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**Adopting Negotiation of Decision-Making**

**As a Participatory Dialogue**

**to Enhance The Learner's Oral Production.**

**The Case of The Third Year Students of English**

**At Ferhat Abbas University- Sétif**

**DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF  
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**DEDICATION**

*In the name of the Almighty God*

*To my parents*

*and*

*Yacine...*

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## ABSTRACT

The present study aims to explore the effects of procedural negotiation (negotiation of decision-making) work on improving learners' oral proficiency and communicative skills. It is mainly concerned with making use of negotiation to maximize learners' oral production. It also attempts to shed some light on the importance of establishing a relaxed and friendly environment as an attempt to get learners to use the language. The basic hypothesis adopted in this study sets out that effective foreign language learning takes its roots in actions and language use. We believe that promoting this vision to teaching English will contribute to provide learners with extensive language use and classroom oral production. The method of this research work is quite descriptive. That is, it aims to describe two variables: negotiation of decision-making as the independent variable and its role in improving learners' oral proficiency as the dependent variable. The data were gathered through a qualitative means (video recording) and a self-completion questionnaire administered to teachers who have taught Oral Expression at the Department of English, Ferhat Abbas University, Sétif. The results have shown that procedural negotiation work is the right technique for increasing learners' language use and classroom oral participation which in turn affects learners' oral proficiency. On the basis of these results, the hypothesis was confirmed in that students need to be provided with an adequate technique to develop the speaking skill needed and to create suitable situations where they can use the language without hesitation. This study has certainly its limitations, but its findings revealed interesting implications. Thus, future research should be done experimentally to test out the applicability of the findings to a larger population of subjects.

## LIST OF ABBREVIATIONS

1. **EFL:** English as a Foreign Language
2. **SLA:** Second Language Acquisition
3. **ELLS:** English Language learners
4. **TT:** Teacher Talk
5. **FLTs:** Foreign Language Teachers
6. **ESP:** English for Specific Purposes
7. **ESL:** English used as Second Language
8. **DA:** Discourse Analysis
9. **CMC:** Computer-Mediated Communication
10. **FLINT:** Foreign Language Interaction
11. **IRF:** Initiation Response Feedback
12. **Q:** Question
13. **Freq:** Frequency
14. **% :** Percentage



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## **General Introduction**

## General Introduction

The teaching of foreign language by its very nature is an interactive process, which involves active participation of both the teacher and the learner. It has been stressed, in foreign language teaching (FLT) methodologies that are more than a system of rules, but as a dynamic resource for the creation of meaning, shift away from the study of language seen purely as a system and shift towards the study of language as communication. For that reason, a great opportunity of classroom interaction is being truly demanded. With a growing need for more effective, successful and active ways of foreign language learning, innovation in the language field has been stimulated by a special concern for learning through active and collaborative setting. The predominant view is that language is best learned when students are interacting with their teachers completing a task or learning a content or resolving real life issues - where their attention is not directed toward the language itself, except when a focus on language forms is necessary. Many researchers have called into question the importance of investigating the impact of procedural negotiation on learners' oral proficiency.

### 1. Background of the Study

The rationale for introducing what we have termed 'procedural negotiation/negotiation of

classroom decision making' into classroom work has come from many quarters. These have included influences from humanistic conceptions of society, a role for education in fostering the development of democratic citizenship and a view of human psychology that emphasises the socially constructed nature of learning and the learner as an active participant, not merely a recipient of transmitted knowledge (Breen & Littlejohn,2000).

In addition to these philosophical and theoretical views, many writers have revealed immediate, practical considerations which suggest negotiation as the logical, the only viable, way forward in classroom decisions and their implementation (Breen & Littlejohn, 2000). Among the imperatives for negotiation/ negotiated work, we can list the following situations:

- when the teacher does not share the background of the students and, of necessity, must therefore share decisions about course contents .

- when there is heterogeneous students body and there is a need to find a common ground.

- when it is difficult to identify the varied nature of learner achievements.

- when there is an explicit need to take into account the experience of students.

- when the course itself is open-ended and exploratory in nature.

In other words, 'negotiation' is a means for responsible membership of the classroom community. It can construct and reflect learning as an emancipator process. It can activate the social and cultural resources of the classroom group, enables learners to exercise their active agency in learning, enriches classroom discourse as a resource for language learning, as well as informs and extends a teacher's pedagogic strategies.

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

The teachers and learners are the most essential elements when the act of teaching the oral skill to a foreign class is performed. In this respect, it seems to us that learners should be given the opportunity to participate with their decisions. In other words, a pedagogy that does not call upon students' capacities to make decisions may obstruct the learning process.

For instance, in the Algerian reality, teachers often feel the need to use the authority they have been given to feel the master of this foreign language, and if they give up on it, they feel they are in danger of losing control. This can be considered as one among a number of reasons why learners find oral language production difficult, especially with tasks at the communication end of the communication continuum.

In this respect, we have initiated our research with an unstructured interview to discuss with the third year oral expression teachers at the department of English at the university of Sétif - Ferhat Abbas - the way of practising orally this foreign language as relevant to the process of 'negotiation of classroom decision making'.

We have found that most of these teachers do not take in their account to manage teaching and learning as a group experience. So, the results we have come to prompts us to question the 'decisions' that have to be made with regard to the purpose of the work, its particular focus or content, and the ways in which it will be undertaken in the classroom group, and to which extent these actual decisions have been appropriate in enabling the achievement of the chosen activities.

Do teachers seek to reach agreement on a different matter with their students? Do they seek to solve a shared problem or establish ways of working that are acceptable to them? Or do they seek clarification? Or show to their students the structure of what they are saying? What is the best for the students for an effective speaking?

### **3. Assumptions**

Acknowledging what have been said before about the teacher and learner's role, our assumptions are the following:

**1-** Both teacher and learner in a language classroom should play a significant role in the teaching- learning process, especially when it comes to speaking. According to Kutz et al (1993), who go on to state: 'The object of knowledge is something that students and teachers think about and construct together in public dialogue' (cited in Breen & Littlejohn, 2000, 248).

2-Speaking fluently- effective speaking- is not only presupposing a knowledge of language features, but also the ability to process information. (Harmer, 2001)

3-The underachievement in speaking is not only due to the learners' background, but also to the teacher's ignorance of adequate classroom pedagogies of speaking like procedural classroom negotiation, and the dynamics of the language classroom (Tudor, 2001)

#### **4. Hypothesis**

In other words, if the teachers are aware of the importance to create an effective negotiation process-participatory approach/negotiation of decision making- in the classroom, they will certainly better improve the reparation of their learners' speaking/oral lessons.

#### **5. Aim of the Study**

Our aim is not to substitute the teacher classroom decision- making, but to develop a harmonious relationship between three teaching-learning agendas: any external requirements upon the learning in terms of pre-specified knowledge and capabilities, individual learning agenda and the evolving collective course elements. Second aim is for the expression of meanings and the sharing of understandings.

In other words, our ultimate aim is to suggest to the college teachers a way to teach the oral skill-speaking-which promotes the learner's involvement in learning. Obviously, our study's findings will lead to recommendations as to what is needed for positive change to occur as relevant to the application of this negotiation approach. It is hoped that our results would be experimented through further research, to test their significance in improving the learner's oral production.

#### **6. Research Methodology**

Research methodology is, in Kaplan's (1973) words :

'To describe and analyse these methods, throwing light on their limitations and resources, clarifying their presuppositions and consequence, relating their potentialities to the twilight zone at the frontiers of knowledge. It is to venture

generalizations from the success of particular techniques, suggesting new application, and to unfold the specific Bearings of logical and metaphysical principles on concrete Problems, suggesting new formulations.’ (Cited in Cohen & Manion, 1980:26)

### **6.1. Choice of the Method**

The choice of the research method is dictated by the nature of the subject to be treated, the aim of the research, the sample under investigation and the collected data. As far as our research is concerned, the most suitable method is the descriptive one, under which the research phenomenon will be delineated without experimental manipulation. In other words, we will diagnose or establish the existence of negotiation of decision making in the Algerian context by describing it.

### **6.2. Population and Sampling**

The actual problem was observed among third year students, because during the third year , the students are still discovering the world of university, are exposed to much more extensive oral teaching than they used to be in the lycée (High college). Because they are foreign language learners, they need to get knowledge and know how to use it effectively at the level of speaking; this is why we have chosen to work with third year students.

Under normal conditions, it is neither possible, nor desirable to study the whole Population. For instance, dealing with 400 hundred students of the same department needs some cooperation of many researchers and will be much more time consuming. Thus, we have to take a representative sample (randomly); the 1/5 of the whole population as sampling statistics theory suggests which represents 60 out of a population of 300 students to record their talk while interacting with their teachers then to give them a questionnaire but for the teachers, since they are already a limited population, they will be interviewed.

### **6.3. Data Collection**

For our study, we opt for the structured interviews and video recording, the first ones for the



teachers. The second are designed for the students. They will help us have access to their opinions and perspectives concerning: speaking as an oral production, and negotiating decisions making in the classroom. The analysis and interpretation of these procedures' results will help us to cover the finalities of our research.

## 7. Organization of the Work

The present research is divided into four main chapters. The first and second chapters review the related literature. The third and fourth ones are the practical part of the study. The first chapter provides a better understanding of procedural negotiation it includes a discussion about the general issues on this concept, definition of negotiation, followed by, a number of characteristics, and goals. The second chapter outlines some of the theoretical issues related to the nature of speaking and oral communication. It also deals with the relationship between speaking and the other skills. Then, we will discuss the reasons of students' inability to speak in English. In this chapter, different techniques for developing oral proficiency are presented, and their implication to teach the oral skills. The roles of the teacher in the process of teaching and is also considered. The two last chapters deal with data sample and its analysis. They provide a detailed analysis of both teachers and learners' exchanges. They will help us to see whether the results go in the same direction of our hypothesis.

## 8. Definitions

**Decision-making:** Decision-making has been viewed as a central component of teacher thinking. Teachers' classroom actions are characterized by judgments and decisions that shape and determine the effectiveness of teaching. However, not all teacher action can be explained in terms of decision-making. Teachers' actions are also guided by routines and by tacit or intuitive plans of action (Richards& Schmidt, 2002).

**Interaction:** The way in which a language is used by interlocutors (Richards& Schmidt, 2002).

**Syllabus:** A description of the contents of a course of instruction and the order in which they are to be taught (Richards& Schmidt, 2002).

**Oral expression:** It involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning (W.F.Mackey,1965 cited in Bygate,1987:5).

## **Chapter One**

### **Negotiation of Decision-Making**

## Introduction

This chapter provides a better understanding of negotiation; it includes a number of definitions, a number of principles about negotiated work in a language classroom will next be presented, setting the scene for the practical accounts which follow.

Through this chapter, we intend to present three main types of information. The first type provides a clear picture of what negotiation is, and which particular form of negotiation is the focus of this work. The second type gives information in the form of justifications for negotiating with students in a language class, and the rationale for negotiation. The third one presents information about practical guides to the use of negotiation; and which classroom decisions may be negotiated and their relations to a process syllabus.

### 1.1. Definitions

The concept of negotiation takes many definitions and forms; each of them emphasizing a particular aspect, but all of them, more or less shed light on the same spot. According to **Richards and Schmidt (2002:356)**, negotiation is what speakers do in order to achieve successful communication. It may be necessary for the speakers:

- To indicate that they understand or do not understand, or that they want the conversation to continue.

-To help each other to express ideas.

-To make corrections when necessary to what is said or how it is said.

This definition implies the aspects which speakers do, in order to make successful conversation is known as negotiation, in conversational analysis. Tudor (2001) defines negotiation as a fundamental component of the dynamics of classroom teaching and learning. Breen and Littlejohn (2000), in fact, have drawn attention stating that negotiation is a multifaceted concept. It is personal, interactive and procedural.

## **1.2. Forms of Negotiation**

Negotiation typifies and generates the ways we communicate through written or spoken texts. We can distinguish three kinds of negotiation in terms of the main purposes they serve in particular contexts of communication. There is personal, interactive and procedural negotiation.

### **1.2.1. Personal Negotiation**

Personal negotiation is primarily a psychological process. When we interpret meaning from what we read or hear, negotiation occurs between the potential meanings of the written or spoken text and those meanings which we ourselves can attribute to that text from our previous knowledge and experience (Widdowson, 1978)

### **1.2.2. Interactive Negotiation**

Here negotiation is overtly social and occurs when people use language either to indicate their understanding or their failure to understand what another person has said, or in order to modify their language to make things clearer in order to be understood. Long (1981,cited in Breen and Littlejohn,2000:7) and other researchers who acknowledged the centrality of conversational interaction in second language acquisition (SLA) later adopted the term ‘negotiation’ to describe it and, more recently, specified it as ‘negotiation for meaning’.

#### **1.2.2.1. Negotiation of Meaning**

Ellis (2003) defines the concept as a process by which two or more interlocutors identify and then attempt to resolve a communication breakdown. However, negotiation of meaning may or may not result in mutual understanding.

The term refers to the adjustments made by speakers in interaction by means of techniques such as clarification requests, comprehension checks, and so on (Lynch, 1996 & Hedge, 2000).

### 1.2.3. Procedural Negotiation

The primary function of personal and interactive negotiation is to uncover and share meaning. Whereas, the primary focus of procedural negotiation is less upon meaning than upon reaching agreement (Breen & Littlejohn, 2000). This kind of negotiation is exemplified by discussions between people who have different points of view but who seek to reach agreement on decisions, or solve shared problems.

### 1.3. Relationship between Three Kinds of Negotiation

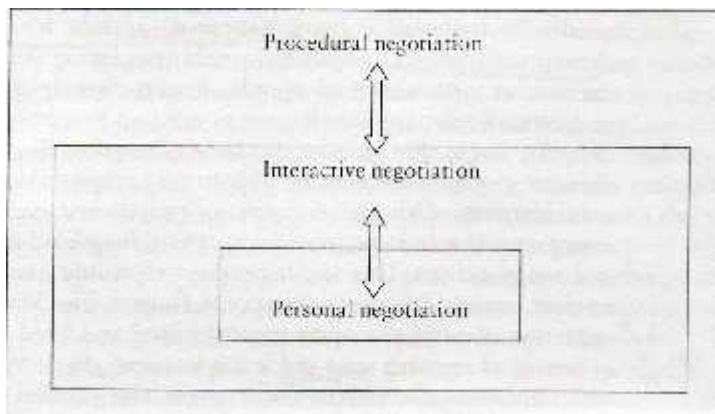


Figure 1.1 Relationship between Three Kinds of Negotiation (Breen & Littlejohn, 2000:10).

As the above figure illustrates, the relationship is one of interactivity and entailment. Procedural negotiation involves interactive negotiation for meaning because the search for agreement in decisions requires the resolution of failures to understand. Interactive negotiation is motivated by the wish to interpret personally what is said. The process can be also described in reverse. All three forms

of negotiation are related and mutually supportive processes for developing the capacity to communicate in a new language (Breen & Littlejohn, 2000).

## **1.4. Negotiation and Language Learning**

All three forms of negotiation which we have identified are highly relevant for language learning. Learners must engage in personal negotiation as a psychological process in order to learn how to express meaning in a new language. Interactive negotiation (sharing, checking and clarifying meanings) and procedural negotiation (reaching agreement on decisions) may be part of the communicative and social activity of a language class if given the appropriate scope to occur.

The present work emphasizes the potential contribution of procedural negotiation to the language classroom. Its relevance to language learning arises because, for many people, such learning occurs in the social context of a classroom. Here, the primary function of procedural negotiation is managing teaching and learning as a group experience. There are certain key decisions which have to be taken within this process. These include: who will work with whom, in what ways, with what resources and for how long, upon what subject matter or problem, and for what purposes. In addition, we need to know the extent to which the actual decisions made have been appropriate in enabling the-achievement of the chosen objectives (Harmer, 2005).

### **1.4.1. Negotiation Principles in the Language Classroom**

Negotiation rests on a number of principles in the language classroom. These principles have a long history of influences from theory, research and practice that have shaped them. According to Breen and Littlejohn (2000), there is a number of key principles that can be identified as follows:

#### **1.4.1.1. Negotiation is a Means for Responsible Membership of the Classroom Community**

Negotiation between teacher and learners and among learners necessarily entails different ways of enacting different roles. In this way, it may support learners' capabilities to participate in a

responsible and self-empowering manner in the world beyond the classroom and, crucially, as a member of a new speech community and culture (Breen & Littlejohn, 2000).

#### **1.4.1.2. Negotiation can construct and reflect Learning as an Emancipator Process**

Classroom negotiation entails evaluation of outcomes from activities and how they were undertaken as a pivotal moment for such reflection. The exercise of emancipator learning in a classroom can therefore be identified as the shared task of evolving and adapting the curriculum according to emerging needs, difficulties and achievements. Through this, learners construct and reconstruct their own learning both as individuals and as a group, and this kind of social action can also contribute to a learner's self-directed learning beyond the classroom and into the wider community (Breen & Littlejohn, 2000).

#### **1.4.1.3. Negotiation can activate the Social and Cultural Resources of the Classroom Group**

Negotiation can facilitate such endeavors by giving space to the multicultural resources that any classroom group inherently contributes, most obviously in a class of students from different cultural backgrounds and different experiences (Breen & Littlejohn, 2000).

Knowledges and capabilities of the members of any class of students are resources on which to draw explicitly; then this valuing of diversity and alternatives in thinking and ways of working can encourage an openness and flexibility in students' approaches to the learning (Breen & Littlejohn, 2000).

#### **1.4.1.4. Negotiation can enrich Classroom Discourse as a Resource for Language Learning**

Interactive negotiation for meaning is regarded by second language researchers as the catalyst for language acquisition. Procedural negotiation provides an authentic arena for it. In addition, overt

negotiation that potentially calls upon the contributions of everyone in the group diversifies the input, extends opportunities for learner output, and allows the exercise of judgments of appropriateness and accuracy in relation to the language made available for learning. Being able to make such judgments is not only facilitative of further learning but is also a crucial component of communicative competence in any language (Breen & Littlejohn, 2000).

## **1.5. Classroom Decision-making and Negotiation**

The question that is addressed under this element refers to the potential focus of negotiation: which classroom decisions are open to negotiation? Just as a conventional syllabus provides a framework for the potential content for teaching, the concept of a process syllabus was originally proposed in order to provide a framework for decision-making during teaching and learning in a classroom setting. It distinguishes itself from conventional, content syllabuses by identifying classroom decisions as potentials for negotiation whereby teacher and students together can evolve and work through the actual curriculum of the classroom group (Lynch, 1996 & Hedge, 2000).

They state that a process syllabus identifies:

1. The range of decisions that can be open to negotiation;
2. The steps in a negotiation cycle; and
3. The elements or levels in the classroom curriculum to which the negotiation cycle can be applied.

We shall explore each of these components of a process syllabus in turn and describe two concepts - the negotiation cycle and the curriculum pyramid - which may help to map out and guide the nature and extent of negotiation undertaken by a classroom group.

### **1.5.1. Range of Decisions Open to Negotiation**

Decisions have to be made in relation to:

- The purposes of their work together;
- The content or subject matter of their work;



- Their various ways of working together;
- Their preferred means of evaluation of the efficiency and quality of the work and its outcomes so that new directions in the work can be identified.

These four areas of decision-making can be expressed in terms of questions, the answers to which may be negotiated by teacher and students together. These questions are:

- Purposes: Why are we learning the language?

**What immediate and long term learning need(s) should be focused upon? What should we aim to know and be able to do? What very specific aims might we have?**

- Content: What should be the focus of our work?

**What aspects of the language? What topics, themes, or specific uses of the language? What skills, strategies or competencies when using or learning the language? What puzzle(s), problem(s) or focus for investigation should be addressed? etc.**

- Ways of working: How should the learning work be carried out? **With what resources?**

**What types of texts or materials would be most appropriate? How long should it take? How will the time available be organized? What working procedure or set of instructions should be followed? Who will work with whom? (The teacher with the class a group or an individual, the students in groups, in pairs or alone?). What can best be done in class and what best outside class? What support or guidance may be needed, what form should it take, and who should provide it?**

- Evaluation: How well has the learning proceeded?

**What should be the outcomes from the work? Have the purposes been achieved? Of the intended outcomes, what has not been learned and what has been learned in addition to these? How should outcomes be assessed and against which criteria? What will happen with the assessment?**

Two important characteristics of decision-making become clear when we consider them as questions. First, as mentioned above, each major question is generic in the sense that it can be further specified in terms of contributory questions that may need to be addressed through negotiation. Second, any single decision reached can affect and influence other decisions that have to be made (Tudor, 2001).

### **1.5.2. Negotiation Cycle**

Figure 1.2 illustrates the negotiation cycle within a process syllabus by indicating a number of important steps to be taken. For instance, in Step I, teacher and students identify and address those decisions from the full range which may appear to be most appropriate and feasible for them to negotiate in the context in which they work, or even ones that both teacher and students find problematic in some way and about which negotiation seems to them necessary.

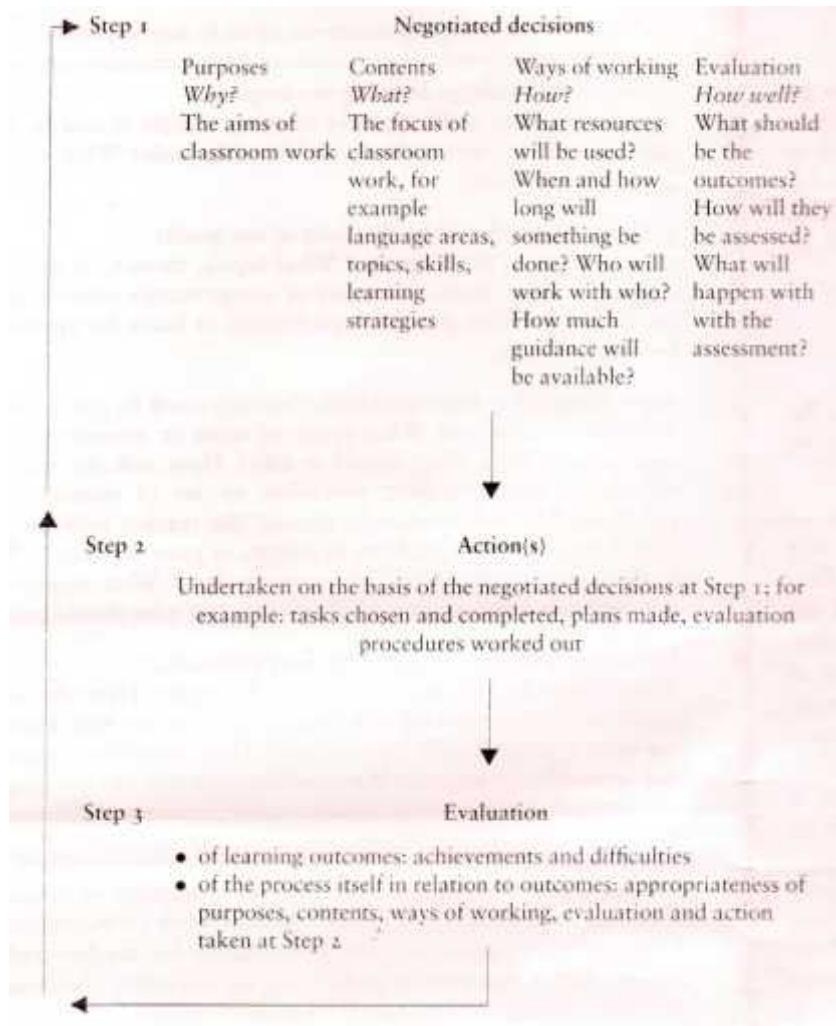


Figure 1.2 Negotiation Cycle (Breen & Littlejohn, 2000: 12)

Step 2 in the cycle is the resulting action or actions in term of what is done on the basis of decisions made.

