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**ADJUSTING TEACHER TALK AND AFFECTIVE ATTITUDES
TO FOSTER PUPILS VIRAL PARTICIPATION 5
A CASE STUDY: A NINTH LEVEL ENGLISH INTERMEDIATE
CLASS**

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the degree of Doctorat d'Etat in Applied Linguistics**

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DEDICATION

I dedicate this thesis to

the memory of my father **Mohamed Tahar,**

the memory of my grand-mother **Rabiaa,**

my wife **Boussouf Myriam,** for her support, patience, and encouragements,

my children, **Mailys, Mohamed Tahar, Dalil,** and **Mountaha-Noor,**

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my aunt **Yamna,** who has been a mother for me,

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Abdelhak Nemouchi, my brother and friend,

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all my post-graduate friends,

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Professor ABDERRAHIM Farida

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ABSTRACT

This work, on collaborative research, purports to achieve teacher's awareness raising on teaching malfunctions pertaining to some linguistic, discursive and affective aspects of teacher talk, with the view to improving pupils' participation in class. The starting assumption is that the more comprehensible is teacher talk, the more likely pupils' participation is potentially expected to occur in class. Therefore, teacher talk comprehensibility is of paramount importance. To do this, we conducted a field case study research on a teacher, chosen randomly among those who "complain" about little pupils' participation in class. The research method conducted revolves around what is called the therapeutic approach to solving, *in situ*, problems identified in a classroom. Such a method was developed by Kemmis & Mc Taggart and is based on an ABAB cycle. The first A represents the stage where malfunctions in teacher talk are diagnosed. The first B is a stage where the teacher operates changes on deficient aspects of talk meant to facilitate comprehension to foster participation.

In our research, the outcome of stage B did display relative positive increase in pupils' participation. Comparison of Phase B with Phase A has shown quantitative and qualitative increase in the pupils' levels of participation when the teacher has introduced the recommendations to bring changes in her classroom talk. However, in order for such an outcome to be scientifically validated, it need to be replicated once more, what we did in two other experimentations in second A and B stages. The role of second A stage, after withdrawal of positive manipulation meant to adjust deficient aspects of teacher talk, is to confirm the level of pupils' participation obtained in first A stage. We did obtain such a confirmation, because the comparison of Phase C with Phase A has confirmed that withdrawal of manipulated variables, from teacher talk, has brought about an almost similar replication of pupils' participation behaviours as those existing in Phase A. The role of second B stage, after re-introduction of

positive manipulation meant to adjust the deficient aspects of teacher talk, is to confirm the levels of pupils' participation obtained in first B. We again obtained such a confirmation. Comparison of Phase D with Phase A has shown that the results have been positive, in that, the levels of pupils' participations observed in Phase B have re-appeared again with the re-introduction of the manipulated variables in teacher talk and affective attitudes. The recrudescence of the pupils' levels of participation allows us to confidently state that there is a causative relationship between manipulated independent variables and the changes at levels of the pupils' participation in class. The credibility and scientific validity of this outcome is reinforced by statistical calculations obtained to reject the null hypothesis. As recommendations, we suggest that classroom research, centred on the teacher, as ours, has an important role to play in the strategy which seeks to reconcile applied linguistics theory and treatment of genuine teachers' classroom problems.

Being a case study, this research work does not seek to achieve "generalisability." It attempts to realistically empower teachers with observation and transcript-exploitation means, to appreciate, in the heat of their lesson deployment, whether comprehension of their talk in class is accessible to pupils or not, if participation is to occur. The "generalisability" we seek to achieve, is of another kind. It is related to spreading awareness raising among teachers, that some classroom teaching/learning problems can be solved, by team-collaboration, if they accept to observe and reflect on their own teaching. Collaborative work, in this respect, should be encouraged between researchers, teachers, and inspectors of English. Popularisation of teachers' awareness raising, on their personal teaching, becomes thus the adequate strategy to better understand some "un-chartered" territories of classroom world.

Teachers, researchers, and inspectors should focus more on classroom "processes," which seem to be neglected, as educationalists' attention seems to be exclusively and continually drawn on curricula design, teaching methodology and testing tools.

LIST OF ABBREVIATIONS AND SYMBOLS

BIAS: Brown Interaction Analysis System

COLT: Communicative Orientation of Language Teaching

C-units: Communication Units

CQ: Comprehensible Question

E: Evaluation:

EFL: English as a Foreign Language Teacher

ELT: English Language Teaching

ESL: English as L2

ESLT: English as a Second Language Teacher

ESP: English for Specific Purposes

FIAC: Flanders Interaction Analysis Categories

FL: Foreign language

FLINT: Foreign Language Interaction

FOCUS: Focus for Observing Communications Used in Settings

I: Initiation

IRE or IRF: Initiation Response Evaluation/ Feedback or Follow-up

L 1: First Language

L2: Second Language

LEP: Limited English Proficiency

MNNP: Modification Necessary but not Performed.

MNNWPPI: Modification Necessary but Not Well Performed, Pedagogically Inappropriate.

MNWPPJ: Modification Necessary and Well Performed, Pedagogically Justified.

MT: Mother Tongue

MUNP: Modification Unnecessary and not Performed.

MUPPU: Modification Unnecessary but Performed, Pedagogically Unjustified.

NC: No Comment.

NL: Native Learners

NNLE: Non-native Learners of English

NNL: Non-native Learners

NNSs: Non-native Speakers

NOMINATION (+): Floor taken by pupil after teacher's nomination

NOMINATION (-): Floor taken by pupil without teacher's nomination

NSC: No Subordinate Clause

NS: Native Speaker

NSs: Native Speakers

NSTE: Native Speaker Teacher of English

NTE: Native Teachers of English

p: Probability

P1+: Pupil Boy

P2-: Pupil Girl

QDC: Question Difficult to Comprehend

R : Response

SCDTU: Subordinate Clause Difficult To Understand:

SCETU: Subordinate Clauses Easy To Understand:

SLA: Second Language Acquisition

TL: Target Language

TT: Teacher Training

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INTRODUCTION

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INTRODUCTION

1.Statement of the Problem

In foreign language (FL) classes, the teacher and the learner are the most important elements that come into play when the act of teaching/learning is performed. In this respect, it seems to us, they should both be given the consideration they deserve to achieve full success of language lessons. The importance of teacher-pupils classroom interactions should not be neglected, for the long history of researches on foreign language classes reveals a predominant interest on the teacher at the expense of the learner who is apparently confined to the role of a passive consumer of knowledge "served" to him by means of miraculous recipe. The learner has never been acknowledged any role to play in the design of teacher's teaching strategies, except to obey and accept.

We say "at the expense of the learner" because the teacher has always been the one who draws benefit from educational research which has systematically and constantly provided teaching with so-called most adapted pedagogical arsenal. Many teaching methodologies, to name but a few, the Grammar-Translation Method, the Direct Method, the Audio-lingual Methods, and even the so-called miraculous Communicative Methods, have been designed to ensure efficiency in language lessons. However, we believe that these methods fall outside teacher-pupils interactions and do nothing to adapt teaching to help the learners learn. Acknowledging the learner as an equal partner in the educational system is based on the following assumptions:

- 1- The learner is a social being with his/her individual personality, not a pure cognitive system — a machine ready to "swallow" anything concocted by the teacher. Therefore, classroom based teaching strategies are different from theoretically based ones.
- 2- Learners' learning does not automatically coincide with teacher's teaching.

3- Learners' learning efficiency of a new language greatly depends on the quality of teacher talk and attitudes towards them.

4- Learners' participation is a genuine learning opportunity.

Classroom teacher-learners relationships have nourished the controversy of the last decade's literature about who should be the dominating pole in the classroom. Two overriding opinions emerge: if we appreciate the relationship between the teacher and the learner from the point of view of the teacher, i.e., when the teacher is the only dominant pole in class, regardless what pupils may think about his/her teaching, the directionality is referred to as "teaching". If, however, importance or priority of interest is appreciated from the point of view of the learner, i.e., when the learner is assigned the main position in class through teacher's adaptation of talk and interpersonal attitudes, the directionality is referred to as "learning".

2. Aim of the Study

On the basis of the above assumptions and the problematic situation of English pedagogy which is in the heart of the learning process, the idea to scrutinise into Algeria's classroom reality has germinated. Our intention is to see how we could possibly contribute to improve our understanding of Algeria's language classroom reality through placing the learner in the heart of classroom practice, i.e., pedagogy. The results obtained do not seek any generalisation because they concern the study of a case. Such a generalisation becomes possible if results obtained are confirmed by other comparable similar researches, which have to be conducted in other Algerian classroom settings. Confrontation between the outcome of our research and other potential studies would, eventually, help to consistently draw lines susceptible to be the basis of new pedagogic directions adapted to the Algerian classroom reality without blindly implementing ready-made imported "recipe", which may more or less fail to appreciate the Algerian classroom pedagogic peculiarities.

It is obvious that case study conclusions are not generalizable. This means that they have a relative scientific validity. In which case, they should not be readily implemented to solve problems because they have not yet acquired the needed empirical reliability. At most, the results we may reach remain reliable only to the classroom investigated, which is in itself a good achievement. By this, we want to be faithful to empiricism and, from the outset, avoid any regional or national prescriptive attitude to improve classroom pedagogy. Such an objective is long and painstaking and does not contradict, in the long run, the objective of any science to achieve economy by means of generalisation. We would risk a generalisation once we have accumulated sufficient amount of conclusions, on teachers talk and attitudes, drawn from replicated classroom researches, and which allow statistical manipulation in order to draw potential regularities that may be the basement of pedagogical generalisation. Our research is the first step of a long scientific enterprise, which justifies its pilot character.

Our research can be defined as a pilot study in classroom interaction research where classroom process is singled out through the study of talk of an Algerian teacher of English in its linguistic, discursive and affective dimensions and the learners' reactive attitudes to them. Teacher talk, to be investigated, has been performed in oral English lessons. The analyses of the Teacher Talk and the learners' reactive attitudes to it are carried out simultaneously — a holistic view- in order to sort out whether opportunities for learning are provided to learners to achieve the greatest learning efficiency of what is being taught to him/her. Something of paramount importance needs to be singled out. This research is about teaching efficiency meant to improve "input"- creating learning opportunities- to consolidate "intake" through learners' oral participation. Under no circumstances is this research about *testing* learning.

It should also be pointed out that this research, not only attempts to discover the malfunctions in Teacher Talk and Attitudes, but also tries to remedy by suggesting solutions to the pedagogic snags identified. It is a Descriptive and Quasi-experimental research involving one

class of Errazi school. There are two ways in which Descriptive, and Quasi experimental research can be used to investigate classroom language phenomena and attitudes: case studies and group studies. Our research is a Case study which allows an in depth detailed description of variables pertaining to Teacher Talk and Attitude. It permits to describe a teacher's specific teaching, which is certainly idiosyncratic, for it varies from one teacher to another. Our research concerns the same teacher teaching the same class. Therefore, there are no different group studies.

The data collection procedure that we have adopted to conduct this Descriptive and Quasi- experimental research is based on observation and teacher's impressionistic self-reports. This research is conducted according to the Kemmis and Mc Taggart cycle. This cycle, qualified as "clinical", involves ABAB¹ phases where each phase involves a corpus of a transcribed videotaped lesson, which undergoes a description and analyses:

1- Phase A: Diagnosis of potential malfunctions in Teacher Talk and Attitudes along the canons of Descriptive Research Methodology, -"a type or category of research which utilizes already existing data with a preconceived hypothesis. (...) It is important to emphasize that while this type of research may begin with a question or hypothesis, the phenomena it describes are not manipulated or artificially elicited in any way" (Seliger & Shohamy, 2000:117-119), - which generates recommendations in the form of hypotheses based on the identified malfunctions. This research is heuristic in objective, for it purports to discover whether preconceived hypotheses (particularly with several independent variables -our case) are all eligible for experimentation, or a selection of some of them has to be made. It must be mentioned that the outcome of the diagnosis must be discussed with the teacher before any changes are proposed in order to be introduced in Talk and Attitudes.

¹ The Kemmis & Mc Taggart cycle is named ABAB, where the four stages exactly correspond to phases A,B,C, and D in our research.

- 2- Phase B: First experimentation with recommendations —obtained in Phase A- to check whether learners' level of oral participation has increased or not. Phase B is carried out along the canons of Quasi Experimental Research Methodology because it seeks to test "consolidated" *a-priori* hypotheses, obtained in Phase A, in real world situation (classroom setting) where learners (subjects) cannot be assigned to special groups for the purposes of the research. If outcome of Phase B is positive, i. e., the level of learners' participation has been observed to have increased, it can nevertheless not make a definitive conclusion. Such an increase has to be verified to happen a second time in Phase D in order to consolidate the reliability of recommendations.
- 3- Phase C: Second experimentation with withdrawal of recommendations to check whether the level of learners' oral participation has relatively recovered that of Phase A. Therefore, outcome of Phase C should confirm outcome of Phase A. Phase C is carried out along the canons of Quasi Experimental Research Methodology for the reasons developed in Phase B.
- 4- Phase D:** Third experimentation with a re-introduction of recommendations to check whether the level of learners' oral participation has increased again to relatively recover that of Phase B. Therefore, outcome of Phase D should confirm outcome of Phase B. Phase D is carried out along the canons of Quasi Experimental Research Methodology for the reasons developed in B, C and D.

If Phase D happens to relatively confirm the positive impact of introduced recommendations on Teacher Talk and Attitudes and consequently on learners' level of participation, then only at this moment can we envisage the replication of the experimentation with other teachers facing the same problems in class. Obviously, this mission will be collectively put in concrete form with the help of Inspectors general of English in national or

regional seminars. This awareness-raising approach applied to solve some of the problems related to Teacher Talk and Affective Attitudes to create classroom learning opportunities would be the significance of this research.

3 Data Identification, Types and Collection Procedure

The data that we need to describe, analyse and interpret has to be a consistent and representative sample, upon which depends the validity of research findings and conclusions. Obtainment of consistent data depends largely on the type of data collection procedures. For the purpose of the Descriptive and Quasi experimental Research Methodology used in this research, we need to *observe what* the teacher says and *how* the teacher affectively *behaves* with learners during class time. It becomes then clear that it is by classroom observation that data will be collected. According to Seliger & Shohamy (*ibid.*,157), "Descriptive research is based on understanding a phenomenon within the interactive framework of the environment where it occurs, without isolating variables."

Now, is it feasible and realistically possible to collect data by observing classroom? The next question that deserves to be posed relates to which means can "observation" be best performed to obtain good quality data ? We raise the issue of what we call the *degree of explicitness* of the data collection tool. The collection tool we need should guarantee what Seliger & Shohamy (*op. cit.*) reported. A collection procedure tool should help to describe and understand classroom phenomena (Teacher Talk and Attitudes) within the interactive framework (Teacher-learners interactions) of the environment where it occurs (classroom reality), without isolating variables (describing at the same time Teacher Talk and Attitudes with Learners' Reactions to them) and without making pre-data-collection procedures (we said earlier that data-collection procedure depends on the method of research.) This tool must also have a satisfactory degree of explicitness. The object of this research relates to teacher-learner's interactions, and we know that classroom interactions are "highly structured"; therefore, the observation instrument

collection procedure depends on the method of research.) This tool must also have a satisfactory degree of explicitness. The object of this research relates to teacher-learner's interactions, and we know that classroom interactions are "highly structured"; therefore, the observation instrument should reflect the "highly structured" organisation of teacher-learners' interactions. The more highly structured is the observational tool, the higher is its degree of explicitness. Degree of explicitness is satisfactory if the tool describes what the teacher (Teacher Classroom Acts), and learners (Learners' Classroom Acts) are pragmatically doing in class. However, teacher's affective attitudes (smiling, being disposal, patient, respect of pupils' rights, etc.) will be directly observed in the videotape. Besides the pragmatic identification of Teacher Classroom Acts, these acts are also described linguistically and discursively.

Our research does not claim any exhaustiveness. We are totally aware that other important factors, such as motivation, learning rhythm, intelligence IQ, classroom organisation, exist and can affect the quality of teaching efficiency. They are not going to be discussed in our research. They can make interesting research topics in themselves. We have deliberately decided to limit the investigation to three aspects of teacher talk: the linguistics aspect, the discursive aspect and the aspect related to teacher's interpersonal affective attitudes with learners as they appear in the title of this dissertation.

4. Hypotheses

We start from the equation that "good" Classroom Teacher Talk, in its linguistic, discursive and affective dimensions are *sine qua non* conditions for comprehensibility/comprehension of language "input" and also for a learning conducive psychological atmosphere, which should lead to high pupils' oral classroom participation. It may well be said that total or little absence of these *sine qua non conditions* certainly affects the quality of learners' oral classroom participation. Therefore, it appears that three elements of the equation determine learners' oral classroom participation. They are the *independent* variables:

It must be mentioned that linguistic, discursive and affective variables are generic headings and do not actually totalise only three variables. They consist, each one of them, of sub-variables. All of them subsume more than 30 sub-variables. The *dependent* variable is the one related to the level of learners' classroom oral participation. It also consists of sub-variables such as answering with nomination, answering without nomination, bidding to answer, turn-taking, interrupting the teacher, interrupting classmates. Given these clarifications, we can thus set up the following hypotheses:

First hypothesis:

Low or absence of participation may result from the linguistic dimension of Teacher Talk.

Second hypothesis:

Low or absence of participation may result from the discursive dimension of Teacher Talk.

Third hypothesis:

Low or absence of participation may result both from the linguistic and discursive dimensions of Teacher Talk.

Fourth hypothesis:

Low or absence of participation may result from Teacher's Affective Attitudes.

Fifth hypothesis:

Low or absence of participation may partially result from linguistic, discursive and affective levels of Teacher Talk.

Sixth hypothesis:

Low or absence of participation may not result from linguistic, discursive and affective levels of Teacher Talk.

Phase A, which has a diagnostic role, will try to bring answers to the six hypotheses which will be inductively verified to exist or not before experimentations can be activated in phases B, C and D.

Phase A, which has a diagnostic role, will try to bring answers to the six hypotheses which will be inductively verified to exist or not before experimentations can be activated in phases B, C and D.

In other words,

- 1- If diagnosis of Teacher Talk proves to be "acceptable/good" only at the linguistic level, then hypotheses 2, and 4 will be retained for experimentation because discursive and affective factors may logically be thought to be potential causes of low/absence of learners' classroom oral participation.
- 2- If diagnosis of Teacher Talk proves to be "acceptable/good" only at the discursive level, then hypotheses 1 and 4 will be retained for experimentation because linguistic and affective factors may logically be thought to be potential causes of low/absence of learners' classroom oral participation.
- 3- .If diagnoses of Teacher Talk proves to be "acceptable/good" only at the linguistic and discursive levels, then hypothesis 4 will be retained for experimentation because affective factors may logically be thought to be potential causes of low/absence of learners' classroom oral participation.
- 4- If diagnosis of Teacher Talk proves to be "acceptable/good", at the affective level only, then, hypotheses 3 will be retained for experimentation because linguistic and discursive factors may logically be thought to be potential causes of low/absence of learners' classroom oral participation.
- 5- If diagnoses of Teacher Talk at all levels prove to be not totally "acceptable/good," then, we shall have to be selective by retaining deficient aspects for further experimental manipulations and eliminating satisfactory ones. Therefore, partially deficient linguistic, discursive and affective factors may logically be thought to be potential causes of low or absence of participation.

be highly improbable. Risk-taking is part of any research undertaking, which makes it worth the trouble.

5. Methods for Analysing Data

As for data collection procedures, selection of appropriate statistical methods to analyse data is strictly bound up with the type of the research problem and data type. Our research is descriptive and quasi experimental with a number of independent variables and just one dependent variable. The literature about data analysis methods concern mainly correlational, multivariate, and Chi-square statistics. Correlational statistics look at the interrelationship of *two* variables at *the same time*, while the study of interrelationships between *a large number of variables at the same time* can be taken care of by what we call multivariate statistics. However, correlational and multivariate statistics manipulate numerical data. Because we have frequency data and percentages rather than numerical ones, it becomes evident that they are not adapted to the configuration of our research. Consequently, we shall use Chi-square statistics to test significance of variances between the three experimentations, corresponding to phases B, C, and D when compared respectively to the control or diagnostic group, corresponding to phase A. Chi-square tests test significance of variance to appreciate whether change in population, in terms of homogeneity and non homogeneity, is not due to chance.

6. Organisation of the Thesis

This thesis involves two parts: volume I which includes a theoretical and a practical parts. The theoretical part includes chapters 1, 2, and 3, while the practical one chapters 4, 5, and 6. Volume 2 comprehends the appendices.

Chapter one surveys the main domains of Classroom centred Research methods and measurements in terms of Teacher Talk and Attitudes and questions their impacts on the

Chapter one surveys the main domains of Classroom centred Research methods and measurements in terms of Teacher Talk and Attitudes and questions their impacts on the Algerian teacher and classroom reality, research development constraints, validity and reliability, related to both Case Study Research, and Data Collection procedures.

Chapter two reviews the linguistic/discursive categories and dimensions of teacher talk discussed in the literature, and whether they can potentially serve the Algerian FL classroom reality, in terms of fostering pupils' oral participation.

Chapter three surveys the different theoretical data collection instruments and ends with the identification of the tool needed to describe our data linguistically, discursively and affectively. The tool rests upon the Sinclair & Coulthard triadic structural system as a central axis, to which several other taxonomies are associated. These taxonomies are meant to provide the most comprehensive description, that the Sinclair & Coulthard system is not incapable to do, that is teacher's error treatment, and attitudes with learners at the level of a transaction.

Chapter four discusses the nature of the corpus collected in Phase A and describes the data collected along the linguistic and discursive dimensions of teacher talk. It also provides information about the participants, the teacher's experience, the setting, the corpus size, lessons suitability, the classroom materials used by the teacher, detailed information about the transcripts and how it will be concretely segmented into transactions. Then, follow descriptions, analyses and recommendations of teacher talk under the light of the thirty-one (31) selected independent variables. The crowning stage of this chapter will come out with the appropriate hypothesis adapted the talk of the teacher under scrutiny. It ends with recommendations as to which of the independent linguistic and discursive variables will be retained for experimentation.

Chapter 5 refers also to Phase A and is devoted to describing teacher affective attitudes and reveals which of the independent affective variables will be retained for experimentation .

The conclusion revisits the questions raised in the Introduction and more importantly the results obtained in chapters 4 and 5. It includes an appraisal as to the contribution this research may bring in coping with some pedagogical issues faced by some other potential Algerian teachers of English, whose teaching problems may be more or less similar to those of the teacher who has been the object of this research. The contribution takes the form of recommendations to be followed to improve teaching efficiency.

CHAPTER ONE
CLASSROOM-CENTRED-RESEARCH, METHODS
AND MEASUREMENT

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Introduction

Chapter one develops the reasons why this research is worth investigating. It introduces the theoretical foundations of Classroom centred Research, Classroom research methodologies as well as technical issues such as validity, reliability, constructs and the way how they could best serve our research design. with the purposes to question their impacts on the Algerian teacher and classroom reality.

According to Algeria's foreign language landscape, no possibilities for learning English exist, except at school. Perhaps, the situation may change with the massive penetration of satellite foreign language (FL) television program channels. We do not know how many hours of English satellite programs Algerian families follow every day. Until such a question is answered with precision, we may continue to consider that the presence of English in the Algerian pupil's linguistic environment is somewhat absent. Therefore, English is a FL in Algeria not a L2.

A FL instruction occurs in two contexts: either in an environment where there is little natural use of the language in the surrounding society — as Algeria- or in a L2 context where the taught language is not only the content but the medium of instruction as well since teaching is possibility performed by native speakers as in England, Canada, and Australia. The learner is therefore exposed to the language inside school and outside. Consequently, the learners' task is making sense of instruction tasks posed in the language taught, and seeking to attain sociolinguistic competence to achieve social integration. L2 contexts are more demanding sociolinguistically and psycholinguistically than FL ones. In Algeria, English is both the content and medium of instruction, unlike other countries where the FL is taught with the mother tongue (MT) as in France. FL teaching in Algeria is carried out by Algerians not by native speakers. However, Algerian teachers are expected to attempt to teach English with a native-like knowledge and pronunciation. Such a requirement is unrealistic for Algerian teachers cannot recreate a total native-like environment. The teaching of French in Algeria is definitely different

from that of English for a great number of Algerian teachers of French belong to a generation born and educated during the French colonisation. French is *de facto* a second language, though politically, it is considered as a foreign one. The fact that English is content and medium of communication in class makes teaching pedagogically more demanding than when English can be taught with the mother tongue (MT) as in France. The challenge is therefore double for the Algerian teacher and learner of English. The teacher should be keen on caring about comprehensibility of his/her classroom talk, in terms of meta-language needed to conduct lesson. If use of Arabic were allowed in English classes, problems of teacher talk would neither be linguistic nor discursive. We conclude by saying that English learning in Algeria can be achieved only through classroom instruction.

1 Teaching/learning Controversy 1.1

Nature of the Controversy

"Needs analysis" and the theories about "Teaching methodology" seem to be the main conflicting factors between those who believe that not only learners should voice their opinions about what should be taught to them but also that teachers should observe how they personally teach in the heat of classroom lessons. Along these lines, Seliger & Long (1983:189) points out:

"(...) Those of us who are ESL teachers, teacher trainers, and researchers realise that the mixing of research findings and classroom practice is sometimes akin to mixing oil and water. The practical implications or applications of research are not always clear and, from time to time, research findings are applied to practice prematurely, before the researchers themselves know the full value of their work."

Tenets of the importance to focus on "classroom reality" point out that the patent failure of these dominating theories is due to their "blindness" or "stubbornness" to neglect both the fact that language phenomena -MT, second language (L2) or FL- are constituting elements of human

nature in its essence (cf Chomsky's Neo-cartesianism, 1969) and the psycho-social identity of any speaking subject. According to Halté² (1992:78),

"These scholarships are acquired through a movement going from the subject to the world: it is neither possible, from the outside, to indisputably assign a place to the beginning of learning, nor spot its ending. The school has an active role in the process of learning by bringing its specific contribution to "familiar ways of mimicry". However, schooling is neither the only source nor the most decisive for

learning remains a daily and endless activity." (our translation)

In other words, Halté (*ibid.*) considers that these constituting elements manifest themselves with their own peculiarities, that is, through their modes of acquisition and learning, which can be but specific. He claims that satisfaction of learners' needs should be appreciated in the heat of the classroom act, that is, while teachers are teaching and whether such teaching is adapted linguistically, discursively and affectively to learners' needs or expectations. Therefore, teacher's satisfaction of learners' needs should be empirically appreciated.

Undoubtedly, the identification of young learners' needs has become a unidirectional enterprise, for curriculum designers *decide* which needs have to be determined and those which should be neglected. Why such an attitude? This may be due to the prevailing belief that learners are only passive, incompetent subjects. The other reason is, perhaps, due to the idea that teaching should concern itself with a stereotyped/archetype "abstract" learner. This view certainly avoids to appreciate learners' linguistic, discursive and affective needs which may appear in the heat of the lesson moment.

^z This is the French original version: "Ces savoir s'acquièrent dans un mouvement qui va du sujet au monde: on ne peut de l'extérieur, ni situer indiscutablement le début de l'apprentissage, ni en repérer la fin: on' a toujours déjà commencé et on n'en a jamais fini. L'école prend une part active dans ces apprentissages, qu'elle aide en ajoutant sa contribution spécifique «aux voies de la familiarité mimétique», mais elle n'est pas la seule source, ni la plus décisive» (p.78)

Many teachers may think that what they teach -"input"- will certainly be digested by the learner's "intake", where "Input" is equated with "Teaching" and "Intake" with "Learning". Teaching/Learning dichotomy originated with Corder's (1967:19-27) twin-concepts: "input" and "intake". They are timely topical issues behind the current intensive learner-centred research. Along these lines, Kumaravadivelu's (1991) article on teacher intention and learner interpretation as well as Long's (1983) 'Inside the "black box"' are quite revealing of the serious challenge at issue. It is true that elaborated curriculum design models such as those of Allwright (1977); Berwick (1989); Brindley (1989); Brumfit (1978,1979); Brumfit & Johnson (1979); Hutchinson & Waters (1987); Johnson (1982); Munby (1978); Richeterich (1973); Richeterich & Chancerel (1977); Richards (1990); Van EK (1973,1975,1978); Van EK & Alexander (1980); Widdowson (1978) and Wilkins (1973,1974,1976), to name but a few, which appeared in the wave of the Communicative Approach, claim that learners are assigned the central role since it is their needs which determine FL objectives of materials to be used in class, hence the "quick jump", from these curriculum designers, to assume that "teaching" certainly coincides with "learning". Needs-based curricula design have become a "new religion" gaining growing memberships, day after day. The concept of "needs", therefore, became the corner-stone of curriculum-design theory and gave birth to what is now known as specific purposes language teaching (Mackay & Mountford:1979); (Robinson: 1980), known also as ESP (English for Specific Purposes), when English is the language in question. One wonders whether there is any language curriculum, nowadays, which is not purpose-specific ?With Seedhouse (1995:59), the "General" becomes "Specific". He pointed out that

"Although learners' needs are theoretically of prime importance in the learner-centred approaches, needs analysis is rarely carried out with General English classroom. It is argued that this is partly because of erroneous belief that it is not possible to specify the needs of General English learners, and partly because of the

lack of literature about practicalities of analysing needs in the context of General English."

We believe that curriculum design models, however perfect and ideal they might seem in terms of specification of learners' needs, remain theoretical, as their reliability has never been *empirically* evaluated. Along these lines, Munby (*op. cit.*,218) himself, asserts "(...) There is a need here for empirical validation in order to establish the reliability of this part of the decision making process." Mead's (1980) critical review is more severe "Munby's failure to distinguish between the rules for realisation and rules for interpretation seriously compromises his work". Munby's model is also criticised for being too theoretical, based on introspection lacking any bearing with classroom reality, particularly when it is compared with Freihoff and Takala's (1974, cited by Mead, *ibid.*), who, instead, proposed an economical and empirically classroom needs-based curriculum. Therefore, classroom teaching feasibility or implementation of designed curricula has never been the concern of curriculum designers. Educational institutions design programmes based on "idealised" needs of "idealised" learners. Such a stance gave birth to contradictory positions regarding the concept of "needs" (Richterich:1975) and (Porcher:1977). The controversy seems to have taken new dimensions between those who defend the view that young learners' needs on how they should be taught must be accounted for typically a humanitarian stance- and those who deny the existence of such needs. Along these lines, Champeau de Lopez (1989:2) highlights the role of the learner when she claims "The focus has shifted from the teacher to the learner, and with this has come the realisation that each learner is an individual, with distinct needs, cognitive learning styles, mental schemata and affects". If the validity of needs analyses models is questioned, we do not totally reject them. In the light of Champeau de Lopez (*ibid.*) position, we *in-extenso* claim that teachers also have their personal teaching styles and more importantly personal affects that may hamper "efficient" teaching to take place.

Other scholars defend the opposite view, that is, the power and superiority of theory on "classroom reality" or practice, arguing that the number of successive FL teaching methodologies imposed on teachers by national educational authorities, with the help of the Inspecteurs Généraux, translate their constant improvements in terms of efficiency. Tenets of the hegemony of teaching methodologies reduce learners to "pure cognitive systems" not as "social individuals". The learner becomes a kind of "universal" learner with universal needs, requiring a universal teaching methodology. Literature of language teaching methodologies of the fifties, sixties, though not totally, that of the seventies and eighties with the Communicative Approach, seems to have confined the learner to a secondary position. Such a "regrettable" position, imposed by these methodologies, would not have raised any objection if problems related to low pedagogical efficiency had not imposed themselves to classroom reality. To objectively appreciate such a "low pedagogical efficiency", we need to recall the amounts of money, number of teachers, expertise and other means invested by educational authorities to create conditions susceptible to bring about more pedagogical outcome.

The powerful image projected by language teaching methodologies came to be shaken. Even the new teaching methodologies, inspired from what we call the Communicative Approach, meant to supply the failure of previous methods are more and more problematic. Communicative methods claim that more attention is paid to learners, in terms of linguistic and social needs. This is true; however, they seem to perpetuate the same failure for their neglect of classroom reality. The spreading loss of confidence is deemed to be related to the imbalance between theory and practice. We claim that it is high time to apprehend classroom reality by devoting more attention to what teachers actually do when they teach (linguistically, discursively and attitudinally) to cope with learners' classroom needs.

Many scholars studied "classroom processes". Allwright (1983) is interested in analysing classroom interactions from the point of view of the social interactive purpose of behaviours

such as turn-taking and turn-giving. Moskowitz (1970, cited by Chaudron: 1988:17) is attracted by the study of "jokes" and "praises or encourages" produced by the teacher in class. Others like Jarvis (1968, *ibid.*) and Fanselow (1977, *ibid.*) are interested in the teacher talk, from the pedagogical point of view, like us, in this research. But, the former has limited his interest to studying pedagogical functions such as "classroom management" and "repetition reinforcement", while the latter studies more specifically the pedagogical functions of "solicit" and "respond". Naiman et al. (1978, *ibid.*) describe what they call "objective behaviours" such as "student hand-raising" and "student callout"; whereas Moskowitz (*op.cit, ibid.*) describes "student response-choral". Other scholars (Fanselow, *op. cit, ibid.*; and Bialystok, Frohlich, and Howard 1978, *ibid.*) are interested into the characterisation of the "semantic or cognitive content of behaviours" or in "specific information" like. Obviously, there are other aspects of classroom verbal interactions which have attracted researchers' interests, like the description of the type of grouping of participants; the type of activity; materials in the classroom; discourse or linguistic phenomena; and other aspects considered to be relevant.

1.2 Impact of the Controversy on Algeria's FL Classroom Reality

Talking about adapting teaching to create learning opportunities raises an issue of directionality. That is, should teaching be geared to satisfy learning, and by implication it becomes learner-centred, or should we continue to highlight the paramount position of teaching methodologies which neglect classroom reality, in which case, it is teacher-centred ? Teachers' appeal for more participation in class proves that the situation in the Algeria's FL classes is far from being satisfactory. The contacts, we daily have, with Inspectors of English, prompt the urgency to cast light on such a problem. A diagnosis should be initiated to think about the best ways to bring improvements. There seems to be a same rallying cry as concerns learners' low classroom participation. Our belief is that it is not a fatality that only few learners participate

while the majority remains "on the margin". This imbalance, at the expense of non participating learners, should be redressed.

Now, is there any link that can be made between the above discussion and Algeria ? We believe that the above controversy about teacher-learners' relationships and classroom curriculum implementation (teaching) are also valid for our country. How many books and methods have been introduced since independence until now ? How many seminars have been organised to ensure more teaching efficiency ? It is a commonplace fact that teachers always complain about problems they face with learners in class in spite of constant renewal of manuals and teaching methodologies. The recurrent criticism, expressed by teachers and Inspectors of English, about pupils' low participation ³ in class, is edifying. Algeria, therefore, cannot escape the controversy and afford to remain outside it. Which teaching methodologies structurally, functionally and/or communicatively oriented from independence until now, have integrated ways of overcoming *in-vivo* and *in situ* teaching problems ? Teaching problems seem to us to be more important than teaching methodology and materials.

Algerian educational policy makers seem to believe that changes of manuals and teaching methodologies are necessary. This should be related to the assumption that change is deemed to bring more efficient means for teaching. We are not against change when it proves productive. However, it should not always be equated with efficiency and carried out at any

³ 1- Such an opinion has been heard in discussions I have had with many Inspectors General of English (Mr T. L, Mr H. A, Mr B. L: Wilaya of Setif ; Mr M. K: Wilaya of M'sila ; Mr T. A: Wilaya of Bordj Bouarreridj; Mr B. K: Wilaya of Médéa; and many others). Their eagerness to elucidate the reasons for learners' low participation in class has tickled my curiosity to undertake this research. Many "Journées pédagogiques" have been organised in Setif. A national seminar, on FL teaching (English and French: Algiers 25-27 April 1998 - "Motivation et Apprentissage des Langues Etrangères/Acquisition de la Langue d'Enseignement",- was organised to discuss the issue to cope with this serious problem. This is revealing of an awareness-raising about the issue at stake.

2-Synthetic Analyses of Amount of Pupil Talk (cf. Chapter 5) corroborates teachers' apprehension towards pupils' low classroom oral participation.

tional authorities have to be very discerning when deciding about issues related to methodological policies. In many cases, change may be motivated by economic reasons which are behind the emergence of new needs specification models and teaching methodologies on the market. Yes, FL teaching is a market, an industry, like any other one. No one ignores the heavy financial means mobilized and human resources required when new methods and books are introduced in countries with limited means, like ours. We ought to help our ministry of education to sharpen discernment when it comes to taking peremptory decisions to avoid useless expenditure whether it be of time, money and more importantly when whole generations of Algerians are concerned.

Algeria has witnessed so many changes from independence down to the present day in terms of programme reshuffle. Such an undertaking does not seem to have consistently been fruitful. Several interrelated elements: the teacher formation, teaching, the method, the official documents, curriculum, the teacher's guide, the learner's linguistic and sociolinguistic needs identified by syllabus designers, and the learners' manuals are at the origin of such a situation. Undoubtedly, all these elements have been devoted attention in the different reshuffles. In such a case, why learners' low classroom participation ? Where is the snag ? We would think it is still related either to the teacher and the learner. We paradoxically agree with those who defend that the central role to be played in class should be devoted to teachers, for their being unique makers of learning in class. However, such a support should be appreciated under a different angle: teacher's teaching should no longer be imposed from "outside", that is, by theory. It has to be "forged", from inside" by self-observing one's teaching, linguistically, discursively and attitudinally to appreciate its strengths and weaknesses in order to satisfy learners' momentary needs to create learning conditions. Constant search, from teachers, to satisfy learners' momentary needs and expectations is a mark of respect towards learners as full partners in class.

Our conviction is that textbook designers cannot hold the absolute truth. At times, educational authorities fail to appreciate classroom reality. This is valid for Algeria. Teachers accuse the learner to be the cause of his/her own failure to develop a satisfactory level of proficiency in the target language (TL). A learner does not translate input into intake if learning opportunities are not created by teacher's readiness to satisfy learners' classroom needs. We believe that these unsatisfied needs are not easy to foresee, they become visible only when teachers teach, not before. They therefore need to be "discovered". Discordant voices will certainly argue that the learner has never been neglected as objective of communicative syllabi are need-based. Wealth of documents exist in the literature about needs analysis, but very little about classroom needs which are, more and more, investigated in a discipline called Classroom-centred Research.

The teacher should therefore be keen on caring about how, to perform accessible and comprehensible language from the linguistic and discursive points of view, but also to accordingly display positive interpersonal attitudes with pupils when the lesson is delivered. Teachers need to discover themselves — a self-discovery enterprise in order to introduce the right adjustments, if justified, and this is what we seek to achieve in this research. The classroom becomes the object, not only the place, of our investigation. Observation of teacher-pupils' interactions helps to diagnose what actually happens. It is classroom reality which is worth investigating, as was pointed out in Allwright's article (1981) "What do we want teaching materials for?" Classroom processes (Gaies:1983) allow the researcher to instantaneously follow what is going on in class between the teacher and the learners through interactions when a language lesson is being taught. It is in fact what teachers are really doing when a lesson is going on, not what they should do, as it is suggested to them by the "Fiche Pédagogique"-a document supposed to reflect the ideas defended by theoretical pedagogy and imposed by educational authorities. Who can deny, by experience, that, in most cases, lessons do not mostly go the way

teachers want them to? If they do, this might be due either to the teacher's exceptional inspiration or to a lesson conducted with some authority, in most cases, at the expense of pedagogical efficiency.

Low levels of pupils' participation may be due to the notion of global methodological prescription. Along this notion of methodological prescription, more and more teachers voice their dissatisfaction of learners' low participation in class even if they daily come to the classroom with objectives well fixed in mind, planned beforehand, in the "Fiche pédagogique" to be implemented. This notion is much concerned with the methodology that should be prescribed to achieve full language transfer leaving what actually happens in the classroom to be determined by the choice of the method. These methods in general do not consider the language lesson, as being the product of interaction between all the participants present in the class, as stated by Allwright (*op.cit.*), but they rather see the teacher as the only source of knowledge. According to Gaies (*op.cit.*,205),

"Classroom process research is based on the priority of direct observation of second language classroom activity and is directed primarily at identifying the numerous factors which shape the second language instructional experience (...) it describes the linguistic and instructional environment which second language learners encounter in the classroom and how that environment might differ from what is available outside the classroom."

Global methodological prescription is not specific to Algeria, it is a universal phenomenon. Many experiments were performed to prove the effectiveness of one method over the other. But they all proved to be invalid. In his review of observation in language research, Allwright (1988, cited by Nunan, 1998:10) suggests that perhaps the wrong question was being asked:

"This research was conducted on the assumption that it made sense to ask `Which is the best method for modern language teaching?', and that

presumably on the additional assumption that once the answer was determined it would then make sense to simply prescribe the 'winning' method for general adoption."

This means that prescribing a method to be faithfully followed is simplistic and naive. Along these lines, Allwright (*ibid.*) states that "The time was ripe, then, for an alternative approach that would no longer see the language teaching world in terms of major rival 'methods', and one that would be more respectful of the complexities of the language teacher's task." The issue is related to whether curricula may be successfully implemented in class or not. Munby (*op. cit.*) acknowledges such drawbacks of theory in the epilogue of his book, when he discusses problems of implementation due to the five different variables that determine the good design of a communicatively oriented curriculum (the socio-political attitude of government, status of English (optional/compulsory, medium/ subject) expectations of institutions /society; decisions on timing (viz When to start); etc.; the logistical aspect pertaining to the number of trained teachers, accommodation; amount/suitability of equipment; extant materials; money; etc.; the administrative variable related to quantity, intensity, and mode of instruction, time-table; the psycho-pedagogic constraints related to learner's motivation, expectations, and traditional styles of learning; and finally methodological issues concerned with recommended language learning strategies and language teaching techniques; order of items and organisation into teaching units; selection, adaptation and production of suitable materials; etc. The notion of "implementation" appears to be the cornerstone of success or failure of any curriculum however perfect it may be in terms of design. Translating a "curriculum" into reality is concerned with how to best make the product (curriculum) digested or consumed by learners in order for learning to take place. We believe that this area can be represented by classroom teacher-learners interactions and learners-learners interactions as well. Therefore, new tools need to be available to apprehend classroom reality. Classroom-centred research appears to be the approach which is

Inputs

Syllabus

Teaching Materials

Teaching Method

Classroom reality

Interaction between teacher and learners

Testing

Learner achievement scores

efficiency: better educational planning, development of curriculum, preparation of material, training of teachers, preference of classroom activities and techniques, individualization of instruction, teacher's modifications of speech etc.

Classroom reality has attracted many scholars' attention (Allwright & Bailey: 2000; Bailey & Nunan:1996; Bowers:1980; Brumfit:1978, 1979; Brumfit & Mitchell:1989; Cazden:1986, 1988; Cohen:1990; Delamont & Hamilton: 1976; Hanneman & McEwen: 1975; Hymes:1962,1964,1981; Kumaravadivelu (1993); Littlewood:1981; Nunan:1988); and Williams & Burden:1997). The first plea launched for a deep-focus into language classes came from Allwright (1983: 191):

"Classroom-centred research is just that —research centred on the classroom, as distinct from, for example, research that concentrates on the inputs to the classroom (the syllabus, the teaching materials) or on the outputs from the classroom (learner achievement scores). It does not ignore in any way or try to devalue the importance of such inputs or outputs. It simply tries to investigate what happens inside the classroom when learners and teachers come together. (...) it is in fact research that treats the language classroom not just as the setting for investigation but, more importantly, as the object of investigation. Classroom processes become the central focus."

If language classroom should be the object of investigation, it has to be analysed in its dynamic aspect. Hence, it is the teaching processes which are highlighted. A comprehensible account of classroom instruction involves discussing "learning from instruction," "teacher talk," "learner behaviour," and "interaction." The main contributions on "learning from instruction" have been Krashen's (1982: ch.V, cited by Chaudron,op.cit,6). They concerned mainly the influence of instruction on L2 development. According to him, instruction has a very limited effect, but the classroom should be exploited to provide the learner with comprehensible TL input in an

affectively conducive atmosphere. He maintains that classroom remains an important place for FL learners who lack naturalistic settings as in FL contexts. He points out that conscious learning does not substantially contribute to language development. It is limited to control production of easy L2 rules, which still will not guarantee subsequent acquisition of such rules. The second leading figure on this issue is Long (1983a, *ibid.*) who argues that if instruction has an advantage over a naturalistic learning, it is because it can be treated like an "object" to control performance on a variety of L2 tasks. Controversy as to how language should be better acquired, naturally or "artificially" is a long standing dispute which is still raging nowadays.

Bialystock (1982, *ibid.*) and selections in Davies, Cripser and Howatt (1984, *ibid.*) offer a very consistent account on the issue under scrutiny and consider that the matter remains unresolved because of the lack of a methodology able to distinguish conscious rule knowledge from unconscious performance. Along these lines, Pienemann (1984, 1985, *ibid.*, 7) claims that learners' progression through developmental stages —an idea defended by Krashen— is determined by fundamental psycholinguistic "processing prerequisites", that is cognitive operations which are ordered by their complexity. Pienemann (1981, *ibid.*) acknowledges that this issue is not resolved in current research. The precise manner in which instruction can influence the learners' development is not clear. Chaudron (1985b, *ibid.*) raises another additional critical point when he states that from the L2 learner's point of view, the recognition of the structures in input and their meaning is not only necessary for the acquisition of the structures in the abstract sense, but, insofar as the TL is the medium of instruction (as in L2 contexts and the case of the teaching of English in Algeria as mentioned previously), it is necessary for understanding the content of instruction as information and social interaction. Learners will not only realise the cognitive need to practise with the language as a learning operation, but the communicative need also to interact and negotiate meaning to achieve successful comprehension.

Regarding teaching methodologies, Swaffar, Arens and Morgan (1982,ibid,8) have demonstrated that teachers of supposedly different methodological persuasions in fact acknowledge quite diverse overlapping behaviours in classroom practice. Therefore, methodological persuasions, in this study, proved to have been highly inconclusive because they have rarely involved reliable, controlled observation of the classroom behaviours supposedly accompanying the methods under investigation. On the basis of the above studies, it seems to us that the appropriate approach should be able to describe behaviours and processes directly on the basis of exploratory classroom-oriented studies rather than assume the occurrence of particular classroom behaviours as consequences of adopted materials or professed methods. This goes right in lines with Allwright's article (1981), which as mentioned before.

The above report confirms how controversial issues are regarding efficiency of classroom methods. Therefore, there is a need to approach classroom reality with different tools such as classroom observation instead of applying teaching methods whose efficiencies have never been proved in class.

A great amount of research on comprehensible input has concerned the L2 teacher talk (Clyne:1981; Freed:1980,op.cit,55); Perkan:1999, etc.). It has concerned mainly the comparison of the features of L2 teacher speech with speech to L2 learners in non-instructional settings. The study seeks to find out in what respect teacher talk can be an aid to learning, in terms of speech rate, syntax, vocabulary, pragmatic functions. In our research, teacher talk is investigated linguistically, discursively and attitudinally to appreciate its accessibility, that is, whether it is comprehensible for the learners. The more incomprehensible teacher talk is, the more opportunities are provided for learning to take place.

Classroom-centred research has investigated learners' behaviours, (for example, Corder: 1978; Flyman-Mtsson:1999; Garton: 2002; Naiman, Frohlich, Stern, & Todesco: 1996, *op. cit*, 92) from the linguistic point of view, and also in terms of learning strategies and social

interactions with other learners. It should be made clear that learners' behaviours cannot be thoroughly investigated when they are disconnected from teacher talk. Teacher talk is the main structuring element of the learner's learning environment because it favours effective learning. Researchers have attempted to cast light on the correlation between factors such as classroom groupings or tasks and the facilitation of optimum learning behaviours (more details in Chapter 2). Another facet of classroom-centred research is the study of the degree to which learners are viewed as being in control of their own learning through their own initiative, productivity and strategies in classroom learning, rather than being passive absorbers of teacher's information. Learners' eagerness to dynamically participate might be prevented by inadequate teacher talk. In our research is concerned, we have already clearly mentioned in the Introduction that teacher talk is systematically analysed in conjunction with learners' behaviours.

Classroom-centred research treats the potential impact of interaction in the classroom on L2 development, starting from the fact that comprehension input leads to acquisition, particularly if it is a native speaker who teaches non-native speakers (Long 1980, 1981, 1983, *ibid*, 9) with 'modified interaction'. The features of 'modified interaction' promote comprehensibility and negotiation of meaning, and encourage learner's participation. These features which modify interaction are crucial factors such as teachers' creations of speaking opportunities (Ellis: 1980). Cognitive psychologists also believe in the interactional dimension of classroom teaching as the basis of "scaffolding" theory which purports to explain language acquisition. Interactions between the teacher and the learners create "vertical discourse", a sequence of turns which aids learners to gradually integrate portions of sentences, lexical items, reproduction of sound, etc. in meaningful ways, rather than in mechanical repetition or lengthy monologues (for example, Francis & Hunston: 1992; Malamah-Thomas:1987; Kramsh:1985; Ellis:1985)

Other interactive features such as turn-taking, turn-giving, questioning, answering, negotiation of meaning and feedback are acknowledged greater roles in classroom centred

research. Unlike traditional, teaching where instruction is considered as a simple conveyance of knowledge from the teacher to the "empty" and passive learner, Allwright (1984) and Breen (1985, *op.cit.*, 10), stress the importance of interaction in the classroom. Chaudron (*op.cit.*) singles out the multifarious complexity of the classroom world. Consequently, it would be unrealistic to set oneself the research objective to account for all interaction features. As was already stated, our research is limited to investigating teacher talk linguistically, discursively and attitudinally. It is classroom teacher-learner(s) interaction which is the fundamental platform of this research. In order to describe and analyse interaction, it has to be made seen to the researcher by means of video-recorded lessons and their transcriptions to make the interactive development of the course visible and exploitable at will. The transcriptions of the lessons make possible the observation of classroom processes and the interactive development of the lesson where the teacher and the learners co jointly build up the lesson.

The greatest achievements in classroom research methodology have concerned exclusively second language acquisition (SLA). The issue of whether there is any relationship between SLA research and FL acquisition research is often the object of debate. "Acquisition" in the classroom is a concept coined by Krashen (1982) on the belief that institutional instruction is not the best setting and the adequate strategy for language learning to take place. In this respect, the classroom in Krashen's view is useful for it serves to artificially recreate — whenever possible outdoor English speaking environment. Krashen defends the notion of "acquisition" because educational domains investigated have concerned mainly classes where teachers and learners are English natives. In this respect, the classroom as a societal space is a continuation of the outside world. In this sense, we believe that the term "acquisition" is not adapted to instructional learning.

Now, if settings of language instruction are different, research methods should not necessarily be so. Along these lines, Gaies (*op.cit.*) defends the view that basically there is no

difference between SLA research and FL research in terms of research methods. What we need to do in our research is to adopt and adapt L2 research methods. The literature of L2 research methods of research must be reviewed with the purpose to appreciate their scientific capacity to extract and validate descriptions and analyses of classroom processes under scrutiny.

2.2 Methods of Analysis

2.2.1 A Historical Survey

The diversity of theoretical issues about classroom interactions has given birth to richness in research methods. The elaboration of research methods is inextricably bound up with research aims. Research discussed in the literature concerns aspects pertaining to native language schooling, sociological or sociolinguistic studies of communicative interaction. These features of classroom interaction have prompted the urgency to elaborate concepts, instruments and procedures to adequately describe and analyse interaction. Different research tools have been elaborated due to different interests of different domains: Education, Sociology, Psychology, Linguistics, in classroom-centred research. Four traditions of research seem to emerge: psychometric, interaction analysis, discourse analysis and ethnography. The survey should lead us to choose the appropriate research methods susceptible to serve our purposes in this research.

2.2.1.1 The Psychometric Method

Nunan (1992:231) defines Psychometric Research as a "research carried out by the collection of data through an experiment, and the analysis of that data through the use of inferential statistics which enable the researcher to make generalisations about a population from data derived from a sample." The Psychometric Method appeared with the first attempts to evaluate L2 instruction (Scherer & Wertheimer: 1964,op.cit,13). It is mainly inspired from psychometric procedures which rely on comparison treatment groups and measurement of outcomes by means of tests. The method investigates quantitative relationships between

classroom activities/behaviours and language achievements (Poltzer and Weiss 1969, *ibid.*, 14; Ramirez and Stomquist 1969, *ibid.*) This was densely applied from post World War II until the seventies. For a research review, Smith (1970) and Levin (1972, *ibid.*, 166), Scherer & Wertheimer (1964, *ibid.*), for instance, investigated the efficiency of a traditional method (Grammar Translation Method emphasising writing skill) with the "innovative" Audio-lingual Method (emphasising the listening and the speaking skills in dialogue practice). The results revealed that each method produced significantly positive effects, in precisely the skills given most emphasis by the method. Another study conducted by Smith (*op.cit.*) with a similar protocol yielded results which proved to be difficult to interpret if not entirely inconclusive.

While significant in a statistical sense, results did not suggest any significantly relevant pedagogical difference in terms of learning. Recent studies, by Trueba (1979, *op.cit.*, 15); Baker & Kanter (1981, *ibid.*, 29); Swain & Lapkin (1982, *ibid.*); Genesee (1985, *ibid.*); and Burstall et al. (1974, *ibid.*), compared classifications of curricular plans rather than instructional methodologies and consequently were difficult to interpret.

The interest in these studies is not in the outcomes of the methods or programs involved in such a comparison; it is in the issue related as to whether what actually happens in a class coincides with official description of lessons. Is a Grammar Translation program actually doing grammar translation and not functional skills? Until care is taken to accept that lesson elaboration and lesson implementation are almost two different things, distinctions made in the classification of method/program, by these comparisons, are scientifically meaningless. Few comparative evaluation researches have systematically observed and described classroom processes in the different control and experimental classes. Classroom observation is not included as a component of the evaluation. This weakness led scholars belonging to the psychometric tradition, such as Poltzer & Weiss (1969, *ibid.*, 30); Poltzer (1970, *ibid.*); Naiman et al. (1978, *ibid.*); Mac Donald, Stone & Yates (1977, *ibid.*); Ramirez & Stromquist (1979,

ibid, 30) to change direction to investigate quantitative relationships between classroom processes and learning outcomes. It has to be stressed that even if the above mentioned studies were exploratory in orientation, hypothesis-generating, and using correlational inferential statistics; they, nevertheless proved to be limited for categories of classroom processes investigated were not justified by a rationale. No theory backed classroom process categorizations: there is no construct-basis for the categories.

Psychometric research studies mainly correlations between input mainly, (curriculum design, programmes, methodology) and output variables (the major ones being learner's academic achievements through testing techniques design) Our research is process-oriented and uses some of the techniques the Psychometric Method: data of Phase 1 is collected through observation of a lesson which does not undergo experimentation. However, the other data of Phases 2, 3, and 4 is obtained from three experiments. We shall also use inferential statistics, though not to achieve generalisations as psychometric analysis does.

2.2.1.2 The Interaction Analysis Methods: the Flint System, the Fanslow System, the Naiman System

This method was developed in the mid-sixties when the influence of sociological investigation of group processes led to the development of systems for the observation and analysis of classroom interaction in terms of social meanings and an inferred classroom climate. Such a research started with the study of L 1 before attracting scholars to adapt it as a methodology to L2 classes (Moskowitz 1970,1976,op. cit,18); Wragg 1970, *ibid*.) This method was based on the belief that there are intrinsic relationships between the learner's behaviours and the atmosphere and interactions created by the teacher when the lesson is being taught. Contrary to the Psychometric Method, it does not favour quantitative analyses, though, statistical quantitative calculations are useful to appreciate frequencies of aspects of the teacher talk related

to linguistics, discourse and affective attitude observed in interactions performed in class. Interaction analysis is based on the continuing binary interplay between teacher's behaviours through classroom talk and learners' behaviours through their reactions to it.

Amongst the most representative instruments of observations and analysis developed to conduct research in this tradition, we have Moskowitz's (1968,1970,1971,ibid,31) Flint instrument displayed in Table 1, an instrument derived from Bales' (1950,ibid.) work on group processes and Flander's (1960,1970,ibid.) adaptation of Bales' work for classrooms. Moskowitz's most important contribution involved simultaneous separate coding of individual language behaviour, and later, categories for drill and feedback behaviours (1976, *ibid.*). This system was designed for real-time coding.

Table 1 The Flint System

Source: Reprinted with permission from Moskowitz, G. "Interaction analysis: a new modern language for supervisors," *Foreign Language Annals* 5: 213 (1971).

		1. Deals with feelings: in a non-threatening way, accepting, discussing, referring to, communicating understanding of past, present or future
T		feelings of students
e	T	2. Praises or encourages: praising, complimenting, telling students why they have said or done is valued.
a	a	Encouraging students to continue, trying to give them confidence. Confirming answers are correct.
C	1	2a. Jokes: Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at any one's expense. Unintentional humour is not included in this category
h	k	
e		Indirect. Uses ideas of students: Clarifying, using, interpreting, summarising the ideas of students. The ideas must be rephrased by the teacher but still recognised as being student contributions.
r		influence.
		3a. Repeats students response verbatim: repeating the exact words of students after they participate.
		4. Asks questions to which an answer is anticipated. Rhetorical questions are not included in this category.
		5. Gives information: Giving information, facts, own opinions or ideas lecturing, or asking rhetorical questions. 5a. Corrects without rejection: Telling the students who have made a mistake the correct response without using words or intonations which communicate criticism.
T		6. Gives directions: Giving directions, requests, or commands which students are expected to follow.

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sequence of "moves", where each has its own rules for form and context of use. The works of this famous philosopher, who belonged to the Vienna Circle, inspired the philosophical analysis of natural (ordinary) language and gave birth to what is now known as the Oxford School founded by Austin (1962). Austin's ideas were mainly developed by Searle (1969); Strawson (1964). Bellack (*op. cit.*) identified four "moves" which are "structure", "solicit", "respond" and "react". These four moves, which were adopted by Fanselow (1977,*op. cit.*) to study L2 classrooms, were assigned pedagogical functions. In L1 research, Sinclair & Coulthard (1975, *ibid*) conducted systematic description of classroom discourse. According to Chaudron (1977, *ibid*, 44), "The analysis of the verbal discourse of classroom interaction must of course be viewed as embedded in the social and cognitive operations which take place in the instructional period or lesson." Consequently, many aspects of classroom interaction such as participant organisation, non verbal and material aspects have to be accounted for a comprehensive analysis of the classroom interaction. The greatest achievement of the Discourse Analysis Method is its contribution in the growth of awareness of the internal formal structure and functional purpose of verbal classroom interaction.

The Discourse Analysis method has also been developed to redefine the appropriate categories used to describe discourse, which was the main weakness of the Interaction Analysis methods. The discourse analysis principles, upon which this method emerged, were inspired not only from the evolution, in Descriptive Linguistics, of analytical procedures used to describe supra-sentential structures (Van Dijk 1972, 1977, 1985, *ibid*,40); Grimes (1975, *ibid.*); Dressler 1978,*ibid*, 40), but also from the ethnographic and sociolinguistic investigations into the structure of interaction (Hymes 1962, 1964, *ibid.*); Gumperz & Hymes 1972,*ibid.*).

Sinclair and Coulthard's (1975,*ibid.*), for instance, conceive classroom interaction as a hierarchically structured system of "ranks", analogous to the rank scale approach to sentential linguistic description developed by Halliday (1961,*ibid.*). The Hallidayan system includes

discourse-analytical and interaction-analysis components. By comparison to the Interaction Analysis methods, Discourse Analysis has a greater analytical power at higher levels of organization such as "transaction", which subsumes a lower organizational level represented by the "exchange". Viewing classroom interactions as a system with structural and functional perspectives strengthens the validity and the reliability of the method. Many scholars applied this method to describe and analyse different areas of discourse. Chaudron (1977, *ibid, op.cit.,44*), who worked within the general framework of Sinclair and Coulthard system, confined analysis to teacher's feedback only.

The wide applicability of Discourse Analysis method allowed the appearance of a variety of discourse analytical units with identifiable linguistic structure serving specific functions. Some of these discourse analytical units are displayed in Table 4, below:

Table 2: Analytical Units Employed in L2 Discourse Analysis

Structural units

Utterance: a string of speech by one speaker under a single intonation contour, and preceded and followed by another speaker's speech, or a pause of more than x seconds.

Turn: any speaker's sequence of utterances bounded by another speaker's speech

T-unit: any syntactic main clause and its associated subordinate clauses

Communication unit: an independent grammatical predication; the same as T-unit, except that in oral language, elliptical answers to questions also constitute complete predications

Fragment: any utterance which does not constitute a complete proposition (i.e., with explicit subject and verb).

Functional units

Repetition: an exact repeating of a previous string of speech (either partial or full, and either a self or other repetition)

Expansion: a partial or full repetition which modifies some portion of previous string of speech by adding syntactic or semantic information

Clarification request: a request for further information from an interlocutor about a previous utterance

Comprehension check: the speaker's query of the interlocutor(s) as to whether or not they have understood the previous speaker utterance (s)

Confirmation check: the speaker's query as to whether or not the speaker's `expressed) understanding of the interlocutor's meaning is correct.

Repair: an attempt by a speaker to alter or rectify a previous utterance which was in some way lacking in clarity or correctness (either self- or other-directed);

Model: a type of prompt by the speaker (usually a teacher)intended to elicit an exact imitation or to serve as an exemplary response to an elicitation.

L2 classroom research, with the Discourse Analysis method, also favoured the appearance of other analytical discourse units with other functions of language. For instance, Cathcart (1983,ibid, 44.) pointed out that Sinclair and Coulthard's "informative" function is not adequate to distinguish finer possible functions of language. This criticism recalls the observation we made regarding some drawbacks of the Interaction Analysis methods as concerns the interpretative complexity of categories of analysis.

The implications of the Discourse Analysis method on our research work are evident for, as was said before, it is a more powerful instrument than the Interaction Analysis methods.

2.2.1.4 The Ethnographic Method

The Ethnographic Method, which is qualitative in orientation, originated from sociological and anthropological tradition and witnessed wide applicability in L1 classroom research. The Ethnographic Method purports to interpret behaviours from the perspective of the participants' different understandings rather than from the analyst's or observer's so-called "objective" interpretation. Ethnographic research is a very demanding enterprise, in that it requires highly trained observers, considerable training, continuous record keeping, careful interpretation of data, a great deal of time, and more importantly commitment of research personnel. Wilson (1982,cited by Nunan 2003:53) identifies the roots of Ethnography in Anthropology, Sociology, and also in a strong tradition of research into animal behaviour. He relates the tradition to two sets of hypothesis about human behaviour. These are the naturalistic-ecological hypothesis and the qualitative-phenomenological hypothesis (Nunan, *ibid.*)

The naturalistic-ecological perspective is based on the belief that the context in which the behaviour occurs has a significant influence on that behaviour. It follows that if we want to find

out about behaviour, we need to investigate it in the natural contexts in which it occurs, rather than in the experimental laboratory (the Psychometric Method). Arguments in favour of field research as opposed to laboratory research are supported by studies of particular phenomena which come up with different findings.

The qualitative-phenomenological hypothesis questions the belief that there is an objective reality which is independent of the subjective perceptions of researchers and their subjects. Rather than subscribing to a belief in external "truth", ethnographers believe that human behaviour cannot be understood without incorporating into the research the subjective perceptions and belief systems of those involved in the research: researchers and subjects. According to Wilson (1977,Ibid,124), the ramifications of this hypothesis are far reaching, because it implies that the traditional stance of the researcher as "objective" observer is inadequate, and the procedures of the experimental method of framing hypotheses and operationalising constructs, before engaging in any data collection or analysis, are at best inappropriate and at worst irrelevant. This could be considered as an anathema to proponents of experimental methods in research.

All ethnographic studies share several characteristics. In the first place, the research takes place in context, with an attempt to minimise the disruption caused by the researcher's intrusion. The researcher does not attempt to control or manipulate the phenomena under investigation. The research is relatively long-term, taking place over several weeks, months or even years. Generalisations and hypotheses emerge during the course of data collection and interpretation rather than pre-determined by the researcher. Nunan (*op. cit*,56) summarises these characteristics in the following table.

Table 3: Characteristics of Ethnographic Research

Characteristics	Gloss
Contextual	The research is carried out in the context in which the subjects normally live and work.
Unobtrusive	The researcher avoids manipulating the phenomena under investigation
Longitudinal	The research is relatively long-term.
Collaborative	The research involves the participation of stakeholders other than the researcher.
Interpretive	The researcher carries out interpretive analysis of the data.
Organic	There is interaction between questions/hypotheses and data collection/interpretation.

If we compare the Psychometric Method and the Ethnography Method, we see that the former is a hypothesis in search of data, whereas Ethnography is data in search of a hypothesis. If ethnographers often begin with questions and not with formal hypothesis, this method of doing research does highlight the fact that there is often an interaction between questions and data, which is an important characteristic of Ethnography. During the course of their investigation, ethnographers may obtain data which do not support their original questions or hypotheses but which are suggestive of others. They may therefore end up answering questions other than those with which they began, thus violating what Brown (1988,op.cit.57) considers as the principle of logicity.

This practice of deriving theory from data, rather than the other way round, is known as grounded theory. This gave birth to a controversy between the tenets of "data" first then "theory" and those who defend the view that it should be "theory" first, then "data". In the aftermath of these positions, Nunan (*op. cit*, 57) claims,

"While it is true that there are dangers in making strong causal claims on the basis of description, I do not believe that this leaves Ethnography in a position

which is subservient to experimentation. Ethnography is a valid tradition in its own right, and should not be considered simply as an hypothesis-generating device for experimental research."

Long (1990,*op.cit*) argues that the primary purpose of Educational Ethnography is to describe classroom processes so that they may later be subjected to experimental manipulation,. He argues that "It would be premature and unwarranted to make casual claims on the basis of descriptive studies or to offer anything more than hypotheses as to potential explanations of the findings." Chaudron (*op.cit,45*) reports a list of the most prolific scholars who conducted ethnographic researches on L1 classroom: Barnes, Britton & Rosen (1969, cited by Chaudron, *op.cit,45*); Cazden et al. (1972, *ibid.*); Stubbs & Delamont (1976,*ibid.*); Tikunoff & Ward (1977,*ibid.*); Wilson (1977,*ibid.*); Heltoft & Pabby (1978,*ibid.*); Chaudron (1980,*ibid.*); Green & Wallat (1981, *ibid.*); Hymes (1981,*ibid.*); Wilkinson (1982,*ibid.*); Green (1983,*ibid.*); and Cazden (1986,*ibid.*).

Ethnographic researchers have not so far involved themselves into complete and comprehensive ethnographic studies of classroom. They were concerned more, like their counterparts of the Interaction Analysis Method, with specific areas of classroom interaction, using qualitative and interpretative procedures. We may cite Carrasco's (1981, *ibid.46*) work in "teacher awareness of student performance"; "turn-taking and repair" (van Lier:1982,*ibid.*); and "teacher management of turns" (Enright:1984,*ibid.*). Because the analysed categories derive mainly from the learner's own perceptions, they have the potential of being much more psychologically valid than externally imposed constructs, as it is the case of categories manipulated in the Interaction and Discourse Analysis methods.

The impact of Ethnographic Method on our research is reported in table 6. Our research displays some common features with Ethnographic Research methodology.

Table 4: The Ethnographic Method (1992:56) and our Research

Characteristics	Ethnographic method	Our research
Contextual	The research is carried out in the context in which the subjects normally live and work.	Similar because it is classroom processes (interactions) which are investigated.
Inobtrusive	The researcher avoids manipulating the phenomena under investigation.	Similar because we do not inter intervene in the classroom. In Phase 1, that is during the Diagnosis stage. Experimentation or quasi-experimentation occurs only during stages 2,4, and 4.
Longitudinal	The research is relatively long-term.	Our research is relatively long-term for it embraces observations and analyses of four lessons taking place at different moments during the academic year.
Collaborative	The research involves the participation of stakeholders.	The teacher is the most solicited research partner. Learners are indirectly involved in the research. They are not directly solicited, except when being sensitised about experimentations to be carried on them when videos were introduced into the classroom.
Interpretive	The researcher carries out interpretive analyses of classroom processes.	We need to go through interpretation of classroom acts, be they the teacher's or learners'. We interpreted also teacher's attitudes at different moments of the lesson.
Organic	There is interaction between questions/ hypotheses and data collection/interpretation.	In our work, there is interaction between questions/hypotheses and data interpretation.

We found out that each classroom analysis method can partly serve as an element of our research methods. Therefore, we vindicate an eclectic method combining Psychometric, Interaction, Discourse, and Ethnographic Analyses methodologies.

2.2.2 Quantitative and Qualitative Measurements

2.2.2.1 Principles of Qualitative and Quantitative Measurements

Research Analyses Methods can be grouped, not only according to whether they involve quantitative or qualitative evaluation, but also according to their respective instruments and basic categories of analyses to carry out classroom observation and analysis of classroom behaviours.

The Psychometric Method is the most quantitative method in that its instruments involve numerical measurement, statistical analysis and inferences. The other methods, that is the Interaction Analysis, the Discourse Analysis and the Ethnographic Methods need quantitative instruments, but are qualitative in their description of classroom behaviours, or classification of processes. The literature has proved that the Interaction Analysis, the Discourse Analysis and the Ethnographic Methods use statistics to calculate frequencies or proportion of occurrences of observed analytical units such as "speech acts" or "participation structure".

Now, it would be important to discuss whether quantitative and qualitative methods of analyses can be combined to obtain scientifically valid research outcomes with a purpose of "generalisation". In other words, are qualitative research outcomes obtainable and liable to be generalised by means of quantitative research methods? We may as well ask the same question the other way round: are quantitative research outcomes obtainable and liable to be generalised by means of qualitative research methods. Can qualitative analyses be combined with the Psychometric Method. So is the case with quantitative analyses and the Interaction, the Discourse, and the Ethnographic Methods. It would be useful to answer questions like these. As far "generalisation of research outcomes" is concerned, does any scientific enterprise seek generalisation? We are tempted to say that it is not always the case, as with the research that we want to undertake, which is a Case Study. Bringing answers to these questions is of paramount importance.

According to Richards & Cook (1979, *ibid.*,15), quantitative and qualitative methods are mutually dependent. The qualitative method is naturalistic, «uncontrolled», subjective, involving a process-oriented observation, while the quantitative one is obtrusive, controlled, objective and product-oriented. But, the point is that the qualitative "participant observation", when the observer takes an active role in the process being observed, makes the method not necessarily naturalistic, and, therefore, it may be difficult to generalise beyond the case study under study. Qualitative methods can achieve objectivity by means of inter observers' agreement. The same is the case with quantitative methods which can bias observations in some possibly unrecognised ways, due to the failure to recognise some qualitative relationship or category for analysis.

When we use a quantitative method, the hypotheses are derived from a quantitative conceptual consideration. Therefore, it is evident that before counting categories, for example, we should decide what categories to count. If, on the other hand, we argue that qualitative research serves to generate hypotheses, we have to feel concerned with the replicability of the description and categories that result. Subsequently, case studies cannot be sufficient to validate the categories and aspects of behaviour that are the target of qualitative research.

2.2.2.2 Classifications: Grotjahn's, Van Lier's and Brown's

Many taxonomies (they may take the form of a classification) have been developed to show which parameters can be combined together to give birth to different paradigms of research designs.

2.2.2.2.1 Grotjahn's Classification

Grotjahn (1987, cited by Nunan,*op.cit.*,4), stresses the importance of the method of data collection and the type of analysis conducted on the data,

"(...) in analysing actual research studies, it is necessary to take into consideration the method of data collection (whether the data have been collected experimentally or non-experimentally); and the type of analysis conducted on the data (whether

statistical or interpretive.) Mixing and matching these variables provides us with two "pure" research paradigms. Paradigm 1, "exploratory-interpretive", utilising a non-experimental method, yields qualitative data, and provides an interpretive analysis of that data. The second, "analytical-nomological" paradigm, is one in which the data are collected through an experiment and yields quantitative data which are subjected to statistical analysis. In addition to these «pure» forms, there six «mixed» paradigms which mix and match the three variables in different ways."

By combining the different variables related to method and type, he suggested eight different research paradigms. These combinations are displayed in Figure 2.

Figure 2: Types of Research Design (from Grotjahn 1987: 59-60)

PURE FORMS

Paradigm 1: exploratory-interpretive

- 1- Non-experimental design
- 2- Qualitative data
- 3- Interpretive analysis

Paradigm 2: analytical-nomological

- 1- Experimental or quasi- experimental design
- 2- Quantitative data
- 3- Statistical analysis **MIXED**

FORMS Paradigm 3: experimental- qualitative-interpretive

- 1- Experimental or quasi-experimental design
- 2- Qualitative data
- 3- Interpretive analysis

Paradigm 4: experimental-qualitative-statistical

- 1- Experimental or quasi-experimental design
- 2- Qualitative data

3- Statistical analysis

PURE FORMS

Paradigm 5: exploratory-qualitative-statistical

1- Non-experimental design

2- Qualitative data

3- Statistical analysis

Paradigm 6: exploratory-quantitative-statistical

1- Non-experimental design

2- Quantitative data

3- Statistical analysis

Paradigm 7: exploratory-quantitative-interpretive

1- Non-experimental design

2- Quantitative data

3- Interpretive analysis

Paradigm 8: experimental-quantitative-interpretive

1- Experimental or quasi-experimental design

2- Quantitative data

3- Interpretive analysis

It should be made clear, while all of these 'hybrid' forms are theoretically possible, some are of an extremely unlikely occurrence, for example, paradigm 8 where it would be unusual for a researcher to set up an experiment yielding quantitative data which are analysed interpretively.

Concerning our study, the characterising features are as follows:

* Our research is partly Psychometric and Ethnographic in orientation as far as data collection is concerned:

* It is psychometric because some of the data described and analysed is obtained from quasi-experimentation (Phases B, C, and D). It is obtrusive because we

manipulated independent variables identified after Phase 1.
 * It is ethnographic because data of Phase 1 was obtained without manipulation and experimentation. We videotaped the lesson as it occurred. It is

contextual , that is naturalistic.

We made use of inferential descriptive and multivariate statistics, but not to seek generalisation of research outcomes. We described, analysed data, then we interpreted the results. In our research, there are two stages: the first stage, phase 1, where data has been collected naturally, that is without any manipulation, and the second stage where data has been collected as a product of a manipulated experimentation, which makes the paradigm of our research atypical, see Table 7, below. It does not fit into Grotjahn's classification for it involves bits of paradigms n° 5,6, and 7: Exploratory-qualitative/quantitative-statistical/interpretive

- 1- Quasi experimental design
- 2- Qualitative/quantitative
- 3- Statistical/interpretive analysis

Table 5: Grotjahn Paradigm Features and Our Research

Features of our research	Grotjahn "pure" paradigm features
Yes (Phases B, C, and D)	Quasi experimental
Yes (Identified independent variables)	Qualitative data
Yes	Interpretive analysis
Yes (Phase A) Non identified independent variables)	Non-experimental
Yes	Quantitative data
Yes	Statistical analysis

From this figure, we see that there are four areas created by crossing the "selection" axis and the "intervention" axis: the "controlling area", the "measuring area", the "asking/doing" area, and a "watching area". As can be seen, the "controlling area" is characterised by high degree of intervention and a high degree of control. The "measuring area" involves a high degree of selection but a low degree of control. According to Van Lier (1990, *ibid.*,7) "One selects certain features, operationally defines them, and quantifies their occurrence, in order to establish a relationship between features, or between features and other aspects, such as educational outcomes." For example, the researcher may be interested in the effect of teacher questions on students' responses. Armed with taxonomy of teacher questions, the researcher observes a series of classes, documenting the type,; of questions asked and the length and complexity of responses. In these circumstances, the researcher is highly selective in what s/he chooses to look at or for, but does not attempt to control the behaviour of either the teacher or the students. The "asking/doing area" entails a high degree of intervention but a low degree of control. This issue is more substantiated by Van Lier (*ibid.*).

"One investigates certain problem areas by probing, trying out minor changes, asking for participant;;' views and concerns, and so on. After a while it may be possible to pinpoint tte problem so precisely that a controlled environment can be created in order to conduct an experiment, thus moving from "asking/doing" through "watching" to "controlling" On the other hand, increased understanding through interpretation (an also make experimentation unnecessary."

The "watching" area involves nc. selectivity and no intervention. The researcher observes and records what happens, without attempting to interfere with the environment. He does not decide which variables are of interest or of potential significance before engaging in the research. An example would be that a researcher wants to provide a descriptive and interpretive portrait of a school community as its members go about their business of living and learning together. What can be commented on Van Lier's model is that research enterprise is not a unique clear-cut

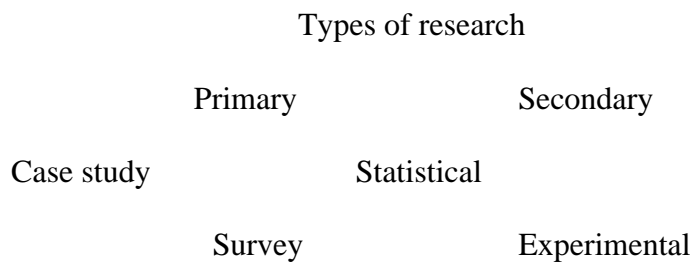
domain of investigation. A researcher may conduct a study in one of the above areas, but for objective reasons, he may be led to momentarily change direction to step into other areas for the sake of research efficiency. Hence, Van Lier's model might be amended to bring out «hybrid» areas similar to Grotjahn's.

Which of Van Lier's areas correspond to our research design? It seems that it is the "measuring" area which corresponds to the configuration to the first step of our research (Phase 1). It involves a high degree of selection of variables to be looked at with a low degree of control on the teacher and learners. The second step (Phases B, C, and D) correspond to "controlling" areas as three experiments were carried out to control whether manipulations of independent variables brought more active learners' classroom participation. Under Van Lier's classification, our research may be said to correspond to "measuring" and "controlling" areas.

2.2.2.2.3 Brown's Classification

Brown's model (1988, *ibid.*, 8) is another model exclusively concerned with quantitative research. Brown draws a distinction between primary and secondary research. The former is derived from the primary sources of information (for example a group of students learning a language), the latter from secondary sources concerned with reviewing and synthesising research (books about students learning a language) carried out by others, which is a pre-requisite to primary research. For him, primary research has the advantage of being closer to the primary source of information and can be subdivided into case studies and statistical studies. Statistical studies can be subdivided into survey studies and experimental studies. Survey studies investigate a group's attitudes, opinions, or characteristics, often through some form of questionnaire. Experimental studies, on the other hand, control the conditions under which the behaviour under investigation is observed. Brown's characterisation of types of research is displayed in Figure 4:

Figure 4: Types of research (after Brown 1988) •



Being quantitative, Brown's model is concerned with Psychometric Research. Our research is primary because it is closer to the primary source of information for it investigates classroom processes in teacher-learners' interactions. It is also concerned with synthesising bibliographical research. According to Brown (*ibid.*), primary research can be conducted through Statistical and Case studies and our research is a Case study research. And, this is what we shall purport to develop in the subsequent sub-heading.

2.2.3 Case Study

2.2.3.1 Principles of Case Study

Is the notion of "case" bound up with the notion of "size". It is commonplace evidence that the study of one learner or an individual classroom (Grilçeri & Akin: 1998) is a case study in its own rights; however, we wonder whether the same appreciation is applicable to a whole school or a complete district. There is another debate regarding the status of case studies: can they be research traditions in their own right or merely ground-clearing operation which act as preliminary steps to experimentation (Nunan, *op.cit.*, 74) For Adelman et al. (1976, *ibid.*, 75), a Case Study is the study of an "instance in action"; an instance can be a class of objects and phenomena one is investigating. For example, an "English classroom" is an instance which may

be investigated to understand the way this instance functions in context. Adelman et al. (*ibid.*) point that,

"Although case studies have often been used to sensitise researchers to significant variables subsequently manipulated or controlled in experimental design, that is not their only role. The understandings generated by case study are significant in their own right. It is tempting to argue that the accumulation of case studies allows theory-building via tentative hypotheses culled from the accumulation of single instances. But the generalizations produced in case study are no less legitimate when about the instance, rather than the class from which the instance is drawn (i.e. generalizing about the case, rather than from it)."

This appreciation makes a Case Study look similar to ethnography. Bartlett, Kemmis & Gillard (1982,*ibid.*) see Case Study as a limited type of Ethnography with which it shares the philosophy, methods, and concern for studying phenomena in context. However, a Case Study is limited in scope than Ethnography and is not interested in cultural contexts and cultural interpretation of phenomena under investigation (Wolcott 1988,*ibid.*). Finally, a Case Study can not only utilise qualitative field methods but employs qualitative data and statistical methods. Anderson (1998:152) discussed what a Case Study is, but the most comprehensive account on Case Study seems to be Merriam's (1988,*op.cit*,77) and in which they state that,

"(...) the qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources."

Perhaps, the best homage made to Case Study is Adelman et al's. (1976,*ibid.*,78) when he claims that "Case studies may contribute towards the "democratisation" of decision-making (and knowledge itself)".

As was seen, different scholars propose different definitions to what a Case Study is; Other scholars, instead of defining Case Study, propose typologies.

2.2.3.2 Case Study Research Typologies

Stenhouse (1983, *ibid.*, 77) surveys a typology of Case Studies. The first type identified is called a neo-ethnographic type where a participant observer is deeply involved in the investigation of a single case. Our research does not correspond to this configuration because we, as researchers, are not participatory from the point of view that we are actually outsiders to the classroom. We simply record, transcribe, observe, describe, analyse and evaluate data. The second type of Case Study Research is the Evaluative type where a deep evaluation of a policy or practice in a single case or a group of cases is carried out. To some extent, this type of case study exists in our research protocol because we describe, analyse and evaluate what has come out of it. The third type of Case Study Research is called Multi-site Case Study where a team of researchers undertake work on a number of sites. This type of case study research probably approaches Ethnography. It is different for our research which involves only one site with one researcher. The fourth type of Case Study Research is Teacher Research or Classroom Action Research where studies are undertaken by teachers. In our research, the teacher is an active actor in the research but not the initiator.

Denny (1978, *ibid.*) discusses the difference between Ethnography, Case Study and 'Story telling'. For him, Ethnography is a complete account of a particular culture. While case studies deal with a particular aspect of that culture. Our research is not concerned with culture.

2.2.3.2.1 Single Case Study Research

According to Nunan (1996, *cit.*, 81-82), there is a special type of Case Study sharing some characteristics with the Case Study and also with Experimental Research. It is called Single Case Study Research. Nunan (*ibid.*) points out:

"Single Case research is similar to experimental research in that some type of intervention usually occurs, that is, the researcher generally does something to the subject being investigated, and measure what happens as a result. The difference between experimental

research [...] and single case research is that experimental studies typically involve comparing two or more groups, while single case research, like the case study, involves a single individual or group, and does not attempt to set up experimental and control groups. In single case research, the behaviour of the subject or subjects is measured at two or more points in time. Single case research has been employed for therapeutic purposes in areas such as psychology and speech pathology. In education, studies have been carried out to alter the classroom behaviour of children who are disruptive or have specific learning or attitudinal problems."

Paraphrasing Nunan (*ibid.*), four stages are involved in a single case research. The first stage is devoted to observations to establish a baseline against which future behaviour can be evaluated. This stage lasts until the researcher is satisfied that a stable and reliable measures of the behaviour has been obtained. The second stage involves the researcher's intervention in some way. The researcher has to be careful not to assume too readily that it is the treatment which has caused the behaviour change. In the third stage the treatment is withdrawn and the conditions which existed in phase 1 are restored in order to know whether the behaviour has come back to its initial state. In stage 4, the treatment is restored and the individual's behaviour is observed once more. If it improves, the intervention is said to be responsible of the change. This research is known as ABAB. In order to comply to this research design, at least four (4) corpora for database are needed.

Single case research is the adequate research design for our research. Stage one corresponds to what (Nunan,*ibid.*,74) has called a ground-clearing operation which acts as preliminary step to experimentation. During this phase, description, analysis and evaluation of the corpus diagnose the teacher talk and the learners' behaviours through participation. The second stage will witness our intervention through proposing to the teacher a possible treatment to cope with the problem of learners' low participation. Another lesson is needed to check whether the treatment proposed has brought the expected results. Then, in the third stage, we ask

the teacher to neglect the treatment proposed and check again whether this has resulted in the re-appearance of the same problems diagnosed before. Then in the final stage, we re-introduce the treatment again, to confirm whether the changes at the level of teacher talk have brought positive changes in learners' participation. Definitely, our study is a Single Case Research.

2.3 Classroom Observation

2.3.1 Classroom Observation Instruments

It is logical that if we want to observe the classroom, we need instruments with which our observation is going to be carried out. The observational instruments should correspond to the categories of classroom processes that the researcher has chosen to describe. Historically, classroom observation instruments were first developed to compare between different teaching methods and also to allow teacher-trainers to appreciate their own ways of teaching to bring the necessary improvements if needed. Evidently, it was with L1 learning that these instruments of observation and evaluation appeared. Then, they were progressively adapted to L2 classes. The literature displays a large range of analytical categories due to the diversity of research purposes. Some instruments are designed to describe or classify all verbal interaction in a classroom; others include non-verbal behaviours. Some are interested in the social interactive purpose of behaviours such as turn-taking and turn-giving (Allwright 1980, cited by Chaudron, *op. cit.*, 17); others in "jokes" and "praises or encourages" (Moskowitz: 1970, *ibid.*); others in pedagogical function such as "classroom management" and "repetition reinforcement" (Jarvis, *op. cit.*, *ibid.*) or Fanselow's (1977, *ibid.*) "solicit" and "respond". Others describe objective behaviours such as "student hand-raising", "student callout" (Naiman et al (1978, *ibid.*); and Moskowitz's (*op. cit.*) "student response-choral". Others characterise the semantic or cognitive content of behaviours like Fanselow's (*op. cit.*) "characterise" or Bialystok, Frohlich; and Howard's (1978, *op. cit.* 17) "specific information". There are other categories interested in the description of the type of

grouping of participants; the type of activity, materials in the classroom, discourse or linguistic phenomena, or any aspect the researcher considers relevant. A recapitulation of the classification of instruments for the analysis of interaction in L2 classrooms is provided by Chaudron (*op. cit.*,18-19) and displayed in Table 08 with critical reports relevant to each category..

Table 06: Classification of Instruments for the Analysis of Interaction in Second Language Classrooms

Authors	Type of recording procedures	Item type	Number of categories	Multiple coding analysis	Time coding	of variables	Intended purpose	Unit of	Focus: range of behaviours and events sampled	
Allwright 1980	Category	High	16	Yes	No	2,4	Res.	2	1,2, 7,8	
Barkman 1978	Category	Mixed	61	Yes	No	2,3,4	Res.	2	1, 2, 3, 4, 6, 8	
Bialystock, Frohlich & Howard 1978	Category	Mixed	47	Yes	No	3	Res.	2	1,2,3, 6 8	
Capelle, Jarvela, & Reville (n.d.)	Category	Low	27	No	Yes	3 4	Res.TT	1	1 5 6 7	
Carton 1966	Category	Low	19	No	Yes	4	Res TT	1	1 7	
Carton 1966	Category	Mixed	42	Yes	No	1 4	Res TT	2	1 4 5 6 7 8	
Fanselow 1977a	Category	Low	73	Yes	No	3 4	Res 'IT	2	1 2 3 6 7	
Freudenstein 1976	Sign	Mixed	53	Yes	No	3 4	TT	1	1 3 5 6 7	
Jarvis 1968	Sign	Low	24	No	No	2	Res.	1	1 3 6 7	
Long et al. 1976	Category	Mixed	45	Yes	No	1 3 4	Res.	2	1 4 5 6 8	
Mac Farlane 1975	Category	Low	17	Yes	Yes	2 3 4	TT	1	1 2 5 6 7	
Mc Ewen 1976	Sign	Mixed	36	Yes	No	1 2 3 4	Res.	1	1 4 5 6 7	
Moskowitz 1970	Sign	Low	10	No	Yes	3	TT	1	1 5 6	
I	S	Sign	Low	34	Yes	No	3	TT;Res	1	1 2 5 6
Naiman et al. 1978	Category	Mixed	60	Yes	No	2 4	Res.	2	1 2 3 6 7 8	
Nearhoof 1965	Sign	Low	10	No	Yes	3 4	TT	1	1 6	
Politzer 1980	Category	Low	16	No	No	2 4	Res.	2	1 6	
Riley 1977	Category	Mixed	07	Yes	No	2 4	Res.	2	1 8	
Rothfarb 1970	Sign	Low	17	Yes	Yes	3	TT;Res	1	1 5 6	
Seliger 19 7	Category	Low	07	Yes	Yes	1 4	Res.	2	1	
Wesche 1977	Category	Mixed	20	No	No	4	Res.	2	1 2 3 4 5 6	
Wragg 1970	Sign	Low	20	No.	Yes	3	TT.Res	1	1 5 6	
Allen et al. 1984	Category	Mixed	83	Yes	Yes & Nol	3 4	Res.	2	1 3 4 6 7 8	

Mitchell et al. 1981	Category	Mixed	45	Yes	No	3 4	Res.	2	1	6 7 8
Ulmann & Geva 1983	Category	Mixed	61	Yes	Yes	1 2 3 4	Res.	1	1 3 4	6 7 8
class R		hi	38	No	No	12 3 4		1	1 3 4 5	6 7 8

Source: The first section of this table is adapted from Long (1980: 4-5).

- **Entries** based on Long (*ibid.*) and Chaudron (*op.cit, 18-19*) count and estimation; this sometimes differs from figures and claims made in the references cited.

- **Type of Recording procedure:** It refers to whether or not the observer codes for the behaviour every time it occurs ("category") or only whether or not it occurs in a specific period of time ("sign" — e.g. , every three seconds or every minute). A category system thus has a greater potential to identify every behavioural event that occurs, while a sign system would tend to avoid an extra weighting for events which occur very frequently (i.e., many times within the specified interval) and could enhance the weighting of relatively rarer events.

- **Item type:** It refers to the degree of inference required to the observer in making the classification. Researchers would normally prefer low-inference categories, that is, categories whose definitions are clearly enough stated in terms of behavioural characteristics (e.g., students' hand raising or words written on the blackboard) that the observers in real-time coding situation would reach high levels of agreements, or reliability. High-inference categories requiring judgements about the function of meaning of particular behaviours are often included into observational systems in order to accumulate information about student strategies, teacher intentions, or classroom climate. Such categories "teacher encouragement", "student draws conclusion" require greater efforts in training potential observers or transcript coders to identify them reliably.

- **Number of Categories:** The number of the categories depends on research interests.

- **Multiple coding:** It refers to the possibility in the instrument to assign more than one code to a given behavioural event. It may well be that one instrument incorporates multiple dimensions of analysis, for instance, one for the pedagogical function of an event, one for the language of the

event, one for the addressee, one for the cognitive event and one for the affective value. Such instruments risk being either unreliable because of increased possibility for inconsistent coding) or invalid (in the completeness of their representation of the classroom events.)

- **Real-time coding:** It refers to the application of the instrument, either for live-classroom observation (real-time) or for the analysis of a video or audio-taped record of the class (not real-time.)

- **Sources of variables:** 1- Explicit theoretical or empirical base;

2- Implicit theoretical or empirical base;

3- Modification or synthesis or existing system(s);

4- Author originated categories.

- **Intended Purpose: Teacher Training (TT) and/or Research (Res.)** as stated or implied by author(s).

- **Unit of analysis:** It is a crucial aspect of observational instruments, in that the specification of a period of time, or of an analytical linguistic or pedagogical unit, involves basic assumptions about the nature of classroom interactions. For instance, to measure pedagogical events in units of time (e.g., Politzer & Weiss 1969 (*ibid.*,20); Nerenz & Knop 1982,*ibid.*) assumes that the social-psychological significance of classroom events depends on their duration. This may in fact be true with regard to certain learning tasks (Carroll 1975,*op. cit.*), who suggested a globally positive relationship between instructional time and learning), yet the salience, effectiveness, or meaningfulness of particular instructional methods or other verbal interaction (e.g., parsing a sentence, playing a game, listening to a teacher) has no intrinsic relationship to the duration of the event. Thus, to adopt temporal units as the basic segmentation of classroom events assumes a model of cognitive processes and learning that has yet to be verified. On the other hand, similar remarks apply to the choice of pedagogical or discourse analytical units, such as the turn, the speech act, the "move," the "episode," and others that have been adopted in some instruments.

Whatever the selection of units, it is incumbent on the researcher to apply rigorous procedures that would assure reliable and valid units of analysis.

- Focus:
 - 1- Verbal
 - 2- Paralinguistic
 - 3- Non-linguistic
 - 4-Cognitive
 - 5- Affective
 - 6- Pedagogical
 - 7- Content (e.g., grammar)
 - 8- Discourse

2.3.2 Classroom Observation: Dimensions of analysis

The difference, between scholars, in terms of dimensions of analysis reflects their difference in research foci. If some instruments are multidimensional, it is because they purport to be more comprehensively descriptive. The problem, again, pertains to whether such dimensions are conceptually and empirically justified. We always come back to the theoretical construct according to which decisions are taken as to which instrument and dimension of analysis should be elaborated to faithfully depict classroom processes. Until the problem related to category/dimension choices is not resolved from the theoretical or empirical viewpoints, researchers could not provide any thorough and sound argumentation for the categories/dimensions and instruments they have opted for. At the category levels, heavy tendency among scholars seems to highlight the importance of the teacher and the learners in classroom processes, to each of who a category is assigned. Divergent positions appear as to which dimensions within the categories should be singled out. Chaudron (*op. cit*, 21-22) shows these differences of appreciation between scholars in Table 7, below:

Table 7: Dimensions of Analysis

Fanselow (1977a)	Mitchell et al. (1981)	Ullmann & Geva (1983)	Allen et al.(1984)	
			Part A	Part B
-Who communicates ? (i.e. speaker)	-Class organisation	-Participants (who to whom)	-Participant organisation	
-Content	-Topic of dis course (open-ended	-Content	-Content	
	-Type of language activity	-Activity	-Activity	
	-Student involvement (skill use)	-Skill focused	-Student modality (skill)	
		-Language used	-Language used	
-Pedagogical purpose			-T or S verbal interaction - Incorporation of T or S speech	
Medium		-Teacher medium -Teacher involvement	-Materials	-Information gap

How mediums used (cognitive)

--- In the above table, the roles of the teacher and the learners in-class are given importance by Fanselow (1977a, *op. cit.*); Ullmann & Geva (1983, *ibid.*); and Allen et al. (1984, *ibid.*) but not by Mitchell et al. (1981, *ibid.*). If we move to the pedagogical purpose, we notice that it has been dealt with only by Fanselow (*op. cit, ibid, 22*); and Allen et al. (*op. cit, ibid.*) though partially, but not by Mitchel et al. (*op.cit.*); and Ullmann & Geva (*op.cit,op.cit.*). The comparison may continue

but these diverging appreciations reveal the difficulty to reach a unanimous position as to which categories and dimensions should be included in the different analytical schemes.

Our opinion is that if scholars differ in terms of categories/dimensions to be singled out in their respective researches, this is mainly due to different research interests. In classroom centred research, categories/dimensions related to teacher and learners' verbal/non verbal and para-linguistic behaviours are almost limitless, which make classroom centred researches different as well. Our research displays the following characteristics:

Sources of variables: Explicit theoretical variables selected on empirical basis

Unit of analysis: 1- No time unit (e.g., 3 sec.);
2- Analytical unit: move, cycle (interaction), exchange and transaction.

Focus: 1- Verbal
5- Affective
6- Pedagogical
8- Discourse

-Recording procedure:

-Item type: We code the behaviour every time it occurs ("category") in the transcript. Most of the categories/ dimensions described are of a high-inference type requiring greater effort to be reliably identified.

-Multiple coding: We have assigned more than code to behavioural event (teacher-learners interaction) where several dimensions are accounted for (linguistic, discursive and affective).

-Real-time coding: Analysis of a video or audio-taped record of the class (not real-time.)

The last but no less important criteria in research design pertain to issues of criteria of measurements: validity and reliability.

3 Criteria of Measurement: Validity and Reliability 3.

1 Validity and Reliability Principles

Any research enterprise conducted quantitatively or qualitatively should satisfy the criteria of validity and reliability. Research seeks also to achieve economy and generalisability. A research should stratify the criterion of validity, i.e., the extent to which the observational apparatus and inferences drawn from it is meaningful, significant, and applicable to further studies. Moreover, a means to achieve validity is reliability, i.e., consistency with which others agree on the categories, descriptions and the frequencies attributed to them.

Psychometric quantitatively-oriented research has always recognised the need for reliable measurement on tests and control of variables for internal and external validity. Those adopting a qualitative, process-oriented or descriptive research, such as Mc Cutcheon (1981,ibid.,23); Frick & Semmel (1978,ibid.,24), rely primarily on the logic of their description and inferences to confirm the validity of their description.

"In a discussion supporting the use of qualitative research methods, Mc Cutcheon (1981) argues that the initially subjective, interpretive process involved in qualitative methods inevitably requires inter subjective agreement, because the researcher writes for an audience that must recognize the meaningfulness of the description and analysis. " According to Frick and Semmel (1978), "(...) there is a variety of methods for checking reliability of classroom observation instruments, whether uni- or multidimensional. The simplest approach is to have several raters or coders apply the system to a predetermined segment of classroom interaction (...) then calculate the ratio of items agreed upon to those in disagreement. More complex ways of determining reliability are needed, not only for inter-observer agreement but also for intra-observer judgments, and for the use of a system with multiple sets of data."

The reliability of an instrument does not lead automatically to assuring its validity. Hoge (1985, *op.cit.*) "describes various ways of validating observation instruments for L1 classroom behaviours, namely, construct validity- comparison with alternative instruments for the same behaviours, criterion-related validity- comparison with observations of events or behaviours that are related or predicted by those on the instrument, and treatment validity — sensitivity of the instrument to 'direct intervention efforts' (p. 476). Nunan's (*op. cit,17*) terminology of validity (Table 10) is different from that of Hoge, as construct validity is not included into his diagram.

Table 08: Questions for Establishing the Reliability and Validity of a Study

Type	Key question
Internal reliability	Would an independent researcher, on reanalysing the data, come to the same conclusion ?
External reliability	Would an independent researcher, on replicating the study, come to the same conclusion ?
Internal validity	Is the research design such that we can confidently claim that the outcomes are a result of the experimental treatment ?
External validity	Is the research design such that we can generalise beyond the subjects under investigation to a wider population ?
Construct validity	Is the study actually investigating what it is supposed to be investigating?

Construct validity is an important condition that has to be satisfied by any research enterprise. A construct is a psychological quality, such as intelligence, proficiency, motivation, or aptitude, that we cannot directly observe but that we assume to exist in order to explain behaviour we can observe (such as speaking ability, or the ability to solve problems). It is extremely important to define constructs in a way which makes them accessible to the outside observer. Construct validity has to do with the question: Brown (1988, cited by Nunan, *op. cit,16*) characterises the

notion of a psychological construct in the following way "A psychological construct is a theoretical label that is given to some human attribute or ability that can be seen or touched because it goes on in the brain.."

3.2 Validity and Reliability of Case Study Research

As for validity, two different viewpoints emerge. The first defends the position that case studies should be mainly concerned with internal validity with little concern or no concern at all with external validity. The second trend believes that case studies should be submitted to the rigor of the different validity types, be they internal or external. Stake (1988:256,ibid.,80), defends the frequent failure to develop a sufficiently operational set of measures because 'subjective' judgements are used to collect data. He argues that,

"The principal difference between case studies and other research studies is that the focus of attention is the case, not the whole population of cases. In most other studies, researchers search for an understanding that ignores the uniqueness of individual cases and generalizes beyond particular instances. They search for what is common, pervasive and lawful. In the case study, there may or may not be an ultimate interest in the generalizable. For the time being, the search is for an understanding of the particular case, in its idiosyncrasy, in its complexity."

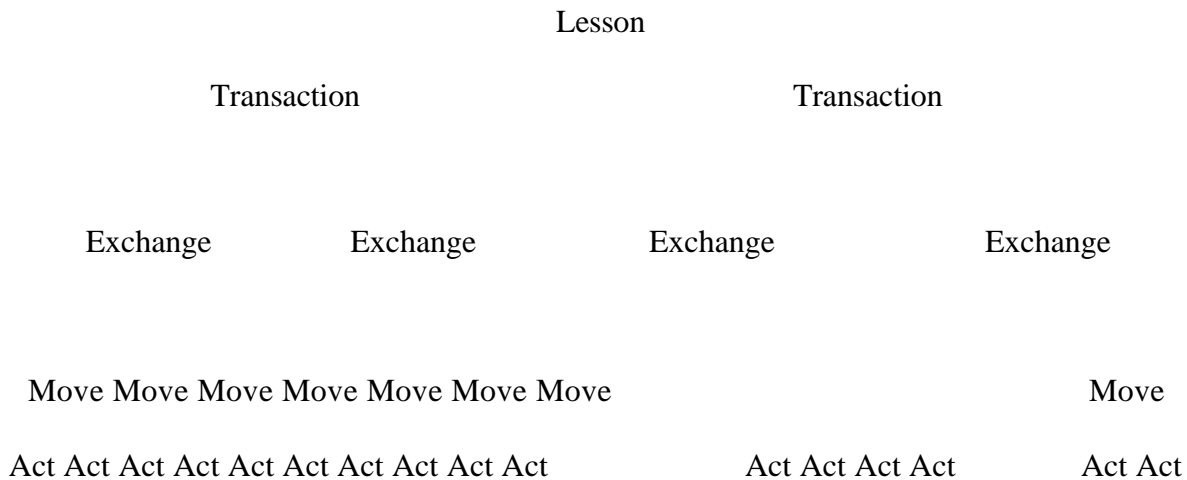
The external validity of research will be related in some way to the size and nature of the database. It seems that a total of between five and ten lessons has often been considered a reasonable database for much recent classroom research (Seedhouse:1995). Other researchers argue that internal validity concerns all types of research for it deals with the question of whether investigators are really observing what they think they are observing. For Guba and Lincoln (1988:115,ibid.,81) "(...) internal validity takes precedence over external validity because without internal validity results are meaningless, and there is no point in asking whether meaningless information has any general applicability." Anderson (*op. cit*,159), on another side, refers to the limitations of case studies,

"With respect to internal validity, the strongest argument in favour of the case study is that it incorporates a chain-of-evidence, a tight and interconnected path of recording evidence so that the reader who was not present to observe the case can follow the analysis and come to the stated conclusion. Thus, the case study itself strives for internal validity, trying to understand what is going on in the studied situation. The extent to which generalisability or external validity is possible will relate to the extent to which a case is typical or involves typical phenomena. It is very difficult to generalize on the basis of one case. Very often, however, multiple cases can be studied, analysed and conclusions drawn."

Most critical comments addressed to interaction analyses models are based on first the conviction that the categories and dimensions of the classroom behaviours which are analysed lack the construct validity for they are not backed by sound theoretical insights. Most, if not all, of the analysed categories and dimensions have been emanations of the researchers' own intuitions. The second important drawback of case study research has to do with external validity or "generalisability."

Regarding the first criticism, our opinion is that the Discourse Analysis Method, which emerged on the wreckage of the failure of Interaction Analysis Method, came to supply deficiency by relying on consistent theoretical constructs to justify the specification of the categories and dimensions according to which classroom talk should be analysed. Description of Teacher and learners talks in terms of categories and their related dimensions drew most benefit from Discourse Analysis Method, itself powerfully rooted into Sinclair & Coulthard's hierarchical model of classroom interaction. Jarvis' (*op.cit.*) pedagogically-oriented categories and dimensions were chosen by intuition for Sinclair & Coulthard's model was developed in 1975 on the principle that spoken discourse should comply with a structural organisation similar to that followed by sentence grammarians. This vision of classroom discourse obeying a rigidly organised structure corresponding roughly to the idea that a lesson is organised round

transactions which, themselves, include exchanges and that these exchanges include moves which include acts. This is displayed in Figure 5: **Figure 5: Sinclair & Coulthard's model**



It appears that our preference goes for the Sinclair & Coulthard's model to describe our data. Still other descriptive models will be discussed in Chapter 2 to appreciate their strengths and weaknesses by comparison to the Sinclair& Coulthard Model. Regarding the second criticism, our position is outcomes obtained at the end of our research do not seek any generalisation. However, we encourage similar researches to be conducted in Algeria to reach the "critical mass" of substantial data from different English classes that can further be exploited to sort out potential similarities that could permit some "generalisation" to take place.

Conclusion

We have seen that Algeria's classroom reality cannot escape the impact of teaching/learning controversy, which is a valid reason to make this research worth undertaking. We then discussed in what respect our research can satisfy technical aspects pertaining to any research undertaking: validity and reliability. We finally tackled technical issues such as

"qualitative," "quantitative" research as well as features like constructs, etc., with constant interest in how they can best serve the "scientificity" of our research. We took option, from the structural point of view, that the observational/descriptive instrument should emanate from the Discourse Analysis principles: the Sinclair & Coulthard triadic system. In the next chapter, we need to review other discourse-based observational instruments to see in what respect, if justified, they could reinforce the Sinclair & Coulthard system from the functional point of view, mainly.

CHAPTER 2

CATEGORIES AND DIMENSIONS OF TEACHER TALK

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Introduction

It is useful to recall that the purpose of this research is to investigate how quality of teacher talk might be the cause of learners' lower participation in class. In this chapter, we need to review classroom centred research works on the different categories and dimensions related to teacher talk. The review is meant to help to clarify the categories and dimensions of potential positive impact on the talk of the Algerian FL to foster learners' participation in class. If categories of teacher talk are already identified —linguistic, discursive and affective- it is not yet the case for their related dimensions. Identification of dimensions is of paramount importance because they exactly determine aspects into the category which are to be described to be analysed. An almost systematic review of classroom centred works is indispensable because, at this stage of our research, we do not precisely know what could, in teacher talk, influence learners' classroom participation. A choice of potential independent variables should be made. The choice of variables is guided by the potential impact they might exert on classroom participation. Therefore, we shall systematically tell, at the end of each dimension review, whether such a dimension should be kept for further description and analyses or not. At the end of this chapter, we should come out with an identification of a series of independent variables, related to teacher talk, which can be manipulated with the purpose to increasing learners' participation. The second category of teacher talk is related to what we call *affective attitudes*. They are teacher's and learners' behaviours which are not necessarily verbal. They are more related to democratic rights and respect of the partners. These rights may be appreciated in terms of teacher's fairness in giving turns to learners and teachers' respect of learners' spontaneous turn-taking, in teacher's aggressive or friendly overlapping with learners talks, teachers' respect of learners when overlapping with his/her talk one or with those of other classmates', in teacher's disposal to help learners learn by patiently waiting for their answers or attempts to answer, in teacher's strategy of error corrections, and finally, the psycho-social atmosphere created by the

teacher in class: severe, unfriendly, etc. The impacts of these dimensions of the affective category of teacher talk, on our research, will be systematically discussed. The outcome would be to identify which of these dimensions will be retained or not as independent variables liable to be manipulated to foster learners' participation.

1 Teacher Talk in L2 Classrooms

1.1 Classroom Centred Research and the Algerian Context

Most of classroom centred research (Hamayan & Tucker:1980; Henzl:1979,cited by Chaudron,1988,60); Faerch (1985, *ibid.* 86) ; Osborne:1999; etc.) has investigated teacher talk inside and outside the classroom. It has concerned mostly interactions between a native speaker teacher of English (NSTE) and non-native learners of English (NNLE) in the United States of America where a multiracial community of millions of immigrants learn English. This situation prompted researches to better understand multiethnic classrooms of English to accelerate English learning and societal integration.

We believe that the results of these "American" researches would little serve to better understand the Algerian FL classroom reality for the environment is not the same. In Algeria, teachers are Algerians, and learners are Algerians too, living in a non-English speaking environment. Except a minority of Algerian learners of English whose parents may speak with them in that language for they studied in England or the USA. Also, English speaking satellite TV programmes could create momentary English speaking environments for children to be exposed to the foreign language even outside the classroom. English television programmes favour passive exposure due to lack of interaction.

If American classroom research outcomes could not systematically be exploited in the Algerian FL classroom. They may nevertheless offer possibilities as concerns the research methodology, which can be a source of inspiration to conduct research in our country. The

reason which has led us to review them. Research issues related to linguistic modifications of talk used by American teachers in class and outside school seem to have no bearing on Algerian reality. Algerian teachers of English use the language in schools, if not into the classrooms solely. In this very extreme case, we are not sure that only English is used in class by some teachers. The use of Arabic in English is not allowed by ministerial regulations, even exceptionally when teachers feel the need to do it after fruitless attempts to explain some aspects of the lesson. Being not native-speaker teachers of English, studying linguistic modifications of teacher talk, in this configuration, is impossible for English is not L2 but FL, in Algeria.

Other important areas of researches concerned the exploration of the ways teachers' talks in classrooms might influence the creation of opportunities for learners to participate or assimilate instructional content. These studies embrace aspects such as - the amount of teachers talk as compared with learners' speech in the classroom, - the distribution of teachers talk in terms of functional moves or acts, - the nature of teachers' explanations, and the teachers' acts which are more interactive, that is, functionally related to the preceding/following learners behaviours (questions/feedback)

A survey of researches on the dimensions of linguistic/discursive category of teacher talk will be presented. Implications of these studies on our research will be discussed in terms of whether they will be retained or not as independent variables to be manipulated in further experimentations.

1.2 Dimensions of Linguistic and Discursive Categories of

Teacher Talk 1.2.1 Amount and Types of Teacher Talk 1.2.

1.1 Amount of Teacher Talk

Originally, amount of teacher talk have concerned mainly L1 classrooms (Bellack et al.1966, op. cit, 50); Dunkin & Biddle (1974,*ibid*); H kansson:1986,*ibid*,56).They established that

teachers tend to do most of the talking, mostly as "soliciting" and "reacting moves," which reflect only general averages which remain dependent upon lesson content (objectives of lessons are different and hence bring about different interaction configurations between teachers and learners, in terms of "soliciting", "responding", "reacting" and "structuring" moves), the size, group and other factors. Research in L2 classrooms tends to corroborate conclusion reached in L 1 research. In other words, teachers dominate classroom talk.

Legaretta (1977,*ibid*,51) investigated five bilingual education kindergarten classrooms representing two programme types, using time intervals, in an adaptation of Flander's observational system, to code segments of teacher talk and learner talk. She found that learners take between 11% et 30% of the total talk (including instances of both choral and individual speech). However, the teacher takes an average of 77%. This high proportion of teacher talk may be due either to the nature of the content of the lesson , which may require more teacher's involvement than in another lesson or to the type of segmentation adopted to carry out the counting or to the fact that only one day was sampled per class.

In contrast, a study by Enright (1984,*ibid*.), in two bilingual kindergarten classes, similar in context to Legaretta's, found that teachers and aides speaking noticeably less. Enright (*ibid*) counted numbers of "speech acts" (utterances and part of utterances with distinct meanings) - a narrower analyses of instances of talk than Legaretta's,- which may have increased the possibilities for accounting for learners participation. Bialystok, Frohlich and Howard (1978, *op.cit.*) found a proportion for teacher talk, similar to that of Enright, They counted (as in Bellack et al's (*op. cit.*) scheme) the number of teacher and learners moves and obtained 68.8% of the moves for French immersion teacher, and 61.3% by the core French teacher, although there were considerable different distributions by specific function of move. Finally, Ramirez et al's (1986,*ibid*.) analysed 72 kindergarten through grade 3 classes (LI Spanish children in English immersion, and early-exit and late-exit transitional bilingual education classes). They found that

teachers' proportion of utterances (coded from transcripts), to all teacher and learners utterances equals 60%. If the results of the three researches conclude that teachers talk more than learners, they, however, markedly differ in research protocols. Legaretta relied on a time-interval criterion, whereas Enright counted speech acts having a distinct meaning. and Ramirez et al manipulated utterances coded from transcripts. The heterogeneity of criteria weakens the "comparability" of the three studies.

From quantitative point of view, the outcomes of the researches discussed above do not seem to contradict the general feeling among some Algerian teachers of English as concerns learners' classroom low participation. The description and analyses of corpus 1, in phase 1 of our research, confirms teachers' preoccupations regarding this aspect.

1.2.1.2 Type of Teacher Talk

1.2.1.2.1 Functional Distribution of Teacher Talk

According to Chaudron (*op. cit.* 52), teacher talk should be described and analysed in terms of pedagogical functions and their distributions in class. The specification of the functions depends on the instrument or theoretical framework selected by the researcher. The description and analyses of their distributions shows whether teacher talk is directed to individuals or to group of learners. Learners classroom participation relies on this. If the teacher spends more time on explanations and management instructions, learners will have less opportunity to participate. Whether one function of teacher talk is deemed to be better than the other depends on researcher's theoretical assumptions about language learning.

Shapiro's study (1979,*ibid*) involved seven Spanish-English elementary classrooms and used Fanselow's (1977,*ibid.*) FOCUS instrument (cf. Table 2) for observations at the beginning and end of a school year. Teachers were trained to be familiarised with the instrument and encouraged to vary their use of questions in order to promote learners-initiated contributions and

solicits. In terms of types of move, teachers produced around 90% or more of the "structuring" or "soliciting" moves.

Bialystok et al. (*ibid.*,53) coded four types of moves in their comparison of 6 core and immersion French classes. In the French classes, they found that the teacher dominated the "structuring initiate" 100%, "soliciting" 100%, and "reacting" moves (88.9%), while contributing only with (0.6%) as regards the "responding" moves. A comparison between Bialystok et al. and Shapiro's classes, reveals less frequent "soliciting" and "responding" moves but more frequent "reacting" ones in the core French classes. Immersion classes showed a markedly reduced proportion of teacher "solicits" to learners "solicits" (57.8%) and an increased proportion of "responding" moves (22.6%). However, teacher's "initiate/structure" moves were more frequent than in the core French (about 33%).

Hernandez (1983,*ibid.*) studied Spanish-English bilingual classes in California, and found a similar pattern to that of Bialystok et al as concerns the core French class. He used Sinclair and Coulthard's model (cf. Chapter 3) which includes the "soliciting" and "structuring" moves of Fanselow's system. Of total moves, the teacher's "opening" moves equalled 46%, "follow-up" moves (Reacting) 16%, and left 39% to learners' "responding" moves. These results show that learners played a more active role in class. It remains that the measure of moves does not reveal the amount of talk produced by the participants (a single move may comprise one word or a complex sentence or more be it in the Sinclair and Coulthard or Fanselow models). This research outcome obtained in L2 contexts was not confirmed by Tsui's (1985,*ibid.*) study in Honk Kong English classes (a virtual L2 context) for the teacher dominated classroom talk with a proportion of more than 80%, including 60% of "responding" moves. By comparison, Milk (1982,*ibid.*) found that, of eight types identified, the dominant ones were "elicitation" (23%), "informative" (22%), "reply" (19%), and "follow up" (about 14%).

Chaudron (*op.cit.*) reported that it is rather difficult to compare these studies which employed different analytical systems. He stated that while Shapiro (*Ibid.*) analyses relied on Fanslow's FOCUS system "task" areas, Bialystok et al. (1979,*op.cit.*) carried out analyses in terms of the functions of Naiman et al. system (1978,*ibid*). In the same vein, Milk (*op. cit.*), who used an adaptation of Sinclair and Coulthard's scheme in counting the functions of teacher utterances in a grade L2 bilingual education civics classroom, came out with eight types identified, in which the dominant ones were "elicitation" (23%), "informatives" (22%), "reply" (19%), and "follow-up" (about 14%).

Other researchers used other categories which are not based on an exhaustive discourse analytical segmentation to describe and analyse teacher talk. For example, Mitchell et al. (1981, *ibid.*,54), who analysed French in FL classes in Scotland, used "activity" as a unit of segmentation. The "activities" used in the description were "translation," "L 1 ," "real FL," "transposition," "presentation," "imitation," "compound," and "drill/exercise." This last type was by far dominant (34.6%). In these studies, teacher talk dominated in the classroom, and these may be due to variability among teachers, programme types, or among particular classroom organisational patterns.

1.2.1.2.2 Questions

Predominance of teacher's "soliciting" in class mainly in the form of questions prompted more refined researches about this particular pedagogic act: "type of question," "questioning patterns," and "questions in interaction" (Lukinsky & Schachter: 1998; Yamasaki:1998) developed below.

Questions in the classroom have always interested scholars (Barnes (1969*op.cit.*,126); Naiman et al. (*op.cit.*); Bialystock et al. (1978,*op.cit.*,127); Long & Sato (1983,*ibid*); Pica & Long (1986,*ibid*); Dinsmore (1985,*ibid*); Early (1985,*ibid*) ; and J.D. Ramirez et al (1986,*ibid*), attempted to specify a typology for the questions asked by teachers when delivering their lessons

with L1 and L2 learners. Barnes (*op.cit.*) discriminated between two main types of questions: questions which prompts "open-ended" answers, and questions with "closed" answers. The former allows more communication because configuration and complexity of the expected answers are not foreseeable, whereas the latter ones expect a particular (usually brief), closed set of responses.

Naiman et al. (*op.cit.*), for the same typology, proposed "specific" and "general information" questions. Bialystock et al. (*op.cit.*) grouped them into "display" and "referential" questions where the first type (display) requires information already known by learners. With the second type (referential), information necessary for answering has to be worked out by learners. Long & Sato (*Ibid.*), Dinsmore (*op.cit.*), Early (*op.cit.*) and J.D.Ramirez et al. (*op.cit.*), stated that L2 teachers use more "display" questions with NNSs than with NSs. In our research, specifications of these types of questions are of paramount importance because it helps to see the degrees of "ease" or "complexity" of the questions. We assume that "display" questions are easier to process than "referential" ones. Answers to "referential" questions are more demanding from the communicative point of view, be it syntactically or semantically.

Questioning patterns are related to different forms of a same question. In other words, with the "structuring" of information⁴ for the learners. According to Chaudron, *op.cit.*, 129), teachers use questions in more complex ways so that it becomes difficult for learners to discriminate exactly between the topic of the question asked and its subordinate aspects. Therefore, learners' lack of comprehension may come from teacher's incapacity to clearly

⁴ Brown and Yule (1983:153-89) state that "Information Structure" tells us how information is packaged in the smallest units of discourse structure and, particularly, what resources are available to speakers and writers for indicating to their addressees the status of information which is introduced in the discourse. They devoted a whole chapter to this, where three main aspects are discussed: 1- The Structure of Information; 2- Information Structure and Syntactic Form; and 3- The Psychological Status of 'Givenness'.

structure information in questions according to what he really wants learners to do. This aspect of description and analyses will be included in our research.

Questions in interaction are questions with functions to maintain interactions to ensure that learners share with the teacher the same assumptions and identification of referents (Chaudron, *ibid*:130). These are 'comprehension checks,' 'confirmation checks,' and 'clarification requests.' The frequent or less frequent presence of these questions in teacher talk should reveal teacher's eagerness to verify this aspect. Teacher's utilisation of 'checks' improves interaction and promotes more learners' negotiation, in accord with the assumption that negotiated interaction should enhance FL learning. Questions in interaction will be discussed in our research

Besides aspects, discussed above, related to teacher's "soliciting" in class, there are, according to Chaudron (*ibid.*)⁵, other factors that can possibly affect, in quality and quantity, target language learning: selectivity of teacher talk to L2 learners in mixed NS and NNS classes; variability in teacher's choice of talk in addressing learners; the pattern of questioning behaviour; and characteristics of feedback to learners following errors of L2 production or subject matter content. Most studies on differential allocation of teacher talk concerned low-proficiency audiences compared with NSs in mixed classrooms. Outcomes revealed a marked mismatch between teachers' and learners' cultural norms, with consequences on allocation of teacher talk to learners. Schinke-Llano's study (1983, *op. cit.*, 120), conducted at the end of the school year and involving mixed classes with monolingual English learners and NNSs either fluent in English or of limited English proficiency (LEP), showed considerable variability among teachers. However, the limited proficiency learners were found to speak half as frequently on average as the non

⁵ According to Chaudron (1988:119) "In the view of many researchers and practitioners, conversation and instructional exchanges between teachers and students provide the best opportunities for the learners to exercise target language skills, to test out their hypotheses about the target language, and to get useful feedback."

