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**Investigating the Role of Classroom Discourse
in Promoting EFL Pupils Autonomous
Learning in Secondary School**

The Case of Third Year Pupils at Barket Sliman Secondary
School. Kherrata, Bejaia.

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Dedication

I would like to dedicate this modest work to my precious and lovely parents who have raised me well, and gave me all the support and love I needed. Thanks to my parents, I am who I am today. I love you!

To my lovely brothers and sisters to whom I am grateful for their support and encouragement, I did this work to make you proud of me. Thank you for being always by my side.

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To every special person who motivated me to pursue my dreams and work hard to achieve them.

Zineb

Dedication

I dedicate this research work to my parents who switch candles of hope around me, and devoted their lives to see me succeed.

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To my future husband who helped me a lot.

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Abstract

The present study explores the role of classroom discourse in promoting learner autonomy among EFL pupils in secondary school. It specifically aims to shed light on the nature of discourse in EFL classroom and whether it promotes autonomous learning. The data were collected among third year pupils and their teachers at Barket Sliman Secondary School in Kherrata. To reach our objectives, a descriptive design was adopted using classroom observation, audio-recording of naturally occurring classroom discourse and teacher interviews. The analysis of the data demonstrates that the classroom discourse does not boost the pupils' autonomy. In addition, in the interviews the teachers reported on the pupils over reliance on the teacher and their low level of motivation to be autonomous. On this basis, it seems that classroom discourse is important in shaping pupils autonomous behavior. Therefore, it seems essential for teachers to bring some changes to their discourse mainly at the level of types of questions used, their dominance of classroom and the current type of interaction followed for the aim of promoting learner autonomy in secondary schools in kherrata. Classroom discourse plays an important role in promoting learners' autonomy through being more engaging in the learning process.

Key words: learner autonomy, classroom discourse, autonomous learning.

List of abbreviations

CBA: Competency-Based Approach

CD: Classroom Discourse

EFL: English as Foreign Language

FLE: Facilitate-Listen-Engage

IRF: Initiation-Response-Feedback

LA: Learner Autonomy

L2: Second Language

TT: Teacher Talk

TTT: Teacher Talk Time

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General Introduction

Introduction

Like many other countries in the world, Algeria has given importance to foreign languages, particularly English. Therefore, the educational system has been reformed several times in 2003, in primary, middle and high school, to switch from the traditional teacher-centred classroom to a new one that gives priority and opportunity to the learner to be more active and productive in his learning. This educational reform is characterised by the adoption of the Competency-Based Approach (CBA, for short). This approach is a program based on promoting logic and is centred on developing competencies, using a set of instructions that are based on worldwide research that highlights the importance of the links between learning and context of use, thus helping learners to learn meaningfully and autonomously.

CBA aims to develop the Algerian learners' capacity to think and act according to a vision of a world that is constructed on day-to-day basis. The ministry of national education in the national programme of English gave a comprehensive definition of CBA and its aims. It aims to prepare more competent pupils who would be able to relate what they study at school to their everyday life. This is achieved with teacher's help in the classroom, where discourse is supposed to play a crucial role in leading learners to be autonomous. Therefore, autonomy-supportive classroom discourse is perceived as one possible way to promote autonomy among EFL learners.

1. Statement of the Problem and Research Aim

Nowadays, people all over the world tend to live independently, making decisions on their own and assuming responsibility for their actions. EFL learners make no exception, as they are supposed to be independent, responsible and autonomous in their own learning as well. Holec (1981, p.3) describes learner autonomy as "*the ability to take charge of one's own learning*"; therefore, an autonomous learner is the one who is able to take responsibility for his learning, by being engaged in the learning process.

As classroom discourse describes what happens in the classroom (Behnam&Pouriran 2009), it could, therefore, be explored to infer signs of teachers' attempts to promote autonomy among learners in the classroom.

In CBA, fostering learner autonomy is highly recommended. On this basis, the present study attempts to explore classroom discourse in secondary school to find what teachers say to promote autonomy among their pupils. In other words, the aim is to investigate, through analysing classroom discourse, whether teachers support and promote their learners' autonomous learning of the English language. Fostering learner autonomy aims at changing learner's attitudes towards English EFL classes and making them assume more responsibility for learning.

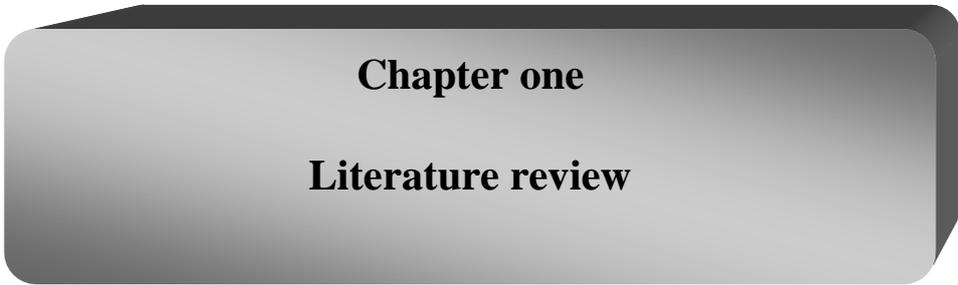
2. Research Questions

The present study was carried out to answer the following research questions:

- 1/ What is the nature of the EFL classroom discourse at Barket Sliman Kherrata secondary school?
- 2/Does the prevailing discourse lead to autonomous learning among pupils?

3. Description of the Study

Overall, this study includes general introduction and two chapters that are designed to provide a close description and analysis of the issue. The first chapter includes two sections that are designed to provide a theoretical background of the variables, classroom discourse and learner autonomy, which are important in the current research work. The second chapter is devoted to the practical side of the research. It is divided into two sections; the first section deals with the methodological design and the second section introduces the results obtained from the study than the interpretations of the findings, and the results obtained from the interpretation. This chapter ends with some suggestions and a general conclusion.



Chapter one

Literature review

Introduction

This chapter provides a review of the literature in relation to the two variables of this study: classroom discourse and learner autonomy (LA hereafter). The first section of this chapter reviews the different definitions of the concept “classroom discourse” and its common features, in addition to teacher role in classroom. The second section is devoted to the definitions of learner autonomy in the literature and the characteristics of an autonomous learner. It also includes a discussion of the classroom discourse concept and how it contributes to promoting LA among learners.

Section One: Classroom Discourse

Introduction

A foreign language classroom is the setting where learners find opportunities to get new knowledge and produce new ideas using a target language, through the different tasks and events that engage them in various types of discourse.

The term discourse is defined in (www.yourdictionary.com) as a discussion about a topic either in writing or face to face. Walsh (2013, p.23) claimed that discourse is that written and spoken text that is produced in particular contexts, for specific objectives.(cited in Zidouni 2016, p.8).Thus discourse has various contexts and natures according to the purpose in which it is produced such as political discourse, economic discourse, and classroom discourse. Being the focal point of this study, the sections below are devoted to review the related literature to classroom discourse.

1.1. Definition of Classroom Discourse

Classroom Discourse had been widely explored by many scholars and researchers (Walsh, 2011; Strobelberger, 2012; Lloyd et al, 2016) as it describes what happens in the classroom. In this context, Tsui (2008, p.2) argued that the term Classroom discourse “*refers to all forms of discourse that take place in the classroom. It encompasses the linguistic as well as the non-linguistic elements of discourse*”. Therefore, it describes what

happens in classroom. Furthermore, it shows how learners progress in acquiring a target language. For Behnam & Pouriran (2009,p.118): *“Researchers and language teachers focus on classroom discourse in order to know what actually happens in the classroom that really matters, that makes a difference to the learners’ progress in language acquisition”*. Nunan (1993) defined CD as *“The distinctive type of discourse that occurs in classrooms”* (cited in Behnam & Pouriran 2009, p.118).That is to say, it is that specific language which occurs between teacher and learners or among learners in the classroom.

Classroom Discourse was seen by Behnam & Pouriran (2009, p.118) as *“the oral use of language in the classroom”*. In other words, classroom discourse is the language used in the classroom between teacher and learners in order to communicate with each other, in this sense Classroom Discourse *“refers to all of those forms of talk that one may find within a classroom or other educational setting”*. (Jocuns, 2012, p.1). So, Classroom Discourse represents all types of talk in the classroom.

CD is important as it helps learners’ comprehension of input and construction of meaning, Gill (2002, p.277) asserts that *“Classroom discourse is a collectively built enterprise where meanings of different types are constructed moment by moment”* (cited in Strobelberger 2012,p.11). It also has a role in building students’ own social identities considering a classroom as a social context that may contain students with different cultural backgrounds. In this regard, classroom discourse perceived as *“an intricate sociocultural process that involves techniques of meaning construction in the development of students’ social identities”* (Clark & Clark 2008 cited in Al-smadi & AbRachid 2017, p.164).

CD differs from other types of discourse that take place in other contexts, and situations in both form and function. According to Behnam & Poriran (2009,p.118): *“Classroom Discourse is often different in form and function from language used in other situations because of particular social roles which learners and teachers have in classrooms and the kind of activities they usually carry out there”*. So, the next section will deal with the different features of CD.

