

THE IMPACT OF TEACHER TALK ON LEARNERS' INVOLVEMENT IN ALGERIAN SECONDARY SCHOOL CLASSROOMS

Radia Dine ¹ 

¹ University of Djillali Liabès, Sidi Bel Abbès, Algeria

Email: radia.dine@univ-sba.dz

Abstract

The present study is an exploratory research aimed towards investigating the impact of teachers' talk on learners' involvement in the EFL classroom. It is an attempt to shed some light on the centrality of teacher talk in providing or hindering learning opportunities for EFL learners, especially at the secondary level. To reach these aims, a mixed method approach was opted for; a classroom observation of six secondary school teachers. In addition, a questionnaire administered to 103 learners to have an overview about their viewpoints regarding their teachers' use of pedagogic discourse that is influential to their involvement in the classroom. The results have revealed invaluable remarks that highlight the interplay between discourse and learners' involvement in the EFL classroom. In addition, recommendations have been put forward as an attempt to contribute to teachers' professional development with regard to interaction and discourse in the EFL classroom.

Keywords: *Classroom discourse; classroom interaction; learner involvement; teacher talk*

1. Introduction

It is widely acknowledged that learning a language is a social practice par excellence. Hence, communication is the prime channel through which the teaching/learning process is sustained and developed. It takes place in a culturally and discursively sociolinguistic milieu: The classroom. In the English as a Foreign Language (henceforth EFL) classroom, language is not only the medium but the object of instruction.

Therein, the teacher's task can be challenging since they are supposed to account for all of the educational and pedagogical aspects of the lessons. Furthermore, they ought to consider the socio-emotional climate of the classroom in terms of providing ample conditions for learners to be better involved in the lesson and eventually contribute to their learning process. Hence, Teacher Talk can be considered as one of the influential channels that contribute to the provision of learning opportunities and involvement of learners in the interactional environment of the classroom. Accordingly, the linguistic and communicative quality of teacher talk would, to a large extent, contribute to the quality of learners' comprehension, language attainment and involvement in the classroom. There have been a number of studies highlighting the nexus between Teacher Talk and learner involvement. In his influential study, Walsh (2002) investigated the ways in which teacher talk can be an interactional tool that affects learning contributions positively or negatively either by 'filling

¹ Corresponding author: Radia Dine / <https://orcid.org/0000-0003-2805-7642>

in the gaps' or 'smoothing over' learners' contributions. He contended that "teachers' ability to control their use of language is at least as important as their ability to select appropriate methodologies". In the Algerian context, Keskes (2011) drew the attention to interactional effects of teacher Talk on learners' involvement in terms of turn-allotment system and modes of participation.

In this regard, one can ill afford to ignore the centrality of teacher talk on learners' engagement and involvement in the classroom. Hence, this study sets out to answer the following questions.

- How is teachers' talk shaped in terms of their interactive and discursive practices in the EFL classroom?
- What are learners' perceptions and views regarding their teachers' talk in the classroom?
- To what extent is teachers' talk influential in their learners' level of engagement and involvement in the EFL classroom?

To embark on this inquiry, the researcher has chosen an exploratory research design with a mixed method approach focusing on teachers' interactive practices through a classroom observation as well as learners' perceptions through a large-scale questionnaire.

Thus, this study is anchored upon reaching the following aims.

- Investigating teachers' classroom interactional environment by unfolding their interactive practices and discursive behaviors.
- Shedding some light on the factors that contribute to creating or hindering learning opportunities
- Exploring learners' perceptions and views regarding their teachers' talk and interactive practices in the classrooms.

2. Literature Review

2.1 Input, Teacher Talk and learner involvement

Studies in second language acquisition have sought to dissect learners' learning processes and the underlying social and cognitive factors that impact the teaching/learning process. Their impact extended to SL/ FL teaching paradigms and even served as a threshold for a myriad of language teaching approaches. Krashen's input hypothesis (1981) is one of the seminal works that viewed language learning -initially -as a subconsciously acquired process in which the learning process is only successful when a set of cognitive and psychological conditions are present. These conditions include the socio-emotional climate of the classroom, the level of linguistic exposure the learners are being subjected to, as well as the comprehensibility of the "input" they received from their teachers.

