students' feedback in the Algerian context. Therefore, resources were limited to those in other regions. Additionally, the experiment required

more time to be implemented for the sake of increasing the validity of data. This was, unfortunately, not possible in time of conducting this research.

### **3.5. Pedagogical Recommendations for Future Research**

In relation to the limitations stated above and the remarks noted throughout the study, it is suggested that further research can be conducted on this topic. More time can be allocated to classroom observation in order to have a clearer view of the effects of students' feedback in the long run. Additionally, the research in hand dealt mainly with the effects students' feedback has on teacher talk. Therefore, more investigation can be carried out about the effects it has on other different aspects of the classroom environment.

Furthermore, the research dealt with teacher talk holistically. Thus, more research can be conducted in the Algerian EFL context on each of the features of teacher talk, especially the formal ones.

Finally, it was noticed that there was a lack of experimental research on code switching in the Algerian EFL context. Hence, it is suggested that this topic should be covered by future researchers in the field.

### **Conclusion**

This chapter dealt with the analysis and interpretation of the results of the experiment. It started with a description of the methodology of the research and described the sample selected. It then presented the two sections that stated the results of the research. The first section dealt with the analysis and interpretation of the questionnaire, while the second section interpreted and analysed the classroom observation results. The limitations of the study were then listed. And finally, it concluded with pedagogical recommendations for future researches.

## **General Conclusion**

Students' feedback is a valuable source for teachers as it can help them adjust their speech in order to meet the learners' needs. This study investigated the effects that learners' feedback can have on teacher talk. After collecting data from the literature and in order to reach the results, a quasi-experimental design was followed. The whole research was composed of two major chapters.

The first chapter dealt with the theoretical framework of the research. It was composed of two sections; namely "Teacher Talk" and "Students' Feedback". Section one dealt with the definition of teacher talk and defined the aspects that distinguish it from foreigner talk. It then listed the different formal and functional features that characterize teacher talk. The formal features included pace, pauses, repetition, and code switching while the functional features included questioning and feedback. Finally, the section discussed input and interaction on the light of Krashen, Long, and Pica's theories.

Section two dealt with students' feedback. It shed light on the two dynamics of the classroom environment, i.e., teacher authority and learner autonomy. It later defined needs assessment and distinguished its two relevant types; felt needs and perceived needs. After that, student evaluation models were introduced as a means of providing teachers with feedback. And finally, the validity of students' feedback questionnaires was emphasized.

The second chapter was concerned with the practical part of the research. It consisted of three sections. The first one started with an explanation of the methodology followed throughout the research. Section two was concerned with the analysis and interpretation of the questionnaire. Finally, section three dealt with the results of the classroom observation; their analysis and interpretation.

The findings of the students' feedback questionnaire showed that learners prefer certain changes in the features of their teacher talk. Most of them agreed on slowing the rate of speech, codeswitching, rephrasing, and pausing few times while explaining. The feedback also expressed learners' preferences for an average wait time, divergent questions, and finally, for form and content feedback. After presenting the teachers with students' feedback, it was noticed that certain changes appeared in the teachers' speech.

One of the teachers modified various features of their speech. In the formal ones; the teacher adjusted their rate of speech, the frequency and length of their pauses, and their speech difficulty. On the other hand, the modifications of the functional features included both questioning and feedback. Similarly, the second teacher decreased their speech difficulty, and gave more feedback on the content and the form. Unlike the first teacher, however, this one switched more to Arabic while explaining. The results obtained from the research showed that the feedback of the students had a measurable effect on teacher talk. The two teachers modified various features of their TT in order to meet learners' preferences.



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# **Appendices**

## Appendix A

### Students' Feedback Questionnaire

Dear students,

I am kindly asking you to answer the following questionnaire that reflects your preferences of your teacher's speech in the Written Expression course. Your answers would be used by your teacher to adjust her speech according to your needs. This would, equally, help the researcher study the effects your feedback might have on the modifications of your teacher talk. Your opinions matter greatly.

Your answers would remain anonymous and used only for the purpose of the research. Thank you in advance, your contribution is highly appreciated.

#### Instructions:

Please tick (✓) the boxes that correspond to your answer (you can tick more than one answer if necessary)

01- I consider my level in English to be:

- a. Below average  b. Average  c. Good  d. Very good

02- I prefer when the teacher talks, she would talk:

- a. Slowly  b. Moderately  c. Fast

03- I prefer that when the teacher is explaining the lesson, they would:

- a. Use more sophisticated words   
b. Use only simple words   
c. Use both complex and simple words

04- When explaining the lesson, I prefer that the teacher would apply:

- a. Frequent pauses

- b. Few pauses
- c. Would not pause (non-stop)

05- Regarding the repetition of the lessons' ideas, I prefer that the teacher:

- a. Uses the same words
- b. Paraphrases the ideas in different words
- c. Includes the learnt items in activities and quizzes
- d. Other

06- To explain difficult words, I prefer that the teacher uses:

- a. Only English
- b. Only Arabic
- c. Both English and Arabic

07- I prefer that the teacher asks more questions that:

- a. Have a limited answer
- b. Give me more space to share my ideas
- c. Others

08- Before I answer questions, I prefer the teacher waits after asking for:

- a. A short period of time (one second)
- b. An average period of time (five seconds)
- c. A long period of time (fifteen seconds)

09- I prefer that the teacher gives me feedback on my answers':

- a. Form
- b. Content
- c. Both

10- The teacher should give me feedback on all of my answers:

- a. Strongly disagree  b. Disagree  c. Agree  d. Strongly agree

11- I should be given more chances to talk and discuss in class.