Concerning evaluation, in step3, students may identify particular criteria for success, choose or design an appropriate test or diagnostic task, etc.

## Conclusion

In this chapter, we have defined negotiation in relation to classroom decision-making. We have also identified certain principles that have motivated it, and we have concluded by describing the range of decisions open to negotiation, and *the negotiation cycle* as a framework for use in a language classroom, i.e., to provide a structure for negotiation. The purpose has not been to argue that classroom decision-making based upon negotiation between teachers and students should replace teacher decision-making. Teachers are at the very heart of the process. In the following chapter, we will relate the procedural negotiation, we have here described, to the speaking skills to provide an overall picture of the different negotiation practices which are to be undertaken.



## **Chapter Two**

### **Oral Production Speaking Skills**



## Chapter Three

# Research Design and Methodology

### Introduction

So far, we have presented a review of the related literature to speaking and procedural negotiation. The next step of any research design is to move to something more practical. As long as our research is concerned, the most suitable method is the descriptive one. However, the researcher may have to draw on range of different procedures for collecting needs data, such as: observations, meetings, tests and questionnaires. It may be necessary to employ all or some of these procedures and the choice will obviously depend on the aim of the research work, the sample under investigation, the time available and the nature of the data collected. This chapter, then, clarifies the research design in terms of the aim, the administration and the description, and population.

### 3.1. Mixed Methods Research

**Dornyei (2007) claims that researchers have been referring to studies that combine qualitative and quantitative methods under a variety of names, such as multitrait-multimethod research,**

**interrelating qualitative and quantitative data, methodological triangulation, multimethodological research, mixed model studies, and mixed methods research, the field appears to have settled with the last term. Over the past 15 years, mixed methods research has been increasingly seen as a third approach in research methodology. The method has been endorsed by some of the most influential methodologists in the social sciences .**

### **3.2. Participants of the Study**

The sample of our research comprises third year students learning English at Sétif University. The class contains sixty learners, aged from twenty to twenty three. The choice of this particular is random; the lesson was chosen because it was rich in interactions and because of other reasons to be discussed below in terms of implementation of procedural negotiation.

### **3.3. Data Collection Procedures**

According to Allwright and Bailey (1991), basically, research on L2 teaching can be done either by observation or by some form of introspection, or by a combination of the two.

In the current study, the data collection chosen is classroom observation, and questionnaires. They will be more thoroughly developed subsequently below

### **3.4. Classroom Observation**

In our research, data concerning student-teacher interaction need to be collected via observation since this approach depicts the verbal and non-verbal behaviors. Moreover, observational data are used for the purpose of description of setting, actions, and people. It can relatively lead to deeper understanding since it provides information about the context where the events take place, and may enable researchers to see things participants themselves are not aware of. As a matter of fact, there are several methods to collect data in observation approach, whether by audio-taping, video-taping or through taking notes.

First of all, let us introduce and discuss the main approaches which were and are currently dominating this area. It is through a historical survey that we shall grasp the competing methodologies which attempt to better explain the complex classroom reality. Once the main approaches introduced and discussed, they will

systematically be followed by our personal comment to argue whether they are adapted to be implemented in our research or not. Obviously, this approaches survey allows us to choose the most adapted and geared methodology we feel most suitable for us.

### 3.4.1. Discourse Analysis (DA)

DA arose from a linguistic perspective in an attempt to analyze fully the discourse of classroom interaction in structural-functional linguistic terms. In order to gain rich, in depth, vivid, unique and genuine depiction of different aspects of classroom interaction between learners and a teacher, we have decided to use video-taping technique. In the same vein, Van Lier (1988, cited in Allwright & Bailey, 1991:44) recommends that discourse analysis normally uses transcripts and videotaped interactions as database. The method refers to the study of the relationship between language and the context in which it is used. We shall introduce and discuss the leading models of this tradition:

#### 3.4.1.1. Bellack et al's Model

Bellack's model is the pioneering study within this tradition. His system has several points **in** its favor. Firstly, **the** analysis **is in** terms **of** linguistic **not** temporal units. Secondly, **he has** intuitively more acceptable ideas about initiating **and** responding behavior, considered as structurally not topically reciprocal. Thirdly he introduces an extra category, reacting, to cope with teacher utterances which are related to, but not called for by, pupil utterances; it offers a simple description of classroom discourse involving a four-part framework:

- *Structure*: it is defined as an initiation move. It sets the content for classroom behavior by launching or halting or even excluding interaction between teachers and pupils. It serves the pedagogical function of setting the context for subsequent behavior;

- *Soliciting*: it is designed to elicit verbal responses to encourage persons addressed to attend to something or to elicit a physical response. All questions are solicitations, as are commands and requests.

- *Responding*: it bears a reciprocal relationship to the soliciting move and occurs only in reaction to them. Its pedagogical function is to fulfill the expectations of the solicitation move, and then learners answer.

- *Reacting*: they are occasioned by structuring, soliciting, responding or a prior reacting move. Their pedagogical function is to serve to modify by clarifying, synthesizing and responding. Pedagogically, these



moves serve to modify (by clarifying, synthesizing, or expanding) and /or to rate (positively/negatively) what has been said previously (Bellack, 1966:181).

Reacting moves differ from responding moves; while a responding move is always directly elicited by a solicitation; preceding moves serve only as the occasion for reactions.

Bellack et al's immediate concern is not with devising an efficient technology for teacher training, nor even with establishing direct relationships between teaching styles and student learning. They attempt to understand how language is used to structure environment. Unlike Flanders who sees classroom interaction in terms of a limited set of teaching acts, crucially relatable to a distinction between relatively authoritarian and relatively democratic teaching styles, and thus to more or less effective instruction, they see classroom interaction more as social game, bound by conventions, and consisting of an implicitly agreed set of moves by all participants, rather than a set of teaching acts.

### 3.4.1.2 Sinclair and Coulthard's Model

The Birmingham School approach to discourse recognizes different discourse units for the analysis of interactive talk. The pioneering work of this school which recognizes discourse as a level of language organization is the one of Sinclair and Coulthard (1975).

From their research, Sinclair et al. (1975) discovered that language in the classroom followed a very rigid sequence, and that speaking patterns were highly structured. Thus, they aimed at creating a structural description of discourse. Furthermore, they state that speech acts found in the classroom could be defined according to their function, and therefore categorized.

They devised an explicit description of classroom discourse in terms of five ranks; lesson, transactions, exchanges, moves and acts which are related to each other in a "consist of" relationship, i.e., each rank builds up of the elements of higher rank according to the hierarchical structure.

Sinclair and al. describe the macro-structure of a **lesson** as being made up of **transactions** which are divided into **exchanges**; exchanges are made up of **moves** which consist of one or more **acts**.

**A. Acts:** the smallest structure of discourse are acts, which are classified into three main parts (Sinclair & Coulthard,1975):

**An elicitation act**, according to the situation, is a question requesting for linguistic response.

**A directive act** requests a non- linguistic response through a command.

**An informative act**; by means of teacher or pupils, can provide information relevant to the lesson through statements

At each initiation made by the teacher, there is one move: elicitation, directive or informative. The teacher's initiation is usually followed by a pupil's responding move:

**B. Moves**: moves are built up of acts, which are the lowest rank of discourse. There are five main classes of moves in this model, **framing** and **focusing** moves which realize boundary exchanges; and **opening**, **answering** and **follow up moves** which realize teaching exchanges. Each move actually has its own function (Sinclair & Coulthard,1975).

**A framing move** indicates the boundaries in the lesson, i.e., when the teacher considers one stage of a lesson ends and other starts.

**A focusing move** is statement about the discourse, i.e., when the teacher informs the pupil about what is going to happen or what has happened.

**An opening move** has a function to cause others to participate in an exchange. The objective of an opening move is probably passing on information, directing an action, or eliciting a fact.

**An answering move** is predetermined since its main function is to be an appropriate response in the term laid down by the opening move.

**A follow-up move** is a remarkable category, its function is to allow pupils know whether their performance is good or not. It is very significant that a follow-up move occurs not only after a pupil's answering move, but also after an opening move when the head is realized as informative.

**C. Exchanges**: Sinclair et al. identify two major types of exchanges in classroom discourse: **boundary exchanges** and **teaching exchanges** (Sinclair & Coulthard,1975).

**Boundary exchanges** are exchanges with no pedagogical values. They function as transitional exchanges from one section of a lesson to the next, and they are initiated by the teacher. They include two moves: framing and focusing moves to indicate the initiation of interaction.

**Teaching exchanges:** they take place where a question is asked, answered or feedback given on answers. They are the individual steps by which the lesson progresses. Teaching exchanges are made up of opening, answering, and follow-up.

Furthermore, there are other subcategories among them, called free exchanges:

**Free exchanges** can be classified in six categories and four groups in accordance to their function. Two of the groups are subdivided according to whether it is the teacher or pupil who initiates the discourse.

The main four functions initiated by the teacher are:

1. **Informing:** this exchange takes place when the teacher is passing on facts, opinions or new information to the pupil.
2. **Directing:** this exchange covers all categories designed to obtain the pupil to do, not to speak.
3. **Eliciting:** it consists of all exchanges designed to get verbal participations from pupils.
4. **Checking:** at some time in most lessons, teacher feels the need to examine how well the pupils are getting on, whether through following or hearing the facts.

The two functions concerning the pupils are:

1. **Eliciting:** usually the pupil has to catch the teacher's attention and gets permission to speak. This permission may not be granted.
2. **Informing:** occasionally pupils offer information which they think is relevant and interesting.

The structure of each exchange is represented in terms of Initiation (I), Response (R), and Feedback (F). For instance, in the informing exchange by the teacher, pupils do not usually make verbal response to the teacher's initiation, hence the structure is I (R). Concerning the directing exchange, the response is required in the structure, unlike feedback which is not necessary. The structure is IR (F). When

moving to eliciting where feedback is a crucial element, the structure is IRF.

#### **D. Transactions**

The highest rank in classroom discourse consists of one or more transactions. The latter is a thematic unit. Transactions normally begin with preliminary exchange and end with final exchange. To sum up, acts, moves, exchanges, transactions and lesson are ranks that belong to discourse level, and each rank has its own structure. (Sinclair & Coulthard, 1975)

##### **3.4.1.3. Van Lier's Model**

Van Lier (1988) describes classroom discourse in terms of two dimensions. He classifies the discourse of classroom interactions according to whether the teacher controls the topic (what is being talked about) and activity (the way the topic is talked). Based on this classification, four basic types of classroom interaction were identified: the first type of classroom interaction takes place when neither the topic nor the activity is controlled by the teacher. The second type occurs when the teacher controls the topic but not the activity. This type of interaction requires teacher transmitting some information or explaining an issue. Type three involves the teacher controlling both the topic and the activity. Type four occurs when the teacher controls the activity but not the topic. This type of interaction involves the teacher setting up small group work prescribing the rules but giving freedom of choice of topic.

##### **3.4.1.4. Sotillo's Model**

Sotillo (2000) in her recent crucial study investigates discourse functions and syntactic complexity in English used as a second language (ESL) where learner output is obtained via two different modes of computer-mediated communication (CMC): asynchronous and synchronous discussions. She lays a great emphasis on the structure of pedagogical discourse and its impact on the learners' interaction. Furthermore, her description of discourse is structured in accordance to the IRF cycle. The classroom



discourse analysis is segmented as follows;

**1. Greetings:** Opening move in a synchronous discussion, e.g., good morning, pupils.

**2. Topic Initiation:** Suggesting a topic in a synchronous discussion,

I

e.g. let's talk about friendship

**3. Assertions/ Imperatives:** Declarative statements; commands

**4. Questions/ Requests:** Specific speech acts based on Long (1981), e.g.,

What do you mean?

(a) clarification requests;

(b) comprehension checks;

(c) explanation requests

**5. Responses**

(a) elaboration; e.g., we know that friend indeed is a friend in need

(b) **explanation;** e.g., That's a good quality, but we need to judge ourselves

Before a certain amount of money.

(c) **clarification;** e.g., I'm saying that to Tim: I don't think so

(d) **apology;**

(e) **agreement;** e.g., OK, that's true.

R

**6. Adversarial moves/challenges:** they are speech acts where one participant challenges another

**7. Off topic:** a speech act that deviates from the topic under discussion

**8. Topic shift moves:** e.g., I think we should move on to the next discussion question.

**9. Humor**

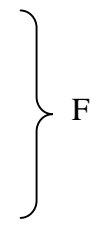
**10. Request for information**

**11. Floor holding moves/ topic continuation:** speech acts where one participant tries to keep the conversation going and is unwilling to hand over his/her turn, **e.g.**, I haven't finished yet.

**12. Corrective moves:** evaluative move

**13. Reprimands:** punishment or blaming move

**14. Closing moves, e.g.,** Bye, see you next session



**3.4.2. Interaction Analysis**

Interaction analysis was developed by the end of the sixties when the influence of sociological investigation of group processes led to the development of systematic observation and analysis of classroom interaction, in terms of social meanings and inferred classroom climate inherent in the nature of the dependency of student behaviors on the atmosphere, as well as interaction engendered by the teacher. Interaction is viewed as a chain of teacher and students behaviors. In this tradition, different models are proposed:

**3.4.2.1. Flander et al's Model**

Flander (1970) worked on "interaction analysis" with ten category observation schedules. He designed it for educational purposes to various lessons. His idea is based on how directly teachers influenced learners' behaviors. He related between teaching style and learning achievements. Flanders's model proposes that all instances of ten pre-determined behavior categories related to classroom interactions be recorded by trained observers who are present during regular class sessions. Flander (1970), through his work, developed a simple way of analyzing the observation to give teachers scores reflecting "the directness" or "indirectness" of their teaching styles. This is what is shown in Table1:

	INDIRECT INFLUENCES
Teacher <i>talk</i>	1-accepts feelings: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. 2-praises or encourages: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding

	<p>head and saying "urn hum?" or "go on" are included making jokes)</p> <p>3- accepts or uses ideas of students, clarifying, building or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to category five.</p> <p>4-asks questions: asking a question about content or procedure with the intent that a student answers</p>
	DIRECT INFLUENCE
<b><i>Pupil talk</i></b>	<p>5-lecturing: giving facts or opinions about the content or procedures, expressing his own ideas, asking rhetorical questions.</p> <p>6-giving directions, commands, or orders to which a student is expected to comply</p> <p>7-criticising or justifying authority. Statements in tended to change student behavior from non acceptable to acceptable patterns, bawling someone out, stating why the teacher is doing what he is doing, extreme self-reference</p> <p>8-student talk- response: a student makes a predictable response to the teacher. Teacher initiates or solicits students statement and sets limits to what the students says</p> <p>9-student talk initiation: talk students which they initiate. Unpredictable statements in response to teacher shift from 8 to 9 as a student introduces his own ideas.</p> <p>10-silence or confusion: pauses, short periods of silence: periods of confusion in which communication cannot <i>u</i>: stood by the observer. &gt;</p>

**Table1: Flander’s et al. Model “ Interaction Analysis”** (Flander ,1970)

### 3.4.2.2. Moskowitz's Model

Moskowitz (1976) expanded the ten categories of the Flander system into twenty when she developed the FLINT, i.e., Foreign Language Interaction system to **give** birth to a model meant to tit the needs of foreign language supervisors and teachers. She added the category of joking to the categories under indirect teacher talk; correcting without rejection and directing pattern under the direct teacher categories. The greatest expansion came in the other category where she coined one category in the Flander system silence or confusion into five in FLINT: silence (pauses in the interaction, during a non verbal interaction), silence (while teacher

uses a piece of audio-visual equipment), confusion (work oriented; more than one person talking), confusion (work non-oriented; noise) and laughter, uses English and non verbal (gestures and facial expressions).

### 3.4.2.3 Bailey's Model

Bailey (2002) offered the most thorough critique to date of interaction analysis à la Flander and FLINT. She offered, instead, a simple system called the time interval record system where no more than five or six objective categories may be used (teacher asks questions, teacher lectures, students respond, teacher praises, teacher uses students' native language. The system is designed for real time-coding in interval of 10 or 15 seconds.

### 3.4.2.4. Fanselow's Model

Fanselow (1977) adopted Bellack's categories directly from mother tongue classroom research. 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) instruments illustrates the use of different analytical dimensions for multiple coding. The unit of analysis, instead of a temporal judgment, is the pedagogical discourse move with the categories of the pedagogical purpose dimension (structuring, soliciting, responding, reacting) constituting the major criteria for segmenting the classroom interaction. Fanselow adopted these four categories directly from the LI classroom research of Bellack et al (1966), but he entirely modified their instructional content dimensions and added the medium and use medium dimension. Thus, Fanselow's analytical system does not only include a dimension of pedagogical function but also a dimension of content, speakers and others.

### 3.4.2.5. Long's Model

Long (1983) proposes a model to account for the relationship between negotiated interaction, comprehensible input, and language acquisition. Long's model emphasis is on the primacy of interaction and its role in getting comprehensible input. Three of the most important processes are **comprehensive checks, confirmation checks, and clarification checks.**

**a. Comprehensive checks:** they are the speaker's query of the interlocutors to see if they have understood what was said, e.g., "do you understand?", and "do you get what I am saying?"



**b. Confirmation checks:** they are the speaker's query on the speaker's understanding of the interlocutor's meaning, e.g., "oh, so you are saying you did live in London"

**c. Clarification checks:** they are a request for further information to help in understanding something the interlocutor has previously said, e.g., " I don't understand exactly what do you mean."

### 3.4.2.6. Allwright's Model

Allwright (1991) claims that learners are interesting at least as interesting as teachers, because they are the people who do whatever learning gets done, whether it is because of or in spite of the teacher. Teachers have been studied, though, because they are commonly held responsible for "producing learning". This makes sense, clearly, when we consider the time, effort, and money we spend training people to teach. He suggests that it also would seem sensible to suggest that, since it is learners who do the learning, we should take a close look at what the learners actually do. He further claims that curiously the case study approach, so central to the methodological baggage of first and second language acquisition researchers, has not, typically, been thought sensible for learners in class. The result is that what we know about second language acquisition is perhaps of limited relevance to language teaching and classroom learning.

The central concern here is the nature and patterns of learner's participation in whatever happens in the classroom. For many years teachers have been urged to secure the active participation of all learners at all times, in the belief that this is a key variable. Clearly a simple approach to the notion of active participation will no longer suffice. It is not a straight forward quantitative matter, but a highly complex qualitative one.

The management of participation by the teacher and the learner is a negotiated process, and potentially an important one. Such classroom negotiations are not just about the amount of public work any one learner is prepared to perform. They are directly or indirectly concerned, potentially at least with all aspects of the management of learning.

Allwright claims that to understand the process of participation and teacher-learner interaction in the language classroom, therefore, we need a framework for the understanding of the whole of language teaching and learning. It is to this general conceptual background that we turn now.

## a) Macro Analysis of Language Teaching and Learning

At an extreme level of generality, what happens in the language classroom can be described in terms of three basic elements:

- Samples, instances of the target language, in isolation or in use.
- Guidance, instances of communication concerning the nature of the target

language

- Management activities, aimed at ensuring the profitable occurrence of (1) and (2).

At this early stage, the three-element analysis does not distinguish between teacher and learners. All may provide samples, offer guidance, and contribute to the management of the occurrence of samples and guidance. These three elements are held to vary in themselves, and in relation to each other, in four ways:

- Their relative proportion (most easily measured in terms of time, but not necessarily best measured in that way). Their distribution between teacher and learners, and among the individual learners.

- Their sequencing.
- The language used in terms of target or other. Allwright (1991)

Allwright (1991) tries to put such an approach in the context of a general conceptual framework which can be developed into a system for the analysis of recorded classroom data. Hence this variation makes the teacher and learners adopt different interactive and communicative roles. Allwright (1991) assumes that learners are not wholly under the control of the teacher that they have at least some freedom concerning the nature and extent of their participation in the class. Teachers may have definite plans for any particular learner, but learners are in some sort of bargaining position. In short, the management of participation by the teacher and the learner is a negotiated process, and potentially an important one. Given a teacher with the declared aim of securing an even distribution of participation, some learners will negotiate for more than their fair share, others for less, some consciously, and some unconsciously. Thus, Allwright (1991) has made his descriptive model concerned with the teachers' and the pupils' behaviors. As such, he proposed four modes of participation and five factors influencing interaction and hence participation in the language classroom.

### **- Modes of Participation**

- **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 no less.

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

Between these two extremes, there are:

- **Negotiation:** it is said to take place when attempts are made by learners to reach decision making. In this case learners are given the opportunity to participate, ask questions, initiate, and negotiate meaning. Allwright (1991) suggests that the negotiation of meaning that occurs in interaction plays a **key**-role in second language development. Through negotiation, learners are able to manage their own learning. By questioning, checking, asking for clarification or extra-explanation, learners can take advantage from the learning g opportunities that are presented to them.

- \* **Navigation:** it is the attempt of learners to escape from the teacher and seek to change direction to the course of events.

These roles vary in themselves and this is due to five different factors. He proposed a model for the description and explanation of the how and the why with regard to the variation of the patterns of interaction and participation in the classroom. This will clearly relate to the factors behind the problem of the distribution of the three elements discussed above between the teacher and learners, and among the individual learners. He classifies these different factors as follows:

## - **Turn-taking System**

Allwright (1991) states, that turn-taking analysis of classroom behavior is concerned with how turns are distributed amongst the participants, the length of the turn and the mechanisms by which interactions are, managed. Turn-taking analyses are still on their infancy (still at the embryonic stage with respect to language classroom research), and the following system is therefore presented with some confidence that it is not entirely superfluous:

**Turn-getting:** It concerns the behavior of the teacher. It is coded as follows:

- Accept; respond to a personal solicit
- Steal; respond to a personal solicit made to another.

- Take; respond to a general solicit
- Take; an unsolicited turn, when a turn is available: discourse maintenance.
- Make; an unsolicited turn, during the current speaker's turn, without intent to gain the floor (e.g., comments that one is paying attention)
  - Make; start a turn, during that of the current speaker, with intent to gain the floor (i.e., interrupt, make a takeover bid).
- Make; take a wholly private turn, at any point in the discourse (e.g., a private rehearsal, for pronunciation practice, of a word spoken by the teacher).
  - Miss; fail to respond to a personal solicit, within whatever time is allowed by the interlocutors.
  - **Turn-giving:** it concerns the behavior of learners. It is coded as follows:
    - O make a turn available without making a general or a personal solicit
    - P Make a personal solicit
    - G Make a general solicit

The final introductory point to be made is that, like the macro analysis already described, there is no attempt to differentiate a priori between the behavior of the teacher and that of the learners. Any differences will therefore emerge from the analysis, rather than be built into it from the outset. This point is important enough for classroom research, where it seems best not to take teacher/learner differences for granted, but crucial for any wider application of the turn taking analytical system. It is probably obvious that the turn taking analysis permits a descriptive statement of the learner's participation, but hardly an explanatory one. It gives no idea to why should learners participate in such or another way. Turns enable us to interpret T and L behaviors in terms of a radical departure from the norm only in quantitative terms. We know how things happened in a crude way, no idea about the why (Allwright, 1991).

To get nearer to an explanatory account, we need to move back to the macro-analysis outlined above, from which a topic analysis has been developed.

## - **Topic**

One might expect that turn taking behavior would be sensibly related to topic, such that some learners might work for a larger share of contributions where the language is being systematically practiced, others when it is being discussed, and others when it is being used to discuss or do something else entirely. Learner's behavior is expected to vary from lesson to lesson. A topic analysis might offer the beginnings of an explanatory account for turn taking behavior.

## - **Task**

Allwright (1991) claims that we still have no idea of the quality of the learner's contributions in terms of efficient communication? And we know nothing about the potential productivity of his contributions in terms of language learning, either for himself or for the other members of the class.