LEP ones. Schinke-Llano (*ibid.*) found that interactions with LEP learners tended to be managerial in function (60.9%) as opposed to instructional (39%), in contrast to the reverse proportion for non-LEP learners (27.7% vs. 64.9%). However, studies of this kind did not establish that language proficiency is the only factor in differential occurrence of teacher-learners interaction. They did not also allow any possible conclusion on whether L2 learning took place or not. According to Chaudron (*op. cit.*,121) "(...) the implication is that lack of attention or negative functional treatment will at least not promote, and may inhibit, students' progress". Our research will also describe and analyse teacher talk in its functional dimensions. Studies on "modifications" of teacher talk, at phonological levels, have also been carried out.

1.2.2 Modifications in Teacher Talk

In L2 classroom research, Chaudron (*op. cit.*, 54-55) studied whether teachers adapt or not their talk to non-native learners (NNL) and whether such adaptations can be assessed in quantifiable terms. In these contexts, English native-teacher talk may display a distinct classroom sociolinguistic register which is different from the one usually used in non-educational contexts. This talk is called "foreigner" talk. The different linguistic adaptations, that are performed by teachers when facing native or non-native learners, are expected to appear only in pedagogical contexts to serve temporary purposes, for maintaining communication in class, for instance. According to Clyne (1981) & Freed (1980,*op.cit.*,55), teacher talk is neither systematic nor qualitatively distinct enough to make a special sociolinguistic register. Chaudron (*op. cit.*) surveyed major studies on modifications of teacher talk in phonology (speech rate, pauses, and prosody), lexis, syntax, and discourse, comparing teacher talk with L and L2 learners in instruction context and outside classroom conversations. These surveys carry potential confusion as regards the number of variables investigated, in terms of learners' type: NS vs NNS, and the task: instruction or conversation. Studies with one independent variable offer more visibility because they compare the same task where NSs speak to NNSs and NSs. The variable is

therefore either a) the degree of teacher training and experience of the NS, and its influence on ability to adjust to NNSs, b) the ability of the same individual to adjust differentially to native and non-native-speaking listeners, and c) differences in adjustments by NSs with NNSs.

Other researches have touched "modifications" on other dimensions of teacher talk They are related to talk rate, prosody, and phonology.

1.2.2.1 In the Rate of Talk

A wealth of research has been carried out mainly in the United States to analyse impacts of rate of NS teacher talk and listening comprehension. Reports on rate of talk have concerned talks performed by native teachers of English (NTE) with native learners (NL) and NNL. Analysis of rate talk of English teachers is justified by the fact that it is always equated with daily native English teachers' speaking habits. High rate talk may not be an obstacle for learning with English native learners, which is not the case with L2 and FL learners.

Chaudron (*op. cit.*, 64-69) discussed impacts of rates of teacher talk and comprehension in class. Outcomes of these reports revealed that teacher talks to L2 learners was slower in pace compared to other contexts and conditions. Three of these studies displayed significant differences. Steyaert (1977,*ibid.*,65) adopted an elicitation procedure, which was used by Henzl (1973,*ibid.*,64), where, in the first story, we noticed that the pace of talk of the six practising teachers equalled 150.65 words per minute (wpm), on average, to ESL students. Whereas, in the second story telling, the rate of talk increased when the audience consisted of NSs. Dahl's (1981, *ibid.*,65) study involved six ESL teachers and six graduate NS students. These teachers were given a description task to respectively present to an audience of advanced, intermediate and beginning learners. The rate of talk seemed to fall down when moving from an advanced, intermediate audience to a beginner one. Henzl' s two studies (1973,1979,*ibid.*,68.) showed consistent intra-subject tendencies to simplify speech when telling stories to non proficient learners. The two studies proved that more authentic adjustments in talk concerned the non-

native speaking listeners. Hankensson (1986, *ibid.*, 69) found that the rate of talk of Swedish L2 teachers increased in rate (from 79 to 125 wpm) in a five-week interval. But no comparison was carried out in this study. Downes (1981, *ibid.*) proved that fewer teachers spoke slowly with advanced learners. Wesch & Ready (1985, *ibid.*, 65) found that English university professors, not the French ones, used significantly slower talk to NNSs than to NSs. Mannon (1986, *ibid.*) studied a case of a linguistics professor lecturing to a regular NS class and a low-intermediate academic-oriented ESL class. He found that the listeners' language proficiency and content knowledge could be factors influencing the slower rate of talk to NNSs. Finally Ishiguro (1986, *ibid.*) compared the rate of talk of Japanese English teachers with that of English native teachers in teacher group discussion and found that NS teacher talks were significantly faster than their talks to learners. Talk to advanced learners was also found to be faster than that of beginners. All these studies seem to confirm the idea that rate of talk increases with degrees of proficiency of the learners. The study of rate of teacher talk is outside the scope of this research not only because we lack the competence to do it but also because it is too demanding from the point of view of logistics (machinery adapted to electronically counting number of words per minute).

Rate of talk is also related to pauses with pedagogical aims intentionally made by the teacher to help comprehension to take place. It has to be mentioned that pauses performed unwillingly by teachers have no pedagogical relevance. "Pedagogical" pause and the "non-pedagogical" one can be pragmatically determined. "Pedagogical" pauses normally occur at crucial moments of utterance development to favour comprehension. They generally occur in the middle of utterance not at the end. Chaudron (*op.cit.*, 70) reports some studies related to "pause" analyses conducted by himself (1982), Downes (*op.cit.*, *ibid.*, 70); Henzl (1973, 1979, *op.cit.*, *ibid.*); Hakansson (1986); Wesch & Ready (1985, *ibid.*). These studies reveal that frequent and long pauses are performed with NNSs than with NSs. Description and analyses of "pedagogical pauses", in our research, is of paramount importance. They reveal teacher's

readiness to help learners understand. As generally thought, absence of "pauses", in a lesson, may reveal impatience from the teacher, and impatient teachers do not always make good educators. However, exaggerated performance of "pauses" may be counter-productive from the pedagogical point of view. The researcher's capacity to discriminate between a "useful" pause and a "useless" one is important.

Rate of talk is also related to "wait-think" time. It occurs in ends of utterances. They also reveal teacher's patience/impatience to obtain answers to questions, for instance. Many scholars such as Long, Brock, Crookes, Deicke, Porter and Zhang (1984) worked on the effect of teacher's questioning patterns and wait-time on pupil participation. This aspect is importance for our research.

1.2.2.2 In Articulation, Stress and Intonation

Chaudron (*op. cit.*, 70-71) reported his work (1982) and others made by Henzl (*op. cit.*, *ibid*, 71); Mannon (*op.cit* ,*ibid*); Downes (*op.cit* ,*ibid*). With Henzl (*op.cit.*), it was found that with NNSs, teachers used louder as well as standard literary pronunciation than with NSs. By so doing, teachers avoided consonant cluster reductions, vowel length reductions, and phonological variation. Mannon (*op. cit.*) noticed careful enunciation, less reduction, and fewer contractions with auxiliary verbs than with NNSs. Downes (*op.cit.*), surprisingly discovered that NSs exaggerated their pronunciation with NNSs. Chaudron's more targeted analysis (1982, *op. cit.*) revealed that in the native speakers' speech to NNs, there was a rising final intonation and marked stress used to emphasise something similar to comprehension check. Chaudron's concluded that lack of quantification, in many of the above studies, hindered obtainment of sound conclusions. While overall slower accentuated talk seemed to likely enhance learner's comprehension, other levels of linguistic adaptation (lexical and syntactic) could yield the same effects.

We reiterate that description and analyses of some phonological features are beyond our capacity because we lack the competence to do it. The issue becomes more complicated when it is studied from the point of view of "modifications" for "modifications" entails "having the competence" to do it. Realistically, do Algerian teachers of English master large repertoires of phonological features to afford "modifications" when circumstances oblige ? I believe that phonological features such as stress, intonation, pitch, tone, tempo are the native speakers' game preserve. Algerian teachers of English⁶ are unable to perform native-like English accent (intonation, tempo, rhythm, etc.) This is due to reasons related to candidates'⁸ quality and shortness of training period (one year), imposed by urgent needs to satisfy Algeria's lack of FL educators. We may appear to be straightforward in our judgement when saying that Algerian teachers of English, in Intermediate schools, possess a limited phonological competence. The pronunciation they perform is more Algerian-like than English. Hence, if they should modify pronunciation, they must do it to improve themselves, first. This is important to mention because primary source of near native-like accent should be provided by the teacher. Limitation in this competence dramatically reduces the quality of English which is taught. We have to admit that we projected to do it before changing our mind in front of the fastidiousness of the task. Traces

⁶Teachers of English in Algeria are Algerians whose mother tongue is Algerian Arabic, which makes the Algerian situation totally different from the above studies where teachers are native speakers, and learners native learners or learners with English as a L2.

We do not exclude the fact that some Algerian teachers have a good competence in English acquired through regularly visiting England and the USA, or through having been intensively exposed to English speaking T.V satellite programmes. These good quality teachers remain exceptions. It is evident to assume that the mastery of Algerian teachers of English is limited communicatively and linguistically to allow possibilities of adjustments and adaptations to levels of true beginner learners in English.

⁸ All of us know that generations of candidates preparing for an English teaching profession have been recruited amongst those who failed in the "Baccalaureat" exam because they could not join the university. From the beginning, the quality is not up to the standards. Consequently, the implications on the quality of teaching, from the linguistic and communicative points of view, is evident.

of the attempt can be noticed in the transcripts of the different lessons where the symbols listed below have been used.

-----Lengthening	66----- Rising tones
----- Double lengthening	`----- Falling tone
: Lengthening Udding	

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According to Chaudron (*op. cit.*), "display" questions are sometimes used by teachers to evaluate learners. For White & Lightbown (1984, *op.cit.*, 127), teachers not only use questions but they tend to repeat and rephrase them because they do not obtain satisfactory answers or no answers at all. In one of their experimentation, they found that three ESL teachers asked up to four questions per minute, and also that these repetitions did not lead to obtaining good answers. Surprisingly, they found that good answers were obtained with questions asked only once. They speculated that this might be due to the difficulty of the questions. Three factors justify the modifications of questions: the modifications of questions with "helping clues" (Fanslow 1984, *ibid*, 128), the modifications of questions by "rephrasing with alternative" (Long 1981, *ibid.*) and 3- "wait-time" or the "amount" of time the teacher pauses after a question and before pursuing the answer with further questions or nomination of another learner. The "wait-time" factor proved efficient in L 1 classes (Rowe:1974, *ibid.*). Holley & king (1971, *ibid.*), White & Lightbown (1984, *ibid.*), Long et al. (1984, *ibid*, 129), Shrum & Tech (1985, *ibid.*) confirmed Rowe's results, but with L2 classes. Obviously, descriptions and analyses of teacher talk should seek to reveal teacher's capacity and readiness to bring the needed modifications to the questions to make them adapted to learners' levels, when necessary. Our research will include descriptions and analyses of teacher talk in terms of "modifications of questions." "Modification of questions" may take place at the level of "vocabulary" (lexis) and "syntax".

1.2.2.3.1 Vocabulary in terms of Lexical Cohesion and Textual

Organisation

Henzl (1973,1979,ibid,71) reported that both teachers and non-teachers tend to use a more basic set of vocabulary with L2 learners. She claimed that items selected were more stylistically neutral, including fewer idioms and more concrete proper nouns. Mizon (1981, *ibid.* 72) compared an Indian teacher of English with a native English teacher in England, each giving a geography-orientation lesson. The results were similar to Henzl's results in terms of proper nouns, with less variety of content and function words. Chaudron (*op. cit.*), on the other hand, investigated a same native English speaker with NSs and NNSs to find out that the teacher developed an awareness of a need to simplify speech to NNSs. The measure used to appreciate vocabulary simplicity was the ration number of different words to number of words produced. The smaller the ration, the less diverse it is. The main drawback of this measuring device is that it informs us about vocabulary diversity but not complexity. The analysis of the complexity of vocabulary involves the appreciation of frequency and semantic complexity of all items. There is little research in this direction. The main criteria of vocabulary analysis have mostly been the discrimination between content and function words. Most of the findings seemed to suggest that teachers used more basic, less varied vocabulary with non-natives, Wesche & Ready's study (1985,ibid.,73) revealed no significant differences between teachers talks to NSs and NNSs on any measure of type-token ration or word class distribution (content and function vocabulary).

The study of "modification" of vocabulary has an important place in our research. We shall also deal with "vocabulary" from a discursive point of view to appreciate "complexity" of teacher talk. The discursive study is approached from two angles: cohesion and textual organisation. We need therefore to describe and analyse "vocabulary" used to perform cohesion and textual organisation in teacher talk. This approach to vocabulary is "easier" and more

manageable than approaching it from the viewpoint of "modifications". Halliday & Hasan (1976) attempted to describe lexical cohesion of vocabulary forms beyond sentence-level. They described vocabulary items that occur across act, move and turn boundaries in speech. The relationship between two vocabulary items in a text, which is based on meaning, is considered as a major characteristic of coherent discourse. The relationship between vocabulary items in text, described with the Halliday & Hasan (*ibid.*) model, is of two types: reiteration, and collocation. Stubbs (1983:22-3) added another type called re-lexicalisation.

* Reiteration is a form of lexical cohesion in which the two cohesive items refer to the same entity or event. Reiteration includes repetition, synonymy or near-synonymy, super-ordinate or general word. Within reiteration, there exists a panoply of other technical terms adapted to describing the vocabulary of written or oral talks: hyponymy, synonymy or super-ordination. One must admit that it is not easy to discern that a word is being repeated for it may frequently vary in shape from one sentence to another. Reiteration of words is not a fortuitous act, but a deliberate one, activated for a particular purpose. Discourse Analysis has not yet brought answers to this issue.

* Collocation is the regular pattern of partnership between words.

* Re-lexicalisation refers to how speakers reiterate their own vocabulary before adopting that of their interlocutors to develop and expand the topic under discussion. A lot of re-lexicalisation teachers talks reveals that an FL lesson is collectively performed with some of the learners' ideas.

Learners' comprehension of teacher talk sometimes depends on justified teacher's "reiteration" of some items, on semantic quality in terms of "collocation," and finally on "re-lexicalisation" if the teacher decides to use this technique to make learners feel they are partners in lesson development, an attitude which fosters participation in class. The transcript of our research will not be analysed from the point of view of "reiteration" and "collocation." As

concerns the former, we already mentioned above the reasons why it is difficult to practically apply such a concept of description and analyses. Therefore, we acknowledge lack of expertise to do this job. Regarding the latter, "collocation" may be said to be subsumed into "Questioning Patterns," (cf.2.1.2.2) which concern description and analyses of teacher talk from the point of view of comprehensibility. In a way or another declaring a teacher's utterance as comprehensible is not possible without semantic appreciation.

Frequently, a distinction is made between what one calls the words of grammar and words of lexicon. The former can be called "empty or functional" words, whereas the latter can be called "full or content" words. Empty or functional words, such as demonstratives, pronouns or prepositions, are known to belong to closed systems; while full and content words are said to belong to open systems of major classes like nouns, verbs, adjectives or adverbs. Between these two extreme groups, there exists another type of vocabulary that discourse analysts have found to embrace the qualities of both classes. Classifying these words is not evident as one may think because listeners or readers have to rummage into the text of the spoken or written discourse to find their lexicalisation. Sometimes these words may be substitutes to whole segments of a text, like the pronouns. A segment of a text may be a sentence, several sentences, a whole paragraph or more. They are definitely "discursive organising words". They not only bring their basic meanings but serve also to organise or structure arguments.

The pedagogical implications of these "discursive organising words" are paradoxical. On the one hand, they are important for the global coherence of teacher talk. On the other hand, their frequent occurrences might create a discursive "congestion", which may be difficult to manage by learners. Comprehension of "discursive organising words" is not sometimes easily accessible to learners' levels. They operate, in a text, predictably and retrospectively, which complicates learners comprehension. Consequently, learners' comprehension of teacher talk may depend on the presence or absence of these "discursive organising words." The more frequent they are, the

more difficult is learners' comprehension of teacher talk. This is what we shall do in our research.

1.2.2.3.2 Syntax in terms of Length of Utterance, Subordination and Grammaticality

As far as syntax is concerned, Chaudron (*op.cit.*,73) pointed out that syntax has been the concern of the greatest amount of research. Studies concerned also modifications of syntax, covering the following areas: measures of length of utterances, measures of subordination, measures of grammaticality.

There is no agreement between scholars as to measures of length of utterance. Some claim that teacher talk to non-natives is characterised by shorter utterances whereas others defend the opposite, claiming that lengths of utterances are equal whether speech is addressed to non-native or to natives. According to Chaudron (*ibid.*, 75),lack of unanimity may be due to differences in analytical methods, which differ in the unit of segmentation of teacher talk: "utterance," "sentence," or "T-unit," and in the definitions used for "word". The dominating impression among scholars is that with less proficient learners, shorter utterances are used by teachers. Mizon (1981,*ibid.*), who counted words per "sense unit", or "utterance" segmented by intonation contour and pauses, found that, with NSs classes, teacher talk is characterised by longer "sense units" (7.2 words) than with L2 classes (6.3 words). Kliefgen (1985,*ibid.*) used MLU (Mean Length of Utterance developed in L 1 research) as a measure to count morphemes (bound and free) per "utterance," but he did not say how utterances were segmented. He found a slight increase in length of utterance in the teacher talk with L children. Henzl (1973, 1979,*ibid*) counted words in a sentence, but did not define what was meant by "sentence." He obtained the same results as other scholars, claiming that length of utterance with L2 learners are shorter than with NNSs. Hakensson (1986, *ibid*) took T-unit as a unit of measure to find that the number of

words per sentence increased over time. Gaies (1977, *ibid*,76) was the first to have performed a statistical test on length of T-units in L2 instructional settings. He found a significant overall trend toward longer teacher T-units (in words) for beginners (means from 4.3 to 8.26). Early (1985, *ibid*.) tested the means of speech to two native-speaking classes against ESL teacher talk to find, by means of analysis of variance result across conditions, that the difference was significant with ESL students who received much shorter utterances (7 words per T-unit vs. 10.13 and 12.24 for NSs). Ishiguro (1986, *ibid*.) compared length of both native and non-native teacher talks to three levels of learners with talks among teachers in evaluation discussions. Analysis of variance was again significant for the addressee factor in both teacher groups. Post hoc comparisons for both groups of teachers showed significantly shorter utterances for L2 learners, with no difference in MLU between different levels of learners. Finally, Mannon's (*op. cit*, *ibid*, 77) analysis of T-unit length also showed significant difference, on a t-test (two-tailed), with shorter utterances addressed to the NNS class.

Scholars who claim no significant difference in length of utterance in teacher talk, be it addressed to NSSs or NNss, carried out studies using words per T-unit as the base measure. Dahl (*op. cit*, *ibid*.) reported values for mean words per T- unit (for 6 teachers) that were very close to one another between talks addressed to 3 levels of L2 learners, and to NSs. The only difference found was that the means for non teachers appeared to be slightly higher when compared to the means of teachers. Yet, there were no significant differences revealed by the analysis of variance. The same conclusion seems to have been reached by Steyaert (1977,*ibid*.). It reveals a trend toward shorter T- unit addressed to NNSs (for 8 out of 10 stories), but with no significant difference on a t-test. Wesch and Ready (1985,*ibid*.) obtained mixed results with an English teacher showing a significant difference while the French one showed no significant difference. Ishiguro (*op. cit*, *ibid*.) found that values, for differences in length of teacher utterance to levels of Japanese learners, do not differ significantly from one another. Neither did Milk (1985,*ibid*.),

when testing differences in non-native-speaking (Peruvian EFL) teachers' talks to three learner levels. The teachers' average length of utterance addressed to the researcher in interviews was, however, significantly higher than speech to the learners.

Our research is not about comparisons of different teachers with different groups of learners. It is concerned with comparing teacher talks of the same teacher performed during four different occasions (Phases 1, 2, 3, and 4). According to Chaudron (*op.cit.*,73) inclusion of "measure of length of utterance" as a sub-component of "modification of syntax" created more confusion than brought solutions to the issue. The problem is more exacerbated with the different units of measurement of length of "utterance": "words per sense/unit; words per sentence; and words per T-Unit. Confusion increases when concepts of "utterance" and "sentence" are not well understood. "Utterance" should be pragmatically appreciated, that is, in terms of number of different speech acts that one "utterance" may happen to convey. We therefore need a speech acts typology to refer to. If we should measure the length of "utterance" in terms of number of words, it has to be done at the propositional act (syntactic)-level of every speech act. However, if a reduction or lengthening, i.e., "modification" of the same speech acts should occur within the same talk, it has to be pedagogically justified by some miscomprehension shown by learners when there is absence of reaction, for instance. The teacher, then, may perform the same speech act differently with another propositional act to foster comprehension.

Our research will deal with utterance in terms of speech acts and their subsequent propositional acts, that is their syntactic realisations.

Chaudron (*ibid.*,78-79) provided a brief account on some studies about ways of measuring syntactic modification of teacher talk in terms of subordination. Pica & Long (1986,*op.cit.*,78) counted tensed and non tensed verb forms to find that there were no differences in degree of subordination for teachers talks to L2 learners (1.44), compared with NS-NNS conversations (clauses per T- unit = 1.30), or with experienced versus inexperienced teachers

(1.48 vs.1.52). Dahl's (*op.cit ,ibid.*) one-way task involved teachers and non-teachers across levels of non-native and native-speaking listeners. The results of Steyaert (1977, *ibid.*), Wesch & Ready (1985, *ibid.*), and Mannon (*op. cit, ibid.*) support Dahl's findings of no significant differences. Yet, other findings tend to support the hypothesis that teachers adjust the complexity of their talk downward when speaking to L2 or less proficient learners. Hyltestam (1983, *ibid.*) who recalculated Hakansson' s results (1988, *ibid.*)found lower average degrees of subordination in teacher talk to non-native-speaking learners than in a comparison of NS-NS informal conversation data. He found out also a tendency for complexity to increase slightly for one time to the next (at five-week intervals). Milk's conclusions (1985, *ibid.*) supported these results. Chaudron (1979, *ibid*)reported tendencies to greater complexity of talk to more advanced-level learners in various subject matter classrooms, and in intra-teacher comparisons for three teachers talks to non-native- and native-speaking students in similar classes. Gaies' results (1977b, *ibid.*) in ESL lessons with in-training-teachers talking to four NNS levels showed magnitudes similar to those in Chaudron's study. He found that teacher talk, to high beginners, significantly less complex than the pooled values for higher levels. Early (1985, *ibid,79*), who compared social studies teachers talking to native and non-native speaking students, significantly found less complex talk to L2 learners than the combined means of 2 NS levels (NS levels = 1.63 and 1.46 S-nodes per T- unit, versus 1.19 for ESL students). Henzl' s (1973,1979,*op.cit, ibid*) comparison of frequency of subordinate clauses revealed fewer subordinate clauses in the NNS conditions.

Similarly, Gaies (1977b, *ibid.*) noted a trend for different types of subordinate clauses in teacher talk (adjective, adverb, and noun clauses per 100 T- units) which increased as the level of the listeners increased. Chaudron (*op.cit,79*) found that such a trend concerned only adjective clauses, which Hunt (1966, *ibid.*) considered to be most sensitive to advances in complexity in L1 students' writing, while Wesche & Ready (*op. cit, ibid.*) found no differences on any of these measures.

Our research may draw benefits from measuring subordination of teacher talk. Absence or presence of subordination in teacher talk constitute a valid criterion to appreciate its simplicity or complexity, particularly with English beginners. The more subordination we have in teacher talk, the more likely teacher talk becomes less comprehensible.

According to Henzl (*op.cit, ibid, 82*); Downes (*op.cit, ibid.*); and Hakansson (1986, *ibid*), frequent use of sentence fragments were observed in some teachers talks. Hyltestam (1983, *ibid.*) attributed this to the "didactic function of teacher talk"; fragments serve as elicitation devices, repetitions and so on. Ungrammatical talk has been reported to take place occasionally by Downes (*op.cit, ibid.*), Kliefgen (*op.cit, ibid*); Hakansson (*op.cit, ibid*); Ishiguro (*op.cit, ibid*);. It involved omission of function words, copula, subject or object pronouns, articles and so on. Pica & Long (1986, *ibid.*) examined dys-fluency in teacher talk, including false starts, hesitations and interruptions. Experienced teachers were found to display fewer dysfluencies than inexperienced ones. Chaudron (*op.cit*) concluded that these variables appeared to have more to do with the general competence of the teacher than with learners' proficiency.

Being the unique source of English knowledge, the Algerian teacher ought to have the required competence to perform good quality English, that is a language free of any flaw or imperfection, particularly at the "grammatical" level. It remains that one should have a sense of discernment to discriminate between hesitations, false starts and interruptions with pedagogical purposes and those without. Normal pedagogical discourse is known to include both features. For example, there are pedagogically purposeful hesitations and purposeless ones. A discourse analyst would regard hesitations, false starts and interruptions as normal discursive aspects with functional purposes, deserving to be acknowledged as integral part of spoken discourse and not as features revealing grammatical ill-formedness.

The quality of English performed by Algerian teachers is important for learners and so is the case for "grammaticality". In our research, the notion of "grammaticality" is approached from

a discursive angle. For this, we are in need to describe and explain features capable to inform us about complexity or ease of the grammar of discourse. The two main axes around which grammar of discourse revolves entail grammatical cohesion as well as Theme and Rheme⁹

Grammatical cohesion of spoken discourse comprehends grammatical connections between individual utterances. These grammatical links can be classified under three broad types: a- reference, b- ellipsis/substitution and c- conjunction. Reference refers to cohesive devices in a text that can only be interpreted with reference either to some other part of the text or to the world experienced by the sender or receiver of the text. Halliday & Hasan (*op. cit.*); distinguished three types of reference: personal, demonstrative and comparative. Reference items in English include pronouns (he, she, it, them, etc..) and demonstratives (this, that, those, etc..). These reference items can function in an *anaphoric* way when they point the reader or listener backwards to previously mentioned entity, process or state of affairs, for example, "Look at the sun! **It** is going down quickly (The sun = it). They can function in a *cataphoric* way, when they point the reader or listener forwards in the text in order to identify the element to which the reference item refers, for example, **It** is going down quickly, the sun. (It = the sun). They can also function in an *exophoric* way when they point the reader or listener out of the text or into an assumed stored world between the sender and the receiver of the message (example: Look at **that ! (That = the blackboard)**). Exophora, anaphora, and cataphora may be good criteria to evaluate teacher talk complexity. We can assume that the more exophora and cataphora in teacher talk, the less comprehensible it becomes. Exophora requires the learner to seek

⁹ According to Hartmann and Stork's Dictionary of Language and Linguistics (1976:236), Theme and Rheme are defined as constituents of a sentence similar to those of topic and comment. The theme is the first element in the sentence and states what is being talked about, thus giving the starting point for the information given in the remainder of the sentence. Whereas topic and comment are restricted to clause and sentence structure, theme and rheme are more concerned with information structure. More details about Theme and Rheme are discussed by Brown and Yule (1983:126-33)

information outside the text while cataphora obliges the learner to seek for information in the forward direction. Anaphora is the more manageable process, cognitively speaking, for information required can normally be easily retrieved from already stored data. However, "substitution" as such can be subsumed in the description and analyses of "Reference." Other co-reference relations (Brown & Yule, 1983:206-22) such as discourse representations, referring expressions, pronouns and antecedent nominals, pronouns and antecedent predicates, pronouns and "new" predicates, and interpreting pronominal reference in discourse have not been discussed here, for we think they are more likely to occur in higher level classroom talks. Transcribed English lessons of our corpora were performed with English beginners.

Ellipsis is the omission of some essential structural element from a sentence or a clause and can only be recovered by referring to an element in the preceding text. There are three types of ellipsis:

- Nominal ellipsis: My friends play a lot of sports. Both (0) are energetic
- Verbal ellipsis : A: Have you visited Algeria ? B: Yes, I have + 0
- Clausal ellipsis : Mary is coming. B: Is she ? She did not tell me + 0

Ellipsis can also be adopted, in our research, as a criterion of teacher talk difficulty. We assume that the more ellipses found in teacher talk, the more difficult it becomes. The less ellipses, the more information is made available for learners to process comprehension of teacher talk.

However, in our research, we shall not investigate the transcript from the point of view of "ellipsis" because this aspect of discourse can be said to be subsumed into the analyses of "

Modifications of length of Utterance," which include "reduction" of teacher's utterances. One way of performing "reduction" is to do it by means of "ellipsis."

Substitution is the use of proform - the item used to stand in for the text referent - to represent earlier mentioned entities. Halliday & Hasan (*op.cit.*) identified three types of substitution: nominal, verbal, and clausal.

- Nominal substitution: Take **five different pens**. Put **them** in your pencil-case

- Verbal substitution: I **smoke** and what about you ? I **do**.

- Clausal substitution

As regards "substitution", we can assume that the more "substitution" the teacher makes use of, the more difficult for comprehension the talk becomes. "Substitution" therefore is another good criterion to appreciate difficulty of teacher talk comprehension. However, "substitution" as such

can be subsumed in the description and analyses of "Pronouns"

A conjunction is different from ellipsis, substitution and reference, in that it does not remind the receiver of the message of previously mentioned entities, actions and state of affairs. It rather signals logical relationships between the segments of discourse. According to Halliday & Hasan (*ibid.*); 1976), there are four types of logical relationships in English.:

- Additive: marked by conjunctions such as and, or, furthermore, etc..

- Adversative: marked by conjunctions such as however, but, on the other hand,..

- Causal: marked by conjunctions such as so, because, consequently, etc...

- Temporal: marked by conjunctions such as then, after that, finally, at last, etc...

Regarding conjunctions, learners' comprehension of teacher talk may depend also on the frequency of conjunction use in a text. We can assume that the more conjunctions, particularly "adversative" and "causal", are used by the teacher, the more difficult teacher talk becomes.

According to Halliday & Hasan (*ibid*), theme is the point of departure of the message and the remainder of the message is known as Rheme. When moving beyond the sentence to discourse, the issue of thematisation becomes particularly important as the speaker has to arrange information in terms of desired thematic prominence. Every clause, sentence, paragraph and discourse is organised around a particular point which the speaker wants to give prominence to. In our research, we are interested in describing Theme not Rheme because Theme concerns Topic; we shall to see whether the teacher "sticks" to the same theme of the lesson or carry out

"digressions", which may complicate learners' comprehension of teacher talk. The assumption is that the more the teacher sticks to the topic of the exchange and transaction, the easier teacher talk comprehension becomes.

1.2.3 Feedback

According to Chaudron (*op.cit,133*), the degree to which teacher's feedback aids learners' progress in TL development is still unknown. However, our assumption is that if teacher's feedback is considered as a positive factor of learning, then it will potentially promote TL improvement. This aspect is discussed below.

1.2.3.1 Feedback as a Learning Theory Factor

The study of feedback as a factor of learning theory has a long history, closely tied to behaviourist learning theory, programmed learning, and instructional technology (Kulhavy 1977, *op.cit,133*). If language learning theory tended to equate feedback with positive or negative reinforcement (Lado 1957, *ibid.*); Brooks 1964,*ibid.*); such a position has been discounted by the cognitive view which considers the function of feedback as a reinforcement provider but also as an information provider that learners can use actively in modifying their behaviours (Zamel 1981, *ibid,134*; Annett 1969,*ibid.*; Vigil & Oller 1976,*ibid.*) insist on the affective role that can be played by feedback. Along the same line, Mc Farlane (1975,*ibid.*); Krashen (1982,1983, *ibid.*) stressed the importance of such a motivational aspect of feedback which can release learners from the anxiety of "failures" . Therefore, the study of feedback, in our research, is of capital importance. Our interest in feedback is viewed from the perspective of opportunities created for participating to take place. The more errors are corrected, the more likely participation takes place.

1.2.3.2 Feedback as Error Correction

The aspect of feedback most investigated included mainly error correction. Contrary to learners, the teacher knows when mistakes are made and how to correct them. Yet absence of consistently applying standards or appropriateness of correctness leads to possibly unwanted results: learners not receiving admonishment or correction for an error made would take language default to be appropriate or correct. Error correction therefore is an inevitable constituent of classroom interactions and learners derive information on the correctness of their talks from teacher's reactions, or lack of them.

Feedback as error correction questions the opportunity of treating or leaving "untreated" the errors done by learners because systematic correction of errors may result in a totally unexpected negative outcome. Corrections always involve 'interruptions' of the normal course of the lesson, hampering the communicative goals of classroom interactions. Many L2 studies (Allwright:1975, *ibid.*,135; Ancker:2000; Chaudron:1977a, 1977b, 1986a; Corder:1967; Lennon: 1991; Kasper:1985) proved that feedback as error correction is potentially inconsistent, misleading and ambiguous (Allwright, *ibid*; Mc Tear 1975,*op.cit.*; Stokes 1975,*ibid.*; Chaudron 1977a, *ibid.*; Long 1977, *ibid*; Walmsley 1978, *ibid.*; Stratton 1986, *ibid.*; Bradshaw 1986,*ibid*; and Mehan 1974,*ibid*,135). To bring some possible solutions to problems posed by feedback as error correction, Hendrickson (1978,*ibid.*) raises a series of questions: should learner errors be corrected ?, which learner errors should be corrected ? how should learner errors be corrected ? and who should correct Learner Errors ?

- Should Learner Errors be corrected ?

It is logical to say that learners' errors must be corrected because without errors learners do not learn.

- Which Learner Errors should be corrected ?

Table 09 displays the list of the studies on error correction in L2 classrooms which identified the different kinds of errors.

Table 09: Quantitative Studies of Feedback in L2 classrooms

Teacher Study	Classroom		Duration of Coding				Reliability of Analysis
	Level	N	N	LI	L2	observation Analysis	
Lucas (1975) I	Grade 6-12 EFL	21	26	German	English	1-2 hours each class with adaptation of LI coding system (Zahorik 1968)	Spearman rank order on sub-sample of a lesson
Lucas (1975) II	9-10 EFL/ESL	10	20	Hebrew	English	1-2 hours 4 categories (from each class audiotape ?)	Spearman rank order on sub-sample of a lesson
Fanslow (1977b)	Adult ESL	11	11	Mixed	English	1 leçon each 16 categories	Discourse Analysis (from audiotape?) Not provided
Chaudron (1986a)	Grades 8-9 French immersion	03	03	English	French	1-3 hours per teacher audiotape	Discourse Analysis from None estimated
Hamayan & Tucker (1980)	3, 5 French immersion	06	06	English	French	4-8 hours per teacher (from audiotape?)	3 categories of teacher response
Courchène (1980)	Adult pre-university & university ESL	09	10	Mixed	English	10-20 minutes per teacher categories from videotape	Adaptation of Fanslow's (1977b) Not provided
Salica (1981)	Adult ESL	05	06	Mixed	English	1 hour per class model from audio tape	Consensus on sample with 2 raters

Yoneyama High school			1 hour per Adaptation of
(1981)	EFL	10	10 Japanese English class
			Fanselow's (1977b)
			categories from
			audiotape
			Not provided

Nystrom Grade 1 Bilingual			5 hours per Adaptation of Chaudron's
(1983)	education	04	04 Spanish English per teacher (1977a) model from audio
			average
			tape (only error sequences
			selected by teachers
			Not provided

Scholars have divided errors into types. Those which hamper communication and linguistic or formal errors pertaining to language grammaticality. It was found (Chaudron:1986, *ibid*,136) that in language classes, teachers focussed on grammatical errors, whereas in other disciplines (Maths, Geography, etc..) they focussed on content errors. Courchêne (1980,*ibid*,137) ; reached the same conclusions. However, Nystrom (1983,*ibid*.) found an extreme case where a teacher did not correct formal errors because he did not consider himself to be an error-correcting machine. In adult ESL classes, researches (Salica 1981,*ibid*.; Courchêne, *op.cit. ibid*, and Lucas 1975, *ibid*.; and Chaudron,*ibid*,137) revealed that native teachers were more tolerant. However, lexical errors were not tolerated in both groups. Generally speaking, the studies about error correction across different L2 contexts seem to reinforce the idea that when instructional focus is on form, corrections occur more frequently.

In our research, we shall see whether the teacher exploits errors or not, be they communicative or linguistic, to create participation in class. Our assumption is that, when errors are not corrected, opportunities for learners to participate are lost.

Hendrickson (*op. cit, op. cit*,136) discussed error typology. He claimed that there are two kinds of errors: those related to grammatical aspects of language (usage), and communicative errors pertaining to pragmatic aspects of language (use). The former ones are not considered not

to be important because they do not prevent communication to take place, whereas the latter ones must be corrected because the meaning of the message becomes completely distorted. Table 10 below displays more details about typologies of errors. Specification of errors in terms of types is not the concern of our research, for we are not doing research on error analysis.

Table 10 (Chaudron 1988:141): Rate of Error Production and Teacher Treatment

Type of error	Salica (1981)a	Courchêne (1980)	Chaudron (1986a) b	Fanselow (1977b)	Lucas c (1975)		Median
					NS	NNS	
Phonological							
% of total errors	----- d	32	29	28	28	32	29
% treated		41	54	17	67	61	54
Grammatical							
% of total errors	75	56	42	53	63	55	56
% treated	51	46	50	76	36	47	49
Lexical							
% of total errors	11	11	03	12	09	13	11
% treated	67	97	75	94	97	92	93
Content							
% of total errors	06	03	19	---	---	---	06
% treated	85	100	90	---	---	---	90
Discourse							
% of total errors	09	----	08	07	---	---	08
% treated	94	----	61	95	---	---	94

a- Does not include phonological errors

b- Collapsed across both observation times

c- Separated by teacher type because significant difference found d -Dashes indicate that the

category was not evaluated; percentages (% of total errors) thus total 100 for each column.

-How Should Learner Errors be corrected ?

Chaudron (*op.cit.*,141-150) reviewed different studies on the repair of communication breakdown in natural conversation (Schegloff et al.1977, *ibid*,141-150); and in different L1 /L2 classroom contexts. In L1 classroom contexts, several experimentations were carried out by Bellack et al. (*op. cit, ibid*); Zahoric (1968, *ibid*); Hughes (1973, *ibid*); and Sinclair & Coulthard (1975). For L2 classrooms, we have Allwright (1975,*op. cit.*), Stokes (1975,*ibid*); Chaudron (1977a, b, *ibid*); Fanselow (1977b,*ibid.*); Long (1977, *ibid.*); Burton & Samuda (1980, *ibid.*); Wren (1982, *ibid.*); Rehbein (1984, *ibid.*); Kasper (1985, *ibid. ,142*), Pica & Doughty (1985, *ibid.*); Stratton (1986,*ibid.*); and Bradshaw (1987,*ibid.*) These studies attempted to identify the choices available to participants when an error is done or miscommunication occurs. The description and analyses of these choices are apprehended in terms of feedback turns, and problems of feedback. -

Feedback Turns

As far as L2 interaction is concerned, Allwright (1980,*ibid.*,142), Glahn & Holmen (1985,*ibid.*); Kramsh (1985,*ibid.*); and L6rscher (1986, *ibid*); studied the flow of feedback in classroom exchanges. First, it was observed that pattern of interaction depended initially on the listener waiting for the appropriate moment when a turn came to be made, which was usually after the speaker pauses sufficiently or ended a syntactic unit with final intonation. If this condition was not satisfied, a turn, taken by any speaker would be judged as interruption. Second, the sequence of turns that constituted the repair might be prolonged to the extent that the repair requires the segmenting into portions, or because the speaker fails to perceive the point of the listener's reaction. Such a recursive cycling of listener and speaker turns, before acknowledgement and confirmation of right answer were obtained, were noted by many researchers. Third, exit from the repair exchange would result in a repair to the main topic or

line of conversation when the two interlocutors reached mutual satisfaction on recognition of repair.

- Types of Feedback Turns

The teacher provides positive or negative feedback by means of pedagogical acts such as: confirmation checks, clarification requests, repetition, explanations. According to Allwright (1975a, *ibid.*,144), these feedback turns carry cognitive information regarding the fact, location, nature of error, but have also motivational and reinforcement functions or purposes. They are:

- Fact of error indicated,
- Blame indicated, -
Location indicated,
- Model provided,
- Error type indicated,
- Remedy indicated,
- Improvement indicated,
- Praise indicated,
- Opportunity of a new attempt given.

According to Chaudron (1977a, *ibid.*), numerous other researchers have proposed different sets of categories of feedback types, but these usually differ in terms of whether they require high-level discourse inferences about interlocutors' intentions or low-level inference set of structural types and features of corrective discourse involving fewer assumptions about intentions, effect, or context, like the model proposed by Chaudron (*ibid.*); displayed in Table 11, where "type" is independent of context (like free morphemes), and "feature" is dependent (like bound morphemes). For example, an "interruption" is a feature, because it depends on the context. However, some structures can be either "types" or "features" .

Table 11: Features and Types of Corrective Reactions in the Model of

Discourse		
Feature or Type of "act"	Description	Example of exponent of expression
IGNORE (F)	The teacher (T) ignores student's (S) error, goes on to other topic, or shows ACCEPTANCE* of content	
INTERRUPT (F)	T interrupts S utterance (ut) following error, or before S has completed.	
DELAY (F)	T waits for S to complete ut. Before correcting.	
ACCEPTANCE (T)	Simple approving or accepting word (usually as sign of reception of ut.) but T may immediately correct a linguistic error.	Bon, Oui, Bien, d'accord
ATTENTION (T-F)	Attention-getter, probably quickly learned by Ss	Euhh, Regarde, Attention, Allez, Mais.
NEGATION (T-F)	T shows rejection of part or all of S ut.	Non, ne pas.....
REDUCTION (F)(RED.)	T ut. Employs only a segment of S ut.	S: Vee..... eee (spelling) T: W
EXPANSION (F)(EXP.)	T adds more linguistic material to S ut. Possibly making more complete.	S: Et c'est bien. T: Ils ont pensé que c'étaient bien ?
EMPHASIS (F) (EMPH.)	T uses stress, iterative repetition, or question intonation to mark area or Fact of incorrectness.	S: Mille. T: Mille ?
REPETITION WITH NO CHANGE (T)	Teacher repeats S utterance with no change of error, or omission of error.	T: les auto-routes) n'a pas de feux de circulation.
(OPTIONAL EXP. &RED.)		
REPETITION WITH NO CHANGE &EMPH.	Teacher repeats student's utterance with no change of error, but EMPH. Locates or indicates fact of error.	S: Milles. T: Mille ?
(T) (F) (OPTIONAL EXP.&RED.)		
REPETITION WITH NO CHANGE (T)	Usually T simply adds correction and continues to other topics. Normally only when EMPH. Is added will correcting Change become clear, or will OPTIONALEXP.RED.) T attempt to make it clear.	S: La maison est jaune T: La maison est jaune
REPETITION WITH CHANGE & EMPHASIS	T adds EMPH. To stress location of error and its correct formulation.	S: Doo tout. T: Du tout. (stress)
(T) (F) (OPTIONAL EXP. &RED.)		

EXPLANATION (T) OPTIONAL EXP. & RED.)	T provides information as to cause or type of error.	•
COMPLEX EXPLANATION (T)	Combination of negation, REPETITIONS, and/or EXPLANATION	S: Uh. E. (spelling `grand') T: D. Non, it n'y a pas de E.
REPEAT (T)	T request S to repeat ut. , with intent to have S self-correct.	
REPEAT (implicit)	Procedures are understood by pointing or otherwise signalling, T can have S repeat.	
LOOP (T)	T honestly needs a replay of S ut due to lack of clarity or certainty of its form.	
PROMPT (T)	T uses a lead-in cue to get S repeat ut, possibly at point of error, possibly slight rising intonation.	S: Petit. Grande T: Petit.
CLUE (T)	T reaction provides S with isolation of type of error or of the nature of its immediate correction, without providing correction.	S: Les stations services sont rares T: SONT rares ? AU présent ?
ORIGINAL QUESTION (T)	T repeats the original question that led to the response.	
ALTERED QUESTION (T)	T alters original question syntactically, but not semantically.	
PROVIDE (T)	T provides the correct answer when S has been unable or when no response is offered.	S: Cinquante, uh.... T: Pour cent.
QUESTION (T)	Numerous ways of asking for new responses often with CLUES,etc...	
OPTIONAL RED.,EXP., EMPH.)		
TRANSFER (T)	T asks another S or several, or class to provide correction.	
ACCEPTANCE* (T)	T shows approval of S ut.	
REPETITIONS* (T)	Where T attempts reinforcement of correct response.	
EXPLANATION* (T)	T explains why response is correct.	
RETURN (T)	T returns to original error-maker for another attempt, after TRANSFER.	
VERIFICATION (T-F)	A TYPE OF VERIFICATION. T attempts to ensure understanding of correction, a new elicitation is implicit or made more explicit.	
EXIT (F)	At any stage in the exchange T may drop correction of the error though usually not after explicit NEGATION, EMPH., etc...	

-
- Asterisk indicates acts that occur as approving feedback, although they resemble the analogous correcting feedback acts.

Source: Reprinted by permission from Craig Chaudron, "A descriptive model of discourse in the corrective treatment of learners' errors, " *Language Learning* 27/1 (1977), pp. 38-39.

- Problems with Feedback

Problems related to feedback may occur from the multiple functions that a very similar discourse structure may perform. A teacher's "repetition" act may be used either for a "positive" (agreeing, appreciating, understanding, etc..) or "negative" answers (correcting). According to Chaudron (*op. cit*,145), repetitions are amongst the most common types of corrective feedback. Teachers always provide linguistic signals (modification of the original utterance by means of reduction, addition, substitutions, etc...) or phonological ones (emphasis in stress, lengthening of a segment, a questioning intonation, etc) to their feedback utterance to allow learners to make the right interpretation of a "repetition" performed for a correction instead of a confirmation or *vice versa*. Problems with corrective feedback may concern, also, teacher's inconsistency in dealing with errors, that is, at times, accepting a faulty TL form for the sake of a communicative purpose, and, at other times, correcting the same or similar error.

Feedback turns, types of feedback turns, and problems with feedback will certainly prove to be insightful in the description and analysis of our corpus to exactly depict teacher's attitudes towards error treatment.

-Who should correct Learner Errors ?

Correction of error can either be performed either by the teacher, by the learner making the error, or by other learners. Researchers (Wren 1982,*op.cit.*,150; Holley & King 1971,*ibid.*); Fanselow 1977b, *ibid.*; and Courchène 1980, *ibid*) seem to suggest that advanced learners manage better self-correction and stress the positive role played by wait-time following the teacher's questions. Hendrickson's conclusions (1978,*ibid.*) seem to have reached the same results in studies involving NNS. Chaudron (1978,*ibid*,151), reports that several studies on classrooms and

experimental conversations have demonstrated that NNS peers will provide substantial amounts of feedback and other negotiation of meaning in interaction with one another. Long & Porter (1985, *ibid.*) provided a summary on different studies (Pica & Doughty, *op.cit.*, *ibid.*; Porter 1986, *ibid.*; Gaies 1983b, *ibid.*; Morrisson & Low 1983, *ibid.*; and Brutton & Samuda, *op.cit.*, *ibid.*) about correction. For Pica and Doughty (*op.cit.*), the frequency of other-correction and completions by students was higher in group work than in lockstep teaching; whereas, for Porter (*op.cit.*), it is not significantly different in NS and NNS interlocutors in small group.

Considerable individual variability in learners' attention to their own and other speeches was been noticed by Gaies (*op. cit.*), and Morrisson & Low (*op. cit.*). For Burton & Samuda (*op. cit.*), learners seem more apt to correct lexical errors, whereas teachers pay an equal amount of attention to errors of syntax and pronunciation. For Porter (*op.cit.*), it is erroneous to think that NSs are more prone to correct errors than NNSs. The above studies support the idea that learners' involvement in error correction is an unquestionable fact, though it does not constitute a major proportion of the activity in L2 classrooms which focus on communicative activities.

Our research includes also descriptions and analyses of the corpus in terms of who should correct errors. However, these descriptions and analyses should not be an end in themselves. They will help to describe the typology of a teachers' pedagogical acts to treat error in terms of whether they involve learners or not in the discovery, the location and the treatment. With teacher talk in terms of "Feedback", we have ended the survey on teacher talk in FL classroom. Chaudron¹⁰ (1988,89) insists that classroom research should involve learners also. Therefore, a review of studies related to learners' behaviours, in teacher-learners FL classes, is needed.

to He states that studies about teacher talk in L2 classrooms should be balanced "by looking at what classroom research has revealed about learners' classroom behaviours and language, and exploring the ways in which teachers and learners adjust to one another in classroom interaction. The evidence presented (...) has shown that teachers are aware of their learners' immediate changing needs for comprehension and participation. But how they pursue communication and instruction in interaction with learners remains to be examined."

2 Classroom Second Language Learners' Behaviours

Ignoring the learner's behaviours is a barren attitude if the purpose is to increase pedagogical efficiency in the English classroom. A better appreciation of teacher talk is possible only when the learners' behaviours are taken into account, and vice versa. It goes without saying that these behaviours may be verbal, non verbal (Munby, *op. cit.*, 78:80-81)¹¹, or para-verbal¹². Research on learners behaviours, which started in the early seventies (Oller & Richards 1973 *op. cit.*,90); Richards 1986, *ibid.*) focused mainly on learners talk and social interaction to infer learning strategies. Learners were chiefly investigated according to their personalities and cognitive traits, considered to be important factors in the process of learning. According to Chaudron (*op.cit.*), research on learners' behaviours is based on the assumption that learners contribute in the process of their learning. Hence, research on learners' behaviours in L2 classroom revolves round the following hypotheses:

- Learners develop in L2 by producing the target language more frequently, more correctly, and in a wider variety of circumstances (Language Performance);
- Learners develop in the L2 by generating input from others (Input Generation);
- Learners develop in the L2 by engaging communicative tasks that require negotiation of meaning (Interaction between Learners); and
- Learners develop in the L2 by activating their learning strategies (Learner Strategies).

These topics will be discussed one after the other.

" According to Munby, the following non-verbal media of communication are considered as appropriate to teaching/learning FL: Pictorial (unlabelled illustrations, charts, and plans); Symbolic (non linguistic): signs and mimes; mathematical and other scientific (arithmetical, algebraic, geometrical and chemical symbols); Personal: sartorial features, interactional proximity; Kinetic: facial and body movements and gestures.

¹² Munby (*Ibid.*,81) states that para-verbal behaviours involve activating paralinguistic means of communication: vocal effects, for instance: whisper, giggle.)

2.1 Language Performance

The hypothesis that learners develop in the L2, by producing the target language more frequently, and more correctly follows the traditional notion that acquisition of a skill results from productive practice of the skill. Naiman et al. (*op. cit.*, *op. cit.*, 96) found significant correlations between learners' classroom production measures and data obtained from standardised listening comprehension tests (IEA test of French achievement) and elicited imitation tests. They concluded that producers of correct and complete responses were to be found amongst the most frequent responders. Strong's study (1983, *ibid.*, 97) supported the view that talkativeness and gregariousness (life in groups and societies) correlated with proficiency measures. Peck (1985, 1983, *ibid.*) found a positive relationship between proficiency in kindergarten ESL learners (high, medium or low) and the learners' production in amount (number of words) and rate (words per minute). These children were observed in dyadic game-playing, tutoring encounter with native-speaking children. Most of these researches analysed language performance as postponed outputs, that is through the exploitation of data provided by written or oral productions performed by learners when being submitted to tests. Our research studies learners talks performed while the lesson is being taught. We need therefore to describe and analyse what learners actually do in the classroom and not what they are able to perform when they sit oral or written exams, that is output. Learners talk through participation could reveal that learning conditions have been created by teacher talk.

Learner's performance has also been investigated quantitatively with regard to the situational factors that may influence it. Peck (1985, *ibid.*) and D. Johnson (1983, *ibid.*, 98) conducted a quasi-experimental study, pairing eight Spanish native-speaking children with English native-speaking peers for a tutoring session. Each pair alternated in the tutor and tutees roles, while the eight control children did the activities in a teacher-directed group. The treatment group and the matched group were observed. D. Johnson found a trend among the treatment

to increase in amount of speech with fluent English-speaking interlocutors. Pica & Doughty (*op.cit., ibid.*) seem to have obtained the same results by comparing adult ESL students' production in peer groups with that in teacher-fronted¹³ class discussion. The learners produced significantly more T- units and fragments and no less grammatical language, in the group work. Cathcart (1986b,*ibid.*) analysed, in functional terms, the effect of the status of interlocutors and the performance quality of learners. She found that children used longer and more complex requests for action in addressing an adult, compared with those addressed to peer interlocutors. An increase in utterance length or complexity was found in those peer-peer interactions involving tasks with a joint goal (as in a joint-building activity). The difference of an adult interlocutor should be appreciated according to whether interactions have been initiated in an instructional context (Johnson:1983,*ibid*,99, and Pica & Doughty (1985,*ibid.*) or in non instructional contexts Cathcart's (*op.cit., ibid.*) The variable of the effect of an interlocutor on learner's performance has also been investigated by Porter (1986,*op.cit. op.cit, ibid.*) who analysed interactions between NNSs and NSs and found that L1 Spanish learners produced more words in interaction with non-native-speaking peers than with NSs, on three problem-solving tasks. Other researchers such as Duff (1986,*ibid.*) tried to determine whether there is any effect of problem-solving and debate tasks on learners' productions. She found no significant differences in the quantity of total words or communication units (C-units) produced by learners in the two task types. But she did find learners taking significantly more turns each in the problem-solving tasks than in the debates. Consequently, the learners produced more words per turn and per C-unit in the debates than in the problem-solving discussion.

¹³ A teacher-fronted class is a class where the teacher is almost the only actor and the pupils passive participants. This relationship is imposed by the teacher himself. However, communicative classes are known to be non-teacher fronted classes because learners are expected to bring more involvement and participation than the teacher who is supposed to act as a guide.

According to Chaudron (*op. cit., ibid.*), the general feeling, amongst researchers (D. Johnson 1983; Pica & Doughty 1985; Duff 1986; and Porter 1986, *op.cit, ibid.*) is that studying the learner's performance alone may not be sufficient to ensure progress and that more language, possibly more complex language can be encouraged if learners interact with peers, in small groups, or on convergent tasks. Many studies about task types, as independent variables, have been carried out to appreciate their potential impact on learners behaviours in class (Crookes (1986, *op. cit*, 109); and Duff (*op.cit, ibid.*) revealed that problem-solving tasks yield higher figures if it is compared to debate in terms of the rate of questions posed by the subjects, the rate of "referential" questions (cf.4.3.1), and the rate of confirmation checks. The determining factor appears to be pertaining to the language task which is practised by learners (Pica & Doughty (1985, *op. cit, ibid.*); Duff (1986, *op. cit, ibid.*). Though impacts of task-types on learners' participation are evident, they are not going to be investigated, for our research is mainly on teacher talk and affective attitudes with learners. Task-type is related to teaching methodology. Our research does not seek to change situational factors, such as different teachers, different audiences (young learners, adults, etc.), different classroom organisations, different tasks, to see whether qualitative change has occurred into the learners' participation. However, it will seek to bring changes into teacher talk and affective attitudes to foster learners' participation.

2.2 Input Generation

Studies on input generation are based on the idea that if input comes from learners themselves through initiating interactions, they will draw more benefit than when input is initiated only by the teacher. Learners' desire to initiate interactions depends upon their eagerness to be actively involved in the lesson instead of being subjected to the teacher's input, that is as passive learners. By actively interacting with the teacher and their peers, they create for themselves opportunities susceptible to foster their own learning of the TL. By so doing, they impose on the teacher to perform a readily useful input.

Research in input generation has mainly concerned the investigation of potential correlation between input generators and their own performance when sitting exams. Clearly, the correlation is held to potentially exist between process-behaviours (classroom interaction) and output-behaviours (exams grades). According to Chaudron (*op.cit,100*), Seliger' s attempt (*1977:266-7,op.cit,*) to operationalise the notion of input generation by measuring behaviours that reflect the learners' initiative to produce language is spurious. He preferred to observe behaviours like "requests for information," "request for assistance," and "initiations of new topics" on the argument that learners who are most eager to provide responses are those who would also initiate interactions. Such a relationship would of course require independent corroboration, but it has not been studied directly.

Naiman et al. (1978,*op.cit.,100*) discussed a variety of observed learners' behaviours and found that only the measures of "hand-raising" and "student-teacher questioning" (number of times a student asked a question) were explicit input generating actions. A possible explanation to these behaviours might be due to the fact that learners' initiative in the beginning classes is more important than other factors. These suggest that attitudinal variables (learner's initiative) and student's proficiency may underlie the overt initiating behaviours. Student-questioning measure showed a significant relationship with cognitive measures of field-independence and to behavioural measures of self-initiated repetition and callout. Seliger (*op.cit, ibid,101*) chose to test the effects of input generating behaviours on the change (improvement difference) in learner proficiency over a 15-week-semester. Significant positive correlations were reported between learners' percentage of initiated interactions and course-final aural comprehension scores as well as change (percentage of improvement) in grammar scores from placement tests to final score. He found also significant positive correlation between learners' self-reports of amount of contact and interaction with L2 in extracurricular activities. He claimed that these results supported the notion that learners who engage more in interaction with others (inside and outside the

classroom) will get more focused input and thereby develop faster. It remains that Seliger's correlation have been criticised because based on Spearman rho rank-order correlations, which are more liberal than Kendall's tau when ties are found. Day (1984, *ibid.*, 102) who thought that Seliger's findings are not generalisable because they have only six subjects, attempted the same study on a larger population by refining Seliger's coding in limiting the measure of interactions only to those spontaneously initiated by the learner. He reported that no significant correlations have been found between classroom measures and proficiency. Hence, the hypothesis that high-input generators would have greater proficiency is not valid. As we can see, these studies did not prove to be supportive to one another for the simple reason that the operationalisation of the learners' initiating behaviours is not the same from one study to another.

Regarding our research, we need to see whether the teacher behaves appropriately with learners who participate. We should observe whether the teacher offers opportunities of talk to all learners, if possible, or not. Therefore, the approach of "input generation", for our research, is counter-productive for it suggests that learners' classroom participation can be reduced to a group or a small number of learners while the rest of the class is accepted to remain "on the margin" of teacher-learners interactions. The study of high-input generators would be interesting if learners of this kind exist in classes. Something of which we strongly doubt.

Other situational factors: age and initiations in social contexts have also been investigated to see whether they correlate with the learners' behaviours in the classroom. Initiation of new topics by non-native learners with native-speaking adults were investigated by Scarcella & Higa (1981, *ibid.*, 103) who found that adolescents initiated new topics at a significantly greater rate than did either the L2 children or native-speaking adults in interaction with other native-speaking adults. They concluded that older learners may be better in conversation to obtain the most comprehensible input. Cathcart et al (1979, *ibid.*); Cathcart (1983, 1986a, *ibid.*); Strong (1983, 1984, *ibid.*) supported another view that young L2 learners can nonetheless be effective in

initiating and controlling conversations. In the Algerian context, the first year of learning English begins at the age of 14 or 15, which means that learners are cognitively prepared to take initiatives in class. Now, will they do it or not, we do not know. Taking initiatives is strictly bound up with learners' personalities. That is, there are learners who are naturally talkative and others who are not. It is the teacher's duty to encourage learners to initiate exchanges. We might think that talkative learners exist in class but they just need to be encouraged to initiate exchanges. In this respect, it is the teacher's affective attitude which has to be activated to create a classroom conducive atmosphere.

Among the most frequent functions found to be used by learners in their talks, Cathcart (1983, 1986b, *op. cit., ibid.*) distinguished "control acts" from "information acts," "social routine," and "play with language". She observed that there was unequal distribution among these types of acts across situations. Some of them involved larger percentages of controlling acts that could be interpreted as initiating ("call for attention," "request for object," and "request action"). The information-sharing act "request for information" was also relatively frequent. She found that L2 learners used more control acts than their TL-fluent peers presumably because these allowed them to participate in play with a minimum of linguistic production. Strong's study (1983, 1984, *ibid., 104*) of the same group of learners related measures of learners' proficiency and social-psychological characteristics of their social interaction. He found that learners' talkativeness (initiations of conversations) and gregariousness (number of different interlocutors) had a significant positive correlation with their L2 vocabulary skills as well as (for talkativeness) with L2 structural skills. Strong's findings were consistent with D. Johnson's (*op.cit., ibid.*) experiment. She found that the experimental children who engaged in tutoring with native-speaking peers initiated more interactions with non-native-speaking playmates, but that there was no relationship between the amount of interaction with NSs and growth in L2 proficiency. These studies investigated learners' speaking behaviours outdoors. That is, outside the classroom.

Learners were made to interact with native-speaking peers in order to see whether their classroom practised skills had any influence on their speaking proficiency outside. The interests of these studies are beyond the scope of this research because learners under scrutiny have a good command of English to afford performing classroom acts such as "control acts," "information acts," "social routine acts," and "play with language acts", and they also live in an English speaking country. It would however be interesting, in the Algerian context, to study correlation between Algerian learners' English proficiency in class and their amount of time of exposure to English-speaking T.V satellite programmes. This would make another research topic.

Sato (1982, *ibid*, 105) investigated the question of cultural factors and initiations by peering into the different turn-taking styles of Asian and non-Asian students at university level. In this study, only self-initiated turns, independent on prior solicits, were taken into consideration. Other researches (Cazden et al. 1972, *ibid*.; Philips 1972, *ibid*.; Brophy & Good 1974, *ibid*.; Laosa 1979, *ibid*.; Malcolm 1986b, *ibid*.; and Trueba et al. 1981, *ibid*.) which concerned classes with ethnic minorities, showed differential cultural expectations regarding the manner of participation in classrooms. Some students tended to be less direct or aggressive in initiating interaction with the higher-status teacher. According to Chaudron (*op.cit.*), studies on ethnic and cultural effects need to be more fully explored. It is an unquestionable fact that teaching habits (Arabic) impose on the Algerian learner of English certain types of teacher-learners relationships which will certainly influence classroom behaviours when interacting with the new English teacher. It is also a well-known fact in Algeria that, culturally, most teachers encourage conservative teacher-fronted attitudes with their learners, which may prove to be a serious pedagogical handicap for learners. These inherited habits may negatively influence learning by preventing initiatives to be taken in class. This is a serious issue that teachers of English should be aware of. This may be one of the reasons why participation is so low in class. Progress in

learners' participation in class can be triggered off if the teacher displays right affective attitudes with learners to create confidence and psychological security in class.

2.3 Interaction between Learners

Studies on interaction between learners focus on the interactive discourse between learners engaged in L2 learning tasks where negotiation for meaning is highlighted, that is communicative exchanges. This discourse involves speech acts produced to maintain conversation by reacting to previous discourse, such as: "clarifying," "modifying," "repeating," "asking for clarification". It is meaning-negotiation interaction which is scrutinised. The first drawback of these studies is that it is difficult to tell whether the learners are "verbalising" or "negotiating meanings". The second is that these studies are quasi-experimental involving learners in communicative tasks resembling classroom activities, instead of observing them interacting 'naturally' in class.

As concerns our research, is it realistic to embark on a research hypothesizing that Algerian learners engage in classroom exchanges to negotiate meaning ? We would not think so, therefore, this dimension of learners' talk is outside the scope of this research.

2.3.1 Classroom Organisation

According to Chaudron (*op.cit,107*), L1 research has shown the viability of peer group organisation for classroom instruction (Peterson, Wilkinson & Hallinan:1983,*ibid.*). In L2 contexts, learner-learner interaction may be more valuable than NS-NNS. Varonis & Gass (1985, *ibid.*) showed that NNS-NNS dyadic interactions involved more meaning-negotiating exchanges than NS-NNS interactions. They argued that NNSs feel freer with one another to indicate non-comprehension and negotiate for meaning. Other researches investigated effects of group organisations on interactive behaviours. They compared teacher-fronted classes and peer-group dyadic discussions. Long et al. (1976,*ibid.*) stated that there were more pedagogical moves in

group work than in teacher-fronted classroom. This was the case also for dyads. These studies revealed that there was more variety in classroom talk, which is very positive. Pica and Doughty (*op.cit.*, *ibid*,107);) conducted the same experimental research but with more emphasis on the impact of task types activities on classroom behaviours. They revealed that some behaviours such as "comprehension checks," "confirmation," "requests," "clarification requests," "self- and other-repetitions," "repairing," "preventing," or "reacting" acts were significantly more frequent in group activities than in teacher-fronted classes. Rulon & Mc Creary (1986,*ibid.*,108) carried out a comparison between teacher-fronted and group work negotiation for meaning. They revealed that peer groups produced target language speech equal in quantity and complexity to that in teacher-fronted classes with equal frequencies of confirmation and clarification checks. However, they insisted on making the difference between negotiations about linguistic meaning and negotiation of content meaning. They suggested that enhancing negotiation of content by using peer group discussion may be the best way to promote interaction and, subsequently, TL acquisition. Gaies (1983b,*ibid.*) analysed interactions among learners and native speakers in dyads and triads engaged in a one-way picture description and identification exercise. He discovered that the most dominant type of feedback by far (60%) was reacting moves such as "confirmation by repetition," "utterance completion," "confirmation by paraphrase," "request for definition" and "halt signal." He added that there was a tendency for one learner to dominate the interaction in triads than in dyads. These studies reveal that there is no clear differences between classroom organisational structures: some studies favour one organisation over the other, while others find organisations equal.

Undoubtedly, classroom organisation is an important factor for improving classroom pedagogical efficiency. However, this remains beyond the objectives of this research because researches like these cannot realistically be carried out in the Algerian classroom for practical reasons. Our country dramatically suffers from lack of schools, and consequently, classrooms are

overcrowded with 40 to 45 learners per class. In these circumstances, it is realistically possible to organise, into the same classroom, such a high number of learners in groups of different sizes to achieve pedagogical efficiency? Research on classroom organisation can be conducted in private schools where less crowded classes exist.

2.3.2 Choice of Language

Many of the studies on choice of language used by teachers to address learners was based on the assumption that it fosters the quality of the language environment which L2 learners experience in classroom. These studies took different orientations depending on researchers' knowledge on learning processes which are thought to influence acquisition. Trueba (1979, *ibid*, 121) and Cummins (1981, *ibid.*) held the view that teachers should be encouraged not to submerge the learner in the TL, as far as minority children were concerned. Swain & Lapkin (1982, *ibid.*), studying children in L2 "immersion" classes where there was no conflict between the social prestige of the native and target languages, found that greater use of TL was encouraged. Many studies concerned also the extent of L1 or L2 uses in FL classes (Bruck & Schultz 1977, *ibid*, 122; Wong-Fillmore 1980, *ibid.*; Chesterfield et al. 1983, *ibid.*); J. D. Ramirez et al. 1986, *ibid*, 123; Strong 1986, *ibid.*; Nystrom, Stringfield & Miron 1984, *ibid.*; Frohlich et al. 1985, *ibid.*); and Mitchell & Johnston 1984, *ibid*, 124).

In the context of our research, the teaching of FL in Algeria should be exclusively be done in the FL because Ministerial Educational FL instructions strictly forbid the use of MT or L2 in class, except, in some exceptional circumstances, when teachers feel compelled to recourse to MT or L2 to explain some points of the lesson. Hence, outcomes of the above studies are of little importance to our research. However, teacher's tolerance as to exceptional MT use in class will be observed, particularly when learners make right guesses about words which they feel unable to perform in English.

2.4 Learner Strategies

Other important areas of research on classroom talk have concerned cognitive operations that learners apply in the classrooms or in other learning situations. These cognitive operations called "learning strategies" are linked to the operations performed on the TL input as it is being comprehended and after negotiation of meaning. According to Chaudron (*op. cit.,110*), the methodology for describing and observing such elicited behaviours is not well developed. Many constructs and categorisations have been proposed for differentiating learning strategies. According to Rubin (1981,*ibid.,110*) and O'Malley et al. (1985a,*ibid.*), it is difficult for classroom research to produce solid evidence of which specific learning strategies are the most fruitful ones to investigate.

Naiman et al. (*op. cit., ibid.,111*) observed, by means of interviews rather than by classroom observation, learners' self-initiated repetitions, self-corrections and attitudes toward correcting others, to finally find that only the last of these had a significant correlation with the proficiency measures. Bialystock & Frohlich (1978,*ibid.*) administered a questionnaire to high school FSL learners, asking for their perceived use specific of learning strategies ("practising," "inferencing," and "monitoring.") They correlated them with independent measures of learners' attitudes ("motivation," "language aptitude," and "French achievement." They did not report what specific strategies had the strongest relationship to achievement.

Politzer (1983,*ibid.,112*) followed a similar procedure with university learners to investigate what he calls "general behaviours," "classroom behaviours," and "interactions with others outside class." He found that "classroom behaviours" showed the strongest correlation with the evaluation ratings. Within this "classroom behaviours," the highest correlation were for "when I do not understand an FL expression or construction, I ask the teacher to explain it immediately," and "I ask the teacher to explain subtle differences in the meanings of FL words." In contrast to this finding, Politzer & Mc Groarty (1985,*ibid.*), following a similar research,

found no significant correlation between classroom behaviour scales and learners' gains on several proficiency tests. Willing (1985, *ibid.*) asked adult immigrants about preferences related to general strategies for learning grammar and vocabulary as well as their preference for modality (listening, speaking, etc..) in and out class activities. These preferences were compared with levels of demographic factors, such as ethnic group, sex, age, and length of residence. However, these results allowed few generalisations. O' Malley et al. (*op.cit.*, *ibid*, 113) reported a study on learning strategies grouped in three types: metacognitive, which involve knowledge about or regulation of cognition (planning, monitoring and evaluating), cognitive, which are "operations of analysis, transformation, or synthesis," and socio-affective, which are operations of social interaction with others (cooperation, questioning). They pointed out that the reliable identification of strategies was quite difficult because of the continuous modification of strategies on every such a study. The different analytical techniques -interview and observation procedures, inferencing of internalised strategies from observations, and units of analysis of learner discourse- can lead to conflicting and variable constructs.

Chesterfield and Chesterfield (1985, *ibid.*) observed frequencies of occurrence of FL learners' classroom behaviours through 12 learning strategies: repetition, memorisation, formulaic expression, verbal attention getter, answer in unison, talk to self, elaboration, anticipating answer, monitoring, appeal for assistance, request for clarification and role play. Though they acknowledged the variability of the data, they characterised the general progression in use of strategies as being one of increasing interactive use of the TL. They emphasised the possibility of structuring classroom activities to match the developmental tendencies of the children.

Does our research deal with "learning strategies" ? The answer is no. As was developed in the Introduction, we decided to observe teachers before moving to learners. Stress is cast on teacher talk and secondarily on that of learners to affective attitudes. A research on "learning

strategies" could be envisaged if we were sure that no reproach could be addressed to teachers. Casting light on learners exclusively becomes justified. Until such a condition is satisfied, doing research on "learning strategy" would be scientifically a biased enterprise.

A provisional recapitulation (Table 14) of dimensions of linguistic/ discursive category as well as those of affective attitudes of teacher talk should be made. It must be stressed that the dimensions reported in the recapitulation represent the independent variables retained, from the theoretical survey, to describe and analyse teacher talk data obtained from the four transcribed lessons. The independent variables reported have been retained on the basis of the links we have found them to have with the objectives of our research. This recapitulation will be reinforced by other dimensions mostly related to teacher's affective attitudes with learners. These dimensions will be obtained from different descriptive tools needed to describe classroom talk, if they prove to appropriately serve the purposes of our research. Classroom talk descriptive tools will be systematically surveyed in the next chapter.

Table 12: Independent Variables in terms of Linguistic/Discursive and Affective Dimensions of Categories of FL Teacher Talk

Categories of Teacher Talk: LINGUISTIC and DISCURSIVE

Linguistic and Discursive Dimensions of Teacher Talk

- * Types of Questions
- * Questioning Patterns
- * Questions in Interaction
- * Pauses in Teacher Talk,
- * Wait-thinking time in Teacher Talk,
- * Question:

Vocabulary of Teacher Talk in terms of Lexical cohesion:

- Re-lexicalisation.

Vocabulary of Teacher Talk in terms of Textual Organization:

- Discursive organising word.

Syntax of Teacher Talk in terms of Length of Utterance

Syntax of Teacher Talk in terms of Subordination

Syntax of Teacher Talk in terms of Grammaticality

- Grammaticality of Teacher Talk in terms of Cohesion:

a- Reference:

b- Conjunctions.

- Grammaticality of Teacher Talk in terms of Theme

Categories of Teacher Talk: Affective

Affective Dimensions of Teacher Talk

- * Teacher's fairness in terms of Turn-giving,
- * Teacher's attitudes towards learners' turn-taking,
- * Teacher's overlapping with learners' talk,
- * Teacher's attitudes towards learners' overlapping,
- * Pauses in teacher talk,

- * Teacher's attitudes towards learners' pauses,
- * Teacher's behaviour in terms of wait-time after questions,
- * Classroom social atmosphere imposed by the teacher
- * Teacher's attitudes towards learners' self-decision to change Theme of exchanges,
- * Teacher's attitude towards Theme of lesson,
- * Teachers' strategy of error treatment:
 - Teacher's attitude towards treatment of errors ?
 - Teacher's attitude towards learners' decision to treat errors,
 - Teacher's attitude in informing learners about commission of error,
 - Teacher's attitude towards learners' decision to inform the teacher about commission of error,
 - Teacher's attitude about in informing learners about location of error,
 - Teacher's attitude towards learners' decision to inform about location of error,
 - Teacher's attitude in informing learners about identity of error,
 - Teacher's attitude towards learners' decision to inform identity of error.

 NB: Amounts of Teacher and learners' Talks only serve as indicative criterion reflecting rates of teacher and learners' contributions in global classroom talk. Learners' contribution can be equated with participation in class.

Conclusion

Implications of the above reviewed research studies on our research, have allowed a clear specification of independent variables of teacher talk to be described and analysed to diagnose potential the malfunctions which may prevent or discourage the Algerian learners of English to participate in the lesson. The most important contribution of this research survey is that it has permitted a refined identification of categories and dimensions of teacher talk. However, the serious drawback of these reports concern their comparability. Therefore, results thus obtained are questionable from the scientific viewpoint. Many compared studies involved different classroom contexts such as class levels, real/simulated interactions, L1/L2 or mixed audiences, number of teachers involved in the study, number of groups or classes under scrutiny, and dimensions of categories of talk analysed. Many comparisons concerned two studies with different numbers of independent variables for each. Rational or theoretical constructs behind

choices as regards dimensions and categories of teacher talk are not discussed in these reports, which weakens the scientific validity of the research itself. The lack of information as regards the research methods (the Psychometric method, the Interaction Analysis method, the Discourse Analysis method, and the Ethnographic method) followed strengthens suspicion in the credibility of results displayed.

The second weakness of the above reported studies seems to us be related to the construct validity (Nunan:1992:15)¹⁴ of choices of categories and dimensions of categories within the same study. Information about theoretical foundations as to choices made, within the same study, is not provided. A consequence of this would be to assume that the categories and the dimensions of categories investigated have been selected intuitively or at random. Ad-hoc selections of teacher talk traits weaken the work. The theoretical background or rationale followed helps to precisely determine what should be described and permits to avoid descriptions of two seemingly different traits, which may in fact be the same trait with two different assigned names. As far as theoretical constructs are concerned, Nunan (*ibid.*) reports that some of research problems may be due to the fact that some discourse analysis concepts were less well understood at the time when those researches were made. Perhaps, because Discourse Analysis, if we should take this domain as an example, was a new and little known discipline. Conceptual ambiguity and lack of clear research methods, prompts us to seek for a methodology with a rational behind to describe and analyse data of our corpus. This is the objective of Chapter 3.

¹⁴ According to Nunan (1992:15) "(...) Researchers need to pay close attention to construct validity. A construct is a psychological reality, such as intelligence, motivation, or aptitude, that we cannot directly observe but that we assume to exist in order to explain behaviour we can observe (such as speaking ability, or the ability to solve problems). It is extremely important for researchers to define the constructs they are investigating in a way which makes them accessible to the outside observer. In order they need to describe the characteristics of the constructs in a way which would enable an outsider to identify these characteristics if they come across them.

CHAPTER 3
OBSERVATIONAL TOOLS OF TEACHER-LEARNERS
CLASSROOM INTERACTIONS

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Introduction

Crucial lack of provision, in terms of appropriate research protocols and tradition belongings (the Psychometric, the Interaction Analysis, the Discourse analysis or the Ethnographic traditions) severely weakens their research trustworthiness. According to Nunan (1992), the tradition reveals the theory or rationale followed to foster the construct validity of the model to be used to describe and analyse teacher and learners' talks and behaviours. The construct validity has to do with the question whether a study is actually investigating what should be investigated. It is not fair to claim that previously reviewed researches totally lack a rationale or research sources that could have inspired scholars when deciding to study an aspect of teacher talk instead of another one. If phonological, lexical and syntactic aspects of L2 and FL were investigated, it was mainly because of the availability of a profuse, full-fledged, and consistently elaborated literature on Phonology, Lexicon and Syntax. Therefore, they were thought to make good rationales. The main criticism that we could address to these studies is that phonological, lexical and syntactic aspects of language were approached individually and not integrated in a coherent self-contained model able to faithfully reflect teacher-learners interactions in class. If discourse-based aspects of teacher talk were not investigated by scholars, it was because Discourse Analysis concepts were less well understood at the time when they were objects of research. Consequently, many studies, discussed in the previous chapter, such as those of Gaies (1977b, cited by Chaudron, 1988:76); Mizon (1981, *ibid*, 81); Downes (1981, *ibid*, 69); Long & Sato (1983, *ibid*, 127); Milk (1985, *ibid*, 77); Pica & Long (1986, *ibid*, 82); Hakansson (1986, *ibid*.); Ishiguro (1986, *ibid*, 76); and Marmon (1986, *ibid*, 65), which focus mainly on classroom discourse, fall in this case.

Conceptual ambiguity and lack of clear research methods in the previously reported studies (cf. Chapter 2) prompt us to seek for an adequate descriptive methodology adapted to

deal with teacher-learners talks and behaviours at the same time. Classroom interaction is unique because the linguistic forms are goals and vehicles of instruction, and linked at the same time to pedagogical functions. Consequently, the descriptive model should be able to link pedagogical purposes to linguistic/discursive and affective patterns of interaction, which reinforce the construct validity and reliability of the model by:

- 1- being explicit on what form of analysis one is using or adhere to it;
- 2- being explicit about which criteria are being used for defining and analysing

teacher talk;

- 3- deciding which sections of the lesson one is focussing on, and why one is doing so;

- 4- considering what kind of exchange system is in operation.

If such a model is not yet available, it has to be developed or forged out from available models reviewed in the specialised literature. But, before talking about observational tools needed to collect classroom data, we need to discuss data in terms of types and identification, two pre-requisite conditions which determine the type of observational tool needed to describe lesson transcripts.

1Data Identification, Types and Collection Procedures 1.

1 Data Identification,

The data that we need to describe, analyse and interpret has to be of good quality, which determines the validity of research findings and conclusions. Obtainment of good quality data depends largely on the type of data, and data collection procedures. Diagnosis of Teacher Talk and Attitudes is possible only through description, analyses and manipulation of data. The data should reflect teacher's behaviours. Verbal behaviours subsume linguistic and discursive dimensions of Teacher Talk, while the non verbal ones concern teacher's affective attitudes with learners. These two broad categories of data constitute the independent variables as levels of

learners' oral participation in class depend on them. Verbal and non-verbal behaviours should lend themselves to description. That is, they need to be clear, precise and exact. The linguistic and discursive description of variables pertaining to Teacher Talk do not pose problems for criteria of description are provided by current theory in respective domains. Besides the pragmatic identification of Teacher—learners' classroom acts should first be pragmatically identified before being described linguistically and discursively.

Attitudinal affective variables, however, pose a problem of description for they are not as precisely describable as verbal data. Identification of teacher's affective attitudes will be carried on subjective appraisal. We need to play the video of the transcribed lesson and appreciate teacher's non verbal behaviours accordingly. We believe that it is not so difficult to see into the tape whether the teacher is friendly or not. Body stance, tone of voice, speed of talk, facial expression, smile, patience, etc will be directly observed into the videotape etc may be exploited to work out in as precise manner as possible teacher's affective attitudes with learners. The very fact of enumerating the above criteria of appreciation is an attempt to *operationalise* the teacher's subjective attitudes.

Now, we need to see how data of independent variables identified in Chapter 2 can be obtained through the asking of appropriate questions.

1.1.1 Linguistic and Discursive Categories of Teacher Talk in terms of Comprehensibility

*** Functional Distribution of Teacher Talk**

- Types of Question

All questions asked by the teacher in an interaction will be identified in terms of whether they are "referential" or "display" ones. "Ease" or "complexity" of teacher's questions depend on this. And, so is the case for learners' participation in class. We assume that "display" questions

are easier to process, therefore more comprehensible, than "referential" ones. Answers to "referential" questions are more demanding from the communicative point of view, they sometimes need learners' cultural background while "display" ones require "memory" effort. To obtain such data, the question would be the following: *Does the teacher ask more "display" questions than "referential" ones or the other way round?*

- Questioning Patterns

Questioning Patterns concern teacher's incapacity to clearly structure information in questions according to what learners are wanted to do. To obtain such data, the question would be the following: *are teacher 's question easy to comprehend from the lexical and grammatical points of view?*

- Questions in Interaction

Learners' lack of comprehension of teacher talk may come from teacher's absence of verification whether learners understand what is being developed in the lesson. Verification can be carried out by means of 'comprehension checks,' 'confirmation checks,' and 'clarification requests.' The frequent use of these questions by the teacher reveals her/her eagerness to verify learners' global comprehension on what is going on in the transaction. Teacher's utilisation of 'checks' improves interaction and promotes more learners' negotiation, in accord with the assumption that negotiated interaction should enhance FL learning. "checks" favour learners' participation. These questions should be addressed to the greatest number of pupils, if possible, to enlarge participation in class. Comprehension check question may take the following forms: "Have you understood ? " "is it alright ?" "What do you think of this answer ?" "is your friend's answer correct ?" Clarification request questions may take the following forms: "Can you explain this ?" "Have you another idea ?", etc. To obtain such data, the question would be the following: *does the teacher check learners' comprehension by regularly asking "checks" questions to create more participation opportunities for learners?*

* Questions

- Re-lexicalisation

To obtain such data, the question would be the following: *Does the teacher sometimes build up lesson development on learners' ideas when opportunities exist?*

* Modifications of Questions in Teacher Talk

- Vocabulary of Teacher Talk in terms of Textual Organization: Discursive Organising

Word

Comprehension of "discursive organising words" is not sometimes easily accessible to learners' levels. They operate, in a text, predictably and retrospectively, which complicates learners' comprehension. Consequently, learners' comprehension of teacher talk may depend on the presence or absence of these "discursive organising words." The more frequent they are, the more difficult is learners' comprehension of teacher talk. This will negatively influence learners' participation in class. To obtain such data, the question would be: *is teacher talk "overloaded" with discursive organising words that could weaken comprehensibility?*

-Syntax of Teacher Talk in terms of Length of Utterance

Confusion increases when concepts of "utterance" and "sentence" are not well understood. "Utterance" should be pragmatically appreciated, that is, in terms of number of different speech acts that teacher's turn may happen to convey. We need a speech acts typology to refer to. Measures of length of "utterance" has to be carried out with the propositional act, i.e. , the syntactic-level of every speech act. Modifications can be appreciated through "lengthening," or "shortening" of a same utterance. However, these modifications have to be pedagogically justified by some non-comprehension shown by learners through their absence of reaction, for instance. The teacher, then, may perform the same speech act differently with another propositional act to foster comprehension. To obtain such data, the question would be:

does the teacher simplify utterance, by "lengthening" or "shortening" it, when it proves to be difficult to comprehend by learners?

- Syntax of Teacher Talk in terms of Subordination

Our assumption is that absence or presence of "subordination" constitute a valid criterion to appreciate simplicity complexity of teacher talk. The more "subordinations" we have in teacher talk, the more likely teacher talk becomes less comprehensible. To obtain such data, the question would be: *is teacher talk "loaded" with "subordination" or not ?*

- Syntax of Teacher Talk in terms of Grammaticality

- In terms of Cohesion

- Reference

Exophora, anaphora, and cataphora may be good criteria to evaluate complexity of teacher talk. We can assume that the more exophora and cataphora in teacher talk, the less comprehensible it becomes. Exophora requires the learner to seek information outside the text while cataphora obliges the learner to seek information in the forward direction. Anaphora is the more manageable process, cognitively speaking, for information required can be easily retrieved from already stored data. To obtain such data, the question would be: *are "exophoric, " "cataphoric, " or "anaphoric" aspects of teacher talk, if available, comprehensible easily or with difficulty by learners?*

- Conjunctions

Learners' comprehension of teacher talk may depend also on the frequency of conjunction use in a text. We can assume that the more conjunctions, particularly "adversative" and "causal", are used by the teacher, the more difficult teacher talk becomes. To obtain such data, the question would be: *is teacher talk loaded with conjunctions, which may affect comprehensibility?*

- Theme

In our research, we shall see whether the teacher "sticks" to the same theme of the lesson or carry out "digressions", which may complicate learners' comprehension. The assumption is that the more the teacher sticks to the topic of exchange and transaction, the easier teacher talk comprehension becomes. To obtain such data, the question would be: *does the teacher stick to the theme of exchanges and/or transactions?*

1.1.2 Categories of Teacher Talk in terms of Affective Attitudes Affective Attitudes (Democracy/Dictatorship, Rights, Duties, Patience and being Disposal with Pupils.)

- Teacher's Fairness in terms of Turn-giving

To obtain such data, we need to ask the following question: *is the teacher fair with all learners, in terms of turn allocation?*

- Teacher's Attitude towards Learners' Turn-taking

To obtain such data, we need to ask the following question: *does the teacher accept learners' decisions to take turns without being nominated?*

- Teacher's Overlapping with Learners' Talk

To obtain such data, we need to ask the following question: *does the teacher frequently interrupt learners when they participate?*

- Teacher's Attitude towards Learners' Overlapping

To obtain such data, we need to ask the following question: *does the teacher not negatively react to learners' decisions to overlap her talk?*

- Pauses in Teacher Talk

They reveal teacher's readiness to help learners understand. As generally, thought, absence of "pauses", in a lesson, may reveal impatience from the teacher, and impatient teachers do not always make good educators. To obtain such data, we need to ask the following question: *does the teacher mark pauses (within utterance limits) when talking to learners?*

- Teacher's Attitude towards Learners' Pauses

To obtain such data, we need to ask the following question: *is the teacher patient enough with learners who mark pauses when they talk?*

- Teacher's Behaviour in terms of Wait-time after Questions

"Wait-think" time occurs at the end of utterances. It also reveals teacher's readiness to leave thinking-time to learners to work out answers. To obtain such data, we need to ask the following question: *does the teacher regularly mark enough wait-time periods to let learners think over answers?*

- Teacher's Attitude towards Learners' Decision to change Theme of Exchanges

To obtain such data, we need to ask the following question: *does the teacher positively react to learners' decision to change theme of exchange/transaction?*

- Teacher's Attitude towards Theme of Lesson

To obtain such data, we need to ask the following question: *does the teacher regularly afford "digressions" from the theme of lesson?*

*** Teachers' Strategy of Error Treatment**

- Teacher's Attitude towards Error Treatments

We shall see whether the teacher exploits error treatments to create participation in class. Our assumption is that, when errors are not corrected, opportunities for learners to participate are lost. To obtain such data, we need to ask the following question: *does the teacher systematically treat errors to foster participation in class?*

- Teacher's Attitude towards Learners' Decision to treat Errors

To obtain such data, we need to ask the following question: *does the teacher positively react to learners' decision to treat error without permission?*

- Teacher's Attitude towards Learners' Decision to inform the Teacher about Commission of Error

To obtain such data, we need to ask the following question: *does the teacher positively react to learners' decision to inform about error commission?*

- Teacher's Attitude in informing Learners about Location of Error

To obtain such data, we need to ask the following question: *does the teacher inform learners about location of the error?*

- Teacher's Attitude towards Learners' Decision to inform about Location of Error

To obtain such data, we need to ask the following question: *doe the teacher positively/negatively react to learners' decision to inform the about location of error ?*

NB: Amounts of teacher and learners' talks only serve as indicative criterion reflecting rates of teacher and learners' contributions in global classroom talk. Learners' contribution can be equated with participation in class.

1.2 Data Types

What types of data we are in need to collect? Literature on Research Methodology seems to classify data into three types: nominal, ordinal and metric data. Nominal data refers to names and categories of phenomena that can not be treated numerically in terms of such operations as computing averages. The separate categories have no necessary relationship to each other and cannot be added together to form a single pool data. It can be treated as ordinal data if we group different nominal categories of the same type. Ordinal data are data which can be ordered or ranked according to some hierarchical system such as test scores, degree of presence of some characteristic, or the relative number of language categories among a group of subjects. Rankings can be compared statistically and have no numerical value but an ordinal one. Metric data, which has numerical value can be manipulated mathematically. These data can be averaged and manipulated arithmetically in order to find how far from the average scores ranges what the median point of scores is, and so on. Numerical data is treated by Descriptive statistics. As concerns the data we are to manipulate in our research, it may be said to belong to the three

types. The variables, which are data, related to Teacher Talk and Attitudes are nominal in kind because they are known by the linguistic, discursive and affective categories they belong to. However, once one data-category is identified, be it linguistic, discursive or attitudinal, it is expected to be recurrently present in the different teacher-learners' transactions. The category is then appreciated according to its frequency. And frequency itself is a numerical value. Therefore, different frequencies of the same data-category permit rankings, which transforms nominal data-category into ordinal and numerical data. As a result, nominal data becomes numerically and statistically treatable.

And, so is the case for dependent variables related to learners' classroom oral participation. They obey the same path as independent variables. Learners' classroom oral participation is data-behaviours known by the linguistic and pragmatic categories they belong to. In other words, we shall say that when learners participate they perform "correct/wrong answers", "interruptions of Teacher/classmate Talk", "answer with hesitation", "answer in Arabic", "bid for answering", "answer after being nominated", "answer without being nominated", "correct errors", "take-turn" etc.. As these behaviours are expected to be recursive in the different teacher/learners' transactions, they are going to be assigned frequencies to be ordered and numerically/statistically treatable. This is what we shall systematically do in Phase A (Chapter 4) when describing and analysing independent and dependent variables at the several transactional levels of the same lesson.

1.3 Data Collection Procedures

Data collection procedures addresses issues relates procedures followed for the obtainment of data. There are various ways for collecting data such as test scores, descriptions, interviews, answers to questionnaires, observation of language behaviours and attitudes in a classroom, etc. Shall we use all these data collection procedures? We earlier said that our

research is Descriptive and Quasi experimental. We must also add that the procedure used to collect data is *classroom observation*.

According to Seliger _ & Shohamy (2000:157), Descriptive Research is based "on understanding a phenomenon within the interactive framework of the environment where it occurs, without isolating variables." Consequently, we need to *observe what* the teacher says and *how* the teacher affectively *behaves* with learners during class time. It becomes then clear that it is by classroom observation that data will be collected. It must be made clear that we shall carry out *a-posteriori* observation of teacher-learners' behaviours. That is, observation is not a real-time one. We tape-recorded lessons, then, we transcribed them. So, it is the transcribed versions of lessons which will be observed. Moreover, observation can be performed at will because data present in these transcriptions has been "immobilised." Transcriptions offer the advantage to be retrievable whenever necessary.

Now, is it feasible and realistically possible to collect data by observing classroom? That is, how is observation of a transcript to be carried out? What exactly shall we do for observation to be said to have yielded good data quality? Obviously, we need "something" to observe data with. Eyes are not enough because they need to be guided to observe what should be observed. This "something" is a procedure, a method, a tool. Evidently, data collection is the outcome of tool implementation when observing transcripts. The tool, with which we need to observe lessons transcripts, should guarantee, what Seliger and Shohamy (*ibid.*) reported, description and comprehension of classroom phenomena (Teacher Talk and Attitudes) within the interactive framework (Teacher-learners interactions) of the environment where it occurs (classroom), without isolating variables (describing at the same time Teacher Talk and Attitudes with Learners' Reactions to them) and without making pre-data-collection procedures (we said earlier that data-collection procedure depends on the method of research.) Good data quality is inextricably dependent upon, what we call *degree of explicitness* of the tool. Teacher-learners

interactions are said to be "highly structured", therefore the observation tool should reflect such a "highly structured" organisation of classroom teacher-learners' interactions. The more highly structured is the observational tool, the higher is its degree of explicitness. Degree of explicitness is satisfactory if the tool describes what the teacher (Teacher Classroom Acts), and learners (Learners' Classroom Acts) are pragmatically doing in class.

2 Classroom Interactions

As was developed in Chapter 1, ELT has shifted from a focus on teaching methods to a focus on classroom interaction. Allwright (1984:159) pointed out that "Classroom interaction is important because interaction is the sine qua non condition of classroom pedagogy. Interaction is the process whereby lessons are 'accomplished'. Brumfit & Mitchell (1989:12) declared that "We actually know remarkably little about typical practice in language learning, and there is a great need for additional comparative studies." In the same vein, Stubbs (1983:91) stated that "Our ignorance of what actually happens in classrooms is spectacular." Another key-question was raised by Ellis (1992:37) and concerned the kinds of interaction meant to promote L2 learning. Van Lier (1988:178) observed that "We are just at the beginning of classroom research where we can describe what actually goes on, but not yet whether that is 'good' or 'bad'." As can be seen, FL classrooms remain an unknown world. In conclusion, we may say that there are currently no satisfactory valid methods for describing L2/FL classroom interaction.

2.1 The Nature of Classroom Language

The most essential concept in language teaching nowadays is what ELT approaches refer to as "communication in the classroom." There are conflicting positions held by different scholars as concerns "communication in the classroom," at a time where such a concept appears to be straightforward, uniform, easily identifiable and definable. Kumaravadivelu

(1993:12) said that "(...) theorists and practitioners alike almost unanimously emphasise communication of one kind or another." No serious characterisation or definition has been provided by most prominent theorists on what we call the "Communicative Approach" Littlewood (1981); Brumfit & Johnson (1979); and Widdowson (1978). The literature not only reveals that it is a complex and elusive phenomenon but also that there are many different varieties, levels and definitions of "communication." And therefore, identification of "communication" seems to be problematic.

According to Richards (1985:48), many scholars tend to equate "communication" with "exchange of ideas, information, etc. between two or more persons." Harre & Lamb (1983: 102) claimed that "there is no consensus as to its definition and there are many possible alternative definitions of communication." For them (Ibid.,104), "communication is a name for the overall system of relationships people develop between each other and with the community in which they live". For Hannemann & McEwen (1975); Watzlawick et al. (1980); Ellis & Beattie (1986), it is impossible *not* to communicate: According to Watzlawick et al. (*op. cit.*, 23) "Activity or inactivity, words or silence all have message value: they influence others and these others, in turn, cannot not respond to these communications and are thus themselves communicating." Henceforth, the claim to adopt "communication" as a major basis, vehicle, and goal of what we do in the L2/FL classroom when no adequate conceptual methodology capable of describing it is lacking. Along these lines, Krumm (1981) stated that "We still do not have any detailed knowledge about the structure of interaction and communication in the foreign language classroom." Classroom interaction — through learners' participation- is indispensable for learning to take place. Relationships between interaction and learning need to be developed.

2.2 Coding-based Descriptive Observational Tools of Classroom

Interactions

The most frequent and common descriptive models of classroom interactions (Allwright: 1986,1988; Allwright & Bailey (1991); Bailey (1975); Basturkmen (2001); Frick & Semmel (1978,cited by Chaudron,1988:24) and Hoge (1985, *ibid.*)were based on coding systems or quantification schemes. Long (1983:5) states " that there are over 200 instruments for describing classroom behaviours of teachers and students," and that "there are now at least twenty such systems for coding teacher and student behaviour in second language classrooms, whether verbal interaction is classified as discrete linguistic/pedagogic events or treated as interrelated units of discourse." Coding systems were subject to considerable criticism by sociolinguists such as Stubbs (1983:92) who states, "Since classroom talk is generally not recorded but 'coded' by the observer on the spot in real time, the actual language used by teachers and pupils is irretrievably lost." Mehan (1979:10-14) claims, "The functions of language are not captured, the communicative value of remarks may be missed, and coding systems fail to reflect accurately the multiple, simultaneous functions that language serves in the classroom.(...) the relationship of behaviour to context is lost.(...) when frequencies are merely tabulated, the overall organisation of classroom events is lost." In the same vein, Long (*op.cit.*,.9-12) reports,

"Both the source and range of variables incorporated in second language systems tend to reflect those found by others in instruments for use in content classrooms... it is surprising that so much borrowing should have taken place when one considers that second language classrooms differ from most others in that

language is both the vehicle and object of instruction. (...) the systems themselves are no less subjective than the impressionistic comments they were designed to replace. Observational instruments are, in fact, no more (or less) than theoretical claims about second language learning and teaching. Their authors hypothesise that the behaviours recorded by their categories are variables affecting the

success of classroom language learning. Very little has been done to test those hypotheses (...) such behaviour as is recorded is interpreted from the observer's perspective rather than that of the participants in the interaction." •

While Delamont & Hamilton (1976:8) point out that, "Interaction analysis systems are usually concerned only with overt, observable behaviour. They do not take directly into account the differing intentions that may lie behind such behaviour." Van Lier (*op. cit.*, 45) considers that, "(...) failure to address the complexity of classroom interaction." Froehlich, Spada & Allen (1985:27, cited by Sedhouse,1995) claim that,

"Coding systems evaluate all varieties of L2 classroom interaction according to a single set of criteria, even though this is rarely explicitly stated. Perhaps the most sophisticated instrument for the observation of L2 classrooms, the COLT¹⁵ instrument, does imply that it uses a single set of criteria: "... an observation instrument designed to capture differences in the communicative orientation of L2 interaction in a variety of settings."

Finally, Seedhouse (*ibid.*) thinks that "Coding systems do not show the connection between pedagogical purposes and linguistic patterns of interaction, which I have argued is the essential characteristic of the language classroom."

This critical report on coding systems or quantification schemes is not meant to claim that they are of no value. The contributions brought by such systems and schemes of quantification are discussed by Malamah-Thomas (1987). A coding-based method is not appropriate to our research where transcripts undergo a-posteriori description. Coding systems require a live, spontaneous and immediate coding when the course is being delivered.

¹⁵ COLT (Communicative Orientation of Language Teaching): According to Nunan (1992:97) "One such sophisticated scheme (...) was developed to enable researchers to compare different language classrooms (Chaudron 1988 identifies 84 different categories in the COLT scheme." The aim of the scheme is to enable the observer to describe as precisely as possible some of the features of communication which occur in second language classrooms."

This is being so, it may be said that an a-posteriori description apprehends better the real complexity of "communication in the classroom", despite the fact that such a concept does not seem to have reached an agreed upon definition. A better understanding of this concept pertains to the nature of classroom language.

3 A Call for a Descriptive Observational Tool of Classroom Interactions

An appropriate methodology for the description of FL classroom interactions should be more powerful than coding-based methodologies. We believe that such a descriptive methodology should, according to Ellis (*op. cit.*, 37), display the following qualities:

- 1- Allowing classroom talk to be manipulated and retrieved at will for the requirements of the research;
- 2- Allowing the researcher to capture the functions of classroom talk, that is, the communicative values of the simultaneous functions that language serves in the classroom;
- 3- Allowing the researcher to establish relationships between teacher's and learners verbal and non verbal behaviours with the context;
- 4- Allowing the researcher to have a steady overall organisation of classroom events and interactions under scrutiny, that is, as Krumm (1981) stated "We still do not have any detailed knowledge about the 'structure of interaction and communication in the foreign language classroom'";
- 5- Allowing the researcher to take into account teacher's and learners' intentions that may lie behind classroom verbal and non verbal behaviours, what Interaction Analysis systems failed to do by giving exclusive importance to overt, observable behaviour;
- 6- Allowing connections between pedagogical purposes and linguistic patterns of interaction to see whether the interaction is promoting FL learning or not.

Our opinion is that qualities 1, 2, 3, 5, and 6 are intimately dependent on quality 4 which determines them. In other words, without a methodology capable of revealing the structural-functional organisation of the interaction, we are not in a position to delimit where interaction begins and where it ends. Classroom interactions are pedagogical interactions, because they involve a "communicative objective. Structural-functional based methodologies belong to the Discourse Analysis tradition.

Before reviewing the literature of methodologies inspired from the Discourse Analysis tradition (a brief discussion on this issue is already available in Chapter 1), we need to survey the tradition which chronologically preceded it, i.e., the Interaction Analysis tradition. Such a tradition was a kind of matrix out of which the Discourse Analysis tradition emerged.

3.1 The Interaction Analysis Methods

Interaction Analysis was developed by the end of the sixties when the influence of sociological investigation of group processes had led to the development of systematic observation and analyses of classroom interaction, in terms of social meanings and inferred classroom climate inherent to the nature of the dependency of learners behaviours on the atmosphere and interactions engendered by the teacher. Interaction is viewed as a chain of teacher and learners behaviours. Five models easily accessible in this tradition, are discussed below:

3.1.1 Flanders's Method

Flanders' model (1960, cited by Chaudron,op.cit.,14) propose that all instances of ten pre-determined behaviour categories related to classroom interactions be recorded by trained observers who are present during regular class sessions. Flanders (*ibid.*) subdivided these ten interaction categories into four broad groups:

Table 13: FIAC (Flanders Interaction Analysis Categories)

Indirect teacher talk

- 1- Teacher accepts student's feelings which may be positive or negative (teacher talk response)
- 2- Teacher praises or encourages students. He praises pupils' behaviours, or makes jokes (teacher talk response)
- 3- Teacher accepts/uses ideas of students by clarifying or developing them (teacher talk response)
- 4- Teacher asks questions about the content with the impulse to get the students' responses (teacher talk response) **Direct**

teacher talk

- 5- Teacher lectures or gives facts about the content, and expresses his own ideas (teacher talk initiation)

Indirect teacher talk

- 6- Teacher gives directions because the pupils are expected to comply to his orders (teacher talk initiation)
- 7- Teacher criticises students or justifies own authority. Pupils' behaviours can be changed from non acceptable to acceptable patterns (teacher talk initiation)

Student talk

- 8- Students respond to teacher (pupil talk response)
- 9- Students initiate talk by proposing new topics and expressing their own ideas (pupil talk response)

Others

- 10- Silence of confusion during short periods.

3.1.2 Brown's Method

Brown's Interaction Analysis System (BIAS) (1975, *ibid.*) is a simple framework which aims to analyse verbal interaction in order to examine teaching and learning. This model is not made specifically for language classroom, but it can be applied to it. Brown's Model contains seven categories which seem to be a simplification of Flander's original categories. They are displayed in the following table:

Table 14: Brown's Model (FIAS)

Teacher talk	TL : Teacher lectures, describes, explains, narrates, directs. TQ : Teacher questions about content or procedure which pupils are intended to answer. TR: Teacher responds, accepts feelings of the class, describes past and future feeling in a non threatening way, praises, encourages, jokes with pupils, accepts or uses pupils' ideas build upon pupils' responses, uses mild criticism such as "no, not quite".
Pupil talk	PR: pupils respond directly and predictably to teacher questions and directions. PV: Pupils volunteer information, comments, or questions.
Silence or confusion	S: Pauses, short periods of silence. X: Unclassifiable confusion in which communications cannot be understood, unusual activities such as reprimanding or criticising pupils, demonstrating without accompanying teacher or pupils talk; short spaces of blackboard work without accompanying teacher or pupil talk.

3.1.3 Moskowitz's Method

Moskowitz (1976, *ibid.*) expanded the ten categories of the Flander system into twenty when she developed the FLINT (Foreign Language Interaction) system to give birth to a model meant to fit the needs of FL supervisors and teachers. She added the category of joking under indirect teacher talk; correcting without rejecting and directing pattern under the direct teacher categories. The greatest expansion concerned Flander's category devoted to "silence" or "confusion" where two types of "silences" and two types of "confusions" as well as one "laughter" were proposed in what was called the FLINT system, which is displayed below:

Table 15: FLINT (Foreign Language Interaction)

Silence (non verbal interaction),

Silence (while teacher uses),

Confusion (work oriented),

Confusion (non-work oriented),

Laughter.

This model is designed for three-second interval real time coding..

3.1.4 Bowers' Method

Bowers model (1980) is a more recent tool in the Interaction Analysis tradition.

Bowers categories of Verbal behaviour in language classroom are used to describe "

moves", which is the smallest unit of description in his system. Bowers, in fact,

identifies seven •

categories of "moves" within a lesson

1- Responding: any act directly sought by the utterance of another speaker, such as answering a question,

2- Socialising: any act contributing directly to the teaching/learning task by establishment or maintenance of interpersonal relationships,

- 3- Organising:** any act which serves to structure the learning task or environment without contributing to the teaching/learning task itself,
- 4- Directing:** any act encouraging non-verbal activity as an integral part of a teaching/learning task,
- 5- Presenting:** any act presenting information of direct relevance to the learning task,
- 6- Evaluating:** any act which rates another verbal act positively or negatively, and
- 7- Eliciting:** any act designed to produce a verbal response from another person.

Bowers' categories make the distinction between language used in connection with teaching and learning used for normal social or organisational purposes. His distinction are clearer than FLINT' s.

3.1.5 Bailey's Method

Bailey (1975) offered the most thorough critique to date to Interaction Analysis à la Flander and FLINT. She proposed an alternative simple system called the time interval record system where no more than five objective categories may be used (teacher asks questions, teacher lectures, students respond, teacher praises, teacher uses students' native language), with a time interval of 10 or 15 seconds.

3.1.6 Barnes' Method

Barnes (1969,ibid,126) analytical model had two major educational principles: the learner should be encouraged to participate and use his own knowledge and experiences as much as possible. Teacher's questioning should be more concerned with stimulating thinking than eliciting factual information. This descriptive model concentrates on two aspects of classroom interaction:

- Pupils' participation

Barnes' model is interested in the amount and types of pupils' participation, the way the teacher handles the turn-taking system, and guides the development of the topic.

- Teacher's questioning

Teacher's questions are divided into four major types: factual, reasoning (open and closed), other open questions (not requiring reasoning) and social.

3.1.7 Fanselow' s Method

Fanselow (1977a,ibid,33) adopted Bellack' s categories directly from MT classroom research, but modified their instructional content, adding "medium" (the means used to communicate linguistically, non-linguistically, visually, etc..) and "use of medium" dimensions. This model is considered as a multidimensional system. It works either by live observation or analysis from a recording. This Foci for Observing Communication Used in Settings (FOCUS) is an instrument which shows the use of different analytical dimensions for multiple coding. The unit of analysis, instead of a temporal judgement, is a pedagogical discourse "move" with categories of pedagogical dimensions (structuring, soliciting, responding, reacting, medium and use of medium), which constitute the major criteria for segmenting classroom interaction.

The second system of analysis is that of Fanselow (1977a, *ibid.*) which was elaborated for either observing and analysing interaction from recording. Fanselow's four categories were adopted from that of Bellack et al. (*op. cit., ibid.*) This is illustrated in Table 16.

Table 16: The Fanselow System

1-Who communicates ?	2-What is the pedagogical purpose of the communication ?	3-What mediums are used to communicate content ?	4-How are the mediums used to communicate to areas of content ?	5-What areas of content are communicated ?
teacher	to structure	linguistic	1-attend	language systems
		aural		contextual
		visual	2-characterise	grammatical
1-Who communicates ?	2-What is the pedagogical purpose of the communication ?	3-What mediums are used to communicate content ?	4-How are the mediums used to communicate to areas of content ?	5-What areas of content are communicated ?
				literary
			21-differentiate	meaning
		ideogram		
		transcribed	22-evaluate	mechanics of writing
		written	23-examine	
individual student	to solicit	other	24-illustrate	sound, segment supra-segmentals
		non linguistic	25-label	
		aural	3-present	speech production
		visual	31-call words	unclassified
			32-change medium	life
		real	33-question	
		representational	34-state	formula
		schematic	4-relate	imagination
		symbolic	41-explain	personal
		other	42-Interpret	public
Group of to respond			5-represent	skills
				social issues

Students	paralinguistic	51-combine	procedure
	aural	52-imitate	administration
	visual	53-paraphrase	cl. social behav.
	aural		contextual
	visual	2-characterise	grammatical
	real	54- sub &change	teaching dir.
to react		55-sub no change	
	symbolic		teaching .rationale
		56-transform	
Class	other		subject matter

3.1.8 Naiman et al's Method

Naiman (*op.cit.,ibid,33*) developed a model more adapted to real time observation. Like Fanselow's pedagogical discourse activity, mode, subject, matter, and clues, it maintains several dimensions. However, the model breaks down, in more details, the pedagogical functions of the linguistic units being analysed: clarification, elaboration, and repetition. These dimensions are interested in information a teacher might provide when giving feedback following learners' errors or lack of responses. The unit of analysis is like that of Fanselow, a pedagogical "move" (elicitative, responsive, evaluative.) Of most interest, Naiman's system is interested in the sort of information a teacher might provide when giving feedback following learners' errors or lack of response.

Table 17: The Naiman system

A ELICITATIVE

1. Elicits specific information (+ clues)
2. Elicits general information (+ clues)
3. Elicits clarification
4. Elicits elaboration
5. Elicits repetition of preceding statement
(or asking the student to `speak up')
6. Elicits recommencement of previous response

ASPECTS OF EVALUATION

- (a) + repetition (/partial repetition)
- (b) + correction
 - (1) explicit
 - (2) implicit
- (3) localisation of incorrectness
- (4) indication of incorrectness
- (c) + clarification

- 7. Elicits confirmation of comprehension
(or asking if there are any questions)
- 8. Elicits a complete response
- 9. Elicits correction
- 10. Elicits other activities (+ activities)

- (d) + elaboration
- (e) + providing the answer (/partially providing)

B RESPONSIVE

- Gives a complete response
- Gives a partial response
- Gives no response
(or says 'I don't know')
- Continues responding
- Questions or comments on preceding
- Statements, responses, etc.

CLUES

- EM emphasis clue
- GR grammar clue
- IL intralingual clue
- EL extralingual clue
- CR crosslingual clue

ACTIVITIES

- R reading
- WR writing
- DR drill
- RT rote

ASPECTS OF RESPONSES

- (a) + repetition (/partial repetition)
- (b) +with self-correction (b with help)
- (c) + clarification
- (d)+ elaboration
- (c) with circumlocution
- (f) callouts
- (g) not volunteering a response
- (h) with hesitation (initial, medial)

- XR exercises
- MM memorised material
- RO role playing
- MC mutual correction
- DC declension

MODE (FREE SPEAKING ASSUMED)

Oral

- R reading
- TR tape recorder

Visual

- BB blackboard
- PM printed matter
- G gestures

C EVALUATIVE

- 1. accepts response
- 2. partially accepts response
- 3. rejects response
- 4. gives no feedback

ASPECTS OF EVALUATION

- P pictorial

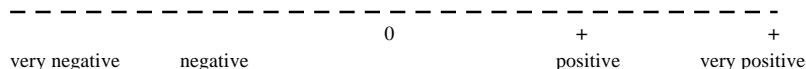
SUBJECT MATTER

- 1 phonology
- 2 syntax
- 3 lexicon
- 4 homework, etc.;

A ELICITATIVE

- 5. reacts to behaviour

TONE OF EVALUATION



OTHER SYMBOLS

- E meaning
- E answering with rising intonation
- E use of English (native language)
- L2 reaction to an English insertion
- asking for an equivalent in the second language
- interruption

Flanders (1960,1 bid,14), Moskowitz (1970,ibid,25), Bailey (*op.cit.*), Fanselow (*op.cit.*), and Naiman's (*op.cit*) systems are code-based, which prompted Chaudron's (*op. cit.*, 39) following critical accounts:

- The unit of analysis by which the classroom events are segmented is not well specified in all models. In Fanslow and Naiman et al's cases, the "move," "teacher eliciting," "evaluating," and "students responding actions" do not specify in which way discourse is to be segmented. In other words, several categories and units of analysis lack a consistent structural basement that is capable to reveal their respective interrelationships to one another, and thus, to enhance the internal validity of the description. They lack a "construct" capable of justifying the structural basement of the categories and their respective interrelationships.
- The second critical point is related to the complexity of interpretation needed to decide amongst the categories. Each decision must be made on the basis of a non-verbal, a linguistic behaviour, or a surrounding discourse alone. This approach to dealing with categories in isolation does limit the power of globally describing and explaining teacher-learners interactions in a given situation.

Interaction Analysis systems share similarities and differences. First, the Fanslow and Naiman systems allow analysis of the interactive structure of discourse beyond pair wise linking. This seems to be the main weakness of Moskowitz's Flint system which limits the analysis of interaction to one behaviour, either the teacher or the learner, and their immediate predecessor or follower. Naiman and Fanselow's systems consider the pedagogical event as a minimum of sequence of moves corresponding to the classroom well-known 'teaching cycle' (Solicit (elicit)/ respond/react (evaluate)).

Second, the three systems do not specify the unit of analysis by which classroom events are segmented. Moskowitz' move does not always correspond to the highly potential behavioural

units in which the various coded events would occur. Fanselow's move and Naiman's et al's scheme (teacher eliciting and evaluating, or student responding) do not specify in what way teacher talk is to be segmented. For instance, classroom speech should be categorised on the basis of some observable change in pedagogical function or behaviour, but, such a change might occur at a variety of points in a participant's speech - at the end of a tone group indicated by a full stop, for example, after a 'sentence' (the graphic representation of a propositionally complete tone group) - or a sequence of sentences. The unit of analysis should preferably be determined before the decision of pedagogical function can be assigned. Quantitative analyses based on such systems run the risk of being misrepresentative of the frequency of types of events.

The third observation has to do with the interpretative complexity of deciding among categories. Categories are meant to represent a non-verbal behaviour, a linguistic behaviour or the surrounding discourse which reflects the extent of high or low inference required. The problem of interpretation is not crucially felt in the rare case where a linguistic form has only one function. This is not the case because, in any analysis of discourse, we must interpret the meaning of a given segment in terms of its context. Consequently, what do the pedagogical categories "repeats", "comments on preceding statements", "elicits," "elaborates", "paraphrases", "partial response", and many others, mean? We believe that their interpretations rely upon the contingent relationships between the current, the preceding and the upcoming discourse. Although many verbal behaviours may be identified confidently as questions, evaluative reactions or provision of information, there exist more delicate nuances of meaning and tacit rules implicit in even the simplest expression, converting a question into a (rhetorical) structuring-informational event ("So what can we do about this?"), or an evaluation into an implied elicitation. Along the same lines, Chaudron (*ibid*,39) raises the complexity to confidently identify verbal behaviours,

"The . history of the teacher-student relationships, developments in the lesson content, or the teacher's explicit or implicit expectations for student responsiveness can influence the interpretation of virtually any expression (see Edmondson 1980, 1985, on related points). Nevertheless, this context dependency does not invalidate the possibility of applying systems such as those discussed here, although it does limit the final power of the analysis to describe and explain fully what took place in a given situation."

The fourth observation has to do with the reliability of the observational instruments when used to describe events. In order to satisfy this condition, behaviours within any single dimension must be classified with an exhaustive but mutually set of categories, which ensures that none of them is ambiguously in more than one category. It seems that the observational instruments, through the elaboration of categories, lack the needed reliability and validity. The derivation of categories appears to be carried out along idiosyncratic criteria and research purpose, which gave birth to a proliferation of terms and categories.

The above critical reports on Interaction Analysis models paved the way to revisiting the systems to increase their power of description and analyses. This gave birth to structural-functional analyses methods of discourse. The structural dimension of the method is a real breakthrough meant to reinforce internal coherence that should exist between the different features described, be they behavioural, verbal, or non-verbal. Supremacy of the Discourse Analysis methods over the Interaction Analysis methods is highlighted by Allwright and Bailey (2000:12)

"One important recent development in classroom research on language teaching and learning reflects the emergence of Discourse Analysis as a field of linguistic inquiry. Indeed, the analysis of classroom discourse transcripts may supersede the practice of using category systems in "real time. Many researchers, concerned over the potential invalidity of category systems, over the problem that they necessarily

have to prejudge what is worth paying attention to, and over the crude category distinctions that such instruments typically involve."

3.1.9 The Place of the Interaction Analysis Methods in our Research

Interaction Analysis can be said to be a method, par excellence, which can describe teacher-learners' interactions. Hence, it fits the purpose of our research mainly because it embraces teacher-learners' exchanges from an interactive frame. However, it needs to be expurgated of limitations discussed in the second and third remarks reported above. Discourse Analysis, which is another method to be subsequently discussed, could offer more adequate means to describe classroom interactions than the methods developed within the Interaction Analysis trend.

3.2 The Discourse Analysis Methods

Discourse Analyses methods arose from a linguistic perspective in an attempt to fully analyse discourse of classroom interaction in structural-functional model inspired from suprasentential-structural organisation, that is, by following not only principles in the evolution of Descriptive Linguistics, particularly their analytical procedures for the description of suprasentential structures (Van Dijk 1972, 1977, 1985, *op.cit.*,40); Grimes (1975, *ibid.*); and Dressler (1978, *ibid.*), but by principles also of ethnographic and sociolinguistic investigations into the structure of interaction (Hymes 1962, 1964, *ibid.*; Gumperz & Hymes 1972, *ibid.*).

The method integrates relationships between language and contexts in which they are used. It was Bellack et al. (*op. cit.*, *ibid.*) who attempted to carry out an analysis of classroom talk along these lines. His work was deeply inspired by Wittgenstein's (1953, *ibid.*) notions of language use as a "game", involving a sequence of "moves", each with its own rules for form and context of use. The works of Wittgenstein, who belonged to the Vienna Circle, inspired the philosophical analyses of natural (ordinary) language. They gave birth, in the domain of the philosophy of language, to what is now known as the Oxford School founded by

Austin¹⁶ whose ideas have been expanded by Searle (1969); Strawson (1964) and others. We shall discuss the leading models of this tradition.

3.2.1 Mehan's Method

Mehan's (*op. cit.*) model offers three structural components of pedagogical discourse in a verbal interaction::

- 1- an opening phase
- 2- an instructional phase
- 3- a closing phase

3.2.2 Bellack et al's Method

Bellack et al.'s (*op.cit.* , cited by Coulthard (1977:97))This analytical model is perhaps the most suggestive for those interested in techniques of Discourse Analysis. It was adopted by Fanselow (*op. cit.*, cited by Chaudron,*op. cit.*) to study L2 classrooms. It is a pioneering study within this tradition and offers a simple description of classroom discourse involving a four-part framework comprehends "moves" which express pedagogical functions of verbal behaviours performed by the teacher and learners. Firstly, the model allows an analysis in linguistic terms not temporal ones. Secondly, it intuitively has more acceptable ideas about "initiating" and "responding" behaviours, seeing them as structurally, not topically, reciprocal. Thirdly, it introduces another category "reacting", related to learners' utterances. Finally, this categorisation of utterances is appreciated in terms of discourse functions. Bellack (*op. cit.*, *ibid.*) suggested that all classroom discourse can be described in terms of four moves: "structuring," "soliciting," "responding," and "reacting."

¹⁶ In the Preface of the First Edition reported (p.VI) in Austin's Second Edition book "How to do Things with Words" (1962), the editors Urmson, J.O & M. Sbisà reported "The lectures here printed were delivered by Austin as the William James Lectures at Harvard University in, 1955. In a short note, Austin says of the views which underlie these lectures that they `were formed in 1939.)

-The Structuring Move

Structure is defined as an "initiation" move. It sets the content for classroom behaviour by launching or halting or even excluding interaction between teachers and learners. It serves the pedagogical function of setting the context for subsequent behaviour, for example, teachers often launch interaction with a "structuring" move to attract learners' attention to the topic to be discussed during the course.