Broadly speaking, the input hypothesis places ample focus on the "quality of the L2 language that learners receive. Herein, Krashen (1981) claims that learners' successful acquisition/learning of the L2 language entails a smooth transition from learners' 'input' to learners' 'intake'. This can be achieved through speech adjustments that facilitate comprehension and retention of the target language. Supporting evidence can be found in Long (1985) influential study of the causal effect of speech modifications in the target

language on NNS1 learners' comprehension. Similarly, a number of related studies have exhibited convergent results (Hatch, 1983; Chaudron, 1988) that affirm the centrality of comprehensible input in learners' comprehension and attainment in educational settings.

Generally, Teacher Talk can be perceived as a major source of comprehensible input especially in foreign language classrooms. It is defined as:

That variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners (Richards, 1992, p.471).

Teacher Talk can be considered as a “special language” (Ellis, 1985, p.45) that is employed as a pedagogic strategy to mediate learning and facilitate learners’ comprehension. It can be treated “as a register, with its own specific formal and linguistic properties” (ibid, p.45).

Arguably, Teacher Talk can also include a set of interactional features that may contribute to the creation and sustainment of a conducive learning environment. These features may encompass error correction, feedback strategies, confirmation checks, provision of wait-time, and scaffolding. Their usage can have an impact on the quality of teacher talk as well as the creation or hindrance of learning opportunities. Hence, teacher talk can be placed in a broad communicative spectrum encompassing a set of socio-cognitive, discursive as well as interactional strategies that can either obstruct or construct learners’ involvement. According to Flanders Interaction system (1981), teacher talk may have either a direct or an indirect influence on learners’ involvement. Such an influence of the nature of teacher talk’s is dependent upon teacher’ employment of interactional (verbal and non-verbal) practices as well as the extent to which teachers allow or restrict ‘interactional space’ for their learners to be involved in classroom communication. Direct Teacher Talk can be characterized by the use of interactional cues such as lecturing, giving directions, criticizing or justifying authority. On the other hand, Teacher Indirect Talk entails accepting feelings, praising or encouraging, asking questions, accepting and using ideas of pupils by clarifying or building their pupils’ ideas and asking questions to spur interaction and debate among pupils.

2.2. Interactional Competence and CBLT in the Algerian Context: An Overview

In Algeria, the educational sphere had undergone drastic changes since the reforms of 2003. These reforms witnessed a paradigm shift from a structural-based to a competency-based education. The essence of this paradigm is to develop learners’ competencies and provide them with lifelong skills that enable them to be active members in the job market. Speaking of foreign language education, competency-based language teaching (CBLT henceforth) was the de facto approach to be embraced and applied in EFL classrooms. Broadly speaking, the CBLT is merely based on socio-constructivist tenets that place interaction and communication at the heart of the teaching/learning process (Teacher’s book of 2nd year secondary school, p.07). In fact, if we take a look at the technical construction of the lesson plan of an English lesson, one would notice that the general aims of the instruction are aimed towards developing these three competencies: Interaction, Interpretation, and Production. Herein, the learner is “ supposed to be taught how to acquire ‘targeted’ competencies and to stimulate his cognitive development so that he can react in an adequate way to real situations with verbal and non-verbal communication and interaction” (Bouhadiba, 2015, p.07). Hence, the development of interactional competence needed to be prioritized if we are to attain the National Ministry’s general aims with regard to foreign language instruction.

Therein, one can be unable to ignore the centrality of interactional competence in the EFL syllabi. In fact, it is clearly mentioned in the teacher’s book of English (2006) that the teaching methodology is anchored upon a Vygotskian approach of social constructivist learning (p.03)

The latter means that teaching “is based on the assumption that learning by developing one’s individual competences implies an interaction involving certain roles taken by the teacher and others taken by the learner” (Teacher’s book of 2nd year secondary school, p.03)

3. Research Methodology

In this study, the researcher has opted for a mixed method approach with an in-depth analysis of teachers’ attitudes, beliefs and practices in EFL Secondary school classrooms regarding teacher talk and its impact on learners’ involvement.

3.1 Research Participants

This study was carried out to examine the impact of Teacher Talk on learners’ involvement. In this vein, the researcher has employed two sampling methods for each research population. Regarding the learners’ questionnaire, a number of one hundred and three learners constituted the research subjects. They were chosen based on a random sampling to avoid bias or misrepresentation. As for the classroom observation, six EFL secondary school teachers were selected based on convenience sampling solely based on their willingness and readiness to take part in the research. These teachers had different professional experiences and educational backgrounds.