To even begin to consider such questions we need to move to our third task analysis, where the learner contributions can be studied in terms of the internal structure of task involved. This means looking at the structure of the episodes in which the learner makes his contributions to see how what people do in discourse sets a task for other participants. 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. This means whether the change of topic engages learners and the teacher in a different task or mode of interaction. This aims to bring answers to some questions like: does the teacher attempt to cut short his contributions, or apparently prolong them? Does the change of task change the patterns of participation and communication in the class?

Allwright (1991) distinguishes tasks at at least two levels. First, there are tasks at the level of turn taking itself. For example, when a speaker concludes without allocating the next turn, all the other participants face the task of maintaining the discourse. Second, there are tasks at the level of topic management. By this, we mean the sort of problem involved, for a participant, in deciding whether to pursue a topic or to attempt to switch topic (go from I to M, in technical terms). These different levels of tasks engage the participants in different interactive and communicative roles.

## - **Tone**

Tone concerns **the** socio-emotional atmosphere created. Learning language effectively requires a supportive atmosphere. In order for learners to continue learning, they need to feel motivated in an atmosphere

in which anxiety levels are low and comfort levels are high. Allwright (1991) insists on the importance of the affective side. He claims that the tone of the teacher has an important impact on the classroom affective climate and hence on interaction and participation. The more the teacher **uses** a friendly and a soft tone, the more he is likely to create a secure atmosphere where learners feel secure to participate and interact with the teacher and with their fellows.

To appreciate this aspect, Allwright (1991) proposes to look at the tone and the effective function of evaluating; whether the teacher expresses his emotions and feelings when evaluating his learners.

#### - **Code**

Code involves appreciating language used in class in terms of whether it is formal or informal. According to Allwright (1991), teachers may use different varieties of language in the classroom which engages learners in different modes of interaction since learners have different levels of mastery of each variety. They are supposed to be more active when they are more proficient in the variety being used.

### **3.4.3. Criticism**

In spite of the large diversity of the descriptive models discussed before, there is no model that can fit our interest and fully accomplish the task of investigating classroom environment. Since we are going to describe and analyze classroom interaction to make links between communication pedagogical purposes and the different patterns of interaction; we need to use more than one model to reach our aim. Before doing this we need to quickly overview the chosen models from the point of view of their advantages and disadvantages.

### **3.4.4. Choice of a Descriptive Model**

We are attracted by Sinclair et al's model, especially their IRF cycle; therefore, we need to look at the classroom reality using the IRF cycle. In language teaching, the IRF exchange (sometimes referred to as IRE) is the familiar sequence of teacher-student-teacher turn-taking in the classroom. In the "initiation" (I) phase the teacher usually asks a question, to which the student responds (R). This is then followed by some sort of feedback or evaluation (F/E) by the teacher.

It is apparent that the most prominent objective of FL teaching is to promote communicative interaction within classroom, and it aims at teaching learners how to communicate genuinely rather than simply learn vocabulary and grammatical rules. Hence, FL teaching raises the need of “genuine” or “natural” classroom instead of a “traditional” or a “typical” one.

In this respect, Nunan (1987:137) defines genuine communication as follows: “genuine communication is characterized by uneven distribution of information, the negotiation of meaning (through, for example, clarification requests and confirmation checks), topic nomination and negotiation by more than one speaker and the right for interlocutors to decide whether to contribute to an interaction or not...in other words, in genuine communication, decisions about who says what, to whom and when are up for grabs”.

He states that the teacher is the one who is in charge of the management of interaction; hence he has to distribute the participation roles equally between learners, and to provide sufficient opportunities for all of them. Nunan (1987:138) that, “the challenge facing the teacher is to create within classroom, conditions under which students can interact in a way which prepare them for communicative demands of the world, they will encounter outside the classroom”.

But when Nunan (1987) made an analytical study on five communication lessons, especially close analysis on the patterns of interaction, he realized that they were traditional patterns of interaction not genuine ones. In addition, he realized that the teacher is the leading figure within the classroom. Nunan (1987) deduces from his research that “there is a growing body of classroom centered-research which supports the conclusion drawn here that there are comparatively fewer opportunities for genuine communicative use of language use in the classroom.”

So, Nunan (1987) asserts that the most visible occurring pattern of interaction within all lessons was IRF cycle (teacher initiation, learner response, then teacher follow-up). As a matter of fact, we can conclude that a large part of the reason beyond the lack of genuine communication in classroom can be attributed to the strict use of IRF cycle. Furthermore, IRF pattern is extensively used in every

classroom; therefore, it is impossible to avoid it in any study. This is the reason why we adopted this model (the description of our corpus is based on the IRF pattern). In addition to this, the model gives an excellent account concerning the description of linguistic and discursive units. But, Sinclair et al's model lacks the description of the pedagogical functions of classroom discourse. Thus, we need to use an additional model which meets our interest. It is Sotillo's and Long's models which represent an extensive depiction of classroom reality, especially the interaction management in socio and affective viewpoints.

### **3.4.5. Questionnaires**

The questionnaire is perhaps the most widely used tool for eliciting information from some target informants relative to their goals, attitudes and backgrounds. In this study, we have made use of a teachers' and students' questionnaires that we believed are in good position for providing data relevant to our study. When the questionnaire is well prepared, it enables the researcher to achieve a more reliable and comprehensive picture.

#### **3.4.5.1. Aim of the Teacher's Questionnaire**

We believe that in order to investigate effectively the students' needs in terms of their oral English ability, it is necessary to consider the teachers' opinions and attitudes toward the use of procedural negotiation. It also aims at investigating the teachers' thought of how language is being taught and the problem being encountered with teachers in their teaching tasks.

#### **3.4.5.2. Administration of the Teacher's Questionnaire**

Our target population consists of all teachers of oral expression in the Department of English at the University of Sétif. There is no possibility to include all teachers, representing a number of 07, out of whom 3 teachers have been retained as 4 of them did not hand back the questionnaire. Thus, our sample contains 3 teachers.

#### **3.4.5.3. Description of the Teachers' Questionnaire**

The whole questionnaire is made up of (25) items and classified under (04); sections each focusing



on a particular aspect. It involves different types of questions: 'closed' and 'open-ended' questions. Closed questions require the teacher to answer by 'Yes' or 'No' or to tick up the right answers from a set of options and open-ended questions which require from them to give their personal opinions or background information about subjects.

### **Section 1: General Question (Q1, Q2)**

The first section aims to collect information on the sample. Q1 seeks information about the teachers' degrees. Q2 concerns the number of years they have been teaching the oral expression module.

### **Section 2: Teachers' Perception of the Speaking Skill (Q3-Q20)**

In this section, teachers are required, in Q3 to state whether or not the oral skills are their major teaching concern. Q4 asks teachers to describe their students' level of oral proficiency in English; whether it is high, above average, average, below average or low. The following Q5 seeks about information about whether teachers motivate their students to speak in English or not. In Q6 and Q7, teachers are asked to explain the reasons in case they give a negative or a positive answer. After that, in Q8, respondents are required to tell whether they have or not an official syllabus. In case they give a positive answer, they have to tell in Q9 whether the syllabus is helpful or not. And tell eventually in Q10, they reasons of their respective answers: positive or negative. In Q11, they should explain more their opinions according to their level, the availability of the materials, the objectives, and others if any. In Q12, teachers are required to specify whether they assign objectives to their course or not according to a list of options: mastery of communication - to improve the listening skill- to improve the speaking skill – others, in case they answer positively in Q13. In Q14, teachers are asked to state whether they inform their students about these objectives or not. Teachers are required in Q15 to tell about the most difficult aspects they face in teaching speaking: grammar, pronunciation, vocabulary or sentence structure or any other aspects. In Q16, the respondents are asked to tell about the technique(s) they use most in terms of the following choices: free speech-role, play-problem solving-discussion, or -others. They have also to indicate how much talk they perform in class in Q17. They are required in Q

18 to state which aspect of speaking students pay attention to while speaking: accuracy-fluency- or content. Then, they should state whether they evaluate or not their students' oral production in Q19 and provide reasons in Q 20 in case of a positive answer from the following options about whether they prefer: self-evaluation, peer- evaluation, teacher-evaluation, or all of them.

### **Section 3: Teachers' Implementation of Procedural Negotiation (Q21-Q24)**

In Q 21, teachers are required to state whether they have ever used procedural negotiation. In Q 22, teachers are requested to indicate how far they agree with some statements characterizing procedural negotiation: strongly agree, agree, disagree or strongly disagree. Q23 seeks to reveal about the teacher's role in helping students see the value of procedural negotiation. In Q24 teachers should indicate whether or not their students face problems while negotiating with the teacher.

### **Section 4: Teachers' Evaluation of Procedural Negotiation (Q25)**

In the last question (Q25), teachers are required to say whether they think that procedural negotiation enhances or not students' oral skills, and then justify their answers.

#### **3.4.5.4. Aim of the Students' Questionnaire**

This questionnaire is mainly designed to diagnose the students' perception of their skills and their awareness of negotiation in language teaching. Second, it attempts to investigate their actual state of learning in terms of the use of negotiation.

#### **3.4.5.5. Administration of the Students' Questionnaire**

We have administered the questionnaire to third year students. It is worthy to mention that it was administered to 60 out of a population of 300 students, for one hour and a half. This number represents the 1/5 of the whole population as sampling statistics theory suggests. All of the questionnaires were returned on the same day. The questions of the questionnaire were clear enough to help the students' understand and thus provide appropriate answers.

#### **3.4.5.6. Description of the Students' Questionnaire**

The whole questionnaire is made up of 5 items and classified under 02 sections, each focusing

on a particular aspect. It involves different types of questions: 'closed' and 'open-ended' questions. Closed questions require the teacher to answer by 'Yes' or 'No' or to tick up the right answers from a set of options and open-ended questions which require from them to give their personal opinions or background information about subjects.

### **Section 1: General Question (Q1, Q2)**

The first section aims to collect information on the sample. Q1 seeks information about the students' sex, while Q2 concerns students are asked if they find speaking in English: 4 rating options were proposed ranged from, very easy, easy, difficult or very difficult.

### **Conclusion**

As a conclusion, we may say that our corpus is going to be depicted according to, on the one hand, different data collection procedures: questionnaires addressed to teachers and students and, on the other hand, to a mixed descriptive model involving Coulthard's and Sotillo's, and Long's appropriate to depicting the reality of the classroom under scrutiny. The next chapter will reveal the data obtained from the questionnaires, and the classroom descriptive tool discussed above as well as their subsequent analyses.

## **Chapter Four**

# **Discussion for Major Findings, Pedagogical Implications and Suggestions**

### **Introduction**

This chapter is divided into three important sections. The first one explains the procedure of the segmentation, description and analysis of the corpus, while the second is devoted to the questionnaires. The third section deals with pedagogical implications. The limitation of the study will be next

presented, setting the scene for a number of suggestions for further research. Moreover, this research is integrated within classroom centered research since the data required is collected from genuine classroom interactions. Hence, we spent a short training period to investigate the language classroom environment.

## **4.1. Classroom Transcript**

In order to gain rich, in depth, vivid, unique and genuine depiction of different aspects of classroom interaction between learners and teacher, we intended to use video-taping technique. In line with this, Van Lier (1988) recommends that discourse analysis normally use transcripts and videotaped interactions as database.

### **4.1.1. Classroom Data Analysis**

After collecting data from video-taping observation, we analyzed the data following the steps which are:

### **4.1.2. Transcribing the Video-recording**

In our research, we got data from the video-tape which has recorded the whole lesson. Then, the lesson was transcribed.

### **4.1.3. Data Analysis**

After the transcription, the events of classroom need to be counted in order to facilitate the process of calculating their frequency of occurrence.

### **4.1.4. Structure of the Classroom Transcript**

**In this stage, we are going to analyze an English oral expression lesson, with the purpose to seeing whether procedural negotiation has been applied by the teacher or not. To achieve this aim, we need to go first through the general structure of the discourse of the transcribed corpus. Therefore, it needs to be subdivided in chunks to carry out the analysis with the needed efficiency. The reasons behind dividing the lesson into several transactions are related to the different themes dealt during the lesson as mentioned by Culthard and Sinclair. While procedural negotiation is depicted by means of Sotillo, and Long's models.**

As far as our corpus is concerned, it seems to involve one theme subsuming four sub-dependent themes, yielding four sub-transactions. It is good to remember that transactions and sub-transactions involve exchanges, which, in their turn, involve acts. The segmentation of the lesson should provide the following outcome.

#### **4.1.4.1. Phatic Transaction**

Now, a closer scrutiny to our corpus will reveal that before the start of the first transaction, the teacher has involved herself into what we can call a phatic transaction. During this transaction, from floor 1 to floor 6, the teacher gets into contact with the students. Obviously, this contact cannot make the actual beginning of the course, since the exchanges performed are completely independent from the course. We may consider these exchanges as routine deeds only (greeting, the topic of the course, etc.). At this moment, the exchanges cannot make a transaction with a real pedagogical purpose. In fact, the teacher goes through these exchanges to draw the students' attention to show them that the course is about to start. It is, then, a preparation of the students. The second big chunk of the course has to do with the main body of the course.

#### **4.1.4.2. Main Body of the Lesson**

The main body of the lesson involves one topic of four elements, each element corresponding to a sub-transaction. It stretches from floor 7 to floor 318. The four sub-transactions of the main body of the lesson can be displayed as follows:

**Sub-transaction 1 (definition of stress) Sub-transaction 2 (causes of stress) Sub-transaction 3 (symptoms of stress) Sub-transaction 4 (ways to reduce stress).** We shall discuss each transaction individually. Let us begin with the first sub-transaction.

##### **a. Sub-transaction 1**

Sub-transaction 1 stretches from floor 7 to floor 52. In this sub-transaction, the teacher asks the students about the definition of stress.

## b. Sub-transaction 2

Sub-transaction 2 stretches from floor 53 to floor 123. In this sub-transaction, the teacher deals with another element by asking about the causes behind stress.

## c. Sub- Transaction 3

Sub-transaction 3 stretches from floor 124 to floor 142. In this sub-transaction, the teacher deals with the third part of the lesson's topic which is the signs and symptoms of stress.

## d. Sub- Transaction 4

Sub-transaction 3 stretches from floor 143 to 330 floor. In this sub-transaction, the teacher deals with the fourth element of the topic which ways to reduce stress.

### 4.1.5. Interpretation of data and discussion

In this stage, we describe the phenomena occurred from the tables. Many researchers state that display, i.e. tables, diagrams, etc enables the researchers to explain the interpretation later, a deep discussion aims at answering the questions which were formulated in the first chapter. As final step, the findings and the discussion will be put into the conclusion and suggestions to illustrate the research as a whole. It is important to recall that each transaction is going to be depicted along the features that are reported in Table 3; that is in terms of the frequencies of discourse function categories related to the teacher, the students, and negotiation. These discourse function categories are inspired from Sotillo, and Long. Of course, Coulthard and Sinclair Model has served to subdivide the corpus into transactions.

Let us now display **Phatic transaction**:

Floor 01 T                      Initiation    Greeting: Good morning everybody

Floor 02 SS (Chorus) Response    Greeting: Good morning

Floor 03 T                      Initiation    Question: How are you doing?

Floor 04 SS (Chorus) Response    Assertion: Fine

Floor 05 T                      Initiation    Question: How was your weekend?

Floor 06 SS                      Response    Assertion: Hard



Discourse Functions Categories	Participants				Procedural negotiation	
	Teacher		Learner		Elaborate	Low
	Fre q	%	Freq	%		
Greetings	01	0.58	01	0.58	/	+
Topic Initiation	/		/		/	+
Assertions/Imperatives	/		02	1.20	/	+
Requests & Qs	02	1.20	/	/	/	+
Clarification						
Comprehension checks	/	/	/	/	/	+
Explanation checks	/	/	/	/	/	+
Confirmation checks	/	/	/	/	/	+
Responses	/	/	/	/	/	+
(elaboration,						
Explanation,	/	/	/	/	/	+
Clarification)	/	/	/	/	/	+
Apology	/	/	/	/	/	+
Agreement	/	/	/	/	/	+
Adversarial Moves/ challenges	/	/	/	/	/	+
Off topic comments	/	/	/	/	/	+
Topic Shift Moves	/	/	/	/	/	+
Humor	/	/	/	/	/	+
Information Requests	/	/	/	/	/	+
Floor Holding Moves	/	/	/	/	/	+
Corrective Moves	/	/	/	/	/	+
Closing Moves	/	/	/	/	/	+
<b>Total</b>	03	1.78	03	1.78	/	+

We have said above that the phatic transaction stretches from floor 01 to floor 06. In this transaction the teacher greets the students then asks them how they're doing. Within the above table, the data show that out of the totals greetings 2, the teacher makes 1 and the learners 1.

**Transaction 1**

**Floor 07 T Initiation Topic initiation:** today 0 today I'm going to talk about an important issue

which has a huge influence on our daily life 0 For many people stress is so



commonplace that it has become a way of life. stress isn't always bad 0 sometimes 0 I mean for short periods of time 0 it can help you to perform under stress (pressure) as I'm doing right now 00 to do your best ...etc 0 but if you 0 frequently feel frazzled or overwhelmed which means 00 nervous or let's say tired in nervous way or 0 defeated, it's time to take action to bring your system nervous back 00 So today we're going to learn what stress is? What are the causes of stress? 00 the symptoms and signs of stress? 0 And at the end of the session we'll (I mean) 0 we'll be able to know or let's say some 0 ways to relieve(retrieve) or let's say to reduce the effects of stress on our bodies 00 or our health... Well 0 before I give you my own definition about stress 0

Initiation Information request let me first of all ask you about stress what do you know about stress? Initiation Information request So pursuant to you what stress is?

**Floor 08 S** **Response Elaboration**: when someone is exhausted

**Floor 09 T** **Initiation/Response Request/imperatives**: Sorry”

**Floor 010 S** **Response Clarification**: when someone is exhausted

**Floor 011 H** **Response Explanation/challenge**: stress maybe is 0 a feeling of anxiety and 0 (..) and 0 lack of balance.

**Floor 012 S**: (..)

**Floor 013 T** **Initiation Request/ Imperative**: Would you speak up please?”

**Floor 014 T** **Initiation/feedback Imperative**: Something else ohm someone else sorry

**Floor 015 T** **Initiation: Question/imperatives**: What about you miss? Information request  
Do you have any idea about stress?

**Floor 016 S** **Response**: Euhh me actually

**Floor 017 SS** **Response humor** laughter

**Floor 018 T** **Feedback**: We're talking about stress.....

**Floor 019 S**: (..)

- Floor 020 T** **Evaluation Evaluative/Confirmation check**: You're miss stress I know!!!
- Floor 022 T** **Initiation Imperative** : Someone else
- Floor 023 T** **Evaluation Agreement** : Okay thank you very much **00** the questions, or let's say the answers **0** that have been given up till now **0** I mean was (normally were) quite correct. **Let** me now give you my own definition **0** well which is a scientific definition. Stress in fact is normal physical responses to events that make you feel frightened or upset your balance in some way or something else, the body's defenses through let's say **00** automatic process which is called a fight to fight reaction or the body's stress response. Well **0** from this **0** definition **0** Initiation Comprehension check have you got an idea" or **0**
- Floor 024 T**: okay
- Floor 025 T** **Question**: any marker (asking for a marker)
- Floor 026 H** **Response Clarification request**: would you please repeat the definition?
- Floor 027 T** **Feedback Clarification**: well **0** Stress in fact is normal physical responses to events that make you feel frightened or scared and **0** or let's and another definition which is **00** events that upset your balance in some way.
- Floor 028 R** **Response**: eh
- Floor 029 S** **Response Clarification request** : how stress is frightening or scared (..)
- Floor 030 T** **Feedback Clarification**: I mean according to or due to those events happened you are in fight to fight reaction or let's say your body **0** responds (..)
- Floor 031 R**: (..)
- Floor 032 T** **Feedback Clarification**: not necessary (..) Initiation Explanation request How do we say (..) (Explaining more)
- Floor 033 T** **Feedback Explanation**: okay let me just explain this **0** for example let me just **00** before this I have to do something

- Floor 034 T**     **Feedback Explanation:** She is calling you (**talking to a student simultaneously putting a false or artificial mouth to a girl to show them what the fight to fight reaction**).
- Floor 035 Z**     **Response:** shouts (**responding to what happened**)
- Floor 036 T**     **Feedback Evaluative move/Agreement:** okay this what I want (..)
- Floor 037 SS (Chorus) Response Humor:** laughter
- Floor 038 T** **Feedback Elaboration/Explanation:** Agreement okay **laughter** When you perceive a threat 0 your system nervous (**normally nervous system**) 0 let's say responds by releasing a flood of hormones, including what adrenaline and Cortisol 00 **Initiation Information request** these hormone in fact do you know what adrenaline is
- Floor 039 SS:** (..)
- Floor 040 T**     **Feedback Explanation:** well! Adrenaline is that substance that you body produces when your' re in a state of anger ...etc
- Floor 041 SS:** (..)
- Floor 042 T**     **Feedback Explanation:** well 00 as I said before your system nervous (**normally nervous system**) responds by releasing those hormones, including what adrenaline and cortisol. These hormones in fact rouse your body in an emergency action which means wake it up, you become excited ...etc Well 0 so there are some organs that I mean 0 respond in unusual way. Explanation request **How?**
- Floor 043**     **Feedback Explanation:** you start or Your heart starts beating faster 00 your muscles tighten 0 your blood pressure rises 0 your breath quickens, yeah, your senses become 00 let's say 00 sharper
- Floor 044**     **Feedback Explanation:** 0 well 0 These physical changes in fact (**Someone opens the door**)
- Floor 045 T**     **Feedback Explanation:** these physical changes that have already been explained

00 increasing your strength and stamina which is the ability to do something 00  
 speeding your reaction time 0 and of course enhance your focus or  
 concentration.