-The Soliciting Move

Soliciting elicits (a) verbal responses. All questions are solicitations, as are commands and requests. It serves also to elicit (b) a cognitive response, such as encouraging persons addressed to attend to something or to elicit (c) a physical response. All questions are solicitations, as are commands, and requests.

-The Responding Move

A "responding" move bears a reciprocal relationship to "soliciting" ones and occurs only in reaction to them. Its pedagogical function is to fulfil expectations of "soliciting" moves. Therefore, learners' answers to teachers' questions are classified as "responding" moves.

- The Reacting Moves

These moves are occasioned by a "structuring," a "soliciting," or a "responding move." They are not directly elicited by them. Pedagogically, these moves serve to modify (by clarifying, synthesising or expanding) and/or to rate (positively or negatively) what has been said previously. Reacting moves differ from "responding" ones in that while a "responding" move is always directly elicited by a solicitation, preceding moves serve only as occasion for reactions.

Bellack (*ibid.*) stated that "moves" occur in classroom talk in cyclical patterns or combinations, called teaching cycles. A typical teaching cycle consists basically of an

elicitation (E) performed by the teacher, who already knows the answer, a response (R) performed by the learner, and an evaluation (E) or a follow up (F) performed by the teacher. The cycle can be abbreviated as E R E/F.

3.2.3 Sinclair & Coulthard's Method

In L1 research, it was Sinclair & Coulthard (1975) who conducted a more systematic analysis of the entire discourse of classroom interaction. Although this method of research potentially allowed a quantitative approach, it was developed mainly for redefining the appropriate categories used to describe discourse. Sinclair & Coulthard Model is called the Birmingham Model. The two scholars believe that teachers and pupils speak according to a very fixed perceptions of their roles where the talk could be seen to conform to highly structured sequences. Sinclair & Coulthard's (*ibid.*) conceived classroom interaction as a hierarchically structured system of "ranks," analogous to the rank scale approach to sentential linguistic description (Halliday: 1961). They broke units of discourse structure into five ranks: interaction, transaction, exchange, move, and act. Units of each rank are made up of elements of the next smaller rank.

The smallest unit of discourse structure is the "act". Acts are expressed by clauses or single words. The second smallest unit of discourse structure is the "move" which corresponds to the basic functional unit of discourse. Sinclair & Coulthard's notion of "move" has many similarities to the conventional notion of "speech act" with some important differences. "Moves" are typically realized by a head act, with optional starter, pre-head, and post-head acts. The basic "move" types are framing, opening, answering, eliciting, informing, acknowledging, and directing. Answering, eliciting, informing, and directing moves are familiar to traditional speech act theories (Searle, op.cit.). Framing, opening, and acknowledging moves are meta-linguistic speech acts used to structure discourse. A minimal group of moves is an "exchange." A canonical exchange consists of an initiating move, a

responding move, and a follow-up move. Sinclair & Coulthard (*op.cit.*, cited by Allwright & Bailey, 2000:12) analysis of transcripts of British classrooms enables to draw up a hierarchy of units of interaction. Units that may be identifiable in classroom settings anywhere in the world. The largest unit is the lesson, itself made up of units called "transactions", themselves made up of "exchanges", themselves made up, in their turn, of "moves", themselves, made up of the smallest interaction units, "acts", which could be further analysed into linguistic units like words and phrases.

Components of Sinclair & Coulthard's Analytical units employed in L1 Discourse Analysis are displayed in Table 18; the Sinclair & Coulthard Subdivision of Classroom Talk. Acts specific to Teacher Talk in Table 19, and the Sinclair & Coulthard Acts Specific to Classroom Talk in Table 20

Table 18: Sinclair & Coulthard's Analytical units employed in L1 Discourse Analysis

Structural units

Utterance: a string of speech by one speaker under a single intonation contour, and preceded and followed by another speaker's speech, or a pause of more than x seconds.

Turn: any speaker's sequence of utterances bounded by another speaker's speech.

T-unit: any syntactic main clause and its associated subordinate clauses.

Communication unit: an independent grammatical predication; the same as T-unit, except that in oral language, elliptical answers to questions also constitute complete predications.

Structural units

Fragment: any utterance which does not constitute a complete proposition (i.e., with explicit subject and verb).

Functional units

Repetition: an exact repeating of a previous string of speech (either partial or full, and either a self or other repetition).

Expansion: a partial or full repetition which modifies some portion of previous string of speech by adding syntactic or semantic information.

Clarification request: a request for further information from an interlocutor about a previous utterance.

Comprehension check: the speaker's query of the interlocutor(s) as to whether or not they have understood the previous speaker utterance (s)

Confirmation check: the speaker's query as to whether or not the speaker's expressed understanding of the interlocutor's meaning is correct.

Repair: an attempt by a speaker to alter or rectify a previous utterance which was in some way lacking in clarity or correctness (either self- or other-directed).

Model: a type of prompt by the speaker (usually a teacher) intended to elicit an exact imitation or to serve as an exemplary response to an elicitation.

Table 19: The Sinclair & Coulthard Subdivision of Classroom Talk

Lesson	-----	The lesson consists of an unordered series of transactions. The
		transaction consists of one or more than one exchange. The
Transaction Exchange	-----	exchange consists of an Initiation (I), Response (R), and an
		Evaluation, Feedback or Follow-up (E):IRE or IRF.
Move	-----	The move is the structural component of an Initiation, Response, and
		Evaluation.
Act	-----	-Sinclair & Coulthard (1975) devised twenty-two acts specific to
		classroom talk, which are displayed in Table 20.

Table 20: The Sinclair & Coulthard Acts Specific to Classroom Talk

CODE	ACT	FUNCTION shows T has	REALISATION
Acc	accept	heard correct information shows a	"Yes," "Good," "Fine."
Ack	acknowledge	pupil has understood intends to react	"Yes," "OK," "Now."
Z	aside	T talking to himself/herself Signals desire to contribute	Statement, question, Command "Miss," "Sir," "Raised hands."
B	bid	Check progress	Finished," "Ready," "Questions."
CH	check		"Hand up," "Don't call out."
C	cue	Evokes bid	
CL	clue	Gives extra information	Statement, Question, Command
COM	comment	Exemplifies, expands, justifies	Statement/tag question
		Summarises	"So, what we have been doing is..."
CON	conclusion	Requests action	Imperative
D	directive	Requests answer	Question
EL	elicitation	Evaluates	"Good," "Interesting," "Yes"
E	evaluation	Provides information	Statement -
I	information	Returns to point before	"Pardon," "Again."
L	loop	Marks boundary in discourse	"Well" "ok", "Right"
M	marker	Explicitly refers to development	
MS	restatement	of lesson	Statement
		Tells or permits a P to contribute	"You," "Yes," "Jane."
N	nomination	Reinforces directive or elicitation	"Go on," "Hurry up."

REA	react	Provides appropriate reply to directive	Non linguistic.
REP	reply	Provides appropriate reply to elicitation	Statement/Question, mod.
A	silent stem	Highlights marker	Pause.
S	starter	Provides information to facilitate response	Statement, question, Command

Key: T (teacher P: Pupil Table (based on Sinclair and Coulthard 1975: 40-44)

The Sinclair & Coulthard model has not gained systematic support among scholars. It has been severely criticized on several aspects. The first criticism came from Levinson's (1983), as regards the assumption that each speech act can be identified as a single move type. To support this, Levinson (*ibid*,290) provided an example which had nothing to do with classroom talk. It is reported below:

A: Would you like another drink ?

B: Yes I would, thank you, but make it a small one.

Levinson (*ibid.*) notes that "the first utterance seems to be both a question and an offer, as indicated by the response". Tsui (1989:163) defended the Sinclair & Coulthard model arguing that in the Hallidayan view of language, the project of discourse analysis is to structure a system. A system is a set of choices standing in paradigmatic opposition. In any plausible system network of choices available to the initiator of a discourse (for example, Tsui (*ibid*, 171), an offer and a request for information will stand in paradigmatic relationships. The system therefore must "describe... the choices that are available to interlocutors at different points in the discourse process in the form of systems operating at different places in the discourse opposition." If Levinson's interpretation in the above exchange is correct, the interlocutors seem to be taking more than one route through the network of available choices

simultaneously. For Francis and Hunston (1992)-, such apparent examples of 'multiple coding' do not actually pose a problem: The Sinclair & Coulthard system of analysis approaches discourse on a moment-to-moment basis. Each utterance is classified in terms of its effect on the immediately following utterances. Similarly, the Sinclair & Coulthard system codes utterances in terms of their effect on the discourse only, not upon the participants in that discourse. Observers of interaction know that, for example, the answer to a question may have significance far in excess of its role as the realization of an informing move. Such classifications reflect a concern with the relationship between the participants in the conversation rather than the structure of the conversation itself (p.151).

So, the first utterance "Would you like another drink ?" would be coded as an " elicitation" move, headed by a neutral proposal. Its interpretation as an offer by B, while relevant to the interpretation of the discourse from a broader interactive perspective, is not part of the structure of the discourse per se. One strength of the Hallidayan conception of grammar is that language is represented by system of networks at multiple interrelated levels. So, while the meaning expressed by an "Inform" move may not be relevant at the level of discourse, it is of course relevant at the level of semantics.

Another critical report has taken an ideological stance, that is in terms of control of power and freedom in the classroom. According to Cazden (1988:29), "the three-part sequence of teacher initiation, student response, teacher evaluation (IRE) is the most common pattern of classroom discourse at all grade levels, and that the teacher usually initiates the interaction using question form." He believes that this pattern of questioning has some very powerful implications in terms of both lesson content and classroom structure. In the same vein, Lukinsky & Schachter (1998) addressed two primary concerns in their article "Questions in Human and Classroom Discourse" about what the IRE-type structure of questioning communicates about the structure of the classroom environment:

- "First, it establishes a power relationship with the teacher on top (...) second hidden lesson ..is the reinforcement of the idea that there must be an answer to every question. Consequently, they consider the IRE structure of discourse to set up an imbalance of power in a number of ways because, most obviously, all interactions are teacher initiated; this sends a message to the students that teachers have the right to speak at
- any time, while students must wait to be engaged and recognized by the the teacher. Students are subordinate to the teacher in the classroom, and this is made clear by the cycle of talk which mandates that they will participate in strict accordance with the pattern established by the teacher — namely they will speak only when invited to respond to the the teacher's question (Dillon: 1988: 13). In addition to setting up a painfully inequitable index of speech rights, this IRE pattern communicates that the teacher decides what knowledge is valuable and at what pace the lesson should move; students are cut off from raising related issues or personal concerns or even difficulty in processing previous information because the model for language interaction focuses on teacher priorities and actions rather than making room for student needs and insights."

Along the same lines, Cazden (*op. cit.* ,64) points out,

"Despite teachers good intentions toward checking for understanding, this pattern of questioning does little to verify if any real learning has taken place; more often than not, the question is aimed at eliciting an answer predetermined by the teacher, as opposed to a true investigation or discussion of some open ended issue. A student who can provide an acceptable answer has not necessarily mastered the learning -- he or she has merely mastered the structure; often, a student has figured out what the teacher wants to hear and repeats it to further the discourse, but has not necessarily internalised the knowledge

or connected the "answer" to any larger context of meaning."

Critics to the IRE/IRF model raise the problem that every question has a "correct" answer in the context of the classroom discourse. The evaluation element suggests that each answer can and will be assessed as "right" or "wrong." Because the teacher is the only individual in the classroom given the power to evaluate responses, the structure assumes that the teacher already

knows the answers to the questions he or she is asking, and that the teacher is only interested in the limited scope of information which can be accounted for by the question used to initiate.

In spite of the above justified criticisms related to the IRF/IRE model, particularly Levinson's, not those of Lukinsky & Schachter's, which are more ideological, we believe that teachers are not robots or machines ready to blindly execute a strict IRF/IRE programme without any other possible variations or digressions. If the "Initiation" move is an unavoidable element of the triadic system, nothing logically imposes that the move in question should or must be performed systematically by the teacher and not by a learner. If teacher-fronted classrooms, it is the teacher who performs most of the "Initiation" moves, the possibility for learners to initiate an exchange is left open. Culturally, we may risk to say that the IRE/IRF model fits, to some extent, the Algerian classroom reality. Therefore, it seem to us to be appropriate for the description of our transcripts. To conclude, we may say that, unlike Psychometric and Interaction Analysis methods, Discourse Analysis has a greater analytical power at higher levels of organisation (the exchange or transaction) permitted by a hierarchical model. This strengthens the validity and the reliability of the system. Along these lines, Chaudron (*op. cit.*) writes that, "(...) the methodological goal of a research is validity, or the extent to which the observational apparatus and inferences drawn from it will be meaningful, significant and applicable to further studies." Tsui (*op. cit.*), relying on Halliday's (*op. cit.*) conception of grammar to overcome limitations imposed by the Sinclair & Coulthard claiming that a move should involve only one act, stated that a move may involve more than one act, which makes the Sinclair & Coulthard model look more attractive for the description of classroom talk.

3.2.4 The Place of the Discourse Analysis Methods in our Research

The diversity of Discourse Analyses models proves that the domain is fertile and prolific.

Are these models fundamentally or superficially different ? To answer this question,

we need to compare the different models. Mehan's model comprehends a triadic structure and so is the case with Bellack's, except with the "soliciting" move added to refer to topic opening or to capture pupils' attention. Mehan (*op.cit.*) and Bellack (*op. cit.*) seem to delimit the structural-functional area to the exchange only. Sinclair & Coulthard went far in dealing with higher levels than exchange (Cf. Figure under 3.2.3). It has to be acknowledged that Sinclair & Coulthard elaborated their model on Bellack et al's triad component (IRE) structure. The IRE cycle is a recurrent feature in the theoretical developments of Mehan (Cf. 3.2.1); and Bellack (Cf. 3.2.2). Therefore, the adoption of IRE as a structure of the exchange makes a consensus amongst scholars. Awareness for an internal structural-functional structure of an exchange became widespread amongst scholars. Our choice for the Sinclair & Coulthard model, as a data collection procedure, becomes evident. However, such a model provides a structuro-functional description at the level of exchange, not interaction. We all know that a lesson is made of transaction(s), itself composed of interaction(s), itself composed of exchange(s), itself composed of turn(s), itself composed of act(s). Descriptions of interactions concern more lesson management strategies than individual classroom acts performed at level of turns. Interaction also deserves to be described for its own, independently of the exchange(s) that make it. Many models, which functionally and affectively describe interaction as a whole, exist. They need to be reviewed to bring consolidation to the Sinclair & Coulthard model as a data collection procedure. Such a model need also to be reinforced by taxonomies adapted to dealing with error treatment in the classroom. Sinclair and Coulthard's taxonomy of classroom acts provides limited means (two or three acts) to depict error affairs in class. We need more refined taxonomies on error treatment which are capable of faithfully reflecting what teachers actually do with learners when they treat errors. Models as concerns FL classroom interaction management and error treatment will be developed in the next section.

3.3 Lesson Management Models

Different scholars (Van Lier, *op. cit.*; Ellis: 1989; Tsui Bik-May: 1985; Seedhouse, *op. cit.*; and Allwright (1986) proposed different ways of looking at classroom interaction management.

3.3.1 Van Lier's Model

Van Lier (*op.cit.*) identified four different types of FL interactions by supporting descriptions with authentic examples. He described classroom talk in terms of two dimensions: classifying talk of classroom interactions according to teacher's control of the topic (what is being talked about), and activity (the way the topic is talked about). Based on this classification, four basic types of classroom interaction were identified: the first type is related to the case when *neither the topic nor the activity is controlled by the teacher*, as with a small talk. The second type occurs *when the teacher controls the topic but not the activity*, as with instructions. In this type of interaction, the teacher transmits information or explains an issue. Type three involves *the teacher controlling both the topic and the activity*, as with interviews. Type four occurs *when the teacher controls the activity but not the topic*, as with repetitions and substitution drills. In this type of interaction, the teacher sets up small group work, prescribes the rules but gives freedom of choice of topic. The four types can be summarised as follows:

- less topic-oriented, less activity-orientation. For example: small talk
- more topic-orientation, less activity-orientation. For example: instructions -
- more topic-orientation, more activity-orientation. For example: interviews -
- less topic-orientation, more activity-orientation. For example: repetition and
substitution drills.

3.3.2 Ellis' Model

Ellis (*op. cit.*) identified five different types of FL interaction:

- interaction with medium-centred goals, i.e linguistic focus;
- interaction with message-centred goals, i.e focus on teaching subject content that is part of the school curriculum;
- interaction with activity-centred goals, i.e task focus;
- interaction involving framework goals, i.e organisational focus;

and - interaction involving social goals.

3.3.3 Tsui Bik-May Model

Tsui Bik-may (*op.cit.*) identified three different types of classroom interactions:

- negotiating: in exchanges where the value of utterance depends on here and now interpretation of the hearer and the negotiation between the speaker and the hearer, the interaction is negotiation.
- non-negotiating: "students' responses are matched against what the teacher considers to be appropriate. This can be labelled matching-exchanges."
- non-negotiating: direct-verbal "(...) those which solicit verbal production from the student can be labelled "direct verbal exchanges"

3.3.4 Seedhouse's Model

Seedhouse (*op. cit.*) identified four different types of FL interaction:

- classroom mode 1: real world target speech community where learner interaction should resemble real world interaction.
- classroom mode 2: classroom and speech community where participants talk about their immediate environment, personal relationships, feelings and meanings.
- classroom mode 3: task-oriented speech community: when communication in the class

room is task-based interaction.

- classroom mode 4: form and accuracy speech community: focus

on the presentation and practice of linguistic forms.

3.3.5 Allwright's Model

Allwright (*op. cit.*) provided a framework for a better description of interaction management in the classroom. He provided more complex descriptions of classroom interactions looking at the phenomenon of classroom talk in terms of five aspects of interaction:

Code: Code involves appreciating language used in class in terms of whether it is formal or informal.

Topic: Topic tells us whether the interaction pertains to the main objective of the lesson or whether it has nothing to do with it.

Task: Task is a technical intermediate activity which should serve the main topic of the lesson. It has to be appreciated in terms of quality, i.e., whether it trains the learners to "use" language to achieve communication or to learn about language usage, in other words whether it is correctly performed or not.

Tone: Tone concerns the socio-emotional atmosphere created.

Turn: Turn has to do with how turns are distributed amongst the participants, the length of the turn and the mechanisms by which interactions are managed. As far as the affective function is concerned, the teacher expresses emotions and feelings when evaluating learners.

Allwright's descriptive model is concerned with the teachers' and learners' behaviours. He suggested four modes of participation:

Compliance: Compliance is the likely response of co-operative learners to directions from the teacher. Learners respond just to what their teacher requires from them, no

more nor less.

Direction: The teacher initiates, evaluates and directs interaction in the classroom. In this case, he attempts to impose ideas without leaving learners any possibility to express opinions.

Between these two extremes, there is:

Negotiation: Negotiation is said to take place when attempts are made by learners to reach decision making.

Navigation: Navigation is the attempt of learners to escape to the teacher and seek to change direction to the course events.

Allwright' s model can be said to be capable of describing the management of FL classroom interactions. It is utterly close to Seedhouse's (*op.cit.*) principles, which give it a high credibility. Allwright frequently observed conflicts between teachers and learners' purposes and suggests that this can be explained in terms of shifts or conflicts between classroom modes. He claims that for genuine communication to take place, the teacher has to play the role of facilitator where he directs pupils in a way which develops their autonomy and allows them to assume responsibilities through negotiation. Teacher's facilitation can be achieved through equal distribution of turns among learners, sharing decision-making with them, being less authoritarian, and giving freer spaces for participation and free conversation to take place to create a conducive classroom atmosphere where pupils feel secured. Allwright(1983) claims that if these conditions are not satisfied, no genuine communication can take place.

3.3.6 The Place of Lesson Management Models in our Research

The different models seem to share a lot in common however different they appear to be. Van Lier' s (*op.cit.*) model does not seem to be concerned with language, linguistically speaking. It is rather concerned with management in terms of teacher's control of balance

between what is being talked about and the way the topic is talked about. Van Lier's model is teacher-focussed because it merely seeks to inform whether the teacher controls or does not control both topic and activity. Regarding Ellis (*op. cit.*), the model may be analysed with Van Tier's criteria, because the five interaction types suggested can be subdivided into topic-oriented interactions, as with interactions one and two ("linguistic" and "subject content" foci); or activity-oriented interactions, as with interactions three, four and five ("task , organisational and social" foci). With Tsui Bik-may (*op. cit.*), the three classroom interaction types proposed seem to unevenly focus on topic where "use" is more highlighted than "usage" as with the first type of classroom interaction "negotiating". The second and third types of classroom interactions seem to give more importance to teacher's control on activity, rather than topic ("non-negotiating matching exchanges" and "non-negotiating direct verbal exchanges"). Finally, Seedhouse's (1994) four types of FL interactions may be grouped into two classes: a topic focussed interaction (classroom mode 4) and activity-focussed interactions (classroom modes 1, 2 and 3).

Can these lesson management models serve the purposes of our research? We confidently reply Allwright's model seems to emerge. It offers a more powerful framework for describing interactions in the classroom. It provides more complex descriptions to look at the phenomenon of classroom talk.

Code: This element will not be kept in our description, because in Algeria teachers of English are expected to "master" formal English. The only English they professionally know. Therefore, describing teacher talk in terms of levels of language (formal/informal) is outside the concern of this research.

Topic: It would be useful to observe, in our transcripts, whether the teacher sticks to the topic or not. This aspect of lesson classroom management may have positive or negative

consequences of learners' participation. Topic digressions during lesson development may blur comprehensibility of teacher talk.

Task: We already told that task-quality is outside the scope of this research.

Tone: We shall observe teacher's non verbal and verbal behaviours to appreciate types of affective attitudes displayed with learners. We already discussed this aspect.

Turn: Describing and quantifying turns is important in this research. We shall see how they are managed by the teacher in class: are they left for grab? or do they obey a disciplined allocation ? Turn-taking reveals how much freedom or initiative is left for learners to take-part in the lesson.

Compliance: In this research, the appreciation of learners' attitudes, in terms of compliance, is important.

Direction: Direction could reveal an aspect of teacher affective attitude with learners. And, this is also what we shall try to observe in the transcripts of our research.

Negotiation: By questioning, checking, asking for clarification or extra-explanation, learners can take advantage from the learning opportunities that are presented to them. Teacher's affective attitude towards learners' attempts to impose their ideas will be appreciated.

Navigation : In our research, we. shall try to depict learners' attitudes viewed under this angle.

3.4 Models of the Pedagogical Treatment of Learners' Classroom

Oral Errors

We are totally aware that it is not easy to tell exactly whether errors or mistakes are made in an Algerian classroom context. If we should refer to Corder's (1967) twin concepts of "mistake" and "error", we may say that they are related more to the development of, what he calls, interlanguage rules. We believe that unless all potential deviations, committed by the same learner, have been systematically identified and analysed in all transcripts of our

research, we are not in a position to tell whether these deviations are errors or mistakes. If an error is identified as a linguistic form which deviates from the correct form, we may ask: whose correct form is it? Is it the native speaker's norm? I would say "yes" because English taught in Algeria educational institutions can be only Standard British English. Algeria is not exposed to non-native speaking "Englishes" which are norms in several former British colonies as India, Singapore, Hong Kong, West Africa, where perfectly acceptable alternative norms (Educated Indian English, or Western African English) serve as languages of wider communication. It remains that a great deal of the world's FL teaching is done by non-native speaking teachers, who provide a non-native models of the TL. This is true for Algeria where we may realistically accept a deviation from Standard British English norms at the pronunciation level but, not at the grammatical, and lexical ones. Oral language deviations from the norms, to be identified in our corpus, should fall into the grammatical, and lexical categories. In conclusion, we may say that by "error", we mean any formal linguistic or lexical deviation from Standard British English norms.

The notion of "treatment" need also to be clarified. Does "treating" mean "curing"? What do we exactly do in class, as far as "errors are concerned? By "treatment", we mean any opportunity created to the learner to readjust or correct any previously wrong or deviated performance of language. Treatment tells also whether committed errors are taken care of or ignored when the lesson is being taught. We believe that "treating" an error is not "curing" it. Along these lines, Allwright and Bailey (*op.cit.*,99) stated that,

"The basic conceptual problem is that, as we know from medicine, treatment and cure are not the same. Just because a teacher treats an error in some way, or just because the learner, in response to the treatment, manages immediately to get something right that was previously wrong, does not mean that a permanent cure has been effected. (...) We will generally avoid using the word "correction" (...) because it implies a "cure", whereas studies so far have really only been

able to investigate the treatment given to errors and their immediate effect on learner behaviour."

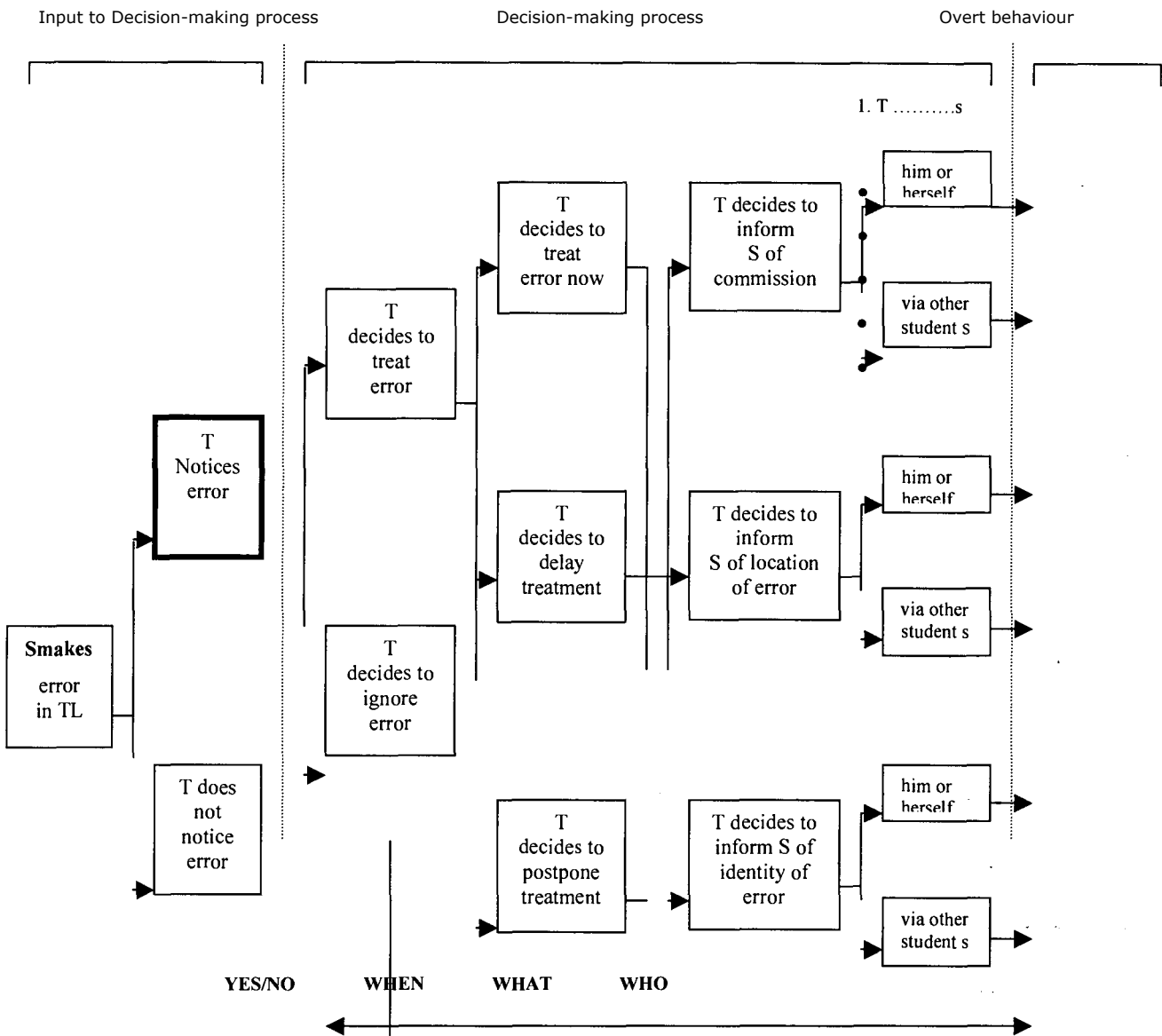
Again, it must be reiterated that this dissertation is not about Error Analysis, which studies the causes of error making, whether errors are really a problem or a necessary part for learning itself. As was already said, we are interested into how teachers treat learners' oral language deviations, that we call "errors", for reasons of necessity. Therefore, teacher's treatment of "errors" is of paramount importance in creating opportunities for learners to participate in class. We shall review taxonomies related to the pedagogical treatment of learners' classroom oral errors. The review will allow us to adopt the most complete one or get inspired to work out a composite taxonomy gathering the treatment which are adapted to the Algerian teacher of English. It must be recalled that the outcome of this report will serve to reinforce Sinclair & Coulthard' s model as concerns classroom oral error treatment.

3.4.1 Long's Model

Long's model (1977, *op.cit.*,101) is based on the teacher. The main point of departure is the decision-making process a language teacher goes through when an oral error occurs. Long (*ibid*, 289), details the choices the teacher has to make between the moment when an oral error occurs and the actual behavioural manifestation of feedback that follows. In fact, this descriptive model concentrates on four aspects of teacher's reacting move following learner's erroneous response. Long' s model deals with decisions as regards the whole process of error treatment. He was also influenced by Hendrickson's (1978, cited by Chaudron,*op.cit.*,135) questions:

- 1- Should learner errors be corrected ?,
- 2- If so, when should learner errors be corrected ?,
- 3- Which learner errors be corrected ?,
- 4- How should learner errors be corrected ?,
- 5- Who should correct learner errors ?

Figure 6: Long' s Model of Decision-making Process Prior to the Teacher Feedback Move



decisions decisions
 affected affected by
 by permanent more permanent
 factors factors

Each of Long's four aspects are developed below:

Yes/No:

The first question raised by Long (*op.cit.*) is related to teacher's awareness of learners' errors, whether the teacher notices it or not. If he noticed it what would his/her reaction be ? Whether he/she will treat the error, or let it without any comment.

When:

The next issue is the question of when to treat error. Teachers may decide to deal with error immediately, or delay the treatment somewhat. But the common problem, most teachers feel, is that the immediate treatment of errors is often "disruptive" and could inhibit learners to speak. Alternatively, teachers may postpone the treatment of the error. However, Long (*ibid*, 290) points out that "psychological research literature shows that the long period of time between the performance of the skill and the feedback, makes this latter less effective". Thus, the suitable decision, he declares, is to apply the "results of psychological experiments" to the classroom settings.

What:

According to Long (*ibid.*), teachers have three choices in deciding what to treat - to inform the learner that an error has been committed, - to inform the learner about he location of error, and - to inform the learner about the identity of the error. Other scholars such as Allwright (1975); Salica (1981,*op.cit.*,137) and Nystrom (1983,*ibid.*) studied the issue of teacher's reactive move in terms of "what treatment to provide to error treatment". Allwright and Bailey (*op.cit.*) defended Chaudron's model, which in fact a taxonomy, of teacher's reactive moves on corrective discourse to be the most detailed one. This model is displayed in Figure 6.

Who: The Teacher informs the Learner about the Commission, Location, or Identity" of The Error

It is common that the source of feedback to language learners is teachers' treatment. However, the question to be raised here is: whether this type of treatment is fruitful for both teacher's and learner's goals or not. In fact, if the teacher does not treat the error, then it is either the learner having committed the error (self-correction) or another member of the class (peer correction) who will try to correct the erroneous response.

3.4.2 Chaudron's Model

Chaudron (1977) worked within the general framework of Sinclair & Coulthard model. He limited himself to specific areas of teacher talk: feedback as error correction. His model on teacher's reacting moves was inspired from his research on corrective teacher talk in French immersion elementary school classes in Canada. Categories of feedback types have been proposed by many researchers. They concerned cognitive information, locations and the nature of error, motivational and reinforcement functions. Chaudron (*ibid.*) noted that such categories are usually related to teacher-learners' intentions related to context, instead of "elemental discourse units". Alternatively, he proposed an elementary set of structural types and features of corrective talk which involves fewer "assumptions" about intentions, affects and context, which is displayed in Table 21.

¹⁷ Error identification: It is the description and analysis of the corpus which reveals whether the teacher informs the learners about commission, location and error identity or nor and whether he/she does it systematically, frequently or not at all. At this level of our research, we cannot prejudge on these issues. However, if the description of the corpus proves to reveal that errors are located and identified by the teacher, then, the evaluation of the teacher's error treatment may be based on Lennon's (1991) methodology, adapted to spoken corpora, developed in his article "Error: some problems of definition, identification, and distinction", Applied Linguistics, Vol 12, No.2 OXFORD University Press)

Chaudron's above Features and Types of Corrective Reactions in Model of Discourse have been elaborated from questions which were firstly posed by Hendrickson (1978):

- 1- should learner errors be corrected ?
- 2- if so, when should learner errors be corrected ?
- 3- which learner errors be corrected ?
- 4- how should learner errors be corrected ?
- 5- who should correct learner errors ?

Table 21: Chaudron's Features and Types of Corrective Reactions in the Model of Discourse

Feature or Type of "act"	Description	Example of exponent of expression
IGNORE (F)	The teacher (T) ignores student's (S) error, goes on to other topic, or shows	
ACCEPTANCE* of content		
INTERRUPT (F)	T interrupts S utterance (ut) following error, or before S has completed.	
DELAY (F)	T waits for S to complete ut. Before correcting.	
ACCEPTANCE (T)	Simple approving or accepting word (usually as sign of reception of ut.) but T may immediately correct a linguistic error.	Bon, Oui, Bien, d'accord
ATTENTION (T-F)	Attention-getter, probably quickly learned by Ss	Euhh, Regarde, Attention, Allez, Mais.
NEGATION (T-F)	T shows rejection of part or all of S ut.	Non, ne pas.....
REDUCTION (F)(RED.)	T ut. Employs only a segment of S ut.	Vee..... eee (spelling) T: W
EXPANSION (F)(EXP.)	T adds more linguistic material to S ut. Possibly making more complete.	S: Et c'est bien. T: Ils ont pensé que c'étaient

bien ?

EMPHASIS (F) (EMPH.) T uses stress, iterative repetition, or question S: Mille.

intonation to mark area or Fact of incorrectness T: Mille ?

REPETITION WITH Teacher repeats S utterance with no change T: les auto-routes) n'a pas

NO CHANGE (T) of error, or omission of error. de feux de circulation.

&RED.)

REPETITION WITH Teacher repeats student's utterance with no

EMPH But NO change of error,
CHANGE &EMPH. Locates or indicates fact of error.

S:Milles.
T: Mille ?

(T) (F) (OPTIONAL

EXP.&RED.)

REPETITION WITH Usually T simply adds correction and continues

NO CHANGE (T) to other topics. Normally only when EMPH. is

added will correcting change becomes clear or

S: La maison est jaune

will become clear

T: La maison est jaune

OPTIONALEXP.RED.) T attempt to make it clear.

REPETITION WITH T adds EMPH. To stress location of error and
CHANGE & EMPHASIS its correct formulation.

S: Doo tout.
T: Du tout. (stress)

(T) (F) OPTIONAL EXP.

&RED.)

EXPLANATION (T) T provides information as to cause or type of error.

OPTIONAL EXP.

& RED.)

COMPLEX Combination of negation, REPETITIONS,

and/or EXPLANATION

S: Uh. E. (spelling `grand')

EXPLANATION(T)

REPEAT (T) T request S to repeat ut. , with intent to have

T: D. Non, it n'y a pas de E.

S self-correct.

REPEAT (implicit) Procedures are understood by pointing or

otherwise signalling, T can have S repeat.

LOOP (T) T honestly needs a replay of S ut due to lack

of clarity or certainty of its form.

PROMPT (T) T uses a lead-in cue to get S repeat ut, possibly

at point of error, possibly slight rising

intonation

S: Petit. Grande

T: Petit.

CLUE (T) T reaction provides S with isolation of type of error or of the nature of its immediate correction, without providing correction.

S: Les stations services sont rares

T: SONT rares ? AU présent ?

ORIGINAL QUESTION T repeats the original question that led to the response.

(1)

ALTERED QUESTION T alters original question syntactically, but not semantically. (T)

PROVIDE (T) T provides the correct answer when S has been unable or when no response S: Cinquante, uh... is offered. T: Pour cent.

QUESTION (T) Numerous ways of asking for new responses often with clues, etc...

OPTIONAL RED.,EXP., EMPH.)

TRANSFER (T) T asks another S or several, or class to provide correction.

ACCEPTANCE* (T) T shows approval of S ut.

REPETITIONS* (T) Where T attempts reinforcement of correct response.

EXPLANATION* (T) T explains why response is correct.

RETURN (T) T returns to original error-maker for another attempt, after transfer.

A TYPE OF VERIFICATION.

VERIFICATION (T-F) T attempts to ensure understanding of correction, a new elicitation is implicit or made more explicit.

EXIT (F) At any stage in the exchange T may drop correction of t he error though usually not after explicit NEGATION, EMPH., etc...

-
- Asterisk indicates acts that occur as approving feedback, although they resemble the analogous correcting feedback acts.

Source: Reprinted by permission from Craig Chaudron, "A descriptive model of discourse in the corrective treatment of learners' errors, " Language Learning 27/1 (1977), pp. 38-39.

3.4.3 Omaggio's Model

Omaggio (1986) described the most frequent types within each category of error correction set by Walz (1982). The error correction types are:

- **Self-Correction with Teacher's Help**

For Omaggio (*op. cit.*), this type is an excellent way to address errors. He proposes refined types self-correction:

* **Pinpointing**

The teacher repeats learner's utterance till the point where the error has occurred by exaggerating the word preceding the error with a rising tone.

* **Rephrasing a question**

This can be used when a student fails to respond, or gives an incorrect answer.

* **Cueing**

It is a useful feedback means used when a student stumbles during an answer or makes an obvious error. The teacher provides the student with possibilities to fill in the missing word.

* **Explanation of a key word**

The teacher may wish to explain a key word as a means of providing feedback to clear up confusion. He may use gestures, pointing techniques, etc..

* **Questioning technique**

It is a means a teacher can use when he may not comprehend learner's utterances or when a pronunciation of a word is poor.

* **Providing an answer as a model**

Providing an answer to a question that has been asked before is another useful way the teacher uses. This way provides the learner with a model of a correct structure, and at the same time, allows him/her to give his/her own answer.

*** Repeating learner's answer but with a correct form**

The teacher repeats the learner's answer with a correct form, and then, repeats the original question or a similar form of the original question to assess learner's comprehension of error.

- Peer-Correction

Omaggio (*ibid.*) also provided a couple of techniques for peer-correction. The first technique was that the teacher could provide students with appropriate interview questions written on cards. Then, had the students interview one another. The second technique was that the teacher could motivate students to show their corrective feedback by asking the whole class for help when a student stumbled, then praised any effort to assist the speaker.

- Teacher Correction

The last technique, proposed by Omaggio (*ibid.*) to address errors, was for the teacher to provide the corrections. He suggested two ways to do this. The first way was to provide the correct answer. But, this way was used only when time was too short and when no methods could be used or when error frequency was so prevalent. The last way was paraphrasing which may not be effective.

3.4.4 Seedhouse's Model

Seedhouse (*op.cit.*) attempted to extend Van Lier's (*op.cit.*) work. He described the organisation of repair within different contexts that occur in second language classrooms. He found that each context had its own typical internal organisation of repair, and that a context-based approach to repair organisation may be more satisfactory than attempting to describe organisation of repair as a monolithic whole. He specified the organisation of repair in terms of typical:

1- participants in the repair,

2- repair trajectories,

3- types of repair,

and 4- focus of repair.

He suggested that repair was organised differently within the context and each context had its own particular pedagogical focus and its own typical organisation of repair, appropriate to that pedagogical focus. On this basis, he characterised four different contexts in second language classrooms, each with a description of organisation of repair within context.

- Form and Accuracy Contexts

Repairs, from data, appeared to be exclusively of exposed or overt types. Repair and focus of repair were generally initiated by the teacher. Focus of repair concerned production of specific sequences of linguistic forms.

- Classroom as Speech Community

In this context, we could observe a mixture of repair types and trajectories. Focus of repair, however, was always on enabling learners to express personal meanings.

- Task-oriented Contexts

The repair focussed on the accomplishment of the task. Since learners generally worked on tasks in pairs or groups, they generally conducted repair. However, other self-initiated repairs were more common in data of this context than in others.

- Real-World Target Community Speech Contexts

In this context, repair was conducted solely by learners. Conversational types of repair are found in data, while focus of repair concerned types of trouble that might occur outside the classroom. It appears that there are two universal contexts: focus on form and accuracy and focus on meaning fluency contexts. Teachers could maintain a dual focus on form and meaning, on accuracy and fluency. This could be accomplished by:

- finding opportunities for learners to talk about topics which are personally meaningful to them.

- allowing the learners to manage the interactions themselves,
- limiting teacher's role to using camouflaged correction techniques to upgrade and scaffold learners' utterances

3.4.5 The Place of Treatment of Learners' Errors in our Research

Our objective, through reviewing the above models, is to select one which is able to "exhaustively" describe teacher-learners' corrective feedback. As far as Long's and Chaudron's Models are concerned, they both draw attention on different aspects of teacher's behaviours. The former deals with teachers' decisions in general, while the latter with teacher's specific behaviours for error treatments by trying to deepen the "what" of Long's model. Omaggio expanded the types of error corrections proposed by Walz (*op. cit.*) and did not discuss the "what" issue. Like Chaudron, he provided various types of error correction, but with less depth. Chaudron's types of correction include "when," "what," and "how," while Omaggio's gives more details to the "who". Seedhouse, on his side, proposed a more general model where some of Chaudron's specific behaviours for error treatment are re-visited. Seedhouse's Model seems to encourage a balanced error treatment focus between form/meaning, and accuracy/fluency. Our opinion is that all models seem to be inclusive in one another. That is, they share common features which are either differently labelled or more consistently deepened. Chaudron's model appears to us to be the most embracing of them all. For these reasons, we shall use Long's Models where the "what" stage is deepened by Chaudron's Taxonomy for the description of oral error treatments in class.

Conclusion

The above reports have served to reinforce our data collection tool based on description. The skeleton of this tool is provided by the Sinclair & Coulthard `s triadic IRE/F system, which corresponds to a classroom exchange. Each element of the triadic system

corresponds to a turn. There are turns which are normally performed by the teacher: the "initiation" turn and the "evaluation" turn. The remaining "response" turn should be performed by a learner. It can be performed by a teacher if need be. Each turn corresponds to a classroom act. We have adopted the Sinclair & Coulthard' Taxonomy to describe acts specific to classroom talk. Such a taxonomy consists of twenty-two acts: to accept, to acknowledge, aside, to bid, to check, cue, clue, to comment, conclusion, to be directive, to elicit, to evaluate, to inform, to loop, to mark, to restate, to nominate, to prompt, to react, to reply, to remain silent, and starter. We have said that the description of classroom talk should not be limited only to individual acts. And that when teachers teach they treat errors and manage their lessons. It appeared to us that the Sinclair & Coulthard' Taxonomy of acts specific to classroom talk is not developed enough to faithfully describe teachers' lesson management and error treatments aspects. As far as error treatment aspects are concerned, we have decided to integrate Long's Taxonomy of error treatment into the Sinclair & Coulthard Taxonomy of Classroom Acts. Then, Long's Taxonomy appeared to us to be little developed in terms of "What" treatment the teacher should initiate to deal with errors. This led us to integrate Chaudron's Features and Types of Corrective Reactions in the Model of Discourse into Long's Model. Now, as concerns teacher's lesson management issues, it is Allwright's model which has seduced us. This model describes teacher's and learner's affective attitudes to one another at levels of description which go beyond an exchange, that is a transaction. Allwright's Model is a non-linguistic descriptive observational tool.

We said at the end of Chapter 2 that the recapitulating board of the independent variables related to teacher-learners' linguistic/discursive and affective attitudes was provisional because other independent variables related to teacher talk may appear in the review of the different descriptive tools that we were about to deal with in Chapter 3. And this

is what actually happened with the integration of Allwright's Lesson Management Model. In

this respect, the number of learners' affective variables has been enriched with five ones: *

Teacher-learners' Modes of Participation

- Classroom Socio-emotional Atmosphere (tone) imposed by the Teacher

Tone concerns the socio-emotional atmosphere created in class when the lesson is being delivered. We shall observe teacher's non verbal and verbal behaviours to appreciate affective attitudes displayed with learners. To obtain such data, we need to observe the videotape in order to answer the following question: *does the teacher create a psychologically comfortable atmosphere to encourage learners to participate?*

- Teacher's Attitude towards Learners' Navigation

Navigation is learners' attempt to escape teacher's plan by trying to change the direction of course events. To obtain such data, we need to answer the following question: *Does the teacher positively/negatively react with learners' attempts to escape teacher 's lesson plan? -*

Teacher's Attitude towards Learner's Direction

Direction is related to whether the teacher attempts to impose ideas without leaving to learners any possibility to express theirs. To obtain such data, we need to answer the following question: *does the teacher impose fronted-teaching?*

- Teacher's Attitude towards Learner's Absence of Compliance

It seeks to answer the question whether learners are co-operative to directions from the teacher. Do they respond just/more or less than what their teacher requires them to? In To obtain such data, we need to answer the following question: *do learners passively accept teacher's*

directions/instructions?

-

- Teacher's Attitude towards Learners' Negotiation

To obtain such data, we need to answer the following question: *do learners try to impose their decision?*

The final recapitulation of independent variables is displayed in Table 22

TABLE 22: Final Recapitulation of Independent Variables

Categories of Teacher Talk: LINGUISTIC and DISCURSIVE in terms of

Comprehensibility

Linguistic and Discursive Dimensions of Teacher Talk *

Functional Distribution of Teacher Talk

1 - Types of Question

2 - Questioning Patterns

3 - Questions in Interaction

*** Question: Vocabulary of Teacher Talk in terms of Lexical Cohesion:**

4 - Re-lexicalisation

*** Vocabulary of Teacher Talk in terms of Textual Organization**

5 - Discursive Organising Word

6- Syntax of Teacher Talk in terms of Length of Utterance 7

— Syntax of Teacher Talk in terms of Subordination *

Syntax of Teacher Talk in terms of Grammaticality

Grammaticality of Teacher Talk in terms of Cohesion

8- Reference

9- Ellipsis

10- Conjunctions

11- Grammaticality of Teacher Talk in terms of Theme

**Categories of Teacher Talk: AFFECTIVE ATTITUDES in terms of Democracy/
Dictatorship, Rights, Duties, Patience and Disposal with Learners. Affective
Dimensions of Teacher Talk**

- 12- Teacher's Fairness in terms of Turn-giving
- 13- Teacher's Attitude towards Learners' Turn-taking
- 14- Teacher's Overlapping with Learners' Talk
- 15- Teacher's Attitude towards Learners' Overlapping
- 16- Pauses in Teacher Talk
- 17- Teacher's Attitude towards Learners' Pauses
- 18- Teacher's Attitude in terms of wait-time after questions
- 19- Teacher's Attitude towards Learners' Decision to change Theme
- 20- Teacher's Attitude towards Theme of Lesson

*** Teachers' Strategy of Error Treatment**

- 21- Teacher's Attitude towards Treatments of Errors
- 22- Teacher's Attitude towards Learners' Decision to treat Errors
- 23- Teacher's Attitude to inform Learners about Commission of Errors
- 24- Teacher's Attitude to inform Learners about Location of Error
- 25- Teacher's Attitude towards Learners' Decision to inform about

Location of Error

- 26- Teacher's Attitude towards Learners' Decision
to inform about Commission of Error * **Teacher-
learners' Modes of Participation**

- 27- Classroom Socio-emotional Atmosphere (tone) imposed by Teacher,
- 28- Teacher's Attitude towards Learners' Navigation,
- 29- Teacher's Attitude towards Learner's Direction,

30- Teacher' s Attitude towards Learner's Absence of Compliance.

31- Teacher's Attitude towards Learners' Negotiation.

DEPENDENT VARIABLE

Amount of Learners' Talk (Oral Participation)

Increase in amount of learners' talk depends on independent variables, mentioned above.

The more teacher talk is comprehensible and teacher's attitudes affectively appropriate, the higher is learners' oral participation, and consequently more learning conditions are created. The systematic descriptions and analyses of teacher/learners' interactions from the linguistic, discursive and affective viewpoints will help in diagnosing deficiencies and qualities of teacher talk. On the basis of the deficiencies, if diagnosed, recommendations will be proposed to the teacher who integrate them in classroom talk in order to favour higher learners' participation in class.

CHAPTER FOUR
PHASE A: A LINGUISTIC/DISCURSIVE DIMENSIONS
OF TEACHER TALK

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Introduction

This chapter discusses first the nature of the corpus to be studied; then, it describes the transcript of the first videotaped lesson by means of the Sinclair & Coulthard model under the light of the thirty-one (31) selected independent variables summarised in chapter 3. The description and analyses seek to diagnose teacher-learners talks and teacher' affective attitudes to come up, in the erid, with a check-up list about synthesised strengths and deficiencies revealed by teacher talk. The teacher will then be informed about the content of the check-up. Only "deficient" aspects of her talk are highlighted to deserve recommendations to be adopted by the teacher to "improve" talk quality with learners. These "deficient" aspects of teacher talk represent the ultimate independent variables to be retained for further manipulations in experimentations due to take place in Phases B, C, and D to be analysed in Chapter 6.

1. Research Methodology

1.1The Corpus

Before the description and analyses of the transcript, we need to delimit contents of our corpus. The corpus of this research is limited to the transcripts of the four videotaped lessons. taught by the same teacher to the same learners. The reason to opt for the same teacher and the same learners is justified by our quest to reinforce validity of our descriptions, analyses, and recommendations. No questionnaire was administered to the teacher or learners. We have had informal discussions with the teacher about the aims of our research, and also about what is exactly expected from her to do along the four stages of this work. That is, what the teacher said about learners and their participation in class is not retained as data susceptible to be included in the corpus. The teacher's impressions about the learners' low participation in class serve just as guiding-marks to justify the undertaking of such a research. The teacher's preoccupations about

participation need to be corroborated by data about amounts of the teacher and learners' talks in class.

1.1.1 The Nature of Corpus

Our corpus includes the teachers and the learners' verbal and some non verbal behaviour performed in four lessons. The "Quality" of the corpus depends also on richness and diversity of the teacher's and learner's behaviours, which themselves depend on the quality of objectives of lessons video-recorded. For instance, if the lesson video-taped is of a written expression type where the greatest amount of time will be spent in writing activities with little teacher-learners verbal interactions, then, the corpus of that lesson is not worth investigating for being inadequate to oral interactions. Therefore, the four lessons of our corpus should be purposefully chosen. Teacher's teaching habits may also be a handicap or a chance for oral interaction with learners. Taciturn teachers are expected not to conduct « lively » lessons, be it one with "good" objectives. Teachers of this quality may not make good case-study researches. A teacher's handicap of this kind will quickly be noticed by any Inspector General of English, who will certainly draw the teacher's attention about it. Issues are more challenging with dynamic and lively teachers, like the one we have chosen to work with in this research, who complain about low learners' oral participation in class.

1.1.2 The Corpus Size

The question of "sampling" is related to "size", which is a central aspect in corpus-based research (de Beaugrande:1999). According to Leech (1991:18, cited by Nelson 2000), "Corpora have thus grown in size encompassing "three generations" from several hundred thousand words, to several hundred millions in the latest." Sinclair (1991,ibid.), from a lexicographic point of view, seems to favour large corpora,

"The only guidance I would give is that a corpus should be as large as possible and keep on growing [...] words are unevenly distributed in texts and that most words occur only

once. [...] In order to study behaviour of words in texts, we need to have available quite a large number of occurrences".

Unlike Sinclair (*ibid.*), Leech (*op. cit.*) pointed that one of the reasons why "biggest is not necessarily the best" is that "massive rise in size of corpora can largely be explained by inclusion of written, to the exclusion of spoken, texts." Leech appears to support the view that inclusion of spoken texts reinforce and foster quality of small corpora. The controversy is related also to whether words to be analysed should exclusively belong to, what Chomsky calls, "Competence/Langue", or "Performance/Parole". A position defended by American linguists (Bloomfield, Harris, Hockett, etc.) of Descriptivist tradition.

"Size" quality of corpus is also approached in terms of whether the sample is "behaviour real," or "behaviour potential." According to Leech, corpus "quality" is related to "reality". He thus favours a "behaviour real" based approach to corpus quality. We advocate the same position because our four-lesson corpus is based on reality, i.e., classroom reality. Other scholars (Ma (1993a, *op.cit.*); Flowerdew (1998,*ibid.*); Tribble (1997,1998,*ibid.*), share Leech's position by giving priority to what they call "corpus exploitation" instead of "corpus exploration." " Exploitation" subsumes manipulating existing, concrete corpora, while "exploration" seems to concern the "potential" dimension of the corpus. That is, aspects which are not readily available in the corpus. These scholars see value in small corpora, and stress importance of pedagogical purpose over lexicographical potential. Ma (*op. cit., ibid,17*) declared that "The usefulness of smaller corpora is seen to be a *pedagogical* usefulness, as opposed to a *general explorative* usefulness." In the same vein, Howarth (1998,*ibid,33-34.*) pleads for the same pedagogical usefulness of small corpora, arguing, "that larger corpora may be good for extracting general patterns of native speaker speech, but believes that smaller corpora are needed for analysing the language of non-native language learners." The need of small corpora, for pedagogic purposes, has also been reinforced by Kennedy (1998,*ibid,68.*) who stated that "A huge corpus does not

necessarily 'represent' a language or a variety of language any better than a smaller corpus. Hence, the quality of the data is at least as important [as the size]."

The above reports talk about "large" and "small" size of corpora but never tell what exactly a large or small corpus is. This really is a thorny issue for it raises the following question: how large/big should the corpus be? What objectively is a small/ sufficiently large/big corpus? In relation to our research, we should wonder how many lessons should our corpus consist of to be representative of teachers' and learners' verbal/non verbal classroom behaviours? Many scholars voiced different opinions regarding this issue. Seedhouse (1995) claimed that a total of between five and ten lessons has often been considered a reasonable database for much recent classroom research. Many other scholars hold, more or less, the same opinion regarding size. Mehan's study (1979) was based on a corpus of nine lessons involving the same teacher. According to Van Lier (1988) "The classroom and Language Learner corpus should be based on "a small core of lessons". Long and Sato (1983); Pica & Doughty (1988, cited by Seedhouse, *ibid.*) based their research on six ESL classrooms. Nunan (1987, *ibid.*) based his study on five EFL lessons, and Guthrie (1987, *ibid.*) on six French classrooms. As we can see, the number of lessons investigated by the above scholars ranges from five to nine. Against above consensus as concerns "number" of lessons, Van Lier (*op.cit.*,4) observed that "One lesson may yield as much useful information as ten lessons, and probably a good deal more than fifty lessons, except if we have unlimited time at our disposal." Likewise, in an article entitled "Teacher questioning, modification and feedback behaviours and their implications for teacher production: an action research case study," Moritoshi (2000), relying on Hewing et al's recommendation (1998:104), advocated the same position "[...] Rather, through observation and analysis of one EFL lesson, [...]" Therefore, the "size" of corpus appears to be a questionable issue. Nunan (*op.cit.*) proposed a number of five lessons while Seedhouse (*op.cit.*), Long and Sato (*op.cit.*), as well as Guthrie's (*op.cit.*) proposed six (6). They did not however justify the "size" of corpus in terms of lessons number.

Number of lessons proposed seem to be minimums of "size", below which validity of corpus would be questioned. We assume that number "size" of corpus is also intimately related to research design and the number of experimentations projected.

In a Single Case Study Research, as ours, adopting an ABAB design (Kemmis & Mc Taggart:1982,1988), a four- lesson corpus, at least, is needed. Each lesson corresponds to a phase in this ABAB configuration. However, ABAB Single Case Study Research designers insist that the limits of the size of the sample needed for the Diagnostic stage, corresponding to A, should be drawn only when satisfactory, stable and reliable occurrences of behaviours under scrutiny are obtained. Now, can this "satisfaction" of reliable occurrences of behaviours under scrutiny be obtained in just one lesson? It would really be difficult to argue that one lesson, not two, three, or four, is enough. As concerns our research, at first, we thought, by principle, that one lesson is not enough to reach the needed "satisfaction" in terms of diversity and richness of teacher/learners' behaviours in class. Then, only by diving deep into the description of the first transcript, has such a "satisfaction" been felt to be obtained without a need for another lesson. With two-hundred and seventy-nine (279) floors, we believe that the first transcript conveys enough material about teacher/learners' behaviours in class.

As was said earlier, in our research, Diagnostic Phase A is limited to one lesson, for the reasons already mentioned. Our position is similar to that of Hewing et al. (Ibid.) Phase A is the most important compared to the three other phases, which in fact involve one lesson for each experimentation. Outcome of Phase A determines contents of the other three dependant experimentation. To reinforce validity of our descriptions, analyses, and recommendations, we have opted for the same teacher and the same learners. The choice of class to be observed has been the teacher's. It is the class where learners' low participation has been observed. It is logical that the same class be kept if the ultimate purpose of this research is to suggest recommendations meant to potentially bring positive improvements in learners' classroom participation.

1.2 Research Elements

1.2.1 Research Context

The four video-recordings took place in an English class of a public intermediate school in Setif (Eastern Algeria). The school is located in the new North-eastern housing zone of the city. It is a newly developed area of the town populated by middle class people. Video-recordings took place in the same classroom, which is a sober with 22 desks and nothing hanged on the walls (posters, maps, etc.) The teacher never used Arabic, except on some occasions, with the pupils. She also used graphic examples in some lessons but no audio-visual aids.

Before recording¹⁸ the lessons, we discussed with the teacher about technical problems such as where to place the camera to little disturb the learners and then decided about the date. We insisted near the teacher to keep learners in their usual classroom spatial positions because learning in the same place with the same neighbouring classmates offers advantages from a psychological point of view. IT preserves a securing atmosphere for the learners. Learners may sometimes loose confidence when forced to change place each time.

Our presence in class was not necessary because we did not use a real-time observational tool. Therefore, we avoided more disturbances to class. At the end of the video-recording, on that same day, we organised, with the teacher, a "stimulated recall" session. The purpose of such a meeting was to play the video to the teacher to see if problems due to inaudibility could be overcome with her help. Misspelled words were also checked. Parts of the teacher and the learners' utterances were not transcribed because performed fast.

¹⁸ A report about procedures for video data collection and analysis as well as the benefits and the limitations of using video is provided by Curtis.A & L.Cheng : « Video as a source of data in classroom observation ». The TESOL Bulletin, Vol.11 N°2, August 1998.

1.2.2 The Teacher and the Learners

The learners are of a second year English level, whose average age is 14. They are False Beginners because the 9th school level welcomes learners who already studied one year of English. The English manual used is Spring II. There are almost equal numbers of girls and boys. The teacher is a female Algerian teacher of English with fifteen (15) years of teaching experience.

She was chosen to take part in this research, in agreement with the Inspector General of English, Mr. T. L, on the basis that she is one of the teachers who complain about learners' low participation in class. She holds also responsibility as teacher "Responsable de Matière" in the school.

That is, she is pedagogically in charge of a group of English teachers working in the same institution. Her long teaching experience is another reason why we chose her, avoiding being reproached the choice of a raw teacher with no or little teaching experience.

The learners are of a second year English level, whose average age is 14. They are false beginners because the 9th school level welcomes learners who already studied one year of English. The English manual used is Spring II. There are almost equal numbers of girls and boys.

1.2.3 The Lessons

The objectives of the lessons are of paramount importance because they determine the potential intensity of teacher-student interactions in class. This is why we deliberately decided that only "Communicate" sections of the four different lessons be recorded and transcribed for they potentially allow authentic oral teacher-learners interactions than the sections "CONSOLIDATE", "READ", and "WRITE" ones. In the "CONSOLIDATE", learners are expected to rehearse already known language points, relying mainly on memory capacity. In the "READ" section, more focus is put on "comprehension" aspects, which are not necessarily overtly performed by learners. Most of time is spent silently where little verbal interaction is expected to take place, except during the period (mainly at ends of lessons) when learners answer

and correct the questions related to reading comprehension. The same comment is valid concerning "WRITE" sections, where most of class hour is devoted to writing activities with little oral exchanges.

1.3 Research Design

1.3.1 Research Phases

During the Diagnostic stage (Phase A), we video-recorded the first lesson. Then, we transcribed it (see Appendix 1) for description, analyses and recommendations. Outcome of Phase A helps to raise teacher's awareness about qualities and deficiencies that may exist in her talk. As a result, we shall tell the teacher to forget about qualities of her classroom talk, to show more concern with deficiencies, which have to be corrected. These deficiencies have been identified as potential factors that may negatively influence learners' participation in class. We left decision to the teacher to decide about the period needed to totally digest our recommendations, without losing sight that three other experimentations are needed to complete this research before the end of the academic school-year.

Once recommendations "relatively" digested by the teacher, the first experimentation, corresponding to Phase B is organised. We did sensitise the teacher about the challenge and the stake at issue. She accepted to observe the rules of the game till the end. Without her self-commitment, this research would not have been initiated. The teacher, then, gave a second lesson (see Appendix 2) meant to verify whether the recommendations suggested during the awareness-raising stage have brought or not real or relative improvements in learners' participation. If a positive change, in terms of learner's participation, has really or relatively taken place, a second experimentation is needed (Phase C) by means of a third lesson (see Appendix 3) to check if withdrawal of suggested recommendations lead again to a low level of learners' participation, at least relatively equal to that noticed in Phase A (Diagnostic stage). If such a drop of level in

learners' participation is confirmed, we are not yet in position to draw a definitive conclusion; we need a final third confirmatory experimentation (Phase D), where withdrawn recommendations will be re-introduced again. A fourth lesson (see Appendix 4) is then indispensable to confirm improvement, in learners' participation, registered in the first experimentation (Phase B). So, Phase C will be compared with Phase A, and Phase D with Phase B. Phases A and C involve lessons taught without recommendations while Phases B and D concern lessons taught with recommendations.

1.3.2 Lesson Transcription

1.3.2.1 Characteristics of a Lesson Transcription

Transcribing lessons is not an easy task. Data transcription problems have been well-documented. According to Allwright and Bailey (1991:62) "It is an extremely time-consuming activity. There are problems which need to be addressed related to a number of competing systems and there is not yet one universally agreed upon system for L2 classrooms." According to Van Lier (*op. cit.*,241-2),

"A transcription is never finished and can never be entirely accurate. Ideally, then, the database would include video and audio recordings as well as transcripts of the lessons, in order that the accuracy of the transcripts might be verified, and in order that non-verbal data might be referred to."

Any transcription is reductive because it can't be perfectly similar to original information. Spoken language can be analysed directly only from written transcriptions. The process of transcription raises questions related to the original data: what is preserved? what is lost ?, what is changed? Perception of language changes, from speech to writing. What appears to be perfectly coherent and logical may look in transcription (any transcription) confused and disorganised. Normal spoken language is full of hesitations, repetitions, false starts, re-starts, changes of grammatical construction in mid-utterance, non-standard forms, compressions and

elisions, etc. All these aspects of normal spoken language have to be faithfully reproduced in a transcription.

The simplest transcriptions attempt to preserve information at the level of the word, but language only occasionally constructs meaning with single words. What matters is how the words are tied together, and that often includes intonation contours. Contrasting meanings often can only be determined from intonation. Transcription at the level of the word also erases information about emphasis, value-orientation, degree of certainty or doubt, attitude of surprise, irony, humour, emotional force, or language background. Many of these features are often redundantly coded in the words as well, but some may not be. In addition, information about the timing of speech (for example, length of pauses, simultaneous speech, sudden breaking-off fluency, overlaps, etc.) is often important.

1.3.2.2 Learners' Anonymity

In our transcription, to avoid problems related to learners' identifications, we have asked the teacher to systematically nominate learners, in case the camerawoman fails to film them. It is not easy to identify learners simply from their recorded voices. In these cases, a learners' classroom spatial plan is certainly useful to supply such a deficiency. It is also useful to facilitate, when needed during the transcriptions, identification of a learner speaking from the picture of the video, if the learner happens not to have been nominated by the teacher.

In order to preserve learners' anonymity, we have decided to substitute the names of learners by P (symbol of pupil) followed by digits according to the order of their appearance in the transcript. The first learner takes P 1; the second different learner takes P2 and so on until the number of different learners is exhausted¹⁹. In case, the same learner intervenes again in the lesson, the same number is kept on the transcript. This way of displaying learners' interventions

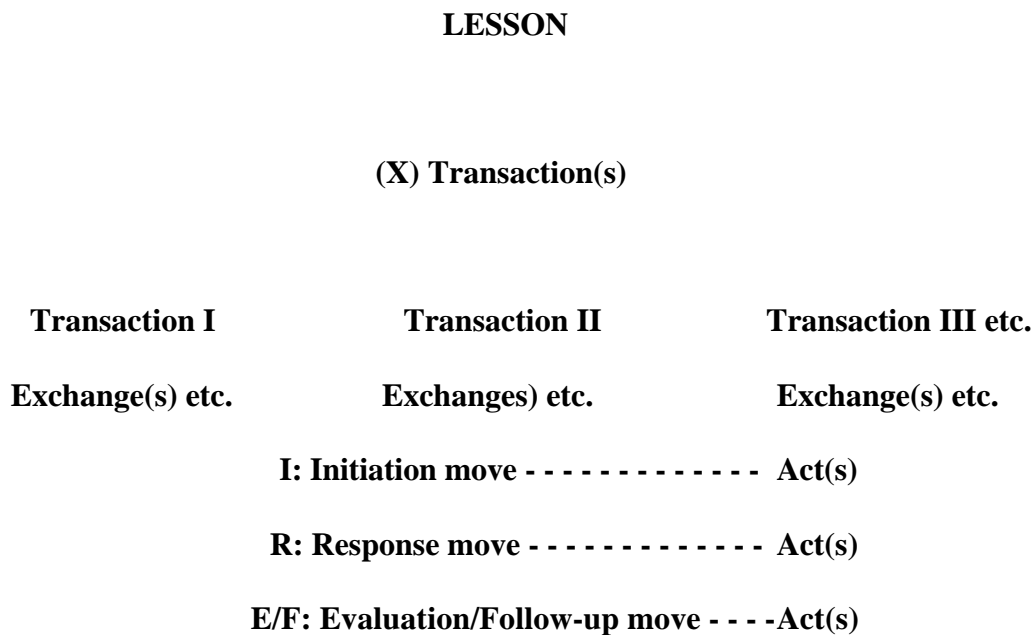
¹⁹ While naming anonymously the pupils, we missed to assign number 28: we directly moved from 27 to 29. The consequence of this is that in the statistical tables, number 28 appears because of the software of the computer program. To avoid confusion, therefore, the 28 number actually corresponds to pupil 29, and 37 to 38.

in the lesson permits to follow, step by step, every learner's participation in the lesson. To discriminate between boys and girls, though this has no impact on our research, we have added, next to digits, symbol (+) for masculine, and (-) for feminine. No information, for this research is about teacher talk, is provided as concerns psychological portraits of learners. However, we observed learners' reactions to teacher talk. It is a choice that we have to take upon ourselves.

1.3.2.3 Transcript Segmentation

Every lesson transcript should display a structural organisation, corresponding to the Sinclair & Coulthard triadic system. A lesson consists of transaction (s) involving exchange (s), themselves involving move (s), themselves involving act(s). If delimitations of a lesson can be easily identifiable, those of a transaction are a little more difficult. But once the delimitations achieved, the transaction becomes a whole world in its own right. The stutural organisation of a lesson transcript is shown in Figure 7.

Figure 7: The Structural Organisation of a Lesson Transcript based on Sinclair & Coulthard System



We have therefore two levels of description: the exchange level and the transactional level. Description of teacher talk in terms of linguistic and discursive dimensions take place at both levels. There are dimensions which strictly concern the turn such as utterance type, lexical cohesion in a turn involving one or more than one compound/complex utterance(s), subordination in a turn involving one or more than one compound/complex utterance(s), syntax of utterance if the turn consists of only one act, grammaticality in a turn involving one or more than one compound/complex utterance(s), There are also dimensions which concern a transaction only such as functional distribution of teacher talk, amount of teacher talk, amount of learners' talk, modifications involving vocabulary, syntax, questions, types of questions, questioning patterns, and questions in interaction.

Affective aspects can concern also exchange and transaction. Those related to an exchange concern teacher's fairness in terms of turn-giving because an exchange can include bidding when learners signal desire to participate and nomination when teacher decides on who is going to answer, teacher's attitudes towards learners' turn-taking, teacher's overlapping with learners' talk, teacher's attitudes towards learners' overlapping, pauses in teacher talk, teacher's attitudes towards learners' pauses, teacher's behaviour in terms of wait-time after questions. At the level of the transaction, we have the affective dimensions related to interaction social atmosphere imposed by the teacher, teacher's attitudes towards learners' self-decision to change theme of transaction, teacher's own attitude towards theme of transaction, teacher's and learner's modes of transaction, teacher's attitudes towards error treatment.

An exchange is easy to identify because it rests on an IRE structure: an Initiation move, a Response move and an Evaluation/Follow-up move. The IRE structure does not include teacher's verbal/non-verbal nomination of a learner chosen to answer. So, in the IRE structure, the nomination move is implicit. As an example, we propose the following exchange:

Floor 1: Teacher: What is the capital of England? - - - Initiation

Floor 2: Learner: London ----- Response

Floor 3: Teacher: Good ----- Evaluation or follow-up (Positive)

According to Sinclair and Coulthard's model, this exchange fits perfectly with their IRE organisation. However, the learner has not normally decided, without the teacher's permission, to answer. It could be the case in teacher-dominated classes, known as fronted/ lock-step classes. Another case is that an exchange may not perfectly coincide with an IRF structure, if the right response does not immediately follow the question. As a result, teacher's satisfaction, through "evaluation", is postponed until a good response is obtained. Therefore, an exchange can be said to have a no pre-determined length. Example:

Teacher: What is the capital of England? - - - - Initiation

Learner: Oxford -----Response

Teacher: Omar? ----- Implicit negative Evaluation by Nomination of
another pupil.

Omar : London -----Response

Teacher: Good ----- Evaluation or Follow-up (Positive)

The above exchange displays the following structural organisation: I + R + Negative Evaluation + verbal Nomination + Response + Positive Evaluation. The exchange can be extended to the desired length in so far as the sought right answer is not obtained.

A transaction is more difficult to delimit than an exchange. Delimitations of a transaction are thematically-based. A transaction can have more than one exchange. Exchanges sharing the same topic/theme may be said to belong to the same transaction. For instance, if, in a lesson, a teacher has been compelled to engage fifteen exchanges to explain concepts of "Length", "Width" and "Depth" which belong to the macro-concept of "Dimensions", we can say then that all fifteen exchanges belong to the same transaction. New transactions are opened only when a new topic/theme is introduced. Like exchange, length of transaction cannot be pre-determined. It

may be long or short. The above example can be exchange and transaction at the same time. Transaction because it has a topic about the Capital of England, and exchange because the right answer was obtained within its limits. To conclude, we shall say that segmentation of transcripts in our research will be thematically-based. Description of exchanges, in our research, involves two steps. The first one is related to describing the three triadic floors by means of the Sinclair and Coulthard's Taxonomy of Classroom Acts when no language error is made in the exchange. The second, in case error is made, involves a more refined description of error commission and treatment by means of Chaudron and Long Model. Global description of a transaction is carried out, in terms of Teacher and learners' Modes of Participation by means of Allwright and Bailey's Taxonomy.

If we should take the exchange reported below as an example, what can be said about it? It can be observed that six floors²⁰ have been devoted to error treatment: floors 2, 3, 4, 5, 6, and 7.

Refined description will therefore be as follows:

1 Marker: The teacher draws learners' attention (M)

Floor 1 T:

"and by the way"

2 Initiation: The teacher elicits a question (E)

"how do we call the people who live in Algeria?" 0

3 Prompt: The teacher helps learners to work out an answer

by partially providing its beginning. (P) We might as well

consider this "Prompt" as another Initiation (E)

"the?"

Floor 2 PP:

Response : A group of non nominated learners reply (R)

"Algiers".

Floor 3 T:

Evaluation: The teacher implicitly provides a negative evaluation

²⁰ A floor is a turn which can be performed by a teacher, a learner, or a group of learners.

justified by her decision to draw learners' attention on error done.(E)

However, this evaluation is coupled with teacher's decision to inform learners about commission of error, by repeating it

Repetition with no Change and Emphasis

"alge"

Response. A group of non nominated learners reply (

Floor 4 PP:

R) "Algerian"

1 Evaluation - - - - -The teacher implicitly provides a negative

Floor 5 T:

Evaluation

However, the teacher draws learners' attention on error done for a second time, by repeating it

Repetition with Change and Emphasis

"Algerian.00"

2 Prompt: The teacher helps learners to work out an answer

by partially providing its beginning. (**P**) We might as well

consider this "Prompt" as another Initiation (**E**)

"the alge?"

Response A group of non nominated learners reply (**R**)

Floor 6 PP :

, correcting error at the same time

"ians" 00.

1 Evaluation: The teacher positively evaluates learners' answer(E)

Floor7T:

"ians,"

2 Comment: The teacher comments the right answer (????)

"there is an "s".

In this exchange, eleven speech (11) acts have been described: 3 in floor 1, 1 in floor 2, 1 in floor 3, 1 in floor 4, 2 in floor 5, 1 in floor 6, and 2 in floor 7. In Appendixes I, II, and IV, detailed descriptions, like the one above, are not reported; only identifications of speech acts are mentioned. Description of the exchange does not end with the identification of speech acts, but with those of the teacher or learners. In order for description of the above exchange to be complete, for instance, it has to be revisited according to the number of the independent variables selected. The same procedure is followed with all transactions that should be identified in the different transcripts.

1.4 Segmentation of Transcript of Lesson 1 (Phase A)

Transcript of lesson I consists of three-hundred and five (305) floors, involving eight transactions. The first transaction can be called "Phatic" transaction stretching from floor 1 to floor 3. This transaction involves actually one exchange called "Greeting exchange" where the teacher greets learners when entering class and does some routine procedures like writing date and title of unit to be studied that day on the blackboard. There is no pedagogic stake at issue regarding transactions like these, during which teachers and learners establish contact, which might reveal some of the teacher's affective attitudes that could positively or negatively influence classroom teaching/learning atmosphere. Hence, transaction 1 "Phatic" stretches from floor 1 to floor 3.

The second transaction can be called "Persons' Identifications" and stretches from floor 3 to floor 28. This rather long transaction, compared to the first one, involves identifications of two different persons. It may therefore be divided into two different sub-transactions. Each sub-transaction concerns a different person. In the first sub-transaction, the teacher identifies a pupil, Rafik. So, this sub-transaction can be called then "Rafik's Identification," stretching from floor 03 to floor 17. Then, in this sub-transaction about Rafik's Identification, the teacher provides information about Rafik's place of study, which could justify a further sub-division which

technically may be referred to as a sub-sub transaction called "Rafik's Place of Study," stretching from floor 18 to floor 24. Second, the teacher tries to identify the other person by name. It is an English teacher working in a primary school. This corresponds to the delimitation of a second sub-transaction which can be called "Identification of the English Teacher," stretching from floor 24 to floor 28.

Once "identification" steps covered, the teacher moved to another topic about "School Magazine", justifying the opening of a third transaction: "School Magazine," from floor 28 to floor 86. This transaction can be subdivided into 5 sub-transactions. The first segment (sub-transaction 3.1), which is not a real sub-transaction, because the teacher was both the poser and responder of the question, comprehends just floor 28. The second segment (sub-transaction 3.2), like the first one, involves one actor: the teacher asking and responding to the question. Pupil P3+, only reacted instead of providing an answer. It involves floors 28 and 29. Sub-transaction 3.3, which can be entitled "Where to find Articles" stretches from floor 30 to floor 38, where the teacher asked six questions only in floor 30 without leaving opportunity to learners to get involved, before finally nominating P2- in floor 31. Only in floor 37 has the right answer been obtained, which made the teacher close the exchange in floor 38. The fourth sub-transaction 3.4, which can be called "School Magazine Topics," stretches from floor 38 to floor 66. Floor 38 looks like a paragraph where the teacher tries to focus pupils' attention on the diversity of topics and their identifications. It is a kind of introductory floor about potential topics that may be covered in the magazine. The teacher develops then each topic with pupils. "Politics" took floors 38, 39, 41 and 42. The teacher then, in the same floor 42, tries to talk about "Space." Always in floor 42, it is the topic about "Agriculture" which is then discussed between floors 42, and 46. Then comes the topic about "Industry" in floor 46. The "Sports" between floors 46, and 58. Then a short incursion about "Television" from floor 58, to floor 66. Sub-transaction 3.5 can be called "Recapitulation." It stretches from floor 66 to 74. Then, a sub-sub-transaction 3.5.1 has been

opened, because it deals with a new topic "Footballers Interviews," organically related to "Sports". It stretches from floor 74 to 86.

A fourth transaction has then been opened. It can be called "Class Outing," and stretches from floor 86 to floor 109. "Class outing" involves two sub-transactions involving two different topics: "Identification of Teachers Class outing Organisers" and the second "Identification of Class outing." Sub-transaction 4.1 begins with floor 86 and ends with 95. Sub-transaction 4.2 stretches from floor 95 to 109. It deals with aspects such as "Itinerary," "Destination," "Pupils' tasks," "Time of departure," "Place of departure," "Teachers' instructions," and "Places to visit."

Transaction five is totally different in terms of objectives. It deals with grammar, and can be called "Grammar Practice," stretching floor 109 to floor 279. Pupils practise grammatical structures orally and in writing, concerning different topics: "Doctor-patient Discussion," "Ramadan Month," and "Pupils' Classroom Attitudes and Behaviours." Transaction 5 witnessed three different phases, corresponding to three different topics, involving three different sub-transactions: sub-transaction 5.1 "Oral Grammar Practice I," stretching from floor 109 to floor 151; sub-transaction 5.2 "Written Grammar Practice," from floor 151 to floor 158; and sub-transaction 5.3 "Oral grammar practice II," from floor 158 to floor 279.

Three other transactions, which have not been included in our study, are just exchanges where the teacher asks pupils about time and gives instructions about homework to be prepared before the next meeting. In fact, in these three transactions, we consider that there is no pedagogical stake at issue. This appreciation is similar to transaction 1, during which the teacher greets pupils when entering class. Transaction 6, which can be called "Time," stretches from floor 280 to floor 295. Transaction 7, which can be called "Teacher's Instructions about Classroom Written Activity," stretches from floor 295 to floor 303. Transaction 8, which can be called "Homework Hints," goes from floor 303 to floor 305. As the last three transactions (6, 7 and 8,) are not concerned by our study, the corpus to be described and analysed will then be

reduced to five transactions (1,2,3, 4, and 5), comprehending two-hundred and seventy-nine (279) floors:

Transcript of Phase A included in our study can be recapitulated as follows:

Transaction 1 "Phatic Transaction," from floor 1 to floor 3.

Transaction 2 "Persons' Identifications," from floor 3 to floor 28

- Sub-transaction 2.1 "Rafik's Identification," from floor 03 to floor 17.

Sub-sub transaction 2.1.1 "Identification of Rafik's Place of Study," from floor 18 to floor 24.

- Sub-transaction 2.2 "Identification of English Teacher," from floor 24 to floor 28.

Transaction 3 "The School Magazine," from floor 28 to floor 86.

- Sub-transaction 3.1 "Introductory Phase," just floor 28

- Sub-transaction 3.2 "Group Organisation Phase," from floor 28 to floor 29.

- Sub-transaction 3.3 "Where to Find Articles," from floor 30 to floor 38

- Sub-transaction 3.4 "School Magazine Topics," from floor 38 to floor 66

- Sub-transaction 3.5 "Recapitulation," from floor 66 to floor 74

Sub-sub transaction 3.5.1 "Footballers' Interviews," from floor 74 to floor 86.

Transaction 4 "Class outing," from floor 86 to floor 109

- Sub-transaction 4.1 " Identification of Teachers Organisers," from floor 86 to floor 95.

- Sub-transaction 4.2 "Description of Class Outing," from floor 95 to floor 109

Transaction 5 "Grammar Practice," from floor 109 to floor 279.

- Sub-transaction 5.1 "Oral Grammar Practice I," from floor 109 to floor 151.

- Sub-transaction 5.2 "Written Grammar Practice," from floor 151 to floor 158.

- Sub-transaction 5.3 "Oral Grammar Practice II," from floor 158 to floor 279.

Now that we have delimited the first transcript into transactions, sub-transactions and sub-sub transactions, we can move to descriptions and analyses.

2 Description, Analyses of Data and Recommendations related to Linguistic/ Discursive Dimensions of Teacher Talk

2.1 Description and Analysis of Transcript 1

Description and analysis will be carried at two levels: the exchange level and the transaction level. First, floors have to be grouped by three to form a triadic exchange where, basically and ideally, the teacher speaks twice and the pupil just one time. They then need to undergo a functional identification, depending on what the teacher and learners are actually doing in class. Generally, in a lesson, a teacher explains questions, comments, etc. or treats errors. Each transaction, sub-transaction, and sub-sub transaction will be scanned in thirty-two (32) different ways. Each way corresponds to one independent variable selected in Chapter 3. Transcript of lesson 1 comprehends thirteen (13) sub-transactions and two (2) sub-sub-transactions. That is, we have fifteen (13 + 2) different topics which have been discussed by the teacher. We shall have then 15 descriptions and analyses for each variable. As a result, all descriptions and analyses correspond to a total of 480. To each fifteen descriptions and analyses of one variable, we should add a synthetic outcome which would serve as a criterion of reference on the basis of which a recommendation is suggested to the teacher. In the end, we shall obtain Thirty-two (32) recommendations that will be communicated to the teacher for discussion before starting the first experimentation with Phase B. Probably synthetic reports will reveal good and less good aspects of teacher talk and affective attitudes. The teacher will probably be recommended to bring changes on some aspects of classroom talk and attitudes. At this level of research development, we are unable to tell which aspects (linguistic/discursive or affective) of teacher's behaviours will be concerned by manipulation in Phases B and D.

The following aspects related to teacher talk (linguistic/discursive) will be analysed one by one.

4.2 Amount of Teacher Talk

Does the teacher talk more, less than or as much as pupils do?

- Transaction I:

In transaction I, there is no pedagogical stake at issue, as the exchange served to establish contact between the teacher and learners.

- Transaction 2:

- Sub-transaction 2.1:

In sub-transaction 2.1, the teacher took a third of the talk, while pupils took the other two thirds: 1 Response, 4 Reactions, and 5 non verbal bids for answering.

- Amount of Teacher Talk in terms of Floor Number: 33.33 % (15 floors, of which the teacher performed 5).

- Sub-sub transaction 2.1.1:

- Amount of Teacher Talk in terms of Floor Number: 57.14 % (7 floors, of which the teacher performed 4).

- Sub-transaction 2.2:

- Amount of Teacher Talk in terms of Floor Number: 60.00 % (5 floors, of which the teacher performed 3).

- Transaction 3:

- Sub-transactions 3.1 and 3.2:

- Amount of Teacher Talk in terms of Floor Number: 50.00 % (2 floors, of which the teacher performed 1).

- Sub-transaction 3.3:

- Amount of Teacher Talk in terms of Floor Number: 55.55 % (9 floors, of which the teacher performed 5).

- Sub-transaction 3.4:

- **Amount of Teacher Talk in terms of Floor Number:** 48:27 % (29 floors, of which the teacher performed 14).

- **Sub-transaction 3.5 and Sub-sub transaction 3.5.1:**

- **Amount of Teacher Talk in terms of Floor Number:** 50.00 % (22 floors, of which the teacher performed 11).

- **Transaction 4 :**

- **Sub-transaction 4.1 :**

- **Amount of Teacher Talk in terms of Floor Number:** 50.00 % (10 floors, of which the teacher performed 5).

- **Sub-transaction 4.2:**

- **Amount of Teacher Talk in terms of Floor Number:** 53.33 % (15 floors, of which the teacher performed 08).

- **Transaction 5:**

- **Sub-transaction 5.1:**

- **Amount of Teacher Talk in terms of Floor Number:** 34.88 % (43 floors, of which the teacher performed 15).

- **Sub-transaction 5.2:**

- **Amount of Teacher Talk in terms of Floor Number:** 50.00 % (8 floors, of which the teacher performed 4).

- **Sub-transaction 5.3:**

- **Amount of Teacher Talk in terms of Floor Number:** 46.72 % (122 floors, of which the teacher performed 57).

In order to come out with a recommendation, we need first to synthesize all data obtained by adding up all transactions, and, then make a comment on the newly synthesized data.

Table 23: Amount of Teacher Talk in terms of Floor Number in all Transactions

Transactions	Rates of Floor Numbers	Average
Transaction 2	33.33 % + 57.14 % + 60.00 %	50.15%
Transaction 3	50.00 % + 55.00 % + 48.27 %+ 50.00 %	59.71%
Transaction 4	50.00 % + 53.33 %	51.66%
Transaction 5	34.88 % + 50.00 % + 46.72 %	43.86%
Total Lesson		51.34%

As the above average (51.34%) suggests, the pupils talked almost the same amount as the teacher; therefore, there is logically no reason for the teacher to complain about absence of participation in class. We believe that low or high levels of participation are not necessarily bound up with the remaining 48.66%, which should go to the pupils. Teacher's complaint seems to concern more pupils' participation when pupils are taken individually.

It would be interesting to see whether the 48.66% are equally distributed amongst the pupils who participated. (See Appendix I for more detailed data)

Pupil **P1+** took 35 floors, corresponding to a rate of 22.43% (35/156)

Pupil **P2-** took 31 floors, corresponding to a rate of 19.86% (31/156)

Pupil **P8+** took 33 floors, corresponding to a rate of 21.15% (31/156)

Pupil **P9-** took 16 floors, corresponding to a rate of 10.25% (16/156)

A glance at the above list, of the high participation achievers of this class, shows that five pupils only monopolize more than the three-fourth of the amount of talk (48.66 %) left for pupils during this lesson. The following equation may illustrate the situation better: 10.81 of pupils monopolize 73.69% (22.43% + 21.15% + 19.86% + 10.25%). The situation is more exacerbated when we

think that 12 other participating pupils (P3+, P4+, P5+, P6+, P7+, P11-, P12-, P14-, P15-, P16+, P17-, and P19-) share only 26.31% of amount of talk performed by pupils. Pupils' participation becomes more alarming, for the teacher, when 21 pupils (P10+, P13+, P18-, P20+, P21-, P22+, P23-, P24-, P25-, P26+, P27-, P29+, P30-, P31-, P32-, P33+, P34-, P35-, P36+, P37+, and P38+) do not participate at all. Teacher's frustration may now be said to be understood. Pupils' participation panorama can be recapitulated as follows:

- Five pupils performed 78.81 % of total amount of learners' talk,
- Eleven pupils performed 21.19 % of total amount of learners' talk
- Twenty-one pupils have not participated at all.

There is no recommendation to be made in terms of amount. Description and analyses of this aspect of classroom talk has mainly served to confirm what teachers claim to have observed to happen in the classroom as concerns learners' low participation. On the basis of such confirmation, we are confident that our research deserves to be conducted. Above data may be said to corroborate teacher's anxiety, as concerns this aspect of learners' behaviours, expressed in the Introduction of this dissertation. They also represent the "state of the art" of pupils' participation, corresponding to Phase A.

2.3 Types of Question

Does the teacher ask more "display" questions than "referential" ones or the other way round?

Details related to descriptions of Types of questions are to be found in Appendix 1.1. Here, we shall first report analyses for each exchange then develop and discuss the synthetic account of all of them, before recommendation is suggested to the teacher in the end. Description of questions, asked by the teacher in transactions, is built upon four key-concepts. The first concept characterises what we call a "source-question" which refers to a question asked by the teacher for the first time, i.e., a new question introduced in context. The second concept is what we call a "token-question" which characterizes a question asked as a repetition of the "source-question". The

next concepts identify the types of the "source-question," either as "referential" or "display". A "referential" question is normally one which does not solicit retrieval of already memorised information. It calls for learners' individually accumulated cultural background related to academic or non academic knowledge acquired "outside" school. A "display" question is the opposite of a "referential" one. It calls for retrieval of already memorised information. In fact, it is not an easy task to identify a "source-question" as "referential" or "display".

Logically, "token" questions are of same quality as "source" ones. That is, if the "source" question is identified as "Display" and followed by a number of "token" questions, the latter retain the same quality; that is "display". They will then be characterised as "token-display". If the "source-question" is identified as "referential", and followed by a number of "token" questions, the latter retain the same quality. They will then be characterised as "token-referential."

- Transaction 1:

As was in previous description and analysis, in transaction 1, there is no pedagogical stake at issue. The teacher just gets in touch with pupils.

- Transaction 2:

- Analysis of sub-transaction 2.1:

The teacher asked three questions in floor 3 (one "source" and two "tokens"). The "source" question is of "Display" kind, which means that it should not pose any problem of comprehensibility to learners. Answers to "Display" questions are supposed to be accessible to learners because based on learners' memory. This is confirmed by the number of learners who decided to bid for answering before being nominated to do it even if they answered with hesitation as with **P2-**, or simply rehearsed the given answer as with **P3+**, **P4+**, **P6+**, and **P8+**. The transcript also shows that other learners bade for answering but were not offered the opportunities to do it. It was the case for **P5+** and **P7+**. As with **P3+**, **P4+**, **P6+**, and **P8+**, the teacher could have nominated them to participate.

Table 24: Rates of Types of Question in Sub-transaction 2.1

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	00	00	00
Referential "Token"	00	00	00
DISPLAY "Source"	01	00	00
DISPLAY "Token"	02	00	01

- Analyses of Sub-sub transaction 2.1.1:

The teacher asked six questions. In floor 18, she asked four consecutive questions without waiting for learners to bid for answering. She then asked another question after having performed a "nomination. The "source" question is of "Display" quality for it solicits learners' already known knowledge concerning the name of school where a classmate "Rafik Mesbah" studies. The other five questions are "Tokens" for they do not differ in topic from the "source" question but have different syntactic formulations: "Where does he study?" "Where?," and another question which relied on a learner's previously given answer "He?" (Initiation 2 floor 22).

In terms of learners' participation, two learners participated (P9-and **P2-**). **P9-** first answered with an error, and **P2-** corrected it. The teacher should be praised for having totally negotiated this sub-sub transaction with learners. She did not interfere in answers, except to correct mistakes. She gave opportunities to participate only to pupils who bade for answering: **P2-** and **P9-**. Participation therefore may be said to have been favoured by the "Display" type of the question.

Table.25: Rates of Types of Question in Sub-sub transaction 2.1.1

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	00	00	00
Referential "Token"	00	00	00
DISPLAY "Source"	01	00	00
DISPLAY "Token"	05	00	01

Analyses of Sub-transaction 2.2:

Three questions have been asked. One "source" question in floor 24 "Who is the teacher of English?" and two others in floor 26 when the teacher wanted to correct the error made by learner **P8+**. She asked another "Display" question "Mrs Salem" which is immediately followed by a "Token" one "Mr or Mrs?" Unlike what happened in sub-sub transaction 2.1.1, it is the same pupil (**P8+**) who corrected the error made previously because the teacher wanted it. She could have nominated another pupil, giving thus opportunities for others to participate. Again, "Display" questions seem to trigger off immediate participation in class. Sub-transaction 2.2 has proved it.

Table 26: Rates of Types of Question in Sub-transaction 2.2

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	00	00	00
Referential "Token"	00	00	00
DISPLAY "Source"	02	00	00
DISPLAY "Token"	01	00	01

- Transaction 3:**- Analyses of Sub-transactions 3.1 and 3.2:**

Questions asked have concerned verbs "to keep" and "to split." Five of them have been asked in floor 28 (initiations 4, 5, 6, 10 and 11) amongst which there are two "source" ones (initiation 4 and initiation 10). The first "source" question has two "tokens", while the second just with 1 (initiation 11). The answers to the two "source" questions were provided by the teacher. The only occasion (floor 29) where a learner (P3+) participated was by anticipating a word which was about to be given by the teacher.

Learners' absence of feedback suggests that they did not manage to provide answers quickly, probably because the questions are of "referential" types because they might have heard these verbs for the first time. Questions of "Referential" type seem to pose problems of comprehensibility, and consequently no answers were provided by learners.

Table 27: Rates of Types of Question in Sub-transactions 3.1 and 3.2

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	02	00	00
Referential "Token"	03	02	00
DISPLAY "Source"	00	00	00
DISPLAY "Token"	00	00	00

- Analysis of Sub-transaction 3.3:

In sub-transaction 3.3, we have five questions with one "source" question of "Referential" type (initiation 1.)The other four ones (initiations 2, 3, 4 and 6, floor 30) are "tokens". The "source" question has been identified as "**Referential**" for it seems to call for learners' cultural knowledge background. Only learner **P2-** participated in floors 31, 33, 35 and 37, which may have decided the teacher to accompany the learner till the end. He provided an answer full of hesitation, then half of it, before finally completing it. The teacher, in this exchange, should be praised for

behaving like this. But, she could have solicited other learners to participate for **P2-** already participated in sub-transaction 2.1 and 2.1.1. The other reproach that may be addressed to the teacher is when, in floor 28, she lined up a series of questions without leaving opportunity for learners to answer. If she had done it she might have left more time "wait/thinking time" for learners to participate.

Table 28: Rates of Types of Question in Sub-transactions 3.3

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	01	00	00
Referential "Token"	04	00	01
DISPLAY "Source"	00	00	00
DISPLAY "Token"	00	00	00

- Analysis of Sub-transaction 3.4:

In sub-transaction 3.4, the teacher asked 18 different "source" questions (initiations 5, 9, 11, 13, 15 and 18 in floor 38; 2 and 8 in floor 42; 2, 8, 4, 19 and 22 in floor 46; Initiation 3 in floor 50; Initiation 2 in floor 54; Initiation 3 in floor 58; Initiation 1 in floor 62; and Initiation 4 in floor 66). The "source" questions have been accompanied by 18 "token" ones, which gives a total number of questions equal to thirty-six (36). One question will not be analysed because unanswered neither by the teacher nor by a learner, who made an unfruitful attempt in floor 66 (initiation 4). This sub-transaction being long, we decided, for workability, to split it up into as many exchanges as can be afforded. We have registered nineteen (19) exchanges, which will be described and analysed individually.

- Analysis of Exchange 1:

Performance of double Restatements, to recall information introduced in Sub-transaction 3.3 to help learners better apprehend the "source" question (initiation 5), do not seem to have been rewarding because it was the teacher who immediately answered it (Response 6.) The question was about a synonym to the word "topic.", and we wonder whether they know already the meaning of "topic" before looking for a synonym, the reason why we qualified the question as "Referential." The other reason why learners did not answer seems to be due teacher's absence to solicit learners to try. We are unable to find reasons why the teacher behaved like this, closing rapidly the exchange. Therefore, the teacher may be said to have failed to involve learners in the exchange. By answering, she deprived learners from participating.

- Analysis of Exchange 2:

The same above analysis can be applied on exchange 2: the teacher seems unable to clarify purpose of question. We wonder why she did not clearly ask learners to provide a synonym to "several"?" instead of using a question-word.

- Analysis of Exchange 3:

Such a question solicits learners' cultural background knowledge, which makes it not easy to answer, which justifies why it has been identified as "Referential." Again, this is not a reason for the teacher to immediately answer. She could have tried with other learners.

- Analysis of Exchange 4:

Like the preceding question, learners need to have good cultural background knowledge to suggest an answer. The question thus seems to be "Referential". Again, this is not a good reason for the teacher to immediately answer. She could have tried with other learners.

- Analysis of Exchange 5:

Even with a "token" the "source-referential" question seems to remain inaccessible to learners' understanding and capacity to answer. The teacher seems to have abandoned very quickly, by answering, instead of soliciting learners to do it.

- Analysis of Exchange 6:

With six "tokens," comprehensibility of the "referential" question was hard to obtain. In this exchange, satisfaction comes from the fact the teacher does not seem not to have lost hope that learners could answer the referential" question. And, this is what happened when **P1+** tries twice, with some hesitation, to answer in French. This should encourage the teacher to keep up like this.

- Analysis of Exchange 7:

In this exchange, the teacher seems to come back to previous habits. Even if she developed three "tokens", she could have nominated learners to attempt an answer instead of responding. -

Analysis of Exchange 8:

Unlike the previous exchange, a learner managed to answer a "referential" question. Teacher's effort seems to have been fruitful with five "token" initiations (10, 11, 12, 13 and 15). Proof that perseverance can be rewarding.

- Analysis of Exchange 9, 10 and 11:

As with exchange 7, the teacher could have tried with other learners.

- Analysis of Exchange 12:

This exchange is really a surprise because "source" question is of "Display" type. It requires a memory-based answer concerning information already obtained in Response 17 of floor 46. The answer should be accessible to learners. What happened was that the teacher answered immediately without asking the question more than one time. This is really curious. The teacher could have insisted by soliciting learners for participation. She did not do it.

- Analysis of Exchange 13:

Though "referential" in type, the question has been immediately answered by **P1+** for the topic discussed concerned "Sports." Exchange 13 seems to be the exception which confirms the rule. It is the first "referential" question answered by a learner. It may be that questions of "referential" type are not always answered because learners lack the needed cultural background knowledge, which is not in contradiction with the Algerian learner in general.

- Analysis of Exchange 14:

Again, we have a question of "referential" type answered, in French, by a learner, **P8+** in this exchange. Is it answered because "topic" of question is known? Or is it answered because two "token" questions have been developed next to the "source" one? We believe that the second option reflects better reality. The way the "source" question was asked did not really favour comprehensibility. Without "token", which brought more clarification, the "source" question would not have been answered, be it in French.

- Analysis of Exchange 15:

The question can be said to be of "referential" type for it requires learners to know the English equivalent to the French word "Joueur". The teacher could have insisted by soliciting other learners because the English word is easy to obtain. She could have dramatized a football player to help learners guess.

- Analysis of Exchange 16:

This question is of "display" type because it is about information obtained already in floors 38 and 39. We may risk saying that "display" questions are easier to cope with than "referential" ones.

- Analysis of Exchange 17 and 18:

This question is of "display" type because learners need just to recall that "television" is useful to watch a football match at home.

- Analysis of Exchange 19:

This question is about previously developed information, which justifies its quality as "display". However, we do not understand the reason why the teacher did not go until the end of the exchange.

The obtained data reveals that there have been more "referential" questions asked in this sub-transaction than "display" ones. As was said, "referential" questions are more demanding in terms of cultural knowledge, therefore they should be more difficult to answer by learners. The diagnosis in terms of Question Types shows that, in the 18 "source" questions asked, the teacher answered eleven (11) times: ten (10) to "referential" questions and one (01) to a "display" one. Learners answered seven (7) times: four (04) to "referential" questions and three (03) to "display" ones. One "Display" question, asked in the end, was left unanswered. Which insightful conclusion can we draw from this? The teacher answered more "referential" questions than learners, which seems reasonable as this type of questions are difficult to cope with by learners even if four of them were answered by pupils after teacher's perseverance. This proves that "referential" questions are not necessarily a handicap to pupils with "good" cultural background knowledge and when topics of questions concern learners' lives and hobbies. The other pertinent observation that we can make is that the teacher answered a "display" question, at a moment when it was learners who were expected to do it. How can this be explained? This may be due to non comprehensibility of the "display" question. Learners may not have well understood the question. This must be verified.

Table 29: Rates of Types of Question in Sub-transactions 3.4

Type of Questions	Frequency	Answered by the Teacher	Answered by Pupils
Referential "Source"	14	10	04
Referential "Token"	09	00	00
DISPLAY "Source"	04	01	03
DISPLAY "Token"	09	00	00

Close analysis of the "Display" question answered by the teacher reveals no logical reason why it was the teacher who did it instead of learners. Perhaps, the teacher felt impatient

- Analyses of Sub-transaction 3.5 and Sub-sub transaction 3.5.1:

Sub-transaction 3.5 and sub-sub transaction 3.5.1 consist of eight (8) exchanges. The teacher asked twenty-three (23) questions: five (5) "source-referential" question with nine (09) "tokens" and three (3) "source-display" questions with six (6) "tokens."

- Analysis of exchange 1:

This is admittedly a difficult question to answer. It is of "referential" type. In spite of four (4) "token" questions, the teacher did not manage to obtain an answer, which obliged her to do it.

- Analysis of Exchange 2:

The teacher wanted pupils to tell why "visiting places" makes the "writing of articles" interesting. We believe that it is not evident for learners to link "interesting" with "visiting places". The relationship may be difficult if not impossible to make in the context of the exchange, which justifies why we identified the question as "referential." The teacher managed to obtain a learner's answer after several attempts (3 "token" questions). This proves again that

when "enough" effort is invested by the teacher, answers to "referential" questions can be provided by learners. We should also mention that pupil **P17-**, without being nominated, tried an answer, to which the teacher did not give any consideration. On many occasions, the teacher did not behave like this.

- Analysis of Exchange 3:

The teacher wanted learners to tell the name of the person who can be interviewed in the farm. Even if the answer can be found, it remains that learners should know it in English, which is not evident. They may think of other persons, different from the one the teacher may think of. The teacher answered in Arabic. This is a question whose comprehensibility is not evidently accessible to learners, even with two "tokens", which led us to qualify it as "referential".

- Analysis of Exchange 4:

As in the previous exchange, learners may think of persons other than what the teacher may think of, which makes the question of "referential" type.

- Analysis of Exchange 5

As with the previous exchange, learners may think of "workers" to be interviewed, while the teacher thinks of the "boss" of the factory. So, it is difficult to guess what the teacher exactly seeks to get as an answer. And, we do not understand why the teacher decided to answer without soliciting learners.

- Analysis of Exchange 6:

The situation, here, is slightly different because we may assume that learners know the persons than can be interviewed in a stadium: a referee, players, and the coach, which makes the question within learners' reach. Its topic is related to learners' favourite sports. It is therefore of "display" type. However, it must be mentioned that the teacher should not nominate a learner and then neglects him/her, which happened with **P8+**. Instead of waiting for an answer, she

performed another question (initiation 15) and then nominated another learner **P1+**. Finally, it was the teacher who answered, leaving **P8+** perhaps with his frustration.

- Analysis of Exchange 7:

The teacher wanted learners to think of equipments needed for an interview in the stadium. In fact, many possibilities exist such as a tape-recorder or a camera. The answer may be said to be within learners' reach for it deals with topics, "sports and players' interviews", which are not unknown to them. The question is thus qualified as "Display". It should be mentioned that the teacher refused a right answer provided by **P1+** (floor 77), because he was not nominated. She preferred to interact with **P15-**, who bade for answering. **P1+** and **P2-** also wanted to participate but the teacher seems to have neglected because they were given many turns before. "Display" questions seem to always favour participation.

- Analysis of Exchange 8:

The teacher wanted learners to tell what a camera is useful for, which is not a difficult question. It is then of "display" type. **P8+** immediately answered, which is another evidence that questions of this kind always favour participation. From data displayed in Table 30, no "referential" question was directly answered by learners, who did well (3 times) with this type of question but after "tokens". Therefore, "referential" questions seem to the teacher's game preserve. However, with "display" questions, learners answered two without "tokens," which confirms what we already remarked in previous sub-transactions. Learners cope better with "display" than with "referential" questions. Participation seems to be fostered after "referential-tokens" and "display-source

Table 30: Rates of Types of Question in Sub-transaction 3.5 and 3.5.1

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	05	02	00
Referential "Token"	09	00	03
DISPLAY "Source"	03	01	02
DISPLAY "Token"	06	00	00

When effort is done by the teacher, even questions of "referential" type can be answered by pupils.

- Transaction 4:

- Analyses of Sub-transaction 4.1:

The teacher performed asked four (04) questions: two "source" questions with one "token" for each (initiation 5 in floor 86 and initiation 2 in floor 91.)

- Analysis of Exchange 1:

The "source" question is of "**display**" type because learners know their teachers' taught disciplines. Still, two non nominated pupils **P8+** and **P2-** provided wrong answers, which obliged the teacher to respond herself. This is certainly due to non comprehensibility of who-question. It has pointed out that **P8+**' turn-taking was refused because the learner did not observe discipline by raising hand before answering.

- Analysis of Exchange 2:

This is obviously a "**display**" question because it concerns a teacher's taught discipline known by pupils for she works in the same school where they study. In spite of this, they did not answer well.

Table 31: Rates of Types of Question in Sub-transaction 4.1

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	01	00	00
Referential "Token"	01	01	00
DISPLAY "Source"	01	00	00
DISPLAY "Token"	01	01	00

- Analyses of Sub-transaction 4.2:

The teacher performed asked sixteen (16) questions: (7) "source" questions: initiation 5 (floor 95), initiation 10 (floor 95), initiations 4 and 6 (floor 97), initiation 2 (floor 105), initiation 3 (floor 105), and initiation 2 (floor 105), and nine (9) tokens ones.

- Analysis of Exchange 1:

In this exchange, the "source" question is of "**referential**" type because it concerns a word supposed to be new for learners. In terms of participation, the teacher did not try to involve pupils.

- Analysis of Exchange 2:

Question two also is a "referential" question for the same reasons developed above. In terms of participation, the teacher should be praised for having asked a lot of questions besides the "source" one. However, she should have encouraged learners to participate because they did not bid for answering.

- Analysis of Exchange 3:

Question three also is a "**referential**" question for the same reasons developed above. In terms of participation, this exchange may be said to confirm that "Referential" questions are

difficult to be coped with by pupils. If they happen to find answers, they often lack the language stock to express it, which explains maybe why **P15-** answered in Arabic.

- Analysis of Exchange 4:

Question 4 is a "**referential**" question because it introduces the concept of "obligation" through "must" for the first time. This is maybe the reason why the teacher suddenly decided to change topic. She perhaps realised that pupils could not answer her question.

- Analysis of Exchange 5:

Question 5 was answered by **P15-**, in Arabic, even if it is of a "**referential**" type, but the teacher refused it. Finally, she was resigned to give the answer in English.

- Analysis of Exchange 6:

Question 6 is a "**referential**" one. It calls for pupils' cultural knowledge on agriculture. In spite of the teacher's efforts to provide insights by means of Loop 8 of floor 105, to help pupils respond, she failed in her attempts to the extent that the question remained without answer. Teacher's effort is not always rewarded. The teacher unexpectedly did not feel compelled to answer as customary when cases like these occur.

- Analysis of Exchange 7:

Question 7 is "**referential.**" In this exchange, the teacher did not refuse an answer given in Arabic. She rather welcomed it by encouraging other learners (initiation 1 and Prompt 2 of floor 107) to repeat it in Arabic. The teacher, here, seems to have adopted a realistic attitude with pupils.

This exchange involved only "referential" questions, of which the teacher answered three and learners two, after "tokens". That is, no answer was given directly when the "source" question was asked. Learners may answer "referential" questions when effort, through "token" questions, is performed. The two times when learners answered "referential" questions after tokens", they did it in Arabic. Some "referential" remained unanswered (exchanges 4 and 6,) maybe because the teacher did not develop "tokens" to facilitate comprehension. Sub-transaction 4.2 seems to

reinforce the idea that answers to ."referential" questions remain more or less the teacher's game preserve, not because pupils did not know answers, but because they lack English lexis to express themselves.

Table 32: Rates of Types of Question in Sub-transaction 4.2

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	07	00	00
Referential "Token"	09	03	03
DISPLAY "Source"	00	00	00
DISPLAY "Token"	00	00	00

- Transaction 5:

- Analyses of Sub-transaction 5.1:

The teacher performed fifteen (15) questions in nine (9) exchanges:

- Analysis of Exchange 1:

In exchange 1, the first "source" question was immediately forgotten by the teacher, leaving it without response. She may have changed her mind for some unknown reasons.

- Analysis of Exchange 2:

The response is easy for it concerns learners' duties and obligations. It is definitely a question of "display" type.

- Analysis of Exchange 3 and 4:

The question is "Display" because information is written on the blackboard, and learners need just to put it in the right column.

- Analysis of Exchange 5:

Exchange 5 begins with a question which is easy to answer because learners already know what a "greenhouse" is in sub-transactions 4.1 and 4.2. We have also to point out that other learners such **P9-**, **P2-**, **P16+**, who bade for answering, were not offered opportunity to participate. She could have nominated **P16-**, who did not participate since the beginning of the lesson.

- Analysis of Exchange 6:

Pupils already discussed topic about "plants". Therefore, the question is a "display" one.

Pupils **P1+** and **P6+** bade for answering without being nominated.

- Analysis of Exchange 7:

The pupil was nominated to repeat what the teacher said in Directive 2 of floor 138 "

Come to write please." There is no challenge with this question.

- Analysis of Exchange 8:

We have a "referential" question answered by the teacher, which reinforces the idea that "referential" questions are teacher's game preserve. The teacher can be reproached for having not tried to involve pupils to think for an answer, be it right or wrong.

- Analysis of Exchange 9:

This question is "display" for the teacher already explained the meaning of "scatter" in floor 97 of sub-transaction 4.2. Another argument that "display" questions are better coped with by pupils (exchanges 1, 2, 3, 4, 5, 6, 7, and 9)

Table 33: Rates of Types of Question in Sub-transaction 5.1

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	02	01	00
Referential "Token"	00	00	00
DISPLAY "Source"	07	00	03
DISPLAY "Token"	06	00	04

- Analyses of Sub-transaction 5.2:

What the teacher actually did, in this sub-transaction, was to verify (through Prompts in floor 151, 154 and 158, Directives in floors 154, and 158, and Checks in floors 151, 154 and 156.) if some classroom activities were performed

Table 34: Rates of Types of Question in Sub-transaction 5.2

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	00	00	00
Referential "Token"	00	00	00
DISPLAY "Source"	00	00	00
DISPLAY "Token"	00	00	00

- Analyses of Sub-transaction 5.3:

The teacher asked twenty-five (25) "source" questions in twenty-five (25) exchanges that make up sub-transaction 5.3

- Analysis of Exchange 1:

The "source" question seems to be of "Display" type, because it is based on learners' general background knowledge about "hospital and diseases," which may explains why **P1+**

answered rather immediately. Initiation 8 is in fact a shortened version of initiation 2 and does not seem to have been performed for more comprehensibility. Besides, **P1+**, **P2-** and **P9-** raised hands for participating. This is, again, other evidence that "Display" questions motivate learners to participate.

- Analysis of Exchange 2:

We have a "display" question answered both by the teacher and learner **P9-**. In this exchange, we praise the teacher for having been patient with the learner. **P9-**'s incapacity to answer the question is not apparently due to lack of background knowledge, for the topic is directly related to learners' religion, but rather to lack of language mastery in terms of right "words" needed to express the idea.

- Analysis of Exchange 3:

The "source" question seems to be "referential" because it calls for learners' background knowledge related to pupils' classroom behaviour. They are assumed to know what is allowed in class and what is not, which may explain why answers occurred immediately.

- Analysis of Exchange 4:

In exchange 4, the teacher asked two "source" questions (initiations 7: 181 and initiation 1: 193). The second "source" question (initiation 1 of floor 193) is an extension to the answer given for the first "source" question. The two "source" questions may be identified as "Display" because obtainment of answers depends on learners' background knowledge about what should be done at home before exams start. Answering "source" questions require mastery of appropriate vocabulary. The second "source" questions concerns demonstrative pronouns. In terms of participation, the teacher may be said to have taken responsibilities with learner **P8+** in floors 188, 190 and 192. However, she could have nominated another pupil such as **P2-** to provide answer instead of doing it herself

- Analysis of Exchange 5:

Teacher's question is easy to work out for pupil's obligations in class are known various. Same arguments as in previous exchange, learners' inability to answer correctly stems from lack of linguistic mastery. Still, the teacher could have encouraged pupils to participate- instead of answering.

- Analysis of Exchange 6:

In exchange 6, the "source" questions is "**Display**" because, as said in previous exchanges, learners' duties and obligations in class are supposed to be known. In terms of participation, the teacher should be praised for keeping interaction, with **P8+**, going on till right answer was obtained, even if given in French. Apparently, **P8+** seems to have been confronted to linguistic problems.

- Analysis of Exchange 7:

The two initiations of this exchange are typical of the kind of questions, whose comprehensibility is really difficult to be accessible to learners. The questions are clearly about learners' duties and obligations in class when the teacher speaks. The problem here is with formulation of teacher's questions. Learners proved to be intelligent to decode them. An other evidence proving that "display" questions are more manageable than "referential" ones. Teacher's attitude in not rejecting right answers given without nomination should be singled out.

- Analysis of Exchange 8:

Exchange 8 proves again that questions of "display" type are better coped with by learners. Immediacy of **P2**'s answer proves this.

- Analysis of Exchange 9 and 10:

The same analyses, as in exchange 8. The teacher should also be praised for having helped **P9**- until right answer was obtained.

- Analysis of Exchange 11:

The same analyses as in exchange 9 and 10. However, in terms of participation, the right answer was laboriously dealt with, with the help of the teacher. Again, teacher's attitude towards non nominated learners changes suddenly (with P14-'s answer.) However, P1+ 's inability to answer may be due to linguistic problems.

- Analysis of Exchange 12:

Same argumentation as exchange 11; however, here, P8+ did not face linguistic problems.

- Analysis of Exchange 13, 14, and 15:

Same argumentation as exchange 12. In addition, we wonder why the teacher answered with learners.

- Analysis of Exchange 16:

The same arguments as in exchange 13, 14, and 15. In terms of participation, "Display" questions prove again to be easy to cope with by pupils. However, we may disagree with the teacher, not when translating, but when correcting P8+'s mistake again, depriving other learners from doing it instead. She could have nominated other pupils.

- Analysis of Exchange 17 and 18:

The same arguments as in exchange 16. In terms of participation, "Display" questions prove again to be approached with confidence by learners. We however disagree with the teacher when interrupting P9-'s to build up a right answer. She could have let go till the end of the trial.

- Analysis of Exchange 19:

The same arguments as in exchange 17 and 18. "Display" questions prove again to be easy to cope with. In addition to this, unexpectedly, the teacher positively evaluated the non nominated pupils' answer, not by addressing herself to the group, but to P9- only. We wonder why she did it. Behaviour like this one may be pedagogically counter productive.

- Analysis of Exchange 20:

The same arguments as in exchange 19. We however wonder why the teacher corrected the mistake, depriving thus others to participate.

- Analysis of Exchange 21:

The same arguments as in exchange 20. Sometimes, "display" questions prove to be difficult to cope with for reasons related to non comprehensibility.

- Analysis of Exchange 22:

The same arguments as in exchange 21. The reproach we may address to the teacher is her exclusive interactions with P1+ (exchanges 20, 21, 22,) which might frustrate other pupils who might have liked to be nominated.

- Analysis of Exchange 23:

The same arguments as in exchange 22. Surprisingly, the teacher not only accepts an answer given by a non nominated pupil but also given in Arabic. Is it because the lesson is about to end? If only the teacher could do it more frequently to encourage other pupils to participate.

- Analysis of Exchange 24:

The same arguments as in exchange 23. The reproach we may address to the teacher is that she exclusively interacts with **P9-** (as she did in exchanges 02, 09, and 17) which might frustrate pupils in class.

- Analysis of Exchange 25:

The same arguments as in exchange 24. But, "display" question may prove to be difficult due to lack of vocabulary. Still, we wonder again why the teacher decides to answer. Is it because five "token" questions are felt to be enough or because the lesson is about to end?

Table 35: Rates of Types of Question in Sub-transaction 5.3

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	00	00	00
Referential "Token"	00	00	00
DISPLAY "Source"	25	01	04
DISPLAY "Token"	55	07	13

Table 36: Rates of Types of Question in Transcript 1

Type of Questions	Frequency	Answered by Teacher	Answered by Pupils
Referential "Source"	33	08	00
Referential "Token"	46	16	09
DISPLAY "Source"	43	03	12
DISPLAY "Token"	77	07	21

The data reported above reveal that during the lesson the teacher has performed almost one-hundred and ninety-nine (199) questions, of which thirty-three (33) are of "referential" type and forty-three (43) of "source" type. "Token" questions totalise one-hundred and twenty-three items (123), of which forty-six (46) concern are of "referential" type and seventy-seven (77) of

"display" type. It appears that the teacher has responded to 8 "referential" questions while learners none, which proves that "immediate" answers to "referential" questions cannot be provided by learners, which forced the teacher to do it eight times. Data confirms that learners become able to answer "referential" questions only when they are followed by "tokens", which happened nine (9) times. This means that the learners need to be helped to work out answers to

these questions. Teacher's help may serve to bring more comprehensibility to these questions, whose meanings are not immediately accessible to learners.

In so far as "display" questions are concerned, data on board displays a totally different situation. Twelve (12) out of forty-three (43) "source-display" questions have been immediately answered by learners without recourse to "tokens". Surprisingly, three (3) "source-display" questions were not answered at all by learners, or if answered, the case of twenty-one (20) of them, this happened after teacher's performance of "tokens". Still, seven "source-display" questions were answered by the teacher, not learners, even with "tokens". We hypothesized that this may be due to learners' lack of linguistic mastery of language to express their ideas and not to issues pertaining to comprehensibility of these questions. Data also revealed that when learners manage to answer "Referential" questions, this is achieved by a high "cost" of teacher's investment. Therefore, "Referential" may be said to refrain participation in class. As concerns "display" questions, particularly when related to own learners' needs, data reveals higher learners' capacity to cope with them; and, consequently more participation is noticed.

As far as Types of Question are concerned, we recommend the teacher to keep up working like this, because she did an honest job. We would, however, prefer her to perform fewer "Referential" questions if possible because "display" ones seem to bring more participation, particularly, when based on learners' personal needs.

2.4- Questioning Patterns

Are teacher's questions easy to comprehend from the lexical and grammatical points of view?

Teacher talk is available in Appendix I; therefore, there is no need to re-write transactions again. We shall only report analyses as concerns comprehensibility or lack of comprehensibility of the teacher's questions.

- Transaction 1:

Transaction I does not involve any pedagogical challenge because teacher-learners' exchange is limited to "phatic" contact.

- Transaction 2:

Analysis of Sub-transaction 2.1

Comprehensibility of teacher talk is not posed in this exchange. Questions asked are syntactically and semantically understandable. Therefore, the teacher may be said to have asked comprehensible questions. However, comprehensibility has nothing to do with level of difficulty, which should be related to learners' capacity to construct or find an answer. A learner may say "I have perfectly understood the question but I feel unable to answer it."

Questioning Patterns: Comprehensible Questions.

- Analysis of Sub-transaction 2.1.1:

The questions are easy to understand because they concern information related to which class a pupil belongs to. Classmates should know one another.

Questioning Patterns: Comprehensible questions.

- Analysis of sub-transaction 2.2:

The three questions asked, because short in length, can be understood even if they are not asked according to a classical form, with a question-word, for instance. In floors 19 and 21, the teacher used affirmative statements with a rising interrogative intonation.

Questioning Patterns: Comprehensible questions.

- Analysis of sub-transactions 3.1 and 3.2:

The three questions in these two sub-transactions are not easy to understand. Unlike previous exchange where rising interrogative intonations have been combined with statements, in sub-transactions 3.1 and 3.2, the teacher followed the same strategy with however single word questions: the verb "to keep" twice, and preposition "or" in initiation 5 of floor 28, which obliged

the teacher to answer. It is really difficult for learners to guess that the teacher wanted them to provide a synonym to the verb "to keep", it is not evident. Questions therefore are not well formulated, which complicated their comprehensibility.

Questioning Patterns: Questions difficult to comprehend.

- Analysis of sub-transactions 3.3:

In this sub-transactions, the five questions are comprehensible for the teacher asked them, with question words. It is a pupil P2- who answered even with teacher's help.

- Analysis of sub-transactions 3.4:

- Exchange 1:

One word questions with interrogative rising intonations do not seem to be appreciated by learners. Again, it is the teacher who answers.

Questioning Patterns: A Question difficult to comprehend.

- Exchange 2:

One word questions with interrogative rising intonations do not seem to be appreciated by learners. Again, it is the teacher who answers.

Questioning Patterns: Questions difficult to comprehend.