3.2. Classroom Observation

As a point of departure, the researcher conducted a series of classroom observational sessions with six teachers during the academic year 2019-2020. As an attempt to avoid the Hawthorne effect, i.e. the impact of the researcher’s presence in the classroom on the teachers and the learners or “the tendency for study participants to change their behavior simply as a result of being observed” (James and Vo, 2010, p.561), the researcher conducted two pilot observation sessions to familiarize her presence with the research subjects. In addition; it was an opportunity to check the logistical side of research such as the placement of the recorder. Indubitably, the piloted observational sessions were discarded during the data analysis phase as they may have posed validity and reliability issues.

Accordingly, the researcher has conducted a non-participant, structured, uncontrolled classroom observation which espoused to the naturalistic nature of the classroom. Therein, the researcher aims to “capture” authentic interactional instances that occur between the teachers and the learners. For that, it is often recommended that “the researcher can look directly at what is taking place in situ rather than relying on second-hand accounts” Cohen (2007, p.396).

In effect, opting for a classroom observation with an in situ analysis of classroom events allowed the researcher to delve into the interactional fabric of the classroom. By so doing , the researcher seeks to uncover the interplay between teacher’s verbal behavior and learner involvement. Therefore, the investigator has opted for the Flanders Interaction Analysis Categories (FIACS henceforth) observational instrument (1981). The latter is a coding system used to quantify and categorize classroom discourse. It often comprised a category system representative of any classroom situation. This system is anchored upon three main classifications: Teacher Talk, Pupil Talk, and Silence. In essence, FIACS views classroom interaction as a socio-emotional climate that hinges upon teachers’ verbal behavior and its impact on learners’ involvement. It is based on the assumption that teacher talk is predominant in any classroom situation as opposed to learner talk.

3.3. Learners Questionnaire

The questionnaire is the main tool in quantitative research to collect data. It is a series of structured questions, often referred to as items that follow a specified scheme to collect individual data on one or more similar topics. It is one of the prevalent research tools in educational sciences. Questionnaires are “relatively easy to construct, versatile and capable of gathering a large amount of information quickly in a form that is readily accessible” Dörnyei (2007, p.101)

Since the main aim of this study is to investigate the impact of teacher talk on learners’ involvement, it is important to view “the other side of the story”, for the choice of the questionnaire was an opportunity to shed some light on learners’ views and attitudes regarding their teacher’s use of language. In addition, the questionnaire provides insights into the extent to which learners’ involvement is ‘shaped’ by their teachers’ interactive practices in the classroom.

The learners’ questionnaire was administered to one hundred and three learners (103) from different secondary schools. It was designed in a form of a Likert scale. Moreover, the grid is divided into three main sections: Students’ views on their involvement in the classroom, Students’ evaluation of their teachers’ interactional practices and Students’ perceptions regarding their teachers’ interactional features

4. Results and Discussion

The purpose of this study is to examine the impact of teachers’ interactional and discursive practices on learners’ involvement. Upon completion of the data collection phase, the main findings are to be discussed presently.

4.1 Classroom Observation

Classroom observation was an opportunity for the researcher to discover teachers’ interactive teaching strategies and discursive practice in their classrooms. As mentioned earlier, the researcher has opted for the FIACS system to code and analyse the observational sessions. The latter is based on a set of arithmetical formulas to quantify and analyse classroom events.

4.1.1. Salient Teacher Talk categories

In this dataset, results show that teacher talk categories were manifested in disparate ratios. The categories “Accepts feeling” was the overarching feature with 4%. In addition, the categories “criticizing or justifying authority” and “lecturing” had similar (15%). Furthermore, teachers’ ratio of asking questions was valued as 15%. Teachers’ questions were display questions used as a comprehension check or a disciplinary strategy. Regarding the category “Accepts or uses ideas of pupils”, the results reveal 08% of least frequent teacher talk category.