1.2. Features of Classroom Discourse

Classroom Discourse involves a number of features, which are Classroom Interaction, IRF model, FLE model, Teacher talk...etc.

1.2.1: Classroom Interaction

Classroom interaction is that kind of interaction and communication, which occurs between teacher and learners or between the learners in the classroom, it leads them to understand what they learn and enhance their speaking skills, as it gives them the opportunity to communicate using a target language. According to Hall & Walsh (2002, p.187): “*Classroom interaction is one of the primary means by which learning is accomplished* “. In other words, learning is achieved by interaction. For Allwright and Baily (1991, p.25) classroom interaction provides “*input, practice opportunities and receptivity* “(cited in Al-Smadi & Ab-Rashid 2017, p.166). In addition, classroom interaction enables students to express their thoughts and point of view, according to Rezaee & Farahian (2012, p.123). In classroom interaction “*there is the exchange of thoughts, feelings or ideas between two or more people in a cooperative manner* “. So, interaction in classroom enables students to learn in a cooperative way.

Goronga (2013 cited in Pratiwi, Meisuri, Dewi & Hum. 2019, p. 4) claimed that the classroom interaction makes the students participating in the teaching and learning process. In other words, it encourages students to take part in the teaching and learning process and engage them in this process. Furthermore, for Sert (2015, p.9) classroom talk and interaction are:

The collection and representation of socio-interactive practices that portray the emergence of teaching and learning of a new language through teachers’ and students’ co-construction of understanding and knowledge in and through the use of language-in-interaction (Cited in Al-smadi & Ab-Rachid 2017, p.166).

Classroom interaction which is generated by students, and is directed to students can occur in two ways, student-student(s) interaction and teacher-student(s) interaction:

2.1.1/ Student (s) –Student (s) Interaction

That interaction occurs between students in the classroom. Such interaction is noticed in classroom as students share notes, ideas and gratefulness to each other. Interaction

among students actively constructs skills and knowledge. (Scrivener, 2005 cited in Al-Smadi&Ab-Rashid 2017,p.167).

Student (s)-student (s) interaction arises in peer interaction or group interaction in order to exercise language input and getting feedback when they correct each other, or when they ask questions. (Mackey, 2007 cited in Al-smadi & Ab-Rashid 2017, p.167).

When students interact with each other, they reinforce their learning and facilitate understanding. Paula (2002, p.128) claimed: *“talking students with their peers about the content is a powerful way for them to reinforce what they have learned”* (cited in Bicha 2016, p.15). In addition, students’ interaction enables them to negotiate meaning with each other more than they do with the teacher. In this claim, Lynch (1996) says: *“group work is more likely to lead to negotiation of meaning than interaction with the teacher”* (cited in Al-Smadi& Ab-Rashid 2017,p.167)

2.1.2.1 Teacher – Student (s) Interaction

Khadidja(2010) claimed that this kind of interaction occurs when the teacher talks with one or more students. In this case, the teacher negotiate content with students, asking questions, using pupil’s thoughts, giving directions, lecturing, correcting or explaining talk made by the students. Students in this regard can imitate teacher on how well to practice interaction and negotiation effectively (Cited in Al-smadi&Ab-Rashid 2017, p.167). Therefore, this kind of interaction is the one between teacher with his student, or students.

In this kind of interaction, learners understand the knowledge they receive from the teacher and understand their roles in the classroom and their relationship with the teacher. In this view Hall and Walsh (2002, p.187) says:

“Through their interactions with each other, teachers and students construct a common body of knowledge. They also create mutual understandings of their roles and relationships, and the norms and expectations of their involvement as members in their classrooms”.

That is to say, through interaction with their teachers, students understand their roles in classroom, and what teachers expect from them as a part, and members of classroom.

When teachers interact with students, they whether ask questions, explain, negotiate meaning or give feedback, this through the use of IRF or FLE modals.

1.2.1. IRF Model

IRF model is a traditional pattern of Classroom Discourse, the term stands for (Initiation- Response- Feedback), it is proposed by Sinclair & Coulthard (1975); in this structure, the teacher initiates by asking questions, the learner answers and the teacher gives feedback.

IRF is also called IRE (Initiation- Response- Evaluation) considering the feedback given by the teacher is evaluation, the term IRE presented first by Mehan (1979).

This traditional pattern IRF/IRE was criticized for not promoting interaction as it is dominated by the teacher who is the one responsible for the initiation and feedback, while students have one move, which is response. In this pattern, rather than promoting interactive student-to-student discourse, teachers often use a traditional approach known as the Initiate-Response-Evaluate [IRE] model. (Gonzalg, 2008; Moss & Brookhart, 2009 cited in Lloyd et al 2016, p.293-294).

1.2.2 FLE Model

In order to promote learner interaction and involvement in Classroom discourse, and to minimize teacher dominance in classroom, Lloyd et al (2016) proposed teachers to deviate from the traditional IRF pattern to a new modal named: FLE model (Facilitate-Listen-Engage).

In contrast to the IRF pattern FLE is a student centred model, which gives more opportunities to students to take part in the teaching and learning process, while the teacher's role in this model is the one of a facilitator. In other words FLE model puts students in parallel place with teacher. *“Contrary to the traditional IRE model, the FLE model places students parallel to the teacher, creating a context for reciprocal exchange of information”* (Lloyd et al 2016, p.295). In this model, the teacher's role is described by Lloyd et al (2016, p.295) as a representative of horizontal communication that helps students to be independent in their thinking and contributions.

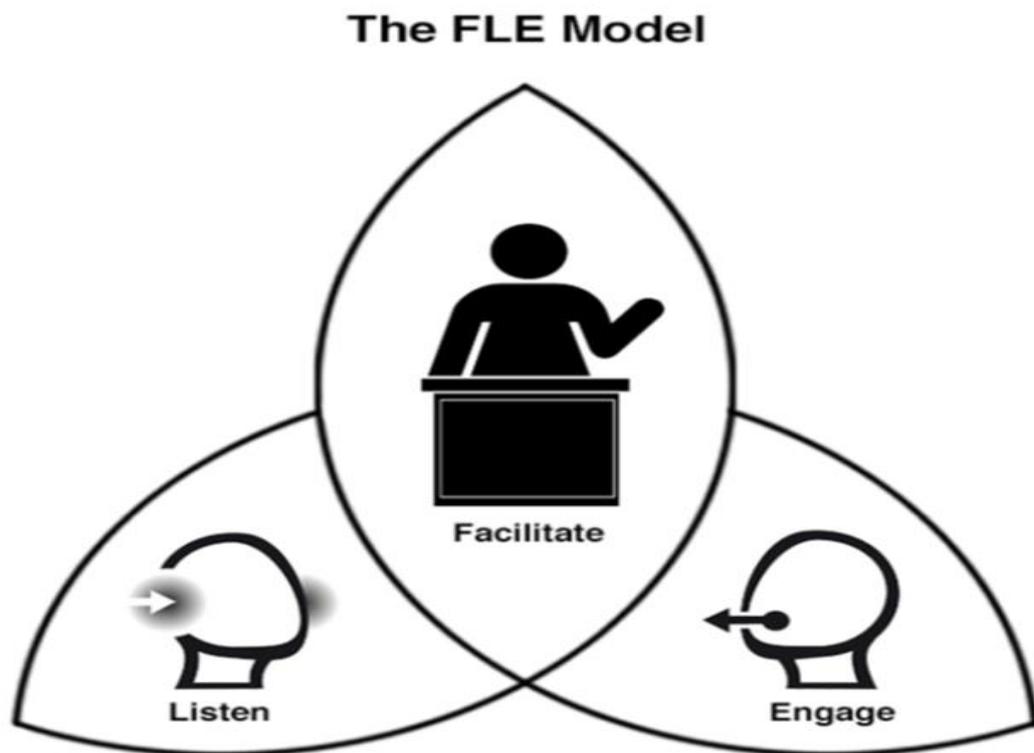


Figure 1: FLE Model Adopted from Lloyd et al 2016

According to Lloyd et al (2016, p.296) in the facilitate phase, the teacher plans strategies and questions to engage students in discourse and creates a sense of community in the classroom.

During the listening phase, both teacher and students are listeners, listening to each other; therefore, they are speakers at the same time. In this sense, Lloyd et al (2016, p.297) added:

Using a balance scale to illustrate, the teacher and students are equal participants in classroom discourse, with each representing equal “weight” in terms of classroom dialogue. In other words, in both teacher-student and student-student discourse, the participants (teacher and/or students) naturally serve as both speakers and listeners.

In the last phase, the engaging phase, students are engaged in conversations and are given opportunities to show and share their thoughts, “in fact, engaging in dialogue provides students with opportunities to communicate, giving voice to their thought process and

showing respect for the opinions of others” (Lloyd et al 2016,p.298). Additionally, the teacher in each phase plays the role of facilitator who plans to engage students in conversations related to the topic. *“Acting as the facilitator throughout each phase of FLE model, the teacher, through reflection and careful construction of lessons, plans literacy instruction that purposely engage students in topic related conversations”* (Lloyd et al 2016, p.296). Therefore, the teacher and students’ role differ in both modals, from teacher centred in IRF/IRE modal, to Student-centred in FLE modal.