- Exchange 3:

Same analysis as above exchange. By uttering "example", learners may misunderstand the purpose of the question. Is the teacher about to provide an example? Or does she request learners to provide one ? Here, again, it is the teacher who answers.

Questioning Patterns: A Question difficult to comprehend.

- Exchange 4:

Same analysis as with above exchange. The question is not classically asked. And, again the teacher felt compelled to answer.

Questioning Patterns: Questions difficult to comprehend.

- Exchange 5:

This exchange is almost the exact reproduction of previous ones, syntactically speaking. Even with a second differently reformulated question, no answer has been obtained, which obliged the teacher once again to answer. The two questions have been asked without question-words.

Questioning Patterns: Questions difficult to comprehend.

- Exchange 6:

Six questions have been asked in this exchange. Three of them (initiations 16, 17, and 20) may prove difficult to comprehend because asked without question-words. The three other remaining ones are however comprehensible thanks to the question-words used, which may have brought more comprehensibility to teacher's intention. The result is that pupil **P1+** tried to answer.

Questioning Patterns: Three comprehensible questions while three others not comprehensible.

-Exchange 7:

Despite the fact that four questions have been asked, no answer was obtained from learners, not because they did not understand but because they did know the answer.

Questioning Patterns: Comprehensible questions.

- Exchange 8:

Five questions (initiations 10, 11, 12, 13, and 15 in floor 42) started with question-words, which brought comprehensibility and led P1+ to answer.

Questioning Patterns: Comprehensible questions.

- Exchange 9 :

46-T : 2- Initiation: ----- "Source" question "Referential"

"or?"

4- Initiation: ----- "Token" question "Referential"

"steps what are the different 0 steps" 0

Preposition-question is always difficult to comprehend, which led the teacher to change mind by proposing a classical version. Still, no learner answered because of their in capacity to provide an answer and not because questions were not understandable.

Questioning Patterns: Comprehensible question, except with Initiation 2.

- Exchange 10: Same analysis as

above. Questioning Patterns: Comprehensible question, except Initiation 10.

- Exchange 11:

Same analysis as above.

Questioning Patterns: Comprehensible question, except Initiation 16.

- Exchange 12:

The question asked does not begin with a question word, which perhaps obliged the teacher to answer.

Questioning Patterns: A Question difficult to comprehend.

- Exchange 13:

The question asked was according to the grammatical norms, which perhaps explains why learner **P1+** was able to answer it.

46- T 22 Initiation "what are they going to visit?"

49 Pupil P1+ answers with hesitation.

Questioning Patterns: Comprehensible question.

- Exchange 14:

Same analysis as above.

Questioning Patterns: Comprehensible questions, except Initiation 3.

- Exchange 15:

Three questions were asked by the teacher, one without question-word.

Questioning Patterns: Comprehensible Questions.

- Exchange 16:

A classically posed question, which led learner **P8+** provide an answer.

Questioning Patterns: Comprehensible question.

- Exchange 17:

Same analysis as above exchange.

Questioning Patterns: Comprehensible question.

- Exchange 18:

No comment, incomplete question.

Questioning Patterns: No comment, incomplete question.

- Exchange 19:

Normal question with question-word.

Questioning Patterns: Comprehensible question.

- Analysis of sub-transaction 3.5 and sub-sub transaction 3.5.1

- Exchange 1 and 2:

Question with question-word. Pupil **P1+** answered.

Questioning Patterns: Comprehensible question.

- Exchange 3, 4, and 5:

Question without question-word, which led the teacher to provide herself the answer.

Questioning Patterns: Question difficult to comprehend. -

- Exchange 6

Question with question-word but answered by a pupil. This is the exception since the beginning of the lesson.

Questioning Patterns: Question difficult to comprehend.

- Exchange 7:

Question with a question-word answered by **P8+**.

Questioning Patterns: Comprehensible question.

- Analysis of sub-transaction 4.1:

- Exchange 1:

Comprehensible question, but not answered by learners.

Questioning Patterns: Comprehensible question.

- Exchange 2:

Two questions without question-words, but answered by pupils. Maybe, they ended understanding teacher's ways of asking questions.

Questioning Patterns: Question difficult to comprehend.

- Analysis of Sub-transaction 4.2:

- Exchange 1:

Two wh-questions.

Questioning Patterns: Comprehensible question.

- Exchange 2:

Four question-word questions.

Questioning Patterns: Comprehensible questions.

- Exchange 3:

Two question-word questions.

. Questioning Patterns: Comprehensible questions.

- Exchange 4:

One question-word question.

Questioning Patterns: Comprehensible questions.

- Exchange 5:

Two questions without question-words.

Questioning Patterns: Questions difficult to comprehend.

- Exchange 6:

Three questions asked, with none without question-words.

Questioning Patterns: Comprehensible questions.

- Exchange 7:

Three questions without question-words.

Questioning Patterns: Questions difficult to comprehend.

- Analysis of Sub-transaction 5.1:

- Exchange 1:

Two question-word questions.

Questioning Patterns: Comprehensible questions.

- Exchange 2:

Questions without question-word, nevertheless answered by a pupil.

Questioning Patterns: Question difficult to comprehend, except by some pupils, as in some above discussed exchanges.

- Exchange 3:

Question without question-word.

Questioning Patterns: Question difficult to comprehend.

- Exchange 4:

Two questions without question-words.

Questioning Patterns: Questions difficult to comprehend.

- Exchange 5:

Two questions, out of three, without question-words.

Questioning Patterns: Questions difficult to comprehend.

- Exchange 6:

Two questions without question-words, nevertheless answered by pupil **P1+**.

Questioning Patterns: Questions difficult to comprehend.

- Exchange 7:

One question without a question-word, answered by the teacher.

Questioning Patterns: Question difficult to comprehend.

- Exchange 8:

Three questions without question-word.

Questioning Patterns: Questions difficult to comprehend.

- Analysis of Sub-transaction 5.2:

In sub-transaction 5.2, there are only instructions and encouragement expressed by the teacher.

- Analysis of sub-transaction 5.3:

- Exchange 1:

Two question-word questions.

Questioning Patterns: Comprehensible questions.

- Exchange 2:

Four non question-word questions.

Questioning Patterns: Questions difficult to comprehend.

- Exchange 3:

Two questions with auxiliary-subject inversion.

Questioning Patterns: Comprehensible questions.

- Exchange 4:

Six question-word questions and four without. There is a balance between comprehensible and non comprehensible questions.

Questioning Patterns: Comprehensible and non comprehensible questions (initiations 12 in floor 181, initiation of floor 187, initiations 1, 2 and 3 of floor 193.)

- Exchange 5:

Fourteen questions, of which eight asked with question-words, while six not. Therefore, we have more comprehensible questions than the others.

Questioning Patterns: Comprehensible questions, except initiations 12, 13 and 15 in floor 197, initiation of floor 205, and initiation of floor 207.

- Exchange 6, 7 and 8:

Questioning Patterns: Comprehensible question, except initiations 3 in floor 211.

- Exchange 9:

Three question-word questions.

Questioning Patterns: Comprehensible questions.

- Exchange 10 and 11:

Questioning Patterns: Comprehensible questions, except Initiations 2 in floor 230, and 239.

- Exchange 12, 13, 14, and 16:

One non question-word question.

Questioning Patterns: Question difficult to comprehend.

- Exchange 15:

Questioning Patterns: Comprehensible questions, except initiations 2 in floor 243, and initiation of floor 251.

- Exchange 16, 17, 18, and 19:

Questioning Patterns: Comprehensible question.

- Exchange 20:

Two non question-word questions.

Questioning Patterns: Questions difficult to comprehend.

- Exchange 21, 22, 23, and 24:

Questioning Patterns: Comprehensible question.

In the table below, we have synthesized "questioning patterns", where Comprehensible Question has been abbreviated as "CQ", and Question difficult to Comprehend as "QDC".

Table 37: Rates of Questioning Patterns in Transcript 1

Questions	Questioning Pattern	Question Types
Transaction 1	Not concerned	Not concerned
Transaction 2		
2.1	CQ	DISPLAY
2.1.1	CQ	DISPLAY
2.2	CQ	DISPLAY
Transaction 3		
3.1 + 3.2	QDC	Referential
3.3	CQ	Referential
3.4		
Exchange 1	QDC	Referential
Exchange 2	QDC	Referential
Exchange 3	QDC	Referential

Exchange 4	QDC	Referential
Exchange 5	QDC	Referential
Exchange 6	QDC	Referential
Exchange 7	CQ	Referential
Exchange 8	CQ	Referential
Exchange 9	CQ	Referential
Exchange 10	CQ	Referential
Exchange 11	CQ	Referential
Exchange 12	QDC	DISPLAY
Exchange 13	CQ	Referential
Exchange 14	CQ	Referential
Exchange 15	CQ	Referential
Exchange 16	CQ	DISPLAY
Exchange 17	CQ	DISPLAY
Exchange 18	Unclear	DISPLAY
Exchange 19	CQ	DISPLAY
3.5 + 3.5.1		
Exchange 1	CQ	Referential
Exchange 2	CQ	Referential
Exchange 3	QDC	Referential
Exchange 4	QDC	Referential
Exchange 5	QDC	DISPLAY
Exchange 6	QDC	DISPLAY
Exchange 7	CQ	DISPLAY

Transaction 4		
4.1		
Exchange 1	CQ	DISPLAY
Exchange 2	CQ	DISPLAY
4.2		
Exchange 1	CQ	Referential
Exchange 2	CQ	Referential
Exchange 3	CQ	Referential
Exchange 4	CQ	Referential
Exchange 5	QDC	Referential
Exchange 6	CQ	Referential
Exchange 7	QDC	Referential
Transaction 5		
5.1		
Exchange 1	CQ	Referential
Exchange 2	QDC	DISPLAY
Exchange 3	QDC	DISPLAY
Exchange 4	QDC	DISPLAY
Exchange 5	CQ	DISPLAY
Exchange 6	QDC	DISPLAY
Exchange 7	QDC	Referential
Exchange 8	QDC	DISPLAY
5.2	Not concerned	Not concerned

5.3		
Exchange 1	CQ	Referential
Exchange 2	QDC	Referential
Exchange 3	CQ	Referential
Exchange 4	CQ	Referential
Exchange 5	CQ	DISPLAY
Exchange 6	CQ	DISPLAY
Exchange 7	CQ	DISPLAY
Exchange 8	CQ	DISPLAY
Exchange 9	CQ	DISPLAY
Exchange 10	CQ	DISPLAY
Exchange 11	CQ	DISPLAY
Exchange 12	QDC	DISPLAY
Exchange 13	QDC	DISPLAY
Exchange 14	QDC	DISPLAY
Exchange 15	CQ	DISPLAY
Exchange 16	QDC	DISPLAY
Exchange 17	CQ	DISPLAY
Exchange 18	CQ	DISPLAY
Exchange 19	QDC	DISPLAY
Exchange 20	QDC	DISPLAY
Exchange 21	CQ	DISPLAY
Exchange 22	CQ	DISPLAY
Exchange 23	QDC	DISPLAY

Exchange 24	QDC	DISPLAY
Exchange 25	QDC	DISPLAY

Comprehensible Question (CQ): 42 - - - - - **58.33%**

Questions difficult to comprehend (QDC): 30 - - - - - **41.66%**

Total Number Questions: **72**

Not concerned: **02**

Unclear: **01**

In forty-one (41) exchanges, seventy-two questions have been asked by the teacher: forty-two (42) "easy", and thirty (30) "difficult" to comprehend. On frequency grounds, the outcome displays almost balanced rates between the two. Comprehensible questions being the more frequent. Still, the situation is worrying because non comprehensible questions represent a rate nearing half of the questions. A wise attitude would be not to focus on predominance of one "questioning pattern" over the other, to draw conclusions which may not serve question comprehensibility in general. We can be tempted to claim that globally teachers' questioning patterns are favourable to learners' accessibility to question comprehension. Analyses proved that comprehensible questions are frequently answered by learners. Forty-one (41%) of QDC may be said to constitute a disquieting heavy serious tendency in teacher's teaching behaviours. In this respect, teacher's attention has to be drawn on this. With 58.33% of CQ, the teacher may be said to have the potential to asking far more comprehensible questions than what he displayed in this lesson.

Therefore, we recommend that the teacher be encouraged to ask more questions with question-word to increase comprehensibility, a pre-requisite condition for learners' participation to take place. We would then recommend her to try to avoid asking questions without question-words.

2.5 Questions in Interaction

Does the teacher check learners' comprehension by regularly asking "checks" questions to create more participation opportunities for learners?

As with "Questioning Patterns", descriptions of teacher' and learners' questions are to be found in Appendix 1.1.

- Transaction 1:

As far as transaction I is concerned, there is no pedagogical stake at issue.

- Transaction 2:

- Analysis of Sub-transaction 2.1:

We believe that only in the "evaluation" floor can the teacher be said to have performed some kind of "confirmation" act as concerns the quality of learners' answers. "Confirmation" may be performed also by means of teacher's repetitions of right answers provided by a pupil before. Teacher's positive "confirmation" of a pupil's answer, when uttering "Good, Rafik is a pupil.", cannot be considered as a "confirmation" check question, simply, because teacher's "evaluation" of pupils' answers is not a question. In this sub-transaction, therefore, we can say that questions like these were not asked by the teacher at all. "Comprehension check" questions: 00, "Confirmation check" questions: 00, and "Clarification request" questions: 00

- Analysis of sub-sub transaction 2.1.1:

The teacher asked no questions of these kinds.

- Analysis of sub-transaction 2.2:

Teacher's question asked in floor 26 may be identified as one meant to bring more clarification to the question asked in floor 24. Such a clarification is a teacher's self-initiation to bring more clarity to her own talk. It is not a question asked to pupils. Therefore, no "Comprehension check," "Confirmation check," and "Clarification request" questions have been asked in this sub-transaction.

- Transaction 3:

- Analysis of sub-transactions 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1 and Sub-sub transaction 3.5.1:

No questions of these kinds have been asked.

- Analysis of sub-transaction 5.2:

Sub-transaction 5.2 is the first one where questions-checks have been performed by the teacher. However, they do not seem to concern "comprehension" check of language as such. Still, questions like these are welcome because they create opportunities for learners to participate, which happened three times with pupil **P7+**. There is only one exchange.

151-T: 7 Check: The teacher checks whether pupils have finished what she asked them to do. **(CH)**
"have you finished ?"

This is not a question about checking comprehension, seeking for "confirmation" or requesting "clarification" about a language point.

154-T: 1 Check: The teacher wants to confirm whether P7+ has really not finished. **(CH)**
"Not yet **P7+** 00 not yet" ?"

The same analyses as with Check 7 of floor 151.

156-T: Check: The teacher wants to check whether **P7+** has finished in the middle. **(CH)**
"**P7+**, finished in the middle"?"

The same analyses as with Check 7 of floor 151 and Check 1 of floor 154.

121-P7+: Response: Pupil **P7+** positively replied to teacher's check. **(REP)**
"Yes".

- Analysis of sub-transaction 5.3:

In this sub-transaction, the teacher seems to have asked three (3) "Clarification Request" questions: initiation of floor 181 "P2- have you got another answer ?" initiation 5 of floor 193 "P2- have you got another answer ?" and initiation 4 of floor 271 "Another euh idea ?". The only reproach we can make to the teacher is when P2- was nominated for the second time to answer "P2-, have you got another answer ?" The teacher could have offered opportunity to another pupil who did not participate.

"Clarification Request" questions : 02.

In the table below, we have synthesized "questions in interaction".

Table 38: Rates. of Questions in Interaction in Transcript 1

Types of Questions in Interaction	Frequency of Questions	Total Number of Exchanges
"Comprehension Check" Questions	00	72
"Confirmation Check" Questions	00	72
"Clarification Request" Questions	02	72

On the basis of above reported data, we may say that the teacher did not perform questions of these kinds, depriving herself from pedagogic means to foster participation in class. We may think it abnormal that "Questions in Interaction" have rarely been used by the teacher.

We recommend the teacher to ask "Questions in Interaction" to create opportunities, particularly when these questions are addressed to pupils with low or no participation.

2.6 Re-lexicalisation

Does the teacher build up questions and lesson developments on learners' own ideas when opportunities exist?

- Transaction 1:

As far as transaction I is concerned, there is no pedagogical stake at issue.

- Transaction 2:

- Analysis of sub-transaction 2.1:

In sub-transaction 2.1, it can be easily verified (cf. Appendix 1.1) that, in floor 5, the teacher repeated pupil's words just to confirm that answers given are correct. If no re-lexicalisation process has been performed by the teacher this is mainly due to absence of learners' voiced ideas. In a way, it is not the teacher's responsibility that such a process has not taken place.

- Analysis of sub-sub transaction 2.1.1 and Sub-transaction 2.2:

No re-lexicalisation process.

- Transaction 3:

- Analyses of sub-transactions 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1, and sub-sub transaction 3.5.1

No exchange with pupils took place, so no possibility for the teacher to build up on pupils' ideas.

- Analysis of sub-transaction 5.2:

Sub-transaction 5.2 does not involve any pedagogical stake. Only instructions and encouragements have been performed by the teacher.

- Analysis of sub-transaction 5.3:

What learners did in the twenty-five (25) sub-transactions, was to answer teacher's questions. Exceptions concern floors 166 and 193, where the teacher performed initiations, starting

from pupils' answers. We have to admit that, in these two cases, the teacher exploited pupils' own ideas as starting points for interaction. By repeating pupils' answers (ideas), the teacher attracted learners' attention on errors done in answers. Another occasion where the teacher really seemed to have adopted a learner's idea, to open a new initiation (floor 205), took place when **P8+** answered in Arabic "Faoudha" (floor 203). By so doing, the teacher creates confidence that pupils' ideas are sometimes welcome even if given in Arabic.

Re-lexicalisation: yes, in exchange 5.

In the table below, we have synthesized "re-lexicalisation".

Table 39: Rates of Re-lexicalisation in Transcript 1

Transcript 1	Teacher Talk in terms of Re-lexicalisation
Transaction 1	Not concerned.
Transaction 2	
2.1	No re-lexicalisation.
2.1.1	No re-lexicalisation.
2.2	No re-lexicalisation.
Transaction 3	
3.1 + 3.2	No re-lexicalisation.
3.3	No re-lexicalisation.
3.4	
Exchange 1	No re-lexicalisation.
Exchange 2	No re-lexicalisation.
Exchange 3	No re-lexicalisation.
Exchange 4	No re-lexicalisation.

Exchange 5	No re-lexicalisation. -
Exchange 6	No re-lexicalisation.
Exchange 7	No re-lexicalisation.
Exchange 8	No re-lexicalisation.
Exchange 9	No re-lexicalisation.
Exchange 10	No re-lexicalisation.
Exchange 11	No re-lexicalisation.
Exchange 12	No re-lexicalisation.
Exchange 13	No re-lexicalisation.
Exchange 14	No re-lexicalisation.
Exchange 15	No re-lexicalisation.
Exchange 16	No re-lexicalisation.
Exchange 17	No re-lexicalisation.
Exchange 18	No re-lexicalisation.
Exchange 19	No re-lexicalisation.
3.5 + 3.5.1	
Exchange 1	No re-lexicalisation.
Exchange 2	No re-lexicalisation.
Exchange 3	No re-lexicalisation.
Exchange 4	No re-lexicalisation.
Exchange 5	No re-lexicalisation.
Exchange 6	No re-lexicalisation.
Exchange 7	No re-lexicalisation.

Transaction 4 4.1	
Exchange 1	No re-lexicalisation.
Exchange 2	No re-lexicalisation.
4.2	
Exchange 1	No re-lexicalisation.
Exchange 2	No re-lexicalisation.
Exchange 3	No re-lexicalisation.
Exchange 4	No re-lexicalisation.
Exchange 5	No re-lexicalisation.
Exchange 6	No re-lexicalisation.
Exchange 7	No re-lexicalisation.
Transaction 5 5.1	
Exchange 1	No re-lexicalisation.
Exchange 2	No re-lexicalisation.
Exchange 3	No re-lexicalisation.
Exchange 4	No re-lexicalisation.
Exchange 5	No re-lexicalisation.
Exchange 6	No re-lexicalisation.
Exchange 7	No re-lexicalisation.
Exchange 8	No re-lexicalisation.
5.2	Not concerned.

5.3	
Exchange 1	No re-lexicalisation.
Exchange 2	No re-lexicalisation.
Exchange 3	No re-lexicalisation.
Exchange 4	No re-lexicalisation.
Exchange 5	Yes.
Exchange 6	No re-lexicalisation.
Exchange 7	No re-lexicalisation.
Exchange 8	No re-lexicalisation.
Exchange 9	No re-lexicalisation.
Exchange 10	No re-lexicalisation.
Exchange 11	No re-lexicalisation.
Exchange 12	No re-lexicalisation.
Exchange 13	No re-lexicalisation.
Exchange 14	No re-lexicalisation.
Exchange 15	No re-lexicalisation.
Exchange 16	No re-lexicalisation.
Exchange 17	No re-lexicalisation.
Exchange 18	No re-lexicalisation.
Exchange 19	No re-lexicalisation.
Exchange 20	No re-lexicalisation.
Exchange 21	No re-lexicalisation.
Exchange 22	No re-lexicalisation.
Exchange 23	No re-lexicalisation.

Exchange 24	No re-lexicalisation.
Exchange 25	No re-lexicalisation.

Teacher's attitude to build up interactions on pupils' ideas is positive. In seventy-four exchanges, only one "real" opportunity was offered to the teacher to build up on pupils' ideas. The teacher should be praised for this.

We encourage the teacher to continue like this.

2.7 Discursive Organising Word

Is teacher talk "overloaded" with discursive organising words that could weaken comprehensibility?

- Transaction 1, 2.1, 2.2, 3.3, 3.4, 4.1, 5.2, 5.3, and Sub-sub transaction 2.1.1:

No discursive organising words in teacher talk.

- Transaction 3:

- Analyses of sub-transactions 3.1 and 3.2:

In these sub-transactions, we have vocabulary synonyms: "to split" and to "divide," not lexical ones.

- Analyses of sub-transaction 3.5 and sub-sub transaction 3.5.1:

66- T 8- Initiation:

"So 0 what is the solution here?" 0

The solution = search in books, in dictionaries, (...) for brochures.

"Solution" (Initiation 8 in floor 66) may cause problems of interpretation to learners because it stands for "action of searching in books, dictionaries and brochures". If the teacher's purpose is to make pupils think of "books, dictionaries and brochures", why did she not ask, instead, simpler questions. Therefore, in this exchange, pupils may be said to be face a serious

problem of teacher talk comprehensibility for the point of view of synonyms as substitutes of segments of discourse.

- Transaction 4:

- Analysis of sub-transaction 4.2:

95 T: "The 0 class 00 outing" 00 (BB). What is the class outing? What is the?

When you look at this word the **class outing**, "that is to say" they 0 will visit a place" 0 and then 0 they will 00 work 0 as 0 journalists, they will work it will be very exciting" 0. Pupils will work as journalists 0 they interview pup, persons and also they take notes and sometimes photos like journalists and it will be very interesting and exciting" in the same time. So, Mr.Allem, will take 0 group one to Boulifa 0 farm 0. He will take group one to Boulifa farm. Boulifa farm is very farm, euh sorry very far from Okba school. Boulifa farm is very far from Okba school."

" So, 0 the pupils 0 or Mr .Allem and the pupils must must (BB) leave early. They must it's an obligation. They must leave early to go, for example; they must leave at 6 o'clock because Boulifa farm is very very 0 farm. and also why we must leave early ? why early ? why ? what **happened** in the farm in general ?"

"Mr. Fellah 0 work 0 early 0 to see 0 how does the Fellah work 0 We We must 0 leave early to see 0 all the steps of Mr.Fellah" 00. when you are in the countryside in general 0 a lot of people gets up at early not like here. Sometimes we 0 get up late 0 at 7 o'clock or 6 o'clock for Mr.Fellah it's too 0 late not early because Mr.Fellah sometimes gets sometimes gets up at 4 o'clock or 5 o'clock. So, that's why he

always 0 works 0 early 0. So, the pupils must leave early" 0. Mr. Allem asks Mrs. Salem to tell the pupils to come to the staff-room 0 0 the staff, 00 the staff-room" (BB) we have here in Abou Bakr Erazi the staff-room is where 0 the teachers meet, Where the teachers meet, the staff-room there is put my pinafore in the staff-room."

"Class-outing" may be said to be a substitute "synonym" to a segment of text involving two utterances: "Class-outing" = they 0 will visit a place" 0 and then 0 they will 00 work. "Work" itself becomes a substitute to three utterances: "Work" = they interview pup, persons and also they take notes and sometimes photos. And finally, "happened" may be said to be a substitute to two utterances about two activities expected to be performed in the farm by the Fella: "Happened" = " Fella 0 work 0 early (...) and gets up at early. In Sub-transaction 4.2, "class-outing", "work" and "happened" can not be sources of incomprehensibility in teacher talk simply because pupils are not left to mentally perform induction to correctly interpret what they mean. Their interpretations are cataphorically available in teacher talk in the immediately coming utterances. Therefore, comprehensibility of teacher talk, from this point of view, is easy to process by pupils. The problem is posed when learners are unable to establish links between the discursive organising words and their meanings which have to be found later in the development of the text.

T : "Yes, now, the pupils will 0 come to the staff-room because Mr. Allem 0 will give them 0 some important 0 **instructions** 0 about how they will go to 0 Boulifa farm. What will they do ? 0 What must they do ? 0 What mustn't they do ? 0 They will 0 know or they will they have more more details about 0 this 0 class outing 0 they will have 0 more details 00. So, 000 he said 000 to the pupils (she erases the BB)+ of group one, of course he said to them000 to" gather, to gather, to gather

at the school gate (BB); to gather at the school gate. So, gather 0 at
the school 0 gate, 000 walk 0 in the 000 furrows (BB), visit 000 visit
000 the greenhouse (BB), pick 000 plants (BB), take 000 notes (BB).
 All these 0 are 0 the instructions 0 of Mr. Allem 000. So ^, you have
gather and scatter in 0 the 0 green 0 house (BB). So these are 0 Mr.
 Allem's 0 instructions for 0 pupils of group 0 one 000. But 0 to insist
 0 to insist 0 on the instructions 0 Mr. Allem 0 will 0 explain 00 for 0
 the pupils. So you have gather at the school gate gather 0 to gather"
00 come here P13+, P1+ euh P6+ and euh 0 P7+ to gather this is to
gather 0 hurry up" 00 not like this please, to gather this is to gather
gather Now, we form a circle please this is to gather euh to gather is
to meet in one place, is to meet in one place. Now^," you have gather
is the opposite" of to scatter" so to scatter. P1+ euh P13+ go there

P1+ there", " P 1+ "+ " this is to scatter each person is in one place"

In this floor, "Instructions" may be said to be "synonym-substitute" to seven utterances,
 which are cataphorically located in teacher talk: "Instructions" = "to" gather, to gather, to gather at
 the school gate (BB); to gather at the school gate. So, gather 0 at the school 0 gate, 000 walk 0 in
 the 000 furrows (BB), visit 000 visit 000 the greenhouse (BB), pick 000 plants (BB), take 000
 notes (BB). Now, one of the instructions, "to gather" may itself be a "synonym-substitute" to
 almost fourteen utterances: "to gather" = gather at the school gate gather 0 to gather" 00 come
 here P13+, P1+ euh P6+ and euh 0 P7+ to gather this is to gather 0 hurry up" 00 not like this
 please, to gather this is to gather gather. Now, we form a circle please this is to gather euh to
 gather is to meet in one place, is to meet in one place. Now^," you have gather is the opposite" of
 to scatter. "To scatter, which is a sub-component of "to gather," becomes itself a

"synonym-substitute" to four utterances: "to scatter"= to scatter. P1+ euh P13+ go there P1+ there", P6+ ", P1+ " this is to scatter each person is in one place". All identified discursive organising words are interpretable cataphorically. Therefore, as was above, comprehensibility of teacher talk, from this point of view, is not affected provide learners make links with expressions cataphorically mentioned in the passage.

- Transaction 5:

- Analysis of sub-transaction 5.1:

As far as sub-transaction 5.1 is concerned, there are some discursive organising lexical words which may affect teacher talk comprehensibility. Their interpretation is not evident.

This - - - - - "take notes": anaphoric relationship

This - - - - - "All previous "must do" and "must not do": anaphoric relationships

It - - - - - "Walk in the furrows": anaphoric relationship.

It - - - - - "what they are allowed to do": anaphoric relationship.

It - - - - - "write in red": anaphoric relationship.

In the table below, we have synthesized "Discursive organising words".

Table 40: Rates of Discursive Organising Words in Transcript 1

Teacher Talk	Discursive Organising Words
Transaction	Not concerned.
Transaction 2.1	No.
2.1.1	No.
2.2	No.
Transaction 3.1 + 3.2	No.
3.3	No.
3.4	No.
3.5 & 3.5.1	Yes, easy to interpret, except one item "solution",
Transaction 4.1	No.
4.2	Yes, easy to interpret.
Transaction 5.1	Yes, difficult to interpret.
5.2	Not concerned.
5.3	No.

From above displayed data, teacher talk may be said to rarely contain "Discursive Organising Words." The ones identified in different transactions proved to be easy to interpret

(sub-transaction 3.4, 3.5 and 3.5.1). The exception concerns "solution," which definitely may cause problems of interpretation. Sub-transaction 5.1 also contains some difficult ones. However, compared to the whole amount of teacher talk performed in a lesson, these cases remain exceptions, which leads us to conclude that teacher talk comprehensibility, from the point of view of "Discursive Organising Words", is not affected

We encourage the teacher to keep on like this.

2.8 Measures of Length of Utterance

Does the teacher simplify utterance, by "lengthening" or "shortening" its length, for more comprehensibility, when this proves to be pedagogically justified?

If length of utterance involves measuring the number of words, then it should be the words that the propositional act of a speech act contains. Now, if length should be modified, it then subsumes performance (s) of a same speech act more than one time. In other words, as in "Types of Questions," the "source" utterance can be regarded as the criterion according to which lengths of other variations of the similar speech acts "token-utterances" have to be compared. For practical reasons, "modification" of length has to be appreciated in terms of "lengthening" or "shortening" the syntax of "source" utterance. We should then find out whether "shortening" or "lengthening" of syntax of "source" utterance is pedagogically justified. If so, such an act will be positively appreciated, if not it would mean that the teacher "shortens" or "lengthens" the same utterance without pedagogical strategy. Therefore, variations in length of utterance could prove to be counter-productive in terms of comprehensibility of teacher talk and the negative consequences expected to be felt, as results of these "non sensible" variations, at the level of learners' participation. The challenge is very daunting but it is worth the trouble. As with "Types of Questions" and "Questioning Patterns, descriptions of transactions in terms of "utterance-source" and "utterance-token", necessary for appreciating variations of length, are available in Appendix 1.1.

- Transaction 1:

As far as transaction I is concerned, there is no pedagogical objective at issue.

- Transaction 2:

- Analysis of sub-transaction 2.1:

The teacher asked a question about Rafik Mesbah's status at school. She did it three times in floor 3. At the propositional level, the second and third "token" questions did not change, that is, length remained the same. Perhaps, because the teacher felt confident that pupils understood the "source" question., which was answered by a learner. Therefore, absence of variation in length of utterance to achieve more comprehensibility was pedagogically justified.

Modification of length of utterance: modification unnecessary and not performed.

- Analysis of sub-sub transaction 2.1.1:

The teacher used shortened length of "source" utterance in initiations 3 and 6 of floor 18, and initiation 2 of floor 22. We believe that shortening here did not seek to bring more comprehensibility because the questions asked were easy to understand. Therefore, such reduction in length does not seem to be pedagogically justified. We think if the teacher nevertheless did it, it was because of her confidence that pupils would supply the missing information. The observed variation in length of utterance does not disturb learners' comprehension of the "source" question. In this respect, it does negatively affect comprehensibility. Still, from the pedagogical point of view, we shall say that its occurrence is unjustified. "Unjustified" does not necessarily mean "negative."

Modification of length of utterance: Modification of length of utterance: modification unnecessary and not performed.

- Analysis of Sub-transaction 2.2:

Only with the third and fourth utterances, in floor 26, did the teacher carry out "shortening."

Did the "reduction" increase comprehensibility of the teacher's utterance? To answer this question,

we need to analyse "Mr or Mrs?" asked with rising intonation. The fact of having not added "Salem" next to "Mr or Mrs" may complicate more comprehensibility of teacher's intention. By uttering "Mr or Mrs," teacher's intention was to ask learners about Salem's sex, that is, masculine or feminine. Formulation of the question, this way, may in itself prove to be non comprehensible to learners. The teacher could have classically requested learners to give information about Salem's sex, through "Is the English teacher a man or a woman?." evidence that pupils failed to understand the previous somewhat longer utterance. Teacher`s decision to shorten the question may be motivated by confidence in learners' capacity to supply missing information in the question. Was the teacher right to think so? We believe that she was not. Shortening, therefore, did not serve to bring more comprehensibility. On the contrary, it might bring about the opposite. Consequently, variation of length of the question may prove to be pedagogically counter-productive, hence, unjustified.

Modification of length of utterance: modification necessary but not well performed, therefore pedagogically inappropriate.

- Transaction 3:

- Analyses of sub-transactions 3.1 and 3.2:

The teacher performed many repetitions of two "source" utterances: "to keep," and "or." certainly to draw learners' attention. Repetitions, however, did not witness variations in lengths compared to those of "source" utterances. The question we need to ask is whether the teacher should shorten or lengthen size of "source" utterances or not to bring more comprehensibility. We believe she should for the simple reason that the two "source" questions were not normally asked, grammatically speaking. The first being a verb-question with rising intonation and the second being a preposition-question asked also with a rising intonation. Pedagogically, learners should be in need to have questions asked according to classical norms to be entirely comprehensible. For instance, "Can you give me a synonym to the verb "to keep?" for the first

question, and "Have you got another synonym?", instead of "or?" for the second question. "Source" questions therefore need 'lengthening', which did not happen. She could have attempted longer questions to foster learners' participation, instead of answering herself. This conclusion joins what was said about these two sub-transactions when analysed in terms of "Questioning Patterns."

Modification of length of Utterance: modification necessary but not performed.

- Analysis of sub-transaction 3.3:

The "source" question "where do we find articles in general?" has been repeated five times in the same floor 30. It has been reduced in the first "token" question, and then most reduced, to one word, with the second "token" one. With the third "token" question, we notice a relative lengthening compared to the second "token" question, then a very long "lengthening" with the fourth "token" one. Finally, the "source" question is reduced again to a one-word "token" question, as was the case with the second "token" one. These are evidence that "modification" in length has taken place, in floor 30. Are these modifications pedagogically justified to bring more comprehensibility to a supposedly difficult "source" question? We do not think so for the reason that learners were not left opportunity (wait/thinking time) to react and show incapacity to understand the "source" question. Therefore, these variations in lengths may be qualified as self-modifications which are not pedagogically justified, in terms of adding more comprehensibility.

Modification of length of utterance: modification unnecessary but performed, therefore pedagogically unjustified.

-Analysis of sub-transaction 3.4:

Exchanges number 1, 2, 3, 4, 12, 15, 16, 17, 18 and 19 are not concerned by analysis simply because they involve just one question.

Exchange 5: -

In exchange 5, initiation 14 is a shortened "token" of initiation 13. The reduction did not seem to be pedagogically justified, because no wait-time was left for learners to prove incapacity to answer. We wonder why the teacher reduced length of "source" question and decided to answer the question herself

Modification of length of utterance: modification unnecessary but performed, therefore pedagogically unjustified.

- Exchange 6:

In this exchange, six (06) initiations were asked before answer was given by **P1+**. The "source" question (initiation 16) may not be comprehensible for learners, because not grammatically asked according to norms. The first "token" question does not seem to be more comprehensible than the "source" one, for the same reasons. The second "token" question however is the most comprehensible, because it brings the needed clarity and obeys grammatical norms of question-asking. Third, fourth, and fifth "token" questions are as non comprehensible as it was the case with "source" question because totally different from the grammatical point of view. We moved from a question beginning with "can" to a question beginning with "what". Now, are these variations in teacher's "source" question justified or not? We may say that only lengthening which took place at the level of the second "token" question can be said to be pedagogically justified: It undoubtedly brought more comprehensibility compared to the "source" question. We believe that **P1+**'s ability to answer the question was due to change in length that took place at the level of the second "token" question. Arguments related to absence of wait-time at ends of "source" question and first "token" one cannot logically suffice to devalue the very decision taken by the teacher to formulate a second "token" question, by far the most comprehensive one. To conclude, we shall say that amongst the five "token" questions asked, only the second one is pedagogically justified, which is not enough to declare that, in this

exchange, the teacher did well in terms of pedagogically justified modification of length of "source" utterance.

Modification of length of utterance: No modification unnecessary but performed, therefore pedagogically unjustified.

- Exchange 7:

The teacher performed a "source question (initiation 2, in floor 42) and three "token" questions (initiations 3,4, and 5.) The three "token" questions underwent variations in length, which seem to us to be pedagogically unjustified, in terms of adding more comprehensibility. "Source" question can be said not to suffer from a problem of comprehensibility. It is well asked, formally speaking.

Modification of length of utterance: modification unnecessary but performed, therefore pedagogically unjustified.

- Exchange 8:

Five "token" questions were performed. Only the second one seems to be pedagogically justified. "Source" question is not easily comprehensible for the reasons already discussed in previous exchanges. In order for learners to understand teacher's intention in "source" question, they have to supply missing information which can take the form of the following question "can you give an example of a place where pupils will go to talk about agriculture?" The four other remaining "token" questions are mere rehearsals of the first "token" one. They are comprehensible because also asked with a wh-word. P1+'s ability to provide an answer is probably due to first "token" question in first stance. What could be said about the teacher? We should acknowledge teacher's perspicacity in quickly operating needed changes on formulation of "source-question" to ensure acceptable level of question comprehensibility.

Modification of length of utterance: modification necessary and well performed, therefore pedagogically justified.

- Exchange 9:

In this exchange, the two questions seem to be difficult to comprehend, be it the "source" one (initiation 2 in floor 46) or the "token" (initiation 4 in the same floor). Compared to the source" question, the "token" one is more comprehensible, because asked according to norms, however, it remains non comprehensible for the teacher did not clarify the domain that steps sought for are related.

Modification of length of utterance: modification necessary and performed, therefore pedagogically justified.

- Exchange 10:

Exchange 10 involves two initiations which do not seem to have a logical link in so far the first and second one "topics" appear different. The first question being about "fella's work", while the second is about "a place to visit". The impression is that the teacher got mixed and decided to change topic. Therefore, initiation 10 can be said to be totally unrelated to initiation 8. No comment about this exchange.

Modification of length of utterance: No comment.

- Exchange 11:

Floor 37- T:

Same observations as in above exchange. Two questions which appear unrelated: "How this table is made?" and "because".

Modification of length of utterance: No comment.

- Exchange 13:

. Performance of initiation 4 in floor 50 is pedagogically justified, which is a "token" to "source" question (initiation 3). Admittedly, "source" question is ambiguous, therefore non comprehensible. The "token" question brings more clarification through lengthening. In terms of comprehensibility, the second "token" question (initiation 5) is not as decisive as the first one,

being a mere repetition. The teacher may be said to have perspicaciously realised a need of change and she performed it.

Modification of length of utterance: modification necessary and performed, thus pedagogically justified.

- Exchange 14:

Topics of initiations 2 and 3 seem to have no link. Therefore, no comment.

Modification of length of utterance: No comment

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~~- Analysis of subtranscn35 and subtranscn35l:~~

Only exchanges 1, 2, 5, 6, and 7 are concerned by analysis for they involve more than one question.

- Exchange 1:

Four "token" questions were asked in this exchange. In terms of comprehensibility, "source" question may be said not to suffer from this side. If the teacher brought change, at length level in the first "token" question (initiation 4 in floor 66), it was probably because she felt learners unable to grasp meaning of "the solution". The "source" question lengthening; by means of the first "token", sought to "lexicalise" meaning of "solution". In other words, "solution" equals telling "how group four will write an article". So, first "token" question really added more comprehensibility to initiation 3. Teacher's decision to do it has to be positively acknowledged. The two other following "token" questions do not seem to have brought more comprehensibility than the first "token" question. They are mere repetitions, even if reduced in length. The teacher could have rehearsed the first "token" question as many times as she liked, without initiations 5 and 6. We may finally say that in three variations of length of "source" question, only the first one seems to be pedagogically justified.

Modification of length of utterance: modification necessary and performed, - therefore pedagogically justified.

- Exchange 2:

As with exchange 1, in six "token" questions, only the first one "initiation 14 in floor 66 can be said to be pedagogically justified. The "source" question is so truncated that it would not be possible for some learners to process missing information, which probably motivated teacher's self-decision to add more comprehensibility by asking a longer version. We might criticize such teacher's decision for having not waited for learners to show off non comprehensibility first before

"lengthening."

Modification of length of utterance: modification necessary and performed, then pedagogically justified, at least for the first "token".

- Exchange 5:

In this exchange, teacher's "source" question could not be reproached, at comprehensibility level, any form of ambiguity even if it is not formally asked according to norms, i.e., with a question wh-word. Therefore, reduction of length noticed with the first "token" question (initiation 15 in floor 74) can not be said to have been performed to bring more comprehensibility. Reduction, in this particular moment, may cause relative non-comprehensibility of "source" question if learners happened to have memory-handicap in remembering what the teacher exactly said when performing "source" question. Logically, more comprehensibility should be provided by "lengthening" of "source" questions not by "shortening" them. "Shortening" could subsume reduction of report of pieces of information. Paradoxically, reduction of length in the first "token" question can be said not to be pedagogically justified. The teacher could be reproached to have performed it, for it disturbs learners' comprehensibility.

Modification of length of utterance: modification unnecessary but performed, therefore pedagogically unjustified.

- Exchange 6:

In this exchange, variation of length of the only "token" question does not seem to have brought more comprehensibility than what the "source" can do. Strictly speaking, and in terms of word-number, no change in length may be said to have taken place. Therefore; no comment.

Modification of length of utterance: No comment.

- Exchange 7:

Two questions have been asked in this exchange, one "source" (initiation 2 in floor 84) and one "token" (initiation 4 in floor 84,) which seem to be disconnected with each other. Therefore no comment.

Modification of length of utterance: No comment. •

- Transaction 4

- Analyses of sub-transaction 4.1:

- Exchange 1:

The "source" question should be comprehensible for learners' level. Therefore, the teacher could have remained satisfied with it. Performance of "token" question (initiation 5 in floor 86) appears to be useless, in terms of whether it brings or not more comprehensibility to the "source" one. The "token" question, which is an affirmative statement with rising interrogative intonation, is in fact an answer to the "source" question, but without end. Learners are asked to end it, so to speak. On basis of word-number, "token" question is slightly longer than "source" one. However, from the pedagogical point of view, its performance may be said to be unnecessary. What is more, when the teacher herself felt obliged to answer. Learners therefore can be assumed to have comprehended the "source" question but did not have anything to offer as an answer.

Modification of length of utterance: modification unnecessary but performed, therefore pedagogically unjustified.

- Exchange 2: .

The fact that "source" question is grammatically "abnormal" does not seem to have prevented a learner (P2-) to provide a right answer. Learners seem to have digested teacher's idiosyncratic way of asking questions. Performance of "token" question (initiation in floor 93) was not meant to add more comprehensibility. It took place as a signal of teacher's refusal of P2-'s answer because non nominated. Therefore, it cannot be typified as "modification of length". The "token" then served to achieve an affective purpose, not a linguistic one. As a result, no comment can be made.

Modification of length of utterance: No comment.

- Analyses of Sub-transaction 4.2:

- Exchange 1 :

Reduction of length of "token" utterance (initiation 6) is not pedagogically pertinent for it may blur comprehensibility of "source" question through deletion of "class outing" from the "source" question. Therefore, such a reduction may be said to potentially create more non comprehensibility than the opposite. It should be pointed out that "source" question is comprehensible from the grammatical point of view. If learners did not answer it, it was because they simply did not find an answer. We would therefore say that, in this exchange, the teacher should be reproached for performing the "token" question.

Modification of length of utterance: modification unnecessary but performed, thus pedagogically unjustified.

- Exchange 2:

. Meaning of "source" question is clear. Therefore, the two successive "token" questions cannot pedagogically be justified as attempts made to add more comprehensibility to teacher's "source" question. We should observe that these two "token" questions underwent "shortening" of length, which could negatively have impact on some learners' comprehension of the "source"

question. Perhaps, what is more worrying in this exchange concerns the third "token" question, by far the longest, but paradoxically the least comprehensive of them all. Teacher's intention is talk about the fact that people living in farms begin work very early. And, she wants learners to reach the same conclusion, which is unrealistic with a question asked formulated like this. We believe that the teacher deserves to be reproached this. Therefore, changes like these are not only useless but may render less clear the objective of such an exchange.

Modification of length of utterance: modification unnecessary but performed, so pedagogically unjustified.

- Exchange 3:

One modification took place in this exchange, it concerns substitution of "will" by "must." Therefore, modification concerned just one word without consequence on general length of the question. We disagree again with teacher's decision to formulate an unnecessary "token" question for topic of lesson is neither about the future nor about "obligation." Performing a "token" question may be seen as a wrong decision for the unexpected consequences it may cause in so far as comprehensibility of "source" question, unless the teacher to tally forgot what to do with learners in this exchange. As a result, we have no comment to make.

Modification of length of utterance: No comment.

- Exchange 4:

Just one "source" question was asked, without "tokens". Therefore, no comment.

Modification of length of utterance: No comment.

- Exchange 5 and 7:

What may be thought to be unfortunate in this exchange is that decision was taken by the teacher to perform a "token" question, at a moment when a right answer, be it in Arabic, was given by learner **P15-**. The "token" question therefore becomes a kind of refusal-signal, and cannot be identified then as having been performed to add more comprehensibility. The teacher

could have simply drawn pupils' attention to try answers in English. Not doing it might blur pupils that the answer given in Arabic was wrong.

Modification of length of utterance: No comment.

- Exchange 6:

In exchange 6, first "token" question if of no help to "source" question as far as comprehensibility is concerned. The "source" question is about providing definition of "furrow" while the second requires learners to provide an example. Is it realistic to request this from pupils? From the pedagogical point of view, first "token" question serves to nothing. Second "token" question lacks auxiliary "be", which is not a reduction in length meant to add more comprehensibility to "source" question. The teacher immediately decided to use a picture of "greenhouse" (drawn on the blackboard) to explain what a "furrow" is (floor 105) "This is the greenhouse 0 here you have 0 plants 0 and here 0 you have furrows 00 like these plants, furrows, plants."

Modification of length of utterance: No comment.

- Transaction 5:

- Analysis of sub-transaction 5.1:

Only exchanges with more than one question deserve to be analysed.

- Exchange 1:

Two questions have been asked in this exchange. They seem to have no connection with each other. The second question (initiation 5 in floor 109) may be identified as a second "source" question, not a "token" of the first one (initiation 3 in floor 109.) No modification took place because two different questions were asked. Therefore, no comment can be made.

Modification of length of utterance: No comment.

- Exchange 2:

Only one "source" question (initiation 3 in floor 115) has been asked. So, no modification has taken place.

Modification of length of utterance: No comment. •

- Exchange 3:

Only one "source" question (initiation 2 in floor 118) was asked.

Modification of length of utterance: No comment.

- Exchange 4:

The "token" question (initiation 2 in floor 124) does not contain any change when compared with the "source". Therefore, it did not add comprehensibility to the "source" question. one.

Modification of length of utterance: No comment.

- Exchange 5:

In exchange 5, the two "token" questions (initiations 3 and 4 in floor 132,) after having undergone "shortening", did not add more comprehensibility to "source" question (initiation 3) Therefore, they can be said to be of no help to learners. They are pedagogically useless.

Modification of length of utterance: modification unnecessary but performed, thus pedagogically unjustified.

- Exchange 6:

In exchange 6, the "token" question (initiation 4 in floor 138) has certainly brought more comprehensibility to "source" question. From learners' perspective, "Take notes" and "take down" are certainly different in meaning, if such a difference is really seen to exist. Otherwise, addition, of "down" would have been added for nothing. We may be tempted to think that such a difference in meaning is not accessible for learners, which lead us to say that "token" question is actually pedagogically useless in this particular Algerian classroom context.

Modification of length of utterance: modification unnecessary but performed, thus pedagogically unjustified.

- Exchange 7:

Just one "source" question (initiation 5 in floor 140) was asked, then an answer was given.

Modification of length of utterance: No comment.

- Exchange 8:

The two "token" questions (initiations 8 and 9 in floor 140) seem to be useless because they cannot bring more comprehensibility to the "source" question (initiation 7 in floor 140,) at least not by means of reduction. "Source" question itself is not easy to comprehend. Is the question about the verb "to scatter"? It is not evident for learners to see this.

Modification of length of utterance: modifications unnecessary but performed, thus pedagogically unjustified.

- Analysis of sub-transaction 5.2:

As was said earlier, sub-transaction 5.2 cannot be concerned by analysis because only instructions and encouragement were performed by the teacher.

- Analyses of sub-transaction 5.3:

- Exchange 1:

We reiterate our conviction that reduction of "source" questions are pedagogically counter-productive. Information of "token" question (initiation 8 in floor 158) seems not to be the appropriate one. She could have repeated in the "token" question "where must you go?" not "when you are ill ?" We think that the teacher was clumsy as concerns content of "token" question.

Modification of length of utterances: modification necessary but not well performed, thus pedagogically inappropriate.

- Exchange 2:

Exchange 2 may be considered for the teacher as a total failure in terms of comprehensibility. Neither "source" questions (initiation 3 in floor 164) nor "token" ones (initiations 3, 5 in floor 166, and initiation of floor 170) managed to express what the teacher actually wanted to talk about. Again, grammaticality of "source" question is questioned. Asking questions with these grammatical forms is not doing a good favour for learners. Reductions in the three "token" questions complicated comprehensibility with more acuteness. They are not only useless but could also reduce learners' comprehension.

Modification of length of utterances: modifications necessary but not well performed, •thus pedagogically inappropriate.

- Exchange 3:

In this exchange, the teacher should not normally afford such a long reduction of " source" utterance (initiation 3 in floor 175), which exerts heavy memory load on learners. Answering "must you sleep?" is conditioned by remembering "in the classroom when the teacher explains the lesson". Therefore, "shortening" seems to be pedagogically inappropriate. It complicates learners' access to comprehensibility of question. Logically, long questions like these should be rehearsed at least one time to help learners grasp the gist of it.

Modification of length of utterance: modification unnecessary but performed, thus • pedagogically unjustified. •

- Exchange 4:

In fact, exchange 4 involves a small sub-exchange in floor 193. Therefore, two "source" questions (initiation 7 in floor 181 and initiation 1 in floor 193) have been performed. The first " source" question was followed by six "tokens". It appears that only the first "token" question is pedagogically justified. The teacher performed it to carry out a self-correction of a mistake she made in the "source" question "*when* must, must we do when you have an exam?" Instead of

saying of saying "what," the teacher said instead "when". More importantly, the same "token" question did not undergo "shortening," which is really positive for comprehensibility of the question. What happened then, starting from the second "token" question, many "shortenings" (initiations 9, 10, and 11 in floor 181) in length took place, which required a heavy memory load on learners to remember totally the "source" question. Then, the teacher initiated a sub-exchange trying to draw a learner's attention on a mistake made in an answer previously given, by means of a new "source" question "her or his". The three "token" questions (initiation 2.3, and 5 in floor 193) related to the second "source" question may be said to be pedagogically unjustified, for the "source" question was short in length, but do not make a problem if performed because comprehensibility of the second "source" question is affected by them. To conclude, we shall say that in the exchange and the sub-exchange, the situation is balanced, sometimes teacher's "token" questions are justified, sometimes not. What to say in this case ?

Modification of length of utterance: modifications sometimes justified and sometimes not.

- Exchange 5:

Exchange 5 involves one "source" question (initiation 4 in floor 195), followed by a "token" one. In terms of comprehensibility, the two questions do not seem to facilitate learners' comprehension. Learners do not exactly know the area where their obligations have to be respected. Are they home's obligations? Obligations towards parents ? etc. The teacher should be reproached for answering the question rather quickly, instead of trying other "token" questions with more information. She did not do it. Therefore, the "token" question (initiation 5 in the same floor), which is a similar replication to the "source" one, becomes useless and therefore pedagogically unjustified.

Modification of length of utterance: modifications necessary but not well performed, therefore pedagogically inappropriate.

- Exchange 6:

In exchange 6, there are four "source" questions. The first asked with initiation 2 in floor 197, the second is initiation 4 in floor 197, the third is initiation 12 in the same floor, and the last is initiation 15 in the same floor as well. As concerns the two first "source" questions, they were asked consecutively: the first in the affirmative and the second in the negative. Five "token" questions related to both "source" questions were performed. It should be acknowledged that the first two "source" questions are comprehensible for learners, and therefore "token" questions, if performed without reduction, become useless., in terms of adding more comprehensibility. Four of them (initiations 5, 7, 9, and 10 in the same floor) enter in this category, and their performances do not affect comprehensibility. After all, we cannot reproach this to the teacher, she is free to repeat the "source" question as many times as she likes, provided repetitions should not be truncated to alter comprehensibility. One "token" question (initiation .8 in the same floor) underwent reduction, which may complicate learners' comprehension of the first two "source" questions. The third and the fourth "source" questions, even if reduced in length, are on the contrary not complicated for learners because performed as extension of an answer given in the preceding floor. The two last "token" questions (initiation of floor 205 and that of floor 207) are questions based on pupils' exact words. These "token" questions serve to draw learners' attention on mistakes made rather than exponents of teacher's "source" question performed to add more comprehensibility. Shortness of the last two "source" questions did not prevent pupil P8+ from answering.

Modifications of length of utterance: modification unnecessary and not performed.

- Exchange 7:

We have to admit that initiation 3 in floor 211 is very difficult or impossible to analyse. It is not easy to give it a meaning. The teacher seems to have failed to ask the question correctly,

which justifies the performance of a "token" question in floor 213. Therefore, the performance of the "token" question is pedagogically justified.

Modification of length of utterance: modification necessary and well performed, therefore pedagogically justified.

- Exchange 8:

In this exchange, the "source" question "and what else?" (initiation 3 in floor 215) is too demanding in terms of memory effort. Learners have to remember which information to assign to "else" (initiation 5 in floor 215). There is really a problem of comprehensibility. Instead of bringing more clarity to intention aimed, the teacher developed a "token" which is pedagogically unsatisfactory for it brought nothing new to facilitate comprehension. We already said that reduced questions are less easy to comprehend by some learners. In spite of these uncomfortable linguistic conditions of exchange, pupil **P2** gave a correct answer.

Modification of length of utterance: modification necessary but not well performed, therefore pedagogically inappropriate.

- Exchange 9:

The "token" question performed is totally justified, pedagogically speaking, for it brought clarification to ambiguity felt with "source" question. The "what else?" question (initiation 1 in floor 219) is more problematic for learners to cope with. Therefore, a concrete contribution to lift ambiguity took place with the "token" question (initiation 2 in floor 219.) This addition is certainly behind **P9**'s ability to provide a right answer.

Modification of length of utterance: modification necessary and well performed, therefore pedagogically justified.

- Exchange 10:

The teacher rehearsed the "source" question (initiation 2 in floor 225) two more times without change in length though reduced questions pose more problems than bring solutions.

Unexpectedly, P2- provided a right answer. The pupil must certainly have drawn- benefits from teacher's idiosyncratic way of asking questions. However, we wonder whether P2-'s intelligence is generalisable to all pupils who attend the lesson. In this exchange, no modifications took place, at a moment when they are needed to bring more comprehensibility.

Modification of length of utterance: modifications necessary but not performed.

- Exchange 11:

In this exchange again, the "source" question (initiation 2 in floor 230) is somewhat non comprehensible because short, lacking necessary information. Pupils may understand it as a question but ignore its object. Two successive "tokens" (prompt 3 and initiation 4 in the same floor) did not bring the needed changes to facilitate comprehension. It was until the third "token" question (initiation 5 in the same floor) that the "source" question became understandable by means of addition of new information (lengthening). In the first and second "token" questions there were no modifications.

Modification of length of utterance: modification necessary and well performed, therefore pedagogically justified.

- Exchange 12:

Exchange 11 comprehends questions which are very difficult to understand, be it the "source" question (initiation 2 in floor 239) or the other "tokens" (initiations 3, 4, and 5 in the same floor). If second "token" (initiation 4) underwent slight lengthening,. such a modification did not seem to have added more comprehensibility to the "source" question. Therefore, the needed modification did not take place and the one performed proved to be useless, pedagogically speaking.

Modification of length of utterance: modification necessary but not well performed, therefore, pedagogically inappropriate.

- Exchange 13, 14, and 15

The "source" question (initiation 2 in floor 243 asked in this exchange (initiation 2 in floor 243.) was immediately followed by an answer given by the teacher.

Modification of length of utterance: No comment.

- Exchange 16:

Exchange 15 involves also a sub-exchange, starting with the second "source" question (initiation 8 in floor 245). Three "token" questions (Prompt 2, initiations 3 and 4 in floor 245) are related to the first "source" question (initiation 2 in floor 243), while just one "token" (initiation of floor 251) is related to the second "source" question. Regarding the first "source" question, it may be said that it was until the third "token" question (initiation 4 in floor 245) that the first "source" question became comprehensible, which means that the two previous "tokens" were uselessly performed. Comprehensibility was obtained by means of lengthening. As far as "token" of the second "source" question is concerned, it may be said that the teacher could afford to perform it short because it was based on the **P8+**'s own answer. In this respect, the pupil did not need the teacher to repeat his own words.

Modification of length of utterance: modification necessary and well performed, therefore pedagogically justified.

- Exchange 17:

In this exchange, the teacher cut short interaction with **P9-** who provided a wrong answer. Here, once again, another evidence that short "source" questions seem to systematically pose problems of comprehensibility to learners. The teacher could be reproached the fact that she did not try to perform other "token" questions to add more comprehensibility to the "source" question initiation 4 in floor 255.

Modification of length of utterance: modification necessary but not performed.

- Exchange 18:

There is no comment to make in this exchange for teacher's "source" question (initiation 2 in floor 259) obtained a good answer by a non nominated pupil **P6+**. Other evidence that when a "source" question is sufficiently (in terms of required information) asked and according to grammatical norms, probability for learners to participate becomes high.

Modification of length of utterance: No comment.

- Exchange 19:

In this exchange, reduction of length in first and second "token" questions (initiations 5 and 6 in floor 261) did not seem to have prevented **P5-** to provide a right answer. Maybe because the "schoolbag", which was the object of the question, was held by the teacher so that pupils could see the content of it. Information needed therefore, for comprehensibility is immediately non linguistically accessible to learners. They just needed to name in English the school-things they saw. Dramatization could supply lack of comprehensibility. In these circumstances, the teacher did not feel the need to go into other "lengthenings" of the "source question (initiation 4 in floor 261). The teacher may be said to have cleverly behaved with pupils.

Modification of length of utterance: modifications unnecessary and not performed.

- Exchange 20:

Same observations as with exchange 16. The teacher could have modified "source" question (initiation 3 in floor 265) when **P1+** provided a wrong answer because of mistake.

Modification of length of utterance: modification necessary but not performed.

- Exchange 21:

In exchange 20, the teacher performed_ a pedagogically justified modification in the "token" question (initiation of floor 269,) which probably helped **P1+** to provide a right answer, though after some hesitation. "Source" question (initiation 2 in floor 267 is not comprehensible at all: a preposition-question.

Modification of length of utterance: modification necessary and well performed, therefore, pedagogically justified.

- Exchange 22:

In this exchange, the teacher did not feel the need to perform a more comprehensible question by "token" because meaning of "source" question was immediately accessible to **P1+** who gave a right answer. Such a result was achievable because the teacher did not change partner of the exchange. Pupil **P1+** took part in exchanges 20 and 21. Had this question been asked to another pupil, same result would probably not have been obtained with such swiftness. Modification of length of utterance: modification unnecessary and not performed.

- Exchange 23:

In this exchange, teacher's "source" question (initiation 2 in floor 275) appears to have remained non comprehensible even with four "token" questions (initiations 3, 4, 5, and 7 in the same floor.) The reason, again, seems to be related to ambiguity caused by lack of sufficient information as to for the object of the "source" question. The "else" causes problem because learners are requested to recall previous asked "source" question. Can they ? Perhaps some of them , or even a smaller number can. But about the greatest number? Actually, a right answer was obtained in Arabic. Does this mean that the teacher has been pedagogically efficient? We do not think so. She could probably have obtained answers earlier, be they correct or wrong, if the "source" question had been asked with consistent amount of information that could ensure comprehensibility. Teacher's systematic recourse the items like "else" would highly probably disadvantage learners' comprehension of teacher talk.

Modification of Length of Utterance: modification necessary but not well performed, therefore, pedagogically inappropriate.

- Exchange 24:

Even if pupil **P9-** gave a correct answer, teacher's "token" questions (initiations 3 and 5 in floor 277) are not good examples of comprehensibility. We believe that only learners with good memory-retrieval capacity can participate while the others would not be able to make links between the object of the "source" question (initiation 2 in the same floor) and topic of exchange 22.

Modification of Length of Utterance: modification necessary but not well performed therefore pedagogically inappropriate.

- Exchange 25:

Exchange 25 is a replication of previous exchange. However, outcome is not the same. In previous exchange, teacher's "token" questions (initiations 4,5, and 6 in floor 279), even if non comprehensible they appeared to be, got a positive -answer. In this exchange, the teacher answered the "source" question (initiation 2 in floor 279.) We might hypothesize that **P9-** could have answered as she did in previous exchange. Why did she not do it ? Perhaps, she did not find an answer to give even she understood the "source" question. Even if such a conjecture is plausible, we do maintain that these teacher's ways of asking questions do not advantage learners' comprehension.

Modification of length of utterance: Modifications necessary but not well performed, therefore pedagogically inappropriate.

The different types of modifications has given the following outcome:

- Modification unnecessary and not performed. Abbreviation: **MUNP**
- Modification necessary but not performed. Abbreviation: **MNNP**
- Modification necessary but not well performed, therefore pedagogically inappropriate.

Abbreviation : **MNNWPPI**

- Modification necessary and well performed, therefore pedagogically justified. Abbreviation: **MNWPPJ**

- Modification unnecessary but performed, thus pedagogically unjustified. Abbreviation:

MUPPU

- No comment. Abbreviation: **NC**

Table 41: Rates of Data of Modifications in Length of Utterance in Transcript 1

Types o modifications in terms of Length of utterance in Transcript 1	Frequency	Total number of exchange with "tokens"	Rate
MUNP	05	62	12.40 %
MNNP	05	62	12.40 %
MNNWPPI	09	62	14.51 %
MNWPPJ	11	62	17.74
MUPPU	12	62	19.35 %
NC	20	62	32.25 %

Above data reveal that in twenty exchanges (20) with "token" questions, no challenge faced the teacher in terms of non comprehensibility where she could have been compelled to carry out changes on length of "source" question. These are the no-comment exchanges. Therefore, only in forty (two (42) exchanges) did changes in length took place. Teachers' behaviours in terms of "modifications" will be appreciated here. The data shows occasions where the teacher behaved well in terms of modifications which are pedagogically justified: modifications unnecessary and not performed (**MUNP**) + modifications necessary and well performed (**MNWPPJ**). These exchanges total up a frequency equal to sixteen (16), with a rate corresponding to **38.09%**. It must be remembered that this rate is calculated on the basis of a total number of exchanges equal to 42, instead of 62. The twenty no-comment exchanges should

be deleted from the total because no pedagogical event, in terms of length change, happened. The second group of exchanges comprehends events where the teacher, pedagogically speaking, may be said to have clumsily behaved as concerns "modifications" of length of utterance of "source" questions: modifications necessary but not performed (MNNP) + modifications necessary but not well performed, therefore pedagogically inappropriate (MNNWPPI) + modifications unnecessary but performed, thus pedagogically unjustified (MUPPU.) These exchanges total up a frequency equal to twenty-six (26), with a rate corresponding to **61.90 %**. Comparison between the two groups: (MUNP+ MNWPPJ) and (MNNP+ MNNWPPI+ MUPPU), . shows predominance of the second group over the first one. In other words: there are less good teacher's behaviours, from the linguistic/discursive points of view. It may be said that there is heavy tendency from the teacher to perform more unjustified pedagogical modifications, which may relatively discourage pupils from participation, for the reasons developed in the different analyses.

If the teacher should be sensitised on the good sides of her talk, as concerns modifications of length of "source" utterance, her awareness should also be raised on her tendency to carry out modifications unjustified pedagogically, and which, more importantly, may exert negative impact of learners' classroom participation. Our recommendation, therefore, could be the following: avoid as much as you can shortening, more than lengthening, your utterances to preserve comprehensibility of your talk, perquisite condition to favour learners' potential classroom participation.

2.9 Measures of Subordination

Is teacher talk "loaded" with "subordination" or not?

Reports of descriptions of transactions concern only compound/complex utterances.

Simple utterances however are to be found in Appendix 1.1. Measure of subordination will be appreciated along two criteria:

- whether teacher's use of subordinate clauses hamper or not learners' comprehension, and
- whether deletion of relative pronouns hamper or not learners' comprehension.

- Transaction 1:

No pedagogical stake at issue.

- Transaction 2:

- Analyses of sub-transaction 2.1, 2.1.1, 2.2, 3.3, 4.1 and 4.2:

Subordination in teacher talk: no subordinate clauses.

- Transaction 3:

- Analyses of sub-transactions 3.1 and 3.2:

The only subordination, in sub-transactions 3.1 and 3.2, took place in floor 28 with utterance 7: "**that** is to say they will keep 0 a school 0 magazine 0 or 0 school" 00 ." This is what we call in grammar, a connective relative clause, which might cause problems of comprehensibility for learners of this level. Grammatical constructions like this require pupils to perform memory effort to make logical links between previous speech acts "to keep and to do", which is not evident, and the act which is being performed in initiation 7 of floor 28. We believe that this is a too demanding intellectual operation.

Subordination in teacher talk: yes and difficult to comprehend.

- Analyses of sub-transaction 3.4:

Floor 38: "We will have topic number one (**which is**) about agriculture"

"Can you give me an example (**which is**) about the topic ?" -

Floor 42 "What are the topics (**that**) we are interested in a school magazine?"

"They will have a class outing (**which is**) outside the school".

According to the teacher, when we discussed this aspect together in one of the Stimulated Recall Sessions, pupils are accustomed to listening to these kinds of syntactic reductions. Therefore, the four deleted subordinate clauses, in floors 38 and 42, may be said not to cause problems of teacher talk comprehensibility.

Subordination in teacher talk: yes and "easy" to comprehend.

- Analyses of sub-transaction 3.5 and sub-sub transaction 3.5.1:

In floor 66, we can observe different uses of relative clauses. Some are deleted others not: -

Non deleted relative pronouns:

- "you have said **that** Yuri Gagarine 0 what was the first 0 cosmonaut **who** orbited 0 the earth."
- * a brochure it`s 00 some papers **where** some information are written (...)
Deleted relative pronouns.
- * "This is a brochure 0 this is a brochure + (**in which**) we have irregular 0 verbs synonyms and 0 opposites."

As was said in the previous floor, deleted relative clauses may be said not to create problems of incomprehensibility. However, the second where-relative clause may be source of non comprehensibility for learners could find problems to interpret the meaning of relative pronoun " where." Pupils may not understand that where may be used as a relative pronoun to replace "in which." To conclude, we may generally say that cases, discussed above, could not cause problems of comprehensibility, except the "where-clause.

Subordination in teacher talk: yes and only one may be "difficult" to understand.

- Transaction 5:

- Analyses of sub-transaction 5.1:

- Exchange 1:

91-109 T:

4 Restatement:

"we are going to classify these 00 sentences. 0 So, here 00 Mr.Allem explains 0 to the pupils 0 **what (the thing which) 0 must** they do and **what (the thing which) mustn't** they do"

Subordination in teacher talk: two deleted subordinate clauses which may affect comprehensibility.

- Exchange 2, 3, 4, 5, 6, 7 and 8 :

Subordination in teacher talk: no subordinate clauses.

- Exchange 9:

140-T: 7 Initiation

"and the last one + (**which is**) + scatter" in the greenhouse"."

Subordination in teacher talk: yes but easy to understand.

- Analyses of sub-transaction 5.2:

No pedagogical stake at issue.

- Analyses of sub-transaction 5.3:

- Exchange 1, 2, 3 and 4:

Subordination in teacher talk: no subordinate clauses.

- Exchange 5:

197-T: 11 Starter:

"We have said (**that**) here the pupil mustn't sleep."

Subordination in teacher talk: yes but easy to comprehend.

- Exchange 6, 7, 8 and 9

Subordination in teacher talk: no subordinate clauses. .

-

- Exchange 10:

230-T: 5 Initiation ----- "Token question"

"what are the activities (**that**) + you are allowed to do in the classroom

0 and (**that**) + you are not allowed to do in the class.?" (implied what must

and must not be done in class by pupils in terms of activities.) Subordination

in teacher talk: yes but easy to understand.

- Exchange 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 and 25:

Subordination in teacher talk: no subordinate clauses.

Only in three utterances (starter 11 of floor 197 and initiation 5 of floor 230) have we observed deleted subordinate clauses without negative impact on teacher talk comprehensibility. The proof of this is that, with starter 11, a non nominated pupil answered in Arabic in floor 197 and **P8+** in floor 200. With initiation 5 in floor 230, they were **P1+** in floors 233 and 238, and **P14-** in floor 236. Therefore, again, subordinations do not seem to pose any problems of comprehensibility to pupils (at least for the two ones who participated.)

A recapitulation of the information about "length of utterance" is included in Table 42.

No Subordinate Clauses: **NSC**

Subordinate Clauses Difficult To Understand: **SCDTU**

Subordinate Clauses Easy To Understand: **SCETU**

Table 42: Data of Modifications in Length of Utterance in Transcript 1

Transcript 1	Subordination
Transaction 1	Not concerned.
Transaction 2 2.1	NSC
2.1.1	NSC
2.2	NSC
Transaction 3 3.1 + 3.2	SCDTU
3.3	NSC
3.4 Exchange 1	NSC
Exchange 2	NSC
Exchange 3	SCETU
Exchange 4	NSC
Exchange 5	NSC
Exchange 6	SCETU
Exchange 7	SCETU
Exchange 8	NSC
Exchange 9	NSC
Exchange 10	NSC
Exchange 11	NSC
Exchange 12	NSC

Exchange 13	NSC
Exchange 14	NSC
Exchange 15	NSC
Exchange 16	NSC
Exchange 17	NSC
Exchange 18	NSC
Exchange 19	NSC
3.5 + 3.5.1	
Exchange 1	SCETU
Exchange 2	SCDTU
Exchange 3	NSC
Exchange 4	NSC
Exchange 5	NSC
Exchange 6	NSC
Exchange 7	NSC
Transaction 4	
4.1	
Exchange 1	NSC
Exchange 2	NSC
4.2	
Exchange 1	NSC
Exchange 2	NSC
Exchange 3	NSC
Exchange 4	NSC

Exchange 5	NSC
Exchange 6	NSC
Exchange 7	NSC
Transaction 5	
5.1	
Exchange 1	SCDTU
Exchange 2	NSC
Exchange 3	NSC
Exchange 4	NSC
Exchange 5	NSC
Exchange 6	NSC
Exchange 7	NSC
Exchange 8	NSC
Exchange 9	SCETU
5.2	Not concerned.
5.3	
Exchange 1	NSC
Exchange 2	NSC
Exchange 3	NSC
Exchange 4	NSC
Exchange 5	SCETU
Exchange 6	NSC
Exchange 7	NSC
Exchange 8	NSC

Exchange 9	NSC
Exchange 10	SCETU
Exchange 11	NSC
Exchange 12	NSC
Exchange 13	NSC
Exchange 14	NSC
Exchange 15	NSC
Exchange 16	NSC
Exchange 17	NSC
Exchange 18	NSC
Exchange 19	NSC
Exchange 20	NSC
Exchange 21	NSC
Exchange 22	NSC
Exchange 23	NSC
Exchange 24	NSC
Exchange 25	NSC

The above data could be reorganised as follows:

Table 43: Rates of Data of Subordination of Utterance in Transcript 1

Types of Subordinate Clauses	Number of exchanges concerned by Types of Subordinate Clauses	Total number of Exchanges	Rates
NSC	63	73	86.30 %
SCETU	07	73	09.58 %
SCDTU	03	73	04.10 %

The data reported in Table 43 displays a superiority of absence of subordination and easy to comprehend subordinate clauses in teacher talk. They both total up an aggregate equal to 95.88% (86.30% + 09.58%). The less easy aspects, in teacher talk, in terms of subordination, correspond to a rate equal to 04.10%, which is very low. Therefore, teacher talk may be said to be globally comprehensible, which potentially should allow participation to take place.

The teacher should be encouraged to continue like this.

2.10 Reference

Are "exophoric", "cataphoric", or "anaphoric" aspects of teacher talk, if available, comprehensible easily or with difficulty by learners?

As with "Measure of Subordination," descriptions of transcripts with "references" can be referred to in Appendix 1.1.

- Transaction 1:

No reference.

- Transaction 2:

- Analysis of sub-transaction 2.1:

No reference.

- Analyses of sub-sub transaction 2.1.1:

Reference: He - - - - - four times: easy to interpret.

- Sub-transaction 2.2:

Reference: "Who" - - - - - cataphorically interpretable "the teacher of English".

- Transaction 3:

- Analyses of sub-transactions 3.1 and 3.2:

Analysis of sub-transactions 3.1 and 3.2 concern information 7 of floor 28. In order to understand what "they" refers to, pupils need to make a backward reading. Therefore, "they" has an anaphoric relationship with the substitute, which is "pupils". In the two occurrences where "this" has been used, pupils need to look at the magazine, an entity located outside teacher talk speech. This external "reference" is technically referred to as exophora. So, "This" has an exophoric relationship with "magazine". Finally, "them" is understood by means of backward reading to find the entity for which it is a substitute. In our case, it is "pupils". The relationship is then anaphoric.

Pronouns anaphorically used: "They" and "Them." - - - - - 4 times.

Pronouns exophorically used: "This" - - - - - 2 times.

Teacher talk may be said to be accessible to pupils' comprehension because referents are immediately provided by text and co-text.

- Analyses of sub-transaction 3.3:

Pronoun exophorically used: "We"

"Where" as a substitute to "newspapers"

In this respect, Teacher Talk may be said to be comprehensible for pupils.

- Sub-transaction 3.4:

You ----- 19 times: refers to "pupils?"
I ----- 02 times: refers to "the teacher."
They ----- 17 times refers to "pupils."
He ----- 01 time refers to "Fellah"
We ----- 06 times: refers to a collective group (teacher
+ pupils.)
It ----- 02 times: 1time refers to "topic"
1 time refers to "topic number three"
Me ----- 02 times: refers to the "teacher"
Us ----- 01 time: refers to teacher and pupils.

The interpretation of these pronouns is easy to process because the referents they can be found inside the text of immediately outside, the case for "we," "us," "we," and "I". Pronoun "it", however, in initiation 14 of floor 38, is a substitute to "topic number three".

Interrogative pronouns:

"what are"

" what are the topics ?"

"What are the topics we are interested in a school magazine:"

"which place 0 will pupils visit?"

"Which place example,"

"where?"

"where pupils will go to write about agriculture?"

"what are the different 0 steps"

"what are they going to visit?"

"and also what,"

"what will they watch?"

"Where"?"

"Where"?

"What are the rules euh of each euh game and so on ?"

Entities to which all these pronouns refer to can be found by pupils because they concern aspects of life that learners should know. We may therefore say that teacher talk comprehensibility, in terms of interpretation of "references" is accessible to learners.

- Analyses of sub-transaction 3.5 and sub-sub transaction 3.5.1:

You ----- 02 times: refers to "pupils"

They ----- 30 times: refers to "pupils"

We ----- 1 time: refers to a collective group:
teacher and pupils

It ----- 2 times: 1 time refers to "brochure"

This ----- 4 times: refers to "brochure" -

I ----- 2 times: refers to "teacher."

He ----- 2 times 1 time refers to "Yuri Gagarin" and the second time it is not clear which referent" it denotes: "euh **they'll, he'll** euh visit" If pupils do not realise that their classmate **P1+**, in this utterance made a wrong substitution, replacing "they" by "he", it would be quite problematic for the other pupils to interpret the pronoun.

Interpretation of these pronouns is easy to process because the referents can either be found inside the text of teacher talk or outside when it the case of the "teacher" or "pupils": "we", and "I". Except in floor 54, where **P1+** wrongly substituted "they" by "it".

We may therefore say that non comprehensibility of "reference" in sub-transaction 3.5 and sub-sub transaction 3.5.1 is not posed..

- Transaction 4:

- Analysis of sub-transaction 4.1:

Analysis of sub-transaction 4.1 involves floor 86: **He** (Mr Allem: anaphoric relationship.)

Teacher's talk displays just one pronoun whose referent is easy to process by pupils and therefore it does not affect teacher talk comprehensibility. "He" refers back to "Mr Allem".

- Analysis of sub-transaction 4.2:

Analysis of sub-transaction 4.2 involves floors 95, 96, 99, 103, 105 and 109, with the following outcome:

You (classroom audience: exophoric relationship)

That (the class-outing: anaphoric relationship)

They (pupils participating in the class-outing: anaphoric relationship)

They (pupils participating in the class-outing: anaphoric relationship)

They (pupils participating in the class-outing: anaphoric relationship)

It (the class-outing: anaphoric relationship)

They (pupils participating in the class-outing: anaphoric relationship)

They (pupils participating in the class-outing: anaphoric relationship)

It (the class-outing: anaphoric relationship)

He (Mr. Allem: anaphoric relationship)

They (Allem and the pupils: anaphoric relationship)

They (Allem and the pupils: anaphoric relationship)

They (Allem and the pupils: anaphoric relationship)

We (teacher and classroom audience: exophoric relationship)

We (teacher and classroom audience: exophoric relationship)

We (teacher and classroom audience: exophoric relationship)

You (classroom audience: exophoric relationship)

We (teacher and classroom audience: exophoric relationship)

It (seven or six o'clock: anaphoric relationship)

That (get up at 4 o'clock or 5 o'clock: anaphoric relationship)

He (The Fella: anaphoric relationship)

He (teacher and classroom audience: exophoric relationship)

Them (pupils who will come to the staff-room: anaphoric relationship)

They (pupils who will come to the staff-room: anaphoric relationship)

They (pupils who will come to the staff-room: anaphoric relationship)

They (pupils who will come to the staff-room: anaphoric relationship)

They (pupils who will come to the staff-room: anaphoric relationship)

They (pupils who will come to the staff-room: anaphoric relationship)

They (pupils who will come to the staff-room: anaphoric relationship)

They (pupils who will come to the staff-room: anaphoric relationship)

They (pupils who will come to the staff-room: anaphoric relationship) He

(Mr Allem)

He (Mr Allem)

Them (pupils who will come to the staff-room: anaphoric relationship)

All these (gather at the school gate, walk in the furrows, visit the greenhouse, pick plants,
take notes: anaphoric relationships) .

You (classroom audience: exophoric relationship)

These (gather at the school gate, walk in the furrows, visit the greenhouse, pick plants, take
notes: anaphoric relationships) .

You (classroom audience: exophoric relationship)

This (dramatisation performed by the teacher with pupils: exophoric relationship)

This (dramatisation performed by the teacher with pupils: exophoric relationship)

This (dramatisation performed by the teacher with pupils: exophoric relationship)

We (teacher and classroom audience: exophoric relationship)

This (dramatisation performed by the teacher with pupils: exophoric relationship)

You (classroom audience: exophoric relationship)

There (place shown by the teacher: exophoric relationship)

There (place shown by the teacher: exophoric relationship)

This (dramatisation performed by the teacher with pupils: exophoric relationship)

You (classroom audience: exophoric relationship)

This (dramatisation performed by the teacher with pupils: exophoric relationship)

You (classroom audience: exophoric relationship)

This (Picture drawn on the blackboard: exophoric relationship).

You (Pupil **P15-**: exophoric relationship)

It (greenhouse: anaphoric relationship)

You (Pupil **P15-**: exophoric relationship)

We (teacher and classroom audience: exophoric relationship)

You (classroom audience: exophoric relationship)

This (picture drawn on the blackboard by the teacher: exophoric relationship)

This (picture drawn on the blackboard by the teacher: exophoric relationship)

You (classroom audience: exophoric relationship)

This" (Picture drawn by the teacher on the blackboard: exophoric relationship)

I (Teacher referring to herself: exophoric relationship)

You (classroom audience: exophoric relationship) You (

classroom audience: exophoric relationship)

This (Picture drawn by the teacher on the blackboard: exophoric relationship)

You (classroom audience: exophoric relationship)

You (classroom audience: exophoric relationship)

He (Mr Allem)

You (classroom audience: exophoric relationship)

He (Mr Allem)

It (this class outing: cataphoric relationship)

They (pupils of the class-outing: anaphoric relationship)

They (pupils of the class-outing: anaphoric relationship)

Interpretation of these pronouns is easy to process because the referents they refer to can either be found inside the text of teacher talk or outside it. We should not forget that the greater is the number of teacher's utterances performed in one floor, the more effort is required from the pupil to keep in mind alive the wealth of information transmitted by the teacher.

- Transaction 5:

- Analysis of sub-transaction 5.1:

We ----- Teacher and pupil: exophoric relationship

They -----Pupils: exophoric relationship

This ----- It is difficult to work out what the referent is.

They -----Pupils: anaphoric relationship

They -----Pupils: anaphoric relationship

It ----- "what they are allowed to do": anaphoric relationship.

It ----- "write in red": anaphoric relationship.

It ----- Performance: exophoric relationship.

You ----- Pupils: exophoric relationship.

We ----- Teacher and pupil: anaphoric relationship

We - - - - - Teacher and pupil: anaphoric relationship

I - - - - - Teacher: exophoric relationship

It - - - - - "Walk in the furrows": anaphoric relationship.

They - - - - - Pupils: anaphoric relationship.

They - - - - - Pupils: anaphoric relationship.

It - - - - - "a note": anaphoric relationship

You - - - - - Pupils: exophoric relationship

This - - - - - "All previous "must do" and "must not do": anaphoric relationships

They - - - - - Pupils: anaphoric relationship

They - - - - - Pupils: anaphoric relationship

They - - - - - Pupils: anaphoric relationship

They - - - - - Pupils: anaphoric relationship

This - - - - - "take notes": anaphoric relationship

They - - - - - Pupils: anaphoric relationship

They - - - - - Pupils: anaphoric relationship

They - - - - - Pupils: anaphoric relationship

Teacher's talk displays many pronouns whose referents are easy to process by pupils had they anaphoric, cataphoric or exophoric relationships. We may therefore say that they do not affect teacher talk comprehensibility.

- Analyses of sub-transaction 5.2:

- Analysis of sub-transaction 5.3:

- Exchange 1:

You pupil(s): exophoric relationship

- Exchange 2:

It - - - - - Ramadhan: cataphoric relationship.

You ----- pupil(s): exophoric relationship

He ----- pupil(s): exophoric relationship

They ----- pupil(s): exophoric relationship

- Exchange 3:

You ----- pupil(s): exophoric relationship

You ----- pupil(s): exophoric relationship

- Exchange 4:

We ----- teacher + pupil(s): exophoric relationship

You ----- pupil: exophoric relationship

He ----- pupil: exophoric relationship

He ----- pupil: exophoric relationship

He ----- pupil: exophoric relationship

He ----- pupil: exophoric relationship

You ----- pupil(s): exophoric relationship

He ----- pupil: exophoric relationship

He ----- pupil: exophoric relationship

He ----- pupil: exophoric relationship

You ----- pupil(s): exophoric relationship

- Exchange 5:

I ----- teacher: exophoric relationship

You ----- pupil(s): exophoric relationship

You ----- pupil(s): exophoric relationship

You ----- pupil(s): exophoric relationship

You ----- pupil(s): exophoric relationship

- Exchange 6:

You - - - - - pupil(s): exophoric relationship

what-- what the pupil(s) should find to answer the question: exophoric relationship

You - - - - - pupil(s): exophoric relationship

You - - - - - pupil(s): exophoric relationship

You - - - - - pupil(s): exophoric relationship

- **Exchange 7:**

You - - - - - pupil(s): exophoric relationship

You - - - - - pupil(s): exophoric relationship

- **Exchange 8:**

what-- what the pupil(s) should find to answer the question: exophoric relationship

- **Exchange 9:**

what-- what the pupil(s) should find to answer the question: exophoric relationship

You - - - - - pupil(s): exophoric relationship

- **Exchange 10:**

what-- what the pupil(s) should find to answer the question: exophoric relationship

what-- what the pupil(s) should find to answer the question: exophoric relationship

what-- what the pupil(s) should find to answer the question: exophoric relationship

- **Exchange 11:**

what-- what the pupil(s) should find to answer the question: exophoric relationship

what - - - - - activities: cataphoric relationship

You - - - - - pupil(s): exophoric relationship

You - - - - - pupil(s): exophoric relationship

You - - - - - pupil(s): exophoric relationship

- **Exchange 12:**

what-- what the pupil(s) should find to answer the question: exophoric relationship

You -----pupil(s): exophoric relationship -

We ----- teacher + pupil(s): exophoric relationship
- **Exchange 13, 14, 15, 17, 20 and 22:**

No references.

- Exchange 16:

We ----- teacher + pupil(s): exophoric relationship

We ----- teacher + pupil(s): exophoric relationship

We ----- teacher + pupil(s): exophoric relationship

You -----pupil(s): exophoric relationship

It ----- sentence: anaphoric relationship

Exchange 17

- Exchange 18:

We ----- teacher + pupil(s): exophoric relationship

- Exchange 19:

This ----- a schoolbag: exophoric relationship.

What--- the things that we should find inside the schoolbag: exophoric relationship

Exchange 20

- Exchange 21:

He ----- pupil (s): exophoric relationship

Exchange 22

- Exchange 23:

what-- what the pupil(s) should find to answer the question: exophoric relationship

This ----- The things that the pupils proposed to the teacher: exophoric relationship

We ----- teacher + pupil(s): exophoric relationship

- Exchange 24:

You - - - - - pupil(s): exophoric relationship

- Exchange 25:

You - - - - - pupil(s): exophoric relationship

You - - - - - pupil(s): exophoric relationship

Above data have been identified in terms of whether they are easy or difficult to interpret

by learners. The outcome of above analyses is displayed in Table 44.

Table 44: Types of Reference in Teacher Talk of Transcript 1

Questions	Teacher Talk
Transaction 1	Not concerned.
Transaction 2	
2.1	Easy to interpret.
2.1.1	Easy to interpret.
2.2	Easy to interpret.
Transaction 3	
3.1 + 3.2	Easy to interpret.
3.3	Easy to interpret.
3.4	
Exchange 1	Easy to interpret.
Exchange 2	Easy to interpret.
Exchange 3	Easy to interpret.
Exchange 4	Easy to interpret.
Exchange 5	Easy to interpret.
Exchange 6	Easy to interpret.
Exchange 7	Easy to interpret.

Exchange 8	Easy to interpret.
Exchange 9	Easy to interpret.
Exchange 10	Easy to interpret.
Exchange 11	Easy to interpret.
Exchange 12	Easy to interpret.
Exchange 12	Easy to interpret.
Exchange 14	Easy to interpret.
Exchange V	Easy to interpret.
Exchange 10	Easy to interpret.
Exchange 11	Easy to interpret.
Exchange 0	Easy to interpret.
Exchange 0	Easy to interpret.
3.5 + 3.5.1	
Exchange 1	Easy to interpret.
Exchange 2	Easy to interpret.
Exchange 3	Easy to interpret.
Exchange 4	Easy to interpret.
Exchange 5	Easy to interpret.
Exchange 6	Easy to interpret.
Exchange 7	Easy to interpret.
Transaction 4	
4.1	
Exchange 1	Easy to interpret.
Exchange 2	Easy to interpret.

4.2	
Exchange 1	Easy to interpret.
Exchange 2	Easy to interpret.
Exchange 3	Easy to interpret.
Exchange 4	Easy to interpret.
Exchange 5	Easy to interpret.
Exchange 6	Easy to interpret.
Exchange 7	Easy to interpret.
Transaction 5	
5.1	
Exchange 1	Easy to interpret.
Exchange 2	Easy to interpret.
Exchange 3	Easy to interpret.
Exchange 4	Easy to interpret.
Exchange 5	Easy to interpret.
Exchange 6	Easy to interpret.
Exchange 7	Easy to interpret.
Exchange 8	Easy to interpret.
5.2	Not concerned.
5.3	
Exchange 1	Easy to interpret.
Exchange 2	Easy to interpret.
Exchange 3	Easy to interpret.
Exchange 4	Easy to interpret.

Exchange 5	Easy to interpret.
Exchange 6	Easy to interpret.
Exchange 7	Easy to interpret.
Exchange 8	Easy to interpret.
Exchange 9	Easy to interpret.
Exchange 10	Easy to interpret.
Exchange 11	Easy to interpret.
Exchange 12	Easy to interpret.
Exchange 13	Easy to interpret.
Exchange 14	Easy to interpret.
Exchange 15	Easy to interpret.
Exchange 16	Easy to interpret.
Exchange 17	Easy to interpret.
Exchange 18	Easy to interpret.
Exchange 19	Easy to interpret.
Exchange 20	Easy to interpret.
Exchange 21	Easy to interpret.
Exchange 22	Easy to interpret.
Exchange 23	Easy to interpret.
Exchange 24	Easy to interpret.
Exchange 25	Easy to interpret.

All "referents" performed by the teacher have been found to be easily interpretable, be they within text (anaphorically or cataphorically), or outside it (exiphorically). Therefore,

teachers talk, from the point of view of "reference", does not pose problems of comprehensibility. It could not be a potential negative obstacle for pupils' comprehension of teacher talk.

In fact, there is no recommendation to be suggested to the teacher, except to draw her attention about the quality of her talk, seen under the angle of "reference." Therefore, this independent variable will not be included in further experimentations.

2.11 Conjunctions

Is teacher talk loaded with conjunctions, which may affect comprehensibility?

- Transaction 1:

Not concerned.

- Transaction 2:

- Analysis of sub-transaction 2.1, 2.1.1, 2.2 and 3.3:

"Conjunctions" are absent in the teacher talk.

- Transaction 3:

- Analyses of sub-transactions 3.1 and 3.2:

Floor 28: T: 2- Marker : "so, O?"

6- Initiation: "or :?" 0

8- Information:

"that is to say they will keep 0 a school 0 magazine 0 **or** 0 school 00, they will write 0 a school 0 magazine." For example, this is a magazine (she showed them a magazine)+. This one is a fashion magazine **but** 0 pupils 0 will 0 keep 0 **or** will do 0 **or** write 0 also, a school 0 magazine 0. they will 0 keep a school 0 magazine. All the teachers 0 of Okba school 0 will help them 0 to write this school 0 magazine 0.

Floor 28:

9- Restatement:

" Mrs .Salem 0 will 0 split 0 the class into groups. To split 0 group one,
0 group two, 0 group three, 0 group four, 0 group five 0 **and** group six.

10- Initiation:

"so, Mrs. Salem will 0 split 0 or " ?

11- Initiation: "

or"?

12- Response: -

"divide". To split 00 **or** to 00 divide (BB).

13- Conclusion:

"so, Mrs .Salem 0 will divide 00 **or** will split 0 the class 0 into 00
groups 00 each group 0 for example group one 0 will 00 write 0

an article (BB) 0 will 0 write an article / • /.

Rates of Conjunctions in Sub-transactions 3.1 and 3.2 displayed in Table 45.

Table 45: Rates of Conjunctions in Sub-transactions 3.1 and 3.2

Types of Conjunctions		Frequency
Additive conjunctions:	and	01
	Or	07
Adversative conjunctions:	but	01
Causal conjunctions:	so	03

Problems of comprehensibility may appear with interpretation of adversative and causal conjunctions. The causal conjunction "so" appears twice in the beginnings of Marker 2 and

Initiation 10. We believe that, from the point of view of logical relationship, it is difficult for pupils to work out utterance of "cause" before performing the one meant to express "consequence," which is the object of the question "so?", uttered with a rise-fall intonation. In Restatement 09, the teacher put focus on the verb "to split". Immediately, she moved to an initiation 10 with "so?", requesting a verb-synonym to be provided by pupils. This way of soliciting pupils may be very difficult to understand by pupils. Pupils' absence of reaction could corroborate this. That is why the teacher felt compelled to provide a synonym to the verb "to split" herself in Response 12. The same problem of interpretation remains posed with the second "so." The pupils may not understand that they were asked to conclude." But" appears in Information 8, and the place it occupies could blur pupils' comprehensibility. The use, by the teacher, of the adversative concept seems not to be justified on the basis of what was previously said. Conjunctions "or" should not pose problems of comprehensibility because it conveys idea of "alternative," except perhaps when it occurs as a question in Initiations 6 and 11. It must be admitted that questions like these are difficult to comprehend. Less problems of comprehensibility are posed by conjunction "and".

- Analysis of sub-transaction 3.4:

"so 0 pupils 0 will 0 write an article,"

"or each group will write an article about 0 a topic chosen 0," a topic chosen

"or ::" 00

"each group 0 will write a topic or a subject 0 chosen 00"

"or : different 000 topics (BB)

"or can you give me other topics please?"

"agriculture, 0 industry, 0 sport 00 or"? "

"so 0 each 0 topic 0 in each topic 0 pupils 00 will 0 visit 00 a place.0

"so, to know about tomatoes, where will pupils go?"

"or?"

"so when when you go to the market 00 you just see tomatoes. Tomatoes are ready"

"so; 0 I want 0

"you have many steps; step number one, two, three **after at the end** you have tomatoes."

"so they will visit, they will visit" 0 a farm, a farm."

"He will do 0 many things, 0 after **at the end** 0 the result 0 example you will have 0 tomatoes".

"so they will visit"" 000

"if we speak," 0 **if**, look at this table." 00

"You can have directly like this table **and** you will put it in the classroom"?"

"so; they will go" 00. **If** I ask you to write an article about; 0 for example, lamps 00 you will go,

0 in general here in Setif you have a place special for industry. 00 You will go 0 to "La Zone"

"because" 000

"We have a lot of factories. You will visit the factory **and after** you will 0 write an article."

"so in the euh, in the industry they'll visit" 000

"**and** here sport"; 00

"**and** also what,"

"**or**" you have another possibility 00 to watch 00 some 0 matches. 0""they will know more

about the sport. For example, about football **or** basketball."

"What are the rules euh of each euh game **and** so on ?"

"so for example, here your friend's **P1+** said that 0 they'll visit 0

"**or** they'll 0 go euh sorry to the stadium. They will go to"

Table 46: Rates of Conjunctions in Sub-transaction 3.4

Types of Conjunctions		Frequency
Co-ordinating Conjunctions		
Additive conjunctions	And	05
	Or	09
Causal conjunctions	So	10
	because	01
	If	03
	When	02
Temporal Conjunctions	After	02
	At the end	02

Problems of comprehensibility may appear with the interpretation of causal conjunctions "so, because, if, and when" for the reasons developed in sub-transactions 3.1 and 3.2. Problems of comprehensibility may appear when utterances begin with some of them, such as "so" and "because." "So" begins ten (10) utterances, while "or" eight (08) utterances. The only utterances where "or" is easy to interpret took place in floors 38 (Conclusion 7) and 66 (Starter.) "Or" appears between two items. "Because" occurs one time as a question in Initiation 16 of floor 46. To be interpreted, pupils need to remember what the teacher said before. Beginners in English have to be provided information *hinc and nunc*. Conjunction "and" does not cause problems to teacher talk comprehensibility be it in middle or initial positions.

Generally, temporal conjunctions are not difficult to interpret. What happened in Starter 5 of floor 46, when two temporal conjunctions were placed side by side "you have many steps, step number one, two, three, **after at the end** you have tomatoes," may cause problems of

comprehensibility. Finally, conjunctions such as "if" and "when" -can cause .problems of comprehensibility if pupils have not learnt them yet.

- Analyses of sub-transaction 3.5 and sub-sub transaction 3.5.1:

66- T 7- Restatement:

"In the topic of space 0 you have said that Yuri Gargarine what was the first 0 cosmonaut who orbited 0 the earth. **So** he travelled from the earth to the" 0 moon. "Now^ 00 in the space 00 they will go to the space."

8- Initiation:

"**So** 0 what is the solution here?" 0

14 Restatement:

"**So**; they will 00 ask for brochures" (BB) 00 **or** search 0 in books (BB) a brochure (BB) 000

15- Information:

"a brochure it `s 00 some papers where" some information are written and they are stick together, brochures, for example; I have the brochures of 0 0 I will give the brochures of synonyms, opposites **and** regular 0 irregular 0 verbs. This is a brochure 0 this is a brochure we have irregular 0 verbs synonyms **and** 0 opposites. This is a brochure 0 a lot of papers with 0 some 0 important information 0 **and** they are 0 stick 0 together 0 this is a brochure." (the pupils take notes for about five minutes)+.

17- Restatement:

"**so** here **when** you will write a lot of articles 000it will be very interesting."

21- Initiation

"**because** they will visit"

74- T 05- Conclusion:

"They will visit they will write many topics **but** 0 to write these topics they must 00 visit 0 many 0 places: a farm, a factory each time they will go. Each time a group will go to 0 the 0 to a place. Yes."

7- Directive:

"**P3+** , please put down! Mr.Allem, **so** here in writing the articles."

Beginning of sub-sub transaction 3.5.1

8- Restatement:

"Each time **when** they will visit, they will visit; they will have 00 interviews with persons."

76-T 04- Initiation:

"**and** euh".

5- Restatement:

"**So** here, they will have interviews, they will ask euh some persons to get information 0 **and** they will 0 take notes 0 down

6- Initiation:

"**and** also sometimes they can take?" "

86-T Evaluation:

"Photos **or** pictures", yes! "

Table 47: Rates of Conjunctions in Sub-transaction 3.5 and Sub-sub transaction 3.5.1

Types of Conjunctions		Frequency
Additive conjunctions	And	06
	Or	02
Causal conjunctions	So	06
	Because	01
	When	02
Adversative Conjunctions	But	01

Problems of comprehensibility may appear with the interpretation of causal conjunctions "so, because, If, when" as was explained in sub-transactions 3.4.

- Transaction 4:

- Analysis of sub-transaction 4.1:

95- T : " No. Teacher of biology" like Mr.Bahri is a teacher of biology.

" So, Mr.Allem will plan 0 the first 0 class 0 outing 0." **Table 48:**

Rates of Conjunctions in Sub-transaction 4.1

Types of Conjunctions		Frequency
Causal conjunctions	So	01

The only one conjunction "so" occurs in initial position of the last utterance of sub-transaction 4.1. It has a "concluding" function reminding pupils about M. Allem' s responsibility

to organise class-outing. We believe that interpretation of " so" in initial position is within pupils' ability, therefore it cannot negatively affect teacher talk comprehensibility.

- Analysis of sub-transaction 4.2:

95-T:

"The 0 class 00 outing 00 (BB).What is the class outing ? what is the ? **when** you look at this word the class-outing, "that is to say" they 0 will visit a place" 0 **and** then 0 they will 00 work 0 as 0 journalists, they will work it will be very exciting" 0. Pupils will work as journalists 0 they interview pup, persons **and** also they take notes **and** sometimes photos like journalists **and** it will be very interesting **and** exciting" in the same time. **So**, Mr.Allem, will take 0 group one to Boulifa 0 farm 0. He will take group one to Boulifa farm. Boulifa farm is very farm, euh sorry very far from Okba school. Boulifa farm is very far from Okba school." So, 0 the pupils 0 **or** Mr Allem **and** the pupils must must (BB) leave early. They must it's an obligation. They must leave early to go, for example; they must leave at 6 o'clock **because** Boulifa farm is very very 0 farm. **and** also why we must leave early ? why early ? why ? what happened in the farm in general ? Mr. Fellah 0 work 0 early .0 to see 0 how does the Fellah work 0 We We must 0 leave early to see 0 all the steps of Mr.Fellah 00. **when** you are in the countryside in general 0 a lot of people gets up at early not like here. Sometimes we 0 get up late 0 at 7 o'clock **or** 6 o'clock for Mr.Fellah it's too 0 late not early **because** Mr. Fellah sometimes gets sometimes gets up at 4 o'clock or 5 o'clock. **So**, that's why he always 0 works 0 early 0. **So**, the pupils must leave early" 0. Mr. Allem asks Mrs. Salem to tell the pupils to come to the staff-room 00 the staff, 00 the staff-room" (BB) we have here in Abou Bakr Erazi the staff-room is where 0 the teachers meet, Where the teachers meet, the staff-room there is put my pinafore in the staff-room."

Table 49: Rates of Conjunctions in Floor 73 of Sub-transaction-4.2

Types of Conjunctions		Frequency
Additive conjunctions	And	07
	Or	02
Causal conjunctions	So	04
	Because	02
	When	01

In this floor, the co-ordinating conjunctions "and" (07 times) and "or" (two times) cannot affect teacher talk comprehensibility because pupils are accustomed to their use. "Additive " and "alternative" concepts are easy for pupils to understand. The only occasion whether teacher talk comprehensibility may be affected is when the teacher used the subordinating clause "when you look at this word the class-outing..." and then suddenly breaking the utterance before moving to another idea.. Regarding the causative subordinating conjunction "because" (two times), its interpretation may be said to be accessible to pupils' understanding because occurring in mid-position. Pupils of this level would have had more comprehension problems if "because" had occurred in initial position. As concerns "so" (four times), it occurs in initial position with a 'recapitulating' function to remind the pupils about what was previously developed. In this floor, teacher talk may be said to be easy to understand by pupils. The problem with this floor is that the teacher performed thirty-seven (37) utterances without interruption, necessitating big memory-effort from pupils to avoid losing the thread of explanation."

Floor 75-T

"Yes, now, the pupils will 0 come to the staff room **because** Mr.Allem 0 will give them 0 some important 0 instructions 0 about how they will go to 0 Boulifa farm. What will they do ? 0 What

must they do ? 0 What mustn't they do ? 0 They will 0 know **or** they will they have more more details about 0 this 0 class outing 0 they will have 0 more details 00. **So**, 000 he said 000 to the pupils (she erases the BB)+ of group one, of course he said to them 000 to" gather, to gather, to gather. at the school gate (BB); to gather at the school gate. **So**, gather 0 at the school 0 gate, 000 walk 0 in the 000 furrows (BB), visit 000 visit 000 the greenhouse (BB), pick 000 plants (BB), take 000 notes (BB). All these 0 are 0 the instructions 0 of Mr.Allem 000. **So** ^, you have gather and scatter in 0 the 0 green 0 house (BB). **So** these are 0 Mr.Allem's 0 instructions for 0 pupils of group 0 one 000. **But** 0 to insist 0 to insist 0 on the instructions 0 Mr. Allem 0 will 0 explain 00 for 0 the pupils. **So** you have gather at the school gate gather 0 to gather" 00 come here **P13+**, **P1+** euh **P6+** **and** euh 0 **P7+** to gather this is to gather 0 hurry up" 00 not like this please, to gather this is to gather gather Now, we form a circle please this is to gather euh to gather is to meet in one place, is to meet in one place. Now^," you have gather is the opposite" of to scatter" so to scatter. **P1+** euh **P13+** go there **P1+** there", **P6+** ", **P1+** " this is to scatter each person is in one place."

Table 50: Rates of Conjunctions in Floor 75 of Sub-transaction 4.2

Types of Conjunctions		Frequency
Additive conjunctions	And	01
	Or	01
Causal conjunctions	So	06
	Because	01

In floor 75, teacher talk may be said to be comprehensibility. The four conjunctions identified are easy to interpret for the reasons we gave in floor 73. The teacher used more "so," which suggests that she constantly "recapitulates" or "reminds" pupils of previously introduced

ideas. Again, length of floor (twenty-eight utterances) could potentially be a handicap- to some pupils to follow the teacher and therefore prevent them from participating.

Floor 77-T

"So, Mr. Allem asks pupils to gather at the school gate at 7 o'clock o All the pupils will be at the school gate. Your school gate there is the big door of the school. 0 To gather at 7 o'clock **and** 0 not to scatter" inside 0 the 0 greenhouse 0.Thank you 00. **So**, gather (BB) **and** scatter (BB) to 000, **so** to gather is to meet in one place **and** to scatter each one will be in a place. **So**, here this is to gather at the school gate **and** to scatter in the greenhouse. You know what is a greenhouse pupil. This is the greenhouse" (she draws it on the BB)+.

Table 51: Rates of Conjunctions in Floor 77 of Sub-transaction 4.2

Types of Conjunctions		Frequency
Additive conjunctions	And	01
Causal conjunctions	So	06

In floor 99, the diagnosis is similar to previous floors. Co-ordinating conjunctions do not pose problems for pupils' comprehension. The use of "so" seems to fulfil the same function, as in previous floors, which is to "recapitulate" or remind" pupils about previously developed ideas. This floor is nevertheless long with almost eleven (11) utterances,) which will certainly impose on pupils memory-effort to follow teacher's explanation. Long floors are less easy to follow than short ones. In spite of the long length of the floor, teacher talk comprehensibility may be said to be within pupils' reach.

Floor 101-T:

"Yes."

No possible analysis for this on-word utterance.

Floor 103-T:

"Good. Yes. **So** 0 can you speak loudly" ? **P15-** the greenhouse is"?

In this three-utterance floor, the teacher used "**So**" just one time but with a different function, which neither concerns "recapitulation" or "reminding" as it was the case in previous floors. In this floor, "**So**" is a discourse marker signalling the teacher's intention to start talking about something.

Floor 105- T:

"Yes, **so** it's euh a house **and** inside euh you don't find euh inside."

Table 52: Rates of Conjunctions in Floor 83 of Sub-transaction 4.2

Types of Conjunctions		Frequency
Additive conjunctions	And	02
Causal conjunctions	So	02

In this floor, "**so**" recovers its usual function, which is to remind pupils about previously discussed issues. The teacher already introduced "greenhouse " in Starter 7 of floor 97, before dealing with it in more details in floors 99, 100, 101, 102, 103, and 104. The co-ordinating conjunction "and" does not pose problems to teacher talk comprehensibility for the reasons pointed out in previous floors.

Floor 105- T:

"we find plants tomatoes **or** to be **or** potatoes, sorry **or** potatoes, flowers euh in. **so**, inside you will find. This is the greenhouse. **So**, Mr .Allem asks 0 pupils to 0 gather at the school gate at 7 o'clock **and**" to not scatter in the greenhouse **and** don't 0 walk 0 in the 0 furrows 0.what are

furrows ? 0 an example. example, what the furrows ? for example, this is the greenhouse, you will have like this" (she draws them)+. I'm not a good drawer, you know 000 **so** 0 here you will have 0 plants 000 **P8+** 0 please. This is the greenhouse greenhouse 0 here you have 0 plants 0 **and** here 0 you have furrows 00 like this plants, furrows, plants."

Table 53: Rates of Conjunctions in Floor 85 of Sub-transaction 4.2

Types of Conjunctions		Frequency
Additive conjunctions	Or	03
	And	03
Causal conjunctions	So	03

Floor 105 may be said to be as easy to comprehend as previous floors because conjunctions used are within pupils' reach: "**or**" (three times), "**so**" (three times), "**and**" (three times) for the reasons developed in previous floors.

Floor 105-

"**so. so,** 0 he said 0 don't walk 0 in the furrows. 0 don't walk, 0 ok, to walk 0 in the furrows 0. So, in general in the furrows the Fella 0 water, you have water in the furrows **so,** he said don't walk in the furrows 00. here, it's a visit of course, this class-outing will be a visit to the greenhouse. don't 0 pick plants, to pick euh in to pick plants."

In floor 105 again, only one conjunction "so" is used four times with a "reminding" function. At that moment of the exchange, it was used with that function twenty-five times. Therefore, it cannot be a problem of comprehension for pupils. The length of floor could impose memory constraints on pupils to keep abreast with teacher's explanations.

Floor 107- T:

"Yes , Yes" ? Please" **P15-** Repeat please ?"

No comment because there are no conjunctions.

Floor 109- T :

"Good." 0 To pick, to pick plants (BB) **and** of course, 0 all the pupils 0 will be listen carefully to the 0 Fella's answers **and** they will 0 take 0 notes.0 They will take notes" 000 (she erases the BB)+ In this last floor, only one co-ordinating conjunction "**and**" has been used twice.

As developed in analyses of previous floors, such a conjunction is easy for pupils to understand.

- Transaction 5:

- Analysis of sub-transaction 5.1

109- T : 2 Restatement

"we are going to classify these 00 sentences. 0 So, here 00 Mr.Allem explains 0 to the pupils 0 what 0 must they do and what mustn't they do" What must, this they are allowed to do it **and** mustn't write with red. It's forbidden to do it. 0 **If** you look at this sentences 00 what must pupils do 0

115-T : 3 Initiation

"so number"?

118-T: 2 Initiation

"number two walk in the furrows, 00 walk in the furrows 00. I classify it in must **or** mustn't ?"

132-T: 2 Loop

"So, 0 C in 0 must 0 C."

140-T: 3 Directive

"so, 0 write it."

000 7 Initiation

"**and** the last one scatter" in the greenhouse".

151-T:

3 Conclusion

"Good ^A so; 0 this is 0 what" must pupils do **and** what mustn't 0 they do 0 at 0 the euh farm 0 **or** in the greenhouse 00. They must 0 gather at the school gate 0 at 7 o'clock; they must 0 visit the greenhouse; 0 they must 0 take notes 0. Here mustn't, 0 here **if** some pupils do, will do this Mr.Allem will be very angry". Ok, **so**, they mustn't walk in the 0 furrows, the furrows; 0 **and** they mustn't 0 pick plants, 0 **and** the last one they mustn't 0 scatter in the 0 greenhouse.

Table 54: Rates of Conjunctions of Sub-transaction 5.1

Types of Conjunctions		Frequency
Causal conjunction	So	06
Co-ordinating Conjunction	And	05
Co-ordinating Conjunction	Or	02
Subordinating Conjunction	If	02

All "so" have occurred in initial position with a "concluding" function. Regarding "and", we may say that five (05) have occurred in middle position, while one (1) in initial position of a

question. The two occurrences of "or" have taken place in the middle of utterances. Therefore, interpretations of all co-ordinating conjunctions can be said to be within pupils' ability. The subordinating conjunction "if" occurred two times in initial positions. "If" could pose problems of comprehensibility if the concept of condition is not yet known by pupils.

- Analysis of sub-transaction 5.2:

Not concerned.

- Analysis of sub-transaction 5.3:

158-T 7 Initiation

"**When** you are ill, **when** you are ill 000 where, 0 where must you
go ? 000

8 Initiation

"**when** you are ill ?"

9 Starter

"for example **when** I suffer from a headache, I have a"

164-T: 1 Evaluation

"good, **when** someone is ill, he must 0 must 0 go to the 0 doctor 0 .
he must go 0 to the 0 doctor. **when** someone is ill 0 he must 0 go to
the 0 doctor. He must 0 go to: the: doctor (BB). he must 0 go to the
doctor.

3 Initiation

"**after** a few days 0 it will be 0 Ramadan, **so** all Muslims 00
must" ? 00

170-/T/:

Initiation

/ he mustn't **or** they mustn't" ?/

173-T: 2 Conclusion

"so **during** the month 0 of Ramadan, 0 Muslims mustn't 0 eat
and drink 0 **or** they must fast, 0 they must. they must 0 /fast./

175- T: 1

Conclusion

"must 00 fast 00 **during** 00 Ramadan (BB). Here they must fa, we
must fast not for example your little brother **or** little sister, euh in.
so, they must 0 fast" 0.

3 Initiation

"must you sleep in the classroom 00 **when** the teacher is
explaining the lesson ?

181-T: 1 **Evaluation**

"no, 0 we mustn't 0 sleep 0 in the 00 classroom."

2 Initiation

"P2-, have you got another 0 euh answer ?"

4 Marker

"ok,"

5 Conclusion

"so we mustn't **or** the pupils mustn't, mustn't sleep in the class
or in the 000 (BB). **So**, they mustn't sleep in the classroom.

7 Initiation

"**when** must, must we do **when** 00 you have 0 exams ?"

8 Initiation

"what 0 must 0 the pupil 000 do **when** 0 he has 0 an exam? (BB)
000

10 Initiation

"must he :: watch TV **or** practice sport ?"

- 11 **Initiation**
 "or what must he do ?"
- 12 **Initiation**
 "the pupil **when** you have an exam?"
- 193-T: 1 **Initiation**
 "his **or** her ?"
- 2 **Initiation**
 "her **or** his ?"
- 3 **Initiation**
 "his **or** her."
- 4 **Response**
 "the pupil don't know **if** he is a girl **or** a [boy. so](#), he must re
 revise his lessons good."
- 195-T: 2 **Conclusion**
 "**so**, 0 he must 000 revise 000 his (**BB**). in general **when** you
 don't know **if** it's a girl **or** a boy we speak like it 0 with his. it'
 s a0boy0"
- 197-T: 2 **Initiation**
 "**and** what 0 mustn't you 0 do 0 in the the class" (**BB**).
- 4 **Initiation**
 "**so**, here 0 what must you do in the class" 0"
- 5 **Initiation**
 "**and** what mustn't you do in the class 000."
- 12 **Initiation**
 "**and** ?"

- 14 **Starter**
 "so, we mustn't 000 sleep" 000
- 15 **Initiation**
 "and ?"
- 211-T : 2 **Conclusion**
 "so, speak (BB). here don't speak at all."
- 3 **Initiation**
 "you speak **only when** the teacher" 0
- 213-T: **Initiation**
 "**when** the teacher explains you are speaking with your friend ?"
- 215-T: 2 **Conclusion**
 "you speak **when** the teacher asks you to answer 0 **or** when
 you have a 0 question to ask" 0 the teacher.
- 3 **Initiation**
 "**and** what else" ?"
- 5 **Initiation**
 "**and** also" ?"
- 219- T 2 **Initiation**
 "**and** what else ?
- 225-T: 2 **Initiation**
 "**and** what else ?
- 230-T: 2 **Initiation**
 "**and** ?"
- 3 **Prompt**
 "write the lessons **and**" ? 0

- 5 **Initiation**
 "what are the activities you are allowed to do in the classroom
 0 **and** you are not allowed to do in the class.?" 000.
- 6 **Conclusion**
 "So you listen to the teacher, write the lessons 0 you mustn't
 sleep **or** speak **or** eat in the class."
- 237-T: 1 **Verbal nomination:** The wants to clarify that the exchange
 should go with **P1+** and not with **P14-**. (N) "Yes, **so** 0
 continue. **P1+**,
- 239-/TI: 2 **Initiation**
 "and" ?
- 243-T: 6 **Initiation**
 "and" ?
- 8 **Directive**
 "write **and** draw on 0 the 0 tables 0 **and** the walls (BB).
 prepare your lessons like your friend said"
- 9 **Initiation**
 "and also **P8+**" ?"
- 245-T: 1 **Evaluation**
 "must jette the papier, the papier on terre. This is French **and**
 English 0 **and** 0 it's a mixture. 0
- 255-T: 2 **Conclusion**
 "yes" **and** also 00 you listen to the teacher 00, you write the
 lesson 0
- 3 **Initiation**

"and also" 000 •

- 261-T: 4 Initiation**
"This a schoolbag, **and** what is inside the schoolbag" ?
- 6 Initiation**
"Material **or** school" ?"
- 263-T: 2 Conclusion**
"We must 0 bring 0, bring, to bring. 0 So, here we have two possibilities. 0 I have written in must, in the colon of must 000 bring our school material 0 **or**: I can write it in the column of mustn't: 0 don't forget the school material, we mustn't forget. **So**, bring, 0 bring 00 the school (BB).
- 3 Initiation**
"and" ?"
- 265-T: Reaction**
"boyzy **or** noisy"?
- 267-T: 2 Initiation**
"so"?
- 275-T: 2 Conclusion**
"windows 0 **and** 0 the tables (BB). It's not clear here. **So**, we mustn't 0 break the windows 0 **and** the tables. 0
- 5 Initiation**
"We must here listen to the teacher **and** also" ?
- 6 Initiation**
"and also" ?
- 8 Initiation**

"and"?

277-T: 2

Initiation

"and also ?"

279-T: 2

Initiation

"and also" ?

3

Starter

"**When** you listen to the teacher; for example, **when** I 0 say give your example. **If** I say **P6+** stop laughing, he is

going to say no miss I don't laugh"

4

Initiation

"and ::."

5

Initiation

"So, 0 you mustn't" ?" 0

8

Response

"You must respect 0 your teachers you must respect them.

So, must respect your teacher and one, when the teacher for example euh euh will speak to 0 you euh 0 perhaps he is angry **or** you have done something very bad in the classroom, 0 don't "shout" 0 at him, don't 0 shout 0 speak politely 0 to your 0 teacher **So**, you must respect (BB) 0 your 00 teachers **and** 0 not. You mustn't 0 shout 0 shout, to shout is to speak loudly to your teacher, 0 yes not politely. Yes shout 0 at 0 your 0 teachers (BB)."

9

Directive

"Take your lesson copybook, activity two, Activity two 0

(BB). 000 Finish: this table 000 (BB) **and** you draw this table **and** at home "at home" 00 think about 0 other "things" 0 you can 0 do, you must do at euh in the class" **and** you mustn't do at euh the class **or** at school 0 in the class 0 **or** at 000 / /

Table 55: Rates of Conjunctions of Sub-transaction 5.3

Types of Conjunctions		Frequency
Coordinating Conjunctions	So	19
	And	38
	Or	20
Subordinating Conjunctions	If	02
	When	17
	Only When	01
	After	01

Observations are similar to those developed in previous sub-transactions.

Above rates of "conjunctions" in teacher talk have been synthesised in Table 56.

Table 56: Rates of Data of Conjunctions in Teacher Talk of Transcript 1

Types of Conjunctions		Frequency	Total number of Conjunctions	Rate
Coordinating Conjunctions	So	66	223	29.59 %
	And	69	223	30.94 %
	Or	46	223	20.62 %
	But	02	223	00.89 %
Subordinating Conjunctions	If	07	223	03.13 %
	When	22	223	09.86 %
	Only When	01	223	00.44 %
	After	03	223	01.34 %
	At the end	02	223	00.89 %
	Because	05	223	02.24

The above table reveals that the most frequently used conjunctions by the teacher are "so," "and," "or" which total up a rate equal to 82.00 %. These conjunctions have been shown to be easily comprehensible by learners, except in certain exceptional utterance-positions. Conjunctions susceptible to create problems of comprehensibility happen to display lowest rates, such as "but," and "because." Therefore, teacher talk may be said to be comprehensible, in terms of conjunction use. A remark however need to be made regarding length of floor. The teacher has to be aware that her floors are sometimes very long. In this respect, they probably cause memory problems for learners to remember all what the teacher develops in these floors.

Nothing needs to be changed in terms of conjunction use. The teacher talk is understandable. However, she should try to reduce length of floors to increase comprehensibility.

2.12 Grammaticality in terms of Theme

Does the teacher stick to the theme of exchange and/or transaction?

In this analysis, we seek to observe whether the teacher rigorously stuck to the main topic/theme of the lesson or carried out "digressions" susceptible to distort pupils' comprehension and consequently levels of participation in class.

- Transaction 1:

The theme of lesson should have been communicated to learners through the writing of the title on the blackboard.

- Transaction 2:

- Analysis of sub-transaction 2.1, 2.1.1 and 2.2:

The topic did not change.

- Transaction 3:

- Analysis of sub-transactions 3.1 and 3.2:

In sub-transactions 3.1 and 3.2, the teacher kept on developing the same theme.

- Analysis of sub-transaction 3.3:

The topic of sub-transaction 3.3, being the "Identification of newspapers", remained the same from beginning to the end of the sub-transaction.

- Analysis of sub-transaction 3.4:

In sub-transactions 3.4, the teacher kept on developing the same theme pertaining to different topics to be developed by pupils to prepare their school magazine.