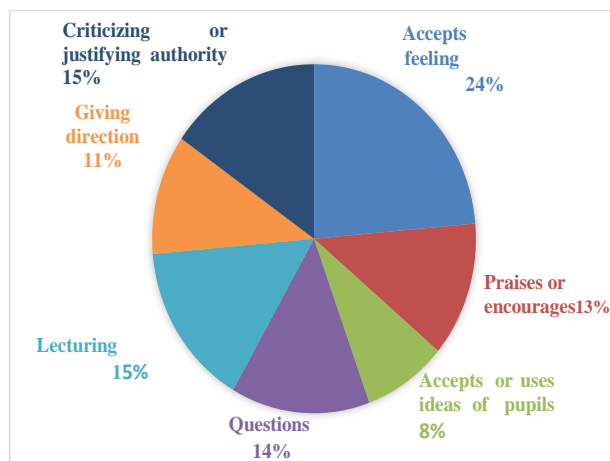


Figure 1: Distribution of Teacher Talk Categories

4.1.2. Direct/Indirect Teacher Talk

Based on Flanders Interaction Analysis system (1970), Teacher Talk can also be categorized based on the influence their usage pertains to classroom communication. They characterize teacher direct/indirect interactional practices in the classroom. In this dataset,

results reveal the distribution of Teacher direct /indirect talk with regard to the six teachers.

a. Teacher Talk Ratio (TT)

In this rubric, the researcher has calculated all teacher talk regardless of its direct/indirect influence. Herein, the following mathematical formula was used

$$TT = \frac{c1 + c2 + c3 + c4 + c5 + c6 + c7}{N} \times 100$$

Results show that the percentage of Teacher talk was up to 72.72%. This can be seen as a high proportion of teacher talk that is taking up, to a larger extent, most of the interactional space of the classroom.

b. Indirect Teacher Talk Ratio (ITT)

Also referred to as Indirect Influence, indirect teacher talk characterizes teachers' socio-emotional practices in the classroom to create learning opportunities. Indirect teacher talk can be manifested in teachers' encouraging or supporting learners' participation. In order to obtain the indirect teacher talk ratio, the following formula has been applied.

$$ITT = \frac{c1 + c2 + c3 + c4}{N} \times 100$$

In this dataset, the findings show that the percentage of indirect teacher talk was up to 42.42%.

This can be perceived as an indicator of positive and "healthy" classroom environments.

c. Direct Teacher Talk Ratio (DTT)

Direct Teacher Talk indicates teachers’ interactional practices that are used to direct learners’ involvement and interaction in the classroom. They include: a/ lecturing: Giving facts or opinions about content or procedures, b/ giving direction: Directions, commands or orders to which a pupil is expected to comply, or Criticizing or justifying authority. These interactional practices have a direct “influence on the interactional ‘climate’” of the classroom as well as learners’ contribution in the classroom. Results have revealed that teachers’ direct talk ratio was estimated 30.30%. Teachers’ indirect influence was calculated using the present arithmetical equation.

In this dataset, the findings show that the percentage of indirect teacher talk was up to 42.42%.

This can be perceived as an indicator of positive and “healthy” classroom environments.

d. Direct Teacher Talk Ratio (DTT)

Direct Teacher Talk indicates teachers’ interactional practices that are used to direct learners’ involvement and interaction in the classroom. They include: a/ lecturing: Giving facts or opinions about content or procedures, b/ giving direction: Directions, commands or orders to which a pupil is expected to comply, or Criticizing or justifying authority. These interactional practices have a direct “influence on the interactional ‘climate’” of the classroom as well as learners’ contribution in the classroom. Results have revealed that teachers’ direct talk ratio was estimated 30.30%. Teachers’ indirect influence was calculated using the arithmetical equation.

$$DTT = \frac{C5 + c6 + c7}{N} \times 100$$

The table below shows teachers’ direct/indirect talk ratio for each of the teachers under researcher.

Table 02.
Direct/ Indirect Teacher Talk ratio for the teachers

Teacher Talk		
Teachers	<i>Direct Teacher Talk Ratio</i>	<i>Indirect TeacherTalk Ratio</i>
Teachers A	60.11%	39.89%
Teacher B	49.31%	50.69%
Teacher C	58.97%	41.03%
Teacher D	74.25%	25.75%
Teacher E	50.16%	49.84%
Teacher F	68.17%	31.83%

4.1.3. Pupil Talk Ratio (PT)

Since this study’s focal interest is Teacher Talk and learner involvement, it was a necessary step to shed some light on learners’ talk ratio. It was believed that learners’ ratio of interaction in the classroom can be an indicator of learners’ level of involvement in the classroom from a discursive perspective. Learner talk also indicates verbal activities of learners

in response to the teacher. To calculate the percentage of pupil talk, the following arithmetical formula was employed.

$$PT = \frac{C8 + C9}{N} \times 100$$

In this dataset, the percentage of pupil talk was estimated 17.17%, a relatively small proportion of interactional space when compared with teachers’ talk ratio.