**Floor 046** **Initiation Comprehension check**: Is everything clear up till now”

**Floor 047** **Response B:** (..)

**Floor 048** **Feedback : Elaboration/Clarification Okay** I’m talking about stress generally  
**okay Explanation/Clarification/Evaluative move but** there is 0 of course there is  
 difference between stress 00 when you get stress because of 0 Apology sorry  
 fear 00 how your body responds and when I mean when you’re all the time you’re  
 under stress! there is difference

**Floor 049 S:** cough

**Floor 050 T** **Feedback:** Fear is just **and Clarification request** example to make it clear

**Floor 051** **Response Clarification:** (..) Fight to fly

**Floor 052** **Feedback Elaboration:** fight to fight (simultaneously opening the door)

Discourse Functions Categories	Participants				Procedural negotiation	
	Teacher		Learner		Elaborate	Low
	Freq	%	Freq	%		
Greetings	/	/	/	/		+
Topic Initiation	01	0.58	/	/		+
Assertions/Imperatives	05	3.5	/	/		+
Requests & Qs Clarification	01	0.58	02	1.2	+	
Comprehension checks	02	1.2	/	/		+
Explanation checks	02	1.2	/	/		+
Confirmation checks	01	0.58	/	/		+



<b>Responses (elaboration,</b>	02	1.2	01	0.58	+	
<b>Explanation,</b>	09	7.2	/	/		+
<b>Clarification)</b>	03	2.4	02	0.12		
<b>Apology</b>	01	0.58				
<b>Agreement</b>	03	2.4				
<b>Adversarial Moves/</b>	01	0.58				
<b>challenges</b>						
<b>Off topic comments</b>						
<b>Topic Shift Moves</b>						+
<b>Transaction 2</b>	/	/	02	1.2	+	
<b>Information Requests</b>	04	16				
<b>Floor Holding Moves</b>						
<b>Corrective Moves</b>	/	/	/	/		+
<b>Closing Moves</b>	/	/	/	/		+
<b>Total</b>	054	216	24	12		

giving some causes)

- Floor 055 S                      Response Elaboration: exams
- Floor 056 T                      Feedback: exams' **em**
- Floor 057 B                      Response Elaboration : failure''
- Floor 058 S                      Response Elaboration : problems
- Floor 059 T                      Initiation Clarification request : sorry''
- Floor 060 SS(Chorus)        Response Elaboration : problems
- Floor 061 S2                     Response Elaboration : go to pass exams
- Floor 062 T                      Feedback Agreement: **ehm (moving his head up)**
- Floor 063 S2                     Response Elaboration : go to pass exams
- Floor 064 T                      Feedback Corrective move : we've already mentioned this
- Floor 065 R                      Response Elaboration: emotions and feelings
- Floor 066 T                      Initiation Information request : what kind of emotions and feelings''

- Floor 067 SS(Chorus) Response Humor: laughter
- Floor 068 R: (..)
- Floor 069 T Evaluation Evaluative move: good
- Floor 070 H Response Clarification: she is so excited about (..)
- Floor 071 T Feedback : Agreement yeah Elaboration and every time she talks about them
- Floor 072 S3 Response Elaboration : diseases
- Floor 073 T Initiation Clarification request : sorry “
- Floor 074 S3 Response Clarification : diseases
- Floor 075 T Feedback Agreement : yeah
- Floor 076 T Initiation Confirmation request : is there any (thing)
- Floor 077 S Response Elaboration :teaching
- Floor 078 SS(Chorus) Response Agreement : ahh yes
- Floor 079 S4 Response Elaboration : decisions when you want to make decisions
- Floor 080 S5 Response Elaboration : society
- Floor 081H Response Information request: the question is what causes stress
- Floor 082 T Feedback Agreement : yeah
- Floor 083 H: (..)
- Floor 084 SS(Chorus) Response Humor : **laughter**
- Floor 085 R Response Elaboration : someone who is precious
- Floor 086 T Initiation Clarification request : sorry”
- Floor 087 R Response Clarification : someone **00** is **00** precious
- Floor 088 H Response Clarification/ Clarification request/ Confirmation request :  
precious
- Floor 089 T Initiation Clarification request :I can't here you

**(Someone opens the door)**

Floor 090 T Initiation Clarification request : (..) **noise** express your idea please

**(knocking on the desk)**

Floor 091 T Initiation : yes

Floor 092 R Response Clarification/Explanation : when you **00** break **00** break out your relationship with someone

Floor 093 T Feedback Confirmation request: ahh when you break (..)

Floor 094 L Response Clarification request : Miss” about **00** causes of stress

Floor 095 T Imperative : stop talking (**the teacher shouts loudly**)

Floor 096 L Response Elaboration+ explanation+ clarification: I want to add something **00** about **00** the causes of stress **00** I think there is (**are**) general **00** general causes and there is **00** life **00** causes For general causes there is **00** the first one there is threat **0** the threat which lead to **000** lose **000** sense of control we can't control ourself (**ourselves**) **00** that **00** that is to say to be **00** physical and social and financial financial financial threat .and the second thing is **0** uncertainly uncertainly (**uncertainty**), we are not sure about we are going to do and **0** our react it's not enough **00** enough **0** satisfied to control the situation and the last one is **00** as I said life causes **00** for example at

Floor 097 T Evaluation Evaluative move : Thank you very much you've just said everything

Floor 98 SS(Chorus) Response Humor : **Laughter**

Floor 099 T Explanation+ clarification: **Okay** We have to say that the situations and pressures that cause stress are called as stressors stress isn't we think of stress as being negative such as for example an exhausting **0** work schedule or **0** a rocky relationship...etc but there is ” (are) some events which are positive and lead to stress

such as going to college or getting married.

0 well Psychologists in fact divided or have divided stress into internal causes and 0

let's say 0 external causes and I'm going to give you some some of them:

well Common external causes of stress we have for example major life changes we take an example for that the generation gap which means 00 let's say disagreements not disagreements but the misunderstanding between old generation and the new generation they're always I mean always arguing about things we do and modern life for them is a kind of 00 boring and things we do are let's say 0 according to them.

Floor 100 H Response Information request : How this causes stress

Floor 101 T Feedback Explanation: The misunderstanding for example 0 between you and your father 0 this kind of relationship may cause stress **okay** '

Floor 102 T Feedback: Clarification/Explanation We have work 0 Explanation for example hard work commuting which means travelling everyday in the morning to work for long hours (..)

We have traffic 0 traffic jam you know this kind of things may lead to stress.

Well Problem with neighbours 0 relationship difficulties 0 specially between families 0 parents 0 mothers and fathers 0 children

Financial problems 0 lack of money 0 poverty...etc 0 and we have children and family

Floor 103 T Initiation Topic shift move Let's move now the internal causes of stress

00 well 0 We have the inability to accept uncertainty in the sense that you're not sure what you're saying 0 you don't have confidence in yourself 0 lack of 0 certainty

Negative self-talk for example we have ideas but we don't give our point of view 00 (..) You're not capable to deliver your message 0 because you're afraid to be refused by others 00 what else (..)

We have perfectionism 0 you consider your self as perfections or perfect sorry but when



something stabs you or something hurts you 00 this becomes or let's say moves  
(normally changes to ) to stress

And pessimism 0 and this we have to laughing to stick it to **Hakima** ( a student in the class) she is always” complaining 0 I mean she doesn't have that confidence 00 or let's say 00 she is not 00 pessimistic or 00 sorry optimistic enough to enjoy her life and to live her life.

Let me now give you the top ten stressful life events

well we have

1/ the spouse's death (father or mother) normally husband and wife.

2/ divorce.

3/marriage separation.

4/jail term.

5/ death of a close relative.

6/injury or illness.

7/marriage.

8/fired from job.

9/marriage reconciliation.

10/ and retirement.

Floor 103 T Initiation Comprehension request : 00 is everything clear ”

Floor 104 S: (..)

Floor 105 H Response Request : may I answer this question ”

Floor 106 T Feedback Agreement : Yeah sure

Floor 107 H Response Confirmation request : **Yeah** what Miss means about perfectionism is 00 perfectionism right

Floor 108 T Feedback Agreement : Yeah

Floor 109 H Response Explanation/Clarification : Perfectionism is that **00** there are some people to attempt to be perfect okay **0** so when they like to do an exercise **0** they want to be perfect when they want for example to learn American accent they want to be perfect too you see **0** so this is why he said if you cannot reach this kind of results that you expect yourself to be perfect in this causes you stressed

Floor 110 T Evaluation Agreement : Good so **(interrupted by a student)**

Floor 111 S Response Challenge: even if (..)

Floor 112 SS Response Agreement :yeah

Floor 113 S Response 113 : **and** how ” Information request how it becomes positive Information request and how it becomes negative **0** Psychologically speaking **0**

Floor 114 H Response Elaboration : Miss said that you think of yourself as you're ideal

Floor 115 T Feedback Elaboration+Information request: there is a technical word **00 how** it becomes **0** positive and **How** it becomes negative

Floor 116 L Response Explanation : I think **0** Miss **0** when we **0** when we can **00** for example **00** take stress as a source of motivate (**motivation**) ourself (**ourselves**)

Floor 117 T Feedback: Agreement yes **0** Elaboration/Clarification so it depends on the defense mechanism developed or used so (..)

Floor 118 H Response: Elaboration another problem is seldom no person can be perfect **0** you see Confirmation request because I do experience this whenever I start Explanation for example the revision of psychology **0** I start from the very beginning and I'm supposed just to focus on the second semester **0** why I go to the first lectures it's just I want to be perfect I want to know everything not just (..) Lectures Confirmation request you see

Floor 119 T Feedback Agreement : yeah

Floor 120 H Response Elaboration : and this is going to may 0 may cause me to fall behind or 0

Floor 121 T Feedback Agreement : yeah

Floor 122 H Response Elaboration : or I can't carry on studying or I get stressed

Floor 123 T Feedback Agreement + Elaboration: yeah it depends on (..) perfection (..)

Discourse Functions Categories	Participants				Procedural negotiation	
	Teacher		Learner		Elaborate	Low
	Freq	%	Freq	%		
Greetings	/	/	/	/		
Topic Initiation	/	/	/	/		
Assertions/Imperatives	01	0.58	/	/		+
Requests & Qs	05	3.4	01	0.58		+
Clarification						
Comprehension checks	01	0.58	/	/		+
Explanation checks	/	/	/	/		
Confirmation checks	02	1.2	04	2.7	+	
Responses (elaboration, Explanation, Clarification)	03	2.3	17	27.9	+	
Apology	/		/			
Agreement	11	18.7	02	1.2		+
Adversarial Moves/ challenges	/	/	01	0.58	+	
Off topic comments	/	/	/	/		



<b>Topic Shift Moves</b>	/	/	/	/		
<b>Humor</b>	/	/	03	2.3	+	
<b>Information Requests</b>	03	2.3	04	2.7	+	
<b>Floor Holding Moves</b>	/	/	/	/		
<b>Corrective Moves</b>	03	2.3	/	/		+
<b>Closing Moves</b>	/	/	/	/		
<b>Total</b>	35		42			

The findings show that out of the total of 77 acts, the majority was made by the learners (42).The elaborate negotiation is more than the low one. The confirmation checks generated by the teacher represented 1.2 % (freq.02) of the moves in the whole lesson while the ones generated by the learners represent 2.7 % (freq.04).The agreements generated by the teacher represent 18.7% (freq.11).The corrective moves made by the teacher represent 2.3% (freq.03).

### Transaction 3

Floor 124 T Initiation Topic shift move: Let’s move now to another point which is the signs and symptoms of stress:

Elaboration+ Clarification Well It’s important to know how let’s say to recognize 00 when your stress levels are out of control 0 Well then hazardous 00 or let’s say the dangerous thing about stress is when how easily it can creep up on you 0 you get used to it; and then it starts to feel familiar 0 even normal 0 but the most but unfortunately you don’t notice how 0 badly affects you 0 We have to know that stress affect our minds 0 bodies 0 behaviours in some ways 0 and everyone experiences stress differently 0 so Psychologists have give division or have given a division as far as the symptoms of stress are concerned 0 and you’re going to know what are these divisions or 00 symptoms.

Well we have cognitive symptoms 0 we have emotional symptoms 0 physical symptoms and behavioral symptoms 0 Well

1) In Cognitive symptoms which have relationship with thoughts (..)

1/we have memory problems for example forgetting 0 you forget even things you've just done you 0 miss your let's say doctor (**appointment with your doctor**) ...etc

2/inability to concentrate 00 lack of concentration 0 you can't concentrate.

3/we have 0 anxious or racing thoughts and constant worrying 0 we're all the time worried about things...etc

Initiation Topic shift move 2) Let's move now to another let's say symptom which is emotional symptoms which has to do with our feelings:

Floor 125 T Response Reprimand : Stop laughing

Floor 126 H Response Humor : laughing more

Floor 127 T Feedback Elaboration+ Clarification + Explanation : We have 1/ moodiness 0 sometimes we're happy other time we're so 0 mad upset.

2/ agitation and inability to relax

3/sense of loneliness all the time and isolation

4/depression and general unhappiness

3) physical symptoms which have to do with our bodies 0 we have

1/aches and pains.

2/diarrhea or constipation.

3/nausea; dizziness.

4/chest pain.

5/Loss of sex drive.

6/and frequent colds.

4) Behavioral symptoms we've got

1/ eating more or less, sometimes you eat more, sometimes you eat less.

2/sleeping too much or too little.

3/isolating yourself from others 0 I mean, which means you become aloof from the society

You do not share 0 you do not talk to people 00 I mean 00 to share things with.

Floor 128 Feedback Elaboration: I said that whenever you're are stressed and then you have to eat a lot (..) Initiation Information request how do we call it

Floor 129 S Response Elaboration : there are some people

Floor 130 T Initiation Information request : how do we call it **we have a word**

Floor 131 S Response Elaboration : obesity

Floor 132 T Evaluation : Evaluative move no when we eat a lot 0 Evaluative move not Explanation because you're hungry **but** it comes just like this

Floor 133 SS: (..)

Floor 134 T Explanation/Clarification : **specially** when (..) we call this a Boulimie  
Initiation Information request/Confirmation request have you ever heard?

Floor 135 SS (Chorus) Response Evaluative move/ Challenge : no

Floor 136 T Evaluation Evaluative move : no " Feedback Explanation  
**(explaining in French)**

Floor 137 T Initiation Confirmation request : Shall I repeat something

Floor 138 R Response Elaboration / : those symptoms are **more** (..)

Floor 139 T Feedback : Evaluative move Not necessary illness 0 Explanation  
so when for example you have this kind of signs among those already mentioned 0 you have to know 0 you're may be under stress.

Floor 140 SS(Chorus) Response : Arguing

Floor 141 T Initiation Information request: Now how do we respond to stress

Response/Feedback Elaboration+ Explanation+ Clarification According to psychologist

**Connie Lillas** who uses a driving analogy to describe three most common ways people let's say respond when they are overwhelmed or defeated.

We have foot on the gas **0** foot on the brake **0** foot and both.

\* gas you know what gas is? That substance similar to the air.

\*brake is the part of the vehicle that you put your foot in order to slow it down or to stop it. Feedback Explanation And I'm going to explain this. Well **0**

1/ foot on gas which means an angry or agitated stress response. Initiation Information request **How** You're **0** let's say you're heated or hot **0** and you're overly emotional (..)

2/ foot on the brake: a withdrawn or depressed stress response. Withdrawn here means being (..) not talking to people **0** being aloof as I said before **0** You show very little emotion or energy

3/ foot on both: a tense and frozen stress response. How? You freeze under pressure and you can't **0** do anything. But under the surface you're extremely agitated.

Floor 142 T

Initiation Comprehension request: Have you understood?

Discourse Functions Categories	Participants				Procedural negotiation	
	Teacher		Learner		Elaborate	Low
	Freq	%	Freq	%		
Greetings	/	/	/	/		
Topic Initiation	/	/	/	/		
Assertions/Imperatives	/	/	/	/		
Requests & Qs Clarification	/	/	/	/		
Comprehension checks	01	0.58	/	/		+

<b>Explanation checks</b>	/	/	/	/		
<b>Confirmation checks</b>	04	2.9	/	/		
<b>Responses (elaboration, Explanation, Clarification)</b>	04	2.9	04	2.9	+	
<b>Explanation,</b>	06	5.6	02	2.9		+
<b>Clarification)</b>	03	1.7	01	0.58		+
<b>Apology</b>	/	/	/	/		
<b>Agreement</b>	/	/	/	/		
<b>Adversarial Moves/ challenges</b>	/	/	/	/		
<b>Off topic comments</b>	/	/	/	/		
<b>Topic Shift Moves</b>	02	2.9	/	//		+
<b>Humor</b>	/	/	01	0.58	+	
<b>Information Requests</b>	04	2.9	/	/		+
<b>Floor Holding Moves</b>	/	/	/	/		
<b>Corrective Moves</b>	04	2.9	01	0.58		+
<b>Closing Moves</b>	/	/	/	/		
<b>Total</b>	28		09			

The table shows that the elaborate negotiation is less than the low one. The comprehension checks generated by the teacher represented 0.58 % (freq.01) of the moves in the whole lesson. The explanations and the clarifications and elaborations generated by learners represent 20.2% (freq. 13) of the total moves. Topic shift moves represent 2.9% (freq. 02).

### Transaction 4

Floor 143 T      Initiation Topic shift move : Now **0** let's move to another element which is **how** relieve or to control your stress **00** or let's say to reduce your stress

Initiation Information request Why did I say to reduce or relieve not getting of stress,

Response/Feedback Elaboration/ Explanation/Clarification because simply stress we



can't get rid of it

Floor 144 S Response Elaboration: it's something normal

Floor 145 T Feedback: Elaboration it's something normal 0 it becomes something normal 00 Clarification Well 0 we have some ways before I give you my own ways Initiation Imperative try to give me some ways to reduce stress 0 anything used to do before 0 let's say 0 to reduce your stress.

Floor 146 M Response Elaboration: always take break 00 always from time to time (..)

Floor 147 T Evaluation Evaluative move: good so this is for people who working a lot (..) Humor **Laughing**

Floor 148 SS Response Elaboration/ Corrective move/challenge : in this society I think it's the opposite 0 we have to work 0 we have to 0 fill our time" 00 Clarification/Explanation because the 00 actually we're really work all the time 0 because we do nothing000

Response Elaboration/ Explanation/Clarification/Evaluative move We don't practise sport 0 we don't have hobbies

**Response Elaboration 149 Chorus:** talking together

**Clarification request 150 T:** sorry"

**Response 151 M:** Evaluative move/Challenge not necessary Elaboration/Clarification but we're working 00 too much or to 00 to (..)

**Feedback Agreement 152 T:** ohm 0 they're 00 when you're working too much 00

**Evaluation Evaluative move** this is very bad my case **Explanation**for example I work too much 0 so that's why I'm always very stressful 0 your case **Explanation** for example is that you're not working at all so you have a lot of time you have a lot of energy

**Response Elaboration 153 M:** we feel stress

**Feedback 154 T: Agreement yeah 0 Explanation** because you have a lot of energy inside **Reprimands Rahma** and **00 stop talking 00 Explanation** we have a lot of energy inside of you that we need to use when it remains here then it (..) and sometimes we need just to work (..)

Why do we have this all energy inside of you which having pressure on you **0** so it depends on you **00** it depends actually **0** it depends on the situation of the person if you're working a lot yes here definitely you need a break but **0** if you're not working a lot

**Response 155 Elaboration M:** you must find **000**

**Feedback Elaboration 156 T:** yeah you must find something to do like (..) **0** whatever

**Response Elaboration 157 O:** if your stress is related to (..) I think the right solution is to talk to someone or to go to psych (**hesitation about uttering the word**)

**Response Elaboration 158 Chorus:** Psychologist

**Response Elaboration 159 S:** and just to speak

**Initiation Imperative/Request 160 T:** Somebody else

**161 S:** (..)

**Feedback Clarification 162 T:** She is talking about the isolation case when we're isolated we have to get rid of it (**telling what the previous student was saying**)

**Initiation Imperative/Request 163 T:** someone else

**164 S:** (..)

**Initiation Clarification request 165 T:** sorry"

**Response Clarification 166 S:** we have to get in touch with people

**Feedback Evaluative move+ Agreement 167 T** sure yeah

**Feedback Elaboration 168 T:** sometimes **0 Humor (laughing) 0** we need to care getting in touch with people especially **negative** people

**Feedback +Response Humor 169 T+SS :** (..) laughing

**Response Elaboration 170 S:** not 000

**Feedback Elaboration 171 T:** you have to choose the right people

**Response Elaboration 172 S:** we need (..)

**Evaluation Agreement+ Evaluative move 173 T:** ohm yeah good

**174 Chorus T +SS:** (..) noise

**Feedback Elaboration/Clarification/ Explanation 175 T:** If you want just to relieve you need to scream and 00 shout

**176 Chorus:** noise

**Feedback Agreement 177 T:** yeah 0 Elaboration this is what we with my sister (..) noise we start shouting

**Noise noise**

**178 S:** (..)

**Feedback Clarification 179 T:** she is saying here that crying is not 0 the solution I mean 0 it becomes a habit

**Response Agreement 180 S:** yes

**Response Agreement 181 S:** so much yeah

**182 SS:** noise

**Response Elaboration 183 B:** I read an article before (..) the article was talking about crying how it's good and how it's not they (..) Explanation at the very beginning they say (..) specially girls they feel (..) and they cry as they push 000 big things 0 heavy things on the shoulders to cry 0 but later what doctors explained 0 this 0 this phenomena of crying it would be a very hard for the girls (..) When it's 000 it happened frequently Confirmation check okay and this very bad

**Response Elaboration/Clarification 184 H:** this is going to be negative

**Response 185 B:** Agreement yeah they should control herself because when they're

talking they say only girls they do this self mechanism; they shouldn't do that frequently not too much.

**Response Elaboration/ Adversarial move 186 R:** also boys

**Response Agreement 187 H+B:** yeah boys too **noise**

**Feedback Elaboration/ Challenge/Evaluative 188 T:** but they don't cry as much as we do"

**Response Agreement 189 SS:** yeah

**Feedback Elaboration 190 T:** they don't cry as much as we do

**Response Agreement 191 SS:** yeah (..) **noise**

**Response Elaboration 192 R:** I think crying... **the teacher interrupts**

**Feedback Apology 193 T:** sorry"

**Response Elaboration 194 R:** I think crying is the good solution

**Response Adversarial move 195 L:** no"

**Response Challenge 196 R:** yes " because 000

**Initiation/Response Clarification request 197 L:** express

**Response Clarification 198 R:** we 000 must not keep 000 **noise** (..)

**Feedback Evaluative move 199 T:** yes yes yes we've said we have to cry whenever you feel " you need it **but** " he said that it hasn't to be a habit whenever you've got a problem then you start crying instead of finding a solution this is what becomes(..)

**Explanation/Clarification** because crying will not solve the problem for you

**Response Clarification+ Explanation 200 R:** Miss **but** we have to cry because (..) **noise**

**Feedback 201 T:** **Corrective move** we didn't say don't cry **Clarification** we said you have to cry but 000

**Response Elaboration/ Corrective/ Challenge 202 S:** not all the time

**Feedback Agreement/ 203 T:** not all the time **0 Elaboration/Clarification/Explanation**

sometimes **00** forget about crying and use your mind **00 Explanation** because some girls

all what they do is crying all the time but crying is (..) The situation for you **0**

**Explanation** for example with husbands it's okay **0** the first day (..) but the second day

he doesn't care this is a habit (..)

**Response Agreement 204 O:** yeah **Humor laughing**

**Feedback Elaboration 205 T:** so this don't change problems with your husbands

**Feedback/Initiation Elaboration** so you have to find other solutions **0 Evaluative move**

crying from time to time it is good

**206 SS:** noise

**Feedback 207 T:** **Evaluative move** it is good **but** not for all cases ... **Initiation/**

**feedback** yes (giving the permission to a student to talk) (sh sh sh sh sh sh knocking

**on the desk to ask students to keep quiet)**

**Response Evaluative move 208 S:** I think to retrieve from our society or environment to

have a rest and to think alone is good too

**Feedback Agreement 209 T:** yes sometimes we need to

**Response Elaboration 210 SS:** speaking

**Evaluation Evaluative move 211 T:** yeah sometimes is good

**Response Elaboration+ Adversarial move 212 S:** others speak all the time

**Feedback 213 T:** **Agreement** yeah **Clarification** when you speak all the time **0** this is

not **0** this is not **0** a solution and then being isolated alone all the time this is **0** again not a

solution **Evaluative move** **but 0** so **00** you have to find a kind of balance sometimes

there are a lot of people talking so you have to **00** (..) yourself and then being alone all the

time **Evaluative move** this is also not good you need to share with people so you (..)