- Analyses of sub-transaction 3.5 and Sub-sub transaction 3.5.1:

In sub-transaction 3.5 and sub-sub transaction 3.5.1 the teacher kept on developing the same theme pertaining to different topics to be developed by pupils to prepare their school magazine.

- Transaction 4:

- Analysis of sub-transaction 4.1:

In sub-transaction 4.1, the teacher dealt only with one theme, which is about M. Allem's taught discipline in Errazi school.

- Analysis of sub-transaction 4.2:

In sub-transaction 4.2, we might say that teacher stuck to the main theme "class-outing" with more emphasis on vocabulary explanation: "greenhouse", "furrows", "to pick", "to gather", and "to scatter" . It goes without saying that the explanations of these lexical items constitute the different activities that pupils should or should not perform when they went to the farm. Though sub-transaction 4.1 was mainly devoted to vocabulary explanation, we can nevertheless say that the teacher observed rigor in terms of theme development.

- Transaction 5:

- Analysis of sub-transaction 5.1:

In sub-transaction 5.1, the teacher dealt only with one theme, which is practising positive and negative obligation.

- Analysis of sub-transaction 5.2:

Sub-transaction 5.2 does not involve any pedagogical acts. That is, there are no language points discussed in this Sub-transaction. Only instructions and encouragement have been performed by the teacher.

- Analysis of sub-transaction 5.3:

In sub-transaction 5.3, the teacher dealt only with one theme, which is Oral Grammar Practice about "must" and "must" with some rare acceptable "vocabulary digressions" which are unavoidable when pupils do not understand some language items (floors 193: Initiations 1,2,3 and 4; 205, 211, 245: Initiation 4; 248; and 265: Reaction).

The teacher displayed rigor in complying to the different themes developed in the transactions.

The teacher should be encouraged to keep up like this.

Conclusion

The variables positively appreciated in the above recommendations are assumed not to negatively influence pupils' participation in class. Therefore, they are not going to be retained. Only those susceptible to bring positive changes in pupils' levels of participation, because unfavourably performed by the teacher, will be retained. They are as follows:

- 1- Recommendation related to Questioning Patterns: the teacher should be encouraged to ask complete question, with question-words, than usual to increase comprehensibility.
- 2- Recommendation related to Questions in Interaction: the teacher should ask "Questions in Interaction" to create opportunities, particularly when these questions are addressed to pupils with low or no participation.
- 3- Recommendation Modification of Length of Utterance: the teacher should avoid, as much as possible, shortening utterances.

This chapter was limited to describing and analysing variables related to linguistic and discursive aspects of teacher talk. After check-up, it appears that out of ten variables three ones only have been retained for further manipulations in phases **B**, **C**, and **D**; they will be added to those to be retained regarding teacher's attitudes in the next chapter and analysed in chapter 6.

CHAPTER FIVE

TEACHER'S AFFECTIVE ATTITUDES

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Introduction

This chapter is a follow-up of diagnoses of the independent variables selected in Chapter 3. It concerns teacher's attitudes with learners, teacher's strategies in terms of error treatment and finally teacher's and learners' modes of participation. The ultimate goal of these diagnoses is to identify variable(s) susceptible to be excluded or retained for manipulations in further experimentations (Phases B, C, and D.) In chapter 4, we have already identified three independent variables related to linguistic and discursive aspects of teacher talk.

1 Dimensions of Teacher Behaviours

1.1 Affective Dimensions of Teacher Talk

1.1.1 Teacher's Fairness in terms of Turn-giving

Is the teacher fair with all learners, in terms of turn allocation?

We need to describe whether fair allocation of turns has been strictly observed by the teacher. Turn-giving can be verified to have taken place in Appendix 1 and videotape.

- Transaction 1:

No turn-giving took place because no exchanges. The teacher just gets in touch with pupils.

- Transaction 2:

- Analysis of Sub-transaction 2.1:

P2- nominated without bidding,

P3+ nominated without bidding,

P4+ nominated after bidding,

P6+ nominated after bidding,

P8+ nominated after bidding,

P5+ bade for answering,

P7+ bade for answering.

- **Analysis of Sub-sub transaction 2.1.1:**

P2- nominated after bidding,

P9- nominated after bidding,

P10+ nominated without bidding,

P15- nominated without bidding.

- **Analysis of Sub-transaction 2.2:**

P8+ nominated without bidding.

- **Transaction 3:**

- **Analysis of Sub-transactions 3.1 and 3.2:**

No comment because no transaction.

- **Analysis of Sub-transaction 3.3:**

P2- nominated after bidding.

- **Analysis of Sub-transaction 3.4:**

P1+ nominated without bidding,

P1+ nominated after bidding,

P1+ nominated after bidding,

P8+ nominated after bidding,

P11- bade for answering,

P12- nominated after bidding,

P12- nominated after bidding.

- **Analysis of sub-transaction 3.5 and sub-sub transaction 3.5.1:**

P1+ nominated after bidding,

P1+ nominated after bidding,

P8+ nominated without bidding but did not answer,

P1+ nominated after bidding,

p12- nominated without bidding but did not answer,

P1+ bade for answering,

P15- bade for answering,

P2- bade for answering,

P15- nominated after bidding,

P8+ nominated after bidding.

- Transaction 4:

- Analyses of sub-transaction 4.1:

P2- bade for answering.

- Analyses of sub-transaction 4.2:

P15- nominated without bidding,

P8+ nominated without bidding, but did not answer,

P15- nomination without bidding.

- Transaction 5:

- Analysis of Sub-transaction 5.1:

P2- nomination after bidding,

P2- bade for answering,

P1+ bade for answering,

P9- nomination after bidding,

P9- bade for answering,

P2- bade for answering,

P16+ bade for answering,

P8+ nomination after bidding,
P6+ bade for answering,
P1+ bade for answering,
P2- nomination after bidding,
P1+ nomination without bidding,
P1+ nomination after bidding,
P2- bade for answering,
P19- bade for answering,
P1+ bade for answering,
P6+ bade for answering,
P2- bade for answering,
P10- bade for answering,
P6+ nomination after bidding.

- Analysis of Sub-transaction 5.3:

P9- bade for answering,
P2- bade for answering,
P1+ bade for answering,
P1+ nomination after bidding,
P9- nomination without bidding,
P2- bade for answering,
P7+ nomination without bidding,
P2- nomination without bidding,
P1+ bade for answering,
P2- bade for answering,
P8+ bade for answering,

P8+ nomination after bidding,
P2- nomination without bidding,
P bade for answering,
P8+ bade for answering,
P2- bade for answering,
P8+ nomination after bidding,
P2- bade for answering,
P2- nomination after bidding,
P9- nomination after bidding,
P2- nomination after bidding,
P1+ nomination after bidding,
P14- took turn without nomination, refused,
P8+ nomination without bidding,
P8+ nominated without bidding and answering,
P9- nomination after bidding,
P1+ nomination without bidding,
P9- nomination without bidding.

The above data can be differentiated according to two kinds of "turn-giving": Turn-giving after nomination without bidding, Turn-giving after nomination and bidding, and one: Bid for answering but never nominated.

Table 57: Rate of Teacher Talk in terms of Turn-giving in Transcript 1

Teacher Turn-giving	Frequency	Rate %
Turn-giving after nomination without bidding: P2-: 3 times, P3+: 1 time, P15-: 3 times, P8+ :5 times, P1+: 3 times, P12-: 1 time, P9-: 2 times, P7+: 1 time.	19	38.78
Turn-giving after nomination and bidding: P4+: 1 time, P8+: 6 times, P2-: 6 times, P9-: 4 times, P1+: 8 times, P12-: 2 times, P15-: 1 time, P6+: 1 time.	29	59.18
Bid for Answering but not nominated: P10+	01	02.04
Total	49	100.00

The above data reveal that 38.78% of the total number of turn-giving is allocated to pupils who did not bid for answering and that 59.18% have been nominated after bidding. Therefore, they took more chance for participating, while (P10+) was not offered an opportunity, even if the pupil bade for answering. The teacher could have nominated him, but she did not do it. We may say that a

group of learners, to whom turns were given by the teacher had they bidden for them or not, appears to be privileged. Besides this, the teacher seems to prefer to work exclusively with pupils who bid for participation.

Thirty-seven pupils compose this class: sixteen (**P1+, P2-, P3+, P4+, P5+, P6+, P7+, P8+, P9-, P11-, P12-, P14-, P15-, P16, P17, and P19-**) participated in the lesson, eighteen neither bade for answering nor participated in one way or another (**P20+, P21-, P22+, P23-, P24-, P25+, P26+, P27-, P29+, P30-, P31-, P32-, P33+, P34-, P35-, P36+, P37+, P38+,**) and three (**P10+, P13+, P18-**) bade for answering but were never given opportunity to do it ((See Table 58) Finally, it may be said that 56.76 % (08.11% + 48.65%) of pupils did not actually participate at all. We believe that the teacher could reduce such a proportion of non participants by being fair in turn-giving.

Table 58: Rates of Pupils' Participation

Pupils	Number of Participants	Rate of Participation %
Participating Pupils	16	43.24
Pupils wishing to participate but were not offered opportunity	03	08.11
Non Participating Pupils	18	48.65
Total	37	100.00

We recommend the teacher to try to give chance of participation both to pupils who bid for this and to those who do not, by soliciting them.

1.1.2- Teacher's Attitude towards Learners' Turn-taking

Does the teacher accept learners' decisions to take turns
without being nominated?

We need to carry out a systematic description of turns taken by learners without teacher's consent and tell whether the teacher accepted or not such a fact. Whatever teacher's reaction, we need to know whether she has been consistent or versatile in her behaviour as concerns this attitude.

- Transaction 1:

Not concerned

- Transaction 2:

- Analysis of sub-transaction 2.1, 2.1.1 and 3.3:

In this sub-transaction, no pupil took turn without teacher's consent.

- Analysis of sub-transaction 2.2:

P8+ took turn, in floor 25, without nomination and bidding, accepted by the teacher.

- Transaction 3:

- Analyses of sub-transactions 3.1 and 3.2:

No comment because no transaction.

- Analysis of sub-transaction 3.4:

P1+ took turn, in floor 39, without nomination and bidding, refused by the teacher. This teacher's attitude may be comprehensible for **P1+** participated four times after being nominated. The teacher interacted with three different pupils: **P1+** (four times), **P8+** (four times), and **P12-** (two times). This attitude may be counter-productive for **P 11-** who not only did not take turn even

if she bade for it in vain in floor 58, but also because she did not participate since the beginning of the lesson.

- Analysis of sub-transaction 3.5 and sub-sub transaction 3.5.1:

P17- took turn without nomination, refused by the teacher,

P1+ took turn without nomination, refused by the teacher.

In sub-transaction 3.5 and sub-sub transaction 3.5.1, **P17-'s** initiative was rejected by the teacher. The second initiative came from a group of pupils whose attempt was also rejected. The fact of replying in group may be a good opportunity for shy pupils to participate.

- Transaction 4:

- Analysis of sub-transaction 4.1:

P8+ took turn in floor 87 without nomination, refused by the teacher,

P2- took turn in floor 90 without nomination, accepted by the teacher,

P2- took turn in floor 92 without nomination, accepted by the teacher,

P2- took turn in floor 94 without nomination, accepted by the teacher.

These ambivalent attitudes toward non nominated turns may harm other pupils such as **P8+** whose answer, in floor 87 was rejected in floor 88, because he was not nominated. What could the teacher say to **P8+** to explain absence of rigor with **P2-?**

- Analysis of sub-transaction 4.2:

P1+ took turn in floor 96 without nomination, accepted by the teacher,

P15- took turn in floor 100 without nomination, accepted by the teacher,

P15- took turn in floor 102 without nomination, accepted by the teacher,

P14- took turn in floor 106 without nomination, refused by the teacher.

In floor 96, a pupil reacted by providing Arabic translation to a word being explained by the teacher. This proves that he is capable of participating. We might apply the same analysis on floor 98, which is another evidence of pupils' eagerness to participate even without respecting

classroom rules of the game. Exceptionally? the teacher did- not smother a pupil's attempt by positively evaluating answer in floor 101. We might therefore say that some teacher's unexpected behaviours (tolerating answers without nomination) might prove rewarding in terms of pupils' participation. In my opinion, this floor reinforces again my conviction that when teachers behave less severely, pupils' confidence in themselves increases and it can be translated through spontaneous participation. Even if sometimes their participation is limited to anticipating teacher's words. This is a serious index that pupils feel psychologically free to play new rules of the game that the teacher momentarily accepts to observe. In floor 106, the rules of the game seem to have changed when the teacher neglected P14-'s answer in Arabic, though it was correct. Did the teacher want to change strategy by trying to recover discipline? Is it pedagogically pertinent to change attitude towards non nominated floors? Teacher's ambivalence regarding acceptance or refusal of non nominated turn-taking may frustrate some pupils and prevent them from participating further.

- Transaction 5:

- Analysis of sub-transaction 5.1:

P3+ took turn in floor 113 without nomination, refused,

P3+ took turn in floor 117 without nomination, accepted.

- Analysis of sub-transaction 5.3:

P1+took turn in floor 165 without nomination, accepted by the teacher,

P9- took turn in floor 167 without nomination, refused by the teacher,

P1+ took turn in floor 174 without nomination, refused by the teacher,

P4+ took turn in floor 176 without nomination, refused by the teacher,

P5+ took turn in floor 196 without nomination, refused by the teacher,

P8+ took turn in floor 212 without nomination, accepted by the teacher,

P5+ took turn in floor 214 without nomination, accepted by the teacher,

P14- took turn in floor 236 without nomination, refused by the teacher, **P8+** took turn in floor 241 without nomination, accepted by the teacher, **P6+** took turn in floor 242 without nomination, accepted by the teacher, **P8+** took turn in floor 244 without nomination, accepted by the teacher, **P6+** took turn in floor 260 without nomination, accepted by the teacher, **P5+** took turn in floor 262 without nomination, rejected by the teacher, **P7+** took turn in floor 276 without nomination, accepted by the teacher. The above data reveal teacher's ambivalence regarding attitudes towards non nominated

turn taking. As we previously said, this might result in inhibiting other pupils from participating.

Particularly, those who accepted to observe classroom interaction rules of the game.

Table 59: Rates of Teacher's Attitudes in terms of Acceptance or Refusal of

Learners' Turn-taking

Teacher's Attitudes towards Non Nominated Turn-taking	Frequency	Rate %
Non Nominated Turn-taking Accepted by Teacher	21	63.64
Non Nominated Turn-taking Refused by Teacher	12	36.36
Total	33	100.00

The synthetic outcome of above descriptions, displayed in Table 59 reveals that teacher's acceptance of non nominated floors is almost twice as frequent as when the teacher refuses non

nominated floors. Therefore, acceptance of non nominated floors is legion, and the teacher should be aware of this in order to be systematic with herself in terms of attitudes to be adopted, either systematic acceptance or systematic refusal, but no room for ambivalence. The consequences for pupils' participation would be to create frustration and inhibition among learners.

The teacher should be consistent in her attitude towards non nominated turn-taking, though we prefer her to be tolerant with them to encourage participation in class.

1.1.3- Teacher's Overlapping with Learners' Talk

Does the teacher frequently interrupt learners when they participate?

When "overlapping" takes place, there is interruption in other partner's flow of speech. It may be a teacher-pupil interruption, a teacher-pupils interruption. Interruptions will be appraised according to whether they are pedagogically justified or not.

- Analysis of sub-transaction 2.1, 2.1.1, 2.2, 3.1, 3.2, 3.4, 3.5, 3.5.1, 4.2 and 5.1:

No interruptions.

- Analyses of sub-transaction 3.4:

Five interruptions took place when mistakes were made as in floors 61 and 65, or answers given in French/Arabic as in floors 39, 41 and 53. These disciplines interruptions encourage participation.

Teacher-pupil interruption : 05 pedagogically justified.

- Analysis of sub-transaction 4.1:

Only in floor 91 did the teacher interrupt **P2-** to correct a mistake.

Teacher-pupil interruption : 01 pedagogically justified.

- Analyses of sub-transaction 5.3:

There are six overlappings:

1- In floor 172 when the teacher completed P9-'s answer after fruitless attempts (floors 167, 169 and 171) made by the same pupil. The teacher's overlapping is pedagogically justified.

2- In floor 187, when the teacher decided to interrupt P8+. We believe that the teacher should have left P8+ try to build up an answer instead of performing a new initiation. The teacher's overlapping is not pedagogically justified.

3- In floor 223, where she interrupted P9- to perform a Starter in order to facilitate the obtainment of a right response. Teacher's overlapping seems to be pedagogically justified.

4- In floor 234, the teacher did exactly the same in floor 223 Teacher's overlapping therefore seems to be pedagogically justified.

5- In floor 239 when the teacher completed P1+'s answer after fruitless attempts (floor 238 by the same pupil, and floor 236 by P14-). Teacher's overlapping is justified mainly because P1+ proved to be unable to remember the right answer he already gave in floor 235. Teacher's attitude maybe justified by a better exploitation of lesson time.

6- In floor 247 when the teacher reacted to P8+'s response in floor 246. Teacher's overlapping is justified mainly because the pupil was unable to remember the right answer he already gave in floor 245 (Response 5). Teacher's attitude maybe justified by a better exploitation of lesson time.

Teacher-pupil interruption : 06 pedagogically justified.

The teacher has admirably behaved with pupils in terms of overlapping, which prove to be all justified. Therefore, she should be praised and encouraged to continue like this.

1.1.4- Teacher's Attitude towards Learners' Overlapping

- Transaction 1:

Not concerned

- Transaction 2:

- Analysis of sub-transaction 2.1, 2.1.1, 2.2, 3.3, 3.4, 4.1, 4.2, 5.2 and 5.3:

No interruption.

- Transaction 3:

- Sub-transactions 3.1, 3.2, 3.5 and 3.5.1:

Pupil-teacher overlapping: 02 in floors 29 and 67 with no teacher's negative reaction.

- Transaction 5:

- Analysis of sub-transaction 5.1:

Pupil-pupil interruption : 01 in floor 113 with no teacher's negative reaction.

Table 60: Rates of Teacher's Attitudes towards Learners' Overlapping

Types of Learners' Overlapping with Teacher's and Learners' Talks	Frequency	Teacher' Attitude
Pupil-Teacher Overlapping	02	Accepted
Pupil-Pupil Overlapping	01	Accepted
Total	03	Accepted

In the five moments where pupil (s) interrupted other pupils or teacher, the teacher did not negatively react. She should be praised for having adopted a neutral attitude, which may make pupils feel free to interrupt without being smothered.

No recommendation, except to continue like this.

1.1.5- Pauses in Teacher Talk

Does the teacher mark pauses (within utterance limits) when talking to learners to favour comprehension ?

Descriptions of "pauses" are available in Appendix 1.1

- Transaction 1:

No pedagogical stake at issue in this Phatic transaction.

- Transaction 2:

- Analyses of sub-transaction 2.1:

It is clear that, in sub-transaction 2.1, no pauses are performed by the teacher. Either because the teacher feels impatient or because she thinks the questions asked are easy to be answered by pupils. Being "display" questions, they do not need to be slowly posed.

- Analyses of sub sub-transaction 2.1.1:

Sub-transaction 2.1.1 does not display pauses in the five initiations (initiations 1, 2, 3, 4 and 6 in floor 18). Realistically, the teacher does not need to perform pauses for questions asked seem to be accessible to learners' comprehension. Initiations 2 and 4 are rehearsals of initiation 1 while initiation 6 is a mere repetition of initiation 3. Therefore, there is no reason to say that absence of pauses in this sub-transaction has hampered pupils' comprehension.

- Analyses of sub-transaction 2.2:

No pedagogical pauses because the question asked got a correct answer from the very first attempt: floor 20 from pupil P8+ and so was the case in floor 21 by the same pupil.

- Transaction 3:

- Analyses of sub-transactions 3.1 and 3.2:

In sub-transactions 3.1 and 3.2, many questions were asked (initiations 4, 5, 6, 10, 11 in floor 28) before she teacher felt obliged to answer. Only one and two second- pauses have been performed, which is unavoidable in normal course of speech. The fact of having asked many initiations to the same question compensates absence of pauses.

- Analyses of Sub-transaction 3.3:

Instead of rehearsing initiation 1 four times, the teacher could have marked long pauses after the verb "to find" to let pupils process the answer. Still, multiplication of the number of initiations outweighs lack of pauses with pedagogical functions.

- Analyses of sub-transaction 3.4:

In the thirty-nine (39) initiations performed, there are just two with two-second pause periods. A lot of initiations are so short in length (one-word) that they fall outside our analyses (initiations 5, 9, 11, 19 and 22 of floor 38; 5, 8 and 12 of floor 42; 2 and 16 of floor 46; initiation of floor 56 and finally initiation 3 of floor 58). We have observed that eight (8) initiations have been rehearsed more than one time and could have been asked with pauses integrated to reduce the number of rehearsals. These initiations are the following: initiation 9 of floor 38 rehearsed five (5) times; initiation 2 of floor 42 rehearsed three (3) times; initiation 8 of floor 42 rehearsed five (5) times; initiation 3 of floor 50 rehearsed two (2) times and initiations 2, 8 and 14 of floor 46 rehearsed one (1) time; and finally initiation 2 of floor 54 rehearsed one (1) time. Therefore, pauses seem to be totally unknown to the teacher. However, the great number of initiations asked may be said to compensate absence of "pauses" with pedagogical functions.

- Analyses of sub-transaction 3.5 and sub-sub transaction 3.5.1:

Only in "Restatement 17" in floor 66 have we observed a long pause performed by the teacher "so here when you will write a lot of articles **000** it will be very interesting." This pause can not have a pedagogical function for it occurs after a word rehearsed several times before.

- Transaction 4:

- Analyses of sub-transaction 4.1:

No pedagogically significant pauses have been performed by the teacher in the two exchanges of sub-transaction 4.1. However, three "token" questions compensate lack of pauses. **- Analyse of sub-transaction 4.2:**

Loop 4 in floor 95

Teacher's pause in this utterance does have a pedagogical function because the teacher wants to draw pupils' attention on the topic to be discussed, which is "class-outing."

Information 16 in floor 95

The "staff-room" being an important aspect of the exchange has been performed three times with "pauses" in between to certainly capture pupils' interest. Therefore, pauses may be said to have a pedagogical function.

Starter 7 in floor 97

No pedagogically significant pauses are worth mentioning.

Starter in floor 99

No pedagogically significant pauses are worth mentioning.

Starter 8 in floor 105

The two "pauses" in this floor have no pedagogical function.

Loop 10 in floor 105

The "pause" occurs in the middle of utterance and after item "here". This is typically a strategic moment to perform it in order to draw pupils' attention. Perhaps, the teacher wants pupils to listen to what was going to be said about Mr Allem.

Initiation 11 in Floor 105

This mid-sentence pause occurrence may have a pedagogical function, which is to focus on the sentence the teacher wants pupils to look at. The nine "token" questions may be said to compensate absence of pauses observed in this sub-transaction.

- Transaction 5:

- Analysis of sub-transaction 5.1:

In sub-transaction 5.1, seven (7) exchanges took place.

- Exchange 1:

In this exchange, Restatement comprehends the greatest number of pauses, which are short. Therefore, pedagogically uninteresting.

- Exchange 2 and 3:

No pedagogically significant pauses performed by the teacher.

- Exchange 4

No pedagogically significant pauses performed

- Exchange 5, 6 and 7:

No pauses performed by the teacher.

- Analysis of sub-transaction 5.3:

As far as "pauses" are concerned, in Sub-transaction 5.3, only four exchanges deserve to be closely observed and analysed (exchanges 1, 5, 6 and 12), the others (exchanges 2, 3, 4, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, and 25.) Let us now look closely at four exchanges worth observing:

- Exchange 1:

In this exchange, a long pause was performed in initiation 1. However, it should have been performed at the end of the subordinate clause "when you are ill 000" for "being ill" is not the topic of the exchange and the teacher wants to practise the auxiliary "must."

- Exchange 2:

In this rather long exchange (14 utterances,) we notice that the teacher has not much exploited "pauses" to increase comprehensibility to favour participation. Just on one occasion has a long pause been performed (initiation 8 of floor 181): "what 0 must 0 the pupil 000 do when 0 he has 0 an exam ? " (BB) 000. This pause is well placed for it occurs after topical items such as "must" and "pupils."

- Exchange 6:

This is another long exchange (20 utterances, excluding Responses) with a long "pause" in Starter 14 of floor 1-97: "so, we mustn't **000** sleep." However, this pause is not pedagogically justified for the topic of "obligation" was already developed in previous Starter 11 of the same exchange.

- Exchange 12:

The long "pause" in Directive 6 of floor 239 is pedagogically relevant because writing on "walls" is not permitted. This would help pupils to appropriately use "mustn't".

In sub-transaction 5.3, the teacher little used "pauses" to increase comprehensibility to favour participation. She intervened one-hundred and eleven times in exchanges and used "pauses" four times, which is really insignificant from the pedagogical point of view.

Table 61 Rates of Pauses in Teacher Talk

Transactions	Justified Absence of Pauses	Unjustified Absence of Pauses	Pauses Performed but Pedagogically Unjustified
Sub-transaction 2.1	+	0	0
Sub-sub transaction 2.1.1	+	0	0
Sub-transaction 2.2	+	0	0
Sub-transaction 3.1 and 3.2	+	0	0
Sub-transaction 3.3	+	0	0
Sub-transaction 3.4	+	0	0
Sub-transaction 3.5 and Sub-sub transaction 3.5.1	0 0	0 0	+ +
Sub-transaction 4.1	+	0	0
Sub-transaction 4.2	+	0	0
Sub-transaction 5.1	0	+	0
Sub-transaction 5.2	0	+	0
Sub-transaction 5.3	0	+	0
Total	8	3	2

On the basis of above reported data, the teacher may be said to handle well the concept of "pauses". However, such a good management has been possible only by teacher's multiplication of "token" questions to compensate such a lack. The teacher managed to do it in 7 sub-transactions and 1 sub-sub-transaction. Unjustified absence of pauses concerned only three sub-transactions, which is really low. Pauses performed with no pedagogical justification took place only in one sub-transaction and one sub-sub transaction. The general impression is that globally the teacher did well. Still, she could have reduced the number of "token" questions by performing more pauses with pedagogical functions. The teacher seems to ignore such a strategy. The data also reveals a heavy tendency of absence of pauses. Had the teacher not performed "token" questions to compensate lack of pauses, pupils would have probably faced more difficulties to comprehend "source" questions. Since absence of pauses with pedagogical functions is more or less compensated by "token" questions, we have no intention to cause changes into teacher talk.

The teacher needs to be made aware about balance that should be preserved between lack of pauses and "token" questions, and which she performed with some success.

1.1.6- Teacher's Attitude towards Learners' Pauses

Is the teacher patient with learners' thinking time (pauses)when they talk?

Descriptions of pupils' turns are available in Appendix 1.

- Transaction 1:

Not concerned.

- Transaction 2:

- Analysis of sub-transaction 2.1:

The pupils' five (05) utterances do not display any "thinking time". Therefore, it is not possible to appreciate the teacher's reactions.

- Analysis of sub-sub transaction 2.1.1:

In floor 21, pupil **P9-** hesitated but was not interrupted by the teacher, whom we may say that she has been patient in her attitude.

- Analysis of sub-transaction 2.2:

Pupil **P8+** took the floor two times answering well and without hesitation. Therefore, no pauses and no possibility for us to appreciate teacher's attitude.

- Transaction 3:

- Analyses of sub-transactions 3.1 and 3.2:

A right answer without hesitation, therefore, no pauses no appreciation on teacher's attitude.

- Analysis of sub-transaction 3.3:

No pauses in pupils' utterances.

- Analysis of sub-transaction 3.4:

The only floor where **P1+** performed pauses took place in floor 49 when he made an error while trying to answer. The teacher did not let him think or drew his attention on made error, she immediately repeated it with correction.

- Analyses of sub-transaction 3.5 and Sub-sub transaction 3.5.1:

In floor 71, while trying to answer, **P1+** marked a pause that the teacher neglected prompting immediately other pupils, in floor 72, to answer.

- Transaction 4:

- Analysis of sub-transaction 4.1:

In floor 90, **P2-** performed three "euh," while trying to answer, but the teacher did not help him for she immediately interrupted the attempt answering herself, in floor 91. Perhaps, the teacher behaved like this to punish the pupil for responding without being nominated.

- Analysis of sub-transaction 4.2:

Pauses in pupils' answers were not performed.

- Transaction 5:

- Analysis of sub-transaction 5.1:

Only between floors 109 and 114 have we noticed teacher's patience by retaining herself from intervening while **P2-** marked pauses while answering. Teacher's attitude is worth praising, particularly when neglecting another answer given by a non nominated pupil. This way of behaving with pupils fosters confidence in them.

- Analysis of sub-transaction 5.2:

In this sub-transaction, there were pupils' reactions not answers to pedagogical questions.

- Analysis of Sub-transaction 5.3:

In sub-transaction 5.3, we have recorded eight moments during which we have observed the teacher's behaviours while pupils hesitated when building up answers.

- First moment:

Between floors 169 and 172, we clearly observed an impatient teacher while **P9-** tried to answer. The teacher abruptly interrupted the pupil in floor 170, before deciding to answer in floor 172, not without interrupting the pupil's second attempt.

- Second moment:

Between floors 186 and 201, we unexpectedly discovered a teacher full of disposal to listen and help **P8+** build up a correct answer. The long exchange corroborates this.

- Third moment:

Between floors 201 and 211, we again discover a patient teacher with **P8+** , until the right answer was obtained. Pupils' clumsy answers in floors 201, 203, 208 and 215 did not discourage the teacher to help the pupil. For this, it should be acknowledged that the teacher was pedagogically up to the point.

- Fourth moment:

In floor 223, the teacher suddenly became impatient when interrupting **P9-**.

-Fifth moment:

In floor 237, the teacher deserves to be praised for her patience and more importantly for having kept on interacting with **P1+** when **P14-** wanted to grab the turn in floor 236.

- Sixth moment:

Between floors 202 and 205, the teacher was impatient when providing answer in floor 205 instead of accompanying **P8+'s** attempt in floor 204.

- Seventh moment:

In floor 209, the teacher was a little severe with **P9-** by not leaving a moment for the pupil to go to the end of the answer.

- Eighth moment:

Between floors 264 and 274, the teacher was marvellous with **P1+**.

In sub-transaction 5.3, the teacher displayed mitigated attitudes. The teacher in fact alternated patience and impatience.

Table 62: Frequency of Data about Teacher's Attitudes towards Learners' Pauses

Transactions	Teacher's Attitudes	N	%
Sub-transaction 2.1, 2.2, 3.1, 3.2, 3.3, 4.2 and 5.2	No comment.	07	50.00
Sub-sub transaction 2.1.1 and 5.1	Patient Teacher.	02	14.29
Sub-transaction 3.4, 3.5, 3.5.1 and 4.1	Impatient Teacher.	04	28.57
Sub-transaction 5.3	Patient and impatient	01	07.14
Total		14	100.00

The systematic analyses of the fourteen sub-transactions and sub-sub transactions reveal predominance of impatience in teacher's impatient. If looked at crudely, such outcome would make us recommend the teacher to be more patient with learners' pauses. However, it would more interesting to see whether teacher's impatience is sometimes justified. As analyzed in Teacher's Overlapping, apart from sub-transaction 4.1 where the teacher overlapped without logical reason, other overlappings, as those performed in sub-transaction 5.3 are justified. In which case, impatience sometimes is not necessarily an attitude to blame.

Analyses corroborate conclusions related to Teacher's Overlapping. Therefore, the recommendation we can propose is that the teacher should continue like this.

1.1.7- Teacher's Attitude in terms of Wait-Thinking

Time after Questions

Does the teacher regularly mark wait-time periods to let

learners think over answers?

Detailed descriptions of teacher talk in terms of wait-thinking time is available in

Appendix 1

- Transaction 1:

No comment

- Transaction 2:

- Analysis of sub-transaction 2.1:

The three questions asked in floor 3 have not been followed by sufficiently long wait-time periods. Maybe, because the teacher believes the questions should be quickly answered as they are easy to understand. Even if Rafik Mesbah is not an unknown person, pupils need to be given a while to build up an English answer.

- Analysis of sub-transaction 2.1.1:

Only floor 18 displays wait-time periods at ends of initiations 1, 2 and 3, but short in length, which is not enough to process a right answer. The teacher may have done it on purpose as the question is of "Display" type. She may be just testing pupils' memories. Initiations 4 and 6 also displayed no wait-time periods. The fact of having repeated the same question four times may somewhat compensate lack of wait-time periods. The four questions were asked consecutively rapidly. Except the third, which is the shortest one, was followed by a four-second wait-time period. The rest of teacher's floors are not followed by wait-time periods.

- Analysis of sub-transaction 2.2:

The sub-transaction does not reveal any pedagogical pause performed by the teacher because the question asked got a correct answer from the very first attempt: in floor 24 by pupil **P8+**. The second question asked in floor 26 got a correct answer as well from the first attempt by the same pupil. Therefore, there was no challenge to be faced by the teacher.

- Transaction 3:

- Analyses of sub-transactions 3.1 and 3.2:

A pedagogically sufficient wait-time period has been observed at the end of initiation 4 in floor 28. Unfortunately no answer came from pupils. The teacher performed other initiations 5 and 6 with the same result, which certainly obliged her to answer. The fact of adding two "token" questions is a way to extend wait-time periods. The teacher may be said to have done job perfectly even if attempts proved to be fruitless.

- Analysis of sub-transaction 3.3:

In floor 30, the teacher asked the same question five (5) times, one after the other without marking "wait-time" periods between them, which may reveal teacher's impatience to get an answer. In floor 37, P2- succeeded to provide a correct answer. Not without trying two unfruitful contributions in floors 33 and 35. Why such patience? The teacher might have been aware that the question asked is of "Referential" type, requiring more process-time.

- Analysis of sub-transaction 3.4:

- Initiation 5 of floor 38 "Source question"- Answer immediately provided by **the teacher**. She should have left a wait-time period before answering.

- Initiation 9 of floor 38---"Source question"- Answer immediately provided by **the teacher**. She should have left a wait-time period before answering.

- Initiation 11 of floor 38---"Source question"- Answer immediately provided by **the teacher**. She should have left a wait-time period before answering.

- **Initiation 13 of floor 38**--"Source question"- Answer immediately provided by **the teacher**. She should have left a wait-time period before answering. - **Initiation 15 of floor 38**--"Source question"- Answer immediately provided by **the teacher**, not before having tried a "token" question (initiation 14) in the same floor.

- **Initiation 18 of floor 38**--"Source question"- No answer.

Initiation 19 of floor 38 - - - - - No answer.

Initiation 20 of floor 38 - - - - - No answer.

Initiation 21 of floor 38 - - - - - No answer.

Initiation 22 of floor 38 - - - - - No answer..

Initiation 23 of floor 38 - - - - - Answer provided by **P1+**.

The five "token" questions could have been exploited as wait-time periods to build up answers.

- **Initiation 2 of floor 35**--"Source question"-- No answer. •

Initiation 3 of floor 42 - - - - - No answer.

Initiation 4 of floor 42 - - - - - No answer.

Initiation 5 of floor 42 - - - - - Answer provided by the **teacher**

The three "token" questions prove that the teacher tried with learners.

- **Initiation 8 of floor 42**--"Source question"- - No answer.

Restatement of floor 42

Initiation 10 of floor 42 - - - - - No answer.

Initiation 11 of floor 42 - - - - - No answer.

Initiation 12 of floor 42 - - - - - No answer.

Initiation 13 of floor 42 - - - - - No answer.

Starter of floor 42

Initiation 15 of floor 42 - - - - - Answer provided by **P1+**

Nothing can be reproached to the teacher.

- **Initiation 2 of floor 46**--"Source question"-- No answer.

Starter

Initiation 4 of floor 46

Starter

Response - - - - - Answer provided by the **teacher**.

Nothing can be reproached to the teacher.

Starter

- **Initiation 8 of floor 46**--"Source question"-- No answer.

Starter

Initiation 10 of floor 46 - - - - - Answer provided by the **teacher**.

Nothing can be reproached to the teacher.

Restatement

- **Initiation 14 of floor 46**--"Source question"--No answer.

Starter

Initiation 16 of floor 46 - - - - - Answer provided by the **teacher**.

Nothing can be reproached to the teacher.

- **Initiation 19 of floor 46**--"Source question"--Answer provided by the **teacher**.

She should have left a wait-time period before answering.

Restatement

- **Initiation 22 of floor 46**--"Source question"---Answer provided by **P1+**

Nothing can be reproached to the teacher.

- **Initiation 3 of floor 50**--"Source question"-- No answer.

Initiation 4 of floor 50 - - - No answer.

Initiation 5 of floor 50 - - - Answer provided by **P8+**

Nothing can be reproached to the teacher.

- **Initiation 2 of floor 54**--"Source question"--No answer. •

Initiation 3 of floor 54 - - - - - Answer provided by the **teacher**

She should have left a wait-time period before answering. •

- **Initiation of floor 56**--"Source question"----Answer provided by **P8+**

No comment, answer immediately given by a pupil.

Initiation 3 of floor 58- "Source question"

Starter

- **Initiation of floor 62**--"Source question"----Answer provided by **P12-**

Nothing can be reproached to the teacher. Except when teacher decided to suddenly forget about the first "source question" in initiation 3 of floor 58.

- **Initiation 4 of floor 66**--"Source question"--Without response.

- **Analyses of sub-transaction 3.5 and sub-sub transaction 3.5.1:**

Nine questions have been asked:

- **Analyses of question 1:**

Question 1 was answered by the teacher after five fruitless "initiations," which are not in fact "tokens " of the same "source" question. Actually, these five initiations deal with different questions. Teacher's message becomes difficult to be captured by pupils. Teacher never waited for pupils to give answers. The five initiations were asked consecutively without any wait-time periods. It is the teacher who answered instead of performing "token" questions. Only initiation 11 in floor 66 remains an exception for a rather long wait-time period was left for pupils to think about answers.

- **Analyses of question 2:**

Question 2 obtained a pupil's inaudible answer after three fruitless attempts. Unlike previous question, the teacher performed "token" questions, which, even if not followed by wait-

time periods, represent in themselves occasions for learners to think. P17-'s answer may be regarded as a logical consequence of rehearsals of the "source" question.

- Analyses of question 3:

Question 3 was reluctantly answered by the teacher in spite of P1+'s fruitless attempt, in floor 71, when he started answering by repeating teacher's words of preceding questions (initiations 1 and 3). Teacher's development of "token" questions helped pupils to think about answers to the question asked. Besides "token" questions, the teacher performed a Starter and a Prompt related to the same question, allotting thus more wait-time periods for pupils.

- Analyses of questions 4 and 5:

Questions 4 and 5 are not worth discussing because the teacher took decision to answer without wait-time periods. Her attitude is not comprehensible. Perhaps, she felt discouraged with question 3.

- Analysis of question 6

Unlike questions 4 and 5, three initiations: 13, 15 of floor 74, and Initiation 2 of floor 76, which did not result in answers given by learners. By performing "token" questions, no reproach can be addressed to the teacher.

- Analysis of question 7

In question 7, the teacher actually asked one question with initiation 06, without leaving any wait-time. The teacher gave an answer precipitately.

- Analysis of question 8

With question 8, three pupils bade for answering. Therefore, no challenge.

- Analysis of questions 9

Same observations as with question 8.

- Transaction 4

- Analysis of sub-transaction 4.1:

- Questions 1:

One "token" question, then teacher answered.

- Question 2:

Answer immediately provided by **P2-**

- Analysis of sub-transaction 4.2:

- Question 1:

The teacher answered after one "token" question.

- Question 2:

The teacher answered after three "token" questions.

- Question 3:

The teacher asked two "token" questions, then developed 2 Starters before **P15-** tried an answer in Arabic.

- Question 4:

In this exchange, a group of pupils took initiative to try an answer, which, unfortunately, was inaudible. The teacher could have required them to repeat answer instead of answering herself. This exchange therefore was immediately closed:

- Question 5:

With this question, pupils got enough information by means of two "token" questions, Starter 8, Loop 10 in floor 105 provide an answer. The amount of time elapsed between Initiation 2 in floor 105 and the Response given in Arabic by **P14-** in floor 106 and **P15-** in floor 108 could be said to have been a helping opportunity for pupils to work over the question and provide an answer. In this exchange, the teacher may be said to have created conditions for pupils to process and participate.

- Transaction 5:

- Analysis of sub-transaction 5.1:

- Exchange 1:

In exchange 1, **P2-** answered "Source" question in initiation 5. The question was understood and easy.

- Exchange 2:

The "source" question (initiation 3 in floor 115) seems to be easy for an answer was immediately provided by an unidentified and non nominated pupil. It must also be mentioned that such a question was preceded by Marker 2 in the same floor, which could be exploited as thinking occasion to work out an answer.

- Exchange 3:

The questions was immediately answered by **P9-**, which suggests that it was not difficult to cope with.

- Exchange 4:

With one "token" question (initiation 3 in floor 124) and Incitement 1 in the same floor, pupils in fact did not need wait-time periods to work out an answer. **P8+** answered in floor 129.

- Exchange 5:

With two "token" questions (initiations 4 and 5 in floor 132), many pupils immediately bade for answering, which proves that the question was easy. **P2-** answered in floor. No wait-time periods needed.

- Exchange 6:

"Source" question (initiation 3 in floor 138) got an answer after one "token" question (initiation 4 in floor 138.) The question seems easy to answer, therefore no need for wait-time periods.

- Exchange 7:

The teacher could be reproached for having answered (Response 6 in floor 140) without wait-time periods and "token" questions.

- Exchange 8:

"Source" question (initiation 7 in floor 140) was answered by **P6+** who benefited of two "token" questions (initiations 8 and 9 in the same floor,) and Incitement in floor 144 . Therefore, no need for wait-time periods.

- Analysis of sub-transaction 5.2:

No comment.

- Analysis of sub-transaction 5.3:

- Exchange 1:

P1+ answered the "source" question asked in initiation 7 of floor 158. Between these two moments, the teacher developed a "token" question (initiation 8) and Starter 9. This besides the fact that a long wait-time period was left after performance of "source" question. Therefore, no need for more wait-time periods, the teacher may be said to have done her job.

- Exchange 2:

P9- and the teacher together answered a "source" question (initiation 3) asked in floor 164. Before right answer was obtained, the teacher performed Marker 2, listened to a wrong answer given by an unidentified and non nominated pupil in floor 165, asked two more "token" questions and a Starter in floor 166; then listened to a wrong response given by **P9-** in floor 167; then finally performed another "token" question in floor 170. As can be seen, a lot of opportunities could be exploited by pupils to think about an answer. Therefore, no need for wait-time periods in this exchange.

- Exchange 3:

P7+ answered, in floor 180, a "source" question asked by means of initiation 3 in floor 175. Before, answering, pupils heard a rejected response given by a group of non nominated pupils in floor 176, and then to a "token" question in floor 177. Therefore, a whole period elapsed between "source" question and answer, which may have been exploited to work out answers. Logically, the teacher did not need to accompany questions asked by wait-time periods.

- Exchange 4:

P2- gave a right answer in floor 194 to a "source" question asked by means of initiation 7 in floor 181. Between beginning and end of exchange, five "token" questions were asked before **P8+** tried to answer in floor 192; then another "token" question in floor 187 before **P8+** tried again to answer in floor 188; then the teacher developed a Starter in floor 189, while **P8+** was answering in floor 190. Then, the teacher developed another Starter in floor 191, followed by a wrong response given by the same pupil in floor 192. A new "source" question appeared in initiation 1 of floor 193, immediately followed by three other "token" questions before **P2-** positively answered. Nine floors were performed before a right answer was ratified by the teacher. All these intermediate floors, between "source" question and ratified answer, could have been exploited by pupils to think of a response.

- Exchange 5:

Exchange 5 involves one "source" question (initiation 4 in floor 195), followed by a "token" one. Then, the teacher decided to answer. What to say? Teacher's attitude is incomprehensible. The teacher could be reproached for answering the question rather quickly, instead of trying other "token" questions with more wait-time periods. She did not do it.

- Exchange 6:

In exchange 6, there are four "source" questions. The first asked with initiation 2 in floor 197, the second is initiation 4 in the same floor, the third being initiation 12 in the same floor,

and the last initiation 15 in the same floor as well. The two first "source" questions were asked consecutively: the first in the affirmative and the second in the negative. Five "token" questions related to both "source" questions were performed. The first two "source" questions are comprehensible for learners, and therefore do not need to be followed neither by "token" questions nor by wait-time periods. Regarding the "token" questions (initiation of floor 205 and that of floor 207) of the third and the fourth "source" questions, they are based on pupils' exact words and serve to draw learners' attention on mistakes made. Between beginning (floor 197) and close of exchange (floor 210) when **P8+** answered, eleven (11) floors were performed, which could have created opportunities for pupils to think about an answer, be they participants or not.

- Exchange 7:

The right response was given by non nominated **P5+** in floor 214, after a rejected response provided by a non nominated pupil **P8+** and a "token" question. In fact the "source" question was not only easy to answer but also benefited of a "token" question. Therefore, the teacher may be said to have accomplished the minimum expected in terms of wait-time periods.

- Exchange 8:

In this exchange, the "source" question "and what else?" (initiation 3 in floor 215) obtained right answer in floor 218 by **P2-**. In between, the teacher performed Starter 4 and a "token" question (initiation 5). Therefore, learners may be said to have benefited from opportunities to grasp more information to work out an answer.

- Exchange 9:

Between "source" question (initiation 2 in floor 219) and right answer given by **P9-** in floor 224, three floors were performed (a "token" question, a wrong given answer, and a Starter.) No need for wait-time periods.

- Exchange 10:

"Source" question was asked in initiation 2 of floor 225 and the right answer was given by **P2-** in floor 226, after performance of two "token" questions, which could have served as wait-time periods.

- Exchange 11:

The "source", question (initiation 2) was asked in floor 230 and the right answer was given by **P1+** in floor 238. Many teacher's interventions could have been exploited by other pupils to think of an answer to give if they had wanted to. Therefore, no need for wait-time periods.

- Exchange 12:

Same commentary as with exchange 11. Between "source" question (initiation 2 in floor 239) and right answer in floor 242, three "token" questions and one Starter were performed.

- Exchange 13:

The "source" question (initiation 2 in floor 243) was immediately followed by an answer given, in the same floor, by the teacher. The question was certainly easy and did not need to be helped with a wait-time period.

- Exchange 14 and 15:

Same observations as above with floors 243.

- Exchange 16:

"Source" question was asked by means of initiation 9 in floor 243 and the right answer given by **P8+** in floor 244. 9 floors could have been exploited by learners to propose answers to the teacher. Therefore, no need for wait-time periods.

- Exchange 17:

"Source" questions asked in initiation 3 of floor 255 and right answer obtained in floor 260. Therefore, enough time elapsed between these two important moments of exchange. No need for wait-time periods.

- Exchange 18:

"Source" question (initiation 4 in floor 261) obtained an immediate good answer by **P5+** in floor 262. The question was certainly easy and did not therefore need to be reinforced by a wait-time period.

-Exchange 19:

In this exchange, "source" question was asked in initiation 3 of floor 265 and the right answer given in floor 266 by **P1+** after a fruitless attempt in floor 264. The fact of having let the pupil continue in his attempt is a way of granting a wait-time period useful for working out a right answer, which happened in fact in the end of the exchange.

- Exchange 20:

"Source" question (initiation 2 in floor 267) obtained answer in floor 270 by **P1+** after a fruitless attempt in previous floor 268. The teacher waited for the pupil.

- Exchange 21:

"Source" question (initiation 4 in floor 271) got immediate answer in floor 274 by **P8+**, which suggests that the question was not difficult. Therefore, no need to leave wait-time periods after "source" question.

- Exchange 22:

"Source" question (initiation 3 in floor 275) got good answer in Arabic in floor 276 by a non nominated pupil. Five "token" questions and a Starter were performed in between, which left some time for pupils to think and propose a response, which happened.

- Exchange 23:

In this exchange, "source" question (initiation 2 in floor 277) immediately got a positive answer in floor 278 by **P9-**. However, in floor 277, the teacher performed a "token" question, which might have helped. **P9-** to come out with a right response.

- Exchange 24:

"Source" question (initiation 2 in floor 279) was answered by the teacher, not without performing four "token" questions (initiations 4,5,6, and 7) and a Starter. The teacher must either have certainly lost hope that pupils could answer or precipitated response because lesson approached the end.

Above reported analyses can be re-listed as follows:

- Transaction 1 :

No comment (1 exchange)

- Transaction 2:

- Analysis of sub-transaction 2.1:

No reproach to the teacher. (1 exchange)

- Analysis of sub-sub transaction 2.1.1:

No reproach to the teacher. (1 exchange)

- Analysis of sub-transaction 2.2:

No comment. (1 exchange)

- Transaction 3:

- Analyses of sub-transactions 3.1 and 3.2:

No reproach to the teacher. (2 exchanges)

- Analysis of sub-transaction 3.3:

No reproach to the teacher. (1 exchange)

- Analysis of sub-transaction 3.4

Reproach (She should have left a wait-time period before answering.)

Reproach (She should have left a wait-time period before answering.)

Reproach (She should have left a wait-time period before answering.)

Reproach (She should have left a wait-time period before answering.)

No reproach to the teacher. No

reproach to the teacher. No reproach

to the teacher. No reproach to the

teacher. No reproach to the teacher.

No reproach to the teacher. No

reproach to the teacher. Reproach (

She should have left a wait-time

period before answering.) •

No reproach to the teacher.

No reproach to the teacher.

Reproach (She should have left a wait-time period before answering.)

No comment.

No reproach to the teacher. Except when she decided to suddenly forget about the

first "source question" in initiation 3 of floor 45.

No comment because "source" question left without response. (18 exchanges)

- Transaction 4:

- Analysis of sub-transaction 4.1: (2 exchanges)

- Questions 1

No reproach to the teacher.

- Question 2:

No comment.

- Analysis of sub-transaction 4.2: (5 exchanges)

- Question 1:

No reproach to the teacher.

- Question 2:

No reproach to the teacher.

- Question 3:

No reproach to the teacher.

- Question 4:

Reproach (She should have left a wait-time period before answering.)

- Question 5:

No reproach to the teacher.

- Transaction 5:

- Analysis of sub-transaction 5.1: (8 exchanges)

- Exchange 1 :

No comment

- Exchange 2:

No reproach to the teacher.

- Exchange 3:

No comment.

- Exchange 4:

No reproach to the teacher.

- Exchange 5:

No reproach to the teacher.

- Exchange 6:

No reproach to the teacher.

- Exchange 7:

Reproach (She should have left a wait-time period before answering.)

- Exchange 8:

No reproach to the teacher.

- Analysis of sub-transaction 5.2: (1 exchange)

No comment.

- Analysis Sub-transaction 5.3 (24 exchanges)

- Exchange 1:

No reproach to the teacher.

- Exchange 2:

No reproach to the teacher.

- Exchange 3:

No reproach to the teacher.

- Exchange 4:

No reproach to the teacher.

- Exchange 5:

Reproach (She should have left a wait-time period before answering.)

- Exchange 6:

No reproach to the teacher.

- Exchange 7:

No reproach to the teacher.

- Exchange 8:

No reproach to the teacher.

- Exchange 9:

No reproach to the teacher.

- Exchange 10

No reproach to the teacher.

- Exchange 11:

No reproach to the teacher.

-Exchange 12:

No reproach to the teacher.

- Exchange 13:

No comment.

- Exchange 14:

No comment.

-Exchange 15:

No comment.

-Exchange 16:

No reproach to the teacher.

- Exchange 17:

No reproach to the teacher.

- Exchange 18:

No comment.

-Exchange 19:

No reproach to the teacher.

- Exchange 20:

No reproach to the teacher.

- Exchange 21:

No comment.

- Exchange 22:

No reproach to the teacher.

- Exchange 23:

No reproach to the teacher.

- Exchange 24:

Reproach (She should have left a wait-time period before answering.)

Table 63: Rates of Data of Teacher's Attitudes in terms of Wait/Thinking Time after Questions

Teacher's Attitudes	Frequency	Rate
Good (No reproach)	41	63.09
Less Good (Reproach)	10	15.38
No Comment	14	21.53
Total	65	100.00

Less good (reproach) attitudes in terms of wait/thinking time periods appear to display the lowest rates compared to good (no reproach) and no comment ones. The teacher may be said to potentially integrate a positive heavy tendency as far as "good" attitude in concerned.

Teacher's attention should be drawn on this particular positive attitude with regard to wait/thinking time periods. She should be encouraged to keep up like this.

1.1.8- Teacher's Attitude towards Learners' Decision to change Theme

Does the teacher positively/negatively react to learners' decision to change theme of exchange/transaction?

No attempt was made by pupils to try change theme of lesson. Therefore, the teacher's attitude cannot be appreciated. Therefore, no recommendation. **1.2**

Teachers' Strategy of Error Treatment

1.2.1- Teacher's Attitude towards Treatments of Errors

Does the teacher systematically treat errors to foster participation in class?

Details about descriptions of errors are available in Appendix 1.

- Analysis of transaction 1:

Not concerned.

- Analysis of sub-transactions 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, and 5.1:

No mistakes, no corrections.

- Analysis of sub-transactions 3.4, 3.5, 5.2 and sub-sub transactions 2.1.1 and 3.5.1:

The teacher decides to immediately treat error.

- Analysis of sub-transaction 5.3:

In sub-transaction 5.3, we have recorder five errors:

- * In floor 165 by **P1+** when the teacher asked other pupils to correct.
- * In floor 192 by **P8+** when the teacher asked other pupils to correct.
- * In floor 246 by **P8+** (answer in French) when the teacher asked other pupils to correct.
- * In floor 248 by **P8+** when the teacher immediately corrected the answer herself (floor 245).
- * In floor 252 by **P8+** when the teacher immediately corrected the answer herself (floor 253).

Table 64: Rates of Teacher's Error Treatment in Transcript 1

Teacher's Attitudes	Frequency	Rate °A)
Immediate Treatment	07	70.00
Non Immediate Treatment	03	30.00
Total	10	100.00

The teacher should be praised for this, because 70.00 % of errors have been exploited to create participation opportunities in class. Non immediate treatment of error may disturb pupils' concentration on lesson development if the teacher decided to come back to treat it. Therefore, the teacher should be encouraged to continue like this.

1.2.2- Teacher's Attitude towards Learners' Decision to Treat

Errors

Does the teacher positively/negatively react to learners'

decision to treat error without permission?

On the basis of descriptions and analyses of teacher's attitudes towards treatment of the ten errors made by learners during the lesson (cf. 1.2.1), no learner took decision to treat one of them without teacher's consent.

No recommendation because no opportunity took place to unveil teacher's attitude towards this aspect of error treatment.

1.2.3- Teacher's Attitude to Inform Learners about Commission of Errors

Does the teacher inform learners about commission of errors?

In 1.2.1, we found out that all errors were corrected. Therefore, the teacher exploited each one of them to create participation opportunities. The teacher should be praised for this.

1.2.4 Teacher's Attitude towards Learners' Decision to Inform about Commission of Errors

Such opportunity did not take place, therefore teacher's attitude cannot be known. Consequently, there is no recommendation to be made.

1.2.5 Teacher's Attitude to inform Learners about Location of Errors

In description of transcript 1 available in Appendix 1, the teacher has systematically located errors made when asking pupils for correction. She always showed error by repeating it to draw learners' attention; instead of asking pupils to do it. By so doing, the teacher exploits time better for lesson development.

We encourage the teacher to continue like this.

1.2.6 Teacher's Attitude towards Learners' Decision to Inform about Location of Errors

Such opportunity did not take place, therefore teacher's attitude cannot be known. Therefore, no recommendation can be made

1.3 Teacher and Learners' Modes of Participation

1.3.1 Classroom Socio-emotional Atmosphere (tone)

imposed by the Teacher

Does the teacher create a psychologically conducive atmosphere to

encourage learners to participate?

As was discussed in Chapter 3, we need to observe whether the teacher allows, encourages learners to produce language frequently. In Allwright's four modes of participation. Taxonomy, only "Direction" is of most importance to us because it concerns teacher's attitude not the learners'. There is "Direction" when the teacher initiates, evaluates and directs interaction in the classroom, in other words, when the teacher imposes ideas without leaving room for pupils to express opinions. This kind of teaching corresponds to what we call fronted-teaching or lock-step teaching. It goes without saying that methods of teaching go against massive learners' participation in class.

- Transaction 1:

Not concerned.

- Transaction 2:

- Analysis of sub-transaction 2.1:

Exchanges reveal no occasion during which pupils tried to express opinions on topic at issue. By asking **P2-** to repeat a classmate's answer, the teacher may have potentially smothered any other answer different from the one ratified by her. It was possible, for instance, for pupils to answer "Rafik Mosbah is a boy". However, teacher's attitude is not possible to be visible for occasion from pupils to try something different did not take place. It may as well be admitted that the teacher did not encourage pupils to go to that direction.

Teacher's Mode of Participation: No comment.

Analysis of sub-transaction 2.2, 3.1, 3.2, 3.3 and sub-sub transaction 2.1.1:

Teacher's Mode of Participation: No comment.

- Analysis of sub-transaction 3.4:

When **P1+** took turn without being nominated, in floor 39, the teacher did not accept it and nominated him immediately afterwards in order not to let him think he could take turn with teacher's severe reaction. The teacher seems to like leading one-way exchanges. To corroborate more this observation, we can notice that, out of twenty utterances devoted to answering, the teacher performed fifteen ones, corresponding to a percentage equal to 75.00%.

Teacher's Mode of Participation: The teacher directs interactions.

- Analyses of sub-transaction 3.5 and sub-sub transaction 3.5.1:

The teacher displays same attitude, as in sub-transaction 3.4, when two responses were performed without permission in floors 67 and 77. She neglected turns taken by pupils by not ratifying answers. The answers she accepted were only those provided after nominations. This is other evidence that the teacher wants to control class. Teacher's performance of Cue in floor 68 proves this: "Please your hands!" Breaking pupils' enthusiasm to participate without nomination could not be justified always by teacher's keenness to maintain discipline in class. Spontaneous impetus for participation should be encouraged without losing discipline from sight.

Teacher's Mode of Participation: The teacher directs interactions.

- Transaction 4:

- Analysis of sub-transaction 4.1:

Definitely, this sub-transaction clearly shows teacher's "immoderate" taste for discipline when "Cueing" in floor 88, after **P8+** took turn (floor 87) without nomination. She preferred to answer the question herself instead of positively exploiting **P2-**'s eagerness to participate, even without permission. Pupils' participation without nomination is not evidence of preference for anarchy in class. They might do this when feeling impatient to provide answers instead of

waiting for the teacher to nominate another pupil. Such pupils' behaviours may be ways to attract teacher's attention on them, regardless quality of answers they might provide. This sub-transaction confirms the preceding one.

Teacher's Mode of Participation: The teacher directs interactions.

- Analysis of sub-transaction 4.2:

The teacher adopted mixed attitudes. A pupil's intervention without nomination (floor 96) was ratified. Same attitudes can be observed in floors 101 and 103 when teacher ratified answers in Arabic. Unexpectedly, the teacher changed mind in floor 107 when neglecting a non nominated pupil's answer in Arabic, in floor 106 to ratify it afterwards when given by a nominated pupil in floor 108. In this respect, we might try the following question:

Teacher's Mode of Participation: The teacher directs interactions.

- Transaction 5:

- Analysis of sub-transaction 5.1:

Teacher's uneven attitudes towards rejection or acceptance of answers provided by non nominated pupils, is confirmed again in this sub-transaction. In six exchanges, five answers were given by nominated pupils, while one without. Teacher's refusal of non nominated pupils' answers, begin to confirm a heavy tendency to be systematic with non nominated pupils. Teacher's Mode of Participation: The teacher directs interactions.

- Analysis of sub-transaction 5.3:

Balanced attitudes have been observed. Sometimes, the teacher insists on pupils' compliance to discipline, sometimes not:

Teacher's attempts to keep discipline in class:

* In floor 168, when she refused first **P9**'s answer and decided to nominate the same pupil.

*In floor 176, she neglected an answer given by **P4+**. The teacher then tried to impose discipline in floors 177: 2 (Cue), 177: 3 (Directive) and 179: (Nomination).

* In floor 197, when neglecting a pupil's reaction because given in Arabic.

* * In floor 213, when neglecting **P8+**'s answer because non nominated.

* In floor 237, when neglecting **P14-**'s answer because non nominated to prefer that of nominated P1+ in floor 237.

* In floor 263, when neglecting answer given by a non nominated pupil **P5+**, preferring to evaluate **P9-Teacher's loose attitude towards discipline:**

* In floor 166, when accepting a non nominated pupil's response.

* In floor 215, when accepting a non nominated pupils' answer.

* In floor 243, when accepting two answers. One by **P8+** in floor 241, and the other by a non nominated pupil in floor 242.

* In floor 247, when accepting answer from **P8+**, who was not nominated.

* In floor 263 when evaluating answer given by a non nominated pupil.

* In floor 277, when evaluating answer given in Arabic by a non nominated pupil.

Recapitulation of above data provides distributions of classroom socio-emotional atmosphere imposed by the teacher.

Table 65: Rates of Teacher's Modes of Participation

Modes of Participation	Frequency	Rate %
Teacher Directs Interactions	06	40
Mixed Modes	01	06.67
No comment	06	40
Not concerned	02	13.33
Total	15	100.00

The above rates should not be misleading, particularly the one related to the "No comment" rubric. It simply indicates that learners, in six sub/sub-sub transactions, did not "provoke" the teacher by taking initiatives which could have brought about reactions. Therefore, putting side by side, "Teacher directs Interactions" and "No comment" rubrics, according to equal rates they happen to display, would falsify reality. Sub—transaction 5.3 shows teacher's mixed attitudes, which leaves speculations open on teacher's disposal to leave some margin of manoeuvring to learners when they take turns without nomination. We believe that above data definitely reveals teacher's preponderance to leading lesson development along her wishes and desires, instead of accepting course development be achieved conjointly.

The teacher should perform appropriate good-humored attitudes (smiling, friendly, full of disposal, patient, etc..) to make pupils feel they are full partners in class, not "empty" heads ready to be filled in by dictatorial means.

1.3.2 Teacher's Attitude towards Learners' Mode of

Participation in terms of Navigation

Does the teacher positively/negatively react to learners' attempts to escape teacher's lesson plan?

We need to appreciate teacher's attitude towards learners' attempts to escape the lesson plan. Description of such attitude is carried on transcript 1 available in Appendix 1. Analyses of teacher's modes of participation revealed teacher's eagerness to put things back when learners manifest some liberty in interaction behaviour, namely turn-taking without nominations.

Pupils were not really very daring in terms of trying navigation strategy. Therefore, the teacher cannot be judged on this aspect.

1.3.3 Learners' Attitude towards Teacher's Direction

Do pupils try to the teacher to impose their own learning ways ?

Description of learners' attitude towards teacher's direction is achieved by means of analysing interactions in transcript 1.

Analyses of teacher's modes of participation revealed teacher's eagerness to put things back when learners manifest some liberty in interaction behaviour, namely turn-taking without nominations. The teacher therefore does not seem to bother about pupils' absence of navigation towards her teaching strategy. On the contrary, she may be very happy if things are like this.

We say, as with "navigation," that pupils were not really very daring in terms of trying navigation strategy. Therefore, the teacher cannot be judged on this aspect. No recommendation can be made.

1.3.4 Learner's Absence of Compliance with Teacher's Direction

Do learners passively accept teacher's directions/instructions? Previous descriptions and analyses show that learners indeed comply with teacher's directions and instructions, simply, because the teacher compels them to do it. Have they any choice to change course of events? They definitely have not.

Same conclusions as with "Direction": pupils were not really very daring in terms of trying navigation strategy. Therefore, the teacher cannot be judged on this aspect. In this respect, no recommendation can be made.

1.3.5 Learners' Negotiation.

Do learners try to impose their decision?

Same observations, as with "Compliance": pupils were not really very daring in terms of trying navigation strategy. Therefore, the teacher cannot be judged on this aspect. In this respect, no recommendation can be made.

2 Amount of Learners Talk

Descriptions of amounts of pupils talks have to be described and analysed globally and individually. It is not enough to claim that amount of pupils talks are equal to the teacher's. They have to be refined to see who exactly talked and how frequently s/he did it and also who did not talk.

-Transaction 1:

Not concerned.

- Transaction 2:

- Analysis of sub-transaction 2.1:

P2-	01
P3+	01
P4+	02
P5+	01
P6+	02
P7+	01
P8+	02

Amount of Pupil Talk on Floor Basis: 10/15

66.66 %

- Analysis of sub-sub transaction 2.1.1:

It is useful to revisit the table to exactly appreciate the pupils' amount of talk:

P2-	01
P9-	02

Amount of Pupil Talk on Floor Basis: 3 out of 7

42.85 %

- Analysis of sub-transaction 2.2:

P8+	02
------------	----

Amount of Pupil Talk on Floor Basis: 2 out of 5

40.00 %

- Transaction 3:

- Analyses of sub-transactions 3.1 and 3.2:

P3+	01
------------	----

Amount of Pupil Talk on Floor Basis: 1 out of 2 50.00 %

- Analysis of sub-transaction 3.3:

P2-	04
------------	----

Amount of Pupil Talk on Floor Basis: 4 out of 9 44.44 %

- Analysis of sub-transaction 3.4:

P1+	06
P8+	05
P12-	03
P11-	01

Amount of Pupil Talk on Floor Basis: 15 out of 29 51.72 %

- Analyses of sub-transaction 3.5 and sub-sub transaction 3.5.1:

P1+	06
P8+	01
P15-	02
P17-	01
P2-	01

Amount of Pupil Talk on Floor Basis: 11 out of 22 50.00 %

- Transaction 4:

- Analysis of sub-transaction 4.1:

P2-	04
P8+	01

Amount of Pupil Talk on Floor Basis: 05 out of 10 50.00 %

- Analysis of sub-transaction 4.2:

P1+	02
P15-	04
P14-	01

Amount of Pupils Talk on Floor Basis: 07 out of 15 46.66 %

- Transaction 5:

- Analysis of sub-transaction 5.1:

P1+	05
P2-	09
P6+	03
P8+	02
P9-	03
P3+	02
P16+	01
P19-	02

Amount of Pupils Talk on Floor Basis: 27 out of 43 62.79%

- Analysis of sub-transaction 5.2:

P7+	02
Pupils	02

Amount of Pupils Talk on Floor Basis: 04 out of 8 50.00 %

- Analysis of sub-transaction 5.3:

P1+	15
P2-	11
P7+	02
P8+	20
P9-	11
P14-	01
P4+	01
P5+	03
P6+	02

Amount of Pupil Talk on Floor Basis: 66 out of 122 54.09 %

The different sub-transactions and sub-sub transactions provide the following composite data with regard to:

- Amount of Pupil Talk on Floor Basis: Table 66
- Ranking of Participating Pupils displayed in Table 67,
- Non Participating Learners in Table 68

Table 66: Amount of Pupil Talk on Floor Basis

Pupil's Anonymity Code	Amount of Pupils Talk on Floor Basis
P1+	35
P8+	33
P2-	31
P9-	16
P6+	07
P15-	06
P4+	05
P7+	05
P3+	04
P5+	04
P12-	03
P14-	02
P19-	02
P11-	01
P16+	01
P17-	01

Table 67: Ranking of Participating Pupils

Ranking	Pupil's Anonymity Code	Frequency of Participation	Total Number of Pupils' Floors	Rates of Participation %
1	P1+	35 nomination (+): 13 nomination (-): 08 bid to answer: 14	156	22.43
2	P8+	33 nomination (+): 19 nomination (-): 09 bid to answer: 05	156	21.15
3	P2-	31 nomination (+): 10 nomination (-): 05 bid to answer: 16	156	19.86
4	P9-	16 nomination (+): 08 nomination (-): 02 bid to answer: 06	156	10.25
5	P6+	07 nomination (+): 02 nomination (-): 02 bid to answer: 03	156	05.12

6	P15-	06 nomination (+): 03 nomination (-): 02 bid to answer: 01	156	03.84
7	P4+	05 nomination (+): 01 nomination (-): 03 bid to answer: 01	156	03.20
7	P7+	05 nomination (+): 02 nomination (-): 02 bid to answer: 01	156	03.20
8	P3+	04 nomination (+): 01 nomination (-): 03 bid to answer: 00	156	02.56
8	P5+	04 nomination (+): 00 nomination (-): 03 bid to answer: 01	156	02.56
9	P12-	03 nomination (+): 01 nomination (-): 01 bid to answer: 01	156	01.92

10	P14-	02 nomination (+): 00 nomination (-): 02 bid to answer: 00	156 •	01.28
10	P19-	02 nomination (+): 00 nomination (-): 00 bid to answer: 02	156	01.28
11	P11-	01 nomination (+): 00 nomination (-): 00 bid to answer: 01	156	00.64
11	P16+	01 nomination (+): 00 nomination (-): 00 bid to answer: 01	156	00.64
11	P17-	01 nomination (+): 00 nomination (-): 01 bid to answer: 00	156	00.64

Table 68: Non Participating Learners

Participating Pupils	Participation Frequency in terms of floors	Total Number of floors
P10+	00	156
P13+	00	156
P18-	00	156
P20+	00	156
P21-	00	156
P22+	00	156
P 2 3 -	00	156
P 2 4 -	00	156
P25+	00	156
P26+	00	156
P27-	00	156
P 2 9 -	00	156
P 3 0 -	00	156
P31+	00	156
P32+	00	156
P 3 3 -	00	156
P 3 4 -	00	156
P35+	00	156
P36+	00	156
P37+	00	156
P38+	00	156

Tables 66, 67 and 68 reinforce discussions developed in 2.2 (Chapter 4), which reinforces teacher's claim that participation in her class is rather low.

No recommendation can be made regarding amounts of pupils' talks. We may say that the level of pupils' participation in class are better apprehended when looked at in terms of identification of who participated and who did not, and how much participation each pupil performed. Trusting simply pupils' global level of participation calculated on floor-basis has proved to be misleading. The above data rates will serve as criteria against which rates of participation of Phase B, C and D would be compared. Before doing this, we need to go through a recapitulation of variables related to teacher's attitudes in order to select those to be manipulated in further experimental phases. Chapter 4 served to identify variables related to teacher's talk from the linguistic and discursive aspects.

3 Variables to be retained for further Experimentation Phases

The variables positively appreciated in the above recommendations are assumed not to negatively influence pupils' participation in class. Therefore, they are not going to be retained. Only those susceptible to bring positive changes in pupils' levels of participation, because unfavourably performed by the teacher, will be retained. They are as follows:

1- Recommendation related to Teacher's Fairness in terms of Turn-giving: The teacher should be fair to provide opportunity for participation to pupils who bid for this and to those who do not by soliciting them.

2- Recommendation related to Teacher's Attitude towards Learners' Turn-taking: The teacher was not systematic when accepting/refusing non nominated turn-taking. We however recommend to her the first option, i.e., to be tolerant with pupils who take turns without nomination, in order to encourage participation in class.

3- Recommendation related to Classroom Socio-emotional Atmosphere (tone) imposed by Teacher: The teacher should perform appropriate good-humoured attitudes (smiling, friendly,

full of disposal, patient, etc..) to make pupils feel they are full partners in class, not "empty" heads ready to be filled in by dictatorial means.

Finally, we observe that out of twenty (20) variables related to teacher's attitudes, which have been described and analysed, only three (3) one of them are kept for further manipulation. The total number of independent variables to be retained for further manipulations in phases B,C, and D reaches six (3 independent variables related to linguistic/discursive aspects of teacher talk (cf Chapter 4) + 3 independent variables related to teacher's attitudes.) They are as follows:

- Linguistic/Discursive aspects of Teacher Talk:

- 1- Recommendation related to Questioning Patterns: The teacher should be encouraged to ask more questions with question-words to increase comprehensibility,
- 2- Recommendation related to Questions in Interaction: The teacher should ask "Questions in Interaction" to create opportunities, particularly when these questions are addressed to pupils with low or no participation,
- 3- Recommendation Modification of Length of Utterance: The teacher should avoid, as much as she can, shortening, more than lengthening your utterances. **-Teacher**

Attitudes:

- 4- Recommendation related to Teacher's Fairness in terms of Turn-giving: The teacher should be fair to provide opportunity for participation to pupils who bid for this and to those who do not by soliciting them,
- 5- Recommendation related to Teacher's Attitude towards Learners' Turn-taking: The teacher was not systematic when accepting/refusing non nominated turn-taking. We however recommend to her the first option, i.e., to be tolerant with pupils who take turns without nomination, in order to encourage participation in class,
- 6- Recommendation related to Classroom Socio-emotional Atmosphere (tone) imposed by Teacher: The teacher should perform appropriate good-humoured attitudes (smiling, friendly,

full of disposal, patient, etc..) to make pupils feel, they are full partners in class, not "empty" heads ready to be filled in by dictatorial means.

Once these independent variables selected, it becomes then possible to formulate a hypothesis before experimentation can start with Phase B. The hypothesis is the following:

If we should encourage the twenty-one (21) pupils (**P10+**, **P13+**, • **P18-**, **P20+**, **P21-**, **P22+**, **P23-**, **P24-**, **P25+**, **P26+**, **P27-**, **P29-**, **P30-**, **P31+**, **P32+**, **P33-**, **P34-**, **P35+**, **P36+**, **P37+**, and **P38+**) to participate during the lesson, the teacher has to digest changes recommended in the variables recapitulated above.

This research hypothesis can then be formulated as follows:

If the teacher

- 1- Asks more questions with question-words,
- 2- Asks "Questions in Interaction" addressed to pupils with low or no participation,
- 3- Avoids shortening utterances,
- 4- Is fair by providing opportunity of participation for pupils who bid for this and

those who do not by soliciting them,

5- Is tolerant with pupils who take turns without nomination, and **6-Performs** appropriate good-humoured attitudes (smiling, friendly, full of disposal, patient, etc..), chances of participation for pupils **P10+**, **P13+**, **P18-**, **P20+**, **P21-**, **P22+**, **P23-**, **P24-**, **P25+**, **P26+**, **P27-** **P29+**, **P30-**, **P31-**, **P32-**, **P33+**, **P34-**, **P35-**, **P36+**, **P37+**, and **P38+**, will increase.

Conclusion

As far as the purpose of this chapter is concerned, as mentioned in the Introduction, we may say that we have identified the independent variables related to teacher attitudes which will

be manipulated in further experimental phases (B,C and D.). With this target reached, Phase A may be said to have ended.

CHAPTER SIX

PUPIL'S PARTICIPATION

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Introduction

This chapter reports and compares data obtained from transcripts 1, 2, 3 and 4, corresponding to phases A, B, C, and D. Phase A has served to diagnose teacher talk at all levels and to provide which evaluation teacher talk is appreciated. It has led to bring answers to six hypotheses which will be inductively verified to exist or not. It plays the role of a control group. We will focus on the aspect which was proved to need more experimentation: levels of participation.

As the aim of this research is not limited just to diagnosing "deficiencies" in teacher talk, it also seeks to propose remedies to bring qualitative changes in the pedagogical act. In order for these changes to deserve the label "causational," confirmatory phases are obligatory. Causation means that changes noticed at level of data obtained have been provoked by manipulated independent variables in the experimentation.

1 Hypotheses

Starting from the equation that "good" Classroom Teacher Talk, in its linguistic, discursive and affective dimensions are *sine qua non* conditions for comprehensibility/comprehension of language "input" and also for a learning conducive psychological atmosphere, which should lead to high pupils' oral classroom participation. We then put forward six hypotheses to investigate relationships between teacher talk and attitudes with pupils' oral participation:

- Hypothesis 1:

Low or absence of participation may result from the linguistic dimension of Teacher Talk.

-Hypothesis 2:

Low or absence of participation may result from the discursive dimension of Teacher Talk.

- Hypothesis 3: -

Low or absence of participation may result both from the linguistic and discursive dimensions of Teacher Talk.

- Hypothesis 4:

Low or absence of participation may result from Teacher's Affective Attitudes.

- Hypothesis 5:

Low or absence of participation may partially result from linguistic, discursive and affective levels of Teacher Talk.

- Hypothesis 6:

Low or absence of participation may not result from linguistic, discursive and affective levels of Teacher Talk.

Phase A, which has a diagnostic role, will try to bring answers to the six hypotheses to be inductively verified to exist or not before experimentations can be activated in phases B, C and D. From the six above hypotheses, we have consecutively derived the following research questions:

- Research Questions:

- If, in Phase A, Teacher Talk proves to be "acceptable/good" at the linguistic level only, then hypotheses 2, and 4 will be retained for experimentation because they may logically be thought to be potential causes of low/absence of learners' classroom oral participation. The investigation of Phase A has proven that at the linguistic level of the teacher talk deficiencies exist. Hypothesis 1, therefore, is not adapted to our research.

- If Teacher Talk proves to be "acceptable/good" at the discursive level only, then hypothesis 1, and 4 will be retained for experimentation because they may logically be thought to be potential causes of low/absence of learners' classroom oral participation. The investigation of Phase A has proven that at the discursive level of the teacher talk deficiencies exist. Hypothesis 2 therefore, is not adapted to our research.

- If Teacher Talk proves to be "acceptable/good" both at the linguistic and discursive dimensions only, then only hypothesis 1 will be retained for experimentation because affective factors may be thought to be causes of low or absence of participation. The investigation of Phase A has proven that both at the linguistic and discursive levels of teacher talk, deficiencies exist. Hypothesis 3 therefore, is not adapted to our research.

- If Teacher Talk at the affective dimensions only proves to be "acceptable/good," then, hypotheses 1 and 2 will be retained for experimentation. because linguistic and discursive factors may be thought to be causes of low or absence of participation. The investigation of Phase A has proven that at the affective level of the teacher talk, deficiencies exist. Hypothesis 4, therefore, is not adapted to our research.

- If diagnosis of Teacher Talk at all levels proves to be not totally "acceptable/good," then, we shall have to be selective by retaining deficient aspects for further experimental manipulations and eliminating satisfactory ones. Therefore, partially deficient linguistic, discursive and affective factors may logically be thought to be potential causes of low or absence of participation.

Conclusion of Chapter 5 has revealed that this should be retained for further experimentation:

Hypothesis 5 could be reformulated more precisely as follows:

If the teacher:

1- Asks more question with question-words,

2- Asks "Questions in Interaction" addressed to pupils with low or no participation.

3- Avoids shortening utterances,

4- Is fair by providing opportunity of participation for pupils who bid for this and those who do not by soliciting them,

5- Is tolerant with pupils who take turns without nomination, and

and **6- Performs appropriate good-humoured attitudes (smiling, friendly, full of disposal, patient, etc..), chances of participation for pupils P20+, P21-, P22+, P23-, P24-, P25+, P26+, P27- P29+, P30-, P31-, P32-, P33+, P34-, P35-, P36+, P37+, and P38+, might increase.**

Therefore, more focus should be cast on these pupils to observe whether they participated more in Phases B and D and relatively recovered their previous Phase A low levels of participation in Phase C.

- If Teacher Talk at all levels prove to be "acceptable/good," then we shall have to look for other reasons why learners' classroom oral participation is low/absent. New independent variables have to be found, though we think this case to be highly improbable. The investigation of Phase A has proven that deficiencies exist at all levels of teacher talk and attitudes, which justifies that we do not need to seek for new independent variables.

2 Research Methodology

The quality of the independent variables obtained in the Diagnostic phase (Phase A) lends itself to some optimism for, three of them are of "subjective" type: affective levels. We assume that they are somewhat less difficult to be "digested" by the teacher than the other three which strictly concern speech quality: linguistic and discursive levels. Changes in "subjective" attitudes are more manageable, by the teacher, than changes in Talk linguistic habits. Incidentally, is there a different way to holistically deal with several independent variables ? We do not think there is one. Consequently, simultaneous treatment of six independent variables imposes itself; the six

independent variables have to be integrated, at the same time, in order to be described and analysed. Gradual introductions of variables individually would certainly have threatened the construct validity of this research. It would have also made the enterprise unfeasible: it would be impossible to manage six independently introduced variables to be tested in three experimentations for each one. The number of experimentations would then raise to the extraordinary number of eighteen (18.) Which teacher is ready to support such an "ordeal" ? Had there been one to accept to undertake such a research, how would pupils' rights have been preserved? Would they have accepted? Case study research is always confronted to ethical issues. Manipulation of human attitudes in quasi experimental conditions is by far more complex than doing the same job with "non human" variables related to the realm of exact sciences where, in experimental conditions, the same conditions always produce the same results. However, the attempt is worth the trouble.

Levels of participation in phases B, C, and D are should be confronted to that of Phase A. We need to know whether pupils' participation has increased or diminished. In such a configuration, three comparisons hold here: B compared to A, corresponding to phase B, C compared to A, corresponding to phase C, and finally D compared to A, corresponding to phase D. Each comparison has a purpose (already discussed in the Introduction of this research). Phase B should reveal positive change in terms of levels of pupils' participation after introduction of the six manipulated independent variables in teacher's classroom behaviours. Phase C should reveal levels of pupils' participations not significantly different from those revealed in phase A, after withdrawal of the six manipulated independent variables. Phase D should confirm levels of pupils' participation revealed by Phase B, after re-introduction of the six manipulated independent variables.

Phases A and C should bear relative resemblance, for both of them do not involve manipulated independent variables, while phases B and D are similar in terms of presence of

manipulated independent variables. Confirmation of results in terms of increase and decrease of levels of participation is obligatory to satisfy what we call "causality" of change in experimentation. Stopping research at Phase B, would merely prove that data obtained in that phase has a "correlational" value with behaviours observed in Phase A. This is not enough, we need to transform "correlation" into "causation" by conducting two other experimentations, corresponding to Phases C and D. Correlation, statistically speaking, simply indicates that links exist between independent variables and change in data obtained after experimentation.

The retained six independent variables have been presented and discussed with the teacher. We also debated what seemed to us to be the "good" sides of her classroom talk, be they linguistic/discursive or attitudinal. This was meant to reinforce her confidence in the way she teaches. We explained that, in Corpus II, she will have to integrate the six independent variables. But before doing this, we realistically let the teacher decide about when first experimentation should be conducted. It is the teacher who should "digest" the independent variables according to her own rhythm and pace. We just requested her not to lose sight that the three programmed experimentations must be carried out before the end of school year. Two months later, she proposed a date about when Phase B was to be scheduled. We then performed experimentation C where she was requested to forget about the six "digested" independent variables, recovering thus psychological and teaching habits prevailing before Phase A was performed. Finally, the last quasi experimentation (Phase D) took place when the teacher decided about a date. With experience gained with time, the teacher performed Phase D with more confidence and readiness than with Phase B.

3 Pupils' Participation in Phase A and B

3.1 Pupils' Participation in Phase A

Participation frequencies and percentages of Phase A are displayed in the table below:

Table 69: Pupils' Participation in Phase A

Pupil's Anonymity Code	Frequency Of Participation	Rates of Participation
P1+	35 nomination (+): 13 nomination (-): 08 bid to answer: 14	22.43
P2-	31 nomination (+): 10 nomination (-): 05 bid to answer: 16	19.86
P3+	04 nomination (+): 01 nomination (-): 03 bid to answer: 00	02.56
P4+	05 nomination (+): 01 nomination (-): 03 bid to answer: 01	03.20
P5+	04 nomination (+): 00 nomination (-): 03 bid to answer: 01	02.56
P6+	07 nomination (+): 02 nomination (-): 02 bid to answer: 03	04.49

P7+	05 nomination (+): 02 nomination (-): 02 bid to answer: 01	03.21
P8+	33 nomination (+): 19 nomination (-): 09 bid to answer: 05	21.15
P9-	16 nomination (+): 08 nomination (-): 02 bid to answer: 06	10.25
P11-	01 nomination (+): 00 nomination (-): 00 bid to answer: 01	00.64
P12-	03 nomination (+): 01 nomination (-): 01 bid to answer: 01	01.92
P14-	02 nomination (+): 00 nomination (-): 02 bid to answer: 00	01.28
P15-	06 nomination (+): 03 nomination (-): 02 bid to answer: 01	03.84
P16+	01 nomination (+): 00 nomination (-): 00 bid to answer: 01	00.64

P17-	01 nomination (+): 00 nomination (-): 01 bid to answer: 00	00.64
P19-	02 nomination (+): 00 nomination (-): 00 bid to answer: 02	01.28
Total	156	99.95

The 156 floors performed by pupils have been performed by 16 (42.10 %) pupils, while 22 of them (57.89 %) remained silent. Among the 16 participating pupils: 4 appear to emerge: **P1+** (22.43 %), **P8+** (21.15 %), **P2-** (19.86 %), and to a lesser extent **P9-** with (10.25 %). These four pupils therefore may be considered as high participation achievers. 12 middle participation achievers comprehends **P6+** (05.12 %), **P15-** (03.84 %), **P4+** (03.20 %), **P7+** (03.20 %), **P3+** (02.56 %), **P5+** (02.56 %), **P12-** (01.92 %), **P14-** (01.28 %), and **P19-** (01.28 %). 3 pupils can be formed and called low participation achievers: **P11-** (00.64 %), **P16+** (00.64 %), and **P17(00.64 %)**. All these participations have been performed before diagnosis and introduction of manipulated variables. They constitute the control frequencies against which frequencies of Phases B, C, and D will be compared.

3.2 Pupils' Participation in Phase B

Table 70: Pupils' Participation in Phase B

Pupil's Anonymity Code	Frequency of Participation	Rates of Participation %
P1+	40 Nomination (+): 05 Nomination (-): 11 Bidding : 24	10.66
P2-	16 Nomination (+): 04 Bidding : 12	04.26
P3+	06 Nomination (-): 03 Bidding : 03	01.58
P4+	04 Nomination (-): 02 Bidding : 02	01.04
P5+	16 Nomination (+): 05 Nomination (-): 08 Bidding : 03	04.24
P6+	10 Nomination (+): 06 Nomination (-): 03 Bidding : 01	02.60
P7+	18 Nomination (+): 04 Nomination (-): 10 Bidding : 04	04.77
P8+	31	08.24

	Nomination (+): 07 Nomination (-): 11 Bidding : 13	
P9-	47 Nomination (+): 11 Nomination (-) 23 Bidding : 13	12.50
P 1 0 -	13 Nomination (+): 06 Nomination (-) 05 Bidding : 02	02.94
P 11-	02 Nomination (-): 02	00.52
P12-	17 Nomination (+):05 Nomination (-): 06 Bidding : 06	04.50
P13+	09 Nomination (+): 05 Nomination (-): 02 Bidding : 02	02.37
P 1 4 -	17 Nomination (+): 05 Nomination (-) 07 Bidding : 05	04.50
P 1 5 -	06 Nomination (+): 03 Nomination (-): 03	01.60
P16+	12 Nomination (+): 04 Nomination (-): 02 Bidding : 06	03.17

P17-	01 Nomination (+): 01	00.26
P18-	04 Nomination (-): 03 Bidding : 01	01.04
P19-	05 Nomination (-): 05	01.30
P20+	17 Nomination (+): 04 Nomination (-) 09 Bidding : 04	04.50
P21-	10 Nomination (+): 01 Nomination (-) 08 Bidding : 01	02.63
P23-	11 Nomination (+): 03 Nomination (-) 05 Bidding : 03	02.90 %
P 2 4 -	08 Nomination (+): 02 Nomination (-): 05 Bidding : 01	02.10
P 2 5 -	06 Nomination (+): 01 Nomination (-): 04 Bidding : 01	01.56
P27-	04 Nomination (-): 03 Bidding : 01	01.06

P29+	04 Nomination (-): 01 Bidding : 03	01.06
P30-	03 Nomination (+):03 Nomination (-): 01	00.80
P31-	04 Nomination (+): 01 Nomination (-): 01 Bidding : 02	01.06
P32-	01 Nomination (+): 01	00.26
P 3 4	29 Nomination (+) 10 Nomination (-): 11 Bidding : 08	07.73
P 3 5	02 Nomination (+): 02	00.53
P37+	02 Nomination (+): 02	00.53
Total	375	98.81

32 pupils (86.48 %) participated, while 05 ones (13.51%) remained silent. Among the 32 participating pupils, there are:

- 16 pupils who already participated in Phase A: **P1+** (10.66 %), **P8+** (08.24 %), **P2-** (04.26), **P9-** (12.50 %), **P6+** (02.60 %), **P15-** (01.60 %), **P4+** (01.04 %), **P7+** (04.77 %), **P3+** (01.58 %), **P5+** (04.24 %), **P12-** (04.50 %), **P14-** (04.50 %), **P19-** (01.30 %), **P11-** (00.52 %), **P16+** (03.17%), and **P17-** (00.26 %).

Participation of these pupils may be said not to constitute a surprise given that they already participated in Phase A when no manipulated variables were introduced in teacher talk. They could even be regarded as not concerned by experimentation at all. They proved to be constant participants, be it with manipulation or without manipulations of variables.

- **17 who participate or the first time in Phase B: P10-** (2.94%), **P13+** (2.37%), **P18-** (1.04%), **P20+** (4.50%), **P21-** (2.63%), **P23-** (2.90%), **P24-** (2.10%), **P25-** (1.56%), **P27-** (1.06%), **P29+** (01.06%), **P30-** (00.80%), **P31-** (01.06%), **P32-** (00.26%), **P34-** (07.73%), **P35-** (00.53%), and **P37+** (00.53%).
- **5 neither participated in Phase A nor in Phase B: P22+, P26+, P32-, P35-, and P38+. 3.**

3 Comparison of Phase A and B

3.3.1 Statistical Analysis

We need to focus more on those who decided to participate for the first time after introduction of the six manipulated variables. Before comparing phases A and B by means of the chi-square test of variance, we first checked whether the teacher really integrated the changes suggested to her or no. The verification has been done by peering into Phase B. Except with the rubric devoted to "shortened utterances, where the teacher failed to change her talk, we can relatively say that she did so, particularly with the five other variables. The outcome is displayed in the monitoring board, below:

Table71: Phases A and B Monitoring Board

Research Phases	Questions with Wh-words	Questions in Interaction	Shortened Utterances	Soliciting Non participating Pupils	Be tolerant with Non Nominated Answers	Be friendly, good-humoured
Phase A	Low	Absent	High	Rare	Severe	Severe
Phase B	Increase	Appearance	High	Increase	More Tolerant	Friendly

Once this condition checked, we can move to statistical comparison in terms of significance of variance (Lezaraton: 2000) because raw scores as they stand mean nothing. We have used Chi-square statistical tool called STATISTICA Version 5.1 F based on Pearson's formula, adapted to dealing with frequencies and percentages. The formula is the following:

$$\chi^2 = \sum \frac{(O_i - C_i)^2}{C_i}$$

where O_i stands for observed values and C_i for theoretical values

The significance of variance p equals 0.022887 (see Appendix V), which proves that there are less than 03 % of chances t

hat the changes, observed in population of Phase B, in terms of increase of pupils' levels of participation, have occurred by chance. This result permits the rejection of the null hypothesis because, statistically, it falls within the allowed limits of 5%. With this statistical "imprimatur," we can carry out more refined descriptions and interpretations when comparing levels of pupils' participation in Phases A and B. The interpretation of statistical outcome can be made about pupils taken individually or in group. The pupils' level of participation in Phase A and in Phase B are displayed in Table 72.

Table 72: Pupils' Level of Participation in Phases A and B

Pupil's Anonymity Code	Phase A %	Phase B %
P1+	22.43	10.66
P2-	19.86	04.26
P3+	02.56	01.58
P4+	03.20	01.04
P5+	02.56	04.24
P6+	04.49	02.60
P7+	03.20	04.77
P8+	21.15	08.24
P 9	10.25	12.50
P 1		02.94
P 1	00.64	00.52
P 1	01.92	04.50
P13+		02.37
P 1	01.28	04.50
P 1	03.84	01.60
P16+	00.64	03.17
P 1	00.64	00.26
P 1		01.04
P 1	01.28	01.30
P20+		04.50
P21-		02.63
P 2		02.90
P 2		02.10
P 2		01.56
P27-		01.06
P29+		01.06
P30-		00.80

P			
3	1	o 0	01.06
	P		00.26
2	5		07.73
3	5	o i l	00.53
	P37+		00.53

3.3.2 Pupils' Level of Participation from Phase A to Phase B

Out of 37 pupils, 16 participated in Phase A and Phase B. They can be grouped into those

who witnessed an increase in participation and those who witnessed a decrease:

- Pupils with increased participation (7): **P9-, P7+, P5+, P12-, P14-, P19-, and P16+.**
- Pupils with decreased participation (9): **P1+, P2-, P3+, P4+, P6+, P8+, P11-, P15-, and P17-.**

Each group will be discussed separately.

3.3.2.1 Pupils with Decreased Participation

Among the nine pupils who decreased participation from Phase A to Phase B, we can

clearly observe that P1+'s participation has markedly decreased between Phase A and Phase B.

The amount of decrease reached almost half of what this pupil performed in Phase A. Why such

a decrease ? This could be due to change at the level of one of the teacher's attitude related to

trying to approach more pupils who do not usually participate. By so doing, the teacher directs

more attention to pupils while "neglecting" others. Pupil **P1+** may have been "victim" of such

teacher's attitudinal change, which is not in itself forcibly unfair. And so are the cases for pupils

P2-, P3+, P4+, P6+, P8+, P11-, P15-, and P17-. They nevertheless have performed an

honourable amount of participation, which keep them in a position of high participation

achievers. Their respective decreases in terms of participation are displayed in the diagrams

below, where number 1 corresponds to Phase A and 2, to Phase B:

Diagram 1

Evolution of P1+'s Levels of Participation in Phase A and Phase B

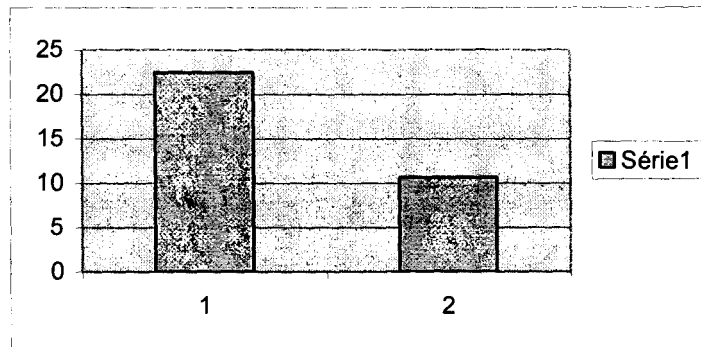


Diagram 2

Evolution of P2+'s Levels of Participation in Phase A and Phase B

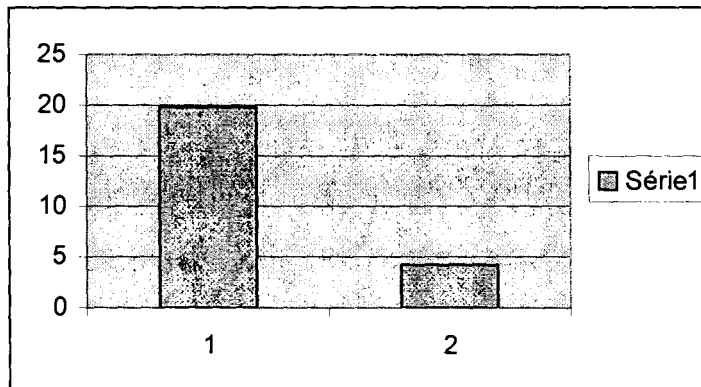


Diagram 3

Evolution of P3+'s Levels of Participation in Phase A and Phase B

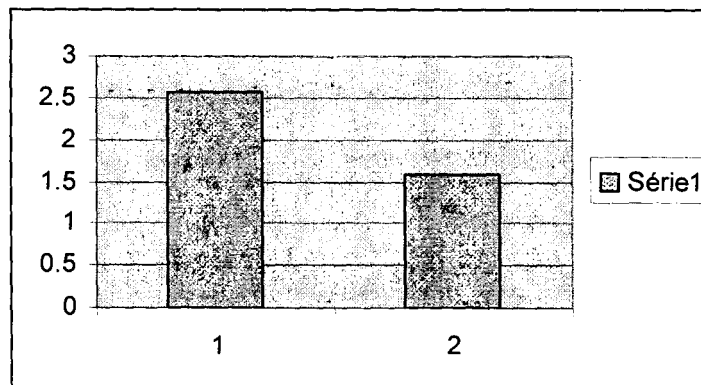


Diagram 4

Evolution of P4-'s Levels of Participation in Phase A and Phase B

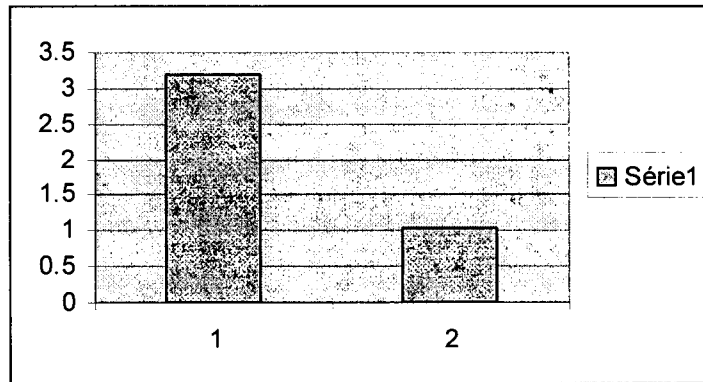


Diagram 5

Evolution of P6+'s Levels of Participation in Phase A and Phase B

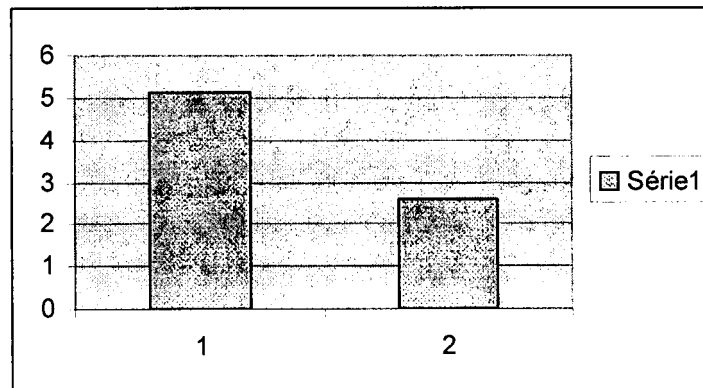


Diagram 6

Evolution of P8+'s Levels of Participation in Phase A and Phase B

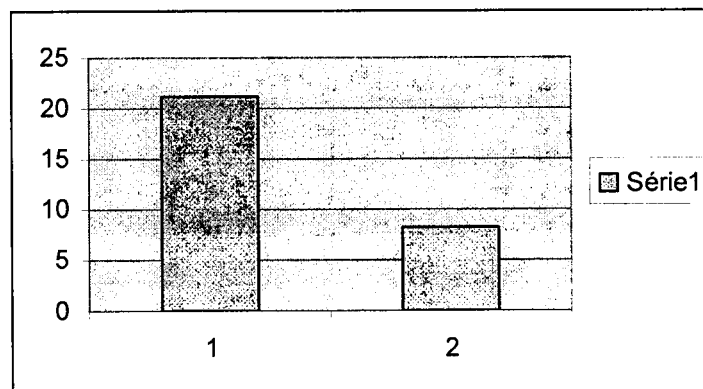


Diagram 7

Evolution of P11-'s Levels of Participation in Phase A and Phase B

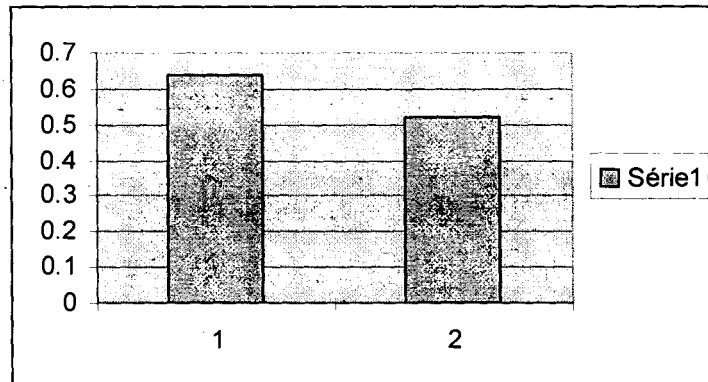


Diagram 8

Evolution of P15-'s Levels of Participation in Phase A and Phase B

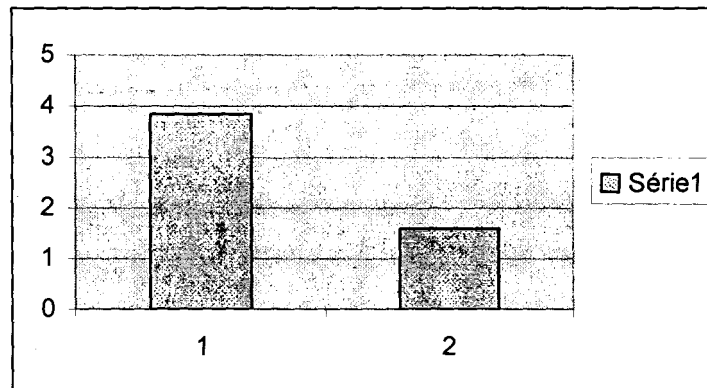


Diagram 9

Evolution of P17-'s Levels of Participation in Phase A and Phase B

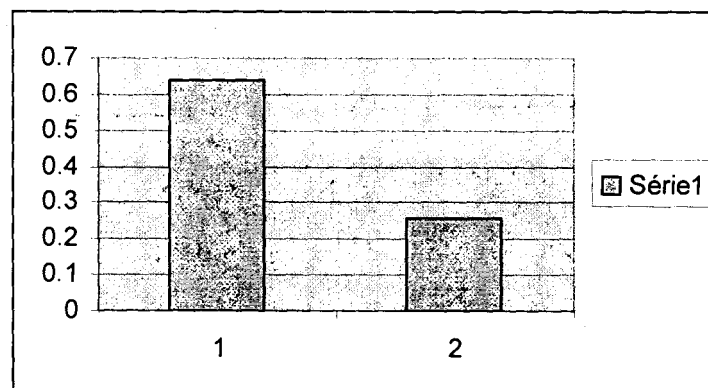


Table73: Nature of Decreased Pupils' Participation

Pupil's Anonymity Code	Floor —taking after Nomination	Floor-taking without Nomination	Bid for Answering
P1+	05	11	24
P2-	04		12
P3+		03	03
P4-		02	02
P6+	06	03	01
P8+	07	11	13
P11-		02	
P15-	03	03	
P17-	01		
Total	26	35	55
Rates %	22.41	30.17	47.42

With these nine decreased participation achievers, 375 floors were performed by teacher and pupils. The teacher performed 26 nominations, while pupils monopolized 63 floors, of which 35 floor-taking without nomination, and 55 floors where they have bidden for answering. This reveals that the teacher may have deliberately decided to momentarily reduce "contact" with these pupils. 26 "Turn-taking after nomination" out of 116 floors can be a convincing evidence about this change in teaching strategy. The other evidence can be found in pupils' self decisions to take turns without nomination (35). This may be due to their feeling that the teacher has decided to "neglect" them. 55 bids for answering represents twice the number of times when the teacher has nominated pupils. This may prove that these pupils kept on participating but were

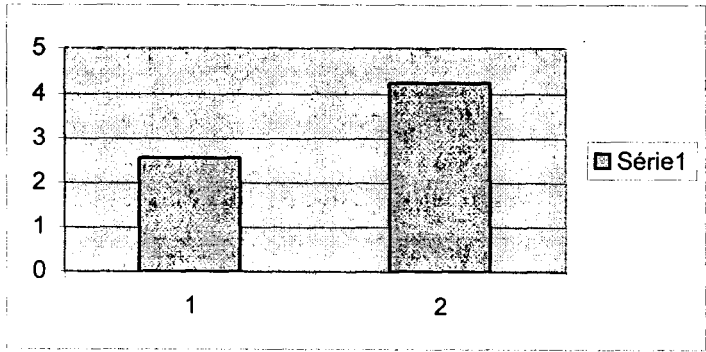


Diagram 11

Evolution of P7's Levels of Participation in Phase A and Phase B

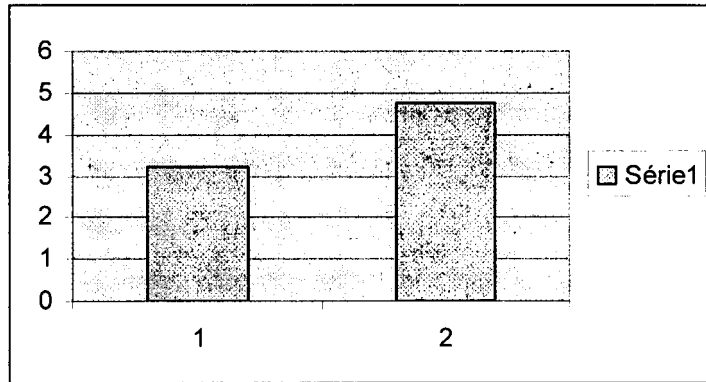


Diagram 12

Evolution of P9-'s Levels of Participation in Phase A and Phase B

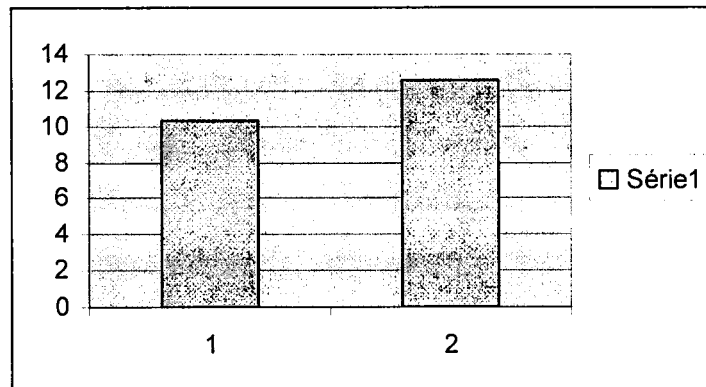


Diagram 13

Evolution of P12-'s Levels of Participation in Phase A and Phase B

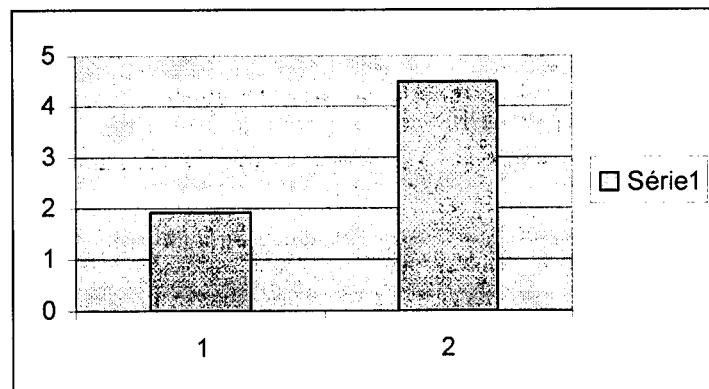


Diagram 14

Evolution of P14-'s Levels of Participation in Phase A and Phase B

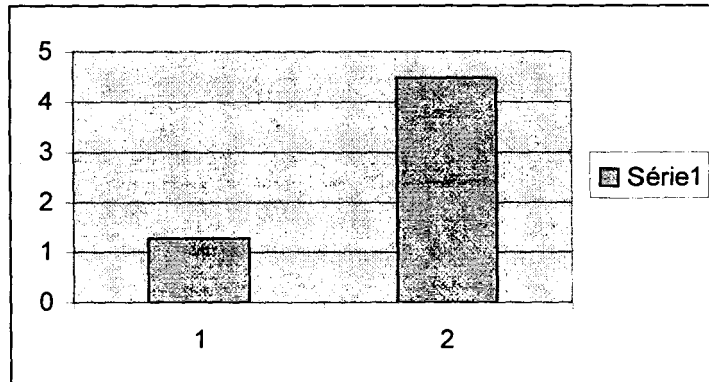


Diagram 15

Evolution of P16+'s Levels of Participation in Phase A and Phase B

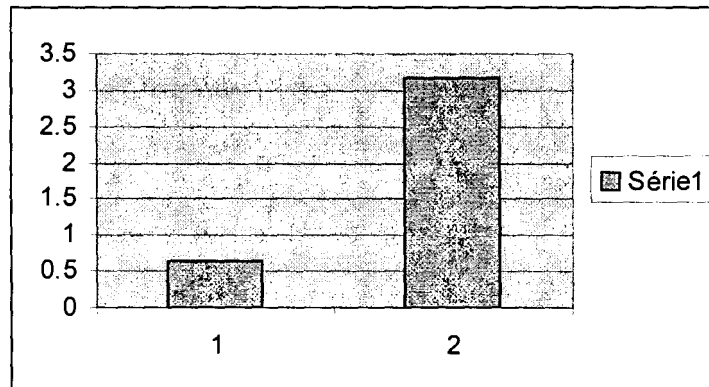
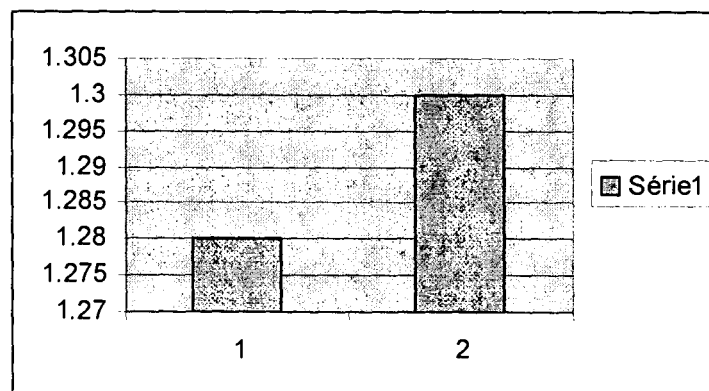


Diagram 16

Evolution of P19-'s Levels of Participation in Phase A and Phase B



Nature of Pupils' participation is displayed in Table 74:

Table74: Nature of High Achievers' Participation

Pupil's Anonymity Code	Floor —taking after Nomination	Floor-taking without Nomination	Bid for Answering
P5+	05	08	03
P7-	04	10	04
P9-	11	23	13
P12-	05	06	06
P14-	05	07	05
P16+	04	02	06
P19-		05	
Total	34	61	37
Rates %	24.81	48.17	27.02

With these seven high participation achievers, 132 floors were performed by teacher and pupils. The teacher performed 34 nominations (25.75 %), while pupils monopolized 98 floors (74.25 %) of floors, of which 61 floor-taking without nomination (48.17 %), and 37 floors where pupils have bidden for answering (27.02 %). Predominance of pupils' self decision to participate could be said to be related to teacher's changes introduced in Phase B.

3.3.2.3 First Time Participating Pupils

The sixteen (16) pupils who participated for the first time in Phase B brought 43.23 % more participation than it was the case in Phase A. This may be deemed to be related to the changes brought at the levels of teacher's talk and affective attitudes in class. A close look at the quality of their participation may bring more insights as to whether their behaviour is teacher

dependent in terms of nomination or whether they felt more confident, taking floor on their own. Their respective increases in terms of participation are displayed in the diagrams below, where number 1 corresponds to Phase A and 2, to Phase B:

Diagram 17

Evolution of P10-'s Levels of Participation in Phase A and Phase B

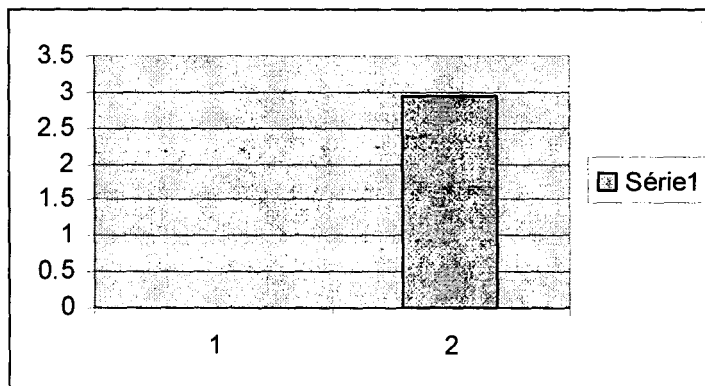


Diagram 18

Evolution of P13+'s Levels of Participation in Phase A and Phase B

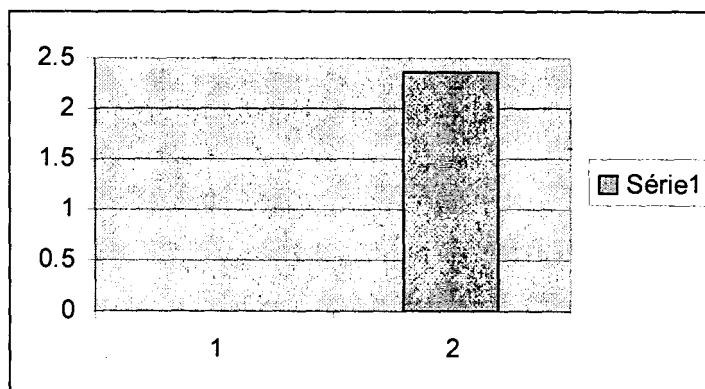


Diagram 19

Evolution of P18-'s Levels of Participation in Phase A and Phase B

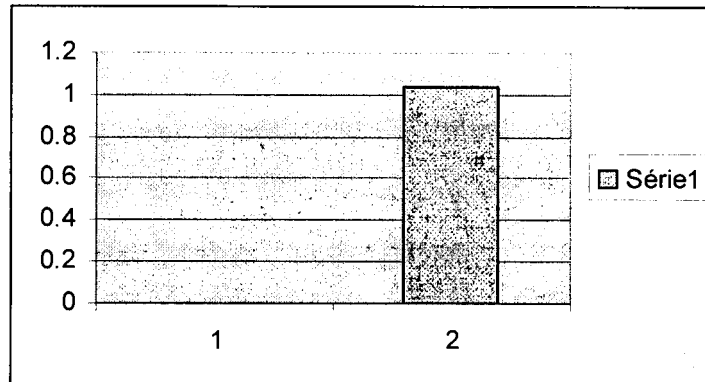


Diagram 20

Evolution of P20+'s Levels of Participation in Phase A and Phase B

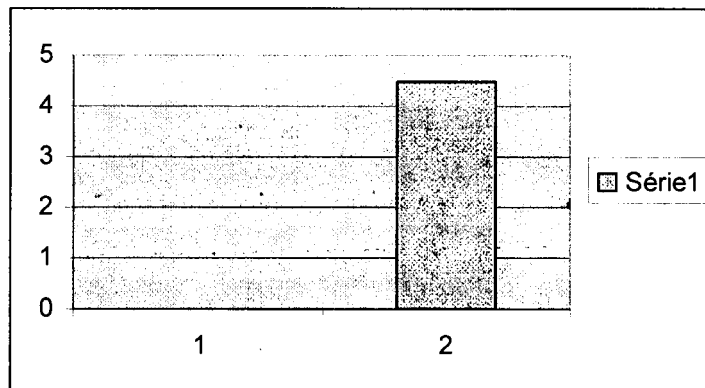


Diagram 21

Evolution of P21-'s Levels of Participation in Phase A and Phase B

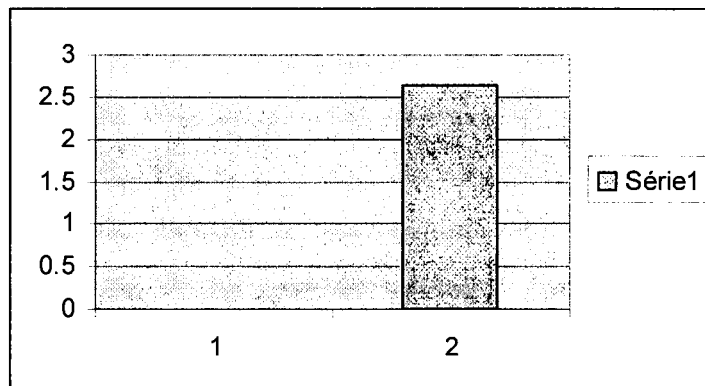


Diagram 22

Evolution of P23-'s Levels of Participation in Phase A and Phase B

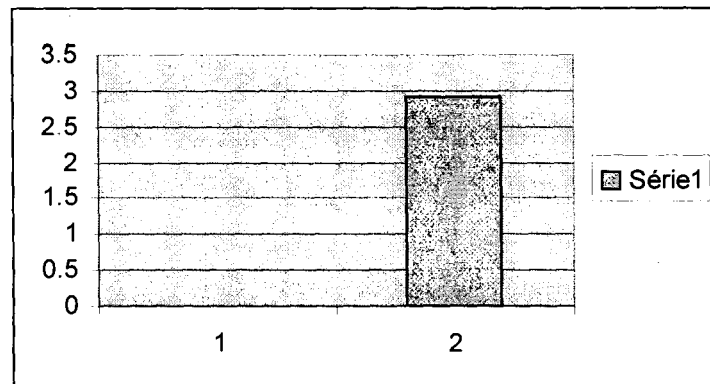


Diagram 23

Evolution of P24-'s Levels of Participation in Phase A and Phase B

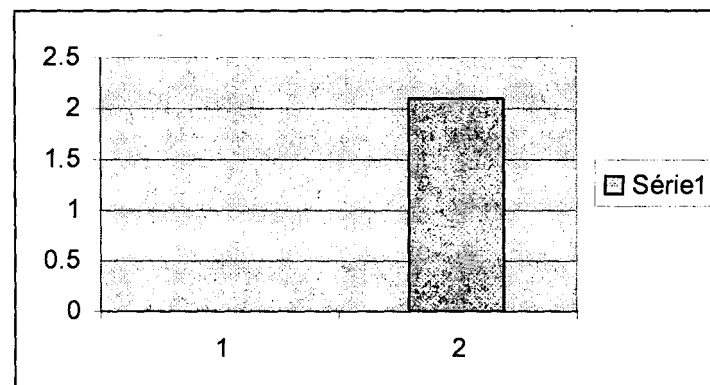


Diagram 24

Evolution of P25-'s Levels of Participation in Phase A and Phase B

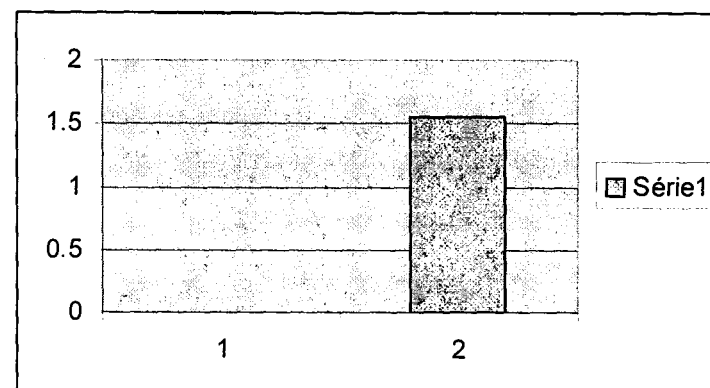


Diagram 25

Evolution of P27-'s Levels of Participation in Phase A and Phase B

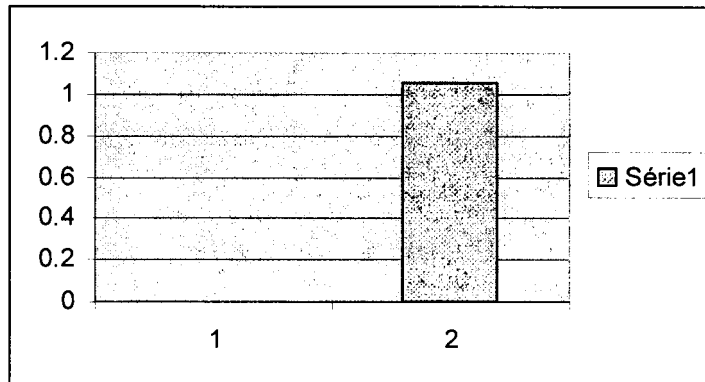


Diagram 26

Evolution of P29+'s Levels of Participation in Phase A and Phase B

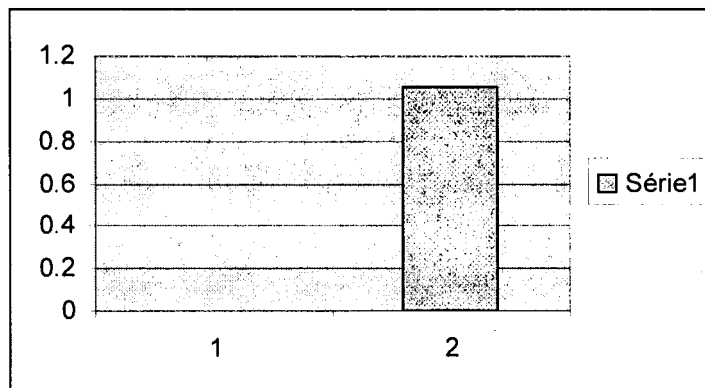


Diagram 27

Evolution of P30-'s Levels of Participation in Phase A and Phase B

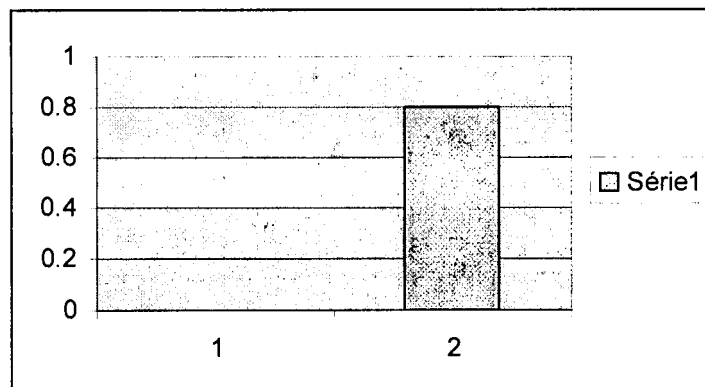


Diagram 28

Evolution of P31-'s Levels of Participation in Phase A and Phase B

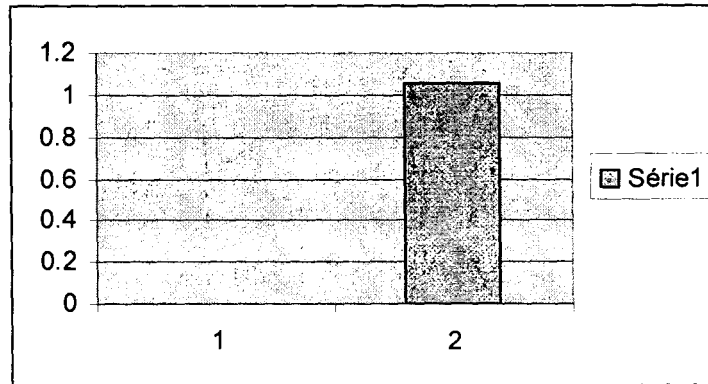


Diagram 29

Evolution of P32-'s Levels of Participation in Phase A and Phase B

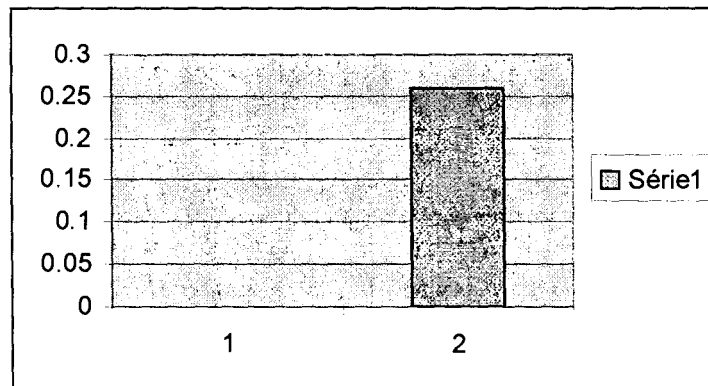


Diagram 30

Evolution of P34-'s Levels of Participation in Phase A and Phase B

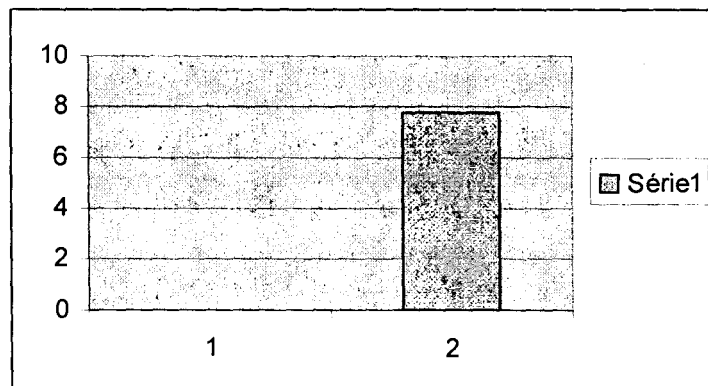


Diagram 31

Evolution of P35-'s Levels of Participation in Phase A and Phase B

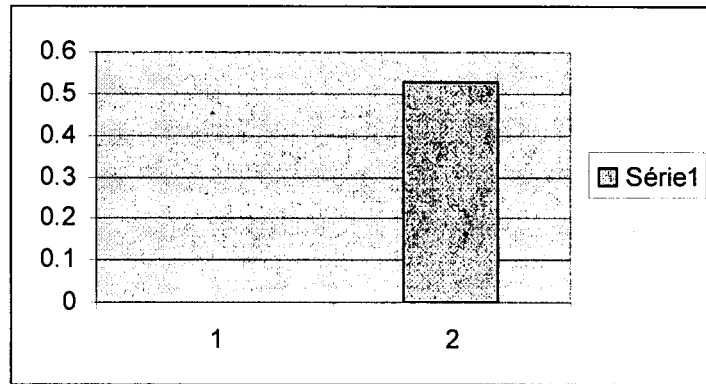
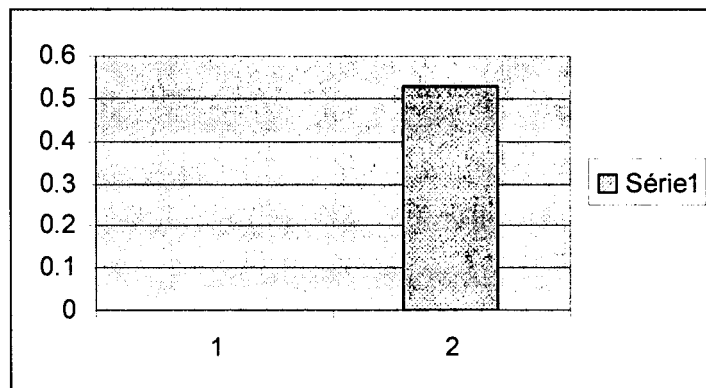


Diagram 32

Evolution of P37+'s Levels of Participation in Phase A and Phase B



The quality of their participation certainly reveals refined information about their participation behaviours: teacher-dependent or the contrary. Data concerning quality of participation behaviours is provided in Table 75 where 16 pupils, participating for the first time, performed, with the teacher, 152 floors. The teacher performed 50 nominations (32.89 %), while pupils monopolized 102 floors (67.09 %) of floors, of which 68 floor-taking without nomination (44.73 %), and 34 floors where pupils have bidden for answering (22.36 %). It is clear that there

is predominance of pupils' self decision to participate, which may be said to be related to teacher's changes introduced in Phase B.