The following table compares between the two modals IRE and FLE

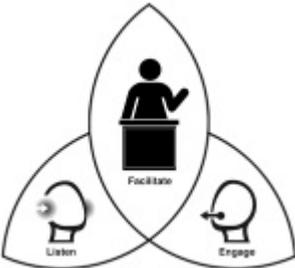
<p style="text-align: center;">IRE model (Initiation-Response-Evaluation)</p> 	<p style="text-align: center;">FLE model (Facilitate-Listen-Engage)</p> 
<ul style="list-style-type: none"> • Teacher-dominated • Teacher talk invokes teacher-to-student discourse • Teacher determines topic and controls interactions • Teacher poses a question, students respond, and teacher provides some type of quick feedback • Vertical communication • Imbalance of power (Moss & Brookhart, 2009) • Students are accustomed to speaking only when invited to do so (Moss & Brookhart, 2009) 	<ul style="list-style-type: none"> • Student-centred • Teacher talk promotes student-to-student discourse • Student-to-student discourse creates a supportive classroom community • Students are given opportunities for “demonstrating communicative competency” (Gonzalez, 2008) • Horizontal communication • Balance between teacher talk and student talk • Students share in conversation-like dialogue and identify themselves as viable members of their learning community

Table 1: Comparison between the IRE and FLE Adopted from Lloyd et al (2016,p.296)

1.2.2. Teacher Talk

TT defined as the variety of language used by teacher during the process of teaching. (Longman cited in Xiao-Yan 2006, p.5).

Studies on teacher talk revealed that around 70% of classroom talk is dominated by the teacher (Cook, 2000; Chaudron, 1988 cited in Xiao Yan 2006; Rezaee & Farahian, 2012), as he is the main source of information in the classroom, and he is the one who initiates the talk, gives explanations, monitors, guides and gives feedback for students.

Teacher talk is believed to be important in the classroom not just for managing the classroom, but also for motivating students to get involved in the process of learning. according to Brown (2001), TT has direct and indirect impact on students, indirect impact when teacher encouraging and praising students, using their ideas, repeating students' words, asking question and telling jokes, when the direct impact is when presenting new ideas and discourses, correcting without rejecting, in addition to offering guidance and giving directions.(cited in Al-Smadi&Ab-rashid 2017,p.165)

Teacher talk is an important pattern in classroom discourse; it is usually viewed as one of the factors that can determine the success or the failure of the process of teaching in the classroom. (Xu, 2010 cited in Rezaee&Farahian, 2012, p.123). So, through the teacher talk time, it can be determined whether the process of teaching in a particular classroom is successful or not. Nunan (1991) points out: *“teacher talk is of crucial importance, not only for the organization of the classroom but also for the process of acquisition because is through language that teachers either succeed or fail in implementing their teaching plans”* (Cited in Xiao-Yan 2006, p.11).

Teachers have been criticized for their dominance in talking time, and not giving much time for students to talk, according Walsh (2002,p.2): *“Teacher have been criticized for their excessive TTT (teacher talking time) and trainees on initial and in-service course have been advised of their need to reduce talking time”*. Therefore, teachers need to reduce their talk time and give more opportunities to students to talk.

In order to avoid the overuse of teacher talk, teachers are asked to maximize student talk time and minimize their talk time. In this sense, Harmer (2000, p.4 cited in Xiao-Yan 2006, p.16) asserts that the best lesson are ones where student talk time is maximised,

getting students to speak...to use the language they are learning... is vital part of a teacher's job.

In traditional teacher centred classroom, teacher had the dominant role; he was the leader who fills students' heads with knowledge. This role has changed, as the teacher is no longer the dominant in the classroom, he became just a guider who guides students or a facilitator who facilitate new knowledge for them. So, the following section represents the role of teachers in the classroom.

1.2.3. The Role of Teacher in the Classroom

About the role of teacher in classroom, Little Wood (191, 92 cited in Dagarin (n.d), p.130) includes the following:

- A general overseer of learning, who coordinates the activities so that they form a coherent progress from lesser to greater communicative ability.
- A classroom manager, who is responsible for grouping activities into lessons and for their overall organization.
- A language instructor, who presents new language, controls, evaluates and corrects learners' performance.
- In free communicative activities he will act as a consultant or adviser, helping where necessary, he may move around the classroom and monitor students' progress, strengths and weaknesses.
- Sometimes he will participate in an activity as a 'co-communicator' with the learners; he may encourage learners without taking the main role.

Teacher's role change according to the task or the classroom situation, as he sometimes the manager, instructor, and in other times a consultant, adviser or a co-communicator.

Hedge (2000, p.26) identified some important role that might be performed by the teacher:

As a controller is in eliciting nationality words, as assessor of accuracy as students try to pronounce the words; as organizer in giving instructions of the pair work, as a prompter while students are working together; and as a resource if students need help with words and structures during the pair work (Cited in Bicha 2016, p.25-26).

So, the teacher's role changes according to the situations, tasks and events which occur in the classroom.

As it is mentioned earlier, teacher asks his students different questions, to check their understanding and engage them in conversations. The next part discusses the different types of questions asked in classroom.

1.2.4. Types of Questions used in the Classroom

Questions in classroom are a way in which teachers check students' understanding and control the classroom, in addition to encouraging students to take part in the lesson. According to Yu (2009), two of the most common ways through which second language teachers participate in interaction with learners is to ask questions and provide feedback. (Cited in Derakhshan, Zeinali, Sharbati 2015, p.242).

Classroom discourse is usually dominated by questions and answers that is how teachers control the discourse. On this point, Walsh (2011, p.26) added:

“Classroom discourse is dominated by question and answer routines, with teachers asking most of the questions, while learners ask correspondingly few questions. It is by asking questions that teachers are able to control the discourse”.

Questions in classroom have been classified into various categories, studies revealed that the most common type of questions used by the teacher are display and referential questions, closed and open questions, with display and closed ones are the most used by the teacher. (Vebriyanto, 2015; Rita&Sari, 2014).

- **Display/ Closed questions:** Is a type of questions in which the answer is already known by the teacher, it requires a short answer. This kind of questions are used to check the students' understanding; according to Yang (2011): *“teachers highly used display questions based on their purpose that is to check students' knowledge”*(cited in Vebriyanto 2015, p.284).

Walsh (2002) added: *“Display questions require learners to display what they know”*. According to him display questions serve a range of functions including: - eliciting a response; checking understanding; guiding learners towards a particular response; promoting involvement concept checking.

This type of questions are that type of questions that requires a confirmation of an opinion, the form of these questions realised by (yes-no) interrogatives, and have one acceptable answer, Ellis (as cited in Vebriyanto 2015,p.285) states that closed questions are types of questions which produce only one acceptable answer or response from students.

- **Referential /Open questions:** are a type of questions which that requires more thought and longer answers that teacher does not the answer in advance (Brown,2001,p.171 cited in Behnam&Pouriran 2009,p.124).

Llinares et al (2012 cited in Diaz 2018, p.84) claimed that referential questions “*seek information unknown to the teacher*” he added that referential questions tend to trigger “*more complex and long answers from the students*” (p.84).

These types of questions are those types of questions which results broad and different responses, as the answer differ one student to another; open questions permit more than one acceptable answer from learners. Eggins and Slade (1997) assert that open questions “*seek to elicit completion of a proposition from the addressee*” (cited in Vebriyanto 2015, p.285). That is to say, it requires opinions or ideas and information from the addressee.

Studies on teacher’s questions shows that display/closed questions are the dominant in the classrooms. (Choudron,1988;Cullen,1998;Ho,2005;Nunan,1987;Walsh,2006;Yu,2010 cited in Rezaie,2015). These kinds of questions do not promote learner’s production and interaction. Hall (1995); Verplattse (2000) assert that teachers’ questions should not elicit a translation of vocabulary; rather they should engage students in interaction and lead to L2 learning. (Cited in Rezaie 2015, p.452)

Ellis(1994) and Zhou(2002) cited in Quashoa (2013) concluded that the overuse of display questions occurs in teacher-centred classroom as they concentrate on accuracy and form, instead of meaning and communication, while in student-centred language classrooms where communication is the ultimate goal, teachers ask more referential questions. About this point Walsh (2011, p.26) added:

“Apart from display questions, teachers also ask genuine, more, open-ended questions, designed to promote discussion and debate, engage

learners and produce longer more complex response. These so-called referential questions”.

Accordingly, referential questions are the ones that motivate learners to be part of discussion and interaction.

Section Two: Learner Autonomy

1. Background of the Term ‘Autonomy’

The learner autonomy concept is by no means a new element in the history of education. For more understanding of the field of autonomy, it is better to have a deep look into its origins and historical background. Autonomy derived from the Greek word "autonomia" which is itself from "autos" which means self, and "nomos", stand of law; it is defined as "the right of self-government; personal freedom; freedom of the will (oxford dictionaries, 2015).