**Initiation Request/ Imperative 214 T:** yes"

**Elaboration 215 SS: talk together**

**Initiation/ Response Imperative 216 H: yes Manar**

**Response/Initiation Challenge+ Imperative 217 M: aha you you first**

**Response/Feedback 218 H: Response Humor laughing Response thanks 00**

**Response/Feedback Elaboration +Explanation sometimes when something is out of experience when we make something from experience is better than we do just a suggestion and then you'll have not experienced this 0 I do 00 I do solve problems through two ways which are present in my mind right now 0 I don't know other things 0 the first thing I write things down on a piece of paper it makes me 00 someone right**

**Evaluation Agreement+ Evaluative move 219 T: yeah right**

**Response Elaboration+ Explanation+ Clarification 220 H: the second thing I choose somebody on the net I don't know I have never ever been talking to**

**Feedback Agreement 221 T: yeah**

**Response Elaboration+ Explanation+ Clarification 222 H: and then I start talking to him okay I don't know him 0 so this 0 makes me yes 00 get much better**

**Feedback 223 T: Agreement yeah 0 Elaboration+ Explanation+ Clarification sometimes 0 it's 00 it is better they not talk to the people you know**

**Response Agreement 224 SS: yes**

**Feedback 225 T: Agreement yeah Elaboration+ Explanation+ Clarification and specially family and for example married couples for example whenever you have problems they walk alone and leaving your husband the first things to avoid to talk to (..)**

**Agreement yeah**

**226 S: (..)**

**Feedback Elaboration+ Explanation+ Clarification 227 T: your parents your family they're gonna be on your side**

**Response Agreement 228 O:** yes

**Feedback Elaboration+ Explanation+ Clarification 229 T:** and the wife again they're gonna be on her side again and they're gonna make things worse

**230 H:** (..)

**Initiation/Feedback Elaboration+ Explanation+ Clarification/Evaluative move 231**

**T:** so whenever you have problems try t talk to other people **but** not your family

**Response Agreement 232 S:** yes

**Initiation Clarification request 233 T:** what you wanted to say ( )

**Response Clarification 234 S:** Miss sleeping reduce the degree of stress

**Feedback 235 T: Evaluative move sometimes 00 Elaboration+ Explanation and specially when and this is related to working a lot and thinking a lot sometimes**

**Feedback Elaboration+ Explanation 236 T:** you need to sleep

**Response Elaboration 237 N:** changing the place

**Response Elaboration 238 S:** environment

**Feedback Clarification 239 T:** so you have to change your life completely

**Response Agreement 240 H:** yes

**Feedback Clarification 241 T:** a complete change of life

**Response Agreement 242 SS:** yes

**Feedback Elaboration+ Explanation+ Clarification 243 T:** so I'm and this is specially in 0 the European society actually so you know that they do have 000 we call them societies of stress (**translating to French les societies de stress**) because they work a lot not like (..) that's why I've told you we do nothing here in Algeria nothing we're not working at all ninety percent of the time we're doing nothing but there when they do work they do work they do have a lot of pressure and sometimes they do have to change completely their lives and actually I was transcribing my ideas on face book

today

**Response Elaboration+ Clarification 244 L:** I want 00 add 00 something to what 00 said my friend 0 that 00 there is no recipe 00 there is no specific recipe to stop stress **because** 00 it is related to nature of human being and 00 and 00 I'm going to list some advice and at the end I'm going to give my own 00 my specific 00 one the first we remind that stress is caused by perception which 00 may be not reflect the 00 the reality not 00 true 00 event **because** in 000 in life 0 life 0 modern life it's 00 a full of demands and to satisfy all these demands we need a lot of energy and 00 the bad 00 bad 000 bad thing about modern life is 0 night return to day if we have not 0 lack to 00 **Explanation/Clarification for example** lack to sleep and 0 it's 000 the source of stress 0 **Second thing is 0 to avoid 00 med 0 medicines ” (giving the word in French les médicaments)**

**Response Confirmation request 245 O:** medicines

**Response Elaboration 246 L:** medicines **Explanation** because it's not the best way to 00 third one is 000 we 00 we 00 we avoid to do a lot of works at the same time **Explanation/Clarification** for example eating and watching TV and learning

**Feedback Agreement 247 T:** yes

**Response 248 L: Evaluative move** it's a very bad thing habit 000 fourth one 00 did some hobbies **Explanation** for example sport or like 00 or 0 speak with friends or read books story or internet and the last one which 00 related to my experience is to go to sea and nature outside **Closing move** and that's all

**Initiation Clarification request 249 T:** and your own?

**Response Confirmation request 250 L:** my own

**Initiation/Feedback Clarification 251 T:** yeah refer

**Response 252 L:** refer to read 00



**Initiation/Feedback Information request 253 T:** strategies to avoid to get this stress

**Response 254 L: Agreement** yes **Response Explanation** because Aphlaton (**Plato**) said that **000** every problem **00** see the solution to every problem when you go to the sea and **000** like he said three S's sea, sun and **0** sand sea sun an sand

**Response Agreement 255 SS:** sand yes

**Response Elaboration 256 L:** colour and nature and **0**

**Response Confirmation request 257 S:** nature

**Response Elaboration/Agreement 258 SS:** yes

**Feedback Request/Imperative 259 T:** em heh **Initiation Confirmation request** you wanted to say something

**Response 260 H: 00 Evaluative move** Miss he said something very good **Explanation/Clarification** and it's something (**coughing**) it's just actually one cause of stress okay so he said you don't have to care about people and this is actually if you and this is why **00** when you said somebody said I change the place **Evaluative move** sometimes the problem is you it is not the place you see

**Response Agreement 261 B:** yeah

**Response 262 H: Evaluative/ Elaboration** sometimes it is you the problem is within you okay so **Explanation/Clarification** this why **you have to** change yourself you have to change your own way of thinking and philosophies then you can get along with all of the people this is why and I liked what he said you don't have to care about the people but another things which is a reservation you don't really have to care at all with **0 Explanation** because we call this a kind of exaggeration because you're living in a society you're a part of the social context you have to look at what you need and what you like so that you can be perfect or let's say human perfection not perfect and this is why somebody said I don't really know his name your opinion of me is not of my

business when you give me your opinion it is just a way of thinking and you have your own reasons what you've why you think of me this why **okay but** it is not it doesn't not represent me it doesn't represent my energy powers who **am I**

**Feedback Agreement 263 T:** yeah this is the problem of this society (..)

**Response Agreement 264 H:** yes

**Feedback 265 T: Agreement/Corrective/ Clarification** sometimes you need to change the place **Explanation** because society affects you a lot

**Response Agreement+ Evaluative 266 H:** yeah sure

**Feedback Elaboration+ Explanation+ Clarification 267 T:** my case for example when I go abroad I forget about my stress but once " I come up here all my stress (..) When I started (..) **noise**

**Response Humor 268 SS:** laughter noise

**Response Agreement+ Evaluative move 269 H:** yeah this is the truth

**Feedback 270 T: (knocking on the desk) Agreement** yeah **Explanation** because the (socio) this society is very very hard (**knocking again**)

**Feedback Clarification 271 T:** I can't stand it anymore I'm not prepared at all I **0** I can't stand it (..) **who can think (..)**

**Feedback Clarification/Explanation 272 T:** it is a stressful society people they're not educated they are not polite they do have (..)

**Response Elaboration 273 M:** we can't forget about them

**Feedback 274 T: Agreement/Evaluative move** you can't you can't **Explanation** because you're working with them they're your neighbours they're **whatever you** go you driving with them **Clarification/Explanation** even" driving is very stressful in this society

**Response Elaboration/Agreement 275 S:** (..) stress is commonplace everywhere

**Response Explanation/Clarification 276 S:** everywhere you go you can find stress

**Feedback 277 T:** Agreement/Evaluative move yeah of course

**Clarification/Explanation** stress is c 0 w have different (..) **Explanation** for example doing a PhD here in Algeria is not a stress at all

**Response Humor 278 SS:** laughter

**Feedback 279 T:** Evaluative move/clarification/Explanation but doing a PhD in developed countries or raising (..) Evaluative move/clarification/Explanation But in Algeria here we do it in two days

**280 S:** (..)

**Feedback 281 T:** Evaluative move / Explanation/ Clarification I can do it in 0 two days here so it depends so we do have two different kinds of stresses in this society **Explanation** for example when we say it's not the case in Algeria **Evaluative move no** where 0 you 0 really go to England specially England **Explanation** for example you can't just try closing your eyes because everybody respects learning there ' **Evaluative move** which is not the case here when you 0 when you drive I don't know whether have a license and 0 you try to drive here in Algeria you forget about law

**Response Agreement 282 SS:** yeah

**Feedback Explanation/Clarification 283 T:** you will drive according to the mentality of people

**Response Humor 284 SS:** noise laughter

**Feedback 285 T:** Agreement yeah ohm this is (..) (doing gesture to show how people drive in Algeria) **Explanation/Clarification** you drive according to the your mentality not according to law very stressful keep on watching people all the cars at the same time avoiding this car and that car **Evaluative move** very stressful' \_\_\_\_\_ **Evaluative move/Explanation/Clarification** so you can't just avoid people because you're living

with them and this is the problem because this is what I'm doing now I do not have friends at all here in Algeria no friends at all then" **Evaluative move** you find yourself very lonely ' you feel lonely here' very stressful you don't have (..) very stressful

286 SS: (..)

**Initiation/Feedback 287 T: Elaboration/Explanation/Clarification** there are many ways 0 to relieve the stress 0 well there are for example listen to music and specially **Evaluative move** not any music not rock music **Imperative** you have to listen to classical one 0 it makes you 0 comfortable 00 **Imperative** you have or you take a walk with one 0 one of your pets or with one of your friends

**Response Elaboration 288 S:** take a ba

**Initiation/Feedback Clarification request 289 T:** sorry'

**Response Clarification 290 S:** take a bath

291 SS: noise

**Feedback 292 T: Agreement** yeah' take hem have a shower sometimes;  
**Agreement+ Evaluation move** yeah it's a good idea yeah

**Response Agreement 293 SS:** yes

**Initiation Information request 294 T:** ohm what else

**Response Elaboration 295 S:** practising sport

**Feedback Agreement 296 T:** yeah practising sport **yoga meditation**

**Response Agreement +Clarification 297 SS: (complaining with the teacher about the lack of yoga in Algeria)**

**Response Humor 298 SS:** laughter and noise

**Response Elaboration 299 S:** to escape from the place which 00 stressful

**Response adversarial move 300 S1:** the problem that we don't have this things in our country

**Response Agreement 301 S2:** yeah

**Response Elaboration/Explanation 302 S1:** like yoga and

**Feedback Evaluative /Challenge 303 T:** you can practise sport

**Response Agreement 304 S2:** yes

**Feedback Elaboration/Explanation/Clarification 305 T:** swimming for example

SS: noise

**Response Elaboration/Evaluative move 306 M:** we talk 0 about everything 0 about

what do you want to do **0** and about ignore this stress and you forget the most important thing our holy book is **Coran**

**Response Agreement 307 SS:** yes

**Response Elaboration/Explanation/Clarification /Evaluative move 308 M:** and this is the most thing

**Response Agreement 309 B:** yes

**Response 310 M:** you just figure (..)

**Response Agreement 311 S:** yes sah (talking in Arabic)

**Response Humor 312 SS:** noise and laughter

**Initiation 313 T: Topic Initiation /Clarification** another way or another technique we're going to do now which is a breathing **0** a breathing exercise so **Imperative** I need you everybody to put I mean what you have

**Response 314 S4:** inaudible

**Initiation/Feedback Clarification request 315 T:** sorry

**Response Clarification +Clarification request 316 S4:** who want to try this

**Initiation/Feedback Imperative 317 T:** everybody everybody is to experiment this

**Initiation 318 T: Imperative** I need you to sit in a **0** comfortable position **Imperative** your backs **0** should be stuck on the back of the chairs

**Response 319 SS:** noise simultaneously the teacher tries to make them sit in the wanted position

**Initiation Imperative 320 T:** put your hands on your legs

**Response 321 SS:** noise as the chairs are moved

**Initiation Imperative 322 T:** now put your hands on your legs

**Imperative** Your back should be stuck on the back of the chairs (at the same time the teacher is showing the way how they should sit)

**Response 323 SS:** noise the teacher sits on the chair on a right position at the same time **explaining** to the students how they should sit

**Initiation/Feedback Imperative 324 T:** you try to stretch your I mean your body from the head to the toe **Initiation Imperative** close your eyes **Initiation Reprimands** don't laugh please

**Initiation Elaboration/Explanation/Clarification 325 T:** this is a yoga in the fact

**Initiation 326 T: Imperative** close your eyes **Initiation Imperative** don't think about anything **Initiation Imperative** just relax **Initiation Imperative** breathe in inhale through from your nose **Initiation Imperative** and deeply let the **0** air goes out from

your mouth as you breathe **Initiation Imperative** let your abdomen out expand outward

**Initiation Imperative 327 T:** you have to be straight

**Initiation 328 T: Imperative** now imagine yourself in a comfortable let's say a relaxed place **Initiation Imperative** or imagine a good place you've visited before **Initiation Imperative** or 0 imagine that you want I mean to visit later on **Initiation Imperative** at the same time try to relax **Initiation Imperative** breathe inhale through the nose **Initiation Imperative** and let the air goes up from your mouths

**Initiation/Feedback Elaboration/explanation/Clarification 329 T:** this is one or let's say 0 the **Evaluative move easiest** way to do to retrieve stress

**Closing move** Thank you very much and **I hope** you've got what have been said

**Response Closing move 330 SS:** thank you very much

Discourse Functions Categories	Participants				Procedural negotiation	
	Teacher		Learner		Elaborate	Low
	Freq	%	Freq	%		
Greetings	/	/	/	/		
Topic Initiation	/	/	/	/		
Assertions/Imperatives	04	2.9	02	1.2	+	
Requests & Qs Clarification	02	1.2	01	0.58	+	
Comprehension checks	/	/	/	/		
Explanation checks	/	/	/	/		
Confirmation checks	/	/	01	0.58	+	
Responses (elaboration, Explanation, Clarification)	12	17.20	19	32.96	+	
	12	17.20	07	9.20	+	
	08	10.14	06	8.70	+	
Apology	01	0.58	/	/		+

<b>Agreement</b>	13	19.40	08	10.14	+	
<b>Adversarial Moves/ challenges</b>	01	0.58	06	8.70	+	
<b>Off topic comments</b>	/	/	/	/		
<b>Topic Shift Moves</b>	01	0.58	/	/		+
<b>Humor</b>	03	3.20	03	3.20	+	
<b>Information Requests</b>	01	0.58	/	/		+
<b>Floor Holding Moves</b>	/	/	/	/		
<b>Corrective Moves</b>	11	10.30	01	0.58		+
<b>Closing Moves</b>	01	0.58	01	0.58		+
<b>Total</b>	70		49			

The findings show that out of the total of 120 acts, the majority was made by the teacher (70). The low negotiation is more than the elaborate one. The elaborations , explanations ,and clarifications generated by the teacher represented 44.54 % (freq.32) of the moves in the whole lesson while the ones generated by the learners represent 55.60 % (freq.32). The agreements generated by the teacher represent 19.40% (freq.13).

### Recapitulation of All Transactions

<b>Discourse Functions Categories</b>	<b>Participants</b>				<b>Procedural negotiation</b>		<b>Total</b>	
	<b>Teacher</b>		<b>Learner</b>		<b>Elaborate</b>	<b>Low</b>	<b>Frequency</b>	<b>%</b>
	<b>Freq</b>	<b>%</b>	<b>Fre</b>	<b>%</b>				
<b>Greetings</b>	01	0.58	01	0.92	+		02	1.50
<b>Topic Initiation</b>	01	0.58	/	/	/	+	01	0.58
<b>Assertions/Imperatives</b>	10	5.81	04	3.7	/	+	14	9.51
<b>Requests &amp; Qs Clarification</b>	10	5.81	04	3.70	+	/	14	8.35
<b>Comprehension checks</b>	04	2.32	/	/	/	+	04	2.32

<b>Explanation checks</b>	02	1.16	/	/	/	+	02	1.16
<b>Confirmation checks</b>	05	02.90	06	5.55	+	/		8.45
<b>Responses (elaboration, Explanation, Clarification)</b>	21	12.20	31	28.7	+	/	52	40.90
<b>Apology</b>	02	1.16	/	/	/	+	02	1.16
<b>Agreement</b>	27	15.69	10	9.25	+	/	37	24.94
<b>Adversarial Moves/ challenges</b>	01	0.58	08	7.40	+	/	09	7.98
<b>Off topic comments</b>	/	/	/	/	/	+		7.98
<b>Topic Shift Moves</b>	05	02.90	/	/	/	+	05	2.90
<b>Humor</b>	03	1.74	09	8.33	+	/	12	10.07
<b>Information Requests</b>	14	8.13	04	3.70	/	+	18	11.83
<b>Floor Holding Moves</b>	/	/	/	/	/	/	/	/
<b>Corrective Moves</b>	18	10.46	02	1.85	/	+	20	12.31
<b>Closing Moves</b>	01	0.58	01	0.92	+	/	02	1.50
<b>Total</b>	172	100	108	100	+		282	100

The table above displays the exchanges among participants (teacher and learners) to form moves that have different functions such as: greeting, topic initiation, responses, corrective moves...etc.

The comprehension checks generated by the teacher represented 2.30 % (freq.04) of the moves in the whole lesson. However, the explanations and the clarifications generated by learners represent 17, 44% (freq. 30) and 09, 88 % (freq. 17) of the total moves; it was when another learner or learners offers an alternative answer. The teacher felt the need of asking for explanation and clarification about that particular answer, testing of course learners listening competency and retention.

Agreements and corrective moves generated by both teacher and learners represent



24.94 % (freq.37), and 12.31%(freq.20).The teacher was initiating, the learners responding and the interaction was full of negotiation; the participants negotiated the decisions made about the different topic elements and most of the time there was a general agreement followed by corrective moves upon these decisions to support the learners views.

Based on the findings and the qualitative discussion of classroom interaction, we come to the fact that language classroom has specific interactive structures which are dominated by the teacher and the learners. Hence, we abridge the teacher-learner practice within the observed class into main two points:

**a) Absence of topic control**

**b) The teacher-learner negotiation**

**a) Absence of topic control**

Topic control means that the main participants- in this case the teacher- usually controls the topic in the pedagogical discourse. He is the only one who is in charge of changing the topic. According to our analysis, there is not a complete control over the topic.

**b) The teacher-learner negotiation**

The interruption within classroom is something clear, but in our case, the teacher showed patience for the learners to speak or give response to the question posed, then, negotiate with them their answers. In other words, the teacher provided enough time for learners to complete their answers. For example,

All in all, it can be concluded that instead of having teacher-centred or learner-centred classroom, we have negotiation-centred classroom. The teacher is the leader, the guide, of his procedural negotiation. In fact, this study is embedded with teacher negotiation practice which positively influences learner productivity. As result of this control, the role of learner as the main target of education process seems to be highlighted.

## 4.2. Teachers' Questionnaire Analysis

### Section 1: General Questions

#### Q 1: Degree(s) held:

The highest rate is that of the teachers who have got a Licence degree. In the second position come those who have a degree of magister. We believe that our sample is as representative as possible for the population to which it is designed.

#### Q 2: How long have you been teaching English?

Teachers, here, are required to give in numbers how many years they have been teaching oral expression module. The most experienced have been teaching for 2 years. Finally, the highest rate is that of teachers who have been teaching for two years.

### Section 2: Teachers' Perception of the Speaking Skill.

#### Q3: Are the aural /oral skills your major teaching concern?

All the teachers who answered positively the question, indicating that the oral skill are their major teaching concern. This implies that teachers are aware of students' needs in terms of enhancing their oral proficiency. These answers consolidate the belief that students need to develop their speaking skill, and that this skill will eventually enhance to a certain extent the other skills.

#### Q4: Which of the following describes your students' level of oral proficiency?

Teachers, here, are required to describe their students' level of oral proficiency. It seems to us that a majority of 2 teachers agree that their students have an average in oral proficiency. However, only one teacher out of 3 believes that their student's level in oral proficiency is below average. No one teacher has opted for the 'high', 'above average' or 'low' options. If we lend ourselves to these results, it seems to us that the majority of students do not have a good command of English, probably, because they have poor speaking habits and practice, not interested in English, or demotivated to use the language. We believe that the main reason for which students' bad level is reticence. This means that students need practice in talking to be able to develop their speaking skill.

**Q5: Do you motivate your students to speak in English?**

Turning now to motivation, two aspects will be discussed here. The first point is whether or not the teachers are motivating their students to speak in English. The great majority has indicated that they motivate their students (a total of 2 teachers), while only 1 out of 3 do not motivate their students.

**Q6: If your answer is "no", what is it due to?**

Unmotivated students can be due to many factors, such as lack of self-confidence, lack of interest in the speaking subjects, fear of making grammatical mistakes etc.... The role of teachers in enhancing students' motivation has been found to have great effect on enhancing students' performance in the target language; thus, teachers should find their ways to motivate their students.

**Q7: if your answer is "yes", what do you do to motivate them?**

Two teachers (out of 3) who answered "yes" they explained that they raise their students' motivation through different ways. In the first place, selecting topics of students' interests stimulate them to use English. Also, organizing classroom debates about current topics and bringing in interesting activities encourage students to exchange ideas. Moreover, creating a relaxed and friendly environment in which students feel comfortable to use the language in front of their teachers and classmates. One teacher answered that discussions and debates are excellent ways of motivating students to speak. In sum, teachers' awareness of different ways of raising students' motivation can be of great benefits in increasing students' oral participation. In our opinion, motivation is what keeps teachers teaching and their students learning.

**Q8: Do you have an official syllabus?**

All of the teachers opted for the answer no. In other words, they're teaching the oral expression module without having an official program.

**Q9: If yes**

Thus none of them answered.

**Q10: If no, do you develop your own program?**

All of them opted for a positive answer. This indicates their awareness towards the necessity to have a syllabus for teaching their module.

**Q11: On what bases do you do so?**

Two out of three teachers claimed that they develop their oral expression program according to their objectives .only one teacher opted for a different base which is according to interesting topics.

**Q12: Do you assign objectives to your course?**

The three teachers opted for a positive answer. This shows their readiness to take in consideration the learners' needs while developing the syllabus.

**Q13: If yes ,which of the following objectives do you want to achieve?**

They opted for different answers giving importance first to improve the listening and speaking skills, then, mastery of communication.

**Q14: Do you inform your students about them?**

Two teachers out of 3 answered no. Only one teacher stated that she informs her students about her objectives to let them know about one the teacher's decisions.

**Q15: what do you find most needed item of speaking?**

All the teachers agree that all the language areas need improvement. To begin with, grammar helps in mastering the language and using it correctly. Also, the more learners practice, the better pronunciation they will get. As a conclusion, we believe that there is a need to create a better learning condition to help learners to acquire better.

**Q16: which of the following techniques do you use most?**

There are several ways for teaching the speaking skill. We have suggested four options for teachers to choose among them. All of the teachers build confidence in discussion, and role play; to state

differently, they focus less on grammar mistakes and insist on the communication of ideas. In the second position, comes the use of problem solving as a teaching technique. The teacher who opted for this choice believes that students may derive great benefits from such technique. In sum, teachers realize that simply training students to produce sentences will not yield good speakers. In our opinion, speaking begins from participation and communication.

**Q17: In class do you speak, specify**

They have provided different answers. One of the teachers claimed that she speaks as much as possible because the students are not interested .an other one stated that she speaks as rarely as possible. The left one opted for when necessary.

**Q18: While speaking, what the students pay more attention to?**

All of the teachers opted for content, then fluency and accuracy.

**Q19: Do you evaluate your students' oral production?**

Evaluation is recognized by many teachers to be an essential aspect of foreign language teaching. Along the analysis of the results, we found that all majorities provide evaluation for oral production. It is worthy to mention that teachers differ in terms of their focus when evaluating speaking production. Some highlight accuracy, others prefer Fluency; yet, our opinion is that all features must be taken into consideration when evaluating the oral proficiency. It is all about balance between this and that.

**Q20: if your answer is "yes", do you prefer:**

Two teachers (out of 3) expressed their preference for teacher-evaluation. These teachers have a tendency for the belief that the teacher is the only one who can judge the students' production. They believe that it helps students get feedback from more proficient speakers. Like self-evaluation, peer-evaluation is another way of assessing students' production. Only one teacher has opted for all of the types of evaluation. We believe that these types of evaluation will develop in the students the sense of criticism autonomy. Teachers' preference for one type or another depends mainly on teachers' approach to teaching.