Table 75: Nature of First Time Participation

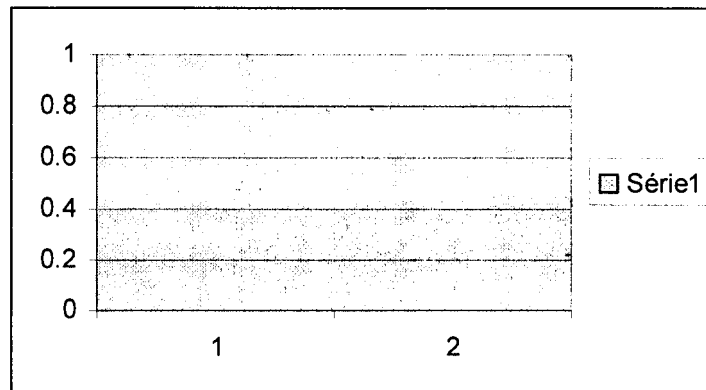
Pupil's Anonymity Code	Floor —taking after Nomination	Floor-taking without Nomination	Bid for Answering
P10-	06	05	02
P13+	05	02	02
P18-		03	01
P20+	04	09	04
P21-	01	08	01
P23-	03	05	03
P24-	02	05	01
P25-	01	04	01
P27-		03	01
P29+	10	11	08
P30-	02	01	
P31-	01	01	02
P32-	01		
P34-	10	11	08
P35-	02		
P37+	02		
Total	50	68	34
Rates %	32.89 %	44.74	22.37

3.3.2.4 Non Participating Pupils

The 5 pupils who did not participate at all, represent a percentage of 13.51 % of the total number of pupils making the class. How can this be explained ? It could be that the teacher should try to make them talk in Phase D, and only then can we speculate about other reasons which are not related to introduction of manipulated independent variables. Evolutions of the 5 non participating pupils are displayed in the diagram below:

Diagram 33

P22+, P26+, P33+, P36+ and P38+'s Levels of Participation in Phase A and Phase B



4 Pupils' Participation in Phase A and Phase C

4.1 Pupils' Participation in Phase

In this phase, we consider the pupils identified in Phase A as participating achievers, and non participating ones, to see whether withdrawal of variables in teacher talk and affective attitudes has retained their homogeneity, as expected, or whether some dislocations have taken place in the groups.

Table 76: Phase C : Pupils Participation

Pupil's Anonymity Code	Frequency of Participation	Rates of Participation %
P1+	27 Nomination (+): 10 Nomination (-): 08 Bidding : 09	20.45
P2-	23 Nomination (+) : 08 Nomination (-): 12 Bidding : 03	17.42
P6+	06 Nomination (+) : 02 Nomination (-): 04 Bidding : 00	04.54
P7+	01 Nomination (+): 01 Nomination (-): 00 Bidding : 00	00.75 %
P8+	32 Nomination (+): 24 Nomination (-): 01 Bidding : 07	24.24
P9-	22 Nomination (+): 15 Nomination (-): 05 Bidding : 02	16.66
P 11-	01 Nomination (+): 00 Nomination(-): 01	00.75

	Bidding 00	
P12-	03 Nomination (+): 03 Nomination (-): 00 Bidding : 00	02.27
P14-	04 Nomination (+): 04 Nomination (-): 00 Bidding : 00	03.00
P15-	01 Nomination (+): 00 Nomination (-): 01 Bidding : 00	00.75
P16+	01 Nomination (+): 00 Nomination (-): 01 Bidding : 00	00.75
P17-	01 Nomination (+): 00 Nomination (-): 01 Bidding : 00	00.75
P19-	01 Nomination (+): 00 Nomination (-): 01 Bidding : 00	00.75
P20+	01 Nomination (+): 00 Nomination (-): 01 Bidding : 00	00.75

P34-	08 Nomination (+): 07 Nomination (-): 01 Bidding : 00	06.06
Total	132	100

This table shows 132 floors have been performed by 15 (40.54 %) pupils, while 22 of them (59.45 %) remained silent. Among the 15 participating pupils, three groups have emerged: - **pupils who already participated in Phase A:**

P1+ (20.45 %), **P2-** (17.42 %), **P6+** (04.54 %), **P7+** (00.75 %), **P8+** (24.21 %), **P9-** (09.66 %), **P11-** (00.75 %), **P12-** (02.27 %), **P14-** (03.00 %), **P15-** (00.75 %), **P16+** (00.75 %), **P17-** (00.75 %) and **P19-** (00.75 %);

- **pupils who participated for the first time:**

P20+ (00.75 %), and **P34-** (06.06 %);

- **pupils who did not participate at all:**

22 pupils.

4.2 Comparison of Phase C with Phase A 4.

2.1 Statistical Analysis

Contrary to comparison between Phase A and B where variance should be statistically significant, with Phase A and C, there should be no significant variance between them. Mathematically, we need to prove that the two "populations" are relatively similar in terms of levels of participations because experimentation in Phase C has been carried out with withdrawal of the six independent variables. The teacher, at this level of research, has been asked to try to recover former "natural" classroom talk and affective attitudes: to teach as she is used to do it before being approached for experimentation.

Given that the significance of variance p equals 0.983496 (see Appendix III), it is then a value going beyond the statistically tolerated 5% which, means that pupils' participation behaviours in Phase C are relatively similar to those of Phase A. This mathematically confirms that withdrawal of independent variables, from teacher talk and affective attitudes, has, significantly not randomly, led to recovering pupils' behaviours observed in Phase A. This result allows the rejection of the null hypothesis. Once this indispensable confirmation obtained, we can carry out more refined descriptions and interpretations when comparing levels of pupils' participation in Phases A and C.

Before comparing phases A and C, we first approximately checked whether the teacher really integrated the changes suggested to her or no, that is relatively recovering her usual behaviors, as those she performed in Phase A. We can confidently say that she relatively did so: displaying the following monitoring board, in Table 77:

Table 77: Phase A and C Monitoring Board

Research Phases	Questions with Wh-words	Questions in Interaction	Shortened Utterances	Soliciting Non Participating Pupils	Be tolerant with Non Nominated Answers	Be friendly, good-humoured
Phase A	Low	Absent	High	Rare	Severe	Severe
Phase C	Low	Almost none	High	Almost absent	Very severe	Severe

We need mainly check whether pupils who participated in Phase A are more or less the same as those who participated in Phase C.

Table 78: Pupils' Levels of Participation in Phases A and C

Pupil's Anonymity Code	Phase A	Phase C
P1+	22.43 %	20.45 %
P2-	19.86 %	17.42 %
P3+	02.56	/
P4+	03.20	
P5+	02.56 %	
P6+	05.12 %	04.54 %
P7+	03.20 %	00.75 %
P8+	21.15 %	24.21 %
P9-	10.25 %	16.66 %
P11-	00.64 %	00.75 %
P12-	01.92%	02.27%
P14-	01.28 %	03.00 %
P15-	03.84 %	00.75 %
P16+	00.64 %	00.75 %
P17-	00.64 %	00.75 %
P19-	01.28 %	00.75 %
P20+		00.75 %
P34-		06.06 %

From Table 78, data reveal that, in terms of participating pupils' number, we have almost the same figure between A and C. That is: we have 16 participating pupils in Phase A, and 15 in Phase C, which allows a global interpretations that withdrawal of manipulated variables brought about the same result as with Phase A. This reinforces similarity of population, between A and C, revealed by statistical calculation ($p=0.0983496$). However, this satisfactory result need to be

refined to appreciate pupils individually. In this way, it becomes possible to follow pupils' evolution from one phase to another.

4.2.2 Pupils' Level of Participation in Phase A and Phase C

The pupils involved in Phase A and Phase C displayed different behaviours. 7 of them (**P8+**, **P9-**, **P11-**, **P12-**, **P14-**, **P16+**, **P17-**) have undergone an increase in participation, 9 of them a decrease (**P1+**, **P2-**, **P3+**, **P4+**, **P5+**, **P6+**, **P7+**, **P15-** and **P19-**.) In addition to this, we note 2 cases of pupils participating for the first time (**P20+** and **P34-**).

4.2.2.1 Pupils with Decreased Participation

Out of the 9 participating learners (**P1+**, **P2-**, **P3+**, **P4+**, **P5+**, **P6+**, **P7+**, **P15-** and **P19-**) who witnessed a decrease (see Diagrams below) in Phase C, 3 pupils **P3+**, **P4+**, **P5+**, moved from "some" participation in Phase A to "zero" participation in Phase C.

Diagram 34

Evolution of P1+'s Levels of Participation in Phase A and Phase C

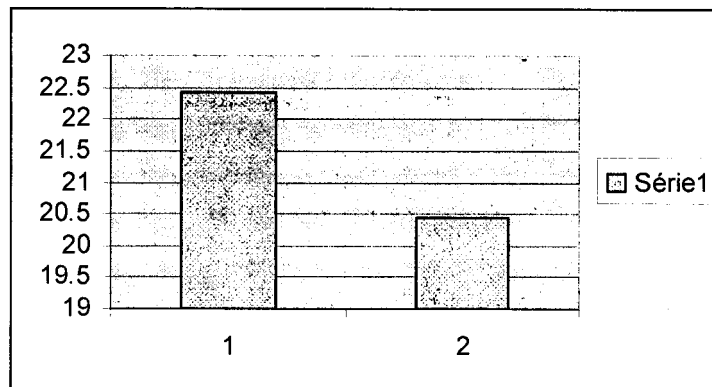


Diagram 35

Evolution of P2-'s Levels of Participation in Phase A and Phase C

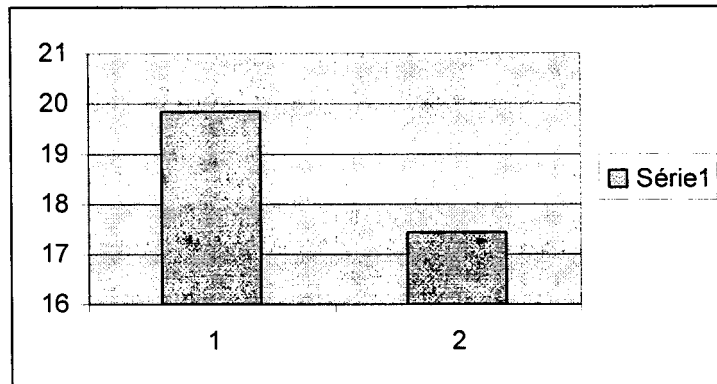


Diagram 36

Evolution of P3+'s Levels of Participation in Phase A and Phase C

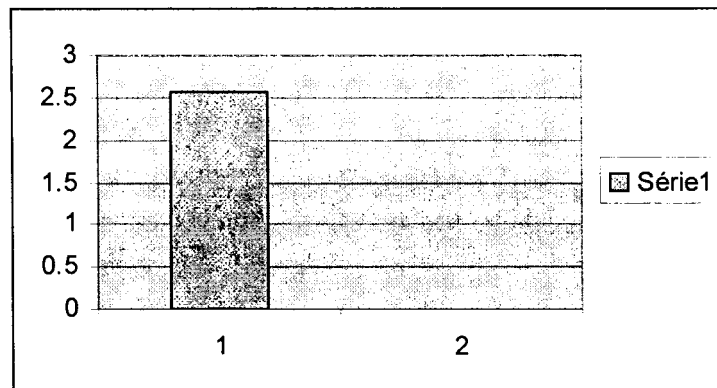


Diagram 37

Evolution of P4+'s Levels of Participation in Phase A and Phase C

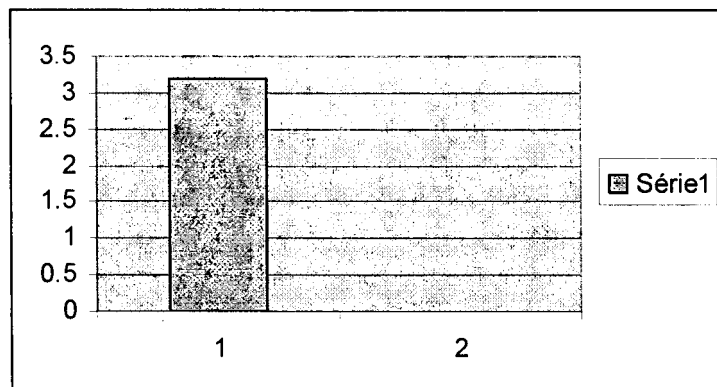


Diagram 38

Evolution of P5+'s Levels of Participation in Phase A and Phase C

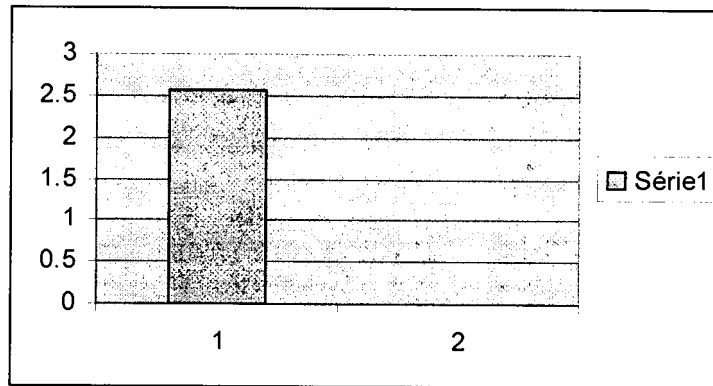


Diagram 39

Evolution of P6+'s Levels of Participation in Phase A and Phase C

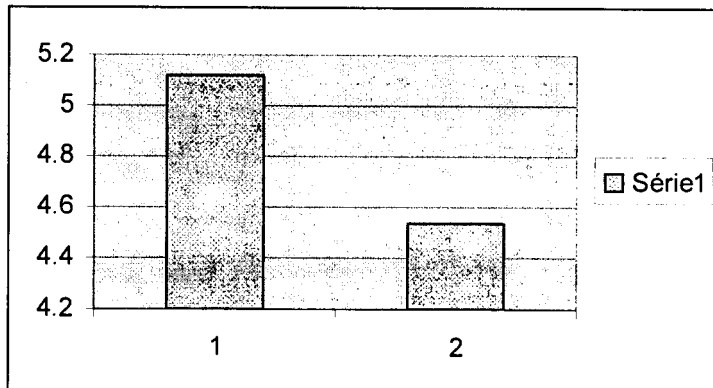


Diagram 40

Evolution of P7+'s Levels of Participation in Phase A and Phase C

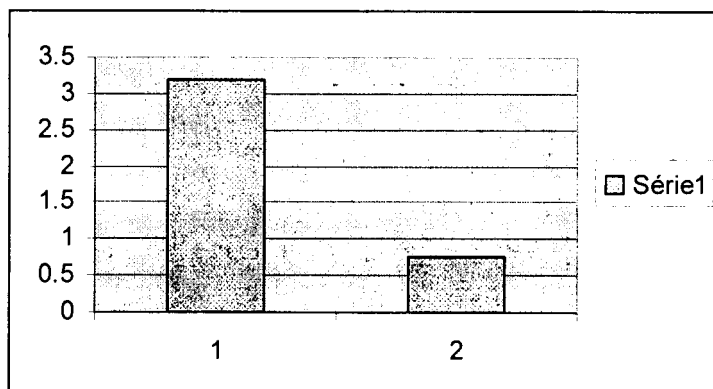


Diagram 41

Evolution of P15-'s Levels of Participation in Phase A and Phase C

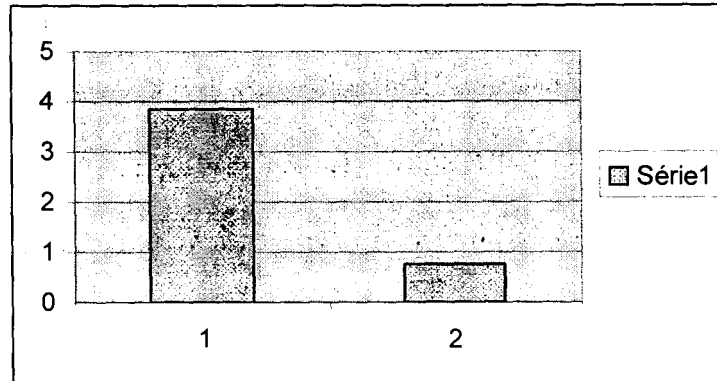
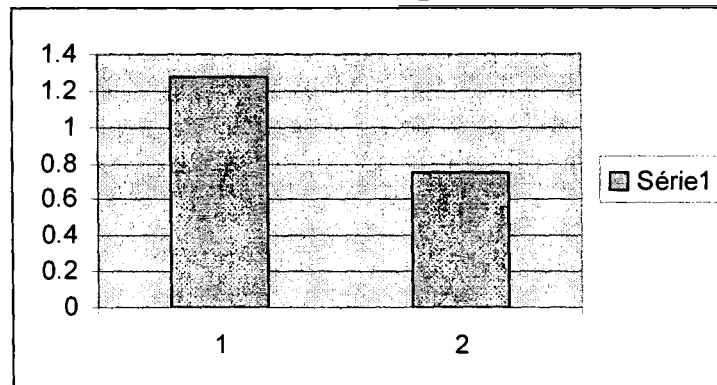


Diagram 42

Evolution of P19-'s Levels of Participation in Phase A and Phase C



Pupils' (P3+, P4+, P5+) absence of participation in Phase C is really puzzling. They neither bade for answering nor responded with or without nomination, as if they were totally absent from the lesson. We believe that the reasons behind such behaviours fall outside withdrawal of manipulated independent variables. Psychological and linguistic environments being relatively the same in Phases A and B, there should apparently be no logical links between withdrawal of manipulated variables and pupils' speechlessness. The causes may be of different sorts; they could be related to their physical and psychological states, which must have certainly been unfavourable for them when experimentation of Phase C took place. These snags in experimentation are social-science specific, for we are not "doing" science in perfect

experimental conditions, as in exact sciences, where same conditions always lead to same results, and where variables can be manipulated at will without subjective intrusion.

Regarding **P1+**, **P2-**, **P6+**, **P7+**, **P15-** and **P19-**, they may nevertheless be said, not only to have remained active participants in class in both Phases, but survived to introduction or withdrawal of manipulated variables into teacher talk and affective attitudes, which do not seem to have particularly had any impact on them. Nonetheless, it would be interesting to try to find whether their decrease in participation stems from themselves or from the teacher. Probably, qualitative comparison of their levels of participation in Phases A and C could reveal bring answers to this.

Table 79: Nature of Participation of P1+, P2-, P3+, P4+, P5+, P6+, P7+, and P15- from Phase A to Phase C

Pupil's Anonymity Code	Floor—taking after Nomination	Floor-taking without Nomination	Bid for Answering
P1+	Phase A: 13 Phase C: 10	Phase A: 08 Phase C: 08	Phase A: 14 Phase C: 09
P2-	Phase A: 10 Phase C: 08	Phase A: 05 Phase C: 12	Phase A: 16 Phase C: 03
P3+-	Phase A: 01 Phase C: 00	Phase A: 03 Phase C: 00	
P4+-	Phase A: 01 Phase C: 00	Phase A: 03 Phase C: 00	
P5+-	Phase A: 01 Phase C: 00	Phase A: 03 Phase C: 00	
P6+	Phase A: 02 Phase C: 02	Phase A: 02 Phase C: 04	Phase A: 03 Phase C: 00
P7+	Phase A: 02 Phase C: 01	Phase A: 02 Phase C: 00	Phase A: 01 Phase C: 00
P15-	Phase A: 03 Phase C: 00	Phase A: 02 Phase C: 01	Phase A: 01 Phase C: 00
Total	Phase A: 33 Phase C: 23	Phase A: 28 Phase C: 25	Phase A: 35 Phase C: 12
Rates %	Phase A: 34.39 Phase C: 38.34	Phase A: 29.16 Phase C: 41.66	Phase A: 36.45 Phase C: 20.00

Table 79 compares Phases A and C where figures suggest that, in terms of attitudes (nominations), the teacher performed relatively the same amounts in both phases A and C, which relatively corroborates a relative success at the level of affective attitudes withdrawal. At the level of pupils' involvement in answering teacher's questions without nomination, we notice an increase of 14.28 % in Phase C by comparison to what they did in Phase A, which means that teacher's responsibility is removed. Regarding "bid for answering," we notice a decrease, in Phase C, almost equal to half (20.00%) of what they did in Phase A (36.45%). This element of information could relatively explain the real cause why levels of participation of participating pupils in Phase A fell down in Phase C.

4.2.2.2 Pupils with Increased Participation

The 07 participating learners of Phase A who witnessed increase (see Diagrams below) in Phase C may be said to have not only preserved their status as participating pupils, but also as having participated more than what they did in Phase C.

Diagram 43

Evolution of P8+'s Levels of Participation in Phase A and Phase C

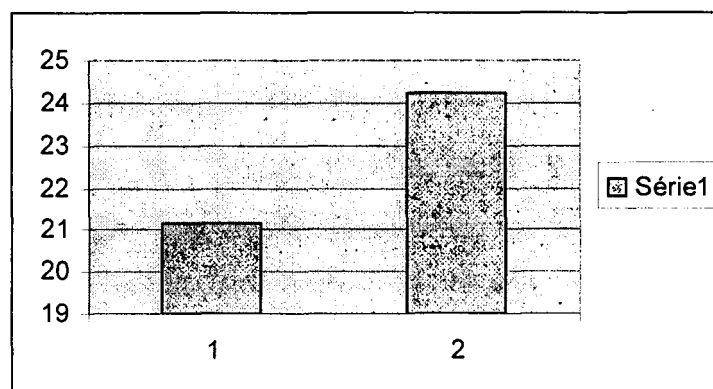


Diagram 44

Evolution of P9-'s Levels of Participation in Phase A and Phase C

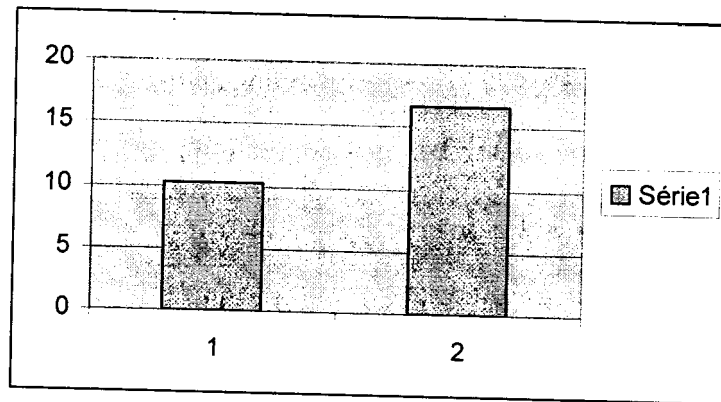


Diagram 45

Evolution of P11-'s Levels of Participation in Phase A and Phase C

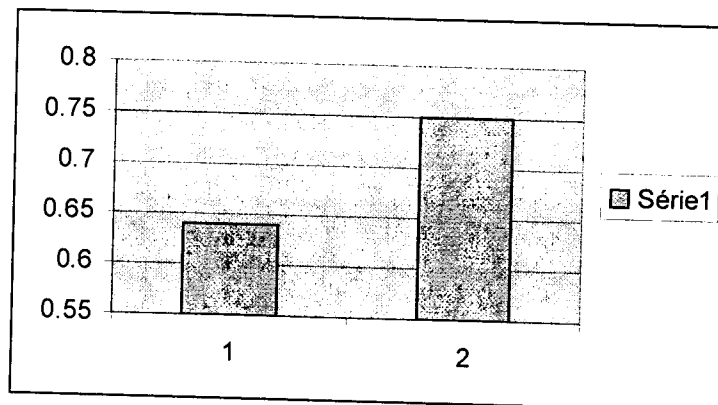


Diagram 46

Evolution of P12-'s Levels of Participation in Phase A and Phase C

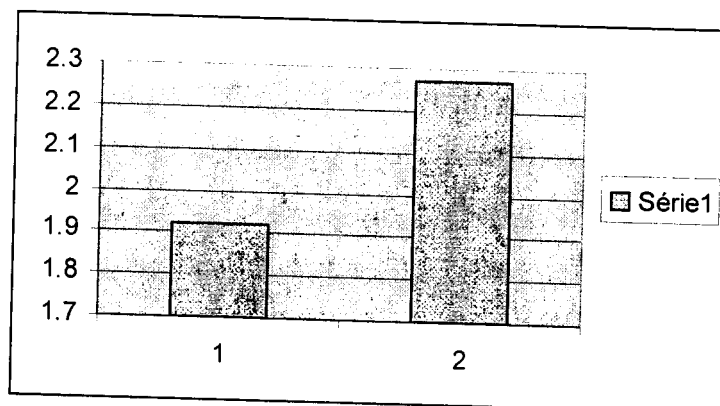


Diagram 47

Evolution of P14-'s Levels of Participation in Phase A and Phase C

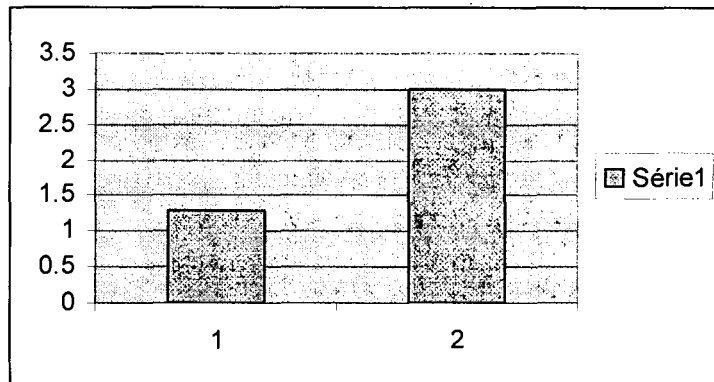


Diagram 48

Evolution of P16+'s Levels of Participation in Phase A and Phase C

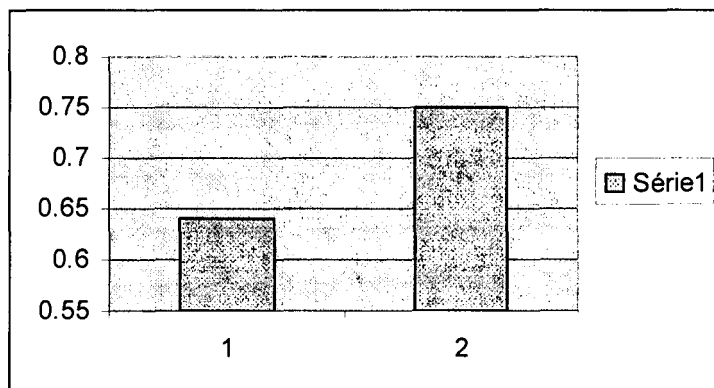
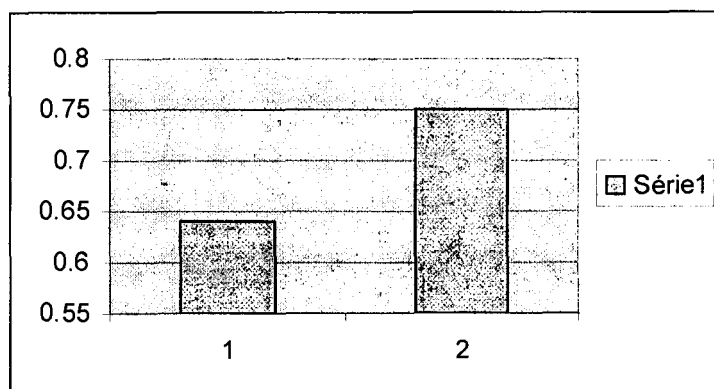


Diagram 49

Evolution of P17-'s Levels of Participation in Phase A and Phase C



The reasons behind such increase could come from qualitative comparison of their levels of participation in Phases A and C. Table 80 compares Phase A and Phase C.

Table 80: Nature of Increased Participation from Phase A to Phase C

Pupil's Anonymity Code	Floor —taking after Nomination	Floor-taking without Nomination	Bid for Answering
P8+	Phase A: 19 Phase C: 24	Phase A: 09 Phase C: 01	Phase A: 05 Phase C: 07
P9-	Phase A: 08 Phase C: 15	Phase A: 02 Phase C: 05	Phase A: 06 Phase C: 02
P11 -		Phase A: 00 Phase C: 01	Phase A: 01 Phase C: 00
P12 -	Phase A: 01 Phase C: 03	Phase A: 01 Phase C: 00	Phase A: 01 Phase C: 00
P14-	Phase A: 00 Phase C: 04	Phase A: 02 Phase C: 00	
P16+		Phase A: 00 Phase C: 01	Phase A: 01 Phase C: 00
P17-		Phase A: 01 Phase C: 01	
Aggregate	Phase A: 28 Phase C: 46	Phase A: 15 Phase C: 09	Phase A: 03 Phase C: 09
Rates	Phase A: 60.86 Phase C: 71.88	Phase A: 32.60 Phase C: 14.06	Phase A: 06.54 Phase C: 14.06

The insights we can draw from above table is that pupils have increased their participation on the whole because the teacher has partially offered them opportunity to do it, by directing more attention on them (60.86 % of Nomination in A and 71.87 % in C.) In terms of floor-taking without nomination, the 43.12 % of reduction in terms of amount in Phase C compared to what they did in Phase A can be said to be "overwhelmingly" compensated by the increase of "Bid for answering" observed in Phase C (14.06 %) by comparison to that of Phase A (00.65%). Therefore, teacher's more involvement with pupils observed in "Floor-taking after Nomination" is largely outweighed by more involvement from pupils in terms of "Bid for answering."

This may prove that, unconsciously, the teacher *comes back*, as in Phase A, to work with the same high participation achievers in "normal" teaching situations: when no manipulated independent variables are introduced in teacher talk and affective attitudes. This corroborates what significance of variance ($p: 0.983476$) has suggested, that is, pupils' behaviours in Phases A and C are not statistically significantly different, another evidence about "causality" between withdrawal of manipulated independent variables and pupils' behaviours in Phase C.

4.2.2.3 First Time Participating Pupils

As reported earlier, 2 pupils (**P20+**, **P34-**) participated for the first time in Phase C. That is, they displayed no participation in Phase A (see Diagrams 50 and 51).

Diagram 50

Evolution of P20+'s Levels of Participation in Phase A and Phase C

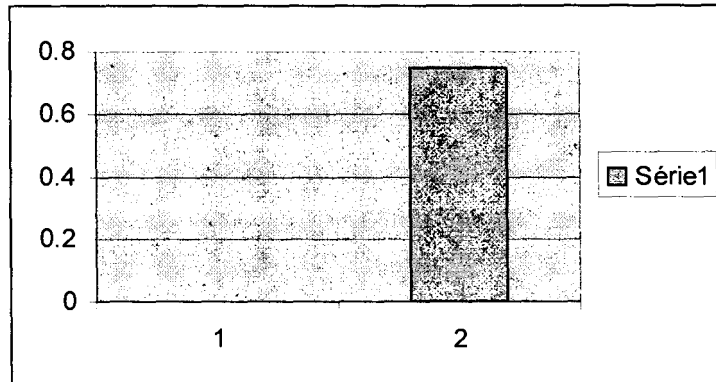
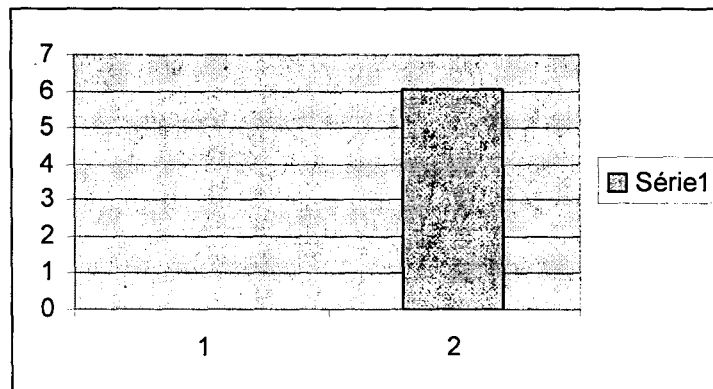


Diagram 51

Evolution of P34-'s Levels of Participation in Phase A and Phase C



The reasons behind such first "unexpected" increase, their participation may be explained from the qualitative point of view, in Phases C.

Table 81: Nature Participation of First Participating Pupils in Phase C

Pupil's Anonymity Code	Floor—taking after Nomination	Floor-taking without Nomination	Bid for Answering
P20+		Phase A: 00 Phase C: 01	
P35-	Phase A: 00 Phase C: 07	Phase A: 00 Phase C: 01	
Total	Phase A: 00 Phase C: 07	Phase A: 00 Phase C: 01	
Rate: %	Phase C: 100	Phase C: 100	

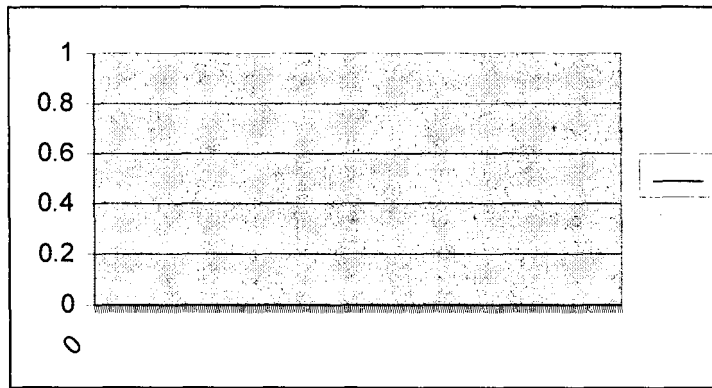
Pupil **P20+** participated because he took initiative to do it without "bid for answering" and teacher's nomination. Pupil **P35-** profited from teacher's solicitations because she did not bid at all to answer. On just one occasion, she decided to answer without bidding and teacher's nomination. Here, the teacher "abnormally" decided to allot **P35-** more opportunities for participation than other pupils. We have no comment to make on such teacher's behaviour because we lack logical evidence to explain it. However, it is more interesting to notice that the two pupils "dared" answer without nomination. Their change in attitudes, by comparison to how they behaved in Phase A, could be deemed to be related to "side-effects" of changes in teacher talk and attitudes displayed in Phase B. In other words, it is unrealistic to expect from the teacher a "perfect" recovery of initial habits at levels of talk and affective attitudes in Phase C. The really few cases (2 pupils) of "a-typical" behaviours like these, noticed in Phase C, could not threaten global pupils' behaviours by comparison to Phase A. Moreover, homogeneity of global pupils' behaviours in Phases A and C has been statistically verified to exist.

4.2.2.4 Non Participating Pupils

The 19 pupils who did not participate in Phase A did not participate in Phase C (see Diagram 52).

Diagram 52

Evolution of P10+, P13+, P18- P21-, P23- P24-, P25-, P27-, P29+, P30- P31-, P32-, and P37+'s Levels of Participation in Phase A and Phase C



It is highly likely that withdrawal of manipulated independent variables from teacher talk and attitudes is behind this situation: 13 pupils (P10+, P13+, P18- P21-, P23- P24-, P25-, P27-, P29+, P30-,P31-, P32-, and P37+) out of 19 pupils, who did not participate in Phase C, did it in Phase B. Therefore, we have relatively the same group of non participants in Phases A and C.

5 Pupils' Participation in Phase A and in Phase D 5.

1 Pupils' Participation in Phase D

Participation frequencies and percentages of Phase D are displayed in Table 82.

Table 82: Pupils' Participation in Phase D

Pupil's Anonymity Code	Frequency of Participation	Rates of Participation %
P1+	16 Nomination (+): 10 Nomination (-): 01 Bidding: 05	09.41
P2-	12 Nomination (+): 08 Nomination (-): 00 Bidding: 04	07.05
P3+	03 Nomination (+): 00 Nomination (-): 03 Bidding: 00	01.76
P4+	03 Nomination (+): 00 Nomination (-): 03 Bidding: 00	01.76
P5+	03 Nomination (+): 00 Nomination (-): 03 Bidding: 03	01.76
P6+	01 Nomination (+): 01 Nomination (-): 00 Bidding: 00	00.58
P7+	03 Nomination (+): 03 Nomination (-): 00 Bidding: 00	01.76

P8+	21 Nomination (+): 15 Nomination (-): 01 Bidding: 05	12.35
P9-	10 Nomination (+): 05 Nomination (-): 03 Bidding: 02	05.88
P10+	02 Nomination (+): 02 Nomination (-): 00 Bidding: 00	01.17
P11-	03 Nomination (+): 00 Nomination (-): 03 Bidding: 00	01.76
P12+	09 Nomination (+): 08 Nomination (-): 00 Bidding: 01	05.29
P13+	01 Nomination (+): 01 Nomination (-): 00 Bidding: 00	00.58
P 1 -	20 Nomination (+): 17 Nomination (-): 02 Bidding: 01	11.76
P 1 -	01 Nomination (+): 01 Nomination (-): 00 Bidding: 00	00.58

P16+	05 Nomination (+): 05 Nomination (-): 00 Bidding: 00	02.94
P 1 7 -	01 Nomination (+): 01 Nomination (-): 00 Bidding: 00	00.58
P 1 8 -	03 Nomination (+): 02 Nomination (-): 00 Bidding: 01	01.76
P19 - .	06 Nomination (+): 05 Nomination (-): 00 Bidding: 01	03.52
P20+	03 Nomination (+): 03 Nomination (-): 00 Bidding: 00	01.76
P21-	03 Nomination (+): 00 Nomination (-): 03 Bidding: 00	01.76
P 2 3 -	03 Nomination (+): 00 Nomination (-): 03 Bidding: 00	01.76
P 2 4 -	05 Nomination (+): 03 Nomination (-): 02 Bidding: 00	02.94

P25-	01 Nomination (+): 01 Nomination (-): 00 Bidding: 00	00.58
P26+	02 Nomination (+): 02 Nomination (-): 00 Bidding: 00	01.17
P27-	03 Nomination (+): 00 Nomination (-): 03 Bidding: 00	01.76
P29 - .	03 Nomination (+): 00 Nomination (-): 03 Bidding: 00	01.76
P 3 -	02 Nomination (+): 01 Nomination (-): 00 Bidding: 01	01.17
P 3 -	04 Nomination (+): 04 Nomination (-): 00 Bidding: 00	02.35
P32-	02 Nomination (+): 01 Nomination (-): 00 Bidding: 01	01.17
P34-	08 Nomination (+): 04 Nomination (-): 03 Bidding: 01	04.70

P35-	03 Nomination (+): 00 Nomination (-): 03 Bidding: 00	01.76
P36+	02 Nomination (+): 02 Nomination (-): 00 Bidding: 00	01.17
P37+	01 Nomination (+): 01 Nomination (-): 00 Bidding: 00	00.58
P38+	02 Nomination (+): 02 Nomination (-): 00 Bidding: 00	01.17
Total	170	100

35 pupils (94.59 %) out of 37 participated, while 02 (05.40 %) remained silent. Among the 35 participating pupils in Phase D, 16 already participated in Phase A: **P1+** (09.41 %), **P8+** (12.35 %), **P2-** (07.05), **P9-** (05.88 %), **P6+** (00.58 %), **P15-** (00.58 %), **P4+** (01.76 %), **P7+** (01.76 %), **P3+** (01.76 %), **P5+** (01.76 %), **P12-** (05.29 %), **P14-** (11.76 %), **P19-** (03.52 %), **P11-** (01.76 %), **P16+** (02.94 %), and **P17-** (00.58 %). Participation of these pupils may be said not to constitute a surprise given that they already participated in Phase A when no manipulated variables were introduced in teacher talk. They could even be regarded as not concerned by experimentation at all. In this respect, they proved to be constant participants, be it with manipulation or without manipulations of variables.

5.2 Comparison of Phase A and Phase D

5.2.1 Statistical Analysis

The teacher has relatively managed to re-introduce the changes in her talk and attitudes, except again, as with Phase B, concerning the "shortening of utterances". This is displayed in Table 83.

Table 83: Phase A and D Monitoring Board

Research Phases	Questions with Wh-words	Questions in Interaction	Shortened Utterances	Soliciting Non participating Pupils	Be tolerant with Non Nominated Answers	Be friendly, good-humoured
Phase A	Low	Absent	High	Rare	Severe	Severe
Phase D	Increase	High increase	High	Very frequent	Very Tolerant	Friendly

We need to carry out now the comparison between A and D. To be scientifically acceptable, it has to globally be statistically validated in terms of significance of variance. That is, we have to find out whether the changes displayed by raw scores in Phase D are statistically significant. The significance of variance p has been found to equal 0.000000 (see Appendix VII) which proves that the probability for changes, observed in Phase D, to have taken place by chance equals zero. This statistical evidence permits the rejection of the null hypothesis. However, more refined descriptions and interpretations of data are useful and can be carried out individually or in groups, if justified. We need to focus more on pupils who decided to participate for the first time after re-introduction of the six manipulated variables. Before doing this, it is useful to peer into levels of participation of Phase A to see how they behaved in Phase D. Qualitative scores of levels of pupils' participation are displayed in the Table 84.

Table 84: Pupils' Levels of Participation in Phases A and D

Pupil's Anonymity Code	Phase A %	Phase D %
P1+	22.43	09.41
P2-	19.86	07.05
P3+	02.56	01.76
P4+	03.20	01.76
P5+	02.56	01.76
P6+	05.12	00.58
P7+	03.20	01.76
P8+	21.15	12.35
P 9	10.25	05.88
P 1		01.17
P 1	00.64	01.76
P 1	01.92	05.29
P13+		00.58
P 1	01.28	11.76
P 1	03.84	00.58
P16+	00.64	02.94
P 1	00.64	00.58
P 1		01.76
P 1	01.28	03.52
P20+		01.76
P21-		01.76
P 2		01.76
P 2		02.94
P 2		00.58
P26+		01.17
P27-		01.76
P29+		01.76

P30-	01.17
P31-	02.35
P32-	01.17
P33+	00.00
P34-	04.70
P35-	01.76
P36+	01.17
P37+	00.58
P38+	01.17

5.2.2 Pupils' Level of Participation from Phase A to Phase D

The 16 participating pupils of Phase A displayed different behaviours in terms of levels of participation in Phase D:

- 11 of them (**P1+,P2-, P3+, P4+, P5+, P6+, P7+, P8+, P9-, P15-, and P17-**) have undergone a decrease in levels of participation
- 5 of them an increase and (**Y11-, P12-, P14-, P16+, and P19-.**) 5.2.

2.1 Pupils with Decreased Participation

The following diagrams represent the 11 cases of decrease in levels of participation.

Diagram 53

Evolution of P1+'s Levels of Participation in Phase A and Phase D

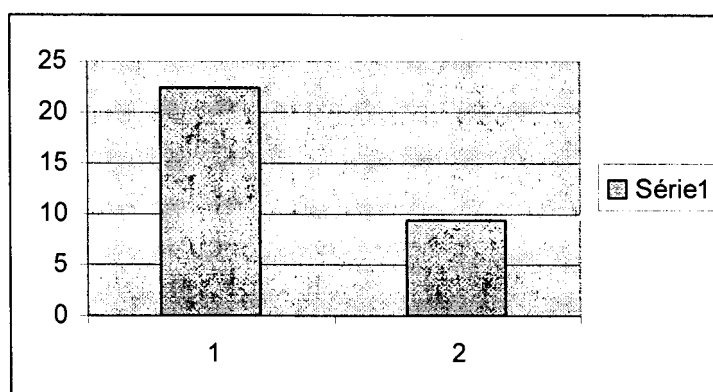
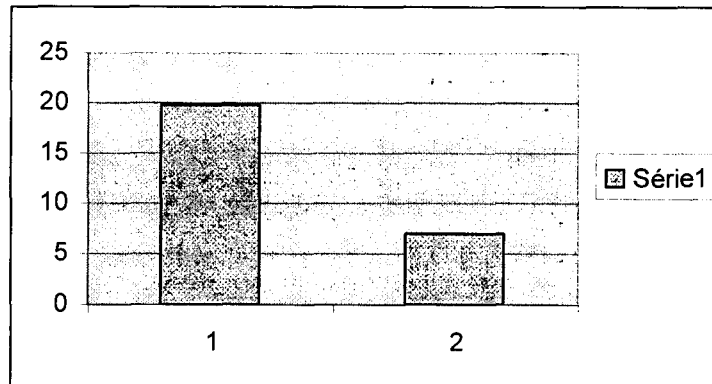


Diagram 54

Evolution of P2+'s Levels of Participation in Phase A and Phase D



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Evolution of P3+'s Levels of Participation in Phase A and Phase D

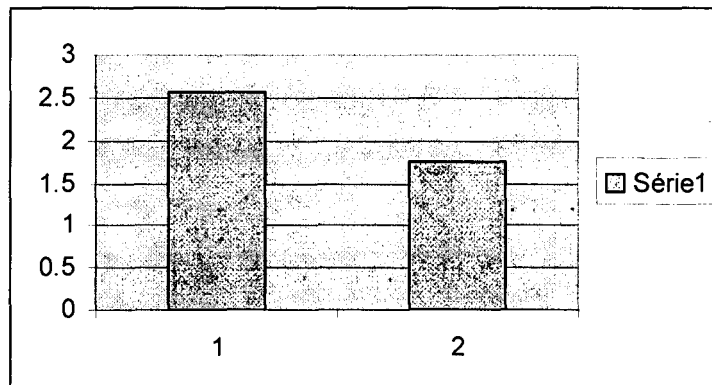


Diagram 56

Evolution of P4+'s Levels of Participation in Phase A and Phase D

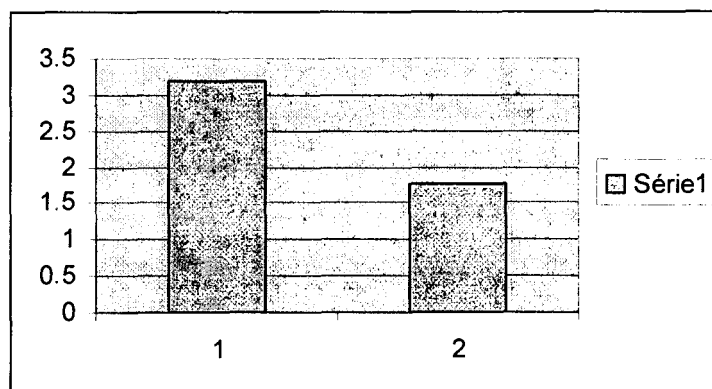


Diagram 57

Evolution of P5+'s Levels of Participation in Phase A and Phase D

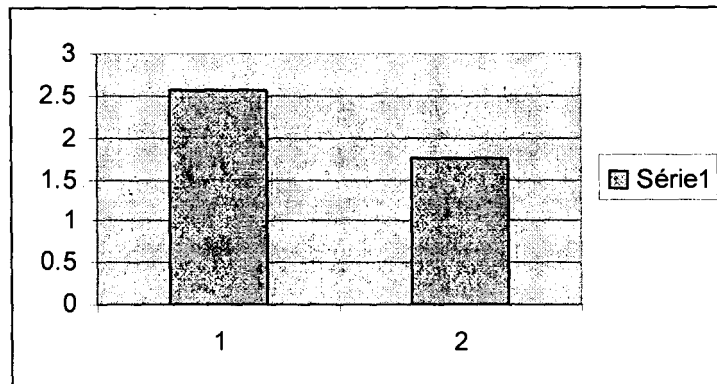


Diagram 58

Evolution of P6+'s Levels of Participation in Phase A and Phase D

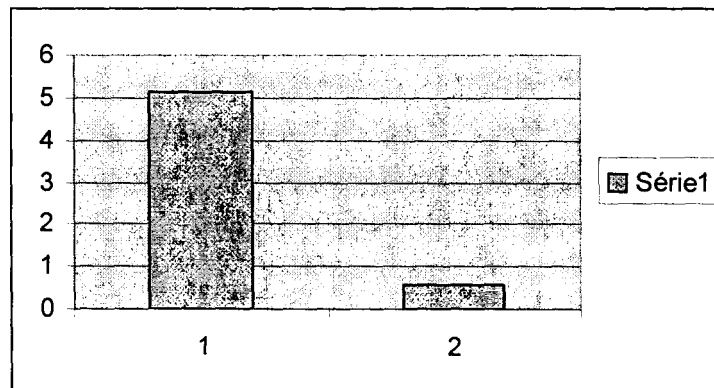


Diagram 59

Evolution of P7+'s Levels of Participation in Phase A and Phase D

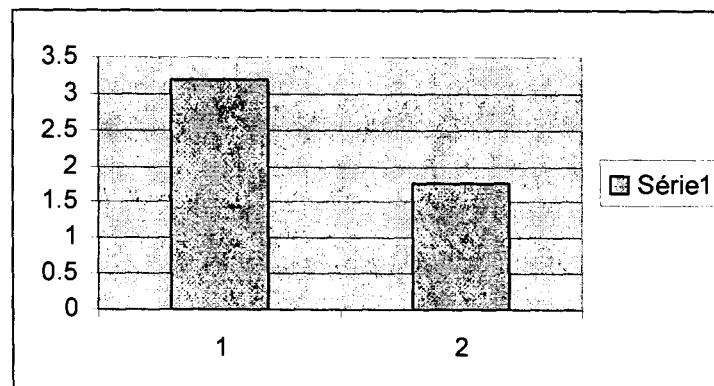


Diagram 60

Evolution of P8+'s Levels of Participation in Phase A and Phase D

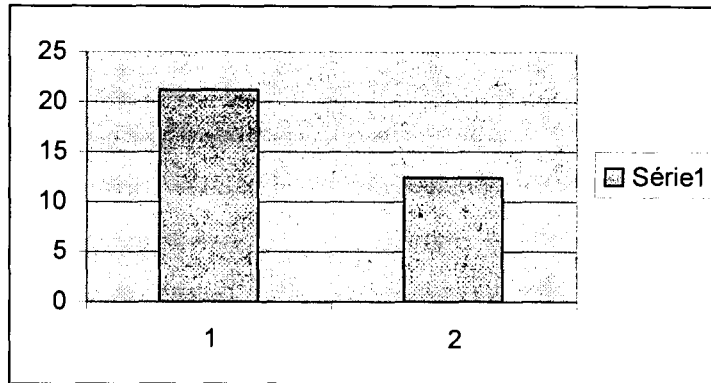


Diagram 61

Evolution of P9-'s Levels of Participation in Phase A and Phase D

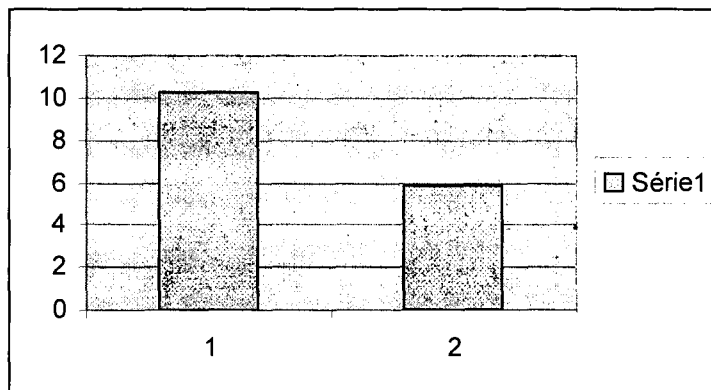


Diagram 62

Evolution of P15-'s Levels of Participation in Phase A and Phase D

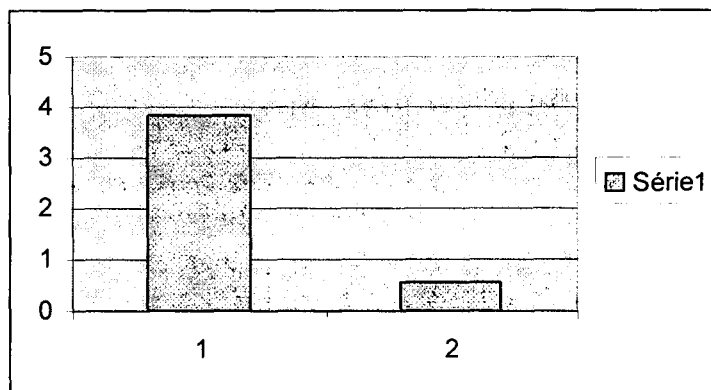
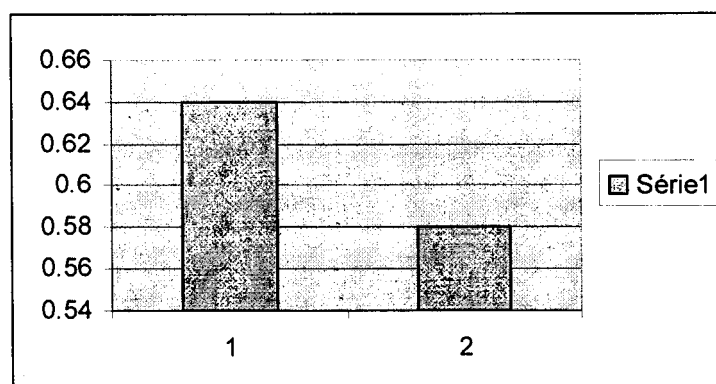


Diagram 63

Evolution of P17-'s Levels of Participation in Phase A and Phase D



Why such a decrease? To answer this question, we can rely on the same arguments developed in Phase B. Decrease could be due to the teacher's decision to approach more non participating pupils than those who usually do it. By so doing, she directs more attention on some pupils while "neglecting" others such as **P1+**, **P2-**, **P3+**, **P4+**, **P5+**, **P6+**, **P7+**, **P8+**, **P9-**, **P15-**, and **P17-**. However, "decrease" does not entail absence of participation. In this sense, this group of pupils can nevertheless be said to have performed an honourable amount of participation, remaining faithful to their previous performances in Phases A, B, and C. In fact, pupils like these are not pedagogically interesting in our experimentation, because introduction or withdrawal of manipulated independent variables do not seem to have negative direct impact on their desire to participate in course development.

5.2.2.2 Pupils with Increased Participation

Pupils (**P11-**, **P12-**, **P14-**, **P16+**, and **P19-**), amongst the usual participating ones, have increased their levels of participation. Has the teacher offered them opportunities to participate at the expense of the recommendations suggested ? Only a look at the quality of their respective participation could elucidate this. Qualitative pupils' participation is displayed in the table,

Table 85: Qualitative Participation of Pupils P11-, P12-, P14-, P16+, and P19-

Pupil's Anonymity Code	Floor —taking after Nomination	Floor-taking without Nomination	Bid for Answering
P 1 1 -		03	
P 1 2 -	08		01
P14-	17	02	01
P16+	05		
P19-	05	01	01
Total	35	06	03
Rates %	79.54	13.64	06.82%

As concerns "floor-taking after nomination," the table above shows predominance (79.54 %) of teacher's decision in the increase of the 5 pupils' levels of participation. Imbalance between "Nominations" and "Bid for answering" has to be singled out, because the amount of "nominations" (79.54 %) largely outweigh pupils' desire to participate (06.81%). Cases of **P12-** and **P14-** are more remarkable: the first got 8 "nominations" with just 1 "Bid for answering," while the second got 17 "nominations" with the same frequency of "Bid for answering." Predominance of teacher's decision with this particular group of participants could reveal teacher's difficulty to get rid of teaching habits, even after a sufficient period of training and a consciousness-raising preparation.

5.2.2.3 Pupils whose Participation is Exclusively dependent on

Introduction of Manipulated Variables

14 pupils (P10+, P13+, P18-, P21-, P23-, P24-, P25-, P27-, P29+, P30-, P31-, P32-, P35-, and P37+) participate only in Phases B and D when manipulated independent variables are introduced into teacher talk and affective attitudes. The evolutions of their respective behaviours are displayed in the following diagrams:

Diagram 64

Evolution of P10+'s Levels of Participation in Phases A, B, C and D

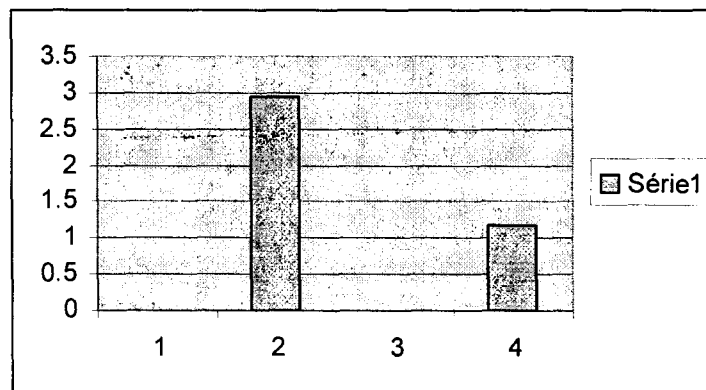


Diagram 65

Evolution of P13+'s Levels of Participation in Phases A, B, C and D

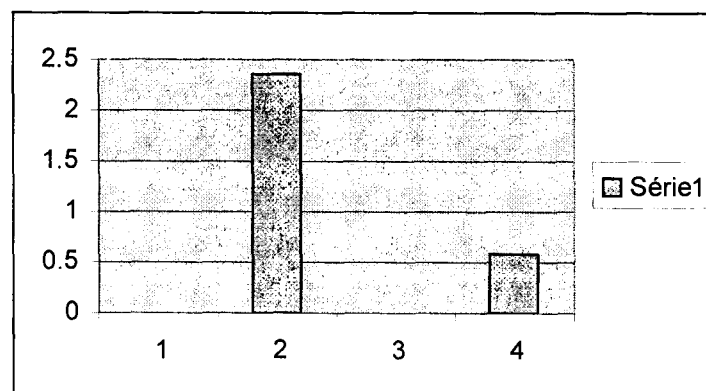


Diagram 66

Evolution of P18-'s Levels of Participation in Phases A, B, C and D

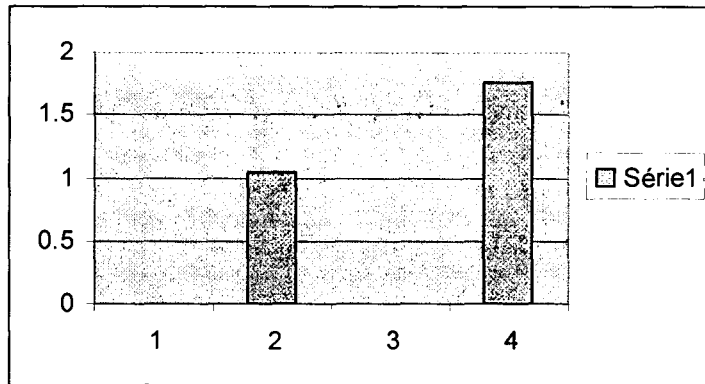


Diagram 67

Evolution of P21-'s Levels of Participation in Phases A, B, C and D

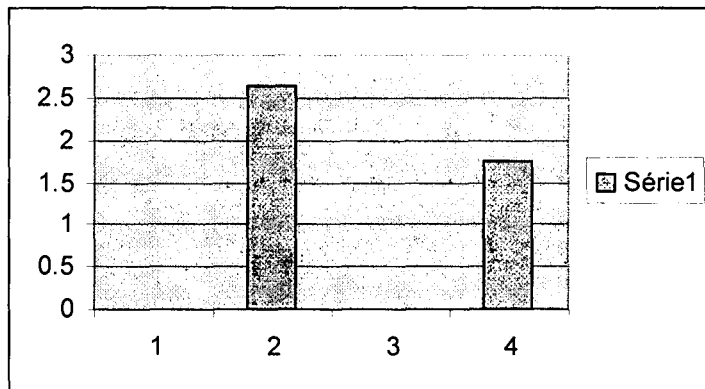


Diagram 68

Evolution of P23-'s Levels of Participation in Phases A, B, C and D

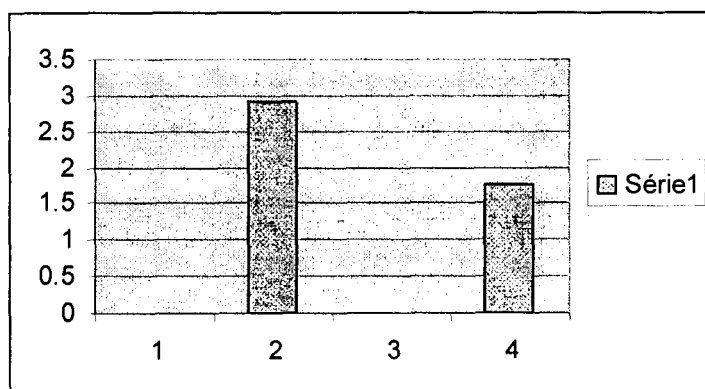


Diagram 69

Evolution of P24-'s Levels of Participation in Phases A, B, C and D

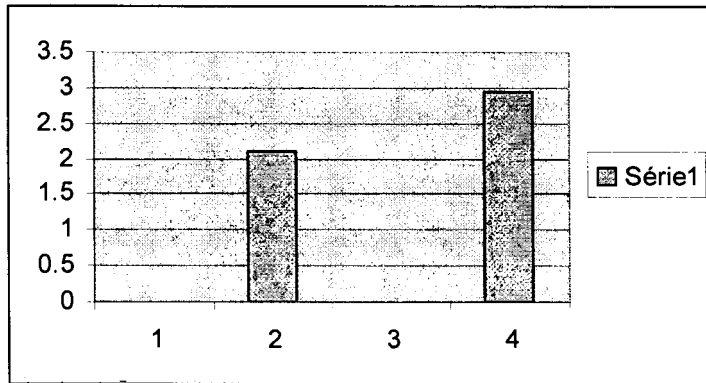


Diagram 70

Evolution of P25-'s Levels of Participation in Phases A, B, C and D

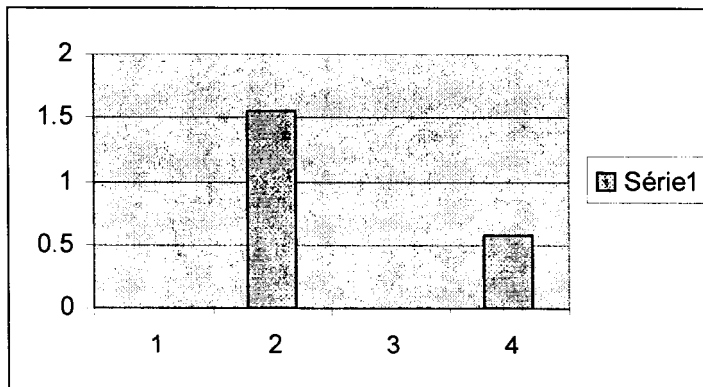


Diagram 71

Evolution of P27-'s Levels of Participation in Phases A, B, C and D

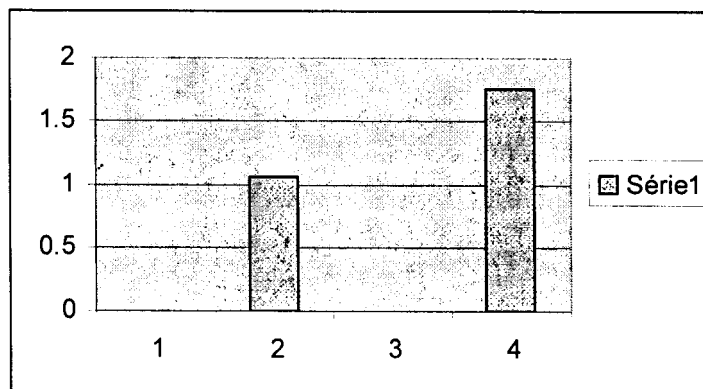


Diagram 72

Evolution of P29+'s Levels of Participation in Phases A, B, C and D

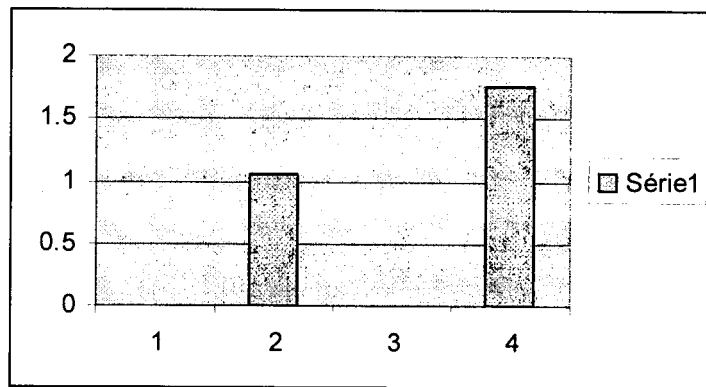


Diagram 73

Evolution of P30-'s Levels of Participation in Phases A, B, C and D

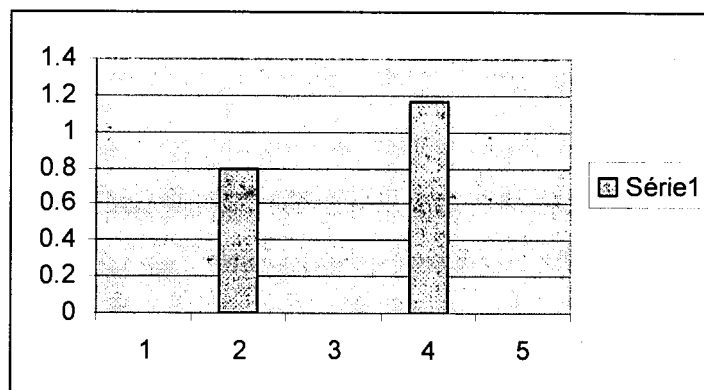


Diagram 74

Evolution of P31-'s Levels of Participation in Phases A, B, C and D

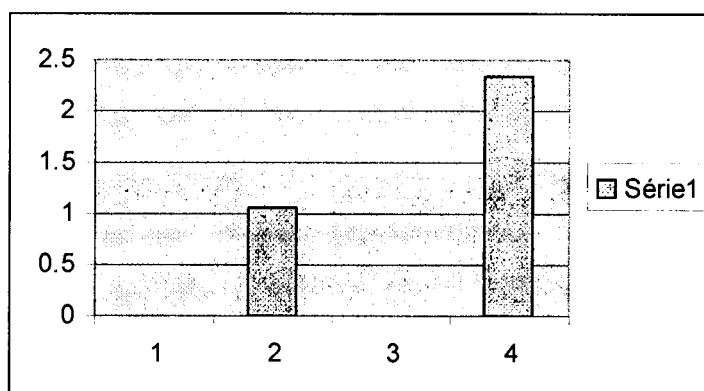


Diagram 75

Evolution of P32-'s Levels of Participation in Phases A, B, C and D

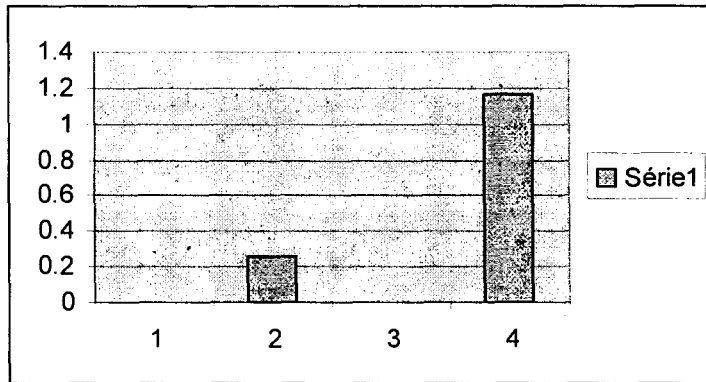


Diagram 76

Evolution of P35-'s Levels of Participation in Phases A, B, C and D

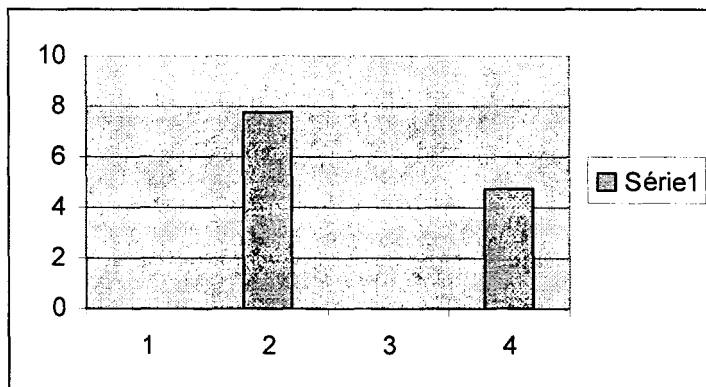
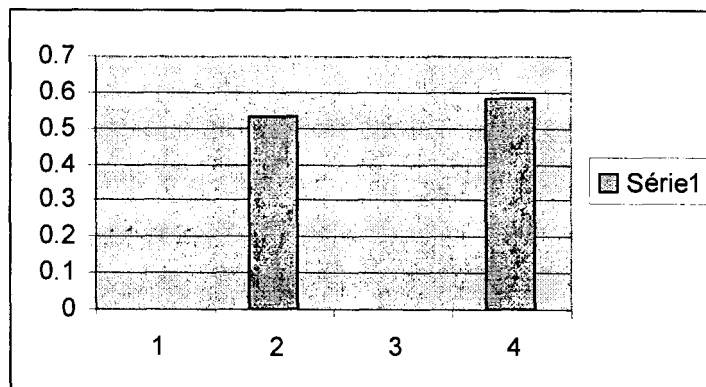


Diagram 77

Evolution of P37+'s Levels of Participation in Phases A, B, C and D



The above pupils represent the net gain of this research. It can be said that whenever the manipulated variables are introduced in teacher talk and affective- attitudes (Phases B and D), 14 more pupils participate (37.83 % in participation increase,) which is not a negligible result.

5.2.2.4 First Time Participating Pupils from Phase A to Phase D

3 pupil (P26+, P36+, and P38+) participated for the first time in Phase D. Each one's evolution is reported in the diagrams below, where number 1 corresponds to Phase A, 2 to Phase B, 3 to Phase C, and 4 to Phase D:

Diagram 78

Evolution of P26+'s Levels of Participation in Phases A, B, C and D

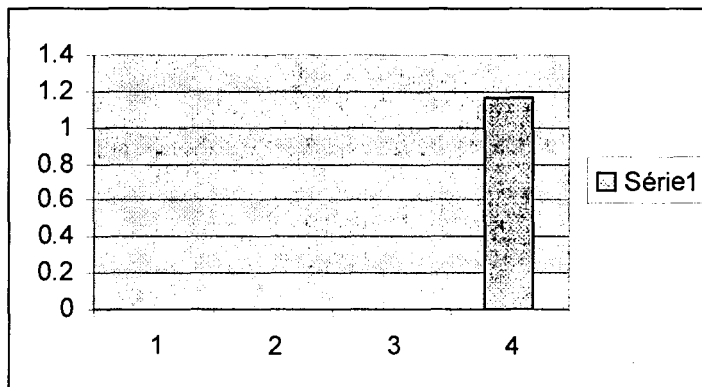


Diagram 79

Evolution of P36+'s Levels of Participation in Phases A, B, C and D

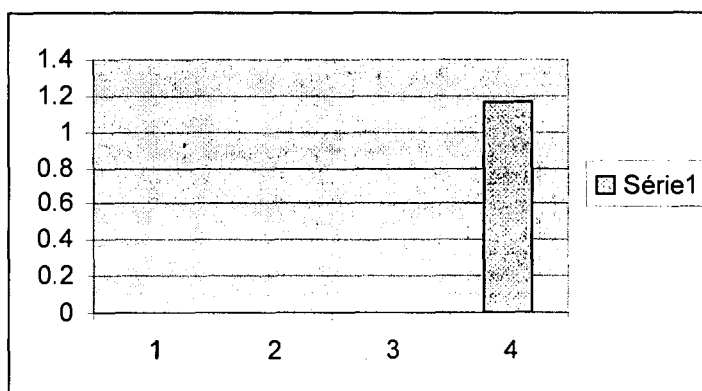
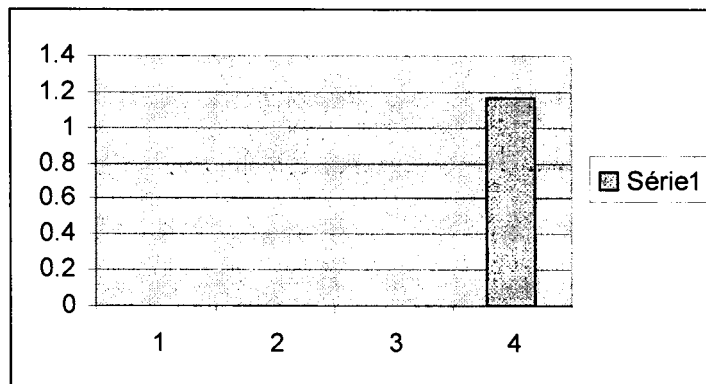


Diagram 80

Evolution of P38+'s Levels of Participation in Phases A, B, C and D



Why such a sudden envy to participate? Why did not they do it before? Is it because they are shy, respectful? The teacher may have played an important role in their decisions to participate. Their involvement can be seen to have been provoked by the teacher who nominated, each one of them twice, without "bids" for answering from them. They never took one floor without nomination. Had the teacher not nominated them, they would never have participated at all. Another evidence that changes, in teacher's attitudes towards pupils who never participate, have been rewarding. The positive aspect with these two pupils is in the very act of participating, even if they did it just twice, which is not, quantitatively, a "good" amount of participation.

5.2.2.5 Non Participating Pupils from Phase A to Phase D

Only two (P22+, P33+) remained silent throughout the four phases. How can we explain this? We might be tempted to assume that they are "a-typical" behaviours which could originate in reasons which definitely fall outside the teacher's domain because she underwent improvements meant to compensate weaknesses revealed by the diagnosis Phase A. The reasons rnnlrl he feiind in.

- 1- the pupils themselves by investigating, for instance, their learning styles. They may be field-dependent, field-independent, visual, tactile, or even non extrovert silent

learners or in their subjective attitudes: motivation, adoption or rejection of foreign languages, particularly English; anxiety, self-esteem, memory; -

2- the teaching method;

3- the content of the manual;

4- learners' psychological states: fearing cameras, loathing intruders in the classroom, etc:

The focus of this research being teacher's adjustment on some class talk aspects and affective attitudes, we therefore have no pretence to claim exhaustiveness.

6 Implications

This research, being a "case study, has no pretence to seek any form of generalisation of outcome obtained, in terms of adjustments introduced at the levels of teacher talk and attitudes. However, we utterly claim to generalise the implementation of the methodology of this research, on a national scale, because it has a "therapeutic" goal, which seeks to solve classroom teaching/learning problems, by sensitising teachers that their own classroom teaching/learning problems can be tackled. Results of this research are specific and individually appropriate to the teacher who was "object" and/or "subject" of the investigation. If the results of this research work may be specific to the case under study, and unlikely to be generalisable, it is the new prospects opened which are promising.

6.1 Implications on English Teaching in Algeria

The first fruitful implication of this research is that classroom-centred research on the teacher has proved to be an appropriate investment into empowering the Algerian teacher by providing her the means to achieve teaching/learning improvements, a conclusion already obtained by Crookes (1993). Being based on research, participation and action, Action Research (AR), has allowed the teacher, who participated in this research, to re-occupy the central role as

actor of her own change in empirical and reflective inquiry. Taking part as a full partner in this research developed teacher's sense of being useful instead of passively "consuming" methods and techniques imposed from outside. According to Burton (1997); Burton & Mician (1993); Champeau de Lopez (1989); and Nunan (1987,1990), AR could bring about a lot of positive changes on the mentality of Algerian teachers of English in terms of democracy, particularly because pupils are respected and their role in collectively bringing contribution to lesson achievement is singled out. Researchers could supervise English teachers by helping them to explore their own teaching. This way of doing AR does not seek to direct teachers as to how they should be teaching, but to work with them as they go through a process of discovery about teaching potentialities. Our research may be said to have been achieved along this principle, allowing thus consciousness-raising of national educationalists that local problems of teaching may be solved " *in situ.*"

Within the strand of AR, literature talks about Classroom Teacher Research also. It is defined as the enterprise where the teacher is both teacher and researcher. If this ambition remains the ultimate goal of educational endeavour, we should realistically remain conscious that the Algerian teacher of English is not yet ready to achieve such a mission, because of objective constraints preventing him/her to go into this direction: The most important one being inextricably bound up with the load of teaching hours per week, which do not permit teachers to fulfil this mission in the best possible conditions. In this respect, teachers deserve to be helped. Together with the Inspectors of English, we could suggest a middle orientation by working hand in hand with English teachers to cope with classroom teaching/learning problems.

The breakthrough of this strategy relates to teacher's involvement in bringing changes into his own teaching to create the most favourable learning conditions for pupils. By associating teachers in the "adventure", they gain and raise their own awareness about their strengths and weaknesses in effective instructional practice. According to Nunan (1988)

"Teachers might also have a colleague or an expert observe their classes. If the observee does not feel self-conscious, such collaborative research helps in the final stage when it is time to make the results public to the relevant people. In this case, observation sheets and record forms might be useful since they will enable the observer to follow the lesson easily, and in the same manner help the observee visualise the record in a systematic way."

Even Inspectors of English could draw benefits from AR, which would certainly widen their horizon on how teaching problems could be tackled with best efficiency. They could play the role of interface between English teachers and school administrators, by allowing more mobility between teachers to visit one another. In this way, school hierarchical power relationships established with teachers could not refrain their ardour to provoke changes into their personal ways of teaching and taking care of pupils' problems. Inspectors of English could alleviate teacher's fears to nakedly expose their teaching weaknesses when allowing other colleagues of the same school to come to observe them teaching. There is paucity in terms of Inspectors-Teachers-School staff collaborative relationships. Solutions to other classroom problems could be approached by means of an AR relying on the Kemmis and Mc Taggart cycle (1982,1988, 2000), as we did in this research. In conclusion, implications of our research touch and reshape teacher-pupils/teacher-Inspectors and Teacher-university relationships.

6.2 International Implication

Now, is there any possible link between our research results and what is being internationally achieved in the domain? To answer such a question, we need to recall that the identifications of teacher's imperfect aspects of teacher talk linguistically, discursively and affectively have been possible only with the help of reviews of Classroom-centred Research. Imperfections and adjustments of these variables have concerned the following aspects: Questioning Patterns, Questions in Interaction, Teacher's Turn-giving, Teacher's Attitude

towards Turn-taking, and Teacher's Tone with pupils in class. Undeniably, these topics are very intensively investigated by different scholars worldwide. However, commonness of topics stops at this level for the reasons already developed in Chapter 3. Implications of our research outcome with "international" research could not operate because perfect similarity at protocol levels of research and kinds of population and teachers under scrutiny, and languages investigated are not the same. The review of literature (Chapter 3) proves this. Diversity and heterogeneity amongst scholars doing research in SLA are legion. Diversity has touched also categories and dimensions of variables to be scrutinized. All these reasons have led us to forge our own research protocol.

6.2.1 Questioning Patterns

Chaudron' s (1988:130) synthetic report on the "Questioning Patterns," reveals the clamorous paucity of research on this particular aspect of teacher talk. No other scholar is mentioned except the author himself , when stating that, "On the other hand, Chaudron also illustrates ways in which teacher's attempts to simplify the question in order to obtain a response risk obscuring the point of the instruction."

Our research outcome, in terms of "Questioning Patterns" may be said to be in accordance with what Chaudron claimed in the quotation. The Diagnostic stage (Phase A) has revealed that teacher's truncated questions from "question-words" are not always answered by pupils. Deletion of "question-words" from questions was deemed to complicate or threaten teacher talk comprehensibility. Recommendation made to the teacher as to try to ask full questions, i.e., with question-words has proved to have had positive incidence of pupils' levels of participation in Phases B and D.

6.2.2 Questions in Interaction

According to Chaudron (*ibid*,130),

"The general picture of classroom interaction that results from teacher's questions is that the questions alone may not promote a great amount of learner TL production (...) unless the teacher is aware of the pitfalls of too closed, too fast, or too vague questions, or worse, too many repetitions of the same non understood question. Although modifications of questions to improve comprehensibility may be an eventual aid to the learner, the teacher probably cannot rely on multiple questions to solve a problem of non comprehension. (...) it is likely that the special kinds of questions that negotiate comprehension and sharing of information will be needed and potentially useful to the learner."

Our research outcome, in terms of "Questions in Interaction," may be said to be relatively fine-tuned with what Chaudron claimed in the above quotation. The Diagnostic stage (Phase A) has shown a very low frequency from the teacher to ask "questions in interaction" such as "comprehension" checks, and "clarification" checks mostly to make sure that pupils have really understood what is being taught. This led us to recommend and urge the teacher to adjust her talk by integrating these question to promote pupils' participation. This is what really has happened, as Phases B and D proved it.

6.2.3 Modification of Length of Utterance

According to Chaudron (*ibid*, 73),

"There are conflicting findings on length of utterance. Some studies show that classroom speech to nonnatives is segmented into shorter utterances, and some studies find equal lengths of utterances addressed to native-speaking and nonnative-speaking listeners. The

differences across studies may be attributable to analytical methods, which differ in the unit of analysis (e.g., utterance, sentence, or T-unit), in the segmentation of the speech itself.(...)
"Nonetheless, the absolute values across studies are of similar magnitudes, and the comparisons within each study suggest a trend toward shorter utterances directed to less proficient listeners."

What is exactly meant by "shorter" utterances? We have recommended the teacher to lengthen instead of to shorten utterances because we have noticed, in the Diagnostic stage (Phase A), that a great number of these utterances are truncated of important segments of utterance in information structuring. Consequently, our "lengthening"-utterance recommendation is not necessarily in contradiction with "shortening"-utterance observed by Chaudron in his synthetic report. We state this on the fact that "short" utterances are not automatically "incomplete" ones in terms of information structuring. However, because of the teacher's impossibility to provoke a change at the level of her utterances, in terms of "utterance shortening" (see Table 41), it is not possible to draw any implications on what is being currently done in the field of research focussed on teacher's modifications of length of utterances.

6.2.4 Teacher's Turn-giving

In the conclusion of the part devoted to "Differential allocation of teacher speech to learners", Chaudron (*ibid,121*) states,

"(...) the implication is that lack of attention or negative functional treatment will at least not promote, and may inhibit students' progress. There is clear evidence that in mixed classrooms, second language learners risk being less involved in exchanges with the teacher, and possibly less involved in instructionally relevant interactions. Ellis (1984b) proposed, differentials in teacher-student exchanges that neglect L2 learners need rectification."

It should be mentioned that the above conclusion concerns studies with different contexts, teachers, learners, languages, and minority ethnic classes. For instance, Laosa (1979, cited by Chaudron, *ibid*, 119) worked on ethnically heterogeneous classes speaking Spanish and English; Schinke-Llano (1983, *ibid*, 120) studied English-medium classrooms with monolingual English students, and non-native speakers either fluent in English or of limited English Proficiency. Heterogeneity in research protocols, languages and audiences weakens the scientific validity of common conclusions, if they should ever be drawn..

We however believe that Ellis's proposal, reported in above quotation, sounds like a rallying plea, suggesting that whatever the researches' disparities in terms of goals, means and population under observation, teachers neglecting pupils in class should rectify their behaviours to satisfy ethical requirements as to pupils' chances to learn and benefit from teachers' equal allocation-turns. Diagnostic stage of Phase A has revealed teacher's preponderance to relatively exclusively work with four pupils (**P1+**, **P8+**, **P2-**, and **P9-**) as displayed in Table 69.

Our recommendation to the teacher, to try to achieve a relative ethical equality in terms of allocation of turns in Phase B, has proved to have positively influenced pupils' participation in class. Therefore, this outcome seems to strongly back Ellis's plea to teachers to rectify differentials in allocations of speech for the benefit of pupils who are neglected in class.

6.2.5 Teacher's Attitude towards Pupils' Turn-taking and Imposed Classroom Socio-emotional Atmosphere

Uneven teacher's intolerance to treat non nominated pupils' answers may be pedagogically counter productive. Pupils may differently appreciate such unsystematic teacher's attitudes to create misunderstanding propitious to favour pupils' frustration and inhibition to participate in class. Negative teacher's attitudes towards pupils' turn-taking is the core of what is known as the "humanistic" approach to teacher-pupils relationships. Lying in the heart of such a

concept, "democracy" should conduct every teacher's behaviour with pupils. While importance of discipline in class is not negotiable, by principle, it should however not be an end in itself, smothering pupils' attempts to participate. The idea is that we advocate positive "indiscipline." Therefore, our call for more "humanism," from the teacher when interacting with pupils, is to be inscribed into the framework of the current international tendency which encourages teachers to radically change their perception about their didactic relationships with pupils: to be at the pupils' disposal. Wealth of studies in Educational Sciences urge teachers to take this direction. In classroom centred research, we could cite Krashen's (1982) insistence on teachers to create what he calls an affectively supportive climate in which comprehensible TL input should be provided.

Conclusion

At this stage of our research development, the results obtained have a correlational value only. The purpose is to prove "causation" between changes introduced and increase in participation in class. We then needed to confirm, after having statistically rejected the null hypothesis, that withdrawal of changes in teacher talk and attitudes would yield similar levels of pupils' participation observed in Phase A. This was proved. Another final experimentation (Phase D) is indispensable to prove that re-introduction of changes in teacher's talk and affective attitudes displays relative similarity with levels of participation observed in Phase B. This was also undertaken after having statistically rejected the null hypothesis. We can therefore risk saying that classroom centred research has proven to be the adequate tool to appropriately cope with classroom teaching problems, such as pupils' low levels of participation, by introducing adapted adjustments on teacher talk and affective attitudes. The ultimate purpose of this research can then confidently be said to have been fulfilled.

Conclusion

As was stated in the Introduction, teacher-learners' relationships have nourished the controversy about who should be the dominating pole in the classroom. We have advocated the idea that focus of attention should be cast on learners, by assigning new roles to teachers, as for example, to care about their talk with learners, in terms of comprehensibility to foster oral participation in class. Pupils' oral low participation is the reason why decision was taken to scrutinise into Algeria's classroom reality. Many experienced teachers acutely raised the problem.

Our intention was to see how we could possibly contribute to improve our understanding of Algeria's language classroom reality to come up with solutions to this problem. We started from the equation that comprehensible teacher talk, linguistically, discursively and affectively is a *sine qua non* condition for high pupils' oral classroom participation. From this, we set up six hypotheses: low or absence of participation may result from the linguistic dimension of teacher talk; low or absence of participation may result from the discursive dimension of teacher talk; low or absence of participation may result both from the linguistic and discursive dimensions of teacher talk; low or absence of participation may result from teacher's affective attitudes; low or absence of participation may partially result from linguistic, discursive and affective levels of teacher talk; and low or absence of participation may not result from linguistic, discursive and affective levels of teacher talk.

Before answering these hypotheses, we needed to diagnose teacher talk. To do this, we surveyed the literature related to the aspects which may influence learners' comprehension in class. We decided to approach teacher from the linguistic, discursive and affective aspects, not in an *ad-hoc* way, but according to whether they can realistically be related to Algeria's FL teaching specificity and serve the purposes of our research.

We then moved to cope with problems related to transcription of corpus as well as to the solutions adapted to them. We also raised problems pertaining to observational tools, about which literature on classroom-centred issues did not reveal substantial information. We chose the Discourse Analysis method, and more particularly the Sinclair & Coulthard system to structurally ensure the simultaneous observation of teacher talk/attitudes and learners' reactions to them. As descriptions are carried out along the linguistic, discursive and affective criteria, other taxonomies adapted to these dimensions were chosen to finally mingle with the Sinclair & Coulthard to make up the descriptive tool adapted to the purposes of our research. As our work is a case study, technical constraints related to this kind of research have been surveyed. We discussed how to satisfy conditions imposed by validity and reliability.

As this research has a therapeutic objective, it is conducted along the Kemmis & Mc Taggart cycle. This cycle, qualified as "clinical", involves ABAB phases where each phase involves a corpus of a transcribed videotaped lesson, which undergoes a description and analyses. The missions of each phase are as follows:

- Phase A: Diagnosis of potential malfunctions in teacher talk and attitudes which generates recommendations in the form of hypotheses based on the identified malfunctions. We analysed transcript 1 (lesson 1) 31 times, a number corresponding to the pre-selected variables obtained after reviewing related literature. Six variables, corresponding to malfunctions, have been isolated: three are related to the linguistic/discursive dimensions, and the three others concern affective attitudes. Therefore, six recommendations were suggested to the teacher.

- Phase B: First experimentation with the suggested recommendations obtained in Phase A. Level of learners' oral participation has been observed to have increased. However, such an increase has to be verified another time, in Phase D in order to consolidate the reliability of recommendations.

- **Phase C:** Second experimentation with withdrawal of recommendations to check whether the level of learners' oral participation has relatively recovered that of Phase A. It relatively proved to be the case.

- **Phase D:** Third experimentation with a re-introduction of recommendations to check whether the level of learners' oral participation has increased again to relatively recover that of Phase B. It relatively proved to be the case.

The comparison of Phase B with Phase A has shown quantitative and qualitative increase in pupils' levels of participation when the teacher has introduced the recommendations to bring changes in her classroom talk. Comparison of Phase C with Phase A has confirmed that withdrawal of manipulated variables, from teacher talk, has brought about an almost similar replication of pupils' participation behaviours as those existing in Phase A. As concerns comparison of Phase D with Phase A, the results have been positive, in that, levels of pupils' participations observed in Phase B have re-appeared again with the re-introduction of the manipulated variables in teacher talk and affective attitudes. The recrudescence of pupils' levels of participation allows us to confidently state that there are causative relationships between manipulated independent variables and the changes at levels of pupils' participation in class. The credibility and scientific validity of this outcome are reinforced by statistical calculations obtained to reject the null hypothesis.

As recommendations, we suggest that classroom research, centred on the teacher, as ours, has an important role to play in the strategy which seeks to reconcile applied linguistics theory and genuine teachers' classroom problems. For long, the gap between school and university institutions has not been filled up. The bridge should be built by encouraging researchers to leave their ivory coast and meddle into the classroom arena. We also recommend that the outcome of this research be disseminated and geared down to encourage teachers to welcome "outside" researchers wishing to cope with teaching problems, if they express the need to see them

relatively solved. Seminars have to be organised, and we have already started, with the help of Inspectors of English, to work in this direction. Study groups should be formed by teachers of English of the same school to reflect on locally diagnosed teaching problems. Observing other teachers of the same school teaching should be encouraged. Brainstorming sessions could be organised between teachers after projections of videos recorded while lessons were deployed.

We believe that in this research, we have presented proofs that the nature of the teacher's pedagogical discourse is important for the learning of a foreign language. The Algerian learner who comes to learn English for the first time may fail if the pedagogical discourse of the new language teacher displays more differences than similarities. We should not lose sight that difficulty for the learners' to have access to comprehensibility of teacher talk, and non adapted attitudes that the teacher displays in class certainly create impediments for learning to take place with the greatest efficiency. We believe that doing research is something exciting because it allows embracing new prospects far from the trodden paths that we have been accustomed to. We are totally aware that this research enterprise is not an easy task to do. It remains modest as far as results as concerned. We do hope that the effort, along these new research lines, should be encouraged and developed in the future to better understand the Algerian classroom reality. This research is a jump into the muddy waters of classroom reality. The attempt has not been easy, but worth the trouble.

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APPENDIX I PHASE A

KEY:

0 - - - - - Short pause

00 - - - - - Long pause

000 - - - - - Very long pause

(X sec) - - - - - X seconds

(..) - - - - - Inaudible passage

(?) - - - - - Uncertain interpretation

(.....)+ - - - - - Commentary of the transcriber

T - - - - - Teacher

/P/ - - - - - Overlapping from a pupil

/T/ - - - - - Overlapping from the teacher

/...../ - - - - - Where overlapping has taken place

Transaction 1:

1- T: Greeting: The teacher greets the pupils when entering class "
good morning pupils" .

2- PP: Reaction: The pupils, standing, greet the teacher at their turn (**REA**)
"good morning madam" .

03 T : 1 Directive: The teacher politely requests action to be performed (**D**)
"sit down please".

2 Verbal Nomination: The teacher nominates a pupil (**N**)

"P1+"

3 Information The teacher recalls pupils about a duty they did not do
before leaving class (**I**)

"the ::" 00 (the teacher makes a gesture searching for the brush)+.

"Pupils I have said before you go out" 0 you clean the board"

(while cleaning the blackboard, the teacher decided to address herself to
the whole class instead of talking to P1+, reminding the pupils about an
unfulfilled duty, which is leaving class without wiping the blackboard.

The teacher's sudden change from talking to one pupil to the whole class
suggests that she realised that wiping the blackboard before leaving class
is not one pupil's responsibility but the whole class' (verbally) then, she
cleans the BB and writes the title of the unit.

Transaction 2

Sub-transaction 2.1 Rafik's Identification

03-T: 4 Initiation: The teacher elicits a question. (**EL**)

"What's" Rafik ?" 00

5 Initiation: The teacher elicits the same question again. (EL)

"what's" Rafik ?" 00

6 Initiation: The teacher elicits a question. (EL)

"what's" Rafik Mesbah ?"

7 Non verbal Nomination: The teacher points at pupil **P2-**. (NVN) (visible on the videotape)+.

04-P2-: Response: The nominated pupil answers with hesitation. (REP) "

euh Rafik is a pupil."

05-T : 1 Evaluation: The teacher positively evaluates the pupil's answer. (E) "

good, Rafik is pupil."

2 Directive : The teacher requests pupil **P3+** to repeat **P2-**' s answer. (D) "

repeat" **P3+**".

6- P4+ Non Verbal Bidding: A pupil wants to answer by raising hand. (B)

7- P5+ Non Verbal Bidding: A pupil wants to answer by raising hand. (B)

8- P6+ Non Verbal Bidding: A pupil wants to answer by raising hand. (B)

9- P7+ Non Verbal Bidding: A pupil wants to answer by raising hand. (B)

10- P8+ Non Verbal Bidding: A pupil wants to answer by raising hand. (B)

11- P3+ : Reaction: The nominated pupil reacts to the teacher's directive. (REA) "

Rafik is a pupil."

12-- T : Nomination: The teacher verbally nominates pupil **P4+**.

"**P4+**"?,"

13- P4+ : Reaction: The nominated pupil reacts to the teacher's directive. (REA) "

Rafik is a pupil."

14- T : Nomination: The teacher verbally nominates pupil **P6+**.

"**P6+**"?,"

15- P6+ : Reaction: The nominated pupil reacts to the teacher's directive. (REA) "

Rafik is a pupil."

16- T : Nomination: The teacher verbally nominates pupil **P8+**.

" P8+ ?

17- P8+ Reaction: The nominated pupil reacts to the teacher's directive.(REA) "

Rafik is a pupil."

Sub-sub transaction 2.1.1

18-T 1 Initiation: the teacher asks the same question four times (three times a full question, and one time a shortened one) (**EL**)

"where" does he study 00"

2 Initiation: the teacher asks the same question four times (three times a full question, and one time a shortened one) (**EL**) "where does he study, 00"

3 Initiation : the teacher asks the same question four times (three times a full question, and one time a shortened one) (**EL**) " where" ? 000" (The pupils **P2-**, **P9-** want to answer)+.

4 Initiation: the teacher asks the same question four times (three times a full question, and one time a shortened one) (**EL**) " Where does he study ?"

5 Nomination: the teacher verbally nominates two pupils (**N**) "

P10+" ? **P15-**" ?

6 Initiation : the teacher asks the same question, but shortened (**EL**) "

Where" ?"

19-P9- Verbal Bidding: A pupil **P9-** bids to answer (**B**)

"madam, madam"

20-T **Nomination:** the teacher verbally nominates a pupil

"P9-" ? (N)

21- P9- **Response:** the verbally nominated pupil answers the teacher's question with some hesitation. **(REP)** and **a mistake.** "he is study at euh 000 Okba School"

22-T **1 Evaluation:** The teacher provides a negative evaluation by repeating the pupil's answer without correction but with emphasis to *indicate* fact of error. In Chaudron's Taxonomy of Features and Types of corrective reactions in the model of discourse, this repetition with no change and an emphasis corresponds to the following formulation: **REPETITION with NO CHANGE and EMPH. to indicate fact of error.**

"He is study at Okba School ?" (P2- rises her hand)+

2 Initiation: The teacher repeats a reduced pupil's answer without correction but with emphasis to *locate* fact of error. **REPETITION with NO CHANGE and EMPH. to locate fact of error.**

"He ?"

3 Non Verbal Nomination: the teacher non verbally nominates a pupil "

P2-" ? (N)

23- P2- **Response** The verbally nominated pupil provides a correct answer
er
(REP) "He studies at Okba school"

24- T: 1 **Evaluation:** The teacher positively evaluates **P2-'s** correct answer (E) by repeating it verbatim.

"Very good, he studies at Okba."

Sub-transaction 2.2

24-T: 2 Initiation: The teacher asks a question (EL) -

"Who is the teacher of English ?"

25-P8+: Response: A non nominated pupil answers the teacher's question

(REP)

"the teacher of English is Mrs.Salem."

26-T: 1 Evaluation: The teacher positively evaluates P8+'s (E)

"yes, 0"

2 Initiation: The teacher wants to check correctness of the

previous answer by asking a question (EL) "Mrs.

Salem^" .

3 Initiation: The teacher provides more clarification to the question to

facilitate response (S)

"Mr or Mrs ?"

4 Nomination: The teacher verbally nominates pupil P8+

" P8+? "

27-P8+: Response: the verbally nominated pupil answers the teacher's question

(REP)

"Mrs Salem".

28-T: 1 Evaluation The teacher positively evaluates P8+'s (E) by accepting

"Yes" (Acc) and repeating P8+'s answer given in floor 28

"yes, Mrs.Salem is 0 teacher of English."

Descriptions of Sub-transactions 3.1

28: T: 2- Marker (M): The teacher marks boundary in discourse

"So, 0"

3- Restatement: The teacher explicitly refers to development of lesson by introducing the theme of the activity. (MS) "this year 00 pupils of Okba school 0 will, keep 0 a magazine" 00

4- Initiation: The teacher requests the pupils to explain the meaning of the verb "to keep" (EL) "to keep : (BB)+ 000.

5 Initiation: The teacher rehearses the same question (EL) "to keep" 0

6 Initiation: The teacher brings more clarification to the purpose of the question. That is, she wants pupils to provide a synonym by saying "or".(EL) "or :" 0

7- Response: The teacher provides herself a synonym. (REP) "to do" (BB)

8- Information The teacher explains more what is meant by "to do" (I) "that is to say they will keep 0 a school 0 magazine 0 or 0 school 00, they will write 0 a school 0 magazine." For example, this is a magazine (she showed them a magazine)+. This one is a fashion magazine but 0 pupils 0 will 0 keep 0 or will do 0 or write 0 also, a school 0 magazine 0. they will 0 keep a school 0 magazine. All the teachers 0 of Okba school 0 will help them 0 to write this school 0 magazine 0.

Sub-transaction 3.2

28: T: 09- Restatement: The teacher explicitly refers to the development of the lesson by introducing a new topic (MS)

"Mrs Salem will split the class into groups. To split group one,

group two, group three, group four, group five and group six.

10 Initiation The teacher requests pupils to explain the meaning of the

verb "to split". **(EL)**

" So, Mrs. Salem will 0 split 0 or" ?

11 Initiation: The teacher asks the same question a second time. **(EL)**

"or

12 Response: The teacher provides the answer herself. And, then, she writes it on

the blackboard. **(REP)**

"divide". To split 00 or to 00 divide **(BB)**.

13-Conclusion: The teacher summarises what she developed with

pupils **(CON)**

"So, Mrs .Salem 0 will divide 00 or will split 0 the class 0 into 00

groups 00 each group 0 for example group one 0 will 00 write 0

an article **(BB)** 0 will 0 write an article / /.

29 /P3+/:

Reaction: A non nominated pupil verbally reacted through a

sudden irruption into the teacher's floor, anticipating what the

teacher was about to say "article." This is a memory-based an

tipication for the word "article" was pronounced by the teacher in

the preceding sentence **(REA)**

/ an article/.

Sub-transaction 3.3

30- T 1-: Initiation: the teacher asks a question **(EL)**

"where do we find articles in general ? 00"

2- Initiation: the teacher asks a question **(EL)**

- "where do find articles ?"
- 3- **Initiation:** the teacher asks a question (**EL**)
- "where ?"
- 4- **Initiation:** the teacher asks a question (**EL**)
- "where do we 0 have articles ?"
- 5- **Starter:** the teacher provides information to facilitate response (S)
- "we read articles we are interested in these articles ?"
- 6- **Initiation:** the teacher asks a question (**EL**)
- "where" ?
- Non Verbal Bidding** (
 31- P2- visible on the videotape)
- Nomination:** the teacher verbally nominates **P2-** by pointing at her (**N**)
- 32-T "yes" ?"
- Response:** the verbally nominated pupil hesitates (**REP**)
- 33- P2- "euh."
- Prompt:** the teacher encourages **P2-** through reinforcement of elicitation:
- 34-T "P2- ?"
- Response:** the encouraged pupil answers the teacher's question
- 35-P2- (**REP**)
- "an article euh".
- Starter:** the teacher provides information to facilitate response (S)
- 36- T "in the" ?"
- 37-P2- **Response:** The helped pupil answers the teacher's question (**REP**)

"in the newspaper."
38- T 1 Evaluation: The teacher positively evaluates **P2- (E)**

"excellent".

2 Conclusion: The teacher summarises **(CON)**
"in general we have articles in the news papers in El khabar, Le Soir
d'Algerie, El Watan. So, we have in the newspapers we have a lot of
0 or many 0 articles.

Sub-transaction 3.4

38- T 3 Restatement: The teacher explicitly refers to the development of the
lesson by getting back to previous topic discussed in sub-transaction 3.
3, paving the way to sub-transaction 3.4 (MS)

"So ; 0 pupils 0 will 0 write an article,"

4-Restatement: The teacher develops previous restatement (MS)
"or each group will write an article about 0 a topic chosen 0," a topic
chosen (BB) 000 Blackboard Use

5-Initiation: The teacher asks a question by double lengthening the last
consonant of "or" and using a rise-fall intonation. **(EL)**

"or ::" 00

6-Response: The teacher is constrained to provide the answer herself **(REP)**

"a subject" 000

7-Conclusion: The teacher links what was developed in the second
restatement with the answer she provided n the previous response **(CON)**

"each group 0 will write a topic or a subject 0 chosen 00" **8-Restatement:**

The teacher wants to develop one aspect "topic" mentioned in the
previous conclusion. (MS)

"they will be several topics,

9 Initiation: The teacher solicits pupils to provide a synonym to "several"

(EL)

"several" 000 (BB) Blackboard Use

10- Response: The teacher is constrained to

provide the synonym herself (**REP**) "or : different

000 topics (BB) Blackboard Use

11- Initiation: The teacher requests pupils to

provide examples of "topics" (EL) "example,

" 000

12- Response: The teacher is constrained to provide examples (REP) "

they will, we will have topic number one about 000 agriculture" (BB)

000 Blackboard Use

13- Initiation: The teacher requests pupils to tell

what topic number 2 is about (EL) "topic number

two example about" (X seconds).

14- Response: The teacher is constrained to provide answer herself (REP)

"Industry" (BB). Blackboard Use

15- Initiation The teacher requests pupils to tell

what topic number 3 is about (EL) "Number

three example about" ?" 000

16- Initiation: The teacher reformulates the

previous question differently (EL) "it can

be about" ?" 00

17- Response: The teacher is constrained to provide the answer herself

(REP)

"Sport" (BB). 000 Blackboard Use

18- Initiation: The teacher requests pupils to tell what topic number 4 is about **(EL)**

"Number four 00 about" ?"

19-Initiation: The teacher reformulates the previous question differently **(EL)**

"example" ? example" ?"

20-Initiation: The teacher reformulates the reformulated question differently **(EL)**

"can you give me example about the topic,"

21-Initiation: The teacher reformulates another time the same question **(EL)**

"what are"

22-Initiation: The teacher requests an answer **(D)** Directive

"guess"

23- Initiation: The teacher reformulates the directive as a question **(EL)**

"what are the topics ?"

39- P1+ Response: Pupil **P1+** took the floor without being nominated. **(REP)** "

Politique" (in a very low voice)+ **P1+** has done an error by answering in French, while at the same time **"ignoring"** the error he did when answering in French. **(IGNORE: Chaudron's Taxonomy)**

40- T : Nomination: The teacher verbally nominated pupil **P1+** who answered without permission **(N)**

" **P1+** ?"

41- P1+ Response: The verbally nominated pupil **P1+** answers with some hesitation (**REP**) "Euh politique" (a French pronunciation)+.

42- T 1- Evaluation: The teacher positively evaluates **P1+ (E)**, while at the same time repeating P1+'s answer with correction.

REPETITION WITH CHANGE (Chaudron's Taxonomy) "

Political topic, yes about politics"

2- Initiation: The teacher politely asks a question (**EL**) "
or can you give me other topics please?"

3- Initiation: The teacher reformulates the previous question (**EL**) "
What are the topics we are interested in a school magazine:" 00

4- Initiation: The teacher reformulates the previous question again (**EL**) "
agriculture, 0 industry, 0 sport 00 or"? "

5- Initiation: The same question is again reformulated (**EL**)

"Example?"

6-Response The teacher is constrained to provide the answer herself. (

REP)

" Space" "(BB). 000 Blackboard use

7-Conclusion: The teacher summarises previous answers (**CON**)

"So 0 each 0 topic 0 in each topic 0 pupils 00 will 0 visit 00 a place" 0

They will have 0 a class outing 0 outside the school, 0 each time' 0 **8-**

Initiation: The teacher asks pupils to provide an example (**EL**) "

example""; (Il faut ré-écrire 10- conclusion et le floor 51 doit être

changé)

9- Restatement: The teacher explicitly refers to development of lesson by introducing pupils to topic about "agriculture". (MS) "let's speak about agriculture, topic number one." •

10- Initiation: The teacher asks pupils a question. (EL) "
which place 0 will pupils visit?" 0

11- Initiation: The teacher reformulates the previous question. (EL) "
Which place example,"

12- Initiation: The teacher reformulates the same question for the second time. (EL) "
where?"

13- Initiation: The pupils asks the same question again. (EL) "
where pupils will go to write about agriculture?"

14- Starter: The teacher provides information to facilitate response. (S) "
For example, you have tomatoes."

15- Initiation: The teacher comes back again to the same question. (EL) "
So, to know about tomatoes, where will pupils go?"

43- P1+ Non Verbal Bidding : Pupil P1+ bids for answering. (B)

44- T Nomination: The teacher verbally nominates P1+ to answer. (N)

"P1+?"

45- P1+: Response: The verbally nominated pupil provides an answer (REP) "In the market." **46- T :**

1- Evaluation: The teacher positively evaluates the answer by rehearsing it verbatim. (E) "In the market ! " "

2- Initiation: The teacher asks another question seeking for another place where tomatoes can be found. (EL) " or?"

3- Starter: The teacher provides information to facilitate response (S) " So when when you go to the market 00 you just see tomatoes. Tomatoes are ready 0. So; 0 I want" 0

4-Initiation: The teacher asks a new question (EL), stressing on the word "steps what are the different 0 steps" 0

5-Starter The teacher provides more information to facilitate answers. (S).

"you have many steps; step number one, two, three after at the end you have tomatoes." 0.

6- Response: The teacher is finally constrained to provide the answer herself. (REP)

"So they will visit, they will visit" 0 a farm, a farm."

7-StarterThe teacher provides information to prepare a new question.(S)

"They will go 0 to a farm to see 0"

8- Initiation: The teacher asks a question. (EL)

"how 0 does the Fella work" 00.

9- Starter The teacher adds more information to facilitate response.(EL)

"He will do 0 many things, 0 after at the end 0 the result 0 example you will have 0 tomatoes".

10- Initiation: The teacher asks a new question. (EL) "So they will visit" 000 **11-Response:** The teacher is constrained to provide answer herself (REP)

"they'll visit 000 a farm (BB)" 000. Blackboard Use

12- Marker: The teacher marks boundary in discourse. (M)

"Now"

13- Restatement The teacher explicitly refers to development of lesson. (MS)

"industry, if we speak," 0 if, look at this table." 00

14- Initiation: The teacher asks a question. (

EL) "How this table is made?"

15- Starter: The teacher provides information to facilitate response. (S)

"You can have directly like this table and you will put it in the classroom"? Before you have a table you have many 00 steps. Yes many steps" 0. So; they will go" 00. If I ask you to write an article about; 0 for example, lamps 00 you will go, 0 in general here in Setif you have a place special for industry. 00 You will go 0 to "La Zone"

16- Initiation: The teacher asks the pupils to provide reasons. (

EL) "because" 000

17- Response: The teacher is constrained to give the answer. (

REP) "in la zone we have a lot of factories" 0.

18-Conclusion: The teacher summarises previous developed ideas.

(CON)

"We have a lot of factories. You will visit the factory and after you will 0 write an article."

19- Initiation: The teacher asks a question. (EL) "

So in the euh, in the industry they'll visit" 000

20- Response: The teacher provides the answer. (REP)

"a factory" (BB). Blackboard Use

21- Restatement: The teacher introduces the topic about "sport" (MS)

"and here sport"; 00

22- Initiation: The teacher asks a question. (EL)

"what are they going to visit?"

47 P1+ Non verbal bidding (B)

48- T Verbal nomination: The teacher verbally nominates P1+ (N)

"pl+ "?"

49- P1+: Response: The verbally nominated pupil answers with hesitation.

(REP) "Euh" 0 "Euh" 0 visit euh" the stadium. **Answer given with errors**

50- T : 1- Evaluation: The teacher positively evaluates the answer (E),

ignoring the errors made (the answer is not grammatically well

built). (IGNORE): **Chaudron's Taxonomy**). The teacher brought

corrections into the pupil's answer when repeating it for

confirmation. **REPETITION WITH CHANGE (Chaudron's Taxonomy)**

"They will visit the stadium. Good."

2- Starter The teacher wants to develop the

idea but suddenly changed her mind. (S) They

will visit a stadium a"

3- Initiation: The teacher asks a question. (EL)

"and also what,"

4- Initiation: The teacher asks a question. (EL)

"what will they watch?" 00 • •

5-Initiation: The teacher asks a question. (EL) "

They will watch"? 000

51-P8+ **Non verbal bidding (B)**

52-T **Verbal nomination:** The teacher nominates a pupil. (N)

"Yes, P8+""

53-P8+: **Response:** The nominated pupil provides an answer. (REP)

The pupil does an error by answering in French.

"Joueur".

54- T **1- Evaluation:** The teacher indirectly and negatively evaluates

pupil's answer by marking emphasis to mark fact of incorrectness.

(EMPH.) (Chaudron's Taxonomy)

"Joueur, 0"

2-Initiation: The teacher re-asks the same question as in floor 72.

(EL)

"they will watch?" 0

3-Initiation: The teacher re-asks the same question differently.(EL)

"How do we say "joueur" in English? 000

4 Response: The teacher provides the answer herself. (REP)

"players'

51-P8+ **Response:** Pupil P8+ repeats the correct word after the teacher.

(REP)

"Players."

56- T **Initiation:** The teacher asks a question. (EL)

"Where"?"

57- P8+ : **Response:** The previously (Floor 73) verbally nominated pupil answers (**REP**)

"In stadium."

58- T : 1- Evaluation: The teacher positively evaluates the pupil by rehearsing his answer.(E) "

In the stadium" 0

2- Clue: The teacher gives extra information to pave the way to the next question. (CL)

"or" you have another possibility 00 to watch 00 some 0 matches. 0"

3- Initiation: The teacher asks a question. (**EL**) "

Where"?"

4- Starter: The teacher provides information to facilitate response. (S) "O_n"

?"

59- P 11- Non verbal bidding:

60- P12- Non verbal bidding: but the teacher continues with **P8+**. (**B**)

61- P8+ Response The previously (Floor 73) nominated pupil answers (**REP**)

"television."

62- T : 1- Initiation: The teacher wants to ask a question but seems to hesitate

about the question she wants to ask.changed her mind. (**EL**)

"How did euh sorry euh"

2 Non verbal nomination: The teacher non verbally nominates pupil **P12-** by pointing at her. (visible on the videotape). (**N**) "

she points at **P12-** + ?"

63- P12-: **Response:** The non verbally nominated pupil answers. (**REP**)

"On TV."

64- T : **Verbal Nomination:** The teacher verbally nominates the sa

me

pupil. (N) "P12-"

65- P12- : **Response:** The verbally nominated pupil repeats the same answer she gave in floor 86 but with an error: adding an article "the". **Error done.**

"on the TV"

66- T : **1- Evaluation** The teacher positively evaluates the answer (**E**), **ignoring** the error done (addition of "the").(**IGNORE: Chaudron's Taxonomy**).

"Yes"

The teacher brought correction into the pupil's answer when repeating it for confirmation. **REPETITION WITH CHANGE (Chaudron's Taxonomy)**

"on TV."

2-Conclusion: The teacher adds up bit of answers to provide a complete utterance. (**CON**)

"We have a lot of matches on TV"

3-Starter The teacher provides information to prepare the next question (S)

"they will know more 0 about the sport. For example, about football or basketball."

4- Initiation: The teacher asks a question. (EL) "What are the rules euh of each euh game and so on ?"

5- Conclusion: The teacher summarises information previously discussed with pupils. (CON)
"So for example, here your friend's P1+ said that 0 they'll visit 0 or they'll 0 go euh sorry to the stadium. They will go to"

Blackboard Use

Sub-transactions 3.5 and 3.5.1

66-T: **6- Marker:** The teacher signals that she is about to begin a new "topic" (M)

"Now" 000

7- Restatement: The teacher comes back to points of lesson developed before. (MS)

"In the topic of space 0 you have said that Yuri Gagarine what was the first 0 cosmonaut who orbited 0 the earth. So he travelled from the earth to the" 0 moon. "Now^ 00 in the space 00 they will go to the space."