4.2. Learners Questionnaire

The main rationale behind opting for a learners’ questionnaire was to capture learners’ views of their involvement in the classroom. In addition, their responses would reveal their perceptions and views regarding their teachers’ interactional and discursive practice in the classroom. To ensure a better coverage of the questionnaire, the questionnaire was administered in a paper form and in an online form (Google Forms). Indeed, the researcher has received a total of 103 responses. Three headings of the most important findings are explained below.

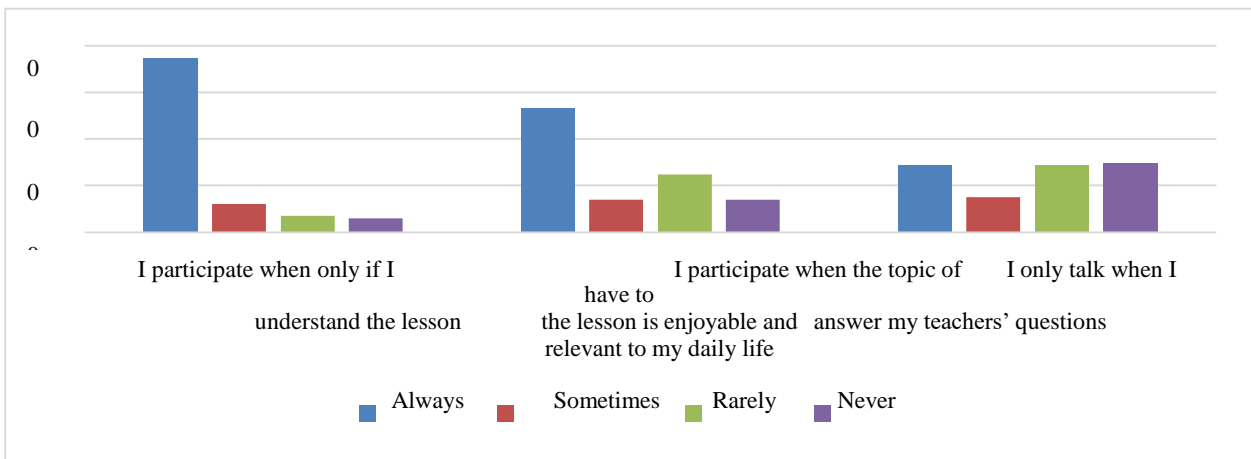


Figure 01. Students’ Views on Their Involvement in the Classroom

The figure above shows students’ views on their involvement in the classroom. The rationale behind this section was to shed some light on learners’ degree of willingness to take part in the interactional environment of the classroom. Results have revealed that of the 53 respondents, 51.45% reported that they participate only when the lesson is “enjoyable” and “relevant” to their lives. On the other hand, 28.15% of the respondents reported that their contributions to the discursive environment in classroom communication can take the form of “answering questions”. The answers to these questions revealed insights into how learners position themselves in the interactional ‘organism’ of the classroom. In addition, it shows the extent to which they are active/passive actors in their learning process.