The appearance of the word in the fields like philosophy, psychology, politics, education, in addition to other sectors goes back to the first half of the seventh century (Benson&Voller, 1997).

Then, at the beginning of the 20th century, the term "autonomy" was widely used in philosophy as self-determination or the idea of self-mastery. According to the philosophical domain autonomy in meant that shaping the character of a person, and seen him not as a machine that worked with orders. For both Plato and Aristotle, the rational part was the essential human part of the soul.

Although learner autonomy has its historical roots in philosophy, it has also been an influential topic in the field of psychology. Carl Rogers (1902) is a psychologist who has worked in the field of education. According to him, learning is a unique, personal process affected by individual experiences and results in changes in behavior; and the teacher is the facilitator of this natural process of self-actualization. Self-regulation which means the mind-controlling its functions, states, and processes in psychological concept closely related to learner autonomy (Vancouver, 2005, p.305 cited in Ikonen, 2003)

Regarding the domain of language education, autonomy has gained interest in the field of language learning thanks to the council of Europe's modern language project in the 1971. Autonomy seems to be an indispensable condition for education; it creates a sense of

pedagogical freedom, which contributes effectively to successful teaching and learning. As Eduard Spranger said: "*learning and education will only be successful if teachers and students come together in freedom and schools themselves are free.*" (Spranger, 1928, p. 273).

To sum up, the history of autonomy as a multidimensional concept has certainly provided many shreds of evidence that are related to different aspects of individuals' life and have enriched the educational process.

2. Definition of Learner Autonomy

The concept of autonomy in education has long engaged the minds of people. How LA is conceptualized differs from time to time, context to context, and culture to culture. It is a multifaceted concept whose meaning has been discussed from many perspectives.

Holec (1981), is considered as one of the pioneers that dealt with the definition of autonomy in language learning. He defined it as "*the ability to take charge of one's own learning.*" (Holec, 1981, p.3). According to him, learners take their first step towards autonomy when they recognize that they are responsible for their learning. He added that this ability does not exist at birth but must be acquired naturally or by formal learning, i.e. a planned way, and demonstrates out that "*to take charge of one's learning is to have the responsibility for all the decisions concerning all aspects of this learning.*" (Holec, 1981, p.3). Holec was called the "father of learner autonomy" since he is the first who defined the concept and suggested the theoretical basis and pedagogical implication of LA. However, the notion of learner autonomy has been tackled by many researchers and educationalists, who gave different definitions to the term. For example, Little did not agree with Holec's definition, that involves learning alone. He offered another definition in which he considers the learner as possessing a capacity that enables him to direct his learning. According to Little (1991) autonomy is defined as the individual's capacity to critically reflect, make decisions and act independently in his learning. It presupposes, but also entailed that the learner will develop. He placed the psychology at the heart of LA in his definition in which he included characteristics which were related to the way a learner follow responsibilities for being independent of the instructors, assuming the real ownership of learning, being willing to interact and work with others, and pushing themselves to make progress on their path to learning.

Holec (1981) and Little (1991) affirmed that learner autonomy raised from the individual pupil's acceptance of responsibility for his or her own learning. From their view,

autonomous learning becomes the usual exercise of skills, developed and perfected through constant practice.

Few years later, Benson (2001) expressed agreement with Little's definition and argued that his definition added a vital psychological dimension to Holec's definition. Benson (2001) explained that autonomy referred to the technical skills that learners may need to manage their learning, and it is recognized by a specific behavior, which can take different aspects depending on individual differences. It is strongly stressed that autonomy involves learners to take more control over the purposes they set to learn languages and the ways they opt for to learn them (Benson, 2006).

Benson (1997) argued that there are three versions of LA that need to be distinguished: technical, psychological and political. He describes them as follows:

1." technical" version of LA, the concept is defined as an act of learning a language outside the framework of an educational institution and without the intervention of a teacher.

2."psychological" version, it is a capacity –a construct of attitudes and abilities within each individual through processes of social interaction, which allows learners, to take more responsibility for their own learning.

3."political" version from critical approaches to language, define the concept in terms of control over the processes and content of learning, which are of paramount importance (Benson, 2001,p.44).

On the other hand Dicknson(1987), added that autonomy is:

"The situation in which the learner is totally responsible for all the decisions concerned with his learning and the implementation of those decisions. In full autonomy, there is no involvement of a "teacher" or institution, and the learner is also independent of specially prepared materials."(p.11).

Dickinson's definition includes both responsibility and implementation of decisions which may be taken as an aspect of control. Another definition of LA is also put by Jeffries(1990) who views it as *"learning in which an individual or a group of learners study on their own possibly for a part or parts of a course, without direct intervention from a tutor, so that to take greater responsibility for what they learn."*(Jeffries,1990, p.30). Whereas for Dam LA is *"characterized by a readiness to take charge of one's own learning in the service*

of one's needs and purposes. This entails a capacity and willingness to act independently and in cooperation with others as a socially responsible person."(Dam, 1995,p.1). This suggests that an autonomous learner is willing about his responsibilities towards his learning. Also, the autonomous language learners should be the ones who take active roles in the learning process, by finding more learning opportunities for themselves, rather than being the complete pursuer of the teacher.

From their parts, Gardner and Miller (1996) defined autonomous language learners as those they "*initiate planning and implementation of their own learning program*". Also, they considered control over learning as the principle in tribute of autonomy.

From the above definitions, it seems that most definitions agree on some aspect of responsibility for learning being assumed by the autonomous learner. But there is little agreement on a final definition of what learner autonomy.

3. Characteristics of the Autonomous Learner

Autonomy is an important skill for students of today's age. The researchers such (Holec, Voller, Little, Benson)agreed that an autonomous learner is the one who is consciously aware of the learning process, who is aware of the range of strategies he can apply to language learning, and who has the necessary skills to try out a range of strategies and to evaluate their effectiveness. William and Burden define "autonomous learner" as "*one who is equipped with the appropriate skills and strategies to learn a language in a self-directed way*"(William and Burden 1997, p.147).

For Holec (1981), to say of a learner that he is autonomous means he is capable of taking charge of his own learning and to have responsibility for all the decisions concerning all aspects of this learning (p.3).

Accordingly, an autonomous learner should be capable of:

- Identifying his own learning objectives.
- Determining the contents and progression of his learning.
- Selecting powerful techniques and strategies for his learning.
- Monitoring and evaluating their learning.

While for Benson and Voller(1997) an autonomous learner is the one who has the ability to take charge of one's learning;

- Learner study on their own;
- Learning and applying a set of skills in self-directed learning;
- An inborn capacity which is suppressed by institutional education;
- Learners exercise responsibility for their own learning;
- Learners determine the directions of their own learning

(Benson&Voller ,1997,p.2).

However, Little has a different point of view about autonomous learners he indicates that:

“autonomous learners can understand the purpose of their learning program, unequivocally recognize the conscientiousness for their learning; divide the set of learning objectives, take initiatives in planning and implementing learning activities, and regularly review their learning and evaluate its effectiveness.”(Little, 1991,p.11)

On the other hand, Thanasoulas(2000) views the autonomous learner as a person whose life has logical coherence and accordance with a set of beliefs, values, and principles and also who occupied in all the same continuing process of examination, judgment, and reevaluation. He cited the characteristics of the main attributes of autonomous learners. They are:

- Able to exert control and making choice over their learning.
- Motivated to learn.
- Good guessers.
- Responsible to choose materials, methods, and tasks.
- Exercise the chosen task.
- Select the type of evaluation.
- Take an active approach to the task.
- Make and reject the hypothesis.
- Pay attention to the form and the content.
- Are ready to take risks.

(InOmaggio, 1978, Wenden, 1998,pp.41-42 Cited in Thanasoulas,2000).

Within the context of education, Mynard and Sorflaten(2002) made a distinction in the table below between the characteristics of dependent and independent learners.

Dependent learners	Independent learners
Depend heavily on the teacher	Are self-reliant
Cannot make decisions about their learning	Can make decisions about their learning
Do not know their strength and weakness	Are aware of their strength and weakness
Do not connect classroom learning with real-world	Connect the classroom learning with the real world
Think that the teacher is wholly responsible for their learning	Take responsibility for their own learning. Know about different strategies for learning
Do not know the best way to learn something	Plan their learning and set goals
Do not set learning goals. They only work when extrinsic motivators such as grades or rewards are offered.	Are intrinsically motivated by making progress in learning
Do not reflect on how well they are learning and the reasons	Often reflect on the learning process and their own progress

Table2: Characteristics of Dependent and Independent Learners (Mynard and Sorflaten 2002, p.2)

The table presents some of the elementary characteristics of the autonomous pupils' share many researchers agree about it

This suggested that an autonomous pupil is an active participant in the learning process in terms of decision making, self-reliant, and awareness about his responsibilities and roles. Even though, autonomy varies from one individual to another. It can differ even within the same individual. Otherwise, autonomy demonstrates itself in different contexts, ways at different degrees and within the same person at different times. There are different degrees of autonomy within each pupil

Conclusion

Throughout this chapter, number of elements in relation to classroom discourse and the concepts of learner autonomy were discussed. Section one presents definitions and the main features of classroom discourse. We have also tried to give the most important paramount in making-up the autonomous learner. In the second section, we provided the

background of the word autonomy in the domain of language learning and teaching. Additionally, some characteristics of an autonomous learner were enumerated and discussed.