### Section 3: Teachers' Incorporation of Procedural Negotiation

#### Q 21: Have you ever used procedural negotiation?

All of the teachers say that they have used procedural negotiation. This indicates that they are aware of its substantial benefits, they are able to use it, and do actually take it into account when practicing teaching.

#### Q22: Please indicate how far you agree with each of the following principles

(Characterizing cooperative language teaching) using 1, 2, 3 or 4.

1-Strongly agree 2-Agree 3-Disagree 4-Strongly disagree.

##### a. Learning is facilitated through peer interaction in the target language:

It is hypothesized that learning is facilitated through negotiated interaction. Teachers are, therefore, invited to express their agreement or disagreement. The majority agrees with the statements presented above. On the other hand, we have recorded 1 case of strong agreement. On the whole, 2 teachers out of 3 seem to agree that language acquisition is facilitated by students' negotiation in the target language. There is much talking as they negotiate with their teacher to solve problems and complete tasks. This involves students to use English in class and practice their speaking skill.

##### b. Students are encouraged to think in terms of "positive interdependence".

In this statement, procedural negotiation is characterized by positive interdependence. Teachers, here, are required to indicate how far they agree with this statement. All of the teachers agree with the statement presented to them. All in all, we have 3 teachers who share our view that students have to share decisions and negotiate because success can be achieved only if each member makes a specific contribution to complete the task.

**d. Since social skills involve the use of the language, teachers do not only teach language; they teach cooperation as well.**

In negotiation's tasks, the teacher helps students how to learn more effectively. We believe that it is the teachers' job to teach their student's negotiation or social skills so that they can work together more effectively. Teachers, here, are asked to state how far they agree or disagree with this statement. A majority of 2 teachers out of 3, states that they agree with the statement presented to them, and 1 strongly agree. All in all, all of teachers share our view that students should realize that some skills are needed to engage in effective negotiation. These teachers seem to understand the principles underlying a successful negotiated work.

**Q 23: Do you raise your students' awareness towards the value of negotiation?**

The aim of this item is to investigate whether or not teachers help their students see the value of negotiation. a high proportion of teachers answered positively, in that 2 teachers do actually help their students see the importance of negotiating. This implies that our teachers are aware of the necessity of involving students in the process of learning and teaching. Thus, students are likely having a positive attitude towards learning. In sum, raising students' awareness of the value of negotiation is of great benefits to students because this would encourage them to participate more. Thus, it would give better results.

**Q 24: Do your students face problems working together?**

Only one teacher said that her students do not have problems while negotiating with them. Regarding the 2 teachers who answered yes, they seem to encounter some problems when their students negotiate. In negotiation, teachers may encounter many problems. This might have several reasons; one possible reason is that some students prefer to keep silent. Another possible interpretation is that some students are not interested at all in learning or they are lower in status for participating. In sum, negotiation demands constant control from the teacher in order to avoid problems.

**Section 4: Teachers' evaluation of procedural negotiation**

**Q25: do you think that procedural negotiation enhances students' oral production?**

The examination of the last item reveals that all of the teachers believe that procedural negotiation work enhances students' oral production.

### **Because...**

The teachers provide a variety of answers. To begin with, one of the teachers claims that procedural negotiation offers an effective technique of communicative interaction. It is believed that interaction and negotiation of meaning between students are of great importance for successful language learning. He adds saying that through negotiation, teachers provide more opportunities for each student to take part in the classroom and make his contribution. In fact, two teachers discussed the effect of procedural negotiation on the affective side of students. They claim that negotiation can be used to increase motivation. This latter has a great effect on enhancing students' performance in English. Students feel at ease to speak when they are allowed to share decisions.

### **Discussion**

Analyzing the teachers' questionnaire has revealed many facts on teachers' attitudes towards teaching speaking, their behavior in the classroom, and their perception of the principles underlying negotiation and their practices.

1. In fact, approximately all teachers consider the aural / oral skills as their major concern while teaching. This implies that teachers are aware of students' needs in terms of developing oral proficiency.
2. For teaching speaking, most teachers opted for discussion. As such, teachers would provide Students with language use and help them in increasing their oral proficiency.
3. Teachers need to better understand meaningful ways of assessing students' oral production. It is suggested that negative evaluation might inhibit students' future participation.
4. When teachers were asked the use of negotiation, some teachers confirmed about the use of negotiation in their practices.



5. As far as their implementation of negotiation as part of their instructions, some teachers admit that their teaching consists in making students aware of the skills they adopt for effective learning.

6. When asked about possible problems encountered while teaching, teachers did not seem to notice any problem. This finding urges the need for teachers to be attached with students’ problems and how to solve them.

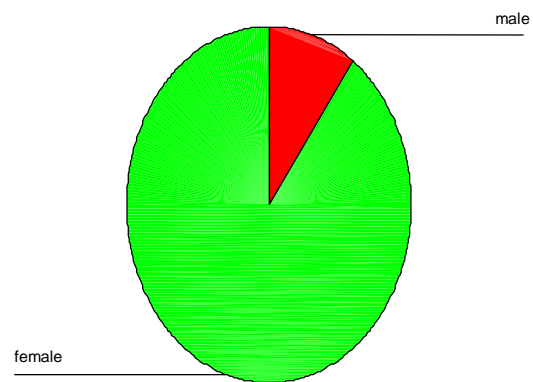
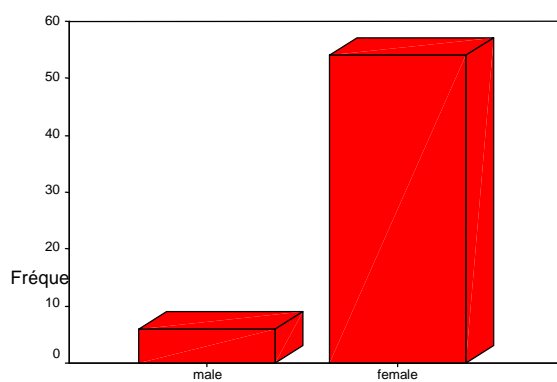
7. Finally, teachers’ evaluation of negotiation as a technique for improving students’ oral proficiency reveals their recognition of the effectiveness of such a technique.

#### 4.4. Students’ Questionnaire Analysis

##### Section One: General questions

Q1. Sex:

	Frequency	%
Male	6	10,0
Female	54	90,0
<b>Totality</b>	<b>60</b>	<b>100,0</b>

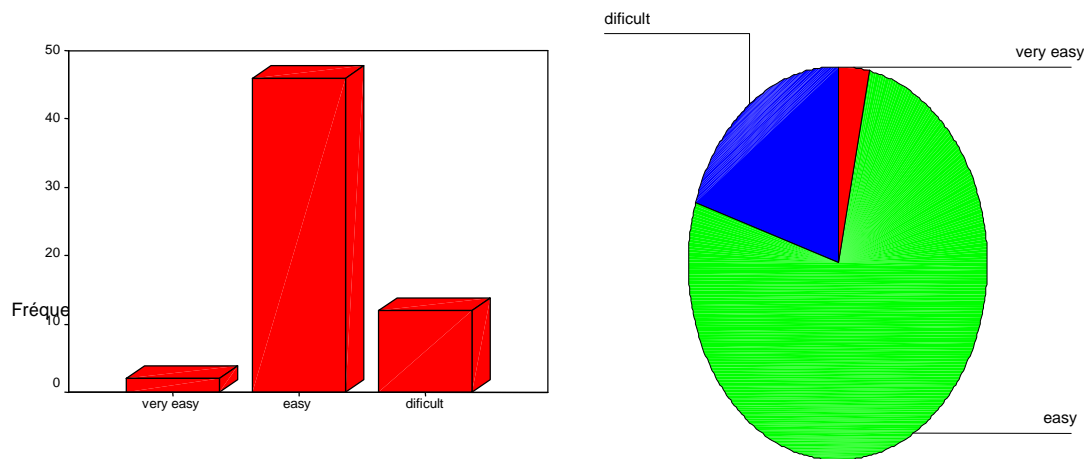


**Graph 1**

A quick glance at this table will reveal that female students outnumber male. In fact, we have recorded just four 6 male subjects (10 %), where as the rest is of a female sex, that is (90%) are female subject. This adds nothing to work except that girls are expected to be more interested in collaborating.

**Q2. Do you find speaking in English?**

	Frequency	%
very easy	2	3,3
easy	46	76,7
dificult	12	20,0
Totality	60	100,0



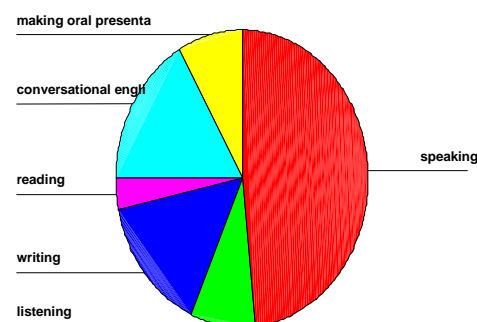
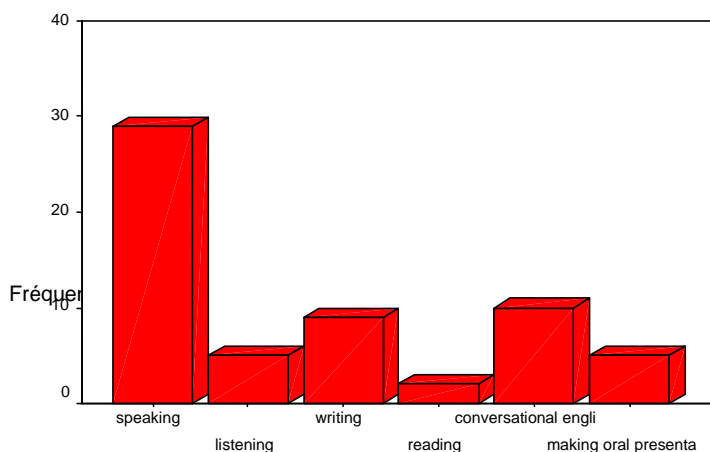
**Graph 2**

Subjects, here, are asked to say whether they find speaking easy, very easy, or difficult. The majority of respondents 46 or about (76.7%) believe that speaking in English is easy, about (3.3%) said it is very easy, against (20%) who find it difficult. For ranking speaking by difficulty, most students (76%) find that speaking is easy. This, however, does not necessarily mean that they are good speakers. Those who find speaking difficult might represent the proportion of students who never participate in the classroom.

**Section Two: students' perception of the speaking skill**

**Q3. Pick the most important skill that needs to be developed most?**

		Frequency	%
Valide	speaking	29	48,3
	listening	5	8,3
	writing	9	15,0
	reading	2	3,3
	conversational english	10	16,7
	making oral presentation	5	8,3
	Total	60	100,0



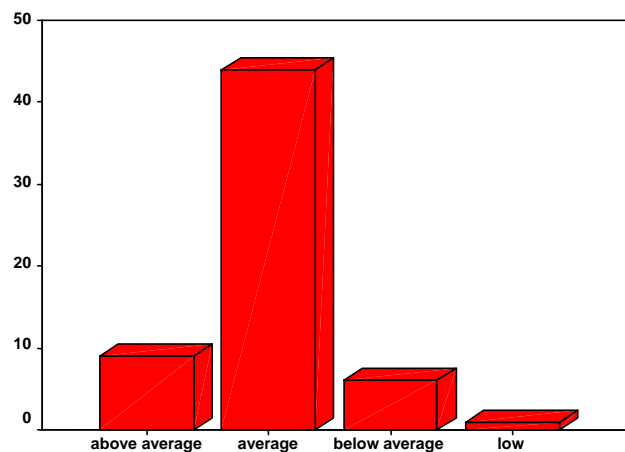
**Graph 3**

For this section, the difficult question was to ask subjects to pick the most important skill that they think need to be developed most: (48.3%) of the respondents (N=29) picked the speaking skill first, while (16.7%) of the respondents put the conversational skill first. Then, it is followed by the writing skill (15.00%) and listening skill and oral presentation (08.3%). The final classification we get from table N°3 is the following: the speaking skill first; the conversational skill second; the writing then the listening and oral presentation skill is third and fourth respectively. The aim of this question is to determine the subjects' needs to the different language skills. Therefore, we have asked the subjects to pick the most needed skill (Speaking, listening, writing or reading), and then they have to explain their choices. To begin with, we notice that the speaking skill came first in the students' choices, as we have

seen above. For those students, speaking is considered more difficult than the other skills. They are likely to be poor speakers and need to be able to communicate using simple, spontaneous language that is somehow fluent.

**Q4. Which of the following describes your level of oral performance in English?**

	Frequency	%
Valide above average	9	15,0
average	44	73,3
below average	6	10,0
low	1	1,7
Total	60	100,0



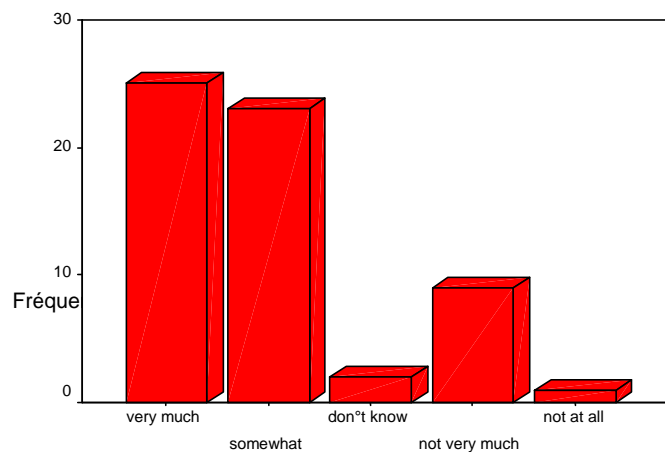
**Graph 4**

This question acts as a support to the one just preceding (pick the most important skill that needs to be developed most?). Subjects, here, are asked to describe their speaking ability in the language class. In answer to this, they are expected to rank themselves from high to low. We have found (73.3%) who have admitted that their level of oral performance is average. About (15%) said that their level is above average; against about (10%) and (1.7%) who confess that their level is below average or low. Therefore, these are not likely to participate verbally in the classroom. And if they stay silent without

any attempt to participate, then they will not advance any further. Those who found that their level is approximately average and below average match the results obtained in the students’ needs in terms of skills (see table 3, where speaking is felt to be the skill the students need most to develop) .

**Q5 .To what extend did the oral expression courses help you improve your oval performance?**

		Frequency	%
Valide	very much	25	41,7
	somewhat	23	38,3
	don’t know	2	3,3
	not very much	9	15,0
	not at all	1	1,7
	Total		60



**Graph 5**

This item of information sheds light on subjects' attitudes toward the whole teaching process. 25 respondents (41.7%) have indicated that the oral courses help them improve their oral performance; (38.3%) of the subjects said that they improve somewhat their oral performance. A number of subjects have opted for the reverse situation in that (15%) respondents do not actually find their teachers' courses helpful, (1.7%) of the subjects say that they are not helpful at all also, we have recorded (3.3%) subjects who have opted for don't know. Many students do not contribute to language input

partly because the courses are not interesting enough to stimulate their verbal participation and communication. It goes without saying that if the courses are motivating enough, students are seen struggling to express themselves using the language to express their ideas.

## **Conclusion**

All in all, the positive results revealed in this study concerning the influence of procedural negotiation on improving students' oral production have confirmed our hypothesis. This means that there is a positive relationship between negotiation and oral proficiency. Negotiation is one way of teaching which according to many years of research and practical application by hundreds of thousands of teachers, now exist for virtually every imaginable instructional purpose. Furthermore, we now know a great deal about the effects of negotiation on students and the conditions necessary for effective negotiation, especially for teaching speaking.

### **4.5. Pedagogical Implications**

We summarize by saying that learners typically talk far less than teachers and perform a much narrower range of language functions. The crucial factor appears to be the extent to which the teacher controls the discourse. The teacher controls moment by moment the progress of the discussion by using a rising threatening tone and a rapid rate besides a set of directing acts. Learners produce a language which is marled by a poor vocabulary, a range of ungrammatical structures and short utterances and formulaic chunks. We argue that the asymmetry of the classroom discourse, where the teacher functions as a manager and director of the talk, led to the learners adopting relatively passive roles.

### **4.6. Limitations of the Study**

Negotiation is not a straightforward undertaking. The extent and the focus of negotiation are influenced by the context in which teachers and students work and they may require abilities and sensitivities not conventionally expected of teachers and learners in their work together. For instance, numerous, mainly, external factors may affect the involvement of negotiation in the developing

classroom work, such as the existence of pre-specified curriculum plans, time constraints and class size. In addition to other personal elements, like: the personal responses of the teachers and students, the background of the students and the wider cultural context in which negotiation is to take place. In this respect, we deliberately limited our study to include the factors already explained and the chosen population. Our study concerns a limited population, and can therefore be generalised only if the same results are obtained through other researches conducted under the same circumstances.

## **4.7. Suggestions for further Research**

In the preceding sections, we tried to interpret the results and draw some implications. In this section we will try to develop some recommendations the light of the preceding interpretations of the results and their implications.

### **4.7.1. Recommendations**

The teaching approach applied in Algeria insists on the promotion of interaction in the language classroom. The teacher is thus held responsible for promotion of appropriate and healthy atmosphere where learners feel secure to learn. The results obtained through the analysis of a lesson recorded in an Algerian classroom show that classroom interaction is not conducive to practice opportunities. The teacher is extremely unfriendly and uses a threatening rising tone and a rapid rate which creates an inappropriate atmosphere where learners cannot take risks to participate and make errors without fear of punishment and embarrassment. This negative affective climate affected negatively classroom interaction where learners are excluded and inhibited which goes counter to the principle of this approach.

We believe that there is no strategy for classroom management that will magically create a positive classroom environment if the teacher does not engage all learners in a busy sense of working purpose with the most compelling reward of all, that of realizing that they are learning important things that are valued by him.

The class sizes, students age, and levels of proficiency in the foreign language suggest that the potential for negotiated decision-making can be realized across a wide range of teaching –learning contexts.

We propose to develop programs for teacher education and training, where we introduce teachers to the notion of procedural negotiation and its relevant issues.

## **Conclusion**

We conclude by saying that it is the pedagogical discourse of the teacher and his intentions which determine the interactive and participative roles of learners. The nature of classroom social climate and interaction management depends on the same characteristics. The change of topic alone does not guarantee the creation of the necessary conditions for the safe management of interaction and oral proficiency.





## **GENERAL CONCLUSION**

## General Conclusion

We are going to the close of this study which highlights some important aspects of the process of foreign language teaching / learning. Through this research, we hypothesized that if we are going to improve the students' oral production, we should provide them with more opportunities to get the practice they need to use the language.

We believe that the present application of procedural negotiation work to the field of language learning is essential for promoting oral communication.

The obtained results confirmed our hypothesis that there is a positive relationship between procedural negotiation work and oral proficiency. The positive findings revealed in this study show that well planned and organized procedural negotiation work is an effective technique for improving EFL learner's oral proficiency.

This study shows that:

- (1) Learners need to be provided with an effective instructional technique for improving the quality of learners' oral production.
- (2) Teachers' responsibility is to create a relaxed and friendly situation where the learners can use the target language without hesitation.
- (3) both teachers and learners should be aware of the necessary skill for effective learning to take place. Overall, this study is useful not only for the learners helping them to improve their speaking and to teachers contributing to their understanding of the rules and the conditions necessary for effective learning. Future research should be done to test the applicability of the findings to larger population.

The purpose of this research work was not to argue that classroom decision-making based upon negotiation between teachers and students should replace teacher decision –making. Teachers are at the core of the process and, as the accounts have shown, a teacher's recognition of the potentials of shared decision-making and a teacher's will to initiate it in the classroom are two primary conditions

for its likely benefit to a student's language learning experience. Nor is procedural negotiation an 'approach' or a particular 'method' which can be claimed to directly enhance the learning of a language. It is difficult enough to prove that any aspect of language pedagogy in the classroom has a direct effect upon a student's learning. The introduction of negotiated decision-making serves to complement and enrich the teacher's difficult task of enabling language learning.

This is not to ignore the fact that the application of shared decisions is a challenging and sometimes difficult undertaking for teachers and learners. There is no doubt that further practical experimentation is much needed in this area in order to widen our understanding of the nature of classroom negotiation. It is from detailed accounts of negotiated work that we can learn more about the complex nature of procedural negotiation, the influence of contextual factors and successful ways of engaging learners in responsible decisions about their work.

It appears that the implementation of procedural negotiation can be a highly practical alternative to the direct, non-negotiated implementation of a pre-planned syllabus.

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## APPENDIXES

### Appendix I: Pre-Questionnaire

*University of Setif  
Department of English*

*2011-2012*

#### Teachers' Pre-Questionnaire

This pre- questionnaire serves as a data collection tool for a research work that aims to explore the classroom language and mainly its participant's relations as well as interactions in terms of negotiated decision –making at the Department of English, University of Sétif.

I would very much appreciate if you could take the time and the energy to share your experience



by answering the questions below. Your answers are very important and will be of much help for the completion of this work. Please, tick the choice that best represents your answer and give full answer where necessary. Thank you very much in advance. Personal information:

**Section One:**

1. Degree(s) held:

- a. BA (License)
- b. MA (Magister/Master)
- c. Ph. D (Doctorate)

2. How long have you been teaching oral expression module?

.....

**Section Two:**

3. Are the oral skills your major teaching concern?

- a. Yes
- b. No

4. Which of the following describes your students' level of oral proficiency in English?

- a. High
- b. Above average
- c. Average
- d. Below average
- e. Low

**Section Three:**

5. Have you ever heard about procedural negotiation?

.....  
 .....

6. Have you ever used negotiation of decision-making?

.....  
 .....

We welcome your feedback. Please write any suggestions or comments in the space provided on the back of the answer sheet. Thank you very much for your participation in this study.

## Appendix II: Keys of Lesson Transcription

**T:** ..... Teacher

**TT:** .....Teacher trainer

**S:** .....Student

**SS:** .....Students

**0:** ..... short pause

**00:** .....Long pause

**000:**.....Very long pause

**‘ :** ..... Rising tone

‘ : ..... Falling tone

(.) : ..... Inaudible passage

**Chorus** : ..... Collective answer from the students

**T+ SS** : ..... Collective answer from the teacher and the students.

### Appendix III: Video Transcript

Floor 01 T                      Initiation Greeting: Good morning everybody

Floor 02 SS (Chorus) Response Greeting: Good morning

Floor 03 T                      Initiation Question: How are you doing?

Floor 04 SS(Chorus) Response Assertion: Fine

Floor 05 T                      Initiation Question: How was your weekend?

Floor 06 SS                      Response Assertion: Hard

Floor 07 T                      Initiation Topic initiation: today **0** today I’m going to talk about an important issue which has a huge influence on our daily life **0** For many people stress is so commonplace that it has

become a way of life. stress isn't always bad 0 sometimes 0 I mean for short periods of time 0 it can help you to perform under stress (pressure) as I'm doing right now 00 to do your best ...etc 0 but if you 0 frequently feel frazzled or overwhelmed which means 00 nervous or let's say tired in nervous way or 0 defeated, it's time to take action to bring your system nervous back 00

So today we're going to learn what stress is? What are the causes of stress? 00 the symptoms and signs of stress ? 0 And at the end of the session we'll (I mean) 0 we'll be able to know or let's say some 0 ways to relieve(retrieve) or let's say to reduce the effects of stress on our bodies 00 or our health...

Well 0 before I give you my own definition about stress 0 Initiation Information request let me first of all ask you about stress what do you know about stress? Initiation Information request So pursuant to you what stress is?