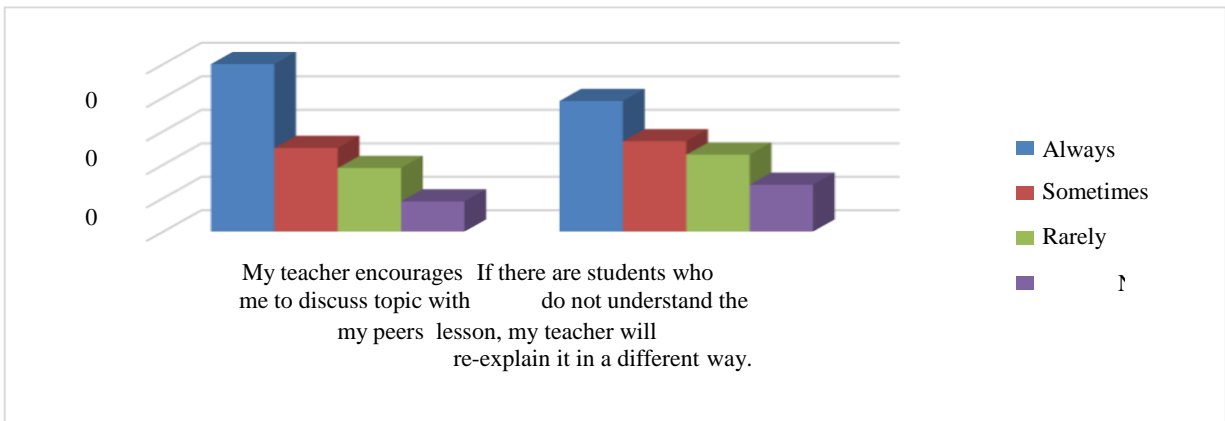


Figure 02. Students' Evaluation of Their Teachers' interactional practices

In this figure, learners were asked to evaluate their interactional practices by reporting the frequency of their teachers' employment of two basic interactional practices that are conducive to any learning situation. These interactional practices include encouraging student to engage in peer discussions and reformulation or re-explanation of poorly understood lessons. The respondents have reported positive views regarding the employment of these strategies with 48.54% for the first statement and 37.86% for the second statement. 8.73% of interviewees have reported the lack of peer discussion encouragement from the part of the teacher. Additionally, 13.59% have also answered negatively regarding the employment of "re-explanation" by their teachers. These results provide insights into how learners perceive teachers' practices as "incentives" or "impediments" for their involvement in the classroom. In addition, learners' responses reveal how the socio-emotional climate of the classroom is shaped by the teachers and how their learners perceive it.

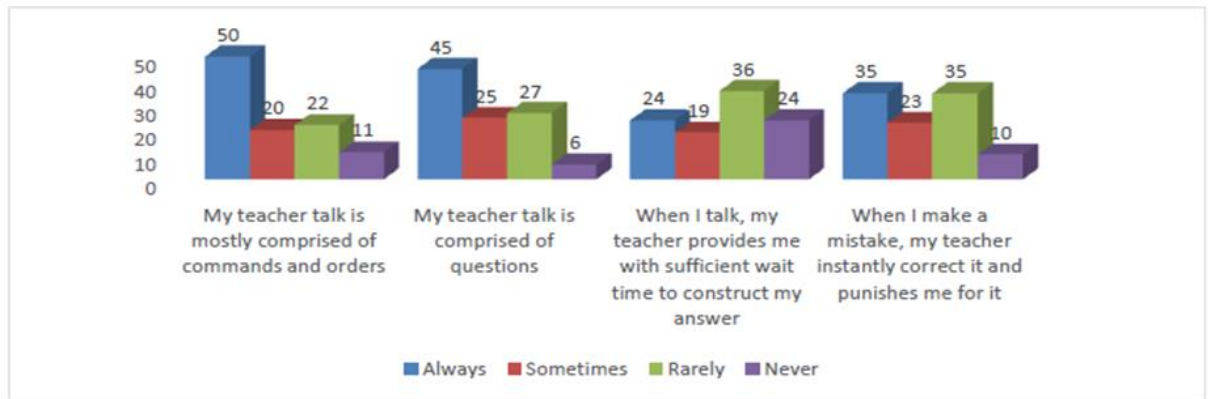


Figure 03. Students' Perceptions Regarding Their Teachers' Discursive Features

The above figure represents learners' perceptions of their teachers' discursive behaviors that they employ in the classroom. 48.54% of interviewees reported that their teachers' talk is always comprised of commands and orders and 43.68% reported the overuse of questions by their teachers. In addition, 34.95% of the respondents reported that their teachers rarely provide them with sufficient wait time to construct their answers. The last statement was directed towards understanding teachers' error correction and feedback practices showing

disparate results. In effect, 33.98% of the interviewees were distributed between “always” and “rarely” in terms of teachers’ provision of negative error correction and corrective feedback. The results depict learners’ awareness of their teachers’ discursive behaviors in the classroom and the extent to which they are affected by them.