Chapter two

Data collection, data analysis, results and discussion of results

Introduction

In order to achieve the objective of the present study, a descriptive design was adopted. It is mainly concerned with describing the nature of Classroom discourse and its different features in EFL secondary school classes, such as the interaction, type of questions, teacher talk, and whether it leads to pupils' autonomy. So this chapter is concerned with description of the research methodology adopted in this study. This chapter contains two sections, the first section deals with description of the research design and methodology, while the second one is concerned with the results and the discussion of the results, in addition to some implications and limitations of the study. Firstly, a justification for the research design and subsequent research methods is provided. Secondly, the participants, instruments, and the data collection procedures are described. Thirdly, the results and a discussion of the results are provided. Lastly, the implications, limitations of the study and suggestions for future research are presented.

Section one: Research Design and Methodology

1. Description of the Study

This study is a descriptive study based on a qualitative research that includes a general introduction, and two chapters. The first chapter provides a literature review of Classroom discourse and Learner Autonomy. The second chapter deals with research design and methodology, results and results' discussion, in addition to some recommendations and limitation of the study. The chapter ends with a conclusion and a general conclusion.

2. Research Design

The selection of an appropriate research design and tools to collect data in any research is an important step that should be taken carefully. In the current study, the descriptive design based on a qualitative research was used, as it seemed to be appropriate to

meet the study's objective, which is to describe the CD and its features, in addition to how these features may affect pupils 'autonomous learning.

According to Dawson (2002, p.14), "*Qualitative research explores attitudes, behaviour and experiences through methods as interview or focus groups. It attempts to get an in-depth opinion from participants*". Therefore, this design was selected, as it fits the objective of this study.

The main objective of our research is to investigate how classroom discourses mainly the oral forms (dialogues, debates...) help to foster LA. The research problem determines the choice of research and the type of design to be used. In addition to the type of research, the context is also important in our study, which deals with LA and formal context (secondary school); third year pupils at BarketSliman secondary school represent the sample of this study serve as our unit of analysis.

For these reasons, the current study employed a qualitative method design to investigate teachers' perceptions of LA and their roles and practices to develop it.

Due to the nature of the research problem, we have opted for the use of observation of classroom discourse and interviews with teachers as the main instruments for data collection.

3. The Participants

In this research, data were collected from the population of the third year pupils of the final year of 2019-2020 and their teachers of English at BarketSliman secondary school in kherrata.

3.1. Pupils

The informants were forty four 3rd-year pupils. The sample consisted of pupils from the following streams: math (8 pupils), Experimental Sciences (20 pupils), and foreign languages (15 pupils). The choice of 3rd-year pupils was conscious and deliberate. The reasons, then, are as follows: firstly, they are no longer beginners but mature enough and at the right age to decide about their studies specialty at university. This means that they are aware of their strengths and weaknesses in language learning and its importance in their future studies and careers. Secondly, they have been learning English for 7 years through the

CBA, so they are matured enough to take charge of their learning. Another reason, they are about to sit for their baccalaureate exam and join university in few months. They have bigger challenges and more efforts to make compared to first or second years students.

3.2. Teachers

Three teachers of English from Barket Sliman secondary school have participated in this study. They were chosen to investigate, first, how teachers implemented the principles of CBA in secondary education, how they promoted, and helped pupils in enhancing their autonomy.

4. Data Collection Tools

The nature of the current study required description, explanation and paying attention to every single detail in order to describe the CD and its role in promoting pupils autonomy. In order to gather the data for the present study the qualitative approach was favored. Hence, we have chosen observation associated with audio recording and teachers' interview as means to collect the data to obtain a richer description and to tackle the issue from different angles.

4.1. Classroom Observation

Observation is one of the research instruments used in this study to collect more concrete and reliable data, it gives the chance to observe in the natural environment, therefore it enables us to observe the different phenomena that exist in the classroom. According to Griffiee (2012, p.178): "*Observations have or beginning to have a fairly high degree of reliability and validation, and could constitute observation data for research purposes*". Observation used in order to shed light on teachers' and pupils' classroom practices and interactions and to identify the nature of the EFL classroom discourse and the degree to which the pupils are actually in control of their learning. Moreover, to discover if the prevailing discourse leads the students to practice autonomy.

The observation and record of three classrooms of different streams: a scientific, mathematics, and a foreign language streams; noting that three hours were devoted for each group. The observation lasted for 3 weeks. . As it seems difficult and not possible to observe and take note of all behaviours, the audio recording was associated with observation and

transcribed at a further stage. The observation as well was not done in a random way, as it was associated with a checklist. The observed behaviors are displayed in the table below:

		always	often	Sometime s	rarely	never
Teacher do more talk than students	Teacher 1					
	Teacher2					
	Teacher 3					
The teachers' lesson objectives are clear	Teacher1					
	Teacher 2					
	Teacher 3					
Teacher – students interaction	Teacher 1					
	Teacher 2					
	Teacher 3					
Student- student interaction	Teacher 1					
	Teacher 2					
	Teacher 3					
Teacher motivates their students to talk	Teacher 1					
	Teacher 2					
	Teacher 3					
pupils opinions in setting goals ... are taking into account	Teacher 1					
	Teacher 2					
	Teacher 3					
Students show responsibility and reflection about their learning in class and outside	Teacher 1					
	Teacher 2					
	Teacher 3					

Table 3: The Observation Checklist

The checklist above contains elements that were observed. The first element was based on the amount of teacher talking time. Than second to observe if teachers' objectives were always, often...or never clear. Third and fourth elements compared between the most dominant types of interaction. The fifth element based on if the teachers were trying to motivate their pupils to talk or not. In the seven points, we observed if teachers were taking

the pupils opinions in setting goals into account. The eight element based on observing to what extent pupils show responsibility about their learning in class and outside.

4.2. Teachers' Interviews

The interview data were supplement to the observation data. The interviews were conducted with the three teachers of English of the three selected classes, in order to investigate their perspectives about the nature of classroom discourse in their classes. On the benefits of interviews as a data collection tool, Griffee (2012, p.159) claims: “ *as a research tool, an interview has structure, purpose, and form and can be defined (usually) as a person to person structured conversation for the purpose of finding and/or creating meaningful data which has to be collected, analysed and validated*”. Accordingly, the questions asked to the interviewees were formulated carefully after the analysis of the classroom observation data.

The teachers' interviews consisted of eight questions, divided into two sections, the first one deals with explaining classroom discourse features that take place in their classrooms, and the second one was concerned with their perspectives towards their pupils' autonomy. Teachers were asked alone, in different times, their answers were audio recorded then transcribed (see appendix b). The data gathered from the interviews were analysed using content analysis.

5. Data Collection Procedures

5.1. Observation

We have opted for the use of observation and recording the classrooms, as a tool for data collection. After having permission from teachers first and administration to access to classes, the researcher starts observing three classes in the scope of three weeks. To guarantee a real classroom teaching, teachers are not informed about the specific topic of research.

An observation sheet, which contains a list of some criteria, was used for each session as the focus of the classroom observation, and the audio-recording was for one hour is the whole time.

5.2. Semi-Structured Interviews

Structured interviews, as second research instrument, have been conducted with three teachers. The questions addressed to the interviewees were prepared ahead based on what has been observed the responses were audio-recording and transcribed for analysis. The participants were warmly thanked for their collaboration, permission to access their classes and contribution to our research work.

6. Data Analysis Procedure

The qualitative approach was adopted in this study. Thus, qualitative data from classroom observation and the teachers' interviews were collected. The discourse analysis technique was used to analyze the audio-recording transcripts. In this process, the transcripts were read carefully, and then the key features of the EFL classroom discourse were identified regarding the effectiveness of that discourse in promoting autonomous learning among students.

Second, the content analysis was used to analyze the data gathered from teachers' interviews. In this process, the recorded responses were transcribed, read carefully than analyzed.

Conclusion

The present section focuses on providing an explanation of each methodological decision taken in this research. It describes the setting, participants, research design, and followed by an explanation of each proposed instrument and data collection and analysis procedures.

Section Two

Results and Discussion of Results

Introduction

The present section presents the results obtained from the analysis of classroom discourse, observation and teachers interviews data. It is divided into three parts. The first part presents the findings obtained from audio-recorded classroom discourse. While the second part presents the findings collected from classroom observation. Finally, the third part presents the findings obtained from teachers' interviews which will be analyzed in triangulation with the two first sets of data. Through this section, we seek to analyze and interpret the collected data so as to answer the research questions that were formulated in this research work.