Floor 08 S Response Elaboration: when someone is exhausted

Floor 09 T Initiation/Response Request/imperatives: Sorry"

Floor 010 S Response Clarification: when someone is exhausted

Floor 011 H Response Explanation/challenge: stress maybe is 0 a feeling of anxiety and 0 (..) and 0 lack of balance.

Floor 012 S: (..)

Floor 013 T Initiation Request/ Imperative :Would you speak up please?"

Floor 014 T Initiation/feedback Imperative: Something else ohm someone else sorry

Floor 015 T Initiation: Question/imperatives What about you miss? Information request Do you have any idea about stress?

Floor 016 S Response: Euhh me actually

Floor 017 SS Response humor laughter

Floor 018 T Feedback: We're talking about stress.....

Floor 019 S: (..)

- Floor 020 T Evaluation Evaluative/Confirmation check: You're miss stress I know!!!
- Floor 022 T Initiation Imperative : Someone else
- Floor 023 T Evaluation Agreement : Okay thank you very much **00** the questions, or let's say the answers **0** that have been given up till now **0** I mean was (normally were) quite correct. **Let** me now give you my own definition **0** well which is a scientific definition.
- Stress in fact is normal physical responses to events that make you feel frightened or upset your balance in some way or something else ,the body's defenses through let's say **00** automatic process which is called a fight to fight reaction or the body's stress response.
- Well **0** from this **0** definition **0** Initiation Comprehension check have you got an idea" or **0**
- Floor 024 T : **okay**
- Floor 025 T Question: any marker (**asking for a marker**)
- Floor 026 H Response Clarification request: would you please repeat the definition?
- Floor 027 T Feedback Clarification: well **0** Stress in fact is normal physical responses to events that make you feel frightened or scared and **0** or let's and another definition which is **00** events that upset your balance in some way.
- Floor 028 R Response: eh
- Floor 029 S Response Clarification request : how stress is frightening or scared (..)
- Floor 030 T Feedback Clarification: I mean according to or due to those events happened you are in fight to fight reaction or let's say your body **0** responds (..)
- Floor 031 R: (..)
- Floor 032 T Feedback Clarification: not necessary (..) Initiation Explanation request How do we say (..) (**Explaining more**)
- Floor 033 T Feedback Explanation: **okay** let me just explain this **0** for example let me just **00** before this I have to do something
- Floor 034 T Feedback Explanation: She is calling you (**talking to a student simultaneously**)

**putting a false or artificial mouth to a girl to show them what the fight to fight reaction).**

Floor 035 Z Response: shouts (**responding to what happened**)

Floor 036 T Feedback Evaluative move/Agreement: **okay** this what I want (..)

Floor 037 SS (Chorus) Response Humor: laughter

Floor 038 T Feedback Elaboration/Explanation: Agreement **okay laughter** When you perceive a threat **0** your system nervous (**normally nervous system**) **0** let's say responds by releasing a flood of hormones, including what adrenaline and Cortisol **00** Initiation Information request these hormone in fact do you know what adrenaline is

Floor 039 SS: (..)

Floor 040 T Feedback Explanation : well! Adrenaline is that substance that you body produces when your' re in a state of anger ...etc

Floor 041 SS: (..)

Floor 042 T Feedback Explanation: well **00** as I said before your system nervous (**normally nervous system**) responds by releasing those hormones, including what adrenaline and cortisol. These hormones in fact rouse your body in an emergency action which means wake it up, you become excited ...etc

Well **0** so there are some organs that I mean **0** respond in unusual way. Explanation request **How?**

Floor 043 Feedback Explanation: you start or Your heart starts beating faster **00** your muscles tighten **0** your blood pressure rises **0** your breath quickens, yeah, your senses become **00** let's say **00** sharper

Floor 044 Feedback Explanation: **0** well **0** These physical changes in fact (**Someone opens the door**)

Floor 045 T Feedback Explanation: these physical changes that have already been explained **00** increasing your strength and stamina which is the ability to do something **00** speeding your reaction time **0** and of course enhance your focus or concentration.

- Floor 046      Initiation Comprehension check: Is everything clear up till now”
- Floor 047      Response 047 B: (..)
- Floor 048      Feedback : Elaboration/Clarification **Okay** I’m talking about stress generally **okay**  
Explanation/Clarification/Evaluative move **but** there is **0** of course there is difference between stress  
**00** when you get stress because of **0** Apology **sorry** fear **00** how your body responds and when I  
mean when you’re all the time you’re under stress!there is difference
- Floor 049 S: **cough**
- Floor 050 T      Feedback: Fear is just **and** Clarification request example to make it **clear**
- Floor 051      Response Clarification: (..) Fight to fly
- Floor 052 T      Feedback Elaboration: fight to fight (**simultaneously opening the door**)
- Floor 053 T      Initiation Topic shift move : Well now let’s move to something else the causes  
of stress according to you Request for information do you have any idea what **0** lead us be stress or be  
stressful
- Floor 054 SS (Chorus)      Response Elaboration: (..) Exams (**Students participate by giving some  
causes**)
- Floor 055 S      Response Elaboration: exams
- Floor 056 T      Feedback: exams’ **em**
- Floor 057 B      Response Elaboration : failure”
- Floor 058 S      Response Elaboration : problems
- Floor 059 T      Initiation Clarification request : sorry”
- Floor 060 SS (Chorus)      Response Elaboration : problems
- Floor 061 S2      Response Elaboration: go to pass exams
- Floor 062 T      Feedback Agreement: **ehm (moving his head up)**
- Floor 063 S2      Response Elaboration : go to pass exams



- Floor 064 T Feedback Corrective move : we've already mentioned this
- Floor 065 R Response Elaboration: emotions and feelings
- Floor 066 T Initiation Information request : what kind of emotions and feelings”
- Floor 067 SS(Chorus) Response Humor: laughter
- Floor 068 R: (..)
- Floor 069 T Evaluation Evaluative move: good
- Floor 070 H Response Clarification: she is so excited about (..)
- Floor 071 T Feedback : Agreement yeah Elaboration and every time she talks about them
- Floor 072 S3 Response Elaboration : diseases
- Floor 073 T Initiation Clarification request : sorry “
- Floor 074 S3 Response Clarification : diseases
- Floor 075 T Feedback Agreement : yeah
- Floor 076 T Initiation Confirmation request : is there any (thing)
- Floor 077 S Response Elaboration :teaching
- Floor 078 SS(Chorus) Response Agreement : ahh yes
- Floor 079 S4 Response Elaboration : decisions when you want to make decisions
- Floor 080 S5 Response Elaboration : society
- Floor 081H Response Information request: the question is what causes stress
- Floor 082 T Feedback Agreement : yeah
- Floor 083 H: (..)
- Floor 084 SS(Chorus) Response Humor : **laughter**
- Floor 085 R Response Elaboration : someone who is precious
- Floor 086 T Initiation Clarification request : sorry”
- Floor 087 R Response Clarification : someone **00** is **00** precious
- Floor 088 H Response Clarification/ Clarification request/ Confirmation request : precious

- Floor 089 T           Initiation Clarification request :I can't here you  
**(Someone opens the door)**
- Floor 090 T           Initiation Clarification request : (..) **noise** express your idea please **(knocking on the desk)**
- Floor 091 T           Initiation : yes
- Floor 092 R           Response Clarification/Explanation : when you **00** break **00** break out your relationship with someone
- Floor 093 T           Feedback Confirmation request: ahh when you break (..)
- Floor 094 L           Response Clarification request : Miss” about **00** causes of stress
- Floor 095 T           Imperative : stop talking **(the teacher shouts loudly)**
- Floor 096 L           Response Elaboration+ explanation+ clarification: I want to add something **00** about **00** the causes of stress **00** I think there is **(are)** general **00** general causes and there is **00** life **00** causes For general causes there is **00** the first one there is threat **0** the threat which lead to **000** lose **000** sense of control we can't control ourself **(ourselves)** **00** that **00** that is to say to be **00** physical and social and financial financial fianancial threat .and the second thing is **0** uncertainty uncertainty **(uncertainty)**, we are not sure about we are going to do and **0** our react it's not enough **00** enough **0** satisfied to control the situation and the last one is **00** as I said life causes **00** for example at
- Floor 097 T           Evaluation Evaluative move : Thank you very much you've just said everything
- Floor 98 SS(Chorus) Response Humor : **Laughter**
- Floor 099 T           Explanation+ clarification: **Okay** We have to say that the situations and pressures that cause stress are called as stressors stress isn't we think of stress as being negative such as for example an exhausting **0** work schedule or **0** a rocky relationship...etc but there is ” (are) some events which are positive and lead to stress such as going to college or getting married.  
**0** well Psychologists in fact divided or have divided stress into internal causes and **0** let's say **0**

external causes and I'm going to give you some some of them:

well Common external causes of stress we have for example major life changes we take an example for that the generation gap which means 00 let's say disagreements not disagreements but the misunderstanding between old generation and the new generation they're always I mean always arguing about things we do and modern life for them is a kind of 00 boring and things we do are let's say 0 according to them.

Floor 100 H Response Information request : How this causes stress

Floor 101 T Feedback Explanation: The misunderstanding for example 0 between you and your father 0 this kind of relationship may cause stress okay '

Floor 102 T Feedback: Clarification/Explanation We have work 0 Explanation for example hard work commuting which means travelling everyday in the morning to work for long hours (..)

We have traffic 0 traffic jam you know this kind of things may lead to stress.

Well Problem with neighbours 0 relationship difficulties 0 specially between families 0 parents 0 mothers and fathers 0 children

Financial problems 0 lack of money 0 poverty...etc 0 and we have children and family

Floor 103 T Initiation Topic shift move Let's move now the internal causes of stress 00 well 0

We have the inability to accept uncertainty in the sense that you're not sure what you're saying 0 you don't have confidence in yourself 0 lack of 0 certainty

Negative self-talk for example we have ideas but we don't give our point of view 00 (..) You're not capable to deliver your message 0 because you're afraid to be refused by others 00 what else (..)

We have perfectionism 0 you consider your self as perfections or perfect sorry but when something stabs you or something hurts you 00 this becomes or let's say moves (**normally changes to** ) to stress

And pessimism 0 and this we have to laughing to stick it to **Hakima** ( a student in the class) she is always" complaining 0 I mean she doesn't have that confidence 00 or let's say 00 she is not 00

pessimistic or **00 sorry** optimistic enough to enjoy her life and to live her life.

Let me now give you the top ten stressful life events

well we have

1/ the spouse's death (father or mother) normally husband and wife.

2/ divorce.

3/marriage separation.

4/jail term.

5/ death of a close relative.

6/injury or illness.

7/marriage.

8/fired from job.

9/marriage reconciliation.

10/ and retirement.

Floor 103 T Initiation Comprehension request : **00** is everything clear ”

Floor 104 S: (..)

Floor 105 H Response Request : may I answer this question ”

Floor 106 T Feedback Agreement : Yeah sure

Floor 107 H Response Confirmation request : **Yeah** what Miss means about perfectionism is **00** perfectionism right

Floor 108 T Feedback Agreement : Yeah

Floor 109 H Response Explanation/Clarification : Perfectionism is that **00** there are some people to attempt to be perfect okay **0** so when they like to do an exercise **0** they want to be perfect when they want for example to learn American accent they want to be perfect too you see **0** so this is why he said if you cannot reach this kind of results that you expect yourself to be perfect in this causes you stressed

- Floor 110 T Evaluation Agreement : Good so **(interrupted by a student)**
- Floor 111 S Response Challenge: even if (..)
- Floor 112 SS Response Agreement :yeah
- Floor 113 S Response 113 : **and** how ” Information request how it becomes positive Information request and how it becomes negative **0** Psychologically speaking **0**
- Floor 114 H Response Elaboration : Miss said that you think of yourself as you’re ideal
- Floor 115 T Feedback Elaboration+Information request: there is a technical word **00** **how** it becomes **0** positive and **How** it becomes negative
- Floor 116 L Response Explanation : I think **0** Miss **0** when we **0** when we can **00** for example **00** take stress as a source of motivate (**motivation**) ourself (**ourselves**)
- Floor 117 T Feedback: Agreement yes **0** Elaboration/Clarification so it depends on the defense mechanism developed or used so (..)
- Floor 118 H Response: Elaboration another problem is seldom no person can be perfect **0** you see Confirmation request because I do experience this whenever I start Explanation for example the revision of psychology **0** I start from the very beginning and I’m supposed just to focus on the second semester **0** why I go to the first lectures it’s just I want to be perfect I want to know everything not just (..) Lectures Confirmation request you see
- Floor 119 T Feedback Agreement : yeah
- Floor 120 H Response Elaboration : and this is going to may **0** may cause me to fall behind or **0**
- Floor 121 T Feedback Agreement : yeah
- Floor 122 H Response Elaboration : or I can’t carry on studying or I get stressed
- Floor 123 T Feedback Agreement + Elaboration: yeah it depends on (..) perfection (..)
- Floor 124 T Initiation Topic shift move: Let’s move now to another point which is the signs and symptoms of stress:  
Elaboration+ Clarification Well It’s important to know how let’s say to recognize **00** when your stress

levels are out of control 0 Well then hazardous 00 or let's say the dangerous thing about stress is when how easily it can creep up on you 0 you get used to it; and then it starts to feel familiar 0 even normal 0 but the most but unfortunately you don't notice how 0 badly affects you 0 We have to know that stress affect our minds 0 bodies 0 behaviours in some ways 0 and everyone experiences stress differently 0 so Psychologists have give division or have given a division as far as the symptoms of stress are concerned 0 and you're going to know what are these divisions or 00 symptoms.

Well we have cognitive symptoms 0 we have emotional symptoms 0 physical symptoms and behavioral symptoms 0 Well

1) In Cognitive symptoms which have relationship with thoughts (..)

1/we have memory problems for example forgetting 0 you forget even things you've just done you 0 miss your let's say doctor (**appointment with your doctor**) ...etc

2/inability to concentrate 00 lack of concentration 0 you can't concentrate.

3/we have 0 anxious or racing thoughts and constant worrying 0 we're all the time worried about things...etc

Initiation Topic shift move 2) Let's move now to another let's say symptom which is emotional symptoms which has to do with our feelings:

Floor 125 T Response Reprimand : Stop laughing

Floor 126 H Response Humor : laughing more

Floor 127 T Feedback Elaboration+ Clarification + Explanation : We have 1/ moodiness 0 sometimes we're happy other time we're so 0 mad upset.

2/ agitation and inability to relax

3/sense of loneliness all the time and isolation

4/depression and general unhappiness

3) physical symptoms which have to do with our bodies 0 we have

1/aches and pains.

2/diarrhea or constipation.

3/nausea; dizziness.

4/chest pain.

5/Loss of sex drive.

6/and frequent colds.

4) Behavioral symptoms we've got

1/ eating more or less, sometimes you eat more ,sometimes you eat less.

2/sleeping too much or too little.

3/isolating yourself from others **0** I mean, which means you become aloof from the society

You do not share **0** you do not talk to people **00** I mean **00** to share things with.

Floor 128 Feedback Elaboration : I said that whenever you're are stressed and then you have to eat a lot (..) Initiation Information request how do we call it

Floor 129 S Response Elaboration : there are some people

Floor 130 T Initiation Information request : how do we call it **we have a word**

Floor 131 S Response Elaboration : obesity

Floor132 T Evaluation : Evaluative move no when we eat a lot **0** Evaluative move not Explanation because you're hungry **but** it comes just like this

Floor 133 SS: (..)

Floor 134 T Explanation/Clarification : **specially** when (..) we call this a Boulimie Initiation Information request/Confirmation request have you ever heard?

Floor 135 SS (Chorus) Response Evaluative move/ Challenge : no

Floor 136 T Evaluation Evaluative move : no " Feedback Explanation (explaining in French)

Floor 137 T Initiation Confirmation request :Shall I repeat something

Floor 138 R Response Elaboration/ : those symptoms are **more** (..)

Floor 139 T Feedback : Evaluative move Not necessary illness **0** Explanation so when for example you have this kind of signs among those already mentioned **0** you have to know **0** you're may be under stress.

Floor 140 SS(Chorus) Response : Arguing

Floor 141 T Initiation Information request: Now how do we respond to stress

Response/Feedback Elaboration+ Explanation+ Clarification According to psychologist **Connie Lillas** who uses a driving analogy to describe three most common ways people let's say respond when they are overwhelmed of defeated.

We have foot on the gas **0** foot on the brake **0** foot and both.

\* gas you know what gas is? That substance similar to the air.

\*brake is the part of the vehicle that you put your foot in order to slow it down or to stop it. Feedback Explanation And I'm going to explain this. Well **0**

1/ foot on gas which means an angry or agitated stress response. Initiation Information request **How** You're **0** let's say you're heated or hot **0** and you're overly emotional (..)

2/ foot on the brake: a withdrawn or depressed stress response. Withdrawn here means being (..) not talking to people **0** being aloof as I said before **0** You show very little emotion or energy

3/ foot on both: a tense and frozen stress response. How? You freeze under pressure an you can't **0** do anything. But under the surface you're extremely agitated.

Floor 142 T Initiation Comprehension request: Have you understood?

Floor 143 T Initiation Topic shift move : Now **0** let's move to another element which is **how** relieve or to control your stress **00** or let's say to reduce your stress

Initiation Information request Why did I say to reduce or relieve not getting of stress,  
Response/Feedback Elaboration/ Explanation/Clarification because simply stress we can't get rid of it

Floor 144 S Response Elaboration: it's something normal

Floor 145 T Feedback: Elaboration it's something normal **0** it becomes something normal **00**



Clarification Well 0 we have some ways before I give you my own ways Initiation Imperative try to give me some ways to reduce stress 0 anything used to do before 0 let's say 0 to reduce your stress.

Floor 146 M Response Elaboration: always take break 00 always from time to time (..)

Floor 147 T Evaluation Evaluative move: good so this is for people who working a lot (..)

### Humor Laughing

Floor 148 SS Response Elaboration/ Corrective move/challenge : in this society I think it's the opposite 0 we have to work 0 we have to 0 fill our time" 00 Clarification/Explanation because the 00 actually we're really work all the time 0 because we do nothing.

Response Elaboration/ Explanation/Clarification/Evaluative move We don't practise sport 0 we don't have hobbies

**Response Elaboration 149 Chorus:** talking together

**Clarification request 150 T:** sorry"

**Response 151 M:** Evaluative move/Challenge not necessary Elaboration/Clarification but we're working 00 too much or to 00 to (..)

**Feedback Agreement 152 T:** ohm 0 they're 00 when you're working too much 00 **Evaluation Evaluative move** this is very bad my case Explanation for example I work too much 0 so that's why I'm always very stressful 0 your case Explanation for example is that you're not working at all so you have a lot of time you have a lot of energy

**Response Elaboration 153 M:** we feel stress

**Feedback 154 T:** Agreement yeah 0 Explanation because you have a lot of energy inside **Reprimands Rahma** and 00 stop talking 00 Explanation we have a lot of energy inside of you that we need to use when it remains here then it (..) and sometimes we need just to work (..)

Why do we have this all energy inside of you which having pressure on you 0 so it depends on you 00 it depends actually 0 it depends on the situation of the person if you're working a lot yes here definitely you need a break but 0 if you're not working a lot

**Response 155 Elaboration M:** you must find 000

**Feedback Elaboration 156 T:** yeah you must find something to do like (..) 0 whatever

**Response Elaboration 157 O:** if your stress is related to (..) I think the right solution is to talk to someone or to go to psych (**hesitation about uttering the word**)

**Response Elaboration 158 Chorus:** Psychologist

**Response Elaboration 159 S:** and just to speak

**Initiation Imperative/Request 160 T:** Somebody else

**161 S:** (..)

**Feedback Clarification 162 T:** She is talking about the isolation case when we're isolated we have to get rid of it (**telling what the previous student was saying**)

**Initiation Imperative/Request 163 T:** someone else

**164 S:** (..)

**Initiation Clarification request 165 T:** sorry"

**Response Clarification 166 S:** we have to get in touch with people

**Feedback Evaluative move+ Agreement 167 T** sure yeah

**Feedback Elaboration 168 T:** sometimes 0 **Humor (laughing)** 0 we need to care getting in touch with people especially **negative** people

**Feedback +Response Humor 169 T+SS :** (..) laughing

**Response Elaboration 170 S:** not 000

**Feedback Elaboration 171 T:** you have to choose the right people

**Response Elaboration 172 S:** we need (..)

**Evaluation Agreement+ Evaluative move 173 T:** ohm yeah good

**174 Chorus T +SS:** (..) noise

**Feedback Elaboration/Clarification/ Explanation 175 T:** If you want just to relieve you need to scream and 00 shout

**176 Chorus:** noise

**Feedback Agreement 177 T:** yeah **0 Elaboration** this is what we with my sister (..) **noise** we start shouting

**Noise noise**

**178 S:** (..)

**Feedback Clarification 179 T:** she is saying here that crying is not **0** the solution I mean **0** it becomes a habit

**Response Agreement 180 S:** yes

**Response Agreement 181 S:** so much yeah

**182 SS:** noise

**Response Elaboration 183 B:** I read an article before (..) the article was talking about crying how it's good and how it's not they (..) **Explanation** at the very beginning they say (..) specially girls they feel (..) and they cry as they push **000** big things **0** heavy things on the shoulders to cry **0** but later what doctors explained **0** this **0** this phenomena of crying it would be a very hard for the girls (..) When it's **000** it happened frequently **Confirmation check okay** and this very bad

**Response Elaboration/Clarification 184 H:** this is going to be negative

**Response 185 B:** **Agreement** yeah they should control herself because when they're talking they say only girls they do this self mechanism; they shouldn't do that frequently not too much.

**Response Elaboration/ Adversarial move 186 R:** also boys

**Response Agreement 187 H+B:** yeah boys too **noise**

**Feedback Elaboration/ Challenge/Evaluative 188 T:** but they don't cry as much as we do"

**Response Agreement 189 SS:** yeah

**Feedback Elaboration 190 T:** they don't cry as much as we do

**Response Agreement 191 SS:** yeah (..) **noise**

**Response Elaboration 192 R:** I think crying... **the teacher interrupts**

**Feedback Apology 193 T:** sorry”

**Response Elaboration 194 R:** I think crying is the good solution

**Response Adversarial move 195 L:** no”

**Response Challenge 196 R:** yes ” because 000

**Initiation/Response Clarification request 197 L:** express

**Response Clarification 198 R:** we 000 must not keep 000 noise (..)

**Feedback Evaluative move 199 T:** yes yes yes we’ve said we have to cry whenever you feel ” you need it **but** ” he said that it hasn’t to be a habit whenever you’ve got a problem then you start crying instead of finding a solution this is what becomes(..) **Explanation/Clarification** because crying will not solve the problem for you

**Response Clarification+ Explanation 200 R:** Miss **but** we have to cry because (..) **noise**

**Feedback 201 T:** **Corrective move** we didn’t say don’t cry **Clarification** we said you have to cry but 000

**Response Elaboration/ Corrective/ Challenge 202 S:** not all the time

**Feedback Agreement/ 203 T:** not all the time 0 **Elaboration/Clarification/Explanation** sometimes00 forget about crying and use your mind 00 **Explanation** because some girls all what they do is crying all the time but crying is (..) The situation for you 0 **Explanation** for example with husbands it’s okay 0 the first day (..) but the second day he doesn’t care this is a habit (..)