8- Initiation: The teacher asks a question (EI)

"So 0 what is the solution here?" 0

9- Initiation: The teacher asks a question (EI)

"how will the pupils for example of group four write an article ?"

10- Initiation: The teacher asks a question (

EI) "How "?

11- Initiation: The teacher asks a question (

EI) "they will" ? 000

12- Initiation: The teacher asks a question **(EI)**

"yes" ?"

13- Response: The teacher provides the answer herself. **(REP)** "

they will"00 search in books", in dictionaries, "euh they will search, they will ask for brochures".

14- Restatement: The teacher comes back the point developed just before. **(MS)**

"So; they will 00 ask for brochures" **(BB)** 00 or search 0 in books **(BB)** a brochure **(BB)** 000

15- Information: The teacher provides information by explaining the meaning and giving an example and defining a brochure. **(I)** "a

brochure it `s 00 some papers where" some information are written and they are stick together," **(explaining)** "brochures, for example ; I have the brochures of 0 "I will give the brochures of synonyms, opposites and regular 0 irregular 0 verbs. This is a brochure 0 this is a brochure, we have irregular 0 verbs

synonyms and 0 opposites." **(giving an example)**

"This is a brochure 0 a lot of papers with 0 some 0 important information 0 and they are 0 stick 0 together 0 this is a brochure." **(defining)** (the pupils take notes for about five minutes)+.

16-Marker: The teacher signals that she is about to begin a new

"topic" **(M)**

"Now", now Mr.Allem "

17- Restatement: The teacher comes back the point developed just

before. (MS)

"so here when you will write a lot of articles 000it will be very interesting."

18- Initiation: The teacher asks a question (EI)

44- Jh_y, T,

19- Initiation: The teacher asks a question (EI) "

why very interesting, ?"

20- Initiation: The teacher asks a question (EI)

« h y 11 T.

21- Initiation The teacher reformulates the question by providing

the beginning of the answer. (EL)

"because they will visit / /.

67-/P/17-

Response: a pupils provides an inaudible answer without asking for permission before. (REP)

68- T:

01- Initiation: The teacher asks a question (EI)

"they will visit" ?

2- Cue: The teacher evokes bid. (C) "

please your hands."

3- Initiation: The teacher asks a question (EI) "

They will visit"

4- Starter: The teacher provides information to facilitate

response. (S) "

many" ?

69- P1+

Non verbal bidding. The pupil raises his hand

70- T

Nomination: The teacher nominates P8+ (N)

"Yes", P1+" ?

~~71H+~~

Response: The nominated pupil provides an answer. (

REP) "euh they'll, he'll euh visit"

72-T

Prompt: The teacher reinforces elicitation. (P)

"They will visit"?"

Response: The nominated pupil gave a wrong answer. (

73-P1+

REP) "They will visit many euh topics."

74-T:

01-Loop: The teacher returns to the answer given by P1+. (L) by

repeating it with no change of error but with emphasis to

indicate fact of error (wrong answer): (**Chaudron's**

Taxonomy: Repetition with no change and Emphasis) "

Many topics?

2- Initiation: The teacher asks a question (E1)

"They will visit"?

3- Starter: The teacher provides

information to facilitate response. (S) "

Many"? 000

4- Response: The teacher provides the answer herself. (**REP)** "

places' not topics".

05-Conclusion: The summarises all previously developed ideas.

(CON)

"They will visit they will write many topics but 0 to write

these topics they must 00 visit 0 many 0 places: a farm, a

factory each time they will go. Each time a group will go to
0 the 0 to a place. Yes."

6- Marker: The teacher signals that she is
about to begin a new "topic" (M) "Now"
, Mr.Allem;"

7- Directive: The teacher requests **P3+** to perform an action. (
D)

"**P3+** , please put down! Mr.Allem, so here in writing the
articles."

Sub-transaction 3.5.1

74- T: **O8-Restatement:** The teacher comes back the point developed just
before. (MS)

"Each time when they will visit, they will visit; they will
have 00 interviews with persons."

9- Initiation: The teacher asks a question (EI) "In
the farm 0 they will have an interview with"?

10- Response: The teacher provides the answer herself. (REP)
"Mr.Fellah. Ok."

11- Initiation: The teacher asks a question (EI) "here in
the factory they will have an interview with"? 000

12- Response: The teacher provides the answer herself. (REP)
"the boss of the factory" O.

13- Initiation: The teacher asks a question (EI) "In the
stadium, they will have an interview with"?"

14- Nomination:- The teacher nominates **P8+ (N) "**

P8+ "

15- Initiation: The teacher asks a question (E1) "

The"?"

16- Nomination: The teacher nominates **P1+ (N)**

" P1+ ?"

75-

P1+:

Response: The nominated pupil answers. **(REP)**

"Euh the news." (the given answer is wrong) **01-**

Evaluation: The teacher evaluates the pupil's answer. (E)

76

"Not the news."

(Chaudron's Taxonomy: Negation: the teacher shows

rejection of all of pupil's utterance.

2- Initiation: The teacher asks a question (E1) "

P12- , have 0 interview with"?" 0

3- Response: The teacher provides the answer herself. **(REP) "**

The players and the coach of the players."

4- Initiation: The teacher asks a question (E1) "an

d euh".

5- Restatement: The teacher comes back the point developed

just before. (MS)

"So here, they will have interviews, they will ask euh

some persons to get information 0 and they will 0 take

notes 0 down

6- Initiation: The teacher asks a question (E1)

- 77- P1+ : "and also sometimes they can" take?" "
Response: Some pupils answered without being noted.
 (REP) "A camera."
- 78- T : **01-Cue:** The teacher evokes bid. (C)
 "Raise your hands".
02- Initiation: The teacher asks a question (EI)
 "They will take a"?"
- 79- P1+ **Non verbal bidding:**
- 80- P15- **Non verbal bidding:**
- 81- P2- **Non verbal bidding**
 82- T: **Verbal nomination:** The teacher nominates a pupil
 "P15-".
- 83- P15- **Response:** The nominated pupil answers. (REP)
 "A camera."
- 84-T : **1- Evaluation:** The teacher positively evaluates pupil by
 repeating her answer. "A camera,"
2- Initiation: The teacher asks a question (EI) "
 why"?"
3- Starter: The teacher provides
 information to facilitate response. (S) "To
 take a camera,"
4- Initiation: The teacher asks a question (EI)

"to take ?" (P8+ raises his hand)

5-Verbal Nomination: The teacher verbally nominates

P8+ (N)

" P 8 +

85- P8+ :

Response: The nominated pupil answers. **(REP)**

"To take photos."

8 6 - T

1 Evaluation: The teacher positively evaluates the pupil's

answer by repeating it and then providing a synonym. (

E) "Photos" or pictures", yes'. "

Transaction 4

Sub-transaction 4.1: "Identification of Class-Out Organisers"

2 Marker: The teacher marks boundary in discourse. (

86- T:

M) "Now"

3 Restatement the teacher explicitly refers to the

introduction of a new topic to develop the lesson. (MS)

" Mr.Allem will plan the fleu first 0 class outing."

4 Initiation: The teacher asks a question. **(EL)**

"Who is Mr.Allem"?"

87- P8+ :

5 Initiation: The teacher asks a question. **(EL)**

88-T:

"He is the teacher ofl'?"

Response: Pupil **P8+** responded without being nominated.

(REP)

"Allem."

Cue: The teacher recalls pupils to raise hands before

answering. (C)

"Raise your hands, please?" 0+.

89-P2-

Non verbal bidding

90-P2:

Response: Pupil **P2-** responded without being nominated.

(REP)

"Euh Mr.Allem euh. Mr.Salem euh"

/

/

Pupil P2- (did an error in talking about Mrs Allem instead of Mr Allem.)

91-/T/:

1Response: The teacher responded without waiting for

P2- to finish answering **(REP)**

(Chaudron's Taxonomy: Interruption: the teacher

interrupts pupil's utterance following error before the

pupil completed the answer)

/ "Mrs. Salem is the teacher of English./

2 Initiation: The teacher asks a question. **(EL)**

"and Mr.Allem is ?"

92-P2-:

Response: Pupil **P2-** responded without being nominated.

(REP)

"a teacher."

93- T:

Initiation: The teacher asks a question. **(EL)**

" of, ?"

94- P2-:

Response: Pupil **P2-** responded without being

nominated. **(REP)**

95 T : "English." The pupil gave a wrong answer
1 Evaluation: The teacher implicitly rejects P2-'s answer
(Chaudron's Taxonomy: The teacher shows rejection of
part or all of pupil utterance: Negation

"No."
Repetition with Change (Chaudron's Taxonomy): The
teacher repeats pupil utterance adding correction:

"Teacher of biology"
2 Comment: The teacher exemplifies the response she has
provided. (COM)

"like Mr.Bahri is a teacher of biology."
3- Conclusion: The teacher summarises all ideas discussed
previously. (CON)

"So, Mr.Allem will plan 0 the first 0 class 0 outing

O." Sub-transaction 4.2 : "Description of Class-outing Organisers"

95- T : **4- Loop:** The teacher returns to point before. (L)

"The 0 class 00 outing" 00 (BB).

5- Initiation: The teacher asks a question. (EL)

"What is the class outing ?"

6- Initiation: The teacher asks a question. (EL)

"what is the, ?"

7- Response: The teacher answers the question. (REP) "

when you look at this word the class outing, "that is to
say" they 0 will visit a place" 0 and then 0 they will 00
work 0 as 0 journalists, they will work it will be very

exciting" O. Pupils will work as journalists 0 they interview persons and also they take notes and sometimes photos like journalists and it will be very interesting and exciting" in the same time."

8- Conclusion: The teacher summarises previously introduced ideas. (CON)

" So, Mr.Allem, will take 0 group one to Boulifa 0 farm O. He will take group one to Boulifa farm. Boulifa farm is very farm, euh sorry very far from Okba school. Boulifa farm is very far from Okba school."

9 Restatement: The teacher paves the way to the following point to be discussed with pupils. (REP)

"So, 0 the pupils 0 or Mr Allem and the pupils must must (BB) leave early. They must it's an obligation. They must leave early to go, for example; they must leave at 6 o'clock because Boulifa farm is very very 0 farm."

10- Initiation: The teacher asks a question. (EL)

"and also why we must leave early ?"

11- Initiation: The teacher asks a question. (EL)

"why early ?"

12-Initiation: The teacher asks a question. (EL)

"why?"

13-Initiation: The teacher asks a question. (EL)

"what happened in the farm in general ?"

14- Response: The teacher answers the question. (REP).

"Mr.Fellah 0 work 0 early 0 to see 0 how does the Fellah work 0 We must 0 leave early to see 0 all the steps of Mr.Fellah" 00. when you are in the countryside in general 0 a lot of people gets up at early not like here. Sometimes we 0 get up late 0 at 7 o'clock or 6 o'clock for Mr.Fellah it's too 0 late not early because Mr.Fellah sometimes gets up at o'clock or 5 o'clock. So, that's why he always 0 works 0 early" 0.

15-Loop: The teacher returns to point discussed before. (L)

"So, the pupils must leave early" 0.

16 Information: The teacher provides information to prepare the next question. (I). She tries to explain what a "staff-room" is.

"Mr. Allem asks Mrs. Salem to tell the pupils to come to the staff-room, 0 the staff, 00 the staff-room" (BB) we have here in Abou Bakr Errazi, the staff-room is where 0 the teachers meet, Where the teachers meet, the staff-room there is put my pinafore in the staff-room."

96-P1+

Pupils show the teacher that they have understood the explanation by providing a translation of the item in question. "kaat el assatidha."

97- T

1-AcknowledgeThe teacher shows pupils that they have understood (Ack)

"Yes,"

2-Marker: The teacher marks boundary in discourse. (M)

"now,"

3-Conclusion: The summarises previously discussed ideas.

(CON)

"the pupils will 0 come to the staff room because Mr.Allem
0 will give them 0 some important 0 instructions 0 about
how they will go to 0 Boulifa farm."

4-Initiation: The teacher asks a question. (EL)

"What will they do ?" 0

5-Initiation: The teacher asks a question. (EL)

"What must they do ?" 0

6-Initiation: The teacher asks a question. (EL)

"What mustn't they do ?" 0

7-Starter: The teacher provides information to facilitate
response. (S)

"They will 0 know or they will they have more details about
0 this 0 class outing 0 they will have 0 more details OO.So,
000 he said 000 to the pupils (she erases the BB)+ of group
one, of course he said to them 000 to" gather, to gather, to
gather at the school gate (BB); to gather at the school gate.
So, gather 0 at the school 0 gate, 000 walk 0 in the 000
furrows (BB), visit 000 visit 000 the greenhouse (BB), pick
000 plants (BB), take 000 notes (BB). All these 0 are 0 the
instructions 0 of Mr.Allem 000. So ^, you have gather and
scatter in 0 the 0 green 0 house" (BB). So these are 0 Mr.
Allem's 0 instructions for 0 pupils of group 0 one 000.

But 0 to insist 0 to insist 0 on the instructions 0 Mr. Allem 0 will 0 explain 00 for 0 the pupils. So you have gather at the school gate gather 0 to gather" 00 come here **P13+**, **P1+** euh **P6+** and euh 0 **P7+** to gather this is to gather 0 hurry up" 00 not like this please, to gather this is to gather Now, we form a circle please this is to gather euh to gather is to meet in one place, is to meet in one place. Now^," you have gather is the opposite" of to scatter" so o scatter. **P1+** euh **P13+** go there **P1+** there", **P6+**", **P1+**" this is to scatter each person is in one place."

98-P1+:

Pupils show the teacher that they have understood the explanation.

"Yes."

99 - 1

Starter: The teacher keeps on providing information to facilitate response. (S)

"So, Mr. Allem asks pupils to gather at the school gate at 7 o'clock 0 All the pupils will be at the school gate. Your school gate there; is the big door of the school. 0 To gather at 7 o'clock and 0 not to scatter" inside 0 the 0 greenhouse 0. Thank you 00. So, gather (BB) and scatter (BB) to 000, so to gather is to meet in one place and to scatter each one will be in a place. So, here this is to gather at the school gate and to scatter in the greenhouse. You know what is a greenhouse pupil. This is the greenhouse" (she draws it on the BB)+.

1 0
0 - **P15-:** A non nominated pupil shows the teacher that she has understood the explanation by providing a translation of the item in question." beit plastiki."

1 0
1 - **T:** **Acknowledge:** The teacher shows to the non nominated pupil that she has understood.(Ack)

"Yes."

1 0
2 - **P15-** The non nominated pupil reiterates the answer she gave in floor 78.

" beit plastiki".

1 0
3 - **T:** **1- Acknowledge:** The teacher shows again to the non nominated pupil that the answer given is correct. (Ack)

"good. Yes".

2-Directive: The teacher requests action to be performed. **(D)**

" So 0 can you speak loudly" ?"

3- Nomination: The teacher nominates the pupil requested to speak loudly. (N) "**P15**
-"

4- Initiation: The teacher asks a question. **(EL)**

" the greenhouse is"?

104- **P15- :** **Response:** The nominated pupil answers. **(REP)**

" beit plastiki."

105- **T:** **1- Evaluation:** The teacher positively evaluates the pupil's answer. **(E)**

"Yes,"

2- Initiation: The teacher solicits the pupils to give the word in English.

(EL)

" so it's a euh a house and inside euh you don't find.euh
inside."

3- Response: The teacher provides answer herself. (REP) "(..

.)" we find plants tomatoes or to bei or potatoes, sorry or
potatoes, flowers [euhin. so](#), inside you will find. This is
the greenhouse."

4 Conclusion: The teacher summarises previously

discussed ideas. (CON)

" So, Mr Allem asks 0 pupils to 0 gather at the school

gate at 7 o'clock and" to not scatter in the greenhouse and

don't 0 walk 0 in the 0 furrows" O.

5- Initiation: The teacher asks a question. (EL)

"what are furrows ?" 0

6- Initiation: The teacher requests an example. (EL) "

example,"

7- Initiation: The teacher asks a question. (EL)

"what the furrows ? "

g_ Starter: The teacher provides information to facilitate

response. (S)

" for example, this is the greenhouse, you will have like

this" (she draws them)+. "I'm not a good drawer, you

know" (the teacher jokes with pupils) 000 so 0 here
you will have 0 plants" 000

9- Nomination: The teacher politely nominates **P8+**. (**N**)

" **P8+** 0 please"

10- Loop: The teacher returns to points discussed in Starter 6
before (**L**)

"This is the greenhouse 0 here you have 0 plants 0 and
here 0 you have furrows 00 like this plants, furrows,
plants furrows So. So, 0 he said 0 don't walk 0 in the
furrows. 0 don't walk, 0 ok, to walk 0 in the furrows 0.

So, in general in the furrows the Fella 0 water, you have
water in the furrows. so, he said don't walk in the furrows
00 here, it's a visit of course. this class outing will be a
visit to the greenhouse. don't 0 pick plants,"

11 Initiation: The teacher requires pupils to explain the verb

"to pick". (**EL**).

" to pick euh in to pick plants."

106-P14-:

Response: A non nominated pupil **P14-** answered. (**REP**)

" yaktif."

107 T

1- Initiation: The teacher asks again the previous question
while neglecting **P14-'s** answer in Arabic. (**EL**)

"Yes, Yes" ?"

2- Prompt: The teacher politely reinforces elicitation. (**P**)

"Please""

3 Nomination: The teacher nominates **P15-** to answer. (N)

"P15-"

4- Directive: The teacher politely requests answer to be given. (D)

"Repeat please ?"

108- P15- : **Response:** The nominated pupil repeated the answer in Arabic. (REP)

"yaktif, yaktif."

109- T : **1- Evaluation:** The teacher positively evaluates the answer.

(E)

"Good." 0

2-Conclusion: The teacher summarises previously discussed ideas. (CON)

"To pick, to pick plants (BB) and of course, 0 all the pupils 0 will be listen carefully to the 0 Fella's answers and they will 0 take 0 notes. 0 They will take notes" 000 (she erases the BB)+.

Transaction 5

Sub-transaction 5.1: " Oral Grammar Practice

10 T: **3 Marker:** The teacher marks boundary in discourse. (M) "

Now,"

4-Restatement: The teacher explicitly refers to development of lesson. (MS)

"we are going to classify these 00 sentences. 0 So, here 00

Mr. Allem explains to the pupils what must they do and what mustn't they do what must, this they are allowed to do it and mustn't write with red. It's forbidden to do it. If you look at this sentences "what must pupils do"

5 Initiation: The teacher asks a questions then changed her mind. (EL)

"Which sentence we are classi. ?"

6 Restatement: The teacher explicitly refers to development of lesson. (MS)

"Here we are going to classify, we classify this sentences from A to F into this table."

7 Initiation: The teacher asks a questions then changed her mind. (EL)

"What must the pupils do ?"

1 1
0 -

P2-

Bidding: Pupil **P2-** signals desire to contribute. **(B)**

"madam, madam."

1 1
1 -

T:

Verbal nomination: The teacher verbally nominates the pupil to answer. **(N)**

"P2-".

1 1
2 -

P2- :

Response: The nominated pupil replies with hesitation.

(REP)

"Euh the pupils must euh" //

1 1
3 -

/P3+/:

Response: A non nominated pupil interrupted **P2-** to provide an answer. **(REP)**

- "/A/". -
- 114- P2- : **Response: P2-** keeps on answering what he started in floor 94. **(REP)**
- 115- T: "gather at the at the school gate."
1 Evaluation: The teacher positively evaluates P2-`s answer. **(E)**
- "Yes gather at the school gate at 7 o'clock."
2 Marker: The teacher marks boundary in discourse. **(M) "**
- Yes,"
- 3 Initiation:** The teacher asks a question. **(EI)**
- "so number"?
- 116- P1+ **Non verbal bidding**
- 117-P3+• **Response: A non** nominated pupil tried an answer. **(REP)**
- 4A,"
- 118- T: **1 Evaluation:** The teacher positively evaluates the non nominated pupil's answer. **(E)**
- "Number" A must. 0 Ok,"
- 2 Initiation:** The teacher asks another question. **(EL) "**
- number two walk in the furrows, 00 walk in the furrows
00. I classify it in must or mustn't ?"
- 119- P1+ **Non verbal bidding**
- 120- P2- **Non verbal bidding**
- 121- P9- **Non verbal bidding**
- 122-T **Verbal nomination:** The teacher nominates P9- to

answer. (N)

123- P9-: **Response:** The nominated pupil answers the question.

(REP)

"mustn't 0 euh walk in euh the furrows."

124-T: **1 Evaluation:** The teacher positively evaluates **P9-'s** answer

by repeating the pupil's response. (EL) "good mustn't walk in the 0 furrows."

2 Initiation: The teacher asks another question. (EL) "

visit" the greenhouse, 00

3 Initiation: The teacher asks the same question again. (EL) "

visit the greenhouse" 00

125- P9- **Non verbal bidding**

126- P2- **Non verbal bidding**

127- P16+ **Non verbal bidding**

128- T **1 Incitement:** The teacher encourages pupils, other than

those who usually participate. (This classroom act does not fit in the Sinclair and

Coulthard's Taxonomy).

"the other's please"?" 000

2 Verbal nomination: The teacher verbally nominates **P8+**.

(N)

" P8+ "?,,

Response: The nominated pupil answers. (REP) "

129-P8+

Visit the greenhouse is must."

- 130-T:** **1 Evaluation:** The teacher positively evaluates the answer by repeating it simply. **(E)**
- "Must."**
- 2 Directive:** The teacher politely requests **P8+** to write the answer on the blackboard. **(D)**
- "Come to write please."
- 131- P8+ :** **Information:** The pupils informs the teacher about his intention to write the answer in column C. **(I)**
- “C”
- 132- T:** **1 Directive:** The teacher reiterates her request to **P8+**, asking him to come to blackboard. **(D)**
- "Come to write" 0
- 2 Loop:** The teacher returns to information already provided by **P8+**. **(L)**
- "So, 0 C in 0 must 0 C."
- 3 Initiation:** The teacher asks another question. **(EL) "**
- How about 00 pick plants ?"
- 4 Initiation:** The teacher asks the same question again. **(EL) "**
- Pick plants"?"
- 5 Initiation:** The teacher asks the same question again. **(EL) "**
- Pick plants" ?"
- 133- P6+ Bidding**
- "madam, madam"
- 134- P2- Bidding**

"madam, madam"

135- P1+

Bidding

"madam, madam"

136-T:

Verbal nomination: The teacher nominates P2- (N)

"P2-?"

137-P2- :

Response: The nominated pupil tries an answer. (REP)

"Mustn't pick plants."

138-T:

1 Evaluation: The teacher positively evaluates the pupil's answer. (E)

"Good."

2 Directive: The teacher politely request P2- to come to the blackboard to write the answer. (D) "Come to write please."

3 Initiation: The teacher asks another question. (EL) "Take notes".

4 Initiation: The teacher asks another question. (EL) "Takes notes" down"

5 Verbal nomination: The teacher nominates pupil P1+ presumably to rehearse P2-'s response given in floor 107. (N) "P1+ n?"

139-P1+:

Response: The pupil tries to rehearse the answer. (REP)

"Euh must take notes."

140-T:

1 Evaluation: The teacher positively evaluates P1+'s answer by repeating it. (E)

"they must take notes."

2 Aside: The teacher to herself. (Z)

"Take notes".

3 Directive: The teacher requests **P1+** to write his answer on his copybook (**D**)

"so, 0 write it." 000

4 Marker: The teacher marks boundary to discourse, signalling her intention to move to something else. (**M**)

"yes",

5 Initiation: The teacher asks a new question. (**EL**) "

E or F."

6 Response: The teacher herself provided the answer. (**REP**)

"E yes"

7 Initiation: The teacher moves to another question. (**EL**)

"and the last one scatter" in the greenhouse".

8 Initiation: The teacher asks the same question again. (**EL**)

"scatter in the greenhouse".

9 Initiation: The teacher asks the same question again.

(**EL**)

"scatter in the greenhouse."

141- P1+

Non verbal bidding

143- P2-

Non verbal bidding

- 144- P19-.** **Non verbal bidding**
- 144- T** **Incitement:** The teacher encourages pupils, other than those who usually participate. (This Classroom Talk Act does not fit in the Sinclair and Coulthard's Taxonomy). "the others" always the same pupils"?
- 145 P1+** **Non verbal bidding**
- 146 P2-** **Non verbal bidding**
- 147 P6+** **Non verbal bidding**
- 148- P19-** **Non verbal bidding**
- 149- T** **Verbal nomination:** The teacher nominates **P6+**. (N)
"yes **P6+** "?"
- 150-P6+:** **Response:** The nominated pupil tries an answer. (**REP**)
"Mustn't scatter in the greenhouse."
- 151-T:** **1 Evaluation:** The teacher positively evaluates the pupil's answer by repeating it. (**E**) "Good^, mustn't scatter."
2 Directive: The teacher politely request **P6+** to come to the blackboard to write the answer. (**D**) "Come you write please."
3 Conclusion: The teacher sums up all previously provided answers by pupils. (**CON**)
"Good A" so: 0 this is 0 what" must pupils do And what mustn't 0 they do 0 at 0 the euh farm 0 or in the greenhouse 00.They must 0 gather at the school gate 0

at 7 o'clock; they must visit the greenhouse; they must take notes. Here, if some pupils do, will do this. Mr. Allen will be very angry".
Ok, so, they mustn't walk in the furrows, the furrows; and they mustn't pick plants, and the last one they mustn't scatter in the greenhouse.

Sub-transaction 5.2: "Written Grammar Practice"

151-T:

4 Restatement: The teacher explicitly refers to

development of lesson. (MS)

"take your lesson copybook please and write (pupils start writing)+ So, a new page, you write the date unit one, class-outing, you write the sentences, activity one classify the following sentences in the right box (BB).(she writes the sentences on BB for seconds)+. So, you write the date, the title, the unit activity you write the following sentences. After you draw the table (pupils start writing then the teachers goes to check their copybooks)+.

5 Information: The teacher informs pupils on the fact that they always make mistakes. (I) "You always do mistakes".

6 Prompt: The teacher reinforces directive performed in the Restatement. (P)

"Hurry up," the others hurry up please

7 Check: The teacher checks whether pupils have finished what she asked them to do. **(CH)**

"have you finished ?"

152-P4+

Response: A non nominated pupils positively replied the teacher's "check-question". **(REP)**

"Yes, madam."

153-P7+ :

Response: A non nominated pupil answered negatively to the teacher's "check-question". **(REP)**

"No, madam."

154-T:

1 Check: The teacher wants to confirm whether P7+ has really not finished. **(CH)**

"Not yet P7+ " 00 not yet" ?"

2 Prompt: The teacher reinforces directive. **(P)**

"Hurry up." 000

3 Directive: The teacher requests pupils not to forget a sentence. **(D)**

"Don't forget this sentence."

155-P4+:

Reaction: A non nominated pupil positively reacted to teacher's directive. **(REA)**

"Yes."

156-T:

Check: The teacher wants to check whether P7+ has finished in the middle. **(CH)**

"P7+, finished in the middle"?"

157-P7+:

Response: Pupil P7+ positively replied to teacher's

check. (REP)

"Yes".

158-T:

1 Directive: The teacher politely requests a pupil to clean the blackboard. (D)

"Clean the board, please, someone,"

2 Verbal nomination: The teacher nominates a pupil to clean the blackboard. (N)

"P1+?"

3 Directive: The teacher gives more details about how the blackboard should be cleaned. (D)

"Clean the board in the middle 0 the title also 0 (he cleans the board). This one, please O.

4 Initiation: The teacher asks the same question again. (EL)

"You are writing this sentence" ?"

5 Directive: The teacher gives more details about what the pupils should do. (D)

"look at your friend euh 0 copybook and write it. Please 000 look at euh P6+'s copybook and write it.

6 Prompt: The teacher reinforces directives. (P)

"Hurry up"

Sub-transaction 5.3: " Oral Grammar Practice II"

158-T

7 Initiation: The teacher asks a question. (EL)

"When you are ill, when you are ill 000 where, 0 where

must you go ? 000

8 Initiation: The teacher asks the same question. (EL)

"when you are ill ?"

9 Starter: The teacher provides information to facilitate response. (S)

"for example when I suffer from a headache, I have a"

159- P9- Non verbal bidding (B)

160- P2- Non verbal bidding (B)

161-P1+ Non verbal bidding (B)

162-T Nomination The teacher nominates **P1+ (B)**

"yes **P1+** " ?"

163- P1+ Response: The nominated pupils tries an answer.(REP)

"euh I go euh to the doctor."

164-T: 1 Evaluation: The teacher positively evaluates the answer by rehearsing it several times while writing on the blackboard (E)

"good, when someone is ill, he must 0 must 0 go to the 0 doctor 0 he must go 0 to the 0 doctor. when someone is ill 0 he must 0 go to the 0 doctor. He must 0 go to: the: doctor (BB). he must 0 go to the doctor."

2 Marker: The teacher marks boundary in discourse. (M) "

Now", "

3 Initiation: The teacher asks a question. (EL)

"after a few days 0 it will be 0 Ramadan, so all Muslims 00

must" ? 00

165-P1+: **Response:** A non nominated pupil provides a wrong answer.
(REP)

"eat."

166-T: **1 Repetition with no Change and Emphasis (Chaudron's Appendix)**

"eat"?"

2 Repetition with no Change and Emphasis (Chaudron's Appendix)

"must eat in Ramadan ?"

3 Initiation: The teacher asks the same question again. (EL) "

you must" ?" 0

4 Starter: The teacher provides information to facilitate response. (S)

"how do we say not eat, not drink during all the day,"

5 Initiation: The teacher asks a question. (EL) "

to"?"

167-P9- : **Response:** A non nominated pupil answers, doing an error.

"mustn't."

168-T: **Verbal nomination:** The teacher nominates her without making any comment on the answer. (N).

"yes P9- " ?"

169-P9- : **Response:** The now nominated pupil tries an answer. (REP)

"euh he mustn't / /

170-/T/: **Initiation:** The teacher interrupts the pupil's answer by initiating another question. (EL)

/ he mustn't or they mustn't"?)

171-P9- : **Response:** The nominated pupil keeps on answering. **(REP)**

"they mustn't food a / /.

172-/P9-+T/: **Response:** The teacher completed, with the pupil, the answer.(REP)

/ food in Ramadan/.

173-T: **1 Evaluation:** The teacher positively evaluates the answer.(E) " yes."

2 Conclusion: The summarises ideas developed with pupils.

(CON)

"so during the month 0 of Ramadan, 0 Muslims mustn't 0 eat and drink 0 or they must fast, 0 they must. they must 0 /fast./

174-/P1+/: A non nominated pupil anticipated the last teacher's word. " fast."

175- T: **1 Conclusion:** The continues to summarise ideas developed with pupils while writing on the blackboard. **(CON)**

"must 00 fast 00 during 00 Ramadan (BB). Here they must fa, we must fast not for example your little brother or little sister, euh in. so, they must 0 fast" 0.

2 Marker: The teacher explicitly refers to development of lesson. (M)

"Now^," 00

3 Initiation: The teacher asks a question **(EL)**
"must you sleep in the classroom 00 when the teacher is explaining the lesson ?

- 176-P4+** **Response:** A non nominated pupil provides an answer. **(REP)**
 "no".
- 177-** **T 1 Initiation:** The teacher asks the same question again without giving any regard to the answer given by the group. **(EL)** "
 must you sleep" ?"
- 2 Cue:** The teacher evokes bid. **(C)**
 "not collective answers please."
- 3 Directive:** The teacher requests pupils to raise hands. **(D)**
 "rise your hands."
- 178- P2-** **Non verbal bidding: NVB**
- 179- T** **Nomination:** The teacher nominates another pupil. **(N)**
 "P7+ II? "
- 180-P7+:** **Response:** The nominated pupil answers. **(REP)**
 "no , madam."
- 181-T:** **1 Evaluation:** The teacher positively evaluates the answer. **(E)**
 "no, 0 we mustn't 0 sleep 0 in the 00 classroom."
- 2 Initiation:** The teacher asks the same pupil if he has another answer. **(EL)**
 "P2-, have you got another 0 euh answer ?"
- 3 Non verbal response:** the pupil responds negatively by her head. (visible on the tape)
- 4 Marker:** The teacher marks boundary in discourse. **(M)**
 " ok "
- 5 Conclusion:** The teacher summarises previously developed ideas.

while writing on the blackboard. (CON)
"so we mustn't or the pupils mustn't, mustn't sleep in the class
or in the 000 (BB). So, they mustn't sleep in the classroom.

6 Marker: The teacher marks boundary in discourse. (M)

"Ok"

7 Initiation: The teacher asks a question. (EL)

"when must, must we do when 00 you have 0 exams ?"

8 Initiation: The teacher asks the same question differently. (EL) "

what 0 must 0 the pupil 000 do when 0 he has 0 an exam? (BB) 000

9 Initiation: The teacher asks the same question again. (EL)

"what must he do ?"

10 Initiation: The teacher asks another question. (EL) "

must he :: watch TV or practice sport ?"

11 Initiation: The teacher asks the same question differently. (EL) "

or what must he do ?"

12 Initiation: The teacher asks the same question differently. (EL) "

the pupil when you have an exam?

182-P1+ **Non verbal bidding:**

183- P2- **Non verbal bidding:**

184- P8+ **Non verbal bidding:**

185- T **Verbal nomination:** The teacher nominates a pupil. (N)

"P8+ a'?"

186-P8+ : **Response:** The nominated pupil tries an answer. (REP)

"they must euh revise" / /

187-/T/: **Initiation:** The teacher interrupts the pupil's attempt to answer

to initiate another question. (EL)

/ he, he the pupil , he must"?.

188 P8+ : **Response:** The interrupted pupil keeps on answering. **(REP)**

"he euh."

189T: **Starter:** The teacher helps the pupil with some information to facilitate response (S)

"must"

190-P8+: **Response:** The interrupted pupil keeps on answering. **(REP)**

"he must."

191-T: **Starter:** The teacher helps the pupil with some information to facilitate response (S)

"revise" ?

192-P8+ : **Response:** The pupil keeps on answering but does an error. **(REP)**

"he must revise her lesson."

193-T: 1 Initiation: The teacher repeats the pupil's error in a form of a question. **(EL)**

Repetition with no Change and Emphasis. (Chaudron's Taxonomy)

"his or her ?"

2 Initiation: The teacher repeats the pupil's error in a form of a question but differently. **(EL)**

Repetition with no Change and Emphasis. (Chaudron's Taxonomy)

"her or his ?"

3 **Initiation:** The teacher repeats the pupil's error in a form of a question. (EL)

Repetition with no Change and Emphasis. (Chaudron's Taxonomy)

"his or her."

4 **Response:** The teacher provides the answer herself. (REP)

"the pupil don't know if he is a girl or a [boy. so](#), he must re revise his lessons good."

5 **Initiation:** The teacher asks **P2-**, if she has an another answer. (EL)

"**P2-**, have you got another answer ?"

194-P2 :

Response: Non verbal response from the pupil. She responds negatively with a gesture (visible on the videotape)

195-T:

1 **Evaluation:** The teacher positively evaluates the pupil's

answer by repeating it. (E) "no,"

2 **Conclusion:** The teacher recapitulates what was developed by Pupils while writing on the blackboard. (CON)

"so, 0 he must 000 revise 000 his (BB). in general when you don't know if it's a girl or a boy we speak like it 0 with his. it's a 0 boy 0

3 **Marker:** The teacher marks boundary of discourse. (M)
"now"

4 **Initiation:** The teacher was about to ask a question when

suddenly she apologised and then asked a question in the end.

(EL)

"I ask you, sorry. 0 what 0 must 0 you do" 0

- 5 **Initiation:** The teacher asks the same question while writing it on the blackboard. (EL)

"what must you do ?" (BB).

196 P5+

Reaction: A non nominated pupil asks, in Arabic, fo

r

permission to answer. (REA) "Oustadha ndjib euh".

197-T: 1

Response: The teacher answers herself the question she asked.(REP)

"go in the class" 00

- 2 **Initiation:** The teacher asks another question. (EL)

"and what 0 mustn't you 0 do 0 in the the class" (BB).

- 3 **Cue:** The teacher attempts to restore discipline for two pupils were speaking. (C)

"P7+", you were laughing with euh 0 P6+."

- 4 **Initiation:** The teacher comes to the previous question asked in floor 149. (EL)

"so, here 0 what must you do in the class" 0

- 5 **Initiation:** The teacher comes to the previous question asked in 2 above. (EL)

"and what mustn't you do in the class 000.

- 6 **Prompt:** The teacher reinforces elicitation (Initiation 5). (EL)

"yes" ? 0

- 7 **Initiation:** The teacher comes to the previous question asked in
Initiation 4, above. (EL)
"what must you do in the class ?"
- 8 **Initiation:** The teacher asks pupils to give an example (EL)
"example" 000
- 9 **Initiation:** The teacher comes to the previous question asked in
Initiation 7, above. (EL)
"what must you do in the class ?" 000
- 10 **Initiation:** The teacher comes to the previous question asked in
Initiation 5, above. (EL)
"what mustn't you do in the class ?"
- 11 **Starter:** The teacher provides information to facilitate response.
(S)
"we have said, here the pupil 0 mustn't 0 sleep"
- 12 **Initiation:** The teacher elicits another question. (EL)
"and ?"
- 13 **Initiation:** The teacher elicits another question. (EL)
"only sleep" ?" 00
- 14 **Starter:** The teacher provides information to facilitate response.
(S)
"so, we mustn't 000 sleep" 000
- 15 **Initiation:** The teacher elicits another question. (EL)
"and ?" •
- 16 **Response:** A non nominated pupil tried an answer in Arabic.
(REP)

"faoudha."

198-P8+

Bidding

199-P2-

Bidding

200-T:

Verbal nomination: The teacher nominates P8+

P8+ "?"

201-P8+ :

Response: The nominated pupil tries to answer with some hesitation. (REP)

"euh."

202-T:

Prompt: The teacher reinforces elicitation performed i

n

Initiation 15 of floor 151. (EL) "yes P8+ " ?"

203-P8+ :

Response: The nominated pupil reproduced the answer give

n

in Arabic, previously. (REP) "el faoudha"

204-P2- :

Bidding: Pupil P2- signals desire to contribute. (B)

"madam, madam."

205-T:

Initiation: the teacher wants to check whether the meaning of the word given in Arabic corresponds to her interpretation. (

EL)

"to speak."

206-P8+ :

Response: The pupil informs the teacher that the interpretatio

n

suggested is not what he wants to mean. (REP) "not to speak."

207-T:

Initiation: The teacher suggests another interpretation through a question. (EL)

- 208- P8+ : "not to speak at all" ?"
Response: The pupil tries to express in English the idea h
e
gave in Arabic, using some French. "euh, speak avec euh"
- 209-T: **Prompt:** The teacher encourages the pupil to continue the
attempt, even with some French words. **(P)** The teacher did
not insist on the fact that the pupil integrated a French word
in this answer. Therefore, the pupil's deviation was not
regarded as an error or mistake.
- 210-P8+ : "yes."
Response: The pupil keeps on trying to express answer in
English. **(REP)**
- 211-T : 1 "speak avec my friend."
Evaluation: The teacher positively evaluates the pupil's
answer, while translating in English the word given in
French. **(E)**
- 2 "speak with your friend."
Conclusion: The teacher recapitulates. **(CON)**
- 3 "so, speak (BB). here don't speak at all."
Initiation: The teacher wants to check whether pupils
understood the previous idea. **(EL)** "you speak only
when the teacher" 0
- 212-P8+ : **Response:** A non nominated pupil answers. **(REP)**
"explains."
- 213-T: **Initiation:** The teacher repeats differently the question asked

in Initiation 3 of floor 164. (EL)

"when the teacher explains you are speaking with your friend ?"

214-P5+

Response: A non nominated pupil answers. (REP)

"no."

215-T:

1

Evaluation: The teacher positively evaluates the answer. (E)

"no"

2

Conclusion: The teacher recapitulates. (CON)

"you speak when the teacher asks you to answer 0 or when you have a 0 question to ask" 0 the teacher.

3

Initiation: The teacher asks another question. (EL)

"and what else" ?"

4

Starter: The teacher provides information to facilitate response. (P)

5

"sleep, 0 speak 0 to be very noisy here, to speak, to be noisy,
Initiation: The teacher asks another question. (EL)

"and also" ?"

216-P2- :

Bidding: Pupil P2- bids for answering. (B)

"madam."

217-T:

Verbal nomination: The teacher nominates a pupil. (N)

"P2- ?,

218-P2- :

Response: The nominated pupil answers the question. (REP)

"eat" (BB).

219- T

1

Evaluation: The teacher positively evaluates the pupil's answer. (E)

"good"

2 **Initiation:** The teacher asks another question. (EL)

"and what else ?

3 **Initiation:** The teacher asks another question. (EL)

"what you must do ?

220 P9- **Non verbal bidding: NVB**

221-T **Verbal nomination:** The teacher nominates P9-

P9- "?"

222-P9-: **Response:** The nominated pupil tries to answer and he was

interrupted by the teacher. (REP) "euh must listen euh" //.

223-/TI: **Starter:** The teacher provides information to facilitate

response. (P)

/to/.

224- P9- : **Response:** The nominated pupil keeps on answering. (REP)

"to the teacher."

225-T: 1 **Evaluation:** The teacher positively evaluates the pupil's

response. (E).

"yes^, to listen to the teacher good. to listen to the teacher."

2 **Initiation:** The teacher asks another question. (EL)

"and what else ?

3 **Initiation:** The teacher repeats the same question. (EL)

"what else ?"

4 **Initiation:** The teacher repeats the same question for the third

time. (EL)

"what else ?

- 226- P2- **Non verbal bidding: NVB**
- 227- P1+ **Non verbal bidding: NVB**
- 228- T- **Verbal nomination:** The teacher nominates a pupil. (N)
 "P2- ?"
- 229-P2-: **Response:** The nominated pupil tries an answer. (REP)
 "euh write the lesson."
- 230-T: 1 **Evaluation:** The teacher positively evaluates the pupil's answer by writing it on the blackboard. (E) "
 good", write the lessons" (BB)
- 2 **Initiation:** The teacher asks another question. (EL)
 "and ?"
- 3 **Prompt:** The teacher reinforces previous elicitation. (P)
 "write the lessons and" ? 0
- 4 **Initiation:** The teacher the same question (Initiation 2) for the second time. (EL)
 "what else ?"
- 5 **Initiation:** The teacher asks the previous question differently. (EL)
 "what are the activities you are allowed to do in the classroom 0 and you are not allowed to do in the class.?" 000.
- 6 **Conclusion:** The teacher recapitulates. (CON)
 "So you listen to the teacher, write the lessons 0 you mustn't sleep or speak or eat in the class."
- 231- P1+ **Non verbal Bidding NVB**
- 232- T **Verbal nomination:** The teacher nominates a pupil. (N)

"P1+?"

233-P1+ : **Response:** The nominated pupil tries an answer but he was interrupted by the teacher. **(REP)**

"euh, we euh, we prepare 0 euh the euh lesson, the lesson in the" / /.

234-/T/: **Starter:** The teacher provides information to complete response. (S)

"/ at home/." -

235-P1+ : **Response:** Thze nominated pupil keeps on answering. **(REP)**

"at home, at home."

236-P14-: **Response:** A non nominated pupil participate in the elaboration of the answer. **(REP)**

"in the euh."

237T: 1 **Verbal nomination:** The wants to clarify that the exchange should go with **P1+** and not with **P14-**. (N) "Yes, so 0 continue. **P1+**,

2 **Prompt:** The teacher reinforces elicitation in Initiation 5 of floor 179.(P)

"you said you have said ?"

238-P1+: **Response:** The nominated pupil continues in his attempt but h e

was interrupted by the teacher. **(REP)** "euh we prepare euh"

/ /

239-/T/: **1** **Response:** The teacher decided to complete the answer herself. **(REP)** -

- /we must prepare the lesson at home. yes^, good /
- 2** **Initiation:** The teacher asks another question. (EL)
 "and" ?
- 3** **Initiation:** The teacher asks another question. (EL)
 "what else ?
- 4** **Initiation:** The teacher asks another question. (EL)
 "what you mustn't in general, ?"
- 5** **Starter:** The teacher provides information to facilitate
 response. (S)

 "all mustn't are more than must" 000
- 6** **Directive:** The teacher requests pupils to look at the wall. (D)
 look 000 on the wall.
- 7** **Initiation:** The teacher asks a question. (EL)
 "we mustn't" ?"
- 240- P1+** **Bidding (B)**
- 241-P8+:** **Response:** The pupil answers without nomination. (REP)
 "write."
- 242-P6+** **Response:** A non nominated pupil gives the sam
 e
 answer as **P8+.** (REP) "write."
- 243-T:** **1** **Evaluation:** The teacher positively evaluates the answers. (E)
 "write"
- 2** **Initiation:** The teacher asks a question. (EL)
 "and"?"
- 3** **Response:** The teacher marks a stop then gave the answer (REP)

- "draw".
- 4 **Initiation:** The teacher asks a question. **(EL)**
- "on the" ?"
- 5 **Response:** The teacher marks a stop then gave the answer **(REP)**
- "table."
- 6 **Initiation:** The teacher asks a question. **(EL)**
- "and" ?
- 7 **Response:** Both the teacher and the pupils gave the answer at the same time. **(REP)**
- "the wall", the walls, yes."
- 8 **Directive:** The teacher requests pupils to perform a task. **(D)**
- "write and draw on 0 the 0 tables 0 and the walls (BB).
- prepare your lessons like your friend said"
- 9 **Initiation:** The teacher asks another question. **(EL)**
- "and also P8+" ?"
- 244-P8+: **Response:** A non nominated pupil tries an answer with some words in French.
- "must fete the papiere on terre."
- 245-T: 1 **Evaluation:** The teacher negatively evaluates the pupil's attempt by drawing the pupil's attention on the mixture of French and Englis. **(E)** The pupil `s answer contains an error.
- Repetition with no Change and Emphasis (Chaudron's Taxonomy)**
- "must jette the papier, the papier on terre. This is French and English 0 and 0 it's a mixture. 0

2 **Prompt:** The teacher reinforces elicitation by nominating **P8+** to try another answer. (P) -

"yes **P8+** ?"

3 **Initiation:** The teacher asks a question. (EL)

"We mustn't ?" 0

4- **Initiation:** The teacher wants *pupils to deal with P8+' error.*

(EL)

"how do we say fete, jête in English. Jeter, 00 to: " ?

5 **Response:** The teacher provides the answer herself. (REP)

"throw." 0

6 **Prompt:** The teacher reinforces elicitation (Initiation 4,

above). (P)

"We mustn't,"

7 **Verbal nomination:** The teacher nominates again **P8+**. (N)

" P8+,"

8 **Initiation:** The teacher wants the pupil to repeat the answer given in Response 5, above. (EL) "

can you please repeat it ?"

Response: The nominated pupil tries to repeat, but he was

246-P8+:

interrupted by the teacher. (REP)

"euh, we mustn't frow" "/ I."

247/T/:

Reaction: The teacher reacted to the pupil's attempt by providing herself the right answer. (REA)

"/throw, throw/."

248-P8+:

Response: The pupil replies by repeating the teacher's

words. The pupil mispronounced (pronunciation error) (REP)

"throw euh the euh paper" (wrong pronunciation)+.

249-T: **Reaction:** The teacher reacted to the pupil's wrong pronunciation by correcting it herself.

Repetition with change. (Chaudron's Taxonomy)

"the papers."

250-P8+: **Response:** The nominated pupil repeats the teacher's correction

pronunciation. (REP) "the papers."

251-T: **Initiation:** The teacher wants **P8+** to complete the answer. (EL)

"on the"?

252-P8+: **Response:** The pupil tries but can not. (REP)

"on the."

253-T: **Response:** The teacher completes the answer herself. (REP)

"the floor".

254 P8+: **Response:** The pupil repeats the teacher's answer. (REP)

"floor."

255-T: **1 Evaluation:** The teacher praises. (E)
"good. You mustn't 0 throw 0 papers 00 on 0 the 0 floor (BB). "Good, **P8+** very good."

2 Conclusion: The teacher recapitulates. (CON)
"yes" and also 00 you listen to the teacher 00, you write the lesson 0

3 Initiation: The teacher requests pupils to answer, helping

them with some school things held in her hands. (visible on the videotape) "and also" 000 **Verbal bidding**: P9- signals desire to contribute. (**B**)

256-P9-:

"madam, madam, madam."

Verbal nomination: The teacher nominates the pupil who was bidding.(N)

257-T:

"P9-?"

258-P9- :

Response: The pupil tries to answer but she was interrupted by the teacher. (**REP**)

"euh mustn't forget euh of : euh the :: book and"

259-/T/:

1 **Evaluation**: The teacher partially positively evaluates the pupil's answer. (**E**)

/ good, we mustn't forget or

2 **Initiation**: The teacher asks a question. (**EL**)
"how do we call, book, notebook, copybook, schoolbooks, school" ? /

260-P6+

Response: A non nominated pupil tries an answer. (**REP**)

"bag".

261-T:

1 **Evaluation**: The teacher positively evaluates the pupils' answer. (**EL**)

"schoolbag. This is a schoolbag"

2 **Directive**: The teacher politely requests pupils to show her

schoolbags.

"show me your schoolbag please" 0

- 3 **Verbal Nomination:** The teacher nominates the pupil who will be asked the question. (She asks the pupil **P17-**)+. 0

- 4 **Initiation:** The teacher asks a question. (EL)

"This a schoolbag, and what is inside the schoolbag" ?

- 5 **Initiation:** The teacher asks the same question. (EL)

" School"?

- 6 **Initiation:** The teacher asks a question. (EL)

"Material or school" ?"

- 262-P5- **Response:** A non nominated pupil gives an answer. (REP)

"material."

- 263T: 1 **Evaluation:** The teacher positively evaluates **P9-'s** answer instead of the pupils', while self-correcting herself (things instead of material)

"things. Good **P9-**".

- 2 **Conclusion:** The teacher recapitulates. (CON)
"We must 0 bring 0, bring, to bring. 0 So, here we have two possibilities. 0 I have written in must, in the colon of must 000 bring our school material 0 or: I can write it in the colon of mustn't: 0 don't forget the school material, we mustn't forget. So, bring, 0 bring 00 the school (BB).

- 3 **Initiation:** The teacher asks another question. (EL)

"and" ?"

- 4 **Verbal nomination:** The teacher nominates **P1+(N)**

- "P1+ "?"**
- 264-P1+ :** **Response:** The pupil tries an answer but does an error.
(REP)
- 265-T:** "euh he must euh boyzy boy in the classroom."
Reaction: The teacher reacted to the pupil's error by asking another question.
Repetition with no Change and Emphasis. (Chaudron's Taxonomy)
- 266-P1+ :** "boyzy or noisy"?
Response: The nominated pupil answers. (REP)
"noisy."
- 267-T:** 1 **Evaluation:** The teacher positively evaluates the pupil's answer. (E)
"yes,"
- 2 **Initiation:** The teacher requests the pupil to continue to develop the answer. (EL) •
"so " ?
- 268-P1+ :** **Response:** The nominated pupil begins to answer with some hesitation. (REP)
"euh."
- 269-T:** **Initiation:** The teacher clarifies Initiation 2 of floor 219.
(EL)
"he mustn't be" ?"
- 270-P1+ :** **Response:** The nominated pupil provides an answer. (REP)
"noisy in the classroom." •

- 271T: 1 **Evaluation:** The teacher positively evaluates the pupil's answer. (E)
- "noisy boy in the classroom."
- 2 **Conclusion:** The teacher recapitulates. (CON)
- "It's in not to speak. Mustn't speak."
- 3 **Evaluation:** The teacher positively evaluate **P1+**, for the second time.(E)
- "Good **P1+**"
- 4 **Initiation:** The teacher asks pupils whether they have another idea. (EL)
- "Another euh idea ?"
- 272- P2- **Non verbal bidding: NVB**
- 273-T **Verbal nomination:** The teacher nominates **P1+**
- "Yes, **P1+** ?"
- 274-P8+ : **Response:** The nominated pupil provides an answer. (REP)
- "you break euh the windows."
- 275-T: 1 **Evaluation:** The teacher positively evaluates the pupil. (E)
- "Excellent!"
- 2 **Conclusion:** The teacher recapitulates, while writing on the blackboard. (CON)
- "We mustn't break 0 the windows, 0 the tables. 0 Ok, mustn't 0 break , 00 break 00 the 0 (BB) windows 0 and 0 the tables (BB). It's not clear here. So, we mustn't 0 break the windows 0 and the tables. 0"
- 3 **Initiation:** The teacher asks a question. (EL)

"What else" ?

4 **Initiation:** The teacher asks another question. (EL)

"Only this" ?

5 **Initiation:** The teacher asks a question. (EL)

"We must here listen to the teacher and also" ?

6 **Initiation:** The teacher asks a question. (EL)

"and also" ?

7 **Starter** The teacher provides information to facilitate response. (S)

"Listen"

8 **Initiation:** The teacher asks a question. (EL)

"and"?

276- P7+

Response: A non nominated pupil provides an answer in Arabic. (REP)

"youcharik".

277-T:

1 **Evaluation:** The teacher translates the word in Arabic while positively evaluating the pupil's answer. (E) "participate. Yes"

2 **Initiation:** The teacher asks a question. (EL)

"and also ?"

3 **Initiation:** The teacher encourages pupils to answer. (EL)

"Yes" ?

4 **Verbal nomination:** The teacher nominates a pupil. (N)

"P9." ?,,

5 **Initiation:** The teacher asks another question. (EL)

- "Have you got an idea" ?"
- 278-P9- :** **Response:** The nominated pupil answers. **(REP)**
- "we must euh participate euh in the class."
- 279-T:**
- 1 **Evaluation:**** The teacher positively evaluates the pupil while writing on the blackboard. **(E)**

 - 2 **Initiation:**** The teacher asks another question. **(EL)**
 "good, you participate in the class good and (BB) 00
 "also" ?

 - 3 **Starter**** The teacher provides information to facilitate response. **(S)**
 "When you listen to the teacher; for example, when I 0
 say give your example. If I say **P6+** stop laughing, he is going to say no miss I don't laugh"

 - 4 **Initiation:**** The teacher comes back to question in Initiation 2. **(EL)**
 "and ::."

 - 5 **Initiation:**** The teacher asks a question. **(EL)**
 "So, 0 you mustn't" ?" 0

 - 6 **Initiation:**** The teacher asks another question. **(EL)**
 "you must" ?"

 - 7 **Initiation:**** The teacher encourages pupils to answer. **(EL)**
 "yes" ?,,

 - 8 **Response:**** The teacher provides herself the answer and then begins to write on the blackboard. **(REP)**
 "You must respect 0 your teachers you must respect them. So, must respect your teacher and one, when the

teacher for example euh euh will speak to 0 you euh 0 perhaps he is angry or you have done something very bad in the classroom, 0 don't" shout" 0 at him, don't 0 shout 0 speak politely 0 to your 0 teacher So, you must respect (BB) 0 your 00 teachers and 0 not. You mustn't 0 shout 0 shout., to shout is to speak loudly to your teacher teacher, 0 yes not politely. Yes shout 0 at 0 your 0 teachers (BB).

- 9** **Directive:** The teacher requests pupils to perform a task i the classroom before telling what to do as a homework. **(D)** "Take your lesson copybook, activity two, Activity two 0" (BB). 000 Finish: this table 000 (BB) and you draw this table and at home "at home" 00 think about 0 other " things" 0 you can 0 do, you must do at euh in the class" and you mustn't do at euh the class or at school 0 in the class 0 or at 000 school.

APPENDIX I.I EXCHANGES OF PHASE A

Transaction 2

Description of sub-transaction 2.1

3-T: 4 Initiation: "Source" question "Display"

"What's" Rafik ?" 00

5 Initiation: "Token" question "Display"

"what's" Rafik ?" 00

6 Initiation: "Token" question "Display"

"what's" Rafik Mesbah ?"

A nominated pupil **P2-** answers the question with some hesitation.

A nominated pupil **P3+** repeats the answer.

A nominated pupil **P4+** repeats the answer.

A nominated pupil **P5+** repeats the answer.

A nominated pupil **P6+** repeats the answer.

A nominated pupil **P7+** repeats the answer.

A nominated pupil **P8+** repeats the answer.

Description of Sub-sub transaction 2.1.1

18-T: 1 Initiation "Source" question "Display"

"where does he study?" 00

2 Initiation "Token" question "Display"

"

"where does he study?" 00"

3 Initiation "Token" question "Display"

"where"?"000

Non Verbal Bidding: Learners **P2-**, **P9-** raise hands.

4 Initiation ----- "Token" question "**Display**"

"where does he study?"

The verbally nominated learner **P9**- answers the teacher's question with some hesitation with a mistake.

6 Initiation ----- "Token" question "**Display**"

"where"?"

22 T 2 Initiation: -----"Token" question "**Display**"

"he?"

The verbally nominated pupil **P2**- provides a correct answer. (

REP) Description of sub-transaction 2.2

24-T: 2 Initiation -----"Source" question "**Display**"

"Who is the teacher of English?"

A non nominated pupil **P8+** answers the question.

26-T 2 Initiation -----"Token" question "**Display**"

"Mrs Salem'

3 Initiation ----- "Token" question "**Display**"

"Mr or Mrs?"

The verbally nominated pupil **P8+** answers the question

Transaction 3

Analyses of Sub-transactions 3.1 and 3.2

Sub-transaction 3.1

28 T: **4 Initiation** -----"Source" question "**Referential**"

"to keep : " (BB)+ 000.

5 Initiation ----- "Token" question "**Referential**"

"to keep" 0

6 **Initiation** ----- "Token" question "**Referential**"

"or:" 0

The **teacher** answers.

Sub-transaction 3.2

Floor 28: T:

10- **Initiation:** ----- "Source" question "**Referential**"

"So, Mrs. Salem will 0 split 0 or"?

11- **Initiation:** ----- "Token" question "**Referential**"

"or"?"

The **teacher** answers.

Description of sub-transaction 3.3

30- T 1- :**Initiation:** ----- "Source" question "**Referential**"

"where do we find articles in general?" 00

~~2- **Initiation:**~~ ----- "Token" question "**Referential**"

"where do we find articles?"

"Token" question "**Referential**"

3- **Initiation:** -- --

" where ?"

"Token" question "**Referential**"

4- **Initiation:** -- --

"where do we 0 have articles?"

"Token" question "**Referential**"

6- **Initiation:** -- --

" where?" -

Pupil **P2-** hesitates.

Pupil P2- answers the question with teacher's help.

Description of Sub-transaction 3.4

Exchange 1

38 T : 5- **Initiation:** ----- "Source" question "Referential"

"or ::" 00

The **teacher** answers.

Exchange 2

9- **Initiation:** ----- "Source" question "Referential"

"several?" 000 (BB)

The **teacher** answers.

Exchange 3

11- **Initiation:** ----- "Source" question "Referential"

"

"example," 000

The **teacher** answers.

Exchange 4

13- **Initiation:** ----- "Source" question "Referential"

"

"topic number two example about" (X seconds). The **teacher** answers.

Exchange 5

15- **Initiation :**

"Source" question "Referential"

"Number three example about" ?" 000

16- **Initiation:**

"Token" question "Referential"

"it can be about" ?" 00 The **teacher**

answers.

Exchange 6

18- Initiation: - - - - -"Source" question "**Referential**"
"number four 00 about" ?"

19- Initiation: - - - - -"Token" question "**Referential**"
"example" ? example" ?"

20- Initiation: - - - - -"Token" question "**Referential**"

"can you give me example about the topic,"

21- Initiation: - - - - -"Token" question "**Referential**"

"what are"

22- Initiation: - - - - -"Token" question "**Referential**"

"guess"

23- Initiation: - - - - -"Token" question "**Referential**"

"what are the topics ?"

Pupil **P1+** answers without being nominated.

Pupil **P1+** answers again with some hesitation

Exchange 7

42- T: 2- Initiation: - - - - -"Source" question "**Referential**"

"or can you give me other topics please?"

3- Initiation: - - - - -"Token" question "**Referential**"

"What are the topics we are interested in a school magazine:" 00

4- Initiation: - - - - -"Token" question "**Referential**"

"agriculture, 0 industry, 0 sport 00 or" ? "

5-Initiation. - - - - -"Token" question "**Referential**"

"Example?"

The **teacher** answers.

Exchange 8

42-T 8- Initiation: ----- "Source" question "**Referential**"

"Example"

10- Initiation: ----- "Token" question "**Referential**"

"which place 0 will pupils visit?" 0

11- Initiation: ----- "**Token**" question "**Referential**"

"Which place example,"

12- Initiation: ----- "Token" question "**Referential**"

"where?"

13- Initiation: ----- "Token" question "**Referential**"

"where pupils will go to write about agriculture?"

15- Initiation: ----- "**Token**" question "**Referential**"

"So, to know about tomatoes, where will pupils go?"

The **nominated pupil P1+** provides an answer.

Exchange 9

46-T : **2- Initiation:** ----- "**Source**" question "**Referential**"

"or?"

4- Initiation: ----- "Token" question "**Referential**"

"steps what are the different 0 steps" 0

The **teacher** answers.

Exchange 10

46-T **8- Initiation:** ----- "**Source**" question "**Referential**"

"how 0 does the fellah work?" 00.

10- Initiation: : ----- "Token" question "**Referential**"
"So they will visit?" 000

The **teacher** answers.

Exchange 11

46-T 14- Initiation: ----- "Source" question "**Referential**"
"How this table is made?"

16- Initiation: ----- "Token" question "**Referential**"
"because" 000

The **teacher** answers.

Exchange 12

46-T 19- Initiation: ----- "Source" question "**Display**"
"So in the euh, in the industry they'll visit" 000

The **teacher** answers.

Exchange 13

46-T 22- Initiation: ----- "**Source**" question "**Referential**"
"what are they going to visit?"

Pupil **P1+** answers with hesitation.

Exchange 14

50- T : **3- Initiation:** ----- "Source" question "**Referential**"
"and also what?"

4- Initiation: ----- "**Token**" question "**Referential**"
"what will they watch?" 00

5- Initiation: ----- "**Token**" question "**Referential**"
"they will watch"? 000

Pupil **P8+** answers in French.

Exchange 15

54-T :

2- Initiation: ----- "**Source**" question "**Referential**"

"they will watch?" 0

3_ Initiation: ----- "Token" question "**Referential**"

"how do we say "joueur" in English?" 000

The **teacher** answers.

Pupil **P8+** repeats teacher's answer.

Exchange 16

56-T :

Initiation: ----- "**Source**" question "**Display**"

"where"?"

The previously nominated learner **P8+** answers.

Exchange 17

58-T

3- Initiation: ----- "**Source**" question "**Display**"

"where"?"

The previously nominated learner **P8+** answers.

Exchange 18

62-T :

1- Initiation: ----- "**Source**" question "**Display**"

"how did euh sorry euh"

A non nominated learner, **P12-** answers by repeating an answer given before.

Exchange 19

T -66

4- Initiation: ----- "**Source**" question "**Display**"

"what are the rules euh of each euh game and so on ?"

No response.

Descriptions of sub-transaction 3.5 and Sub-sub transaction 3.5.1

Exchange 1

66 T: 8- Initiation: ----- "Source" question "Referential"

'What is the date?'

9- Initiation: ----- "Token" question "Referential"

"how will the pupils for example of group four write an article ?"

10 Initiation: ----- "Token" question "Referential"

"How" ?

11 Initiation:

"they will" ? 000

----- "Token" question "Referential"

12 Initiation:

"yes" ?"

----- "Token" question "Referential"

The teacher answers.

Exchange 2

66 18 Initiation: ----- "Source" question "Referential"

" why " ?"

19 Initiation

"why interesting?"

----- "Token" question "Referential"

20- Initiation

«why ..?»

----- "Token" question "Referential"

21 Initiation

"because they will visit / /.

----- "Token" question "Referential"

Learner P17- answers.

Exchange 3

Floor 68 T 01- Initiation— — — — — "Source" question "**Referential**"

"they will visit?"

03- Initiation

— — — — — "Token" question "**Referential**"

"They will visit?"

02- Initiation

— — — — — "Token" question "**Referential**"

"They will visit"?

The **teacher** answers.

Exchange 4

Floor 74 T 08 Initiation: - - - - - "Source" question "**Referential**"

"in the farm 0 they will have an interview with"?

The **teacher** answers.

Exchange 5

Floor 74 T 11 Initiation: - - - - - "Source" question "**Referential**"

"here in the factory they will have an interview with"? 000

The **teacher** answers.

Exchange 6

Floor 74 T:

13- Initiation: - - - - - "Source" question "**Display**"

"In the stadium, they will have an interview with"?"

15- Initiation - - - - - "Token" question "**Display**"

"The"?"

76- T 02- Initiation - - - - -

— — "Token" question "**Display**"

"P12- , have 0 interview with"?" 0

The **teacher** answers.

Exchange 7

Floor 76- T 04- Initiation: ----- "Source" question "**Display**"

"and euh?"

06- Initiation ----- "Token" question "**Display**"

"and also sometimes they can" take?" "

78- T : 02- Initiation ----- "Token" question "**Display**"

"They will take a"?"

Learner **P15-** answers.

Exchange 8

Floor 84- T 2 Initiation: — — — — — — — — — — "Source" question "**Display**"

“why” ?_{GL}

4 Initiation — — — — — — — — — — "Token" question "**Display**"

"to take ?"

Learner **P8+** answers.

Transaction 4

Description of sub-transaction 4.1

Exchange 1

Floor 86- T: 4 Initiation: ----- "**Source**" question "**Display**"

"Who is Mr.Allem"?" "

5 Initiation: ----- "Token" question "**Display**"

"He is a teacher of"?"

Learner **P8+** answered without nomination.

Learner **P2-** answered without nomination.

The **teacher** answered.

Exchange 2

91- T: 2 Initiation: ----- "Source" question "Display"

"and Mr. Allem is ?"

Pupil **P2-** answered without being nominated.

93- T: Initiation: ----- "Token" question "Display"

"of?"

Pupil **P2-** gave a wrong answer.

The **teacher** answers.

Description of sub-transaction 4.2

Exchange 1

95- T : 5- Initiation: ----- "Source" question "Referential"

"What is the class outing?"

6- Initiation: ----- "Token" question "Referential"

"what is the, ?"

The **teacher** answers the question.

Exchange 2

95-T: 10- Initiation: "Source" question "Referential"

"and also why we must leave early ?"

11- Initiation: ----- "Token" question "Referential"

"why early ?"

12- Initiation: ----- "Token" question "Referential"

"why?"

13- Initiation: ----- "Token" question "Referential"

"what happened in the farm in general ?" The **teacher** answers the question.

Exchange 3

97-T 4- Initiation: ----- **"Source"** question **"Referential"**

"

"what will they do ?"

5- Initiation: ----- **"Token"** question **"Referential"**

"what must they do ?"

Pupil **P15**- answered in Arabic

97- T: 6- Initiation: **"Source"** question **"Referential"**

"what mustn't they do?"

No response

Exchange 5

103-T: 4 Initiation: **"Source"** question **"Referential"**

"the greenhouse is"?"

Pupil **P15**- answers in Arabic.

105- T: 2- Initiation: ----- **"Token"** question **"Referential"**

"so it's a euh a house and inside euh you don't find euh inside."

The **teacher** answers.

Exchange 6

105-T 5 Initiation: **"Source"** question **"Referential"**

"what are furrows ?"

6 Initiation: **"Token"** question **"Referential"**

"example,"

7 Initiation: **"Token"** question **"Referential"**

"what the furrows ? "

No response

Exchange 7

105 T: 11- Initiation: ----- "Source" question "Referential"

"to pick euh in to pick plants."

Pupil P 14- answered without being nominated.

107-T: 1- Initiation: -----"Token" question "Referential"

"yes, yes"?"

Pupil P15- answered in Arabic.

Transaction 5

Description of sub-transaction 5.1

Exchange 1

109 T: 5 Initiation: — — — — — "Source" question "Referential"

"which sentence 0 we are classi?"

No response

Exchange 2

109 T 7 Initiation: "Source" question "Display"

"what must 0 the pupils 0 do O?"

Pupil P2- answers.

Exchange 3

115- T: 3 Initiation: ----- "Source" question "Display"

"so number" ?

A non nominated pupil answers.

Exchange 4

118-T: 2 Initiation: ----- "Source" question "Display"

"number two walk in the furrows, 00 walk in the furrows 00. I classify it in must or mustn't ?"

Learner **P9**- answers.

Exchange 5

124-T: 2 Initiation: - - - - - "Source" question "**Display**"
"visit" the greenhouse," 00

3 Initiation: - - - - - "Token" question "**Display**"
"visit the greenhouse" 00

Pupil **P8+** answers.

Exchange 6

132- T: 3 Initiation: - - - - - "Source" question "**Display**"
"how about 00 pick plants?"

4 Initiation: - - - - - "Token" question "**Display**"
"pick plants"?"

5 Initiation: - - - - - "Token" question "**Display**"
"pick plants"?"

Pupil **P2**- answers.

Exchange 7

138-T: 3 Initiation: - - - - "Source" question "**Display**"
"take notes"

4 Initiation: - - - - "Token" question "**Display**"
"takes notes" down"

Pupil **P1+** answers.

Exchange 8

140-T: 5 Initiation: ----- "Source" question "Referential"

"E or F."

The **teacher** answers.

Exchange 9

140-T: 7 Initiation: ----- "Source" question "Display"

"and the last one scatter" in the greenhouse'

8 Initiation ----- "Token" question "Display"

"scatter in the greenhouse"."

9 Initiation ----- "Token" question "Display"

"scatter in the greenhouse."

Pupil **P6+** answers.

Description of sub-transaction 5.3

Exchange 1

158-T 7 Initiation: ----- — — — "Source" question "Display"
"when you are ill, when you are ill 000 where, 0 where must you go?"

8 Initiation ----- "Token" question "Display"

"when you are ill ?"

Pupil **P1+** answered.

Exchange 2

164-T: 3 Initiation ----- "Source" question "Display"

"after a few days 0 it will be 0 Ramadan, so all Muslims 00 must" ?

A non nominated pupil provides a wrong answer.

166-T: "eat."
1 Initiation: ----- "Token" question "**Display**"
"eat?"

2 Initiation: ----- "Token" question "**Display**"
"must eat in Ramadhan ?"-

3 Initiation: ----- "Token" question "**Display**"
"you must"?"

5 Initiation: ----- "Token" question "**Display**"
" " " "
to ?
A non nominated pupil provides a wrong answer.
"mustn't"

Pupil **P9-** answers again after being nominated.

"Euh he mustn't"! /

170-/T/: **Initiation:** ----- "Token" question "**Display**"
/ "he mustn't or they mustn't"?"

P9- provides an incomplete answer.

" T h e y m u s t n ' t f o o d a /

The **teacher** and **P9-** complete the answer

Exchange 3

175-T: **3 Initiation:** ----- "**Source**" question "**Display**"
"must you sleep in the classroom 00 when the teacher is explaining
the lesson ?"

A non nominated pupil **P4+** provides an answer, which was
refused for absence of nomination.

177- T: 1 **Initiation:** ----- "Token" question "**Display**"
"must you sleep" ?"
P7+ answered after being

nominated. Exchange 4

181-T: 7 **Initiation:** ----- "Source" question "**Display**"
"when must, must we do when 00 you have 0 exams ?"

8 **Initiation:** ----- "Token" question "**Display**"
"what 0 must 0 the pupil 000 do when 0 he has 0 an exam? (BB)

9 **Initiation:** ----- "Token" question "**Display**"
"what must he do ?"

10 **Initiation:** ----- "Token" question "**Display**"
"must he :: watch TV or practice sport ?"

11 **Initiation:** ----- "Token" question "**Display**"
"or what must he do ?"

12 **Initiation:** ----- "Token" question "**Display**"
"the pupil when you have an exam ?"

Pupil **P8+** tries an answer but is interrupted by the teacher.

" T h e y m u s t e u h r e v i s e " /

187-/T/: **Initiation:** ----- "**Token**" question "Display"
/"he, he the pupil , he must?"/

The interrupted pupil **P8+** keeps on answering.

"He euh"

The interrupted pupil **P8+** keeps on answering.

"He must"

The interrupted pupil **P8+** keeps on answering, making an error.

"He must revise her lesson"

193-T: 1 Initiation: ----- "Source" question "**Display**"

"his or her ?"

2 Initiation: ----- "Token" question "**Display**"

"her or his ?"

3 Initiation: ----- "Token" question "**Display**"

"his or her."

The **teacher** answers.

5 Initiation: ----- "Token" question "**Display**"

"**P2-**, have you got another answer?" **P2-** answered negatively.

Exchange 5

195-T: 4 Initiation: — — — — — "Source" question "**Display**"

"I ask you, sorry. 0 what 0 must 0 you do"

5 Initiation: — — — — — "Token" question "**Display**"

"what must you do ?" (BB).

The **teacher** answers the question.

Exchange 6

197-T: 2 Initiation: ----- "Source" question "**Display**"

"and what 0 mustn't you 0 do 0 in the the class" (BB).

4 Initiation: ----- "Token" question "**Display**"

"so, here 0 what must you do in the class"

5 Initiation: ----- "Token" question "**Display**"

"and what mustn't you do in the class" .

7 **Initiation:** - - - - - "Token" question "**Display**"
 "what must you do in the class ?"

8 **Initiation:** - - - - - "Token" question "**Display**"
 "example"

9 **Initiation:** - - - - - "Token" question "**Display**"
 "what must you do in the class ?"

10 **Initiation:** - - - - - "Token" question "**Display**"
 "what mustn't you do in the class ?"

12 **Initiation:** - - - - - ""Source" question "**Display**"
 "and?"

13 **Initiation:** - - - - - "Token" question "**Display**"
 "only sleep" ?"

15 **Initiation:** - - - - - ""Source" question "**Display**"
 " and? "

A non nominated pupil tries an answer in Arabic.

Pupil P8+ tries an answer with some hesitation.

Pupil P8+ answers in Arabic again.

205-T: **Initiation:** - - - - - "Token" question "**Display**"
 "to speak."

Pupil P8+ tries an answer.

160-T: **Initiation:** - - - - - "Token" question "**Display**"
 "not to speak at all" ?"

Pupil P8+ keeps on answering with some hesitation.

Pupil P8+ provides a full answer but mixed with French.

Exchange 7

211-T : **3 Initiation:** ----- "**Source**" question "**Display**"
"you speak only when the teacher?"

A non nominated pupil **P8+** proposes an answer.

213-T: **Initiation:** "Token" question "**Display**"
"when the teacher explains you are speaking with your friend ?" A
non nominated pupil **P5+** provides a right answer.

Exchange 8

215-T: **3 Initiation:** ----- "Source" question "**Display**"
"and what else" ?"

5 Initiation: ----- "Token" question "**Display**"
"and also"?"

Pupil **P2-** provides a right answer.

Exchange 9

219-T: **2 Initiation:** ----- "Source" question "**Display**"
"and what else?"

3 Initiation ----- ----"Token" question "**Display**"
"what you must do?"

Pupil **P9-** gives an incomplete answer with some hesitation.

Pupil **P9-** provides a right answer after a second attempt.

Exchange 10

225-T: **2 Initiation:** ----- "**Source**" question "**Display**"
"and what else ? (implied what must and must not be done in class by
pupils when the teacher speaks).

3 Initiation ----- "Token" question "**Display**"
"what else ?" (implied what must and must not be done in class

by pupils when the teacher speaks).

- 4 **Initiation** - - - - - "Token" question "**Display**"
"what else?" (implied what must and must not be
done in class by pupils when the teacher speaks).
Pupil **P2-** provides a right answer.

Exchange 11

230-T: 2 **Initiation:** - - - - - "Source" question "**Display**"
"and?" (implied what must and must not be done in class by pupils
when the teacher speaks).

4 **Initiation** - - - - - "Token" question "**Display**"
"what else?" (implied what must and must not be done in class by
pupils when the teacher speaks).

5 **Initiation** - - - - - "Token" question "**Display**"
"what are the activities you are allowed to do in the classroom 0 and
you are not allowed to do in the class.?" (implied what must and
must not be done in class by pupils in terms of activities.) The
nominated **pupil P1+** tries an answer when he is interrupted by the
teacher.

Then, learner **P1+** tries another answer again.
A non nominated pupil **P14-** proposes an incomplete answer, which
has been neglected by the teacher.

Then, learner **P1+** tries another answer again with some hesitation.

The **teacher** decides to answer in the end.

Exchange 12

239-T: 2 **Initiation:** - - - - - "Source" question "**Display**"

"and"?"

3 Initiation: "Token" question **"Display"**

"what else?"

4 Initiation: "Token" question **"Display"**

"what you mustn't in general?"

7 Initiation: --"Token" question **"Display"**

"we mustn't"?"

Pupil **P8+** provides a right answer.

A non nominated pupil **P6+** repeats **P8+**'s answer.

Exchange 13

243-T: 2 Initiation: ----- **"Source"** question **"Display"**

"and"?"

The teacher provides the answer.

Exchange 14

243-T: 4 Initiation: ----- **"Source"** question **"Display"**

"on the"?"

The teacher provides the answer.

Exchange 15

243-T: 6 Initiation:: ----- **"Source"** question **"Display"**

"and" ? (implied what else is not allowed to be written on.) The teacher provides the answer.

Exchange 16

243-T: 9 Initiation ----- **"Source"** question **"Display"**

"and also **P8+**" ?"

Pupil **P8+** provided an answer in French.

245-T: 3 Initiation ----- "Token" question "**Display**"

"We mustn't ?"

4 Initiation - - - - - "Token" question "**Display**"

"how do we say jete, jete in English. Jeter, 00 to:?"
(By trying to translate the French statement into English, the teacher may be said to have asked the same question. This is why we regard it as a "Display" question.

The **teacher** feels obliged to provide the answer in English. She may have thought that it is difficult for learners to translate it.

8 Initiation: ----- "**Source**" question "**Display**"

"can you please repeat it ?"

A nominated pupil **P8+** fails to exactly repeat the teacher's answer

The **teacher** repeats the right answer she gives before two times.

Pupil **P8+** gives again the teacher's answer with a mistake. The **teacher** corrects again the pupil's mistake.

Finally, pupil **P8+** gives a right answer. However, the expected answer is not yet fully obtained by the teacher, which justifies the asking of another initiation.

251-T: Initiation: ----- "Token" question "**Display**"

"on the"?"

Pupil **P8+** tries to complete the answer but could not.

The **teacher** then decides to complete it.

Exchange 17

255-T: 3 Initiation: ----- "Source" question "**Display**"

"and also"
The nominated pupil **P9-** tries an answer unsuccessfully.
The teacher interrupts **P9-** to answer.

Exchange 18

259-T: 2 **Initiation:** ----- "**Source**" question "**Display**"
 "**how do** we call, book, notebook, copybook, schoolbooks,
 school" ? /

A non nominated pupil **P6+** provides the right answer.

Exchange 19

261-T: 4 **Initiation: :** ----- "**Source**" question "**Display**"
 "This a schoolbag, and what is inside the schoolbag"?

5 **Initiation:** ----- "Token" question "**Display**"
 "School"?"

6 **Initiation:** ----- "Token" question "**Display**"
 "Material or school"?"

A non nominated pupil **P5-** provides a right answer.

Exchange 20

265-T: 3 **Initiation:** ----- "**Source**" question "**Display**"
 "and" ?"

The nominated pupil **P1+** answers with a mistake.

The **teacher** corrects the mistake.

The pupil repeats the teacher's correction.

Exchange 21

267-T: 2 **Initiation:** ----- "**Source**" question "**Display**"

"so"?

The nominated pupil **P1+** starts to hesitate, perhaps because the question is not easy to comprehend.

265-T: **Initiation:** - - - - - "Token" question "**Display**"
"he mustn't be"?"

Now, pupil **P1+** answers correctly.

Exchange 22

271T: **4** **Initiation** - - - - - "**Source**" question "**Display**"
"Another euh idea?" (implied "he must not be" something else)

Initiation 4 is similar to Initiation of floor 220.

The same pupil **P1+** gives a right answer.

Exchange 23

275-T: **3** **Initiation:** - - - - - "**Source**" question "**Display**"

"What else"?"

4 **Initiation:** - - - - - "Token" question "**Display**"

"Only this"?"

5 **Initiation:** - - - - - "Token" question "**Display**"

"We must here listen to the teacher and also"?"

6 **Initiation:** - - - - - "Token" question "**Display**"

"and also" ?"

8 **Initiation:** - - - - - "Token" question "**Display**"

" and " ?"

A non nominated pupil gives an answer in Arabic.

Exchange 24 •

- 277-T:** **2** **Initiation:** ----- "Source" question "Display"
 "and also ?"
- 3** **Initiation:** ----- "Token" question "Display"
 "Yes" ? (implied "and also ?")
- 5** **Initiation:** ----- "Token" question "Display"
 "Have you got an idea"?"

The nominated pupil **P9**- answers correctly.

Exchange 25

- 279-T:** **2** **Initiation:** ----- "Source" question "Display"
 "also"?"
- 4** **Initiation:** ----- "Token" question "Display"
 "and ::"
- 5** **Initiation:** ----- "Token" question "Display"
 "So, 0 you mustn't"?"
- 6** **Initiation:** ----- "Token" question "Display"
 "you must"?"
- 7** **Initiation:** ----- "Token" question "Display"
 "yes"?"

The **teacher** answers

APPENDIX II PHASE B With Recommendations

Transaction I

The first transaction has not been transcribed due to technical problems of the video recorder. But we can imagine that it is about writing today's date on the blackboard.

1- T: 1 Nomination : The teacher verbally nominates pupil **P8+** (VN)

"P8+ ?"

Initiation: The teacher requests the pupil to confirm whether it is an "e"

or not. (EL)

" "

2- P8+: Response: The nominated pupils confirms that it is an "e" (REP) "

"

3- T: Initiation: The teacher wants to know whether the three letters follo

w

one another or not in the word "Tuesday" (REP) "e, t, u"

4- P15-: Response: The non nominated pupil gave a wrong answer. (REP)

" ..

5- T: 1 Response : The teacher decided to give the right answer(REP). "

after e, Tuesday. Euhin (P15- writes),

2 Marker: The teacher marks end-boundary of the exchange. (M)

"good."

6- P15-: "nehi elef, nehi elef.

"

Transaction II Sub-transaction 2.1

7- T: 1 Marker: The teacher marks initial-boundary of the exchange.

"ok "

2 Initiation: The teacher elicits a question. **(EL)** "

what's a generator ?"

3 Initiation: The teacher elicits the same question a second time. **(EL)** "

What's a generator ?"

4 Directive: The teacher orders pupils to shut "books" and "notebooks". **(D)** "

Shut your copybooks and your notebooks."

5 Initiation: The teacher elicits the same question a third time. **(EL)** "

What's a generator?" 000

6 Initiation: The teacher elicits the same question, reduced, a fourth time.

(EL)

"generator"?

8- P8+: Bidding: A pupil signals desire to contribute. **(B)** "miss"

9- T: Nomination: The teacher verbally nominates the pupils. **(N)** "

P8+ ?"

10- P8+ : Response: The nominated pupil provided a wrong and truncated answer. **(REP)** "

generator is a machine."

11- T: 1 Evaluation: The teacher negatively and implicitly evaluated the answer by transforming it with a rising intonation into a question. **((E)** and **(EL)**).

"is a machine."

2 Initiation The teacher rehearses the same question with the right grammatical form.

(EL)

"is it a machine?"

12- P6+ Response : A non nominated pupil answered. **(REP)** "

no."

13- T 1 Nomination: The teacher implicitly refuses **P6+'s** answer for not bidding to

answer by nominating him. **(N)**

"**P6+**"

2 Initiation: The teacher repeats the same question differently without

waiting for the nominated pupil to answer. **(EL)** "what

is a generator ?"

14- P6+ Response: The nominated pupil tries an answer with some hesitation. **(REP)** "

generator is" euh.

15- P12-Response: Another pupil provided an answer without being nominated. **(REP)** "it

is an instrument."

16- P5+ A pupil bids for answering. **(B)**

"madam, madam"

17- P12- A pupil bids for answering. **(B)**

"madam, madam"

18- P31-: A pupil bids for answering. **(B)**

"madam, madam"

19- T Nomination: The teacher neglected **P12-'s** contribution to nominate another pupil.

(N) "

yes"

20- P5+ Response: A non nominated pupil provided an answer. **(REP)** "

the generator is an apparatus."

21- T 1 Evaluation: The teacher negatively and implicitly evaluated the answer by

transforming it, with a rising intonation, into a question. **((E)** and

(EL)).

"is an apparatus."

2 Initiation: The teacher solicits an answer. (EL) "

Yes"?

22- P34-: Bidding: Pupil signals desire to contribute. (B) "

madam, madam"

23- T: Initiation : The teacher elicits a truncated question. (EL)

"what does it."

24- P34-: Bidding: The same pupil signals desire to contribute. (B)

"madam, madam" -

25- P24-: Response: A pupil answered without being nominated. (REP) "

machine"

26- T: 1 Initiation: The teacher ignored the pupil's attempt
and kept on soliciting. (EL) "Yes" **2 Nomination:**
The teacher nominated a pupil. (N)

"P34-?"

27- P34-Response : The nominated pupil answered. (REP)

"the generator is an apparatus that euh, euh euh euh that is euh euh
produces electricity."

28- T Evaluation: The teacher negatively and implicitly evaluated the answer by

transforming it, with a rising intonation, into a question. ((E) and (EL)).

"that is produces electricity"?"

29- P34-: The nominated pupil tried to provide a correct answer. (REP)

"that euh"

30- T 1 Initiation: The teacher solicits pupils to tell whether an error was or not. (EL) "is there any mistake in her euh:: answer. ?"

2 Loop: The teacher returns to the answer provided before by means of **Repetition with no change and emphasis to indicate fact of error** (Chaudron's Taxonomy of Features and Types of Corrective Reactions in Model of Discourse)

"A generator 0 is an apparatus 00 that is 00 produce electricity."
31- P1+: Bidding: A pupil signals desire to contribute. (B) "
madam, madam."

32- T 1 Response: The teacher tells pupils that there is a mistake made. (REP)
"there is a mistake here."

33- P34- Non Verbal Bidding: P34- raises her hand.
34- T 1 Loop: The teacher returns to the answer provided before by means of **Repetition with no change and emphasis to locate error** (Chaudron's Taxonomy of Features and Types of Corrective Reactions in Model of Discourse)(EL)
"That"?"

2 Nomination: The teacher verbally nominates a pupil. (N)

"P1+ ?"
35- P1+ Response: The nominated pupil answers. (REP) "
that used for euh that, it euh used for"

36- T: Loop: The teacher returns to the comment she made previously. (L)
"it's correct what she has said, but there is a mistake."

37- P34-: Bidding: A pupil signals desire to contribute. (B) "
madam"

38- T: 1 Initiation: The teacher returns to the answer provided before by means of
Repetition with no change and emphasis to locate error (
Chaudron's Taxonomy of Features and Types of Corrective
Reactions in Model of Discourse) (EL)

"that is used for"?

2 Nomination The teacher nominates a pupil. (N) "

P30-,"

3 Initiation: The teacher returns to the answer provided before by means of
Repetition with no change and emphasis to locate error (
Chaudron's Taxonomy of Features and Types of Corrective
Reactions in Model of Discourse) (EL)

"that is used for"?"

39- P34-: Bidding: A pupil signals desire to contribute. (B)

"madam"

40- T: 1 Initiation : The teacher returns to the answer provided before by means of
Repetition with no change and emphasis to locate error (
Chaudron' s Taxonomy of Features and Types of Corrective
Reactions in Model of Discourse) (EL)

"that is used for"?"

2 Nomination: The teacher nominates a pupil. (N)

"P34- "?"

3 Initiation: The teacher returns to the answer provided before by me.

Repetition with no change and emphasis to locate error (
Chaudron's Taxonomy of Features and Types of Corrective
Reactions in Model of Discourse) (EL)

"that is used for"? 000

4 Nomination The teacher nominates a pupil. (N) "

P34-""?"

41- P34- Response : The nominated pupil tries an answer. (REP)

"euh congelator is an apparatus" / /

42- /T/: Evaluation The teacher negatively and implicitly evaluated the answer by

transforming it, with a rising intonation, into a question. ((E) and (

EL)).

/" the"? congelator" ?/

43- P34-: Response The already nominated pupil tries another answer. (REP) "

engine" (PPs laugh)

44- T 1 Evaluation The teacher negatively and implicitly evaluated the answer by

transforming it, with a rising intonation, into a question. ((E) and (

EL)).

“,11? „

2 Response The teacher decides to provide a partial right answer, herself. (REP) "

generator."

45- P34-: Response The nominated pupil repeated the teacher's partial answer. (REP) "a

generator."

46- T: Initiation : The teacher solicits pupils to answer. (EL)

"yes"

47- P34-: The same nominated pupil tries to correct the error. (REP)

"is an apparatus that produces euh electricity."

48- T: 1 Response: The teacher finally provides the right answer. (REP) "

that produces."

2 Information The teacher informs pupils that "that produces" is the right answer.

(I)

"It's correct the sentence."

3 Initiation The teacher asks another question. (EL) "

Only I have said after that"?"

4 Initiation The teacher asks another question. (EL)

"What do you put ?"

5 Initiation The teacher asks another question. (EL)

"The verb is in "? (She makes a gesture asking them to rise their
_ hands)

49- P34- Response: A non nominated pupil tries an answer. (REP)

"present"

50- T: Evaluation The teacher negatively and implicitly

evaluated the answer by correcting the error. ((
E) . "the"

51- P34-: Response The same non nominated pupil keeps on making the same

error, paying no attention to what the teacher just said. (REP)

"present"

52- T: 1 Response The teacher finally provides the right answer. (REP)

"the simple present."

2 Initiation The teacher asks another question. (EL)

"So, sometimes"?"

53- P1+: Response A non nominated pupil provides an answer. (REP) "

we write "es""

54- T Evaluation: The teacher positively and implicitly evaluates the answer by

using "and" and eliciting another question through "sometimes"
performed with a rising intonation. ((E) and (EL)). "and
sometimes"?"

55- P1+: Response A non nominated pupil answers. (REP)

"sometimes "es" sometimes "s"

56- Evaluation T: The teacher positively and implicitly evaluates the answer by
using "and" and eliciting another question through "sometimes you
have" performed with a rising intonation. ((E) and (EL)).

"and sometimes you have"

57- P3+ Response: A non nominated pupil collectively

provides the answer. (REP) "es"

58- T 1 Loop: The teacher rehearses the answer just given. (L)

"sometimes « es »"

2 Loop: The teacher rehearses a previously given answer. (L)

"and sometimes"

59- P5+: Response A non nominated pupil provides the answer. (REP)

".."

60- T 1 Conclusion The teacher summarises the answers given previously. (CON) "

so, a generator is an apparatus that produces electricity"

2 Initiation The teacher asks another question. (EL) "or

"?,"

3 Nomination The teacher nominates a pupil. (N)

"P24-"?,, .

4 **Initiation** The teacher asks another question. **(EL)**

"or"?

5 **Initiation** The teacher asks another question. **(EL)**

"What can you say?"

6 **Initiation** The teacher asks another question. **(EL)**

"Can you change the definition?"

7 **Initiation** The teacher asks another question: **(EL)**

"That is ""?"

8 **Loop** The teacher comes back to a previously given information. **(L)**

"That produces electricity"

9 **Initiation** The teacher asks another question. **(EL)**

" or ?"

61- P34-: Response A non nominated pupil answers. **(REP)**

"used for"

62- T 1 Evaluation The teacher negatively and implicitly evaluates the answer by

syntactically transforming the pupil's answer. **((E) and (EL)).** "

that is used"?

63- P34- Bidding: The pupil raises his hand

64- P1+ Bidding The pupil raises his hand

65- T 1 Initiation The teacher solicits pupils to answer. **(REP)**

"Yes"?"

2 Nomination The teacher nominates a pupil. **(N)**

"P34-"?3"

66- P34-: Response The nominated pupil answers. **(REP)** "that is

used for euh producing electricity."

67- T 1 Evaluation :The teacher positively evaluates the answer by repeating it. (E) "that is used for producing electricity. " **Conclusion** The teacher summarises attempts made to obtain the right answer.

(CON)

•
"We just change. So, a generator is an apparatus that produces electricity or that is used for producing."

68- P8+: Reaction A pupil anticipates the last word to be uttered by the teacher.
"electricity." **Sub-transaction 2.2**

69- T : 1 Marker The teacher signals the beginning of a new exchange. (M)
"now,"

2 Initiation The teacher asks a question. (EL)

"what is a calculator ?"

70- P34-: Response A non nominated pupil answers. (**REP**) "an instrument."

71- T Initiation : The teacher asks the same question again. (EL)
"what's a calculator ?"

72- P8+: Bidding A pupil bids for answering. (B)
"miss, miss"

73- P9- Bidding Another pupil bids for answering. (B)
"madam, madam"

74- P1+: Bidding Another pupil bids for answering. (B)
"madam, madam"

75- T Nomination The teacher verbally nominates the pupil. (N)
«P9-,i T,

76- P9- Response: The nominated pupil answers the question. **(REP)**

"a calculator is a machine"

77 P34- Non verbal Bidding: A pupil raises her hands."

78 T Evaluation : The teacher partially positively evaluates the answer. **(E)**

"yes, is a machine"

79 P34- Response : A non nominated pupil tries an answer with hesitation. **(REP)** "used

for euh calculating euh"

80- T 1 Initiation : The teacher asks an incomplete question. **(EL)**

"so, what do you think" euh

2 Nomination The teacher verbally nominates a pupil. **(N) "**

P24-"

3 Initiation The teacher completes the question asked in Initiation 1. **(EL)**

"about her euh".

4 Loop The teacher returns back to the response given by **P34-**. **(L)**

"So, used for calculating

5 Initiation The teacher solicits pupils to give a different answer. **(EL)**

"or"?" 000

81-P20+: Response A non nominated pupil answers. **(REP)**

"calculates."

82- T Nomination : The teacher nominates the pupil who just answered. **(N)**

"P20+ ?"

83- P20+ Response: The nominated pupil answers the question. **(REP) "**

that calculates."

84- T: Directive The teacher requests the pupil to repeat the answer. **(D)** "repeat

all the sentence."

85- P20+ Response: The pupil repeats the answer. (REP) "a
calculator is a machine that calculates."

86- T: 1 Evaluation The teacher positively evaluates the answer. (E)
"good."

2 Conclusion The teacher recapitulates the answer. (CON)

"So, a calculator is a machine that calculates or: that is used for"

87- P14-: Conclusion A non nominated pupil ends recapitulation with the
teacher. (CON)

"calculating"

88- T: 1 Comment The teacher comments her recapitulation. (COM)
"so, this is two kinds of, or two possibilities of giving the
0 definition."

Sub-transaction 2.3

88 -T 2 Marker The teacher signals beginning of a new exchange. (M)

"Now^"

3 Initiation The teacher asks a question. (EL)

"what's a pen ?"

4 Initiation The teacher asks the same question again. (EL)

"What's a pen ?"

89- P1+ Bidding: A pupil bids for answering

"madam, madam"

90- P2- Bidding: A pupil bids for answering

"madam, madam"

91- P12- Bidding: A pupil bids for answering

"madam, madam"

- 92- P9- **Bidding:** A pupil bids for answering
"madam, madam"
- 93- P2-: **Bidding** A pupil bids for answering. (B)
"madam, madam"
- 94- P14-: **Bidding** A pupil bids for answering. (B)
"madam, madam"
- 95- T: **Nomination** "miss, miss"
The teacher nominates another pupil. (N)
"yes"?. (Teacher points at P14-)
- 96- P14-: **Response** The nominated pupil answers with some hesitation.. (REP)
"a pen is a tool" euh
- 97- T: **Directive** The teacher requests the pupil to speak up. (D)
"speak up" P14- a tool"?
- 98- P14-: **Response** The pupil does what the teacher wants her to do. (REP) "is a
tool, is a tool used for euh writing euh with"
- 99- T: **Directive** The teacher, once again, requests the pupil to speak up. (D)
"repeat please"
- 100- P14-: **Response** The pupil does what the teacher wants her to do. (REP) "the
pen is euh, the pen is a tool euh used for euh writing"
- 101- T: **Conclusion** The teacher recapitulates the answer. (CON) "so, a pen is
used for writing, the-pen is used for writing"
- 102- P3+: **Conclusion** A non nominated pupil ends
recapitulation with the teacher. (CON) "
with"
- 103- T: **1 Acknowledge** The teacher shows that pupils' idea is correct. (ACK) "
with"

- 2 Initiation** The teacher asks a question. (EL)
"or"?
- 3 Initiation** The teacher asks a question. (EL)
"Is it a tool?"
- 4 Initiation** The teacher asks a question and nominates a pupil (EL) + (N)
"What do you think P13+?"
- 5 Initiation** The teacher asks a question. (EL)
"Is it a tool?"

104- P34- Response: A non nominated pupil answers. (REP) "
instrument"

105- P1+ Bidding A pupil signals desire to participate by raising hand. (B)

106 T Nomination The teacher nominates a pupil. (N)
"yes, P9-?"

107 P9-: Response The nominated pupil answers. (REP)
"the pen is instrument euh used for euh writing with."

108 T: 1 Evaluation The teacher positively evaluates the answer. (E) "
good,"

2 Conclusion The teacher recapitulates the answer. (CON) "so
a pen is an instrument used for writing."

3 Directive The teacher requests a pupil to repeat. (D) + (N)
"Repeat P21- 000"

4 Directive The teacher requests a pupil to repeat. (D) + (EL)
"repeat, a pen is"?"

109- P21-:Response The nominated pupil replies with some hesitation. (REP)
"a pen is" euh

- 110- P15- Response:** A non nominated pupil answers. **(REP)**
 "an instrument"
- 111- P10+ Response:** Another non nominated pupil answers. **(REP)**
112 P21-: Response: Another non nominated pupil answer. **(REP)**
 "is an instrument"
- 113 T: 1 Evaluation** Implicit negative evaluation for the teacher encour
 pupils
 to answer differently. **(E)** + **(EL)** "Yes"? Yes"?
- 2 Initiation** The teacher informs pupils that the answer is incomplete. **(EL)**
 "an instrument"?
- 114 P21-: Response** A non nominated pupil answers. **(REP)**
 "an instrument"
- 115- T: Response** The teacher partially answers. **(REP)**
 "that is used"
- 116- P21-: Response** The non nominated pupil tries to complete
 the answer she started in floor 97. **(REP)** "that
 euh used"
- 117- P8+: Response** Another non nominated pupil answers. **(REP)**
 "writing, writing"
- 118- T: Evaluation** The teacher positively evaluates the answer by adding anothe
 r
 missing link to the expected answer. **(E)** + **(EL)** "for"
- 119- P21-: Response** A non nominated pupil answers. **(REP)**
 "for writing"
- 120- T: 1 Evaluation** The teacher positively evaluates the answer. **(E)**

"for writing with. Yes, it's an instrument that is used for writing."

Sub-transaction 2.4

121 T 2 Marker The teacher signals beginning of a new exchange. (M) "

Nowt',"

3 Initiation The teacher asks a question. (EL)

122 P2-: Bidding "how do people wash their clothes, nowadays ?"
A pupil signals desire to participate. (B)

"madam 00 madam, madam"

123 T: Initiation The teacher asks the same question again. (EL) "how do

people wash their clothes nowadays ?"

124 P1+ Non Verbal Bidding A pupil signals desire to participate by raising hand. (B)

125- P2- Non Verbal Bidding A pupil signals desire to participate by raising hand. (B)

126- P9-: Bidding: A pupil signals desire to participate. (B)

"madam, madam"

127 T: Nomination The teacher nominates a pupil. (N)

'P2_17,,

128 P2-: Response The nominated pupil answers. (REP)

"euh people euh wash euh their their clothes with a washing-machine."

129- T: 1 Evaluation The teacher positively evaluates the answer. (E)

"good,"

2 Conclusion The teacher recapitulates the answer. (CON)

"so with a" washing"

130 P5+: Conclusion A non nominated pupil ends recapitulation with the teacher.

(CON) "

machine"

131 T: Initiation The teacher asks the same question again. (EL)

"what do you think"

132- P9-: Bidding A pupil signals desire to participate. (B)

"madam, madam"

133- T: 1 Nomination The teacher nominates a pupil. (N) "

euh P23-'"?"

2 Initiation The teacher asks a question. (EL)

"Do you wash euh the clothes only with a washing machine"

134- P23- Response A nominated pupil answers. (REP):

"yes"

135- T: Initiation The teacher asks a question. (EL)

"only with a washing-machine"

136- P23-: Response A nominated pupil answers. (REP):

"(Inaudible)"

137- T: 1 Nomination The teacher nominates a pupil. (N) "

yes, P23-'"

2 Directive The teacher requests a pupil to speak up . (D)

"Speak. Try; try to give me an answer"

138 P1+ Non Verbal Bidding A pupil signals desire to participate by raising hand. (B)

139-T 1 Prompt The teacher encourages the pupil to participate. (P)

"do not be ashamed."

2 Nomination The teacher nominates a pupil. (N)

"Yes P23-?"

3 Initiation The teacher solicits pupils. (EL)

"So"?

4 Nomination The teacher nominates another pupil. (N) "

P37+"?"

5 Initiation The teacher asks a question. (EL)

"We wash the clothes only with a washing- machine"?"

140 P23-: Response A nominated pupil answers. (REP):

"no"

141 T: 1 Evaluation The teacher implicitly evaluates positively the answer by soliciting

pupils to be more explicit. (E) + (EL)

"or"?

2 Starter The teacher provides information to facilitate response in the form of a

question. (S) + (EL)

"With"?

142- P34-: Response A non nominated pupil answers. (REP):

"the hand"

143- T: 1 Initiation The teacher asks a question. (EL)

"with"?

2 Non Verbal Nomination The teacher points at a pupil. (N)

"Pointing at P9-"

144- P9- Response The nominated pupil answers, committing an error. (I)

:

"the hand" **145 P1+ Non Verbal Bidding** A pupil signals desire to participate by raising hand. (B)

146- T: 1 Response The teacher adds correction.

Repetition with Change.

		(Chaudron's Taxonomy of Features and Types of Corrective Reactions in Model of Discourse) (REP) "with hands."
2	Loop	The teacher comes back to a previously given information. (L) "So, you have two possibilities to wash the clothes."
3	Initiation	The teacher asks a question. (EL) "We can use the washing machine or"?
147 P9-: Response		The nominated pupil <u>commits the same error again.</u> (REP): "the hands"
148 T: 1 Evaluation		The teacher positively evaluates the answer <u>even with the error.</u> (E) Exit: The teacher drops correction of error. (Chaudron's Taxonomy of Features and Types of Corrective Reactions in Model of Discourse) (REP) "the hands."
2	Marker	The teacher explicitly marks end of exchange. (M) "Ok"
3	Initiation	The teacher asks a question. (EL) "what do you prefer ?"
4	Initiation	The teacher asks a question. (EL) "To wash the clothes with a washing machine or ?"
149- P34- Response		A pupil answers without being nominated. (REP) "washing machine"
150- P8+ Response		A pupil answers without being nominated. (REP) "washing machine"

- 151- T: Evaluation** The teacher negatively and implicitly evaluates the answer by moving to another Initiation. **(E) + (EL)** "yes"?"
- 152 P9- Non Verbal Bidding** A pupil signals desire to participate by raising hand. **(B)**
- 153- P10- Response** A pupil answers without being nominated. **(REP)**
"washing machine"
- 154 T: Evaluation** The teacher negatively and implicitly evaluates the answer by nominating another pupil. moving to another Initiation. **(E) + (N)**
"washing machine.P9- "?"
- 155 P9-: Response** A non nominated pupil answers. **(REP)**
"sometimes euh"
- 156- P11- Response** Another pupil answers without being nominated. **(REP)**
"washing machine"
- 157- P9-: Response** The same non nominated pupil tries an answer. **(REP)**
"the clothes euh"
- 158- T: Evaluation** The teacher negatively and implicitly evaluates the answer by
y
soliciting pupils again. "yes"
- 159- P9-: Response** The same non nominated pupil tries an answer. **(REP)**
"can't euh"
- 160- T: Starter** The teacher provides information to facilitate response. **(S)**
"be neat"
- 161- P9-: Response** The same non nominated pupil answers. **(REP)**
"yes"

162- T: Evaluation	The teacher negatively and implicitly evaluates the answer by soliciting pupils again. "with"?"
163- P9-: Response	The same non nominated pupil answers with the same error she made before. (REP) "with euh the hand"
164- T: 1 Response	The teacher adds correction. Repetition with Change. (Chaudron's Taxonomy of Features and Types of Corrective Reactions in Model of Discourse) (REP) "with hands".
2 Conclusion	The teacher recapitulates the answers given before. (CON) "They are euh, they are neat euh better with a washing machine"
165- P9-: Acknowledge	The pupil shows that she has understood. (ACK) "yes"
166- T: 1 Initiation	The teacher asks and nominates a pupil. (EL) + (N) "what do you think euh P10+ ? "
2 Initiation	The teacher asks a question. (EL) "Is it good to wash with the hands or with a washing machine"?"
167- P10+: Response	A non nominated pupil answers "the washing machine"
168- T: 1 Initiation	The teacher asks a question. (EL) "you prefer a washing machine."

2 Initiation	The teacher asks and nominates a pupil. (EL) + (N) "Yes euh P10+"
3 Initiation	The teacher asks a question. (EL) "what do you prefer hand or a washing machine"?
169- P7+: Response	A non nominated pupil answers "a washing machine"
170- T: 1 Evaluation	The teacher positively evaluates the answer by repeating it.(E) + (EL) "a"? "a washing machine"
2 Comment	The teacher adds a comment on the different answers provided by pupils. (COM) "You all prefer to wash with a washing machine." A non nominated pupil adds a comment on what the teacher has said. (COM) "madam the machine can't euh"
171- P9-: Comment	The teacher adds a comment on comment made by pupil P9- (COM) "P9-is not, does not agree with us. So, she said sometimes we wash with the hands, sometimes"
172- T: Comment	A non nominated pupil ends comment made by the teacher. (COM) • "the washing machine"
173- P4+: Comment	The teacher recapitulates the transaction by adding new ideas. (CON) "sometimes, the <u>result</u> of the washing machine, with the
174- T: 1 Conclusion	

washing machine. Sometimes it's better to wash with the hands, you will have neat clothes; sometimes with the washing machine. If you have a very dirty euh dirty clothes, you haven't a good result. Especially, here sometimes in the washing machine. It depends on the washing powder. It depends: you have Le Chat 00 perfect: you have many kinds of powders.

Sub-sub transaction 2.4.1

174-T **2 Restatement** The teacher explicitly refers to development of lesson. (MS)

"So, now if we speak about the washing machine."

3 Initiation

The teacher asks a question. (EL)

"What's a washing machine ?"

4 Initiation

The teacher asks a question. (EL)

"What's a washing machine ?"

175- **P1+ Bidding**

.A pupil signals desire to

participate. (B)

"madam, madam, madam"

176- **P2- Bidding**

A pupil signals desire to

participate. (B)

"madam,. madam, madam"

177- **P9- Bidding**

A pupil signals desire to participate. (B)

"madam, madam, madam"

178- **P1+ Bidding**

A pupil signals desire to participate. (B)

"madam, madam, madam"

179- **P8+ Non Verbal Bidding** A pupil signals desire to participate by raising

hand. (B)

			"no"
187- T:	Initiation	The teacher asks a question. (EL)	
			"is it correct?"
188- P7+ :	Response	A non nominated pupil answers. (REP)	
			"no"
189- P27-:	Response	Another non nominated pupil answers. (REP)	
			"no"
190- T:	1 Evaluation	The teacher negatively evaluates the answer. (E)	
			"no, it's not correct."
	2 Initiation	The teacher asks a question. (EL)	
			"So, what is a washing machine?"
	3 Initiation	The teacher asks a question. (EL)	
			"is a machine"?"
191- P14-:	Response	Another non nominated pupil answers. (REP)	
			"is a machine that euh "
192- T	Nomination	The teacher nominates a pupil. (N):	
			"P14-""?"
193- P14-:	Response	The same non nominated pupil answers. (REP)	
			"is a machine euh used for euh watching euh"
194- T:	Initiation	The teacher asks a question. (EL)	
			"washing"?"
195- P14-:	Response	The same non nominated pupil answers. (REP)	
			"washing"
196- P4+	Response.	A non nominated pupil answers. (REP)	
			"washing"

197- T:	1	Initiation	The teacher asks a question. (EL) "washing"?"
	2	Initiation	The teacher asks a question. (EL) "Washing clothes"?"
	3	Initiation	The teacher asks a question. (EL) "Washing"?"
	4	Initiation	The teacher asks a question. (EL) "Yes"?"
	5	Nomination	The teacher nominates a pupil. (N) <i>"P7+7I"</i>
		6	Initiation
198- P7+:		Response	The nominated pupil answers. (REP) "is an apparatus"
199- T:	1	Initiation	The teacher asks a question. (EL) "an apparatus. It's an apparatus"?
	2	Prompt	The teacher reinforces elicitation. (P) "Continue"
200- P7+:		Response	The same nominated pupil answers. (REP) "that washes"
201- T	1	Evaluation	The teacher negatively and implicitly evaluates the answer by performing another Initiation. "washes."
	2	Initiation	The teacher asks a question. (EL) "Yes"?"

- 202- P7+: **Response** The same nominated pupil answers. **(REP)**
- 203- T: 1 **Evaluation** "the machines."
The teacher positively evaluates the answer by repeating
it.(E)
"a washing machine is an apparatus that washes
machines."
- 2 **Initiation** The teacher asks a question. **(EL)**
"Is it correct what we have said?"
- 204- P12- **Response** A non nominated pupil answers. **(REP)**
"no"
- 205- P1+ **Bidding** A pupil signals desire to participate. **(B)**
"madam, madam"
- 206- P2- **Bidding** A pupil signals desire to participate. **(B)**
"madam, madam"
- 207- T: 1 **Evaluation** The teacher negatively evaluates the answer, by informing
the pupil about **the mistake made.**
"no, there is a mistake,"
- 2 **Initiation** The teacher asks a question. **(EL)**
"what is it?"
- 3 **Initiation** The teacher asks a question. **(EL)**
"How many mistakes?"
- 208- P1+ **Non Verbal Bidding** A pupil signals desire to participate by raising hand. **(B)**
- 209- T 1 **Response** The teacher provides the answer herself. **(REP)**
"two mistakes"
- 210- P1+ **Non Verbal Bidding** A pupil signals desire to participate by raising hand. **(B)**

211- T		Non Verbal Nomination	The teacher points at P1+
212 P1+:		Response	The nominated pupil answers. (REP) "a washing machine is a machine that is used for washing clothes"
213 T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "good. That is used for washing clothes "
	2	Initiation	The teacher asks a question. (EL) " " " " or ?"
	3	Initiation	The teacher asks a question. (EL) "That"
214 P24-:		Response	A non nominated pupil answers with the teacher. (REP) " washes clothes."
215 T:	1	Marker	The teacher marks end-boundary of transaction. (M) "ok."
	2	Conclusion	The teacher recapitulates the transaction. (CON) "Now pupils; the washing machine is a machine that washes the clothes. The washing machine is or belongs to a modern achievement. A modern achievement (BB) a modern electronic achievement. So, a washing machine belongs to a modern achievement or we can say a modern electronic achievement. A modern achievement (PP) write it on their notebook). So,

nowadays the modern achievement or the electronic modern achievement helps us a lot in our lives. So, an electronic modern achievement. You have a washing machine."

Sub-transaction 2.5

215- T	3	Initiation	The teacher asks a question. (EL) "Can you name other modern achievements?"
216- P1+		Non verbal Bidding	A pupil raises hand to answer. (B)
217- P2-		Non verbal Bidding	A pupil raises hand to answer. (B)
218- P14-		Non verbal Bidding	A pupil raises hand to answer. (B)
219-T	5	Initiation	The teacher asks a question. (EL) "Today, can you name other modern achievements
220 P1+-:		Bidding	A pupil signals desire to participate. (B) "madam, madam, madam"
221 P8+:		Bidding	A pupil signals desire to participate. (B) "miss, miss"
222- P1+		Non Verbal Bidding	P1+ raise their hands.
223- P14-		Non Verbal Bidding	A pupil raises hand to answer.
224 T:		Nomination	The teacher nominates a pupil. (N) " P17-" ?"
225- P17-		Response	The nominated pupil does not answer. (REP)
226- T:		Initiation	The teacher asks a question. (EL) "Other modern achievements"?"

234- P34-: **Response** The nominated pupil answers. **(REP)**

"a television"

235- T: 1 Evaluation The teacher positively evaluates the answer, by repeating it while correcting the wrong pronunciation.(E)

"a television, not a telivizen, a television. Good,"

Sub-transaction 2.5.1

235-T 2 Initiation The teacher asks a question. **(EL)**

"yes'

3 Initiation The teacher asks a question. **(EL)**

"and"

236- P4+ Bidding A pupil signals desire to participate. **(B)**

"madam, madam"

237 P8+ Non Verbal Bidding A pupil raises hand to participate **(B)**

238 P1+- Non Verbal Bidding A pupil raises hand to participate **(B)**

239 P9- Non Verbal Bidding A pupil raises hand to participate **(B)**

240 P2- Non Verbal Bidding A pupil raises hand to participate **(B)**

241 P24- Non Verbal Bidding A pupil raises hand to participate **(B)**

242 P12- Non Verbal Bidding A pupil raises hand to participate **(B)**

243 P5+ Non Verbal Bidding A pupil raises hand to participate **(B)**

244- T: Nomination The teacher nominates a pupil to correct. **(N)**

"P 5 + ' ? "

245 P5+: Response The nominated pupil answers. **(REP)**

"radio"

246 T : 1 Evaluation The teacher positively evaluates the answer, by repeating it.(E)

		"a radio,"
	2 Nomination	The teacher nominates a pupil. (N)
		"yes. P15-"" .
247 P15-:	Response	The nominated pupil answers. (REP)
		"electronic"
250 T: 1	Evaluation	The teacher negatively evaluates the answer, by repeating it twice and because she came back again to "electronic" .(E) in Initiation 3.
		"electronic. electronic"
	2 Initiation	The teacher asks a question. (EL)
		"what?"
	3 Initiation	The teacher asks a question. (EL)
		"electronic"?"
251 P10-	Bidding	A pupil signals desire to participate. (B)
		"madam, madam."
252 T:	Loop	The teacher comes back to previously discussed equipment to help pupils guess others. (L)
		"we have 0 television, 0 a radio, 0 a washing machine"
253 P4+	Bidding	A pupil signals desire to participate. (B)
		"madam, madam"
254 T:	Nomination	The teacher nominates a pupil to correct. (N)
		" P6+ ?"
255 P6+ :	Response	The nominated pupil answers. (REP)
		"a computer"
256 T: 1	Evaluation	The teacher positively evaluates the answer, by

			repeating it twice.(E) "a computer, yes a computer."
	2	Initiation	The teacher asks a question. (EL) "and"?"
257- P6+:		Response	The nominated pupil answers. (REP) "ordinateur (PP laugh at him)"
258- T:		Initiation •	The teacher asks a question. (EL) "what is a computer and what is ordinateur, they are"?
259- P8+		Response.	A non nominated pupil answers. (REP) "same"
260- P9-		Response	Anon nominated pupil answers. (REP) "kif kif"
261- T:		Evaluation	The teacher positively evaluates the answer, by translating it in English.(E) "they are the same. Yes, ordinateur in French 0 and computer 0 in""
262- P5+		Response	A non nominated pupil anticipates the te acher's last word of evaluation. (REP) " English"
263- T: 1		Evaluation	The teacher continues her evaluation i nterrupted by pupils. (E) "in English, yes".
	2	Initiation	The teacher asks a question. (EL) "So, a 0 computer ?",

	3	Initiation .	The teacher asks a question. (EL) "so 00 what's a compute?"
264- P12-		Bidding	A pupil signals desire to participate. (B) "madam, miss"
265- T:	1	Initiation	The teacher asks a question. (EL) "what's a computer 00 P3+?"
	2	Initiation	The teacher asks a question. (EL) "what's a computer?"
	3	Directive	The teacher politely requests a pupil to stand up.(D) "Stand up please"
266- P3+:		Response	A non nominated pupil answers. (REP) "a computer is a machine"
267- T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it.(E) "a computer is a 0 machine" 0
	2	Initiation _	The teacher asks a question. (EL) "what is the function of euh the computer ?"
	3	Loop	The teacher recalls pupils about a previously introduced idea (floor 220) to facilitate response. (L) "The computer is a machine, "
	4	Initiation	The teacher asks a question. (EL) "what is the function ?" 0
	5	Initiation	The teacher asks a question. (EL) "what is used for ?" 000

268- P2- Non Verbal Bidding A pupil signals desire to participate by raising hand.