1. The Analysis of the Transcript Data

The classroom life of three classes were audio-recorded and then transcribed; we used to make a continuous record of the teacher and students interaction/exchanges in the classroom. The teachers were informed that the researcher's interest was in the classroom interaction, so they did not know the specific research focus of this study, which is the promotion of learner autonomy.

This study based is on analyzing the transcripts of classroom discourse. We attempted to find out four classroom discourse features: classroom interaction structure, the IRF (short form of Initiation-Response-Feedback) and FLE (short form of Facilitate-Listen-Engage) models, the amount of teacher talk, and the types of teacher questions. The purpose is to explore classroom discourse effectiveness in enhancing autonomous learning among EFL students.

1.1 Classroom Interaction

The interaction process in the classroom encompasses a teacher and pupils sending and / or receiving utterances for the sake of communication. The transcripts show, the interaction between the teacher and the students. So, teacher-student interaction was the dominant type of interaction, since they liked to interact with their teachers more than between peers. We have noticed that teachers were not giving their pupils opportunities to interact and practice the language with their peers. In the extract below the teacher did not leave space to his pupils to discuss.

Extract 1

T: so, there are two techniques when you compare: first, we speak about primary school then we carry with secondary school, as you can make like this lesson. You are free to choose, it depends on the group, you are three groups, and each group is free what to do.

T: you can talk about classes, are they large, small, tables....etc, you can give your adjectives as you want. Ah, teachers, how they are, students' character.

this group you are talking too much.

Students: we are explaining.

T: what am I doing? When I explain, you listen then you can discuss when I finish.

T: then I go to the students' age and physical appearance, old, long, small, tall...and so on.

As it seems from extract 01, the teacher asks his pupils to work in groups paragraph writing task. The activity was supposed to generate student-student interaction in sharing their ideas to perform the task.

However, the data show that maximizing student-student interaction is not regarded as important in the observed classrooms. The quality of interaction is determined by the teachers' in face to face communication, where the teacher tried to make her pupils participate by calling them by their names to attract their attention using simple English. The extract follow is an example of a teacher trying to push one of his pupils to participate.

Extract 2

T: maybe it's enough to not confuse. Try to take this, try to select some sentences which contain similarities or differences, you can select two sentences or more for each.

T: Kahina, similarity, or differences?

Kahina: difference. Unlike the old system, the present system sets the subject for the state school.

T: yes, you think it's right?

Students: yes.

T: ok, yes (to another student).

S4: is its contrast to the old practice standards at the individual school.

T: ok, another one.

The student gave the wrong answer.

T: pay attention when you read, to avoid doing that in the baccalaureate exam, especially in written expression, in the written expression you should use the appropriate vocabulary and appropriate grammar too.

S1: Miss whereas express contrast?

T: whereas, yes.

T: now you are free to copy the sentence you want to write; there is a lot, select one and write it down, be quick.

The extract 02 shows that the interaction teacher and students was responding to teacher questions. Whereas, when he calls "kahina"(one of the pupils in the classroom) and asks if there is another person who wants to participate. He was encouraging them to interact with her.

The observed teachers are careful about the language used in the classrooms because students' output development is related to their way of teaching. Teachers asked questions to help the shy students to participate in the conversation. He is the most active person in the

classroom, and students produce short or even one- word answers to teacher questions. Therefore, the way students interacted and responded inside the classroom shows that they are not able to participate in conversation using L2. For example, they give randomly the answers, not in a full sentence. The extract below shows that pupils were giving one word as an answer:

Extract3

T: so, have a look to picture one, says what it represents?

Students: observatory

T: what is its objective? What does it use for? It is used to observe what?

S2: planet.

T: yes.

S3: the stars.

T: set the time in general. The second picture, where it exists in?

Students: London.

T: London.

We noticed that the answers were not given in full sentences. In another extract below, the teacher pushed his pupilsto answer her question in full sentences.

Extract 4

T: yes, your friend talked about this. To give you more information about other functions of the satellite, I'm going to read a short paragraph about the function of the satellite.

Concentrate and I want you to answer the following question:

- *What are the satellites used for?*

When you give me the answer, I don't need an answer just like that, I want a full sentence; it means sentence with?

Students: subject+ verb +complement.

The extract 03 shows that the teacher asked pupils to answer formulating questions. He reminded them to answer following the sentence structure, because he was sure that their answers will be as usual not organized in full a sentence. In fact they knew the sentence structure in English but they rarely use it.

The lack of interaction may be attributed to two things. The first reason could be that pupils do not master the language, and they come from traditional classes where students are passive. The second reason is that teachers' questions were not motivating pupils to talk. The pupils are in a traditional teacher dominant classroom, where teacher acted as the only source of knowledge. The fact that these classrooms were following the educational system that hinders and marginalized pupils' thoughts and points of view, the power is given to the teacher, who is guided by the program. The current program does not attempt to successfully create interaction among pupils themselves. It positioned the teacher as the focus and students as respondents to teacher instructions.

In the observed classrooms, turn-taking and participation in the discussion were restricted by the teacher. In the extract below, we can see how the teacher was selecting who can speak.

Extract 5

Well, the satellites are used for sending computer data and helping ships to find their ways, they are also used to survey the earth and to make weather for casts. So how many functions did you get?

Students: four.

T: you miss, three functions?

S7: one.

T: just one! Is it difficult? I was reading slowly.

T: Fawzi, how many?

Fawzi: four.

T: Sara?

Sara: four.

T: yes, according to what you have listened to, now what is the first function of the satellite?

Amani.

Amani: sending data.

T: What I have said before? The satellite.....what are the satellites used for?

Amani: sending computer data.

In extract 5 the teacher is choosing the one to answer without giving them the chance to participate. The teacher did not allow longer contributions from pupils. They restricted the students to relatively short turns and there was no chance to develop the point he was making.

Finally, the analysis of this extract illustrates the main characteristic of observed classroom discourse in a secondary school which is the teacher-student interaction as the dominant type of interaction among the observed EFL classes in BarketSliman secondary school.

1.2. The IRF Model

On the basis of audio-recorded transcripts, the most known phenomenon in L2 classroom interaction is the three-part sequence known as IRF (initiation-response-feedback or evaluation). In other words, there was a large amount of conversation according to IRF structured sequences in the data. Concerning the teacher-students interaction, it was fixed on three moves: the teacher initiates, the students respond, the teacher gives feedback. The extract below shows an example of how the IRF model is followed in the observed classroom.

Extract 6

T: how long +v+ s+ the rest of the sentence. Ok, this is about length, if I ask about questions about larges I say...Asma.(initiation)

Asma: how far.(response)

T: how far? Is it for larges?(feedback)

Massi: no, it is for distance.(response)

T: yes, it is for distance, what about larges? Asma I am waiting for the answer

Asma: how large.

T: yes, how large, which auxiliary we use?

Asma: to be.

Extract 6 demonstrates that the IRF structure consists of the teacher introducing the information "how we measure" and asking about length measurement expecting the student "Asma" to produce the output (answer). After that, the pupil "Asma" produced an answer (respond). The teacher, then, evaluated the student response in an indirect way by asking a question to make him rethink about her answer. We can notice that in the rest of the extract, the teacher implemented rapid questions one right after another without providing time for discussion.

An exhaustive analysis of the transcripts shows that teachers in all the classrooms played two roles (initiators and evaluators) while students played one role (responding to teachers' actions). In fact, such rigid interaction following the IRF model does not engage students' in leading conversation or promoting dialogue.

1.3. The Amount of Teacher Talk

Through classroom observation and transcripts analysis, it could be seen that the classrooms are all the time teacher-centered. The teacher talk (TT for short) plays an important role in classroom interaction; teacher initiates, guides, monitors, and gives feedback. So, all observed teachers talk time was taking almost 70% of lesson time. While student talk time took a third of the lesson time. In other words, there is no balance between TT and student talk time, as shown in the extract below:

Extract 07

T: what is its function?(microscope). (TT)

Students: send pictures.

T: send pictures? Do we send pictures with a microscope?(TT)

T: why do we use a microscope?(TT)

Students: to observe small stars.

T: not small but microscopic. When we say micro, it is very very small objects, we cannot see with eyes. So microscope used to observe magnetic (ps: I didn't hear well here, but I think it is microscopic)microscopic objects, but how does it work? What does it do? It makes pictures bigger than its nature. So this is the difference between what is its function and what does it do, it means in other words, how does it work or how does it enable you to observe what do you want to; is it clear?(TT)

Students: silence from their part.

T: Now using the information you have in the task, you are going to write a small paragraph about this telescope, you start like that: the telescope is ... just describe, not very short, use connectors like which....(TT)

As can be seen in extract 07, the teacher introduced more talk than pupils. All the underlined parts illustrate the amount of teacher talk while other parts were just pupils answering teachers' questions briefly. TT represents approximately two-thirds of classroom interaction.