**Response Agreement 204 O:** yeah **Humor** laughing

**Feedback Elaboration 205 T:** so this don’t change problems with your husbands

**Feedback/Initiation Elaboration** so you have to fin other solutions 0 **Evaluative move** crying from time to time it is good

**206 SS:** noise

**Feedback 207 T:** **Evaluative move** it is good **but** not for all cases ... **Initiation/ feedback** yes (**giving the permission to a student to talk**) (sh sh sh sh sh sh **knocking on the desk to ask students to**

keep quiet)

**Response Evaluative move 208 S:** I think to retrieve from our society or environment to have a rest and to think alone is good too

**Feedback Agreement 209 T:** yes sometimes we need to

**Response Elaboration 210 SS:** speaking

**Evaluation Evaluative move 211 T:** yeah sometimes is good

**Response Elaboration+ Adversarial move 212 S:** others speak all the time

**Feedback 213 T: Agreement yeah Clarification when you speak all the time 0 this is not 0 this is not 0 a solution and then being isolated alone all the time this is 0 again not a solution Evaluative move but 0 so 00 you have to find a kind of balance sometimes there are a lot of people talking so you have to 00 (..) yourself an then being alone all the time Evaluative move this is also not good you need to share with people so you (..)**

**Initiation Request/ Imperative 214 T:** yes”

**Elaboration 215 SS:** talk together

**Initiation/ Response Imperative 216 H:** yes Manar

**Response/Initiation Challenge+ Imperative 217 M:** aha you you first

**Response/Feedback 218 H: Response Humor laughing Response thanks 00 Response/Feedback Elaboration +Explanation sometimes when something is out of experience when we make something from experience is better than we do just a suggestion and then you’ll have not experienced this 0 I do 00 I do solve problems through two ways which are present in my mind right now 0 I don’t know other things 0 the first thing I write things down on a piece of paper it makes me 00 someone right**

**Evaluation Agreement+ Evaluative move 219 T:** yeah right

**Response Elaboration+ Explanation+ Clarification 220 H:** the second thing I choose somebody on the net I don’t know I have never ever been talking to

**Feedback Agreement 221 T:** yeah

**Response Elaboration+ Explanation+ Clarification 222 H:** and then I start talking to him okay I don't know him 0 so this 0 makes me yes 00 get much better

**Feedback 223 T: Agreement yeah 0 Elaboration+ Explanation+ Clarification** sometimes 0 it's 00 it is better they not talk to the people you know

**Response Agreement 224 SS:** yes

**Feedback 225 T: Agreement yeah Elaboration+ Explanation+ Clarification** and specially family and for example married couples for example whenever you have problems they walk alone and leaving your husband the first things to avoid to talk to (..) **Agreement** yeah

**226 S:** (..)

**Feedback Elaboration+ Explanation+ Clarification 227 T:** your parents your family they're gonna be on your side

**Response Agreement 228 O:** yes

**Feedback Elaboration+ Explanation+ Clarification 229 T:** and the wife again they're gonna be on her side again and they're gonna make things worse

**230 H:** (..)

**Initiation/Feedback Elaboration+ Explanation+ Clarification/Evaluative move 231 T:** so whenever you have problems try t talk to other people but not your family

**Response Agreement 232 S:** yes

**Initiation Clarification request 233 T:** what you wanted to say ( )

**Response Clarification 234 S:** Miss sleeping reduce the degree of stress

**Feedback 235 T: Evaluative move** sometimes 00 **Elaboration+ Explanation** and specially when and this is related to working a lot and thinking a lot sometimes

**Feedback Elaboration+ Explanation 236 T:** you need to sleep

**Response Elaboration 237 N:** changing the place

**Response Elaboration 238 S:** environment

**Feedback Clarification 239 T:** so you have to change your life completely

**Response Agreement 240 H:** yes

**Feedback Clarification 241 T:** a complete change of life

**Response Agreement 242 SS:** yes

**Feedback Elaboration+ Explanation+ Clarification 243 T:** so I'm and this is specially in 0 the European society actually so you know that they do have 000 we call them societies of stress (**translating to French les societies de stress**) because they work a lot not like (..) that's why I've told you we do nothing here in Algeria nothing we're not working at all ninety percent of the time we're doing nothing but there when they do work they do work they do have a lot of pressure and sometimes they do have to change completely their lives and actually I was transcribing my ideas on face book today

**Response Elaboration+ Clarification 244 L:** I want 00 add 00 something to what 00 said my friend 0 that 00 there is no recipe 00 there is no specific recipe to stop stress **because** 00 it is related to nature of human being and 00 and 00 I'm going to list some advice and at the end I'm going to give my own 00 my specific 00 one the first we remind that stress is caused by perception which 00 may be not reflect the 00 the reality not 00 true 00 event **because** in 000 in life 0 life 0 modern life it's 00 a full of demands and to satisfy all this demands we need a lot of energy and 00 the bad 00 bad 000 bad thing about modern life is 0 night return to day if we have not 0 lack to 00 **Explanation/Clarification for example** lack to sleep and 0 it's 000 the surf of stress 0 Second thing is 0 to avoid 00 med 0 medicines ” (giving the word in French les médicaments)

**Response Confirmation request 245 O:** medicines

**Response Elaboration 246 L:** medicines **Explanation** because it's not the best way to 00 third one is 000 we 00 we 00 we avoid to a lot of works at the same time **Explanation/Clarification** for example eating and watch TV and learning

**Feedback Agreement 247 T:** yes

**Response 248 L: Evaluative move** it's a very bad thing habit 000 fourth one 00 did some hobbies  
**Explanation** for example sport or like 00 or 0 speak with friends or read books story or internet and  
 the last one which 00 related to my experience is to go to sea an nature outside **Closing move** and  
 that's all

**Initiation Clarification request 249 T:** and your own?

**Response Confirmation request 250 L:** my own

**Initiation/Feedback Clarification 251 T:** yeah refer

**Response 252 L:** refer to read 00

**Initiation/Feedback Information request 253 T:** strategies to avoid to get this stress

**Response 254 L: Agreement** yes **Response Explanation** because Aphlaton (**Plato**) said that 000  
 every problem 00 see the solution to every problem when you go to the sea and 000 like he said three  
 S's sea, sun and 0 sand sea sun an sand

**Response Agreement 255 SS:** sand yes

**Response Elaboration 256 L:** colour and nature and 0

**Response Confirmation request 257 S:** nature

**Response Elaboration/Agreement 258 SS:** yes

**Feedback Request/Imperative 259 T:** em heh **Initiation Confirmation request** you wanted to say  
 something

**Response 260 H: 00 Evaluative move** Miss he said something very good **Explanation/Clarification**  
 and it's something (**coughing**) it's just actually one cause of stress okay so he said you don't have to  
 care about people and this is actually if you and this is why 00 when you said somebody said I change  
 the place **Evaluative move** sometimes the problem is you it is not the place you see

**Response Agreement 261 B:** yeah

**Response 262 H: Evaluative/ Elaboration** sometimes it is you the problem is within you **okay so**  
**Explanation/Clarification** this why **you have to** change yourself you have to change your own way



of thinking and philosophies then you can get along with all of the people this is why and I liked what he said you don't have to care about the people but another things which is a reservation you don't really have to care at all with **0 Explanation** because we call this a kind of exaggeration because you're living in a society you're a part of the social context you have to look at what you need and what you like so that you can be perfect or let's say human perfection not perfect and this is why somebody said I don't really know his name your opinion of me is not of my business when you give me your opinion it is just a way of thinking and you have your own reasons what you've why you think of me this why **okay but** it is not it doesn't not represent me it doesn't represent my energy powers who **am I**

**Feedback Agreement 263 T:** yeah this is the problem of this society (..)

**Response Agreement 264 H:** yes

**Feedback 265 T:** Agreement/Corrective/ Clarification sometimes you need to change the place Explanation because society affects you a lot

**Response Agreement+ Evaluative 266 H:** yeah sure

**Feedback Elaboration+ Explanation+ Clarification 267 T:** my case for example when I go abroad I forget about my stress but once " I come up here all my stress (..) When I started (..) **noise**

**Response Humor 268 SS:** laughter noise

**Response Agreement+ Evaluative move 269 H:** yeah this is the truth

**Feedback 270 T:** (knocking on the desk) Agreement yeah Explanation because the (socie) this society is very very hard (knocking again)

**Feedback Clarification 271 T:** I can't stand it anymore I'm not prepared at all I **0** I can't stand it (..) who can think (..)

**Feedback Clarification/Explanation 272 T:** it is a stressful society people they're not educated they are not polite they do have (..)

**Response Elaboration 273 M:** we can't forget about them

**Feedback 274 T:** Agreement/Evaluative move you can't you can't Explanation because you're working with them they're your neighbours they're **whatever you** go you driving with them Clarification/Explanation even" driving is very stressful in this society

**Response** Elaboration/Agreement 275 S: (..) stress is commonplace everywhere

**Response** Explanation/Clarification 276 S: everywhere you go you can find stress

**Feedback 277 T:** Agreement/Evaluative move yeah of course Clarification/Explanation stress is c  
0 w have different (..) Explanation for example doing a PhD here in Algeria is not a stress at all

**Response** Humor 278 SS: laughter

**Feedback 279 T:** Evaluative move/clarification/Explanation but doing a PhD in developed countries or raising (..) Evaluative move/clarification/Explanation But in Algeria here we do it in two days

280 S: (..)

**Feedback 281 T:** Evaluative move / Explanation/ Clarification I can do it in 0 two days here so it depends so we do have two different kinds of stresses in this society Explanation for example when we say it's not the case in Algeria Evaluative move no where 0 you 0 really go to England specially England Explanation for example you can't just try closing your eyes because everybody respects learning there ' Evaluative move which is not the case here when you 0 when you drive I don't know whether have a license and 0 you try to drive here in Algeria you forget about law

**Response** Agreement 282 SS: yeah

**Feedback** Explanation/Clarification 283 T: you will drive according to the mentality of people

**Response** Humor 284 SS: noise laughter

**Feedback 285 T:** Agreement yeah ohm this is (..) (doing gesture to show how people drive in Algeria) Explanation/Clarification you drive according to the your mentality not according to law very stressful keep on watching people all the cars at the same time avoiding this car and that car Evaluative move very stressful' \_\_\_\_\_ Evaluative move/Explanation/Clarification so you

can't just avoid people because you're living with them and this is the problem because this is what I'm doing now I do not have friends at all here in Algeria no friends at all then" **Evaluative move** you find yourself very lonely ' you feel lonely here' very stressful you don't have (..) very stressful

**286 SS: (..)**

**Initiation/Feedback 287 T: Elaboration/Explanation/Clarification** there are many ways **0** to relieve the stress **0** well there are for example listen to music and specially **Evaluative move** not any music not rock music **Imperative** you have to listen to classical one **0** it makes you **0** comfortable **00** **Imperative** you have or you take a walk with one **0** one of your pets or with one of your friends

**Response Elaboration 288 S: take a ba**

**Initiation/Feedback Clarification request 289 T: sorry'**

**Response Clarification 290 S: take a bath**

**291 SS: noise**

**Feedback 292 T: Agreement yeah' take hem have a shower sometimes; Agreement+ Evaluation move yeah it's a good idea yeah**

**Response Agreement 293 SS: yes**

**Initiation Information request 294 T: ohm what else**

**Response Elaboration 295 S: practising sport**

**Feedback Agreement 296 T: yeah practising sport **yoga meditation****

**Response Agreement +Clarification 297 SS: (complaining with the teacher about the lack of yoga in Algeria)**

**Response Humor 298 SS: laughter and noise**

**Response Elaboration 299 S: to escape from the place which **00** stressful**

**Response adversarial move 300 S1: the problem that we don't have this things in our country**

**Response Agreement 301 S2: yeah**

**Response Elaboration/Explanation 302 S1: like yoga and**

**Feedback Evaluative /Challenge 303 T: you can practise sport**

**Response Agreement 304 S2: yes**

**Feedback Elaboration/Explanation/Clarification 305 T: swimming for example**

**SS: noise**

**Response Elaboration/Evaluative move 306 M: we talk **0** about everything **0** about what do you want to do **0** and about ignore this stress and you forget the most important thing our holy book is **Coran****

Response Agreement 307 SS: yes

Response Elaboration/Explanation/Clarification /Evaluative move 308 M: and this is the most thing

Response Agreement 309 B: yes

Response 310 M: you just figure (..)

Response Agreement 311 S: yes sah (talking in Arabic)

Response Humor 312 SS: noise and laughter

Initiation 313 T: Topic Initiation /Clarification another way or another technique we're going to do now which is a breathing 0 a breathing exercise so Imperative I need you everybody to put I mean what you have

Response 314 S4: inaudible

Initiation/Feedback Clarification request 315 T: sorry

Response Clarification +Clarification request 316 S4: who want to try this

Initiation/Feedback Imperative 317 T: everybody everybody is to experiment this

Initiation 318 T: Imperative I need you to sit in a 0 comfortable position Imperative your backs 0 should be stuck on the back of the chairs

Response 319 SS: noise simultaneously the teacher tries to make them sit in the wanted position

Initiation Imperative 320 T: put your hands on your legs

Response 321 SS: noise as the chairs are moved

Initiation Imperative 322 T: now put your hands on your legs

Imperative Your back should be stuck on the back of the chairs (at the same time the teacher is showing the way how they should sit)

Response 323 SS: noise the teacher sits on the chair on a right position at the same time explaining to the students how they should sit

Initiation/Feedback Imperative 324 T: you try to stretch your I mean your body from the head to the toe Initiation Imperative close your eyes Initiation Reprimands don't laugh please

Initiation Elaboration/Explanation/Clarification 325 T: this is a yoga in the fact

Initiation 326 T: Imperative close your eyes Initiation Imperative don't think about anything

Initiation Imperative just relax Initiation Imperative breathe in inhale through from your nose

Initiation Imperative and deeply let the 0 air goes out from your mouth as you breathe Initiation

Imperative let your abdomen out expand outward

Initiation Imperative 327 T: you have to be straight

Initiation 328 T: Imperative now imagine yourself in a comfortable let's say a relaxed place

Initiation Imperative or imagine a good place you've visited before Initiation Imperative or 0

imagine that you want I mean to visit later on **Initiation Imperative** at the same time try to relax **Initiation Imperative** breathe inhale through the nose **Initiation Imperative** and let the air goes up from your mouths

**Initiation/Feedback Elaboration/explanation/Clarification 329 T:** this is one or let's say **0** the **Evaluative move easiest** way to do to retrieve stress

**Closing move** Thank you very much and **I hope** you've got what have been said

**Response Closing move 330 SS:** thank you very much

## **Appendix VI: Summary of Pedagogical Acts Borrowed From Sinclair and Coulthard (1975), Long (1981), and Sotillo (2000)**

**1. Initiation:** a teacher initiation may aim at eliciting replies, directing actions or passing on information.

1.1. **Greetings:** Opening move in a synchronous discussion, e.g., good morning, pupils.

**1.2. Topic Initiation:** Suggesting a topic in a synchronous discussion, e.g. let's talk about friendship

**1.3. Assertions/ Imperatives:** Declarative statements; commands.

**1.4. Questions/ Requests:** Specific speech acts based on Long (1981), e.g., What do you mean?

(a) clarification requests;

(b) comprehension checks;

(c) explanation requests

**2. Response:** There are three types of response and each type is appropriate to the preceding initiation; acknowledge, react, and reply.

**2.1. Elaboration;** e.g., we know that friend indeed is a friend in need .

**2.2. Explanation;** e.g., That's a good quality, but we need to judge ourselves.

**2.3. Clarification;** e.g., I'm saying that to Tim: I don't think so.

**2.4 Apology;** e.g., Sorry.

**2.5. Agreement;** e.g., OK, that's true.

**3. Feedback:** It is realized by one of the following acts: repair, evaluate, accept, and comment.

**3.1. Adversarial moves/challenges:** they are speech acts where one participant challenges another.

**3.2. Off topic:** a speech act that deviates from the topic under discussion.

**3.3. Topic shift moves:** e.g., I think we should move on to the next discussion question.

**3.4. Humor**

**3.5. Request for information:** asking the pupils questions about what they know.

**3.6. Floor holding moves/ topic continuation:** speech acts where one participant tries to keep the conversation going and is unwilling to hand over his/her turn, e.g., I haven't finished yet.

**3.7. Corrective moves:** evaluative move.

**3.8. Reprimands:** punishment or blaming move

**3.9. Closing moves, e.g.,** Bye, see you next session

## Appendix V: Teachers' Questionnaire

*University of Setif  
Department of English*

*2011-2012*

### Teachers' Questionnaire

This questionnaire serves as a data collection tool for a research work that aims to propose how procedural negotiation work can be used in improving third-year students' oral proficiency at the Department of English, University of Sétif. I would very much appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work. Please, tick the choice that best represents your answer and give full answer where necessary. Thank you very much in advance.

Personal information:

#### **Section One:**

1. Degree(s) held:

- a. BA (License)
- b. MA (Magister/Master)
- c. Ph. D (Doctorate)



2. How long have you been teaching oral expression module?  
 .....

**Section Two:**

3. Are the oral skills your major teaching concern?

- a. Yes
- b. No

4. Which of the following describes your students' level of oral proficiency in English?

- a. High
- b. Above average
- c. Average
- d. Below average
- e. Low

5. Can you say that your students are motivated to speak in English?

- a. Yes
- b. No

6. If your answer is "no", what is it due to?( you may tick more than one answer)

- a. Lack of motivation
- b. Not enough practice
- c. Lack of teacher-student interaction
- d. Other, please specify.....

7. If your answer is "yes", please what do you do to motivate them?  
 .....  
 .....

8. Do you have an official syllabus?





a. yes

b. no

9. If yes, do you find it

a. Helpful

b. unhelpful

10. If no, do you develop your own program?

a. yes

b. no

11. If yes, on what bases do you do so?(you may tick more than one answer)

a. According to your students level

b. According to the availability of the materials

c. According to your objectives

d. Other please specify.....

12. Do you assign objectives to your course?

a. yes

b. no

13. If yes, which one of the following objectives do you want to achieve ?(you may tick more than one answer)

a. Mastery of communication

c. To improve the listening skill

d. To improve the speaking skill

e. Other please specify.....

14. Do you inform your students about them?

a. yes

b. no

15. What do you find most difficult for teaching speaking?
- a. Grammar
  - b. Pronunciation
  - c. Vocabulary
  - d. Sentence structure
  - e. Other, please specify
- .....

16. Which of the following techniques do you use most?
- a. Free speech
  - b. Role-play
  - c. Problem solving
  - d. Discussion
  - f. Other ,please specify.....

17. In class, do you speak
- a. As much as possible
  - b. As rarely as possible
  - c. When necessary

18. While speaking, your students pay more attention to
- a. Accuracy
  - b. Fluency
  - c. Content

19. Do you evaluate your students ‘oral production?
- a. Yes
  - b. No

20. If your answer is “yes”, do you prefer?



- a. Self-evaluation
- b. Peer-evaluation
- c. Teacher –evaluation
- d. All of them

**Section Three:**

21. Have you ever heard about procedural negotiation?

.....  
 .....

22. Have you ever used negotiation of decision-making?

.....  
 .....

23. Please indicate how far you agree with each of the following ideas (characterizing Procedural negotiation) using 1, 2, 3, or 4

1-strongly agree. 2-agree. 3-disagree. 4-strongly disagree

- a. Learning is facilitated through negotiation in the target language.
- b. Students are encouraged to think in terms of „positive interdependence.
- b. Since social skills involve the use of the language, teachers do not only teach language, they teach negotiation as well.

23. Do you raise your students’ awareness towards the value of negotiation?

- a. Yes
- b. No

24. Do your students face problems while negotiating with you?

- c. Yes
- d. No



**Section three:**

25. Do you think that procedural negotiation enhances students’ oral proficiency?

- a. Yes
- b. No

Because

.....

We welcome your feedback. Please write any suggestions or comments in the space provided on the back of the answer sheet. Thank you very much for your participation in this study.

**Appendix IV: *Students’ Questionnaire***

*University of Setif  
Department of English*

**2011-2012**

***Students’ Questionnaire***

Dear student,

You are kindly requested to fill in this questionnaire to express your attitudes toward the use of procedural negotiation work in developing oral proficiency in English.

Your answers are very important for the validity of this research we are undertaken. As such, we hope that you will give us your full attention and interest.

Please, tick ( ) the choice that corresponds to your answer.

Thank you very much in advance.

**Section One: Personal information**

1. Sex:

- a. Male
- b. Female

2. Age:



3. Do you find speaking in English?

- a. Very easy
- b. Easy
- c. Difficult
- d. Very difficult

**Section Two:**

4. Pick the most important skill that you need to develop most?

- a. Speaking
- b. Listening
- c. Writing
- d. Reading
- e. Conversational English
- f. Making oral presentation

Because .....

5. What goal do you want to achieve through the oral skill?(you may tick more than one answer)

- a. To learn more vocabulary
- b. To improve the listening skill
- c. To improve the speaking skill
- d. To communicate

6. Indicate the degree of the importance given by your teacher to the following functions in

speaking (please order them according to importance from 1 to 4)

- a. Free speech
- b. Role play
- c. Problem solving
- d. Discussion

**We welcome your feedback. Please write any suggestions or comments in the space provided on the back of the answer sheet. Thank you very much for your participation in this study.**

## **Résumé en Français**

La présente étude vise à explorer les effets de la négociation procédurale sur l'amélioration des compétences orales et communicatives des apprenants. Ce travail vise principalement à diagnostiquer si la négociation procédurale est appliquée ou non par enseignants et ce, si besoin est de la suggérer comme technique pour optimiser la production orale des apprenants. Cette étude vise aussi à démontrer l'importance d'établir une ambiance détendue et amicale afin d'amener les apprenants à utiliser la langue. L'hypothèse de base adoptée est que pour que l'apprentissage efficace des langues étrangères prenne ses racines, la négociation procédurale devrait être intégrée comme moyen à même d'impulser les échanges à l'intérieur de la classe. Nous pensons que cette vision contribuera à fournir aux apprenants des opportunités pour produire de l'oral. La méthode prônée est descriptive. Autrement dit, elle vise à décrire si ladite procédure est un tant soit peu pratiquée par les enseignants et si c'est le cas est-ce que ils en sont conscients ? Des enregistrements audio-visuels ont permis la collecte de données nécessaires à notre analyse. Les résultats ont démontré que les interactions s'appuyant sur la négociation procédurale ne sont que rarement utilisées et les quelquefois où elles le sont, c'est d'une manière inconsciente qu'elles sont pratiquées. Sur la base de ces résultats, il s'avère impératif d'encourager les enseignants à la mise en pratique de cette technique. Nous préconisons comme

deuxième étape à cette recherche, une implémentation des recommandations proposées à la fin de notre étude.

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تهدف هذه الدراسة إلى تطوير تقنية التعبير الشفوي لفائدة طلبة اللغة الانجليزية كلية الآداب واللغات . كما تهدف لبحث مدى استيعاب أساتذة اللغة الانجليزية للأسس والتطبيقات التي يقوم عليها تطوير تقنية التعبير الشفوي بطريقة التفاوض. الفرضية الأساسية التي اعتمدت في هذه الدراسة تبين أن تعلم لغة أجنبية عن طريق ممارسة اللغة و التمكن منها فانه من الممكن تحسين مستوى الطلبة في التعبير الشفوي و نحن نعتقد بان تعزيز هذه الرؤية لتدريس اللغة الانجليزية سوف تسهم في تفعيل ذلك.

استعمال التسجيل السمعي البصري  
طلبة السنة الثالثة من النظام الكلاسيكي اختصاص  
اللغة الانجليزية و مع أساتذة التعبير الشفوي لقسم اللغة الانجليزية لتشخيص لغتهم وطريقة استعمالها و العمل على تطويرها. النتائج التي توصلنا إليها قد وضحت أن الطلبة والأساتذة غير واعين لمدى استعمالهم تقنية التفاوض أثناء تفاعلهم الشفوي داخل القسم. وما يترتب على هذه الأخيرة هو تحفيز وتشجيع كل من الطرفين للمبادرة بالمساهمة في عملية التفاوض من أجل تفاعل لغوي شفهي فعال يضمن للطلبة استخدام اللغة من دون أي