4. Conclusion and Pedagogical Recommendations

This study sets out to investigate the impact of Teacher Talk on learners’ involvement. It was an opportunity to have a closer look into teachers’ interactional practices and discursive behaviors in secondary language classrooms. Results have revealed the impact of teachers’ talk on creating or hindering valuable learning environment. As mentioned earlier, teachers’ acknowledgment of learners’ socio-emotional needs in the classroom and the employment of an indirect influence had a positive impact on learners’ involvement in the classroom as reported in learners’ questionnaire. On the other hand, classroom observation data have shown that sometimes teachers’ interactive practices were “hurdles” to learners’ involvement in the educational process. These practices such as the scarcity of wait time and the over-use of corrective feedback were negatively perceived by the learners which contributed to their “disengagement” and sometimes “reticence” in the classroom.

Nonetheless, the empirical results reported herein should be considered in the light of the following limitations:

1. The researcher was not able to control external contextual factors that affected the quality of the sessions’ recording. Thus, some interactional instances were difficult to discern and analyze.
2. Non-verbal behavior was not captured during the data collection phase for two main reasons.
3. The observational grid itself does not have a rubric that describes and measures non- verbal behavior or “contextualization cues” (Gumperz ,1982) that would have provided a better description of the interactional and even culturally bound discursive environment of the classroom.
4. The empiricist was not able to use video-recording equipment due to legal and cultural constraints.

The findings of the study have provided invaluable data on the prominence of teacher talk in the teaching /learning process and its place in a socio-constructivist educational approach. The latter endorses creating and sustaining a communicatively rich learning environment for the learners to better acquire the target language. Hence, it is imperative to enrich the research field of classroom discourse and interaction in order to create debate and optimize the scientific discourse that pertains to teachers’ and learners’ interaction and the provision of educational opportunities. Hence, based on the research findings, the following recommendations have been put forward.

- The need to promote learners’ feedback on their teachers’ interactive practices. As the results show, the learners’ have exhibited a significant level of awareness with regard to their teachers’ instructional practices. Hence, learners’ feedback can serve as an important framework for teachers to adapt their interactive practices.
- The need to develop teachers’ classroom interactional competence by integrating teacher training courses relating to classroom interaction and discourse for pre-service and in-service teachers. These courses are preferable to be taught as separate course from classroom management courses. The rationale is to view discourse from an instructional and a “scientific” perspective rather than a

concomitant product of classroom management.

- The need to untangle the teacher talk dilemma. When discussing the issue of teacher/learner talk, teachers are always put at the forefront of the criticism. Teachers speak too much! They explain too much! Indeed, upon initial review, the findings of the research affirm this rhetoric. However, if we look closer at the interactional “architecture” of the classroom, one may see beyond the quantitative essence of teacher talk. Hence, teachers need to understand the importance of the qualitative aspect of teacher talk and its utility in better engaging and maximizing their talk. This can be done by promoting the use of referential questions, interactional feedback and the use of non-verbal cues to optimize the interactional environment of the classroom.
- The need to foster peer interaction among learners. Studies have shown the positive impact of learner/learner interaction in creating positive learning environment for the learners. Therefore, encouraging learner/learner interaction would create an enjoyable, a somehow “judgment-free” learning environment that is expected to lower learners’ affective filter, increase their involvement in the lessons and optimize their learning outcomes. In addition, this strategy would amply minimize teacher talking time.
- The necessity to promote teachers’ reflective practice as a tool for evaluating their discourse in the classroom. In fact, providing teachers with the appropriate tools to “read” their interactional environment would be an opportunity for teachers to evaluate their teaching practices and adjust them accordingly. In addition, interaction-based reflective practice would raise teachers’ awareness about the impact of their talk on their learners’ involvement and its centrality in creating or hindering learning opportunities.

Overall, these recommendations were put forward as an attempt to mend some of the interactive “mishaps” that were detected in the classrooms and might be representative of any language classroom. Such recommendations highlight the need to use learners’ feedback as an assessment tool to monitor and adapt teachers’ interactive practices as well as the utility of reinforcing their reflective practice and promoting their classroom interactional competence. This raises the question of the status of interactional competence in Algerian teacher development programs in a highly competitive educational and professional era that is constantly demanding for communicatively competent learners, especially in foreign languages. Teacher development and training programs are expected to cater to the needs of teachers in terms of classroom discourse and interaction.