In these EFL classrooms, pupils did not get a chance to increase their target language output. Teachers in classrooms addressed the whole class and rarely spoke to individual weak pupils to make him/her better understand. They talked and explained a lot but pupils were not giving a chance to negotiate meaning, and they did not even bother themselves to ask questions or give comments. Also, the classroom observation reveals that the teacher is the only knowledge provider and controller. He/she is the only responsible for managing the various aspects of learning and the only decision-maker.

In addition to the overall dominance of the teachers, we should pay attention to the different features that the teachers use during the classroom sessions to push pupils to interact and participate. One of these features is the style of speech; it is positive and encouraging pupils to speak (for example: excellent, very good, speak do not be shy from making mistakes and, thank you ...). In addition, they used simple English and they repeated unclear points many times. They speak louder, they use the expression "pay attention" when they want to draw the pupils attention to an important element.

Visibly, the teachers also asked several questions all the time to know if students have understood the content of the lesson. For example in the extract follow:

Extract08

T: are there any questions?

Students: no.

T: if no that means you have understood, we will see this in written expression

Extract08 is from one session, but the teacher asked this question many times during the session. He addressed the whole class, but pupils never asked questions.

Furthermore, he kept asking them about the synonyms of new words while explaining and reading. They made sure that every new word should be clear. We noticed that pupils know the synonyms of the words in Arabic, but they were unable to explain it in the target language. The teacher in this case did not accept and emphasized on the use of English only.

To sum up, the findings seem to indicate that:

- Teachers talk a lot and explain every detail.
- Pupils were just listening and responded to teachers' questions.
- They did not bother themselves to discuss, ask questions or provide additional information.
- Teachers neither gave pupils homework nor asked them to prepare the next lesson.
- Most importantly, the type of questions in the teacher talk, a feature that will be discussed in detail in the following section.

1.4. Types of Teacher Questions

The analysis of the observation data revealed the dominant category of teachers' questions. It seems that they mainly used questions of the closed variety that required short answers from the pupils. They rarely used questions that required long and different responses from pupils; it means they rarely use open/referential questions.

The display questions are predominant in discussion lessons, where they initiated short responses from pupils. These types of questions did not help them to think deeply and reasoning about the subjects. They did not use their skills to analyze and solve problems. Teachers ask a number of display questions, at the beginning of each session. These questions aimed to warm up classroom atmosphere and get familiar with the topic of the lesson as illustrated in the extract below:

Etract09

T: Sara, can you give the synonym of it is Giant? (Display question)

No answer from Sara.

T: Sabrina do you remember the synonym of Giant? (Display question)

Sabrina answers using the Arabic language.

Teacher: the synonym in English.

SI: New. (Student response)

T: yes, the synonym of giant is new. (Teacher feedback)

In extract09, the teacher asked one display question only (what is the synonym of word "giant"?). It was to activate the pupils' background knowledge; in order to familiarize with the topic of the new unit. These types of questions seemed to be the most used type of questions by the teachers in this study. Other examples of occurrence of this question are as follows:

-what we mean by educationist?

-have you bitten understood the passage?

-do you remember the synonym of Giant?

This display questions asked by the teachers generally required short or even one-word answers from pupils. For example in the previous example "new" it was the answer for the teacher display question (what is the synonym of Giant?). Generally, most of the display questions concerned comprehension check and word meaning. Also, simple answers were given and lots of pronunciation and grammatical mistakes were made.

In naturalistic discourse, referential questions are not frequent compared to display questions, teachers ask for example:

-Why you did not deal with your homework?

-you seem lazy today why?

Also, referential questions were used after reading the texts or listening to teachers' reading, as can be seen in the example that follows:

Extract 10

(Teacher used a data show)

After the second time of playing the video/ audio

T: so, the first step?

Students: C.

T: someone read it carefully.

Another Remark is that the types of questions asked were mostly yes/no and closed/ display questions. The pupils gave mainly short answers. The teachers' yes/no questions were mainly used to make sure whether they have understood what had been taught. For example, the teacher asks his pupils questions like: *“did you get it?” “Do you understand?” “Ok?”* - He was looking for students to give him/her affirmative answers.

What was noticeable in the teachers' questions was that his questions were sometimes addressed to the whole class and at other times to individual pupil

In the observed classes, the questions were only formulated by the teachers. In other words, there is no interaction without the teacher asking questions.

2. Observations Results

2.1. The Analysis of Observation Data

In this investigation, classroom observation is used along with other qualitative methods to obtain deeper information about the current study. The classroom observation is carried out with three groups of the third year with three different teachers.

Thus, our analysis of observation data is based on information presented in the table below:

Level	Observation session	Elements being observed
the third year scientific stream at secondary school	two sessions	<ul style="list-style-type: none"> -Teachers' versus students' talking time -are the teacher's objectives clear? -the most observed type of interaction -are the teachers' motivating their students to talk?
third year mathematics stream at secondary school	three sessions	<ul style="list-style-type: none"> -did teachers take students' opinions in setting goals and about the learning process in general into account?
third year literary stream	three sessions	<ul style="list-style-type: none"> -did students show any responsibility and reflection about their learning in class and outside?

Table 4: Elements Used in Gathering Data (Sample, Observed Sessions, Observed Characteristics)

Item 1: Teachers' versus students' talking time

We have observed that teachers produced highest amount of talk, this seems to indicate that teacher' centeredness dominate in the entire observed classrooms.

Item2: Are the teacher's objectives clear

Through all attended sessions, the teachers raised pupils 'awareness of the lesson topic at the beginning and the objectives of each exercise before doing it. He/ she attempted to make their objectives clear during the lesson.

Item3: The most observed type of interaction

The classroom observation showed that teacher-student interaction was the dominant type of interaction. They did not interact with their peers' and even when they did so, they used their mother tongue. So, we have noticed that they did not show any desire to improve their English language abilities.

Item4: Are the teachers' motivating their students to talk

During the whole observation period, teachers used to ask many questions to motivate their pupils to talk but unsuccessfully. The types of asked questions required only short answers, and pupils just limited themselves to answering them. They however, did not seem to be positively engaged in the learning process. Generally, they provided collective answers. Also, they used to ask some questions about the previous lesson, when the new topic is related to the previous one. Moreover, the teachers tried to motivate shy and anxious pupils to talk.

Item5: Did teachers take students' opinions in setting goals and about the learning process in general into account

The observation showed that students were not given any opportunity to talk about whatever they wanted. In these sessions, the discussion was guided by teachers and not based on pupils' preferred subjects. They did not have the chance to select neither the topics nor the exercises. They did not discuss, evaluate or negotiate things with teachers.

Item6: Did students show any responsibility and reflection about their learning in class and outside

In the observed classrooms, teachers were the dominant figure all the time. They set the objectives of the lessons, selected the tasks, materials...etc. In other words, all the decisions concerning the learning process were within their hands that follow the official program giving by the ministry of education. They did not give pupils a chance to be responsible for their learning; even pupils did not show any interest in being responsible. Instead, they seemed to follow the teachers' instructions slavishly. What was also noticeable is that the error correction (feedback) was done by the teacher all the time.

3. The Analysis of the Interview's Data

Teachers play an important role in the successful use of the CBA so that pupils can raise a sense of responsibility towards their learning and develop their independence. Therefore, the aim of the interviews was to investigate teachers' perspectives towards the different features of Classroom discourse taking place in their classrooms. The interview guide consists of eight questions. The interviews were audio-recorded; the teachers' answers were transcribed for deep analysis.

3.1. Analysis of Teachers' Interview

As it is mentioned earlier, the interview in the current study is a supplement to the classroom observation data. This interview is divided into two sections, the first section is concerned with CD features observed in their classrooms, and the second one deals with teachers' view towards their pupils' autonomy.

The first question is about CBA:

Q1: What do you think about adopting the CBA in education?

Mainly all three teachers said that it is very important to adopt it. Here are some extracts from the data for illustration:

Extract No 1

CBA is very important and helpful, it enhances teaching and learning a language, it depends on the learner's capacity to learn a skill, we try hard to apply it on our lessons. (T1)

Teacher 1 said that it is important for both teaching and learning, and he is trying hard to apply it, but it is also depending on the learner's capacity to learn.

Teacher 2 as well said that it is important but difficult to apply because of the lack of pupils' autonomy.

Extract No 2

It is very important and very difficult to apply it in the lesson, because pupils don't know the language, and they are not autonomous as they are supposed to be. (T2)

The second question is about the reason pupils interact most of the time with teachers.

Q2: Why do pupils interact with you more than with peers?

In answering this question, each teacher gave a different reason, such as the influence of mother tongue, lack of vocabulary, and the method used by the teacher, in addition to the pupils' limited knowledge.

The following extracts are from the teachers' answers:

Extract N° 1

It is because they have the habit to speak in their mother tongue, they interact with each other using their first language, so when I interact with them and put emphasis on them, I push them to speak with me using English. (T1)

Teacher 1 explained that with pupils interacting more with him, he pushes them to use the English language rather than the mother tongue.

On the other hand, teacher 3 stated that it is related to teacher methodology, and the lack of vocabulary.