(B)

269- P31- Non Verbal Bidding A pupil signals desire to participate by raising hand. (B)

- 270- T 1 **Initiation** The teacher asks a question. (EL)
"The computer 0 is a machine"?"
- 2 **Nomination** The teacher nominates a pupil to correct. (N)
"P31-""?
- 271 P31-: **Response** The nominated pupil answers. (REP)
"the computer is a machine euh used for
euh storing information."
- 272 T: **Evaluation** The teacher positively evaluates the answer. (E)
"very good. Yes", a computer 0 is a machine used for or
yes for storing
- 273 P25-: **Response** A non nominated pupil anticipates a teacher's word.
(REP)
"information"
- 274- T: 1 **Conclusion** The teacher recapitulates the transaction. (CON)
"or that 0 stores 0 information. So, a computer (BB) 000
don't write this, a computer is a machine 0 that 0 stores
00 information 0 (BB) 000 so 0 a computer is a
machine that stores 0 information. "

Sub-sub transaction 2.5.1.1

- 274- T 2 **Marker** The teacher marks boundary of discourse. (M)
"now,". 00
- 3 **Restatement** The teacher explicitly refers to the development f

			lesson; (MS)
			"let's speak 0 about 0 the computer itself,"
4		Initiation	The teacher asks a question. (EL) "how does 0 the computer work O?"
5		Initiation	The teacher asks a question. (EL) "Here 0 this is a computer (teacher shows the picture of a computer). This is a 0 computer."
6		Initiation	The teacher asks a question. (EL) "So, what does it look like?"
7		Initiation	The teacher asks a question. (EL) "When you look 0 it's like a computer 00 ?"
8		Initiation	The teacher asks a question. (EL) "it's"?"
275 P8+		Response	A non nominated pupil answers. (REP) "television"
276 T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it.(E) "yes", it's like 0 a television,"
	2	Initiation	The teacher asks a question. (EL) "but it's , is it the same as television?"
277 P14-:		Response	A non nominated pupil answers. (REP) "no",
278 T:	1	Initiation	The teacher asks a question. (EL) "there is" 00 "there is di, difference ?"
	2	Initiation	The teacher asks a question. (EL)

	3	Loop	"Yes." The teacher comes back to a previously introduced idea (floor 231). (L)
			"So, a computer looks like a TV set or a television set."
	4	Initiation	The teacher asks a question. (EL) "Why it looks like a TV set ?"
	5	Initiation	The teacher asks a question. (EL) "what, what does it have?" 0
279 P6+:		Response	A non nominated pupil answers. (REP) "ecran"
280 T:	1	Evaluation	The teacher positively evaluates the answer. (E) "yes."
	2	Initiation	The teacher asks a question. (EL) "How do we say it in English?"
281 P9-:		Response	A non nominated pupil answers. (REP) "the screen" (wrong pronunciation)
282 T:		Directive	The teacher politely requests a pupil to "stand up" and • "repeat". (D) "stand up and repeat a"?"
283 P9-:		Response	• The same non nominated pupil answers. (REP) "a screen" (Wrong Pronunciation)
284 T:	1	Evaluation	The teacher implicitly and negatively evaluates the answer, by repeating the pupil's wrong pronunciation. (E) "a screen "(pronounced wrongly), so you say a <u>screen</u> "

	2	Initiation	The teacher asks a question. (EL) "،،،؟"
285 P21-:		Response	A non nominated pupil and the teacher answer together. (REP) "screen" (BB)
286- P1+:		Response	A non nominated pupil answers in Arabic. (REP) "chacha"
287- T:	1	Evaluation	The teacher positively evaluates the answer, while translating the Arabic word in English. (E) "yes, 00 a screen."
	2	Conclusion	The teacher recapitulates what was developed about "screen." (CON) "it has got a screen; it has got a screen 00. this is the screen (T shows the PP the screen on the picture). screen 00 look 00 this is a screen, what is in black, euh. what is in black this is a screen." (T shows PP another picture).
	3	Initiation	The teacher asks a question. (EL) "And also what do we have"?"
288- P23-		Response	A non nominated pupil answers. (REP) "clavier"
289- T:		Initiation	The teacher asks a question. (EL) "how do we call it in English?"
290- P9-:		Bidding	A pupil signals desire to participate. (B) "madam, madam"

291- T:	1	Nomination	The teacher nominates another pupil. (N) "yes" 0 "P32-",
	2	Initiation	The teacher asks a question. (EL) "how do we call it in English. Clavier 0 this is in French ?"
292- P32-:		Response.	A nominated pupil answers. (REP) "yes, madam."
293- P9-:		Response .	A non nominated pupil answers. (REP) "the key euh board"
294- T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it.(E) "the key" the keyboard."
	2	Conclusion	The teacher summarises previously introduced ideas. (CON) "You have a screen 0 and 0 a key 00 board."
	3	Marker	The teacher marks end-boundary of discourse. (M) "Ok" (BB).
	4	Loop	Teacher returns to point before. (L) "This is the keyboard,"
	5	Initiation	The teacher asks a question. (EL) "what, what do we have in the keyboard. ?"
	6	Directive	The teacher politely requests pupils to "raise hands". (D) "You raise your hands 0 please."
295- P12-		Response	A non nominated pupil answers. (REP)

			"les touches."
296- T:	1	Initiation	The teacher asks a question. (EL) "yes,"
	2	Initiation	The teacher asks a question. (EL) "what do you have?"
297- P25-		Response	A non nominated pupil answers. (REP) "les touches."
298- T:	1	Nomination	The teacher nominates another pupil. (N) "P12-"
	2	Initiation	The teacher asks a question. (EL) "what do you have" 0 in the keyboard ?"
	3	Initiation	The teacher asks a question. (EL) "Yes"?
299- P12-:		Response	A non nominated pupils answer. (REP) "the alphabet"
300- T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it.(E) " the alphabet yes."
	2	Conclusion	The teacher closes the discussed point on "alphabet". (CON) "So, you find the alphabet"
	3	Initiation	The teacher asks a question. (EL) "or what can you say"?"
301- P24-		Response	A non nominated pupil answers. (REP) "numbers"

302- P12-	Response.	A non nominated pupil answers. (REP)
303- T: 1	Evaluation	<p data-bbox="768 271 873 300">"arkam"</p> <p data-bbox="737 304 1297 409">The teacher positively evaluates the answer,</p> <p data-bbox="768 450 1221 479">by repeating it.(E) "numbers, yes."</p>
2	Nomination	<p data-bbox="768 546 1301 575">The teacher nominates another pupil. (N)</p> <p data-bbox="768 636 1297 665">"P24-, numbers and you say alphabet"?"</p>
3	Initiation	<p data-bbox="768 710 1215 739">The teacher asks a question. (EL)</p> <p data-bbox="768 781 1029 810">"The alphabet or"?"</p>
4	Initiation	<p data-bbox="768 860 1215 889">The teacher asks a question. (EL)</p> <p data-bbox="768 931 1105 960">"What can you say le?","</p>
5	Nomination	<p data-bbox="768 1010 1312 1039">The teacher nominates another pupil. (N)</p> <p data-bbox="768 1066 958 1095">"yes". P2-"?"</p>
304- P2:	Response	<p data-bbox="768 1158 1261 1187">The nominated pupil answers. (REP)</p> <p data-bbox="768 1229 873 1258">"letter."</p>
305- T:	Directive	<p data-bbox="768 1308 1366 1337">The teacher requests pupils "to stand up." (D)</p> <p data-bbox="768 1379 919 1408">"stand up"</p>
306- P2-:	Response	<p data-bbox="768 1458 1271 1487">The nominated pupil answers. (REP)</p> <p data-bbox="621 1525 883 1554">• "letter"</p>
307- T:	Directive	<p data-bbox="768 1606 1412 1635">The teacher requests a pupil to do something. (D)</p> <p data-bbox="768 1648 1351 1744">"put on your satchel on the floor. So, put it on the floor."</p>
	Conclusion	<p data-bbox="768 1789 1276 1890">The teacher summarises points discussed before.(CON)</p> <p data-bbox="768 1973 1412 2002">"You have you find letters, so we. These are 0 the</p>

parts 0 of the computer. You have what is in
black "

308- P5+:		Response	A non nominated pupils answer. (REP) "the screen."
309- T:	1	Initiation	The teacher asks a question. (EL) "so, this 0 is a screen this is 0 the keyboard"
	2	Initiation	The teacher asks a question. (EL) "and 0 what do you find ?"
310- P23-		Response	A non nominated pupil answers. (REP) "letters"
311- T:		Initiation	The teacher asks a question. (EL) "letters and ?"
312- P21-		Response	A non nominated pupil answers. (REP) "numbers"
313- T:	1	Evaluation	The teacher positively evaluates the answer , by repeating it.(E) "numbers"
	2	Initiation	The teacher asks a question. (EL) "and how do we call this part"?"
314- P9-:		Bidding	A pupil signals desire to participate. (B) - "madam, madam."
315- P27-:		Bidding	A pupil signals desire to participate. (B) "madam, madam."
316- P19-		Response	Anon nominated pupil answers. (REP) "mouse"

317- T:	1	Directive	The teacher requests pupils to do something. (D) "not collective answers."
	2	Initiation	The teacher asks a question. (EL) "You raise your hands please?"
	3	Nomination	The teacher nominates another pupil. (N) "Yes P34-""?"
318- P34-:		Response	The nominated pupils answer. (REP) "the mouse"
319- T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it.(E) "very good."
	2	Information	The provides translation of "souris". (I) "The mouse in English we say the 0 mouse, in French c'est 0 la souris." (BB) 00
	3	Initiation	The teacher asks a question. (EL) "why we have a special ?"
	4	Initiation	The teacher asks a question. (EL) "why we call the mouse and you haven't another name of animal?"
320- P18-		Response	A non nominated pupil answers. (REP) "mouse"
321- T: Non Verbal Nomination			The teacher non verbally nominates another pupil. (N) "she points at P1+".
	1	.Initiation	The teacher asks a question. (EL)

		"Why mouse?,"'
	2 Initiation	The teacher asks a question. (EL)
322-P1+:	Response	"why especially the mouse?" A non nominated pupils answer. (REP) "because euh it is small"
33E	1 Evaluation	The teacher positively evaluates the answer, by repeating it.(E) "it is small yes. Yes, perhaps, perhaps because it is small."
	2 Initiation	The teacher asks a question. (EL) "Why do you think because it is small ?"
	3 Response	The teacher answers herself. (REP) "This part is small. You call it the mouse."
	4 .Initiation	The teacher asks a question. (EL) "Why you don't say ant?"
	5 Initiation	The teacher asks a question. (EL) "We have a lot of animals?"
	6 Initiation	The teacher asks a question. (EL) "So why"?"
324-P7+:	Response	A non nominated pupil answers in Arabic. (REP) "techabahlou"
35E	1 Evaluation	The teacher positively evaluates the answer, while translating the Arabic word given by the pupil. -(E) "because it looks like a mouse. 0 ok^."

2 **Comment** The teacher expresses opinion. (COM)
 "This is a point of view of P7+. So, P1+ said
 because it 0 is 0 small. "P7+ said because it
 0 looks like a mouse." 0

3 **Marker** The teacher marker end-boundary of discourse. (M)
 "now^ "

4 **Conclusion** The teacher summarises previously discussed
 ideas. (CON)
 "if we speak about the computer 0 you have or the
 computer can contain 0 five 0 units. So, you have a
 computer 00 a computer 0 contains 0 five" (BB)

326-P24

Response A non nominated pupil and the teacher answer. (REP) "
 units."

37E

1 **Evaluation** The teacher positively evaluates the answer, by
 repeating it.(E)

"it has got 0 five units" 00

2 **Conclusion** The teacher summarises previously discussed ideas. (
 CON)

"each unit 0 has a function. each unit 0 has 0 a
 function."

•
 3 **Marker** The teacher marks boundary of discourse. (M)
 "So," 000 (She draws a line on BB).

4 **Initiation** The teacher asks a question. (EL)
 • "Number one you have"? 0

328-P7+:

Response A non nominated pupils answer. (REP)

"photocopy" -

329- P20+: **Response** Another non nominated pupils answer. **(REP)**

"Input unit"

330- T: **1 Evaluation** The teacher positively evaluates the answer,
by repeating it.(E)

"very good."

2 Conclusion The teacher summarises previously discussed ideas.

(CON)

"We have the input 0 unit 0, the input 00 (BB) the
input 0 unit. So, the input unit" 00

3 Initiation The teacher asks a question. **(EL)**

"what does 0 what is the function of the input unit ?"0

4 Initiation The teacher asks a question. **(EL)**

"what is the function 00 of the input unit ?"

331- P12-: **Response** Another non nominated pupil answers. **(REP)**

"control unit."

332- T: **Evaluation** The teacher negatively evaluates the answer. **(E)**

"no"

333-P9- **Non Verbal Bidding** A pupil signals desire to participate by raising hand. **(B)**

334- P1+ **Non Verbal Bidding** A pupil signals desire to participate by raising hand. **(B)**

335- P2- **Non Verbal Bidding** A pupil signals desire to participate by raising hand. **(B)**

336- T **1 Conclusion** The teacher summarises previously discussed ideas.

(CON)

"The input unit 0 **P9-**. This is number one 00 or we
name all the units."

	2	Initiation	The teacher asks a question about a Directive. (EL)
337 P9-	1	Reaction	"we name all the units ?" A pupil shows readiness to reply to Directive. (REA) "yes"
	2	Evaluation	The teacher positively evaluates the answer. (E) "ok^ number one the input 0 unit",
	3	Initiation	The teacher asks a question. (EL) "number two"?"
338 P1+:		Bidding	A pupil signals desire to participate. (B) "madam madam"
339 T:		Nomination	The teacher nominates another pupil. (N) "P2-"
340 P2-:		Response	The nominated pupil answers. (REP) "the memo, memory unit"
341 T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it.(E) "the memory 0 unit, number two 00 the memory 0 unit (BB). Yes", the memory unit" 0
	2	Initiation	The teacher asks a question. (EL) "number three"?"
342 P14-:		Bidding	A pupil signals desire to participate. (B) "madam, madam"
343-T		Non Verbal Nomination	Teacher points at P14-
344- P7+:		Response	A non nominated pupil answers. (REP) "the.calculator unit."

345-T:	1	Initiation	The teacher asks a question. (EL) "the"?" 0
	2	Initiation	The teacher asks a question. (EL) " yes " ?
346 P7+:		Response	The same non nominated pupil answers. (REP) "the calculator"
347 T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it.(E) " the calculator unit"
348 P13+		Bidding	A pupil signals desire to participate. (B) "madam, madam"
349 T:		Initiation	The teacher asks a question. (EL) "what do you think ?"
350 P23-:		Response	A non nominated pupils answer. (REP) "the program"
351 T:		Evaluation	The teacher positively evaluates the answer, by repeating it.(E) "the program"
352 P12-:		Bidding	A pupil signals desire to participate. (B) "madam, madam"
353 T:		Nomination	The teacher nominates the pupil who just answered without being nominated . (N) "P12-""
354 P12-:		Response	The nominated pupil answers. (REP) "the con euh cont, control unit"

- 355 T: 1 Evaluation** The teacher positively evaluates the answer, by repeating it twice.(E)
"the control 0 unit 000 (BB). The control unit" 000.
- 2 Initiation** The teacher asks a question. (EL)
"Number four"? 000
- 3 Loop** The teacher comes back to previously discussed ideas.
(L)
"You have the input unit 0 the memory unit 0 the control unit" 0.
- 4 Nomination** The teacher nominates a pupil. (N)
"Yes" P34-"?"
- 356- P34-: Response** The nominated pupil answers. (REP)
"the areth arithmetic unit"
- 357- T: Evaluation** The teacher positively evaluates the answer
,
by repeating it.(E) "the arithmetic"
- 358- P16+ Reaction** A non nominated pupil anticipates the teacher's last
t
word. (REA) "unit"
- 359- T: 1 Evaluation** The teacher positively evaluates the answer, by
y
repeating it.(E) "the arithmetic" unit"
- 2 Initiation** The teacher asks a question. (EL)
"or we call it"?"
- 3 Initiation** The teacher asks a question. (EL)

			"Arithmetic unit and"?"
360- P24-		Reaction	A non nominated pupil anticipates the teacher's last words. (REA) "logic unit" 000 (BB)
361- T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it.(E) "and logic" 00.
	2	Initiation	The teacher asks a question. (EL) "And the last one"?"
	3	Initiation	- The teacher asks a question. (EL) "Number five"?"
	4	Initiation	The teacher asks a question. (EL) "Number five"?"
362- P20+		Non Verbal Bidding	A pupil wants to take the floor (B) .
363- P16+		Non Verbal Bidding	A pupil wants to take the floor (B) .
364- T	1	Initiation	The teacher asks a question. (EL) " P29+ " number five"?"
	2	Initiation	The teacher asks a question. (EL) " P13+ " number five"?"
	3	Nomination	The teacher nominates another pupil. (N) " P20+ "?"
365 P20+:		Response	The nominated pupil answers. (REP) "the output unit"
366 T:	1	Evaluation	The teacher positively evaluates the answer, by. repeating it.(E)

			"very good. The out put 000 (BB). The output 0 unit."
	2	Conclusion	The teacher develops a summary. (CON) "so, these are 0 the computer or the five 0 units 0 of a computer. So, these are the five units of a 0 computer."
	3	Nomination	The teacher nominates another pupil. (N) "so, number one" P10+"?"
367 P10+:		Response	The nominated pupil answers. (REP)
368 T:		Evaluation	"the input" (Wrong Pronunciation) The teacher implicitly and negatively evaluates the answer, by repeating it and transforming it into a question, seeking a pronunciation correction to be provided by pupils. (E) + (EL) "the input"?"
369 P10+:		Response	The same nominated pupil answers. (REP)
370- T:	1	Evaluation	"the input" The teacher positively evaluates the answer, by repeating it. (E) "the input unit"
	2	Initiation	The teacher asks a question. (EL)
	3	Nomination	"number two ?" 00 The teacher nominates another pupil. (N) "number two, P31-"?"
371 P16+		Bidding	A pupil signals desire to participate. (B)

			"madam, madam"
372 P31-:		Response	A non nominated pupil answers. (REP) "The memory (WP)
373 T:		Initiation	The teacher asks a question. (EL) "the "?"
374 P7+		Response	A non nominated pupil answers. (REP) "memory" (WP)
375 T:	1	Initiation	The teacher asks a question. (EL) "memory (As it is pronounced by the PP) like this ?",
	2	Initiation	The teacher asks a question. (EL) "who can correct the pronunciation ?"
	3	Initiation	The teacher asks a question. (EL) a.?"
376 P14-		Response	A non nominated pupil answers. (REP) "memory"
377 T:	1	Directive	The teacher politely requests pupils to do something. (D) "raise your hands."
	2	Initiation	The teacher asks a question. (EL) "How can I say?"
	3	Initiation	The teacher asks a question. (EL) "Who is speaking correctly?"
	4	Nomination	The teacher nominates another pupil. (N) "p9"?
378 P9-:		Response	The nominated pupil answers. (REP) "the memory unit, unit"

379 T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "the memory unit. Yes"
	2	Initiation	The teacher asks a question. (EL) "number three"?"
380 P18-		Bidding	A pupil signals desire to participate. (B) "miss, miss"
381 P29+ :		Response	A non nominated pupil answer. (REP) "the control unit"
382- T: 1		Evaluation .	The teacher positively evaluates the answer, by repeating it. (E) "the memory unit. yes the control unit"
	2	Initiation	The teacher asks a question. (EL) "number four ?" 00
	3	Initiation	The teacher asks a question. (EL) "number four ?" 0
	4	Nomination	The teacher nominates another pupil. (N) "P5+?"
383- P5+:		Response	The nominated pupil answers. (REP) "erthi, euh arithmetic" (WP)
384- P7+		Response	A non nominated pupil answers. (REP) "arithmetic"
385- T:		Directive	The teacher politely requests a pupil to do something.(D) "listen to your friend please"

386- P5+:		Response	The same nominated pupils answer. (REP) "arithmetic" (WP)
387- T:		Evaluation	The teacher implicitly and negatively evaluates the answer, by repeating it and transforming it into a question, seeking a pronunciation correction to be provided by pupils. (E) + (EL) "arithmetic" (as pronounced by the P)
388- P18-		Response	A non nominated pupil answers. (REP) "no"
389- T:		Initiation	The teacher asks a question. (EL) "how do we pronounce?"
390- P13+		Bidding	A pupil signals desire to participate. (B) "miss, miss"
391- P5+:		Response	A non nominated pupil answers. (REP) "arithmetic"
392- T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "yes. very good. arithmetic"
	2	Initiation	The teacher asks a question. (EL) " and ?"
393- P5+:		Response	The same non nominated pupil answers. (REP) "logic unit"
394- T:	1	Evaluation	The teacher positively evaluates the answer, by . repeating it. (E) "yes. arithmetic and logic unit"

	2	Nomination	The teacher nominates another pupil. (N)
395- P30-:		Response	"and the last one, P30-"" The nominated pupil answers. (REP) "the out put unit"
396- T:	1	Initiation	The teacher asks a question. (EL) "the"?"
	2	Directive	The teacher politely requests a pupil to stand up (D)
397- P30-:		Response	"Stand up please ?" A non nominated pupil answers. (REP) "the out put unit"
398- T:	1	Evaluation	The teacher positively evaluates the answer, b y repeating it. (E) "the out put unit."
	2	Conclusion	The teacher summarises. (CON) "so, these are 0 the five unit 0 of a computer"
	3	Marker	The teacher marks boundary of discourse. (M)
	4	Comment	The teacher summarises previously discussed ideas.(COM) "each unit 0 has 0 a function 00 each unit 0 has 0 a function."
	5	Initiation	The teacher asks a question. (EL) "So, 0 what's the function of the input unit 0 yes"?
	6	Nomination	The teacher nominates another pupil. (N)

399- P1+:		Response	The nominated pupil answers. (REP) "the input euh unit stores euh the information"
400- T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "the input stores the information, to store" 0,
	2	Initiation	The teacher asks a question. (EL) "where do you store in general ?"
	3	Initiation	The teacher asks a question. (EL) "Where do you store ?"
	4	Initiation	The teacher asks a question. (EL) "We store in "?"
	5	Nomination	The teacher nominates another pupil. (N) "Yes"? P12-" ?
401- P12-:		Response	The nominated pupil answers. (REP) _ "in the euh euh"
402- T:	1	Initiation	The teacher asks a question. (EL) "where do we store?"
	2	Initiation	The teacher asks a question. (EL) "where?"
403- P20+		Response	A non nominated pupil answers. (REP) "memory"
404- T:		Nomination	The teacher nominates another pupil. (N) "yes, P34-" ?"
405- P34-:		Response	The nominated pupils answer. (REP)

			"in the memory"
406- T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "so, we store in general, in the memory. We store in the memory."
	2	Initiation	The teacher asks a question. (EL) "Here in our body, where do we store information sometimes, in the"?"
407 P18-		Response	A non nominated pupil answers. (REP) "memory"
408- T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "memory, yes. In the head in the memory, so here, so 0 this is to store information."
	2	Initiation	The teacher asks a question. (EL) "In which unit then" ?"
	3	Initiation	The teacher asks a question. (EL) "In which unit" ?"
	4	Initiation	The teacher asks a question. (EL) "is it in the input unit"?"
409 P9-		Response	Anon nominated pupil answers. (REP) "no"
410 T:		Initiation	The teacher asks a question. (EL) "where"?"
411 P16+		Bidding	A pupil signals desire to participate. (B)

			"miss"
412 T:		Nomination	The teacher nominates another pupil. (N)
413 P35-:		Response	The nominated pupil answers. (REP)
			"in euh"
414 T:		Initiation	The teacher asks a question. (EL)
			"in the"?"
415 P35-:		Response	- The nominated pupil answers. (REP)
			"memory euh unit"
416 T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E)
			"in the" 0 memory unit."
	2	Conclusion	The teacher develops a summary. (CON) "So, this is the function 0 of the memory, 0 is to store 0 information. So, the memory 0 stores 0 information (BB). So, this is about the memory. It stores information" O.
	3	Marker	The teacher marks boundary of discourse. (M) "Now",
	4	Initiation	The teacher asks a question. (EL) "how about the input unit?"
	5	Initiation	The teacher asks a question. (EL) "Yes"?"
	6	Nomination	The teacher nominates another pupil. (N) "P14_ "?"

7	Directive	The teacher politely requests a pupil "to stand up" . (D) "Stand up please?"
417 P14-:	Response	The nominated pupil answers. (REP) "the input (WP) unit serve"
418 T:	1 Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "serves information."
	2 Restatement	The teacher introduces an idea to develop lesson. (MS) "serves (teacher makes the gesture of serving). serves,"
	3 Initiation	The teacher asks a question. (EL) "to serve?"
419 P2-:	Bidding	A pupil signals desire to participate. (B) "madam"
420- T:	Nomination	The teacher nominates another pupil. (N) "p15"!! T.
421- P15-:	Response	The nominated pupil answers. (REP) "receives"
422- T:	1 Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "receives" information 000. I just asked you a • question;"
	2 Initiation	The teacher asks a question. (EL) "the input unit receives information with what?"
	3 . Initiation	The teacher asks a question. (EL) "Through what?"

	4	Initiation	The teacher asks a question. (EL) "We receive information through"?" 00
	5	Initiation	The teacher asks a question. (EL) "the"?"
423- P20+		Response	A non nominated pupil answers (REP) "the keyboard"
424-T	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "the keyboard. Yes".
	2	Conclusion	The teacher develops a summary. (CON) " So, the input unit 0 receives information 0 through a keyboard. So, we are going to, it's like a typewriter. We type 0 and it receives the input, receives information 0. So the input unit receives information 0 the memory unit 0 store 0 information."
	3	Marker	The teacher marks boundary of discourse. (M) "Now,"
	4	Restatement	The teacher explicitly refers to development of lesson. (MS) "let's speak about the 00 control unit," 0
	5	Initiation	The teacher asks a question. (EL) "the control unit?" 0
	6	Initiation	The teacher asks a question. (EL) "control?" 0.

	7	Initiation	The teacher asks a question. (EL) "you have control ?" 000. "P1+ raises his hand"
	8	Nomination	The teacher nominates another pupil. (N) "yes, P16+ " ?"
425- P16+:		Response	The nominated pupil answers "coordinating operation"
426- T:	1	Directive	The teacher politely requests a pupil "to stand up" (D) "repeat please?"
	2	Directive	The teacher politely requests a pupil "to stand up" . (D) "Stand up and speak up?"
427- P16+:		Response	The nominated pupil answers "coordinating operation" (second word French pronunciation)
428- T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "the operation of coordinate. So, here we have the word. Very good P16+."
	2	Conclusion	The teacher develops a summary. (CON) "The control unit 0 coordinates 0 the" 0 the operation. So, it's going to <u>coordinate</u> the operation of 0 the other units 0. So, in this <u>part</u> 0 you have the word control. He is going

to control what happened in 0 the. So, the control unit 0 (BB) coordinates 00 the operations 0 of the other 0 units 00. It coordinates."

3 Restatement The teacher explicitly refers to development of lesson. (MS)

"We have the word to coordinate" (BB)."

4 Initiation The teacher asks a question. (EL)

"You know what is coordinate."

429- P21-

Response A non nominated pupil answers

"no"

430- P7+

Response A non nominated pupil answers

"to control

431- T:

1 Conclusion The teacher develops a summary. (CON)
"to control or 0 "So, when you coordinate you control everything what happened in all the units 0 coordiner, en Français ça veut dire: younassik, tanssik (in Arabic). Tanssik, younassik. To coordinate. You younassik, it coordinates, it coordinates 0 between all 0 the units."

2 Marker The teacher marks boundary of discourse. (M)
"Now,"

3 Restatement The teacher explicitly refers to development of lesson. (MS)

"the arithmetic and logic" 0

432-P9-		Bidding	A pupil signal desire to participate. (B)
			"madam, madam"
433-P8+		Bidding	A pupil signal desire to participate. (B)
			"madam, madam"
434- P20+:		Bidding	A pupil signal desire to participate. (B)
			"madam, madam"
435 T:	1	Initiation	The teacher asks a question. (EL)
			"arithmetic and logic?"
	2	Nomination	The teacher nominates a pupil. (N)
			"P9- "?"
436 P9-:		Response	The nominated pupil answers
			"stores euh stores euh information"
437 T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E)
			"stores information?"
438 P8+		Bidding	A pupil signals desire to participate. (B)
)
			"miss, miss"
439 P20+		Bidding	A pupil signals desire to participate. (B)
)
440 P10+			"miss, miss"
441 P2-		Bidding	A pupil signals desire to participate. (B)
)
			"miss, miss"
442 P12-		Bidding	A pupil signals desire to participate. (B)
			"miss, miss"
		Bidding	A pupil signals desire to participate. (B)

"solved 0 the problems 0 you have arithmetic and logic."

- 2 Initiation** The teacher asks a question. (EL)
"In general, where do you hear this word?"
- 3 Initiation** The teacher asks a question. (EL)
"Arithmetic"?"
- 4 Initiation** • The teacher asks a question. (EL)
"Where"?"
- 5 Initiation** The teacher asks a question. (EL)
"In which matter?"
- 6 Initiation** The teacher asks a question. (EL)
"When you speak about the arithmetic?"
- 7 Initiation** The teacher asks a question. (EL)
"Where?"
- 8 Initiation** The teacher asks a question. (EL)
"In French, in French course"?"
- 9 Initiation** The teacher asks a question. (EL)
"In the Arabic course"?"
- 10 Initiation** The teacher asks a question. (EL)
"Where"?"
- 11 Initiation** The teacher asks a question. (EL)
"English"?"
- 12 Initiation** The teacher asks a question. (EL)
"No. In"?"
- 13 Initiation** The teacher asks a question. (EL)

			"With Mrs .Hachana?"
	14	Initiation	The teacher asks a question. (EL) "In ?"
450- P20+		Response	A non nominated pupil answers. (REP) "maths"
451- T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "maths or mathematics,"
	2	Conclusion	The teacher develops a summary. (CON) " you have arithmetic. So, you have <u>arithmetic</u> and logic units. Here 0 to solve 0 problems (BB) to solve problems in the arithmetic 0 to arithmetic is like <u>counting</u> one 0 two, three like counting one 0 additions O. So, this is arithmetic."
	3	Marker	The teacher marks boundary of discourse. (M) "Now^ "
	4	Initiation	The teacher asks a question. (EL) "the output"?"
452- P8+		Bidding	A pupil signals desire to participate. (B) "miss, miss"
453- P20+		Bidding	A pupil signals desire to participate. (B) "miss, miss"
454- P16+:		Bidding	A pupil signals desire to participate. (B) "miss, miss"
455- T:	1	Initiation	The teacher asks a question. (EL)

			"the output" unit"?"
	2	Nomination	The teacher nominates another pupil. (N) "P25+"?"
456- P25+ :		Response	The nominated pupil answers "give the euh, give the answers euh to the euh problems"
457- T :	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "very good."
	2	Conclusion	the teacher develops a summary. (CON) "So, the output give the answers 00 to 0 the 00 problems 00 (BB). So, these are the computer with its five units 0 and the function 0 of 0 each 0 unit. So, when you finish; for example, you have something to do" 000.
	3	Initiation	The teacher asks a question. (EL) <hr/> "Where can you see the result"?"
	4	Initiation	The teacher asks a question. (EL) "It is ""?"
	5	Initiation	The teacher asks a question. (EL) "Yes"?"
	6	Initiation	The teacher asks a question. (EL) "It is seen on a"?"
458- P7+		Response	A non nominated pupil answers.(REP) "screen."

459- T:	1	Evaluation	The teacher positively evaluates the answer. (E) "yes^ "so, the result in general is seen on the screen"
	2	Initiation	The teacher asks a question. (EL) " or " ? "
	3	Initiation	The teacher asks a question. (EL) "you have only seen on the screen"?" 00
	4	Initiation	The teacher asks a question. (EL) "sometimes you have another possibility?" 000
460- P8+:		Bidding	A pupil signals desire to participate. (B) "miss"
461- T:		Nomination	The teacher nominates a pupil. (N) "yes"
462- P8+:		Response	The nominated pupil answers. (REP) "imprimante"
463- T:	1	Evaluation	The teacher positively evaluates the answer, b y repeating it. (E) "it is 0 printed yes."
	2	Conclusion	The teacher develops a conclusion. (CON) "Here you haven't the print paper. So, you can have 0 on the screen 0 or you will have a paper like the test of English. You have a paper. It is printed 0 through 0 a 0 computer. So through a comp, the result is seen 0 or 0 printed on a sheet 0 of 0 paper."

Sub-sub .transaction 2.5.1.2

463-T	3	Marker	The teacher marks boundary of discourse. (M) "now^ "
	4	Initiation	The teacher asks a question. (EL) "where can you find computers?"
	5	Initiation	The teacher asks a question. (EL) "Where 0 can you find computers?" 000
	6	Initiation	The teacher asks a question. (EL) "yes!?"
	7	Directive	The teacher politely requests a pupil "to stand up" and "speak up" . (D) "P14- stand up and speak up please?"
464- P14-:		Response	The nominated pupil answers. (REP) "in the hospital and euh the bank"
465- T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "in the hospital, the bank very good."
	2	Initiation	The teacher asks a question. (EL) "Yes"?"
	3	Initiation	The teacher asks a question. (EL) "What do you think P3+?"
	4	Initiation	The teacher asks a question. (EL) "Where can you find also"?"
466- P21-		Bidding	A pupil signals desire to participate. (B) "miss, miss"

467- T:	1	Loop	Teacher returns to ideas developed before. (L) "hospital, bank."
	2	Nomination	The teacher nominates a pupil. (N)
468- P6+:		Response	A non nominated pupil answers. (REP) "the school"
469- T:		Evaluation	The teacher positively evaluates the answer , by repeating it. (E) "the school. yes"
470- P5+:		Non Verbal Nomination Response	"Teacher points at P5+ " (N) The nominated pupil answers. (REP) "the cyber café"
471 T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "the cybercafé, yes you have a lot of in the cyber café"
	2	Initiation	The teacher asks a question. (EL) "and"?
472 P1+		Bidding	A pupil signals desire to participate. (B) "miss, miss"
473 P9-:		Bidding	A pupil signals desire to participate. (B) "madam, madam."
474 T:		Nomination	The teacher nominates another pupil. (N)
475 P9-:		Response	The nominated pupil answers. (REP)

			"the secretariat of the headmaster"
476 T:	1	Initiation	The teacher asks a question. (EL) "the"?"
	2	Directive	The teacher politely requests a pupil "to stand up" . (D) "Stand up please"
477 P9-:		Response	The same nominated pupil answers for the second time.. (REP)
			"the secretary of the headmaster"
478 P29+		Bidding	A pupil signals desire to participate. (B) "miss, miss"
479 P3+		Bidding	A pupil signals desire to participate. (B) "miss, miss"
480 P7+:		Bidding	A pupil signals desire to participate. (B) "miss, miss"
481 T:		Initiation	The teacher asks a question after having implicitly and negatively evaluated the pupil's answer. (E) + (EL) "the secretary of the headmaster"
482- P23-		Bidding	A pupil signals desire to participate. (B) "miss, miss"
483- P29+		Bidding	A pupil signals desire to participate. (B) "miss, miss"
484- P3+		Bidding	A pupil signals desire to participate. (B) "miss, miss"

485- P7+:	Bidding	A pupil signals desire to participate. (B) "miss, miss"
486- T:	1 Loop	Teacher returns to ideas developed before. (L) "so 0 at school the headmaster of school. yes or any headmaster."
	2 Marker	The teacher marks boundary of discourse. (M) " ok "
487- P23-	Bidding	A pupil signals desire to participate. (B) "miss, miss"
488- T:	Nomination	The teacher nominates a pupil. (N) "yes". P7+"?"
489- P7+:	Response	The nominated pupil answers. (REP) "university"
490- T:	1 Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "in the university. Good." "
	2 Nomination	The teacher nominates a pupil. (N) "Yes, P15-"?"
491- P15-:	Response	The nominated pupil answers. (REP) "office"
492- T:	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) "in the office. Yes, in the office or now of the boss euh the office of the boss. You will find " a computer."

493- P23-		Bidding	A pupil signals desire to participate. (B) "miss, miss"
494 P29+		Bidding	A pupil signals desire to participate. (B) "miss, miss"
495 P3+		Bidding	A pupil signals desire to participate. (B) "miss, miss"
496 P7+:		Bidding	A pupil signals desire to participate. (B) "miss, miss" (same pupils)
497 T:	1	Nomination	The teacher nominates a pupil. (N) " P37+? "
	2	Directive	The teacher politely requests a pupil "to stand up." (D) "Stand up"
498 P37+:		Response	The nominated pupil answers. (REP) "in the bank"
499 T:	1	Evaluation	The teacher positively evaluates the answer, by repeating it. (E) " in the Bank yes."
	2	Conclusion	The teacher summarises. (CON) " P14-has said in the bank O. So, in the bank, 0 in the school 0 university 0 office 0 hospital."
500 P37+:		Response	The same nominated pupil answers. (REP) "policeman"
501 T:	1	Evaluation	The teacher negatively evaluates the answer, then, she gave the right answer. (E) "police station 0 not in the policeman."

	2	Marker	The teacher marks boundary of discourse. (M)
			"Ok"
	3	Comment	The teacher draws the pupil's attention about the wrong answer. (COM)
			"you have a policeman, and you have inside you have a computer."
502 P1+		Bidding	A pupil signals desire to participate. (B)
			"miss, miss"
503 P7+		Bidding	A pupil signals desire to participate. (B)
			- "miss, miss"
504 P6+:		Bidding	A pupil signals desire to participate. (B)
			"miss, miss"
505 T: Non Verbal Nomination			"yes" She points at P6+
506- P6+:		Response	The nominated pupil answers in French. (REP)
			"la mairie"
507- T:	1	Evaluation	The teacher negatively evaluates the answer by refusing it through asking another question. (E) + (EL)
			"yes"?"
	2	Initiation	The teacher asks a question. (EL)
			"Thee?"
	3	Initiation	The teacher asks a question. (EL)
			"How do we call it in English, la mairie?"
508- P6+:		Response	The same nominated pupil answers. (REP)
			"the Office"

509- T:	Evaluation	The teacher negatively evaluates the answer. (E) "not office"
510- P6+:	Response	The same nominated pupil tries another answer. (REP) "the post"
511- T:	1 Evaluation	The teacher negatively evaluates the answer. (E) "not the post office."
	2 Conclusion	The teacher summarises. (CON) "You find in the post office a computer 00 you have done 0 in 0 the 0 police school of Soumaa."
	3 Initiation	The teacher asks a question. (EL) "From where can you get the birth certificate?" 000
	4 Initiation	The teacher asks a question. (EL) "from the"? 00
	5 Initiation	The teacher asks a question. (EL) "who can remember?" 00
	6 Initiation	The teacher asks a question. (EL) "the"?
	7 Response	The teacher answers herself. (REP) "Town 0 Town 0 Hall 0 the Town Hall. "La mairie" in English is the Town Hall."
	8 Conclusion	The teacher summarises. (CON) "So, you can get. So, here. So, nowadays computers or electronic modern achievements 0 are necessary 0 in 0 our 0 life. So, the computer"

Sub-sub transaction 2.5.1.3

511- T	9	Marker	The teacher marks boundary of discourse. (M))"now,"
	10	Initiation	The teacher asks a question. (EL) "when you have a computer at school 0 the <u>work</u> is easy or difficult"?"
512- P10-		Response:	A non nominated pupil answers. (REP) "easy"
513- T:		Directive	The teacher politely requests a pupil "to raise hands" (D) "you raise your hands. Please? "
514- P24-:	Non Verbal Nomination	Response:	"Yes, P24-""? The nominated pupil answers. (REP) "easy"
	2	Initiation	repeating it. "easy," The teacher asks a question. (EL) "it is"?"
516-P13+		Response:	A non nominated pupil answers. (REP) "easy"
517 T:		Directive	The teacher politely requests a pupil "to stand up." (D) "can you stand up please"?"
518 P24-:		Response:	A non nominated pupil answers. (REP)

			"it is easy"
519 T:	1	Evaluation	The teacher positively evaluates the answer by repeating it. (E) "very good. It is easy."
	2	Conclusion	The teacher summarises. (CON) "So, nowadays the world is easy, instead of taking time to count or to do the work 0, now, with the computer it's very easy to find the information. Now, today, so, you can find euh the computer 0 in schools, universities"
	3	Initiation	The teacher asks a question. (EL) "and also"
	4	Nomination	The teacher nominates a pupil. (N) "Yes"
520 P8+:		Response:	The nominated pupil answers. (REP) "at home"
521 P19-		Response:	A non nominated pupil answers. (REP) "the house"
522 T:	1	Evaluation	The teacher negatively evaluates the answer by providing a right synonym. (E) "at home,"
	2	Comment	The teacher tells the pupil that he is able to find the right word. (COM) "P16+, yes; you can find it" 0
	3	Initiation	The teacher asks a question. (EL)

			"sorry P8+ euh you can find it at'?"
523 P25-		Reaction	A non nominated pupil anticipates the teacher's last word. (REA)
			"home"
524 T:	1	Restatement	The teacher explicitly refers to development of lesson. (MS)
			"`sometimes you just work with computer,"
	2	Initiation	The teacher asks a question. (EL)
			"you have computer just for working"?"
525 P9-		Response	A non nominated pupil answers. (REP)
			"no"
526 P8+:		Response:	A non nominated pupil answers. (REP)
			"no"
527 T:	1	Initiation	The teacher asks a question. (EL)
			"and yes"?"
		Non Verbal Nomination	"Teacher points at P1+".
	2	Directive	The teacher politely requests a pupil "to standup."
			(D)
			"Stand up"
528 P1+:		Response:	The nominated pupil answers. (REP)
			"euh, euh a computer used euh, euh playing and euh"
529- T		Initiation	The teacher asks a question. (EL)
			"playing and"?"
530- P1+:		Response:	The same nominated pupil answers. (REP)

			"and working with "
531—T:		Evaluation	The teacher positively evaluates the answer. (E) "good, yes".
	2	Conclusion	The teacher summarises. (CON) "So, playing and working with O. so, let's the working side."
Sub-sub transaction 2.5.1.4 .			
531-T	3	Restatement	The teacher explicitly refers to development of lesson. (MS) "Let's speak about playing side."
	4	Marker	The teacher marks boundary of discourse. (M) "Now,"
	5	Initiation	The teacher asks a question. (EL) "what do you do with computer?"
6	Initiation		The teacher asks a question. (EL) "What do you play in general?"
532- P8+:		Bidding	A pupil signals desire to participate. (B) "miss, miss"
533 T:		Initiation	The teacher asks a question. (EL) "you have a lot of "?"
534 P34-:		Response:	A non nominated pupil answers. (REP) "game"
535 T:		Directive	. The teacher politely requests a pupil "to stand up." (D) "stand. Yes^ P34- stand up please, when you

			<p> speak"</p>
536 P34-:		Response:	<p>Another non nominated pupil tries to answer. (REP)</p> <p>"euh"</p>
537 T:		Initiation	<p>The teacher asks a question. (EL)</p> <p>"a lot of games"?"</p>
538 P34-:		Response:	<p>The same non nominated pupil answers. (REP)</p> <p>"yes"</p>
539 T:		Initiation	<p>The teacher asks a question. (EL)</p> <p>"examples"?"</p>
540 P8+		Bidding	<p>A pupil signals desire to participate. (B):</p> <p>"miss, miss"</p>
541 P20+:		Response:	<p>A non nominated pupil answers. (REP)</p> <p>"solitaire"</p>
542 T:		Nomination	<p>The teacher nominates a pupil. (N)</p> <p>"yes" P20+ " ?"</p>
543 P20+:		Response:	<p>The nominated pupil answers. (REP)</p> <p>"solitaire"</p>
544 T :	1	Evaluation	<p>The teacher positively evaluates the answer by repeating it. (E)</p> <p>"solitaire."</p>
	2	Initiation	<p>The teacher asks a question. (EL)</p> <p>"How this game is played"?" 00</p>
	3	Initiation	<p>The teacher asks a question. (EL)</p> <p>"with the cards?"</p>

- 545- P20+: Response:.** The nominated pupil answers. **(REP)**
"yes"
- 546- T: 1 Evaluation** The teacher positively evaluates the answer by repeating it. **(E)** "with the cards.
Yes,"
- 2 Initiation** The teacher asks a question. **(EL)**
"so here"?"
- 547- P5+: Bidding** A pupil signals desire to participate. **(B)**
"madam, madam"
- 548- T: Non Verbal Nomination** The teacher nominates a pupil. **(N)** "yes"
She points at **P5+**"
- 549- P5+: Response:** The nominated pupil answers. **(REP)**
"football"
- 550- T: Evaluation** The teacher positively evaluates the answer by repeating it. **(E)** "football, Yes."
- 551- P23- Response:** A non nominated pupil answers in French. **(REP)**
"jeu"
- 552- P8+: Response:** A non nominated pupil answers. **(REP)**
"miss the Tomb raider"
- 553- T: Initiation** The teacher asks a question. **(EL)**
"the"?"
- 554- P8+: Response:** The same non nominated pupil answers. **(REP)**
"Tomb raider"
- 555- T: Initiation** The teacher asks a question. **(EL)**

563- T:	1	Evaluation	The teacher positively evaluates the answer by repeating it. (E) "a man, yes."
	2	Conclusion	The teacher summarises. (CON) "So, there is a war between a man and a woman euh, yes."
	3	Marker	The teacher marks boundary of discourse. (M) "So, now"
	4	Restatement	The teacher explicitly refers to development of lesson. (MS) "let's stick to the game of euh P20+.P20+ said a game of solitaire,"
	5	Initiation	The teacher asks a question. (EL) "it's the game of?"
564- P25-		Response	A non nominated pupil answers with the teacher. (REP) "cards"
565- T:		Initiation	The teacher asks a question. (EL) "in general", when you are at home or in the café, so you need euh ?"
566- P1+:		Response:	A non nominated pupil answers. (REP) "card"
567- T:	1	Evaluation	The teacher negatively and implicitly evaluates the answer by asking a question. (E) + (EL) "only one person can play alone?",

2 **Conclusion** The teacher summarises. **(CON)**
"in general two, two or" more than two but here 0 at
home 0 for example you are alone and you want to
play the cards. If you play alone it's not good. 0 you
must have 0 someone 000 because when you have
someone who is winner and who is loser."

3 **Initiation** The teacher asks a question. **(EL)**
"So, O. when you play with the computer. So, here
the computer is like"? 0

568- P14-: **Response:** A non nominated pupil answers. **(REP)**
"a person"

569- T: 1 **Evaluation** The teacher positively evaluates the answer by
repeating it. **(E)**
"a person. It's like a partner, a partner" **(BB)**, not a
car. It's like a partner."

2 **Conclusion** The teacher summarises. **(CON)**
"So, nowadays computers are our partners 0. So, we
write them or we work 0 we draw 0 we play 0 a
game"

3 **Initiation** The teacher asks a question. **(EL)**
"and also sometimes you are working and you are"?

570- P23-: **Response:** A non nominated pupil answers. **(REP)**
"listening" •

571- T: 1 **Evaluation** The teacher positively evaluates the answer
by repeating it. **(E)**

"listening to music."

- . 2 **Conclusion** The teacher summarises. (CON)
- "So, 0 it's 0 a modern electronic who let achievement, who, which help us a lot 0 you can have pleasure, a good time with a computer and also sometimes, when it is a game" 0

- 3 **Initiation** The teacher asks a question. (EL)
- "if 0 you are the winner, 0 what does it write?"

- 4 **Initiation** The teacher asks a question. (EL)
- "For example?"

572- P1+: **Response:** Anon nominated pupil answers. (REP)

"fantastic"

- 573- T: 1 **Evaluation** The teacher positively evaluates the answer by repeating it. (E)

"fantastic,"

- 2 - **Initiation** The teacher asks a question. (EL)

"or"?" 00

- 3 **Initiation** The teacher asks a question. (EL)
- "when you play a game 0 and you are the winner
0. so"?"

574- P9-: **Response:** A non nominated pupil answers. (REP)

"congratulate"

- 575- T: 1 **Evaluation** The teacher positively evaluates the answer.(E)

"good."

- 2 **Conclusion** The teacher summarises. (CON)

"So, here when you are; for example, the winner, it is written on the screen for example, Bravo" euhin

576- P10- Response: A non nominated pupil answers. **(REP)**

"yes"

577- T: 1 Evaluation The teacher positively evaluates the answer. **(E)**

"Bravo. That is it congratulates you, Bravo,"

2 Conclusion The teacher summarises. **(CON)**

"so to congratulate. You have the word to congratulate. 000 (BB) to 0 congratulate. Like when you have a good mark, in the ten your father is very happy, he is going to congratulate you. Very good. Bravo, but if you have a bad, your father is very angry"

578- P27- Response: A non nominated pupil answers. **(REP)**

"angry"

579- T: 1 Evaluation The teacher positively evaluates the answer by repeating it. **(E)**

"and he is going to 00 speak to you angrily"

2 Initiation The teacher asks a question. **(EL)**

"and also 00 yes to 00 sometimes 000 don't watch TV
0 so, what is this to"?"

3 Initiation The teacher asks a question. **(EL)**

"Yes"?" 0

4 Starter The teacher provides information to facilitate response. **(S)**

"don't play with the computer, 0 don't go out,
instructions, severe instructions."

5 **Initiation** The teacher asks a question. (EL)

"He is going to"?"

6 **Initiation** The teacher asks a question. (EL)

"Yes"?"

7 **Response** The teacher provides the answer herself. (REP)

"To punish. you or to chide."

8 **Conclusion** The teacher summarises. (CON)

"So, to congratulate is the opposite of to chide.000 to
congratulate "c'est féliciter," to chide 000 "c'est punir.
000 so, this is about the computer,"

9 **Restatement** The teacher explicitly refers to development of lesson. (MS)

"so, Rafk, is going to write an article about the
computer and Yacine 0 will help him."

10 **Initiation** The teacher asks a question. (EL)

"Why, especially 0 Yacine?"

11 **Initiation** The teacher asks a question. (EL)

"why Yacine and not others, Fatiha"?"

580-P25- Non Verbal Bidding A pupil signals desire to participate. (B)

P1+raises his hand

581- T 12 **Initiation** The teacher asks a question. (EL)

"because"?"

582 P1+: **Response:** A non nominated pupil answers. (REP)

			"because they have euh a computer"
583T:	1	Initiation	The teacher asks a question. (EL)
			"and also ?"
	2	Initiation	The teacher asks a question. (EL)
			"also, Yacine is a"?"
	3	Initiation	The teacher asks a question. (EL)
			"What is he?"
	4	Initiation	The teacher asks a question. (EL)
			"Yacine"?"
	5	Initiation	The teacher asks a question. (EL)
			"Where does he study?"
584 P19-		Response:	A non nominated pupil answers. (REP)
			"university"
585 T:		Evaluation	The teacher positively evaluates the answer by repeating it. (E)
			"yes, he is a student at the" / /
586 /P19-/		Reaction	A non nominated pupil anticipates the teacher's last word. (REA)
			/"university"/
587 T:		Conclusion	The teacher summarises. (CON)
			"so, like this it will be very easy for Rafik to write the articles 0 even you look at the dictionary, you find the definition of the computer 0 and the init 0 sometimes 0 it's not clear for it's not" / /
588 /P1+:/		Reaction	A non nominated pupils anticipate the teacher's last

word. (REA)

/"clear"/

589 T: **1 Conclusion** The teacher summarises. (CON)
 "so, you must someone or sorry you need someone to
 simplify 0 some 0 words. So, what we have said about
 the computer, have you understood about the computer,"

2 Initiation The teacher asks a question. (EL)

"is it clear"?

590 P9- **Response:** A non nominated pupil answers. (REP)

"yes"

591 T: **1 Evaluation** The teacher positively evaluates the answer by repeating
 it. (E)

"yes, it's clear."

Sub-transaction 2.6

591--T **2 Initiation** The teacher asks a question. (EL)
 "Can you say briefly what we have said about the
 computer?"

592 P9-: **Bidding** A pupil signals desire to participate. (B)

"madam, madam"

593 T: **Nomination** The teacher nominates a pupil. (N)

"yes, P9-""?"

594- P9-: **Response** The nominated pupil answers but is interrupt
 ed by the
 teacher. (REP) "the corn, computer euh" /

595- /T/: **Directive** The teacher politely requests the pupil "to stand up" (D)

		"the language of the period 0 it's a language."
2 .	Initiation	The teacher asks a question. (EL) "So, it's a"?"
3	Response	The teacher answers. (REP) "Modem euhin the achievement of nowadays."
t	Initiation	The teacher asks a question. (EL) "Yes, how can, what do you think about?"
5	Nomination	The teacher nominates a pupil. (N) "P1+ what do you think about?"
6	Initiation	The teacher asks a question. (EL) " What does your friend say"?"
6 0 2	P14- Non Verbal Bidding	A pupil signals desire to participate by raising hand. (B)
-		
6 0 3	P1+ Non Verbal Bidding	A pupil signals desire to participate by raising hand. (B) P1+ raises his hand.
-		
604 P1+:	Response	A non nominated pupil tries to answer but is interrupted by the teacher. (REP) "computer is euh a machine that help euh euh" / /
605 /T/:	Directive	The teacher politely requests the pupil "to stand up" (D) /stand up and speak up please"?"
606 P1+:	Response	The same non nominated pupil continues to answer. (REP) "the computer is euh a machine that helped a person

		who have need it"
607 T:	Loop	The teacher comes back to a previously introduced idea. (L) "the computer is a modern machine em"
608 P9-	Response	A non nominated pupil answers. (REP) "euh 00 you work 00 you have working very easy"
609 T:	1 Evaluation	The teacher positively evaluates the answer. (E) "yes^ yes^"
	2 Initiation	The teacher asks a question. (EL) "that's all ?".
	3 Initiation	The teacher asks a question. (EL) "Another one,"
	4 Initiation	The teacher asks a question. (EL) "what can you say about computers"?"
	5 Initiation	The teacher asks a question. (EL) "What can you say"?" 00
	6 Initiation	The teacher asks a question. (EL) "Briefly, in one or two words 000 that"?" 000
	7 Nomination	The teacher nominates a pupil. (N) "P12-""
610 P12-:	Response	The nominated pupil answers but is interrupted by the teacher. (REP) "the computer is" / /
611 /T/:	Directive	The teacher politely requests the pupil "to stand up" (D)

		"/stand up please/"
612 P12-:	Response	The nominated pupil continues to answer but is interrupted buy the teacher. . (REP) "the computer is" / /
613 /T/:	Directive	The teacher requests the pupil "to stand up" (D) /"stand up"/
614 P12-:	Response	The nominated pupil continues to answer. (REP) "the computer is, have five euh "
615- T:	1 Evaluation	The teacher positively evaluates the answer. (E) "yes" that it has got five units. Yes^",
	2 Conclusion	The teacher summarises. (CON) "so^ your friend said that the computer has five units"
	3 Initiation	The teacher asks a question. (EL) "and what else?" 0
	4 Initiation	The teacher asks a question. (EL) "what can you say?"
	5 Nomination	The teacher nominates a pupil. (N) "P13+?"
	6 Initiation .	The teacher asks a question. (EL) "What can you say about the computer?" 0
616- P13+:	Response	The nominated pupil answers but is interrupted buy the teacher. (REP) "the computer is a machine" / /
617- /T/: 1	Directive	The teacher requests the pupil "to stand up" (D) /"stand up, please."/

	2	Directive	The teacher requests the pupil to continue. (D) "Yes?" (PP laugh at him because he is the tallest).
618- P13+:		Response	The nominated pupil continues to answer. (REP) "the computer is a machine that euh"
619- T:	1	Evaluation	The teacher positively evaluates the answer. (E) "yes, yes,"
	2	Initiation	The teacher asks a question. (EL) "why are you laughing?"
	3	Initiation	The teacher asks a question. (EL) "Yes, it's a machine that, that ?"
620- P13+:		Response	The nominated pupil answers. (REP) "that euh"
621- T:		Response	The teacher partially answers herself the question. (REP) "stores"
622- P13+:		Response	The nominated pupil repeats the teacher's partial answer. (REP) "stores"
623- P11-		Response	A non nominated pupil completes the answer. (REP) "information"
624- P13+:		Response	The nominated pupil repeats the group's answer. (REP) "stores information"
625- T:		Initiation	The teacher asks a question. (EL)

			"yes", and it has got ?"
626- P13+		Response	A non nominated pupil answers. (REP) "five units"
627- T:	1.	Evaluation	The teacher positively evaluates the answer. (E) "units, yes. Each unit has 0 a 0 function. Yes, good"
	2	Initiation	The teacher asks a question. (EL) "another one?"
	3	Nomination	The teacher nominates a pupil. (N) " P10+ "? Have you got something to say about the computer"?"
628- P10+:		Response	The nominated pupil answers. (REP) "the computer 0 is a machine 0 the computer"
629- T:	1	Directive	The teacher requests the pupil "to stand up" (D) "stand up please"?"
	2	Initiation	The teacher asks a question. (EL) "Yes?"
630- P10+:		Response	The same nominated pupil answers. (REP) "the computer is euh"
631- T:		Directive	The teacher requests the pupil "to stand up" (D) "stand up"?"
632- P10+:		Response	The same nominated pupil answers. (REP) "the computer is euh machine that 0 solves problems"
633- T:		Evaluation	The teacher positively evaluates the answer. (E)

			"problem. Yes."
634- P10+:		Response	The same nominated pupil answers. (REP) "and Steve records"
635- T:	1	Evaluation	The teacher positively evaluates the answer. (E) "and <u>keeps</u> records. Very good."
	2	Conclusion	The teacher summarises. (CON) "Here this is a very good point that keeps records, that is to say; if you have a program, 0 sometimes, if you write the program on the paper or in the copybook after" / /
636- /P1+/:		Reaction	A non nominated pupil anticipate a teacher's word. (REA) /"lost"/
637- T:	1	Evaluation	The teacher positively evaluates the reaction. (E) "yes, it can be lost. You can loose it and you can't remember"
	2	Initiation	The teacher asks a question. (EL) "what did you write?"
	3	Initiation	The teacher asks a question. (EL) "but with the computer you ?"
638- P9-:		Response	A non nominated pupil answers. (REP) "keeps"
639- T:	1	Evaluation	The teacher positively evaluates the answer by repeating it. (E)

"you keep it. You keep the records. You keep it after many years, you can program 0 this on the screen" O.

- 2 Conclusion** The teacher summarises. (CON)
"So, this is in general about the compute. So, the computer is a machine 0 that 0 stores 0 information and solve problems of course 0 it is necessary 0 in our life 0 because it made it easy 0 and we can find it 0 anywhere you go 0 at school, 0 in the university 0, in the factory, in the office, in the airport, in the post office."

Sub-sub transaction 2.6.1

- 639-T** **3 Restatement** The teacher explicitly refers to development of lesson. (MS)
"So, it's at home 0 but here pupils. So, when you have, speak about the computer,"

- 640-P20+** **4 Initiation** The teacher asks a question. (EL)
"it has got only good points?"
Response A non nominated pupil answers. (REP) "
no"

- 641-T:** **1 Comment** The teacher comments the pupils' idea. (COM)
"in general, you have good or positive points"

- 2 Initiation** The teacher asks a question. (EL)
"and"?

- 642-P21-** **Response** A non nominated pupil answers collectively with the

teacher **(REP)**

"negative"

- 643- T:**
- 1 Response** The teacher completes the answer. **(REP)**
- "negative ones."
- 2 Initiation** . The teacher asks a question. **(EL)**
- "So, have you got negative points in the 0
computer ?" 000
- 3 Initiation** The teacher asks a question. **(EL)**
- "Yes, Yes"?" 0
- 4 Directive** The teacher requests the pupils "to speak" **(D)**
- "speak 0 good idea."
- 5 Nomination** The teacher nominates a pupil. **(N)**
- "Yes, **P8+**"?"
- 6 Initiation** The teacher asks a question. **(EL)**
- "when you are always in front of the computer,
you will have"?"
- 644- P16+** **Response** A non nominated pupil answers, **making a grammatical mistake.** **(REP)** "
- ill the ezy"
- 645- T: 1 Evaluation** The teacher negatively evaluates the answer by
refusing it through asking another question. **(E) +**
(EL) "
- yes"
- 2 Initiation** The teacher asks a question. **(EL)** through
Repetition with no Change of Error

(Chaudron's Taxonomy of Features and Types of Corrective Reactions in the Model of Discourse.) "

ill the ezy"?"

646- P14- Bidding

A pupil bids for answering. **(B)**

- "madam, madam"

647 P9-: Response

A non nominated pupil answers. **(REP)**

"eyes"

648 T: 1 Evaluation

The teacher positively evaluates the answer even if it is grammatically incorrect. **(E)**

"ill the eyes" 00

Exit for the teacher drops correction of the error. (

Chaudron's Taxonomy of Features and Types of Corrective Reactions in the Model of Discourse.)

2

ntitil

The teacher asks a question. **(EL)**

"can you read your answers ?"

Teacher points at **P9-**

Non Verbal Nomination

649 P9-: Response

The same non nominated pupil answers. **(REP)**

"the computer is euh"

650 T: Information

The teacher provides information to facilitate response.**(I)**

"not good"

651 P9-: Response

The same non nominated pupil continues to answer. **(REP)**

"not good on the euh"

652 T: Initiation

The teacher asks a question. **(EL)**

		"for"?"
653 P8+:	Response	Another non nominated pupil answers. (REP) "for the eyes"
654 P9-:	Response	Another non nominated pupil answers. (REP) "for the eyes"
655 T:	1 Evaluation	The teacher positively evaluates the answer. (E) "so, it is not good for the eyes"
Transaction III		
655-T	2 Initiation	The teacher asks a question. (EL) "and also"?" 00
	3 Conclusion	The teacher recapitulates. (CON) "sometimes for example you have four workers but, nowadays with computer you have for example only one. So, now you have problems of 00 jobless persons, unemployed persons when you have; for example, you have a small factory instead of needing five workers 0 with the computers you can need only three 0 so, and it is not good for 0 this and also" 000ŕ is clear, what I 000
656 P19-	Acknowledge	A non nominated pupil shows teacher that she has understood. (ACK) "yes"
657 T:	Conclusion	The teacher keeps on recapitulating. (CON) "for example, this is a factory; I am a boss 00 I

need five workers. I need five workers, for example, **P8+**, **P36+**, P24- and P12-. But now after I have money, I will buy a computer. I will take; for example, only P36+ and P24- 000 and **P8+** and P12- go out. I don't need them."

- 658-** **Acknowledge** A non nominated pupil shows the teacher that he has understood the conclusion being developed. (ACK)
- 659-** **Conclusion** "yes"
The teacher keeps on recapitulating. (CON)
"so, this is not good. Ok, finished so our lesson is finished. We are going to write it tomorrow.

APPENDIX III Withdrawal of Recommendations Phase C

01-T: P8+"?

2- P8+: the doctor examined me

3- T: repeat please"?

4- P8+ : the doctor examined me

5- T: the doctor examined you. 0 you are ill 0 you are the patient **06**

-P8+ yes

7- T: you go to the doctor 0 so the doctor is going to examine you. Good. So, for example;

let's take this example 0 **P8+** is ill 0 he is the patient 0 he goes to the doctor 0 the doctor is going to 0 examine him after when he finishes the examination 0 what is he going to do?

8- P9- madam, madam

9- P1+: madam, madam

10-T: P9-"?

11- P9- he is euh going to ask questions

12- T: no. Finish, he asked the questions, he examines 0 so 000 yes", what will happen after when he finishes the examination and the questions and"?

13-P9- : (...)

14- T: yes, **P9-?**

15-P9- : to write the euh

16- P1+: some medicaments

17-T: P1+"?

18- P1+ : some medicaments

19-T: he will write some medicaments, so he will"? 000 How do we call the word, not write

00. What is the verb? Teacher points at P8+.

20- P8+ : miss, miss Prescribe

21-T: very good. He is going to prescribe 0 some medicaments or some medicines 0. Ok,

now^ when you buy these medicaments from the pharmacy. After, what are you going to

do with these medicines? 0 you buy them after you"? You are going to"?

21- P8+ raises his hand

22-T: P8+ "?"

23- P8+ : eat them

24-T: yes. Eat them or you take 0 your medicines. 0 so, if you take your medicines on time, 0

if you follow the doctor's advice. Oso, if 0 you 0 take 00 your 0 medicines on time (BB).

What will happen 0 to you? 00 when you are ill, you go to the doctor, he prescribes the

medicines, 0 you buy these medicines, you take it as the doctor say to you. Some

medicaments before the meal, some after, 0 some in the morning, 0 some in the night 0

and you will follow the prescription of the doctor or the doctor's prescription. What will

happen for you 00 after few days 000? What will happen"?

25- P1+raises his hand

26- T: the teacher points at P1+ yes"?

25- P1+ the ill finish

26- T: stand up 0 speak up

27- P1+ : while I have euh got these medicines / /

28- /T/: /medicines/

29- P1+ : the ill euh finish

30-T: the ill finish or how we can say? The ill finish or you say,0 you "?

31- P9- : recover

32- T: recover, yes. You will recover. You will be healthy not ill. So, if you take your medicines on time (BB), you will recover 0 you will recover (BB). So, if you look at this example pupils you have if 0 after 00 what do you have? (BB)

33- P1+ the subject

34-T: of course the subject, after the subject what do you have?

35- P2-: the verb

36- T: in which tense is the verb? Which tense is the verb? 0

38- P1+

39- P8+ 40-

T: P2- "?"

41- P2- : it is euh in euh the infinitive

42- T: in the " infinitive", P12-?

44- P12-: simple past euh simple present

45- T: very good. It is in the 0 simple present. So, you have take it is in the simple present.

Ok. So, you have if 0 the subject, 0 after the verb is in the simple present. Now, if you continue the sentence. If you take your medicines on time this is the first part of the sentence, comma, 0 you will recover 0 in which tense is? You raise your hands? In which tense is this euh verb?

46- P1+

47- T: P34- "?"

48- P34- : euh this verb, it is in the future

49- T: this verb it is "?"

50- P34- : this verb euh

this verb 51-T: is"? 52-

P34- : in euh

53- T: the"?

54- P34- : the future

55- T: yes. This verb is in the 0 future. So, you "will". This verb is in the future. So, from this example 0 you can sort out 0 the rule. You have the rule. You have the rule. Here it is the conditional. Conditional type one, because in the conditional you have done this in French, in the French course, with Mr.Rahmani. So, what is the rule you can get from this sentence? 000 what is the rule you can sort out? 000

P8+"?

56- P8+ : euh if

57-T: if 0 plus (BB)

58- P8+ : plus the subject

59-T: no

60- P8+ : plus the verb in the euh simple present

61-T: so, if plus simple present (BB)

62- P8+ : plus

63- T: not plus

64- P8+ : égale euh

65- T: what do you have?

66- P8+ : euh simple future

67-T: very good. Simple future (BB). So, this is the rule. This is the rule: "if 0 plus 0 the simple". Of course when you say "simple present". We are speaking about" 0 the verb. So, if plus the verb in the simple present, you will 0 have 0 got the simple future. So, the second verb 0 or the verb in the second part of the sentence 0 will be in the" simpler future. Now", can you give me other examples 0 or **I** give you my example.00 if you have money, if you have a lot of money, not only money, a lot of money. If you have a lot of

money (BB), what will you do with it? If you have a lot of 0 money, what will you buy?

For example, 00 you raise your hands 00 if you have a lot of money, what will you buy

000

69- P1+: madam, madam. -

70-T: P1+ Stand up

71-P1+ : if you have / /

72- /T/: /if I, you/

73- P1+ : if I have euh a lot of euh money euh I will euh buy a car

74-T: good. I will buy a car. So, if you euh. So, we repeat. If I have a lot of money 00 I will 0

buy 0 a car (BB). And how about the others? If you have a lot of money"?

75- P8+ : miss, miss

76- T: what will you buy? P8+ "?

77- P8+ : if euh I have euh a lot of euh money, I euh lived euh a nice life

78- T: I lived. I will live"?

79- P8+ : I will live euh a nice euh life

80-T: a nice life

81- P8+ : a nice life

82- T: you will live a nice life 0 you will live happily 0 without euh any difficulties. Ok,

another one. If you have a lot of money, what will you do? 0 what will you do, if you

have another euh, a lot of money 0 yes"? P14-, you are sleeping today 000

83- P1+

84- T: yes"? P1+ "?

84- P1+ : euh if I have euh a lot of euh money, I travel euh euh euh

85-T: repeat?

86- **P1+ :** if I euh Have euh a lot of euh money, I will euh travel to the euh

87-T: to"? to a lot of"?

88- P1+ : country

89- T: so, you will travel to a lot of country or you can say I will travel? 000

90- P6+: to the world

91- T: yes, or I will visit 0 a lot of countries or I will travel euh euh to the euh around the

world or over the world 0. So, I will visit 0 many 0 countries. So, if you look at this

sentence pupils, this part 0 "if I have a lot of money", in which form is it? 0, which form?

0 Affirmative? Negative, or interrogative? You raise your hands?

92- P8+ madam, madam.

93- P2- madam, madam

94- P8+ madam, madam

95-T: P2-"?

96- P2-: affirmative

97-T: it is in the affirmative. Good. So, if I have. So, "I have a lot of money" is in the

affirmative 0 form and I will buy or I'll buy a"? Car 0. I will buy a nice car, which form is

it? 000. Yes"? Which form is it? 0 this one, this one affirmative and this one"?

98- P9-: interrogative

99- T: yes" P9- ? .

100- P9- : interrogative

101- T: P9-

102- P9- : interrogative

103- T: stand up"?

104- P9- : interrogative

105- T: interrogative. Is there a question?

106- P2-: no

107- T: so, P2-''?

108- P2- : affirmative

109- T: yes. It is also affirmative.000 so, "If you have a lot of money, I will buy a car". So, affirmative 0 Affirmative. So, now" 000 for example, "if you don't get up early" (BB)

000. If you don't get up early in the morning, what will happen? If you don't for example get up, at seven o'clock. 0 If you don't get up early 0 what will happen 0 to come to school 00 what will happen to you if you don't get up early? 0

110- P1+ "madam, madam."

111- P1+: euh if you euh don't euh get up early, you have euh you won't go euh to the school

112- T: you won't go to school at all? You can come but"? 0 yes"?

P12-''?

113- P12-: if you don't euh / /

114- /T/: / stand up/

115- P1+ " madam, madam."

116- P12-: if you don't euh get up early, you won't euh enter eeuh in euh the school

117- T: so, why? Why they don't let you enter to the school? What is Rachida (the one who gives Pupils pass tickets) going to say to you? You are"? 0 you are"? 0 what is " the"?

Early id the opposite of"? Early (BB), we have done it; you don't revise your lessons!

Late. So, if you don't get up early 000 yes"?

118- P8+ : if you don't euh get up early, I euh / /

119- /T/: / you will"/

120- P8+ : you will late euh / /

121- /T/: /you will"? What is the verb? You will"? /

122- P8+ : later

123- T: you will be" late

124- P8+ : you will be late

125- T: yes. You will be late (BB) 00. This is the sentence: "If you don't get up early, you will be late" 0. So, which form here? You raise your hands? P1+ , which form? 0

126- P9- madam, madam.

127- P1+ madam, madam.

128- P2- madam, madam..

129- P8+ madam, madam.

132-T: Yes"? P8+ "?"

133- P8+: the form euh of the euh phrase (in French) is euh

134- T: the form of the phrase"? (PPs laugh at him). The form is"?

135- P8+: is euh negative

136- T: yes. It is the" 00 negative. So, if you don't get up early, you will be late. 0 so, this is . negative and this one"? Yes"? 0 P2-""?

137- P2-: affirmative

138- T: it is affirmative. So, negative 0 affirmative. Now" 000 sometimes you will have 0 negative and,0 negative. Negative form and 0 negative form 0: if 00 if 00 the pupils 0, if the pupils 00 euh don't, if they don't 0 revise 0 their 0 lessons 0 (BB), what will happen, if you don't revise your lessons?

139- P9-: have zero in the test

140- T: yes" euh P9- " ? Stand up and speak up?

141- P9- : if euh the pupils don't revise their lessons, euh are euh

142- T: so, you repeat your answer. Yes"?

143- P9- : you are Zero in the test

144- T: I am zero in the test? You will have got or you will get"?

145- P9- : you will get euh

146- T: zero

147- P9-: zero in the test

148- T: you will get zero 0 or"? So, when you get zero is it a good or a bad mark?

149- P1+: bad mark

150- T: yes, P2- "?"

151- P2-: if the pupils don't revise their lessons, euh they will get euh a bad result

152- T: yes". They will 000 get 0 bad marks 0 or bad 0 results (BB). So, this is the case of negative and negative. So, we have start 0 started our lesson with affirmative-affirmative 0 after negative-0 affirmative and now you have 0 negative-negative. Oh, sorry. Yes we change (she corrected a mistake in the sentence). We just change, we don't say they will get, so they"?

153- P6+: won't

154- T: won't get good marks. Yes, they won't get good marks. So, now negative and 0 negative. So, this is 0 about 0 if plus the simple present, you have" the simple future. So, you have 0 three types or three forms. When you have affirmative affirmative; when you have negative-0 affirmative; when you have 0 negative-negative. 0 now, pupils 0 here you 0 say if you or here in the example: " If I have a lot of money, I will buy a car" or" what can you say? 000 If 0 I have a lot of money, I will change 000 I just 0 change"?

155- P8+ : miss, miss

156- T: P8+ "?"

157- P8+ : I will buy a car, if I have a lot of money.

158- T: yes, very good. I will buy a car. If I have a lot of money. So, here what can you notice 0 with "

if", If is always"? After "if always, what do you find"?

159- P2-: the subject

160- T: the"?

161- P1+ the. subject

162- T: the"?

163- P9- : the verb

164- P11-: the verb

165- T: into the"?

166- P2-: the simple present

167- T: into the simple present. So, always you have after "If' directly, you have the verb into

the simple present. So, you say,.. I'll buy mo, euh I'll buy a car, if I have a lot of money.

And here 00 this one 0 can you change it. P9- stand up?

168- P9-: you will be late, if you don't get up early.

169- T: very good, you will be late, if you don't get up early. And here"? What can you say?

0P2-"?

170- P2-: they won't / /

171- /T/:. /stand up 0 please/

172- P2-: they won't get good marks, if pupils don't revise their lessons

173- T: very good. So, if they don't revise euh the pupils won't get good marks, if they don't 0

revise their lessons. Now", this is affirmative 0 affirmative euh and negative, negative,

negative. Now, let's speak about the interrogative form 0 for example, you say: " 00 will

0 your 0 father 00 offer you 00 a 0 present if you 00 don't 0 get 0 good 0 marks" (BB)

this is 0 the interrogative form 0 will your father offer 0 you 0 a present if you don't get

good marks? Or if you don't 0 pass your BEF 00 if you don't succeed in your BEF. 0 Will

your father 0 give, offer you a present? 0 Will he offer you a present 0 if you don't get

good marks? If you get a bad mark 00 P2-"?

174- P2- madam, madam.

175- P2-: no, he won't

176- T: very good. No, he won't. So, always when you have 0 question with will or is or are or do or does. So, 0 you give a short answer. "Will your father offer you a present, if you don't get a good mark" 0 or if euh. So, here you say you won't. Another example, for example, if you say 0 "euh will you succeed in your BEF, if you won't work hard" 0 Will you succeed in your BEF? If you don't work hard, 0 will you succeed in your BEF, if you don't work hard? 0 will you take pass your BEF?

177- P1+: no

178- T: yes" 000 will your father euh sorry not will your father. Will you succeed in your BEF, if you don't work hard? You revise your lessons, you do your homework, you will succeed or no? 0 yes" **P14-?** Repeat please. Speak up?

179- P14-: no, he won't

180- T: no, we"

181- P14-: won't

182- T: no, we won't. So, this is about 0 the three forms 0 of the 0 type one of the conditional "If plus simple present, you will get the future". Now, we write on the lesson copybooks 000. So, you write 000 (teacher writes the title on the BB). You 000 this is the title 0 you won't believe me if I tell you? You won't believe me. You know what is the verb to believe

183- P2-: croire

184- T: yes"?

185- P2-: croire

186- T: yes,P2- croire. So, you won't believe me if I tell you (Pupils take notes down and the teacher writes the example on BB). If she hasn't her passport, if you haven't your passport, what will happen to you? 0 if you haven't the passport?

187- P9-: fly

188- T: yes" P1+ " ?

189- P1+ : euh if she euh hasn't her passport euh she won't euh travel

190- T: very good. She won't travel outside, if you haven't your passport you can't go outside the country 0 if she hasn't her passport 0 she 0 won't 0 travel 0 outside (BB). (Teacher checks the pupils and helps them). Hurry up please 000. So, you have done all the forms, affirmative 0 negative and affirmative, negative, negative and interrogative form and this is the rule. It is very easy. So, you can have "if plus present future" or in the sentence you will have future. If, present always after if you must write the verb into the simple present 000 and when you ask the question into the interrogative form 0 you will ask it with will in the future. So, when you answer 00 here (She points at the BB). You answer in the future.

191- P8+ : yes

192- T: if you give a short answer. If you, negative form or affirmative short answer 0 with no they won't. Yes, 0 he will you ask the question with" will 000. If you have finished, you put down your pen and you look at the board 000. So, there is 0 something in my hand 0 there is something in my hand 0. Guess what is it in my hand. You raise your hands? 00 there is something in my hand 0 what it is? Or what is it? 000 What is there in my hand? 0 there is something? 0 there is something: object? 0

193- P8+ : madam

194- T: yes"P8+?

195- P8+ : in euh your euh hand is euh a craie

196- T: a craie. So, how do we call it in English? Yes"? Chalk? How do we call it in English?

0 This one? 0 yes"? **P9-"**?

197- P9- : chalk (WP)

198- T: tall? Yes"?

199- P9-: chalk (WP)

200- T: yes, P14-""? Speak up?

201- P14-: is achalk/Jo:lk/

202- T: is a ""? Calk not / J o:lk/ is not a / J o:lk/ it is chalk 0. So, this is a piece of chalk 0. So, there is something, there is something in my hand 0 there is 00 something 000 in my hand (BB). So, there is something in my hand. Now" 000 look 0 my pocket is empty, there is nothing, there is"?

203- P6+: nothing

204- T: is there something in my han euh pocket?

205- P2-: no

206- T: no, it isn't. So, yes"?" P7+?

207- P7+: farghan

208- T: farghan. So, there is"?"

209- P15-: nothing

210- T: nothing, yes. There is nothing in my" 00 eshut. There is 0 nothing 0 in my 00 (BB)

211- P1+: pocket

212- T: so, sometimes you go home 0 you go home 0 at midday, at 12 o'clock. You are very hungry. 0 you want to eat 0 anything. Yes" to want, to eat P34-""?

213- P34-: anything

214- T: anything. So, you go to euh quickly to the kitchen and you say I am very hungry is there anything to eat? Even sometimes 0 for example, if you find "Spaghetti". You don't and you don't like spaghetti but you are very hungry. You are going to find spaghetti, salad, bread or so, anything your mother is going to serve you 0 you are going to 0 eat it. So, I am hungry, I am hungry (BB) give me"?"

215- P14-: anything

216- T: yes. Give me anything to eat (BB). Give me anything to eat, so something, nothing and anything O. We use them to speak about O objects or we use it not for persons O.

What is important that you don't use it for persons. You use it only for" objects O for example, you say there is something in my hand or I O there is something in my handbag, there is nothing in my purse, this is a purse (Teacher shows them a purse). For example, here you have. Yes. I forget money. So, for example, this is a pencil case O (She take the pencil case of a pupil). If the pencil case is O the pencil case. So, O there is something in the pencil case, there is something? What is it? It's a"?

217- P2-: ruler

218- T: sharpener, not a ruler. This is a"?

219- P17-: sharpener

220- T: this is a sharpener. There is something in the pencil case; for example, I don't know O it is like this, I take the pencil case. I say: "There is something in the pencil case". I open and I say "? This is"?

221- P16+: a sharpener

222- T: yes, there is a sharpener. Now, if I find it; for example, I am walking, I am walking and I will find a pencil case. The first thing, because when you touch you are going to feel, there is something or no O. There is nothing in the pencil case O, nothing. Ok. This is O nothing. This is about O the pencil case OO and O you have OO give me anything, or speak about anything O. You want O do anything. You want sometimes. You go to your mother: "mum can I go to euh with my friends to the zoo". Your mother is boring O she is not happy at all: "do everything, do anything you want, as you want, you are free, you go to the zoo, you go to the museum, it's not my problem, it's out of my business, do anything O. Now, we use them to speak about objects. Now, O let's speak about persons

0; for example; sometimes you are speaking 0 and someone is 00 knocking at the door; for example, 0 I am speaking to euh euh P27- 00 and suddenly 0 someone is 00 knocking 0 at the door. Someone. So, here we speak about 0 a person. We speak about, you say 0 there is someone 0 knocking at the door; or for example, we are, you are listening to me. I am explaining the lesson 0 and outside someone is shouting I say: eshut. "Someone is 0 calling me for example, we hear: Mrs Nabti, Mrs Nabti! Who is calling me? Someone is calling me outside. So this is 0 someone. So, someone 00 (BB) is 0 knocking 0 at the 0 door 0. Now, sometimes not sometimes, everyday 0 when enter the classroom, I ask you: when for example Mustapha (an agent who reports absences) comes, what is the question I ask 0. When Mustapha comes with the book, what I say? What is the question I ask you?

223- P9-: who is absent?

224- T: yes" P9-?

225- P9-: who is absent

226- T: yes, I say who is absent? What is your answer? You raise your hands?

227- P2-: no one

228- T: yes"? P6+?

229- P6+: no one

230- T: no one, you say no one. So, no one is absent. So, what can? No one is absent today?

231- P1+: no

232- T: so, you have P33+ and P32- are absent today but sometimes everyone is here 0 you are all present, you say no one is absent (BB) 0. Who is singing? Who is? So, we say no one is absent 0. Now, we have someone, no one 0 when we finish writing the lesson I say 000 yes"?

233- P2-: can

234- T: can anyone"

235- P19-: clean

236- T: clean the board. Yes, can anyone 0 clean 0 the board or" anyone can clean the board?

0 anyone 0 can 0 clean 0 the 0 board (BB). So, this is about someone, none and anyone.

So, sometimes you say someone or" you can say 0 someone or 000 you have two possibilities.

237- P2-: anyone

238- T: no 000 you say someone 000 or" 00 or" 00 some" but you don't put one? Some"?

239- P6+ : body

240- T: body: very good. Some 0 yes" P6+

241- P8+ madam, madam.

242- P6+: somebody

243- T: yes, somebody (BB) no one"?

244- P34-: nobody

245- T: P34-" you speak up?

246- P34-: nobody

247- T: nobody 00 and anyone" anyone"?

248- P2-: anybody

249- T: so, this is about 0 so you can say 0 someone is knocking at the door or somebody is

knocking at the door 0. No one is absent or nobody is absent 0. Anyone can clean the

board or any"?

250- P20+: body

T: anybody can clean the board. You write this on the lesson copybook, please. (The teacher distributes their tests' sheets).

APPENDIX IV Re-introduction of Recommendations

Phase D

- 1- T: where you study next year? •
Khettab"?
- 2- P34- : next euh next year I will study euh in euh secondary school
- 3- T: very good.
So, next year I'll study in the 00 secondary school, next year 000 (BB)
- 4- P14- : next summer •
5- T: next summer".
So, 0 P1+ yes"? 0 next
summer" 0 you will study"? 0
- 6- P1+ : next summer
- 7- T: ok, one minute. This is P34-'s example, after you can give me another example if you want ok. So, next year 0 so, she will we speak about P34-. P34-, perhaps by God's will 00 P340 will 0 study 0 in 0 the 0 secondary school 00 (BB). So 0 next year 0 P34- 0 will 0 study in the secondary school. So, P34- 0 if you work hard 0 and you get a good mark and you take your BEF exam of course 0 you will study in the secondary school. In which secondary school do you want to study ? Where"? 0 where do you want, do you like to study? In in Katted Yacine or"?
- 8- P34- : El Khansa
- 9- T: yes" ok in El Khansa. Yes" euh P14- your example (T close to people)
- 10- P14- : next summer we will go to the sea because this holiday we are going for two weeks in the same 0 time. I am going / / (P14- is reading the written example, PP laugh at her because she reads it in one flow)

11- /T/: /very quickly and it's not euh this is a paragraph this
is a short paragraph. I just. So here **P34-** has given me only the answer of my question 0 so
your example said next summer" we will go to" the? /

12- **P14-** : the sea

13- **T:** good, next summer 0 we will go to the sea. So 000 next summer 00 we 0 will 0 go 0 to
0 the sea (BB). Ok, so 0 here so the example of **P14-** it's" the plan or a project of all the family
for next summer. In general, we don't 0 spend 0 our holidays in" Setif or she will go to the sea
0 How about you **P12-?** She points at her) where you are going to 0 in summer"? (T goes near
to pupil)

14- **P12-** : I euh I will euh / /

15- /T/: /stand up please/

16- **P12-** : I will go to the sea

17- **T:** you will go to the sea. Good 0 which, you have a lot of sea where exactly"?

In Bejaia"? In Jijel"? Or in Skikda. Where"? Where are you going? You use to go

18- **P12-** : Skikda

19- **T:** Skikda, good. How about you **P25-?** 0 **P25-**, where will you go? Next summer?

20- **P25-** : next summer I will visit London

21- **T:** you will visit London (PP laugh at her). Good, I hope 0 but you take me with you if
you go to London please invite me. Ok, yes how about you **P31-"**? Where will you go next
summer?

22- **P31-:** euh next summer /

23- /T/: /stand up and speak. Next summer euh she is thinking/ (PP laugh at her)

24- **P31-:** we will go at //

25- /T/: /to/

26- **P31-:** to Annaba

27- T: good you will go to Annaba ok, so all these are your I hope that you will work hard, you will pass your BEF at holidays you will 0 go 0 somewhere to have 0 a good time 0 because 0 you 0 have all the year 0 working hardly 0. Now, now from two to three you have English. What do you have the next hour 0 what do you have from three to four (3-4) 00

28- P3+: Arabic

29- T: raise your hands please 0 when you speak, when you want to answer, yes P12- ? (P12- raises her hand)

30- P12- : next hour euh we will study euh Arabic

31- T: good. So we can say on the next hour 000 you are 00 you are going (BB). So, I change the colour of the chalk 0 you are 0 going 00 to 0 have or study or to have it's better to have 0 Arabic (BB) 000. So, this is 0 for example " on the next hour you are going to have Arabic". So, if you look at these two examples pupils. So, in which tense is it there (She points at the sentence on BB) 00 P8+ "?

32- P8+ : euh the sentence is euh the simple future

33- T: yes, very good. It is the simple future, so it is in the simple future. What shows you that this is the simple future? Can you show me 0 can you show me what, why you say the simple future? 0 what do you have? P1+ raises his hand) P1+ "?

34- P1+ : because euh will

35- T: will and the verb"?

36- P1+ : in the infinitive

37- T: very good. Because we have will and the verb is in the infinitive. So your friend is correct 000 simple future (BB). Ok, now how about this one 0 "on the next hour, you are going to have Arabic"? Which tense is it? 00 yes"? 00, which tense, is it? P19- "? What do you think" ? P38+"?

38- P38+: on the future

- 39- T: is the" simple future 0 what do you think euh P10+ "? P38+ said that it is the simple future. What do you 0 think is it correct or you have another point? 00
- 40- P10+ : correct
- 41- T: it's correct. How about you P19-? It's correct or you have another point of view?
- 42- P19- : it's correct.
- 43- T: it's correct, you agree you all with. P13+ " what do you think 0?
- 44- P13+ : it's correct.
- 45- T: it's correct. Ok, yes"? (Teacher points at P2-)
- 46- P2-: it's not correct
- 47- T: it is not correct. Why?
- 48- P2-: euh immediate future
- 49- T: now, stand up please 0 it isn't correct because this is"?
- 50- P2-: euh this is euh
- 51- T: yes" continue
- 52- P2-: immediate future
- 53- T: and this one"?
- 54- P2-: simple euh far future
- 55- T: very good. So, this 0 is the idea but in general 0 your friend is correct. This is also simple future, this is also future we can say it's the future 0 but" the difference 0 why you have "will study 0 and are going to have?" Your friend P2- said this is the immediate future 00 immediate (BB) and this one is the"? 0
- 56- P5+: far
- 57- T: far future 00 (BB) so, here this is the difference 0 that 0 when you have 0 a project or something you are going to do it far 0 you 0 use 0 the far future with the subject 0 euh subject 000 (BB) yes" subject plus"?

58- P4+: (Different answers) will to be

59- T: far future, not immediate 00 far future so subject. You raise your hands, Selma?

Subject"? P15- "?

. -

60- P15-: plus will

61- T: yes, will" plus" P18- ? Plus the far

future will study. So, subject 0 will" P24- "?

59- P18- Bidding

62- T: yes P18- , you don't speak

63- P18- : verb in future

•

64- T: in the future (PP laugh at her) P24-, what do you think verb in the future?

65- P24-: infinitive

66- T: yes, P24- : stand up, please verb"?

67- P24- : infinitive

68- T: yes

69- P24- : infinitive (Slowly and people laugh at her)

70- T: yes, in the infinitive (BB) 00 she is a poet 0 verb in the infinitive. So, this is 0 the rule

0 of the far 0 future. So, this is the rule of far future. You have subject 0 plus will 0 plus the verb 0 in the infinitive. Ok, now can you sort out the rule of immediate future 0 can you sort out the rule?

71- P14- Bidding

72- P1+ Bidding

73- P2- Bidding

74- P32- Bidding

75- P9- Bidding

76- T: yes"?

77- **P14-** : subject plus to be in the present plus going (She answers while touching her ears and the teacher repeats with the same gesture so pupils laugh at her)

78- **T:** subject plus to be plus going, yes can you repeat slowly **P14-?**

79- **P14-** : subject

80- **T:** subject, one minute. I write it (BB) subject 00 subject plus?

81- **P14-** : to be in the present

82- **T:** good, to be 0 in the present 0 (BB)

83- **P14-** : plus going to

84- **T:** plus 0 going to (BB)

85- **P11-:** plus verb infinitive

86- **T:** the verb 00 very good **P14- 000**. So, this is the rule 0 of 000

87- **P21-:** immediate

88- **T:** yes, of the immediate. So, this 0 is immediate future 0 this is far future. Ok, now, I insist in to be in the present 000 to be in the present 00 what are the 00 or what can you use? Yes" **P34-?" P34-?**

89- **P34-:** I am, he is, you are

90- **T:** who are this is Arabic 00 I'm 00 is 00 and 0 are so, I'm 0 is 0 and are this is to be in the present for example here you have you are going, so we use are, you are going to have Arabic the next hour with Mr.Kaaouen. So, you are you are going to have. So, can you give me examples 000 Ok I ask you the question before you think about the example, it will be easy for you 0 what are you going to do this night? 000 What 0 are 0 you 0 going 0 to do this night or this even, this night better? It's better this night 0 from euh 9 o'clock pm on"? 000 **P1+ "**

91- **P14-** Bidding

92- **P1+ :** I am 0 going to revise my lessons

93- T: good. You are going to revise your lessons. Good, how about you **P23-?** Yes"? **P23-** what are you going to do this night? 0 **P1+** is going to revise his lessons. How about you? 0 what are you going to do? 000 **P30-**, how about you? 0 what are you going to do? (She gets near to **P30-**)

94- P30- : I am going to watch TV

95- T: good. So, **P30-** is going to watch TV, no revision, No reading, **I** watch TV. Is there a nice thing? Is there a nice film? Today is there a nice film on TV?

96- P4+: yes

97- T: yes. Ok, **P8+**, yes you want to speak?

98- P8+ euh I am euh going to euh play football (PPs laugh at him)

99- T: where? Where 0 **P1+** euh **P8+**, sorry where you going to play football this night? At 9 o'clock 0 at 9 o'clock, this night 0 not this evening (BB) perhaps this evening 0 so, **P8+**not this night 0 not at this night. So, you can change 0 now we change. So 0 this night 0 **P1+** is going to revise his lesson 0 **P30-** is going to watch TV. This is this night for example 0 **I** write it 0 this night 0 this night 0 where is the sponge? Yes"? 000 this so **P30-** or she 00 is 0 going 00 to, to"?

100- P23-: wash TV

101- T: wash or watch?

102- P3+: wash

103- T: be careful not wash TV

104- P8+ : yes, miss

105- T: to watch TV (BB) **P1+** and, **P1+** or, **P1+** is going "? 0

106- P9- : revising

107- T: repeat **P24+?**

108- P24+-: revise euh

109- T: is going to revise"?

110- P27-: her lesson

111- T: her lesson"?

112- P5+: his lesson

113- T: ok 00 is going to 0 revise 0 his 0 lesson (BB). Now, 0 P8+ have got another idea? we are going to change. Not this night 0 let's speak about this evening from 5 o'clock till 0 7 o'clock pm.

Yes so P8+ ?

114- P8+: euh this night she, I am euh going to play football in the computer

115- T: ah! To play. So, you play a game. Ah, sorry it's another idea, so, so he is right, so he said that this night I am going to play football with the computer. Ok, I thought that you are going to play outside if I am your father or your parents; they will be very angry 0. Now, how about you, now what are you going to do this evening 0 from five 0 to eight or seven o'clock pm 0? Yes"?"
000 P7+ what are you going to do this evening, at five thirty or" 0 P7+ yes"?" 00 Teacher points at P8+)

116- P8+: I am 00 going to eat 00 euh euh / /

117- /P3+/: /Pizza/

118- P8+ milk

119- T: eat milk"?" 0 eat" 0 what do you think? P10+"?" Yes"?"

120- P10+ drink

121- T: yes drink milk. Yes 0 P14- you have something to say?

122- P14- this evening, I am listen / /

123- /T/: /I am? Repeat please, say it to your friends // /

124- /P14-/ /euh this evening, I am listening/ /

125- /T/: /I am"?" 00 you have said the rule 0 Iam"?" /

126- P35-: going to

127- P14- I am going

128- T: to"?

129- P14- to listen to music

130- T: yes, so this evening I am going to listen to music 0 this 0 evening 0 I am 00 going 00 to 0

listen 00 to 0 music (BB) good. Another example "? What are you going to do next Friday?

00what are you going to do next Friday? 0 today is Wednesday? 000 yes"? P12-?

131- P12-: next Friday, I am going, I am going to go to the mosque

132- T: ok, I am going to go to the mosque 0 I am going to go 0 you never say 0 what do you

think 0 I am 0 going 00 to 0 go 0 to the mosque. I am going to go 0 to the 0 mosque 00 (BB), I.

am going to go 0 what do you think, I am going to go? 00 what can you say P9- ?

133- P9-: cross go

134- T: we cross and what can you say "?

135- P9-: I am euh going euh to euh the mosque

136- T: yes, very good. So, if you have activity or an action with the verb to go 0 it's enough to

say I am going 0 to the mosque not I am going to go 0, I am going to the mosque 0, I am going

to the zoo 0 he is going to the cinema. Ok, so we don't say to go directly I am going because

here it's the rule of the immediate future 0 and in the same time it's the verb go. Of course

going here it's the "ing" form 0. Ok, or the present participle. So, here next Friday I am going

to the mosque. So, if you look at all these examples, in which form are they? You raise your

hands please 00, which form? Or the negative one? 00 yes"? 0 what do you think P32-? Which

form is it?

137- P1+ Bidding

138- P2- Bidding

139- P9- Bidding

140- P8+ Bidding

141- T: P32-"?

142- P32-: future (French pronunciation)

143- T: yes" future. Ok, P26+" which form is it?

144- P26+: future

145- T: yes"?

146- P26+: future

147- T: the future. Ok, euh P36+? Which form is it?

148- P36+: affirmative (In a low voice)

149- T: yes"?

150- P36+: affirmative

151- T: very good it's the affirmative. So, here when they give you euh us the future they are 0 I am not asking about"? the tense ok. When you don't go to school? Yes P9-""?

152- P9-: the Friday / /

153- /T/: /on Friday/

154- P9-: on Friday I am not euh going to the school

155- T: good. On Friday, I am not going to school why"? Why you don't come to school on Friday, why? ,0 because"? Yes"?

156- P29-: holiday

157- T: it's a"? Yes"?

158- P2-: holliday

159- T: because it's holiday, so, I write the example of P9- 000 next Friday 00 I am 0 not 0 going 0 to 0 school 00 (BB) and 00 the example of P14- 00 this evening or perhaps it is going to rain 0 this night, perhaps because se have seen the weather forecast, everyday they rai they said that there is rain but there is no rain; it is cloudy sometimes it is very hot like yesterday 0 and sometimes like today in the morning, it was very cold 0 so 0 perhaps 0 you know 0 what is perhaps?

160- P1+: peut être

161- T: peut être, in arabic" ?

162- P9-: roubama

163- T: yes, perhaps 00 it is 00 not or it isn't 00 going 000 to rain 00 this 0 afternoon 00 (BB)

164- T: yes, **P8+** have you got an example?

165- P8+: perhaps euh I am euh not euh going, going to buy euh a motorcycle euh next euh next euh week

166- T: can you please repeat slowly because it is too long

167- P8+: I am euh not euh going to euh buy euh a motorcycle / /

168- /T/: /to what, I am going to"? /

169- P8+: motorcycle

170- T: buy a motorcycle. Where"? 000 sorry, ok you repeat your sentence. So, my, yes repeat your sentence

171- P8+: perhaps I am not euh going euh to euh to euh buy a motorcycle (WP) next euh 0 week

172- T: where? Going? Where the place? In your example 00 perhaps I am not going by motorcycle next week, where?

173- P8+: miss, michi by (In Arabic) be euh acheter in French

174- T: ah! To buy ah, sorry. Now, 0 I don't understand yes so euh perhaps or because you have another "perhaps" in the sentence. So, next next week"?

175- P8+: yes

176- T: next week 0 I am not going to buy a motorcycle good. So, next week 000 or he, so we speak about **P8+** 0 he isn't 000 going 0 to 00 buy 00 a motorcycle or motorcycle, motorcycle yes

P14-"?

177- P14-: euh next Friday I am not visit / /

178- /T/: /I am not going /

179- P14-: I am not going visited my grand euh

180- T: repeat please P14-, repeat speak loudly, listen to your friend

181- P14-: next euh Friday'euh I am not euh going visited my euh to visited my grandmother

because I euh 0 revise lesson

182- T: I revise repeat?

183- P14-: lesson

184- T: my lesson. Ok, have you understood euh have you euh listen to your friend's example 00

I am not going to visited my grandmother because I revise my lesson, where is the mistake?

185- P12-: visit

186- T: P7+ "? Where is the mistake? 0 yes" P7+ ?

187- P7+: visit

188- T: to visit and she said"?

189- P35-: visited

190- T: to" visited and after to you must put the verb 0 in the"

191- P4+: infinitive

192- T: in the infinitive. Ok, another example 0 another example.

193- P19- Bidding

194- T : Yes" P19- ?

195- P19-: they aren't going euh to / /

196- /T/: /yes/

197- P19-: study Arabic the next her

198- T: next"?

199- P19-: her

200- T: next" 0 next year, there is no teacher of Arabic 0 in the secondary school (PPs laugh). It's correct euh here the rule of euh the immediate future, 0 they are, they aren't 0 going to study Arabic next year. It's correct. Where is the mistake? 0 where is the mistake? 0 **P20+**, where is • the mistake? Yes **P20+** ? (She came close to him).

201- P20+: in the future

202- T: in the future. How? 00 what do you think **P16+** ? (Always close to him). Yes"? Where is the mistake? 000

203- P16+: in the future

204- T: in the future where"? Where is the the where is the mistake of **P19-?** 00 **P1+?"**

205- P1+: the euh the mistakes is 0 simple future

206- T: the mistakes or the mistake?

207- P1+: the mistake

208- T: yes

209- P1+: in the simple future

210- T: in the simple future"?

211- P8+: miss

212- P1+: euh because the euh example in the far future

213- T: it is the far future? 00 no, **P19-** it is in the immediate?

214- P19- : yes

215- T: she said 0 next year 0 look 0 next year 00 they aren't 00 going 0 to 00 study 0 Arabic 000 (BB). This is her example 0 this is her example 0 is it correct or there is a mistake? 0 so, you raise your hands if it is correct you say it is correct. If it is not correct you say where is the mistake? You spot it? Next year they aren't going to study Arabic? 00 **P8+** "?

216- P8+: the mistake is euh the sentence in the euh euh euh negative form, the secondary school sch0001 is euh study the Arabic

217- T: very good O. So, if you speak about the immediate future the sentence is in the immediate future but because it is the negative form 0 in the secondary school 0 there are teachers of Arabic 0 if you go to the secondary school, you don't study Arabic? No, you study Arabic if the secondary, in the primary, in the middle and also in the secondary. So, 0 you can put it into"?

218- P8+: affirmative

219- T: very good. Into the affirmative form. So, logically logiquement ce n'est pas correcte. Ok, next year they are' going to study Arabic. It is correct, next year they are not going to study Arabic. It's not correct. Ok, 0 you spot where is the mistake?

220- P29-: yes

221- T: so, sometimes 00 you do some examples 0 but logically 0 they are not 0 correct 0. Now, let's speak 0 about the 0 interrogative 0 form 00 the interrogative 0 form 00 (BB). So, 00 how 0 are you going 0 to plan 0 your revision 00 for the exam? 0 you will have your exams next Saturday on the 26th of May? How are you going to plan? 00 so, how you are going to plan? How are you going to revise? 00 how are you going to revise? 000 yes"? How are you going to revise? 00 yes"? (She points at **P1+**)

222- P1+ : I have euh / /

223- /T/: /I am going/

224- P1+ : I am going euh to revise my lessons to the euh exam I have cut euh my time

225- T: ok, repeat please?

226- P1+ : I cut my time euh / /

227- /T/: /I cut my time, this is the translation from Arabic to English 0 you don't say, "cut my time" here you are going to"? /

228- P34-: organize

229- T: organize 0 very good P34-. You are going to organize. You organize yourself 0 so, you have a lot of matters 0 so 0 how? How are you going to organize your time? 00 yes 000 how are you going to organize? For example, what are you going to revise first? P34-"? Yes"?

230- P34-: I am going revise my euh / /

231- /T/: /to to revise/

232- P34-: to revise my lesson first euh Geography and history.

233- T: yes 0 first you start with geography and history. So P34-is going to start with Geography and History. How about you P27-"? 0 are you going to do the same like her? Yes" 000 how about you P17-? 00 yes? Are you going to revise Geography and history at the first?

234- P17-: yes

235- P12- Bidding

236- T: why all, all like P34-? 00 perhaps yes P14-? I am going to start

237- P34-: I am going to start mathematics

238- T: with"? Mathematics yes. How about you P18-"?

239- P18-: science (French pronunciation)

240- P1+ Bidding

241- T: ba"? How do you say science in English?

242- P11-: biology

243- T: biology. So, you are going to start with Biology. Good so you history and Mathematics with P34-, euh sorry History and Geography with P34-0 P14- is going to start 0 with Mathematics 0 P18- is going to start with Biology? P16+ "? 0 I am going to start"?

244- P16+: French

245- T: give me the sentence please?

246- P16+: I am euh / /

247- /T/: /stand up and give me the sentence?/

248- P16+ I am going

249- T: to start with or yes continue?

250- P16+: revise euh French good.

251- T: French, good. I am going to revise French. How about you **P37+** ""?

252- P37+: I am going to revise Arabic

253- T: Arabic. Good. How about you **P29+?** 000 yes"? What are you going to revise first? 00

P32-? Yes, you are laughing, so give me the sentence? 0 give me the answer 0 if you are laughing 0 yes, what are you going to revise? Yes, **P32-?** 00 yes, **P32-?** 0 you are not going to revise"? Ok, **P38+""?**

254- P38+: I am going to revise physics

255- T: physics, good. Yes, **P31-""?**

256- P31-: I am going to revise English

257- T: good. You are going to revise English. First, I am happy 0 there is someone who is with me 0 yes"? **P7+?**

258- P7+: I am going to revise sport (PPs laugh at him)

259- T: Sport? 0 what are you going to revise in sport! **P7+?** 00 what are you going to revise? 0

P13+, what are you going to revise in sport? 0 sport is very difficult 0 you must revise for one month? (PPs still laugh). Yes, **P7+?** In sport what are you going to revise? 00 how to play football?

260- P7+: yes

261- T: how to play football? In the sport there is no revision for the sport

262- P27-: yes

263- T: for the sport and for the drawings 0 perhaps for music

264- P23-: yes

265- T: yes, you must because you have 0 many songs and yes 0 but no for sports, you don't revise. So, 0 how are you 0 going 00 how are you going 000 how are you going to 00 plan 0 your 00 revision (BB) for the exam 000 (BB). So, 0 your friend said: for example; 0 Chouiki said: I` am going to start with physics 00. Ok, this is so you ask the question 0 how are you going? So, you have "to be" in the present 0 with I'm 0, is 0 or are plus subject, plus "going to" and you continue your sentence 0. Now, 0 in general in, on Friday, your mother"?

266- P5+: watch

267- T: watch"?

268- P21-: watch, wash

269- T: wash the clothes. So, is 0 your mother going to wash euh the clothes next Friday? 0 is 0 is 0 your 0 mother 00 going 0 to 0 is your mother going 000. Ok, P2-"?

270- P2-: euh yes. She is going euh

271- T: yes" speak?

272- P2-: yes, she is going to wash euh / /

273- /T/: / stand up/

274- P2-: yes, she is going to wash the cloth next Friday

275- T: ok, yes she is going to wash the clothes next Friday. When you have a question with is or are what do you do? P12-?

276- P12-: she is

277- T: so, what do you do? 0 you give"?

278- P27-: short answer

279- T you give a short answer; you give a short answer. So, here you say? P12-?

280- P12-: yes, she is

281- T: yes, she is or" no"?

282- P11-: she is not

283- T: no, she is not. It depends on the mothers. It depends on the mothers 0. Ok, 0 let's 0 stick to the affirmative form, 0 I give you the example and you are going to complete it.00 (BB). I am thirsty, 0 I am thirsty 0. So, what am I going to do?

284- P8+ : miss

285- T: the others, I am thirsty; what am I going to do?

286- P8+ : miss

287- T: P20+" stand up?

288- P20+: I am going to drink (WP)

289- T: I am going to"?

290- P20+: drink (WP)

291- T: drink or brink?

292- P29-: drink

293- T: drink. So, I am going to drink what? 0 some"?

294- P35-: water

295- T: or, if you have juice example. Ok, no, so, I am going to drink 0 some 0 water 00 (BB). Ok, 0

I am hungry 0 I am hungry 0, my stomach is empty, there is nothing in my stomach 0. I am very

hungry 0. I am very hungry P3+ "? What am I going to do? 000 P9-"?

296- P9- Bidding

297- P2- Bidding

298- P1+ Bidding

299- P30- Bidding

300- P34- Bidding

301- P8+ Bidding

302- P9-: I am hungry, I am going to eat

303- T: to eat"? Something, anything. Yes 0 I am going 0 to 0 eat 0 anything 00: Ok 0 (BB). I work for a long time. I am very tired? What I am I going to do? 0 I am very tired? yes, **P14-?**

304- P14-: I am going to

305- T: I am going to"? Yes"? Stand up and speak up

306- P14-: I am very tired (WP) / /

307- /T/: /tired, tired/

308- P14-: I am going to sleep

309- T: I am going to sleep 0 or"? Good, it's one idea. I am going to sleep or"? 0 yes"? **P6+?"**

310- P6+: I am going to relax

311- T: very good. I am going to relax. How am I going to relax? How? To have relax? 0 yes

P8+?" You have another idea"?

312- P8+: I am tired, I am euh going to Ostand up

313- T: to stand up, where? To stand up? To"?

314- P21-: to sit down

315- P8+: to sit down

316- T: to sit down not not to stand up, to sit down on"?

317- P24-: on the chair

318- T: on the chair. Good. Or what can you do also? So, you have "I am going to, we take the example of **P6+** "I am, I'm going to relax" so, here relax 0 many possibilities **P6+, 0** to relax many possibilities? 00 you can sit on the chair 0 or like your friend, you are going to"?

319- P23-: sleep

T: not sleep. What do you say, before you sleep you"? Lie, allonger 0 sur le lit. I 0 lie 0 I am going to lie on my bed or I am going to sleep. Now, I am sleepy. So, are you going to spend your holidays in Setif? 0 so, this is about three forms of the immediate future? If you have a place. Here you can write 0 the 0 immediate future (BB) (PPs take notes)

APPENDIX V PHASE A AND PHASE B STATISTICAL COMPARISON

VARIABLES:
 2: B -9999
 1: A -9999

STAT.		Fréqu. Observée vs. Théoriques (keskes.sta)			
STAT.		Chi ² =54,41725 dl =37 p < ,032403			
NON PAPA		NOTE: Somme des fréq. observ. & théo. différente			
Observ.		observ. B	théoriq. A	O - T	(C)-T)~'2 /7
C:	1	10,66000	22,43000	-11,7700	6,17623
C:	2	4,26000	19,86000	-15,6000	12,25375
C:	3	1,58000	2,56000	-,9800	,37516
C:	4	1,04000	3,20000	-2,1600	1,45800
C:	5	4,24000	2,56000	1,6800	1,10250
O:	6	2,60000	4,49000	-1,8900	,79557
C:	7	4,77000	3,21000	1,5600	,75813
C:	8	8,24000	21,15000	-12,9100	7,88029
C:	9	12,50000	10,25000	2,2500	,49390
C:	10	2,94000	0,00000	2,9400	0,00000
C:	11	,52000	,64000	-,1200	,02250
C:	12	4,50000	1,92000	2,5800	3,46685
C:	13	2,37000	0,00000	2,3700	0,00000
C:	14	4,50000	1,28000	3,2200	8,1003
C:	15	1,60000	3,84000	-2,2400	1,30667
C:	16	3,17000	,64000	2,5300	10,00141
C:	17	~,26000	,64000	-,3800	,22562
C:	18	1,04000	0,00000	1,0400	0,00000
C:	19	1,30000	1,28000	,0200	,00031
C:	20	4,50000	0,00000	4,5000	0,00000
C:	21	2,63000	0,00000	2,6300	0,00000
C:	22	0,00000	0,00000	0,0000	0,00000
C:	23	2,90000	0,00000	2,9000	0,00000
C:	24	2,10000	0,00000	2,1000	0,00000
C:	25	1,56000	0,00000	1,5600	0,00000
C:	26	0,00000	0,00000	0,0000	0,00000
C:	27	1,06000	0,00000	1,0600	0,00000
C:	28	1,06000	0,00000	1,0600	0,00000
C:	29	,80000	0,00000	,8000	0,00000
C:	30	1,06000	0,00000	1,0600	0,00000
C:	31	,26000	0,00000	,2600	0,00000
C:	32	0,00000	0,00000	0,0000	0,00000
C:	33	7,73000	0,00000	7,7300	0,00000
C:	34	,53000	0,00000	,5300	0,00000
C:	35	0,00000	0,00000	0,0000	0,00000
C:	36	,53000	0,00000	,5300	0,00000
C:	37	0,00000	0,00000	0,0000	0,00000
C:	38	0,00000	0,00000	0,0000	0,00000
Sorrani'		98,81000	99,95000	-1,1400	54,41725

APPENDIX VI PHASE A AND PHASE C STATISTICAL COMPARISON

VARIABLES:
 3: - -9999
 - -9999

STAT. STAT. NON PARA		Fréqu. observée vs. Théoriques (keskes.sta) Chi ² =20,26938 d1 =37 p < ,93842? NOTE: Somme des freq. observ. & théo. different_			
Oberv.	observ. C	théoriq. A	O - T	fi:-T.♦+L IT	
C: 1	20,45000	22,43000	-1,98000	,17476	
C: 2	17,42000	19,86000	-2,44000	,29978	
C: 3	0,00000	2,56000	-2,56000	2,56000	
C: 4	0,00000	3,20000	-3,20000	3,2007	
C: 5	0,00000	2,56000	-2,560	2,56'000	
O: 6	4,54000	4,49000	,05000	,00.)56	
C: 7	,75000	3,21000	-2,4600	1,3352_	
C: 3	94,21000	21,15000	3,0F.,000	,44:172	
C: 10	0,00000	0,00000	6,4 1000	4 \$	
.	,75000	,64000	,11000	,01891	
C: 12	2,27000	1,92000	,35000	,06380	
C: 13	0,00000	0,00000	0,00000	0,00000	
C: 14	3,00000	1,28000	1,72000	2,31125	
.. 15	,75000	3,84000	-3,09000	2,48648	
C: 16	,75000	,64000	,11000	,01891	
C: 17	,75000	,64000	,11000	,01891	
C: 18	0,00000	0,00000	0,00000	0,00000	
C: 19	,75000	1,28000	-,53000	,21945	
C: 20	,75000	0,00000	,75000	0,00000	
C: 21	0,00000	0,00000	0,00000	0,00000	
C: 22	0,00000	0,00000	0,00000	0,00000	
C: 23	0,00000	0,00000	0,00000	0,00000	
C: 24	0,00000	0,00000	0,00000	0,00000	
C: 25	0,00000	0,00000	0,00000	0,00000	
C: 26	0,00000	0,00000	0,00000	0,00000	
C: 27	0,00000	0,00000	0,00000	0,00000	
C: 28	0,00000	0,00000	0,00000	0,00000	
C: 29	0,00000	0,00000	0,00000	0,00000	
C: 30	0,00000	0,00000	0,00000	0,00000	
C: 31	0,00000	0,00000	0,00000	0,00000	
C: 32	0,00000	0,00000	0,00000	0,00000	
C: 33	0,00000	0,00000	0,00000	0,00000	
C: 34	6,06000	0,00000	6,06000	0,00000	
C: 35	0,00000	0,00000	0,00000	0,00000	
C: 36	0,00000	0,00000	0,00000	0,00000	
C: 37	0,00000	0,00000	0,00000	0,00000	
C: 38	0,00000	0,00000	0,00000	0,00000	
Somme	99,86000	99,95000	-,09000	20,26938	

APPENDIX VII PHASE A AND PHASE D STATISTICAL COMPARISON

VARIABLES:

4: D -9999
1: A -9999

STAT.		Fréqu. Observée vs. Théoriques (keskes.sta)			
STAT.		Chi ² =135,1918 dl =37 p < .000000			
NON PARA		NOTE: Somme des fréq. observ. & théo. différente			
Observ.		observ. D	théoriq. A	O - T	(O-T) ² IT
C:	1	9,41000	22,43000	-13,0200	7,5578
C:	2	7,05000	19,86000	-12,8100	8,2626
C:	3	1,76000	2,56000	-,8000	,2500
C:	4	1,76000	3,20000	-1,4400	,6480
C:	5	1,76000	2,56000	-,8000	,2500
C:	6	,58000	4,49000	-3,9100	3,4049
C:	7	1,76000	3,21000	-1,4500	,6550
C:	8	12,35000	21,15000	-8,8000	3,6615
C:	9	5,88000	10,25000	-4,3700	1,8631
C:	10	1,17000	0,00000	1,1700	0,0000
C:	11	1,76000	,64000	1,1200	1,9600
C:	12	5,29000	1,92000	3,3700	5,9151
C:	13	,58000	0,00000	,5800	0,0000
C:	14	11,76000	1,28000	10,4800	85,8050
C:	15	,58000	3,84000	-3,2600	2,7676
C:	16	2,94000	,64000	2,3000	8,2656
C:	17	,58000	,64000	-,0600	,0056
C:	18	1,76000	0,00000	1,7600	0,0000
C:	19	3,52000	1,28000	2,2400	3,9200
C:	20	1,76000	0,00000	1,7600	0,0000
C:	21	1,76000	0,00000	1,7600	0,0000
C:	22	0,00000	0,00000	0,0000	0,0000
C:	23	1,76000	0,00000	1,7600	0,0000
C:	24	2,94000	0,00000	2,9400	0,0000
C:	25	,58000	0,00000	,5800	0,0000
C:	26	1,17000	0,00000	1,1700	0,0000
C:	27	1,76000	0,00000	1,7600	0,0000
C:	28	1,76000	0,00000	1,7600	0,0000
C:	29	1,17000	0,00000	1,1700	0,0000
C:	30	2,35000	0,00000	2,3500	0,0000
C:	31	1,17000	0,00000	1,1700	0,0000
C:	32	0,00000	0,00000	0,0000	0,0000
C:	33	4,70000	0,00000	4,7000	0,0000
C:	34	1,76000	0,00000	1,7600	0,0000
C:	35	1,17000	0,00000	1,1700	0,0000
C:	36	,58000	0,00000	,5800	0,0000
C:	37	1,17000	0,00000	1,1700	0,0000
C:	38	0,00000	0,00000	0,0000	0,0000
Somme		99,81000	99,95000	-,1400	135,1918

ملخص

يندرج هذا البحث في ما يسمى اليوم بالتكفل بالإشكاليات البيداغوجية (ضعف مستوى المشاركة للتلاميذ "موضوع بحثنا") مشخصة داخل القسم في خضم حركية الدرس. هذا التمرکز المنهجي يهتم بوقائع القسم للغات الأجنبية ليستحوذ على أدوارهم كمواضيع ذات اهتمام علمي. اللاراتياح الذي يشعر به بعض أساتذة اللغات الأجنبية إزاء المشاركة الشفوية الضعيفة للتلاميذ قد دغدغ فضولنا خاصة عندما يتعلق الأمر بأساتذة محنكين. فالشك راودهم في مدى نجاعة البرامج و طرق التدريس خاصة.

ربما النظرة التقليدية التي تركز حصرا على تحسين البرامج و المناهج لتجسيد و تحسين التعلم من خلال تورط فعلي للمتعلمين داخل القسم أصبحت غير ناجعة بالنظر إلى الوقائع المتلوية للقسم. إن قناعة بعض الأساتذة الخاصة بان الخلاص لتعلم جيد لا يأتي إلا من خلال برنامج جيد و طريقة جيدة متينة و الاستمرار في هذه القناعة يؤدي إلى تزييف الوقائع بحيث يمكن إيعاز ضعف مستوى المشاركة الشفوية للتلاميذ إلى مشارب أخرى مثلا الأستاذ في حد ذاته يرمي إلى ممارسة أخرى للبيداغوجية بمشاركة أثناء يتركز أساسا على ما يختلج بين المعلم و المتعلم داخل حركية الفعل البيداغوجي إبان الدرس.

لقد طلبنا من الأساتذة أن يتركوا مؤقتا البرامج و التوجيهات الوزارية ليركزوا على سلوكا تهم الخطابية و الاتجاهية أثناء الدرس و في آن واحد يثمنوا رد فعل المتعلم من إفرزات نحو الخطاب الشفوي (أبعاد لسانية و خطابية) و كذلك إيزاء العاطفية الذاتية.

هذا الخلل الوظيفي يوجد على مستوى المحاور الثلاث و يمنع المتعلم من التورط في المشاركة الشفوية في الدرس. اعتقادنا يكمن في وجود اختلالات وظيفية احتياطية. و بالتالي يجب تشخيصهم لكي يدخل عليهم التحسين اللائق على مستوى فهم الخطاب الشفوي للمعلم و كذا الاتجاهات العاطفية.

لقد بين هذا البحث فعليا وجود اختلالات على المستويات المختلفة لسانية خطابية و علائقية في الخطاب الشفوي و السلوكي للمعلم. لم نكتف بالتحسين فقط بل أخذنا على عاتقنا و بمشاركة الأستاذ إدخال تغيرات قصد تحسين لمردود المشاركة الشفوية للمتعلم و تحصلنا عليه بإجراء تجارب على ثلاثة مراحل طبقا لطور هذا البحث مساهمة تحسيسية للأساتذة على أن بعض الإشكاليات البيداغوجية نستطيع التذليل منها في إطار بحث يرتكز على ملاحظة الذات. هذه الطريقة لاكتشاف الذات من أجل تحسين النخاعة البيداغوجية تستحق الاهتمام و التعميم من طرف الأساتذة و المفتشين

RESUME

Le travail de recherche s'inscrit dans ce que l'on peut appeler aujourd'hui la prise en compte des problèmes pédagogiques (faible niveau de participation orale des élèves, notre cas) identifiés en classe, dans le feu de l'action du déploiement d'un cours. Ce recentrage méthodologique s'intéresse aux réalités de la classe de langue étrangère, qui se réapproprient ainsi leurs places comme objet d'intérêt scientifique. L'insatisfaction ressentie par des enseignants, quant à la faible implication orale affichée par les apprenants en classe de langues étrangères, a titillé notre curiosité. Qui plus est, quand il s'agit de classes de langues étrangères pilotées par des enseignants « chevronnés ». Le doute a fini par s'installer quant à l'efficacité des programmes, et des méthodes d'enseignements surtout.

Seulement, il se trouve que la vision traditionnelle de s'appuyer exclusivement sur l'amélioration des programmes et méthodes pour concrétiser un meilleur apprentissage, à travers une implication effective des apprenants en classe, s'est avérée presque parfois obsolète en rapport avec les réalités têtues de la classe. La conviction, parmi beaucoup d'enseignants, que le salut, d'un « bon » apprentissage, ne peut provenir que d'un « bon » programme et d'une « bonne » méthode, doit être impérativement ébranlée. Continuer à s'appuyer uniquement sur ces deux béquilles peut travestir une réalité, à savoir que les raisons d'un faible niveau de participation orale des élèves, par exemple, peuvent provenir d'ailleurs, de l'enseignant « lui/elle même », parfois.

En collaboration avec une enseignante, ce travail investit la pédagogie autrement, en centrant un intérêt particulier sur ce qui se passe entre elle et les apprenants, *in vivo*, dans le feu de l'acte pédagogique quand le cours se déroule. Nous avons invité l'enseignante à momentanément oublier la « méthode », le « programme », et les instructions ministérielles pour

s'intéresser à sa propre personne en « s'observant » faire le cours et apprécier, en même temps, la réaction, *in situ* des apprenants, par rapport à ce qu'elle produit comme discours oral (dimensions linguistiques et discursives), et aussi à ce qu'elle affiche comme relations affectives avec eux.

L'assomption est que des dysfonctionnements potentiels peuvent exister aux niveaux de ces trois axes, et empêchent les apprenants de s'impliquer en participant oralement au cours. Il faut donc les identifier pour leur apporter les améliorations appropriées, tant au niveau de la compréhension du discours oral, que des attitudes affectives/inter-relationnelles qu'elle doit afficher avec les apprenants.

Cette recherche a effectivement démontré que des « couacs » existent tant aux niveaux linguistiques, discursifs, que relationnels. Ne s'arrêtant pas au constat uniquement, nous avons, en collaboration avec l'enseignante, introduit des changements susceptibles d'améliorer le rendement participatif oral des apprenants. Nous l'avons obtenu en menant des expérimentations en trois phases selon le cycle de Kemmis et Mc Taggart.

Ce travail est une contribution à la prise de conscience, chez les enseignants, que certains problèmes pédagogiques peuvent être résolus dans le cadre d'une recherche s'appuyant sur l'observation de soi. Cette façon de s'auto découvrir, pour améliorer l'efficacité pédagogique, mérite d'être « vulgarisée » en collaboration avec les enseignants et les inspecteurs.