References

- Ameziane, M., Arab ,S. A., Bensemmane,M., Hami,H., & Riche, B.(2006). *Teacher's book Getting Through Secondary Education: Year Two*. The National Authority For School Publications
- Bouhadiba. F. A (2015). The implementation of the CBLT in Algeria: From euphoria to bitter criticism. *Arab World English Journal*, Bejaia University, International Conference Proceedings, 3-16.
- Chaudron, C. (1988a). *Learner behavior in second language classrooms*. In *Second Language Classrooms: Research on Teaching and Learning* (Cambridge Applied Linguistics, pp. 90-117). Cambridge University Press.
- Chaudron, C. (1988b). *Second language classrooms: Research on teaching and learning* (Cambridge Applied Linguistics). Cambridge University Press.
- Cohen, L., Lawrence, M., & Keith, M. (2007). *Research methods in education, (6th ed)*. Routledge
- Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Ellis, R. (1985). *Understanding second language acquisition*. Foreign Language Education Press.
- Flanders, N.A. (1970). *Analyzing teaching behavior*. Addison-Wesley
- Hatch, EM. (1983). *Psycholinguistics: A second language perspective*. Newbury House Pub.
<https://doi.org/10.1191/1362168802lr095oa>
- James, L. M., & Vo, H. T. (2010). Hawthorne Effect. In N. J. Salkind (Ed.), *Encyclopedia of Research Design* (pp. 2:561-563). Sage Publications.
- Keskes. S (2011). *Some effects of teacher talk on learners' involvement in classroom active communication*. *Forum de L'Enseignant*. 7(01), 42-61
- Krashen, S. (1981). *Second language acquisition and second language learning*. Pergamon Press.
- Long, M. H. (1985). Input and second language acquisition theory. In S. M. Gass & C. G. Madden (Eds.). *Input in second language acquisition* (pp. 377-93). Newbury House.
- Long, M.H., & Sato, C.J. (1983). Classroom foreigner talk discourse: Forms and functions of teachers' questions. in H.W. Seliger and M.H. Longs (eds) *Classroom oriented research in Second language acquisition*. Newbury House
- Richards, J. C. (1992). *Longman dictionary of language teaching and applied linguistics*. Foreign Language Teaching and Research Press
- Walsh, S (2002). Construction or obstruction: Teacher talk and learner involvement in the EFL classroom. *Language Teaching Research*, 6(01), 3-23.

Appendices

Appendix I

		Category Number	Activity
Teacher talk	Response	1	Accepts feeling: Accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. Feeling may be positive or negative.
		2	Praises or encourages: Praises or encourages pupil action or behavior. Jokes that release tension, but not at the expense of another individual. Nodding head, or saying 'UMHM?'
		3	Accepts or uses ideas of pupils: Clarifying or building or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
		4	Ask questions: Asking a question about content or procedure with the intent that a student may answer.
	Initiation	5	Lecturing: Giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions.
		6	Giving direction: Directions, commands or orders to which a pupil is expected to comply.
		7	Criticizing or justifying authority: statements intended to change pupil behavior from non-acceptable to acceptable pattern; stating why the teacher is doing what he is doing
Pupil talk	Response	8	Pupil talk in response to teacher: Talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
	Initiation	9	Pupil talk initiated by the pupil; talk by students which they initiate. It 'calling on' student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
Silence		10	Silence or confusion: Pauses, short periods of confusion in which communication cannot be understood by the observer.

Flanders Interaction Analysis Categories System (1970)

Appendix II

Students Questionnaire

Dear students,

This questionnaire is part of an academic research article, carried out to explore the impact of teacher talk on the learners' involvement. Your answers are highly appreciated. Thank you for dedicating time to be part of this research project. Please, tick the box that corresponds to your answer of preference.

	Always	Sometimes	Never
I participate when only if I understand the lesson.			
I participate when the topic of the lesson is enjoyable and relevant to my daily life.			
When I don't understand the lesson, I try to ask questions and discuss with my teacher.			
In the classroom, the teacher provides me the freedom to ask questions about the material being taught.			
If I give a wrong answer, my teacher tends to correct me in a negative manner.			
I feel that my contributions in the classroom are welcomed and encouraged by my teacher.			
I only talk when I have to answer my teachers' questions.			
In classroom communication, the teacher helps me to build and develop my answer by providing me with "keywords".			
My teacher talk mostly include commands and orders.			
My teacher talk consists of questions and feedback.			
My teacher encourages me to discuss topic with my peers.			
When I talk, my teacher provides me with sufficient wait time to construct my answer.			
If there are students who do not understand the lesson, my teacher will re-explain it in a different way.			

Thank you for our collaboration.