- a. Strongly disagree  b. Disagree  c. Agree  d. Strongly agree

12- Please provide any additional comments or feedback on your teacher's speech:

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## Appendix B

### Session two

#### Passage01:

“In order to launch the topic we’re going to talk about in an essay, we need to pave the way...To prepare the reader for what we are talking about, so we have general statements or introductory sentences...You need to vary in the length of the sentence, you need to vary in the type and structure of the sentence...Thesis statement is divided into two parts just like the topic sentence, we have something called the thesis, which is the stance, your attitudes towards the topic and we have the plan of development...In an essay it is important, I am not saying it is obligatory, it is not mandatory but it is important to mention your plan of development. This is roughly speaking what the introduction is consisted of. Invest in a good topic sentence or in a good introductory sentence, if you use a good first sentence, you hook the reader and he is going to continue reading your paragraph.”

#### Instructions:

This passage is a transcribed excerpt from the previous lesson presented by your WE teacher.

- A-** On a scale from 01 to 05, Please rate the difficulty of the passages:  
1 being very simple  
5 being very difficult

#### Passage 01:

Very simple

Very difficult

1

2

3

4

5

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#### Passage02:

Very simple

Very difficult

1

2

3

4

5

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- B-** Please circle in the text the words you find difficult. If you find all the words simple do not circle any word.

## Appendix C

### Classroom Observation checklist

Observer:

Date:

Name of the Instructor:

Time:

Course:

Department:

Criteria	Rate : (0+)	Comments:
<b><u>Rate of Speech</u></b>	The teacher's rate of speech.	
<b><u>Think Time</u></b>		
	<b><u>A. Teacher's Pauses</u></b>	a. Frequency:
	b. Length:	
<b><u>B. Wait Time</u></b>	Length:	
<b><u>Speech Difficulty</u></b>	The teacher uses difficult vocabulary.	
<b><u>Repetition</u></b>	a. Using the same words:	
	b. Using different words:	
	c. Including the items in activities and quizzes:	
	d. Other:	
<b><u>Language: (used to explain difficult words)</u></b>	a. English:	
	b. Arabic:	
<b><u>Types of Questions</u></b>	a. Divergent:	

	b. Convergent:		
	c. Others:		
<b><u>Feedback</u></b>	a. Content		
	b. Form		
	c. Both		
<b><u>Feedback Frequency</u></b>	The feedback on answers.		

**Additional comments:**

## **Résumé**

La présente étude a examiné les effets portés sur le discours des enseignants lors de l'intégration des commentaires des étudiants à propos du discours de l'enseignant. Elle a pour but d'observer les ajustements appliqués sur le discours des enseignants ainsi que de prendre en compte les préférences des étudiants. Dans ce contexte, notre étude a été fondée sur l'hypothèse que le fait de recevoir les commentaires de la part des étudiants peut influencer le discours des enseignants. Une étude quasi- expérimentale a été menée à travers l'utilisation d'un questionnaire de retour d'expérience des étudiants accompagné d'une observation en classe. Après les avoir observés pendant deux séances, on a remarqué que les deux enseignants d'expression écrite à département de Langue et Littérature Anglaise au niveau de l'Université Mohammed Seddik Ben Yahia Jijel ont reçu les commentaires de leurs étudiants et ainsi ont été observés pour deux séances supplémentaires. Inspirés par les commentaires des étudiants, une différence notable dans le discours des deux enseignants a été indiquée dans les résultats. La plupart des modifications effectuées étaient conformes à celles préférées par les apprenants. Celles-ci incluent des ajustements formels et fonctionnels du discours de l'enseignant. Ce travail a prôné l'importance du feedback des étudiants comme base des ajustements pédagogiques, dans le but de pouvoir améliorer l'expérience d'enseignement et d'apprentissage.

## ملخص

عملت الدراسة الحاليّة على التدقيق في التّأثيرات التي قد يحدثها دمج الملاحظات المقدّمة من قبل الطلبة بخصوص حديث الأستاذ. وقد تم في هذا السياق بناء الدراسة على الفرضيّة التي مفادها أنّه يمكن الاستنباط بأن ملاحظات الطلاب يمكن أن تؤثر على حديث الأستاذ. وقد تم اتباع تصميم شبه تجريبي للدراسة، حيث تم الاعتماد على استفتاء قُدّم للطلبة إضافة إلى المراقبة الصفية. بعد مراقبتهم لمدة حصتين، استلم اثنين من أساتذة مادّة التعبير الكتابي في جامعة محمد الصديق بن يحي ملاحظات طلابهم. و عقب ذلك تمت مراقبتهم لحصتين اضافيتين. وقد أظهرت النتائج اختلافا ملحوظا في حديث المعلم بعد مشاركة تعليقات الطلاب مع المدرسين . إذ أتت معظم التعديلات التي تم إجراؤها متوافقة مع تلك التي يفضلها المتعلمون، و تشمل تعديلات رسمية وأخرى وظيفية على حديث المعلم. وتدعو هذه الدراسة إلى إعطاء أهميّة لملاحظات الطلاب كأساس للتعديلات التي تحدث أثناء التدريس فمن شأن ذلك أن يحسّن تجربة التدريس والتعلم.