Extract N° 3:

Interaction is related to the teacher methodology in the teaching, and the learner preparation for the lesson, another reason is that they don't have enough vocabulary (T3).

Surprisingly, teacher 2 claimed that it is because of pupils' ignorance.

Extract N° 2

They are not interested in interaction. (T2)

The third question was about whether they tolerate pupils' mistakes and encourage them to carry on.

Q 3: How do you deal with your pupils' mistakes, do you encourage them to carry on? Why?

Interestingly, all the teachers answered with yes, and added that mistakes are part of learning.

The answers are reported in the following extracts:

Extract N° 1

Yes, because we learn from errors, even teachers from time to time make mistakes, and we may learn from it. (T1)

Teacher 1 asserts that they learn from mistakes.

In addition to learning from mistakes, teacher 3 added that encouraging them when they make mistakes prevent psychological complexes.

Extract N° 3

Yes, it is important to encourage the learner to learn from their mistakes to avoid the psychological problems that may hinder their learning, as pupils learn through the mistakes they make. (T3)

The fourth question is concerned with the reasons why teachers use more display questions.

Q 4: Display questions are the most used in your classroom, can you explain why?

All the teachers agreed with the fact they used more display questions, because they deal with texts and tasks which need precise answers.

The following extracts illustrate their answers:

Extract N°1

Yes, display questions are the most used since we are dealing with texts and tasks that already have decided questions in the task; we ask open questions when just we need a wide range of answers, or to search for more information (T1)

Extract N° 3

Yes, because it depends on the lesson, we ask open questions during warming up to explain what we are going to deal with, then right after that we deal with tasks, that are precise and need a precise answer. (T3)

So according to them, the reason is the program, which they have to follow.

The fifth question from the same section is about feedback, as the teacher is the only one giving feedback.

Q 5: You are the one who gives feedback, why don't you encourage pupils' self-evaluation and peer evaluation?

All teachers answer that they use it sometimes in written expression.

Extract N° 2

We do peer evaluation in the session of writing, they exchange their topics and correct each other mistakes, but otherwise, we don't use it.(T2)

Teacher 3 admitted the fact that this method doesn't work as pupils are not interested in it, but interested only on marks.

Extract N° 3

In fact, this doesn't work, the pupils don't know how to deal with their lessons and with their learning in general, they can't evaluate themselves, because they are interested just on marks. (T3).

As it is mentioned before, the other questions are about teachers' perspective towards their learner autonomy, so this question is about how they perceive their pupils' responsibility towards their learning.

Q 6: Do you think your pupils assume responsibility towards their own learning?

Surprisingly, all the teachers denied this, and said that they do not assume responsibility for their learning; the following extracts are from their answers to the question:

Extract N°2

No, they are not; they don't prepare anything for class.(T2).

Extract N°3

They don't have much concern, they are most of the time bored, and this is what makes them not interested. (T3).

After that, we asked them if they encourage pupils to take part in decision-making.

Q 7: Do you encourage your pupils to take part in the decision-making?

Most of the teachers' answered that they give them this chance, sometimes when it comes to projects or written expression. The following extracts are good illustration for their positions:

Extract N°1

When I give them projects, I ask them which one we choose, and if it is difficult for them we choose to change. (T1).

Teacher 1 clarified that they took part in decision making in the case of projects, while teacher 3 added that they took part during written expression.

Extract N° 3

Sometimes, for example in written expression, I ask them to choose between given topics or sometimes I ask them to do a free topic. (T3).

The last question is about the challenges faced by teachers to develop pupils' autonomy.

Q 8: What are the challenges that you face when enhancing your pupils' autonomy?

Mainly all the teachers' answer is pupils' motivation, as the pupils are not motivated to be responsible for their learning and depend on their own.

Extract N° 2

The learner's motivation.(T2).

In addition to learner motivation, teacher 3 added other reasons such as the working atmosphere.

Extract N° 3

The learner motivation, and the working atmosphere as crowded classrooms, lack of materials such as media room, in order to attract pupils to be engaged more in the lesson through the use of videos, songs and so on. (T3).

On the basis of the three teachers' answers, the traditional method of teaching or teacher-centred classroom seems to be dominant more than CBA principles and objectives. In addition, pupils did not show any signs of autonomy, as they also lack motivation.

4. Discussion of Results

After having analysed the data gathered from observation, recorded classroom discourse and teachers' interviews, the attempt in this part is to answer the research questions.

Regarding **R.Q1: What is the nature of the EFL classroom discourse at BarketSliman Secondary School in Kherrata?**

Observation data show that teachers were the dominant in the classroom, as they are the ones who plan lessons and set objectives. They were also the ones who dominated the classroom talk, because they are the source of knowledge, explain, give instructions and ask questions. Allwright (1982, p.10 cited in Fouzul,2014) said that teachers who "work" too much in the classroom were not teaching successfully. He mentioned that a good language teacher is able to '*get students to do more work*' in the classroom. In addition, teacher-learners' interaction seems to dominate in the observed classrooms; this might be due to the fact that teachers are the only ones who ask questions. As a result, the pupils' role is limited to passively answering teachers' questions. This leads to pupils' unwillingness to interact; a situation that made teachers ask more questions to encourage them to talk, but such a method did not help the pupils to develop their language skills. Lynch (1991) argued that the traditional roles of teachers as questioner and students as responders are not always helpful in providing effective language practice and additionally such role classification is inadequate in reflecting the patterns of interaction in the world.(Cited in Ozcan 2010, p.25)

Concerning the type of questions asked in the classroom, the data reveals that display/ close questions were the most frequent compared to the open or referential questions, which are rarely used, although they do not give good result. That is to say, referential questions are more important as they enhance pupils' critical thinking and their reflection toward a given topic or point. In addition, they motivate learners to express their own point of view and ideas, thus teachers should use more referential questions to create a fruitful interaction and discussion in the classroom.

The data also reveal that the IRF model is the dominant one, where the feedback is exclusively given by the teacher. This seems to indicate that pupils are not given the chance to give feedback to each other, which prevents them from expressing their points of view and thinking critically.

As for **R.Q2: Could the prevailing discourse lead to autonomous learning among pupils?**

The analysis of observation data and teachers' interview show clearly that classroom discourse is dominated by the teachers. for many reasons such as pupils' limited knowledge, and the lack of opportunities given to them in the classroom.

The teachers' interviews confirmed that pupils did not show any sign of responsibility toward their learning, and they also lack motivation. In other words, pupils at Barkat Sliman secondary school are not autonomous in the classroom, in addition to the lack of opportunities to engage them in classroom discourse, they do not care much to be independent and develop their language skills.

All the interviewed teachers said that pupils' motivation is one of the challenges they face, and motivation is important to achieve any goal, particularly learner autonomy.

All the results seem to converge that classroom discourse plays an important role in promoting learner autonomy. It seems to be an effective means to engage pupils in the teaching and learning process, and motivate them to take part in learning and be more independent and responsible towards their learning.

5. Pedagogical Recommendations and Limitations of the Study

5.1. Pedagogical Recommendations

The present study attempts to shed light on the features characterizing EFL classroom discourse and its role in promoting autonomous learning. Therefore, the conclusion derived from the findings strongly confirmed that the prevailing discourse does not promote autonomous learning among pupils. On the basis of this finding, some recommendations can be set down:

- Teachers need to take into consideration the importance of student-student interaction while teaching and need to reduce teacher talking time and maximizing students talking time.
- It is recommended that teachers need to recognize that their role is not to transmit knowledge to the head of their pupils, rather they should play two major roles: facilitator and guide to help pupils during their learning process.
- It is however essential in the pedagogical classroom practices, that the teacher should stress the importance of student responsibility, autonomy and give them time for decision making and create space for them to behave autonomously. For example, reduce teacher feedback (in IRF) and introduce self or peer-assessment (feedback) to make them aware of their strengths and weaknesses.
- Transformation of the students' beliefs and role as foreign language pupils should start from middle school, in order to be able to learn autonomously. Teachers should always encourage, motivate, and increase students' awareness of the importance of individual and collaborative work.

5.2. Limitations of the Study

One limitation of this study is that it used only a limited sample of teachers and students in BarketSliman secondary school in Algeria. Due to the nature of the research, using a video-recorder would have been better, but the participants did not accept.

Another limitation is the lack of time for data collection, regarding the situation of the country, libraries were closed, and we had some difficulties to have access to information.

Conclusion

The two sections of the present chapter provided the full results gathered through classroom discourse analysis, observation, and interviews, in addition to a thorough discussion of the results, respectively. This practical part attempted to answer the research questions formulated at the beginning of the study.

General Conclusion

In this research work, the light has been shed on the different features of CD that take place in an EFL classroom, and whether it leads to pupils' autonomous learning. To reach the objective of the study two questions were formulated. The first one was: what is the nature of EFL Classroom Discourse at BarketSliman secondary school in Kherrata? While the second one was: could the prevailing discourse lead to autonomous learning among pupils?

To answer the above research questions, a descriptive research design was adopted. We started by observing and recording three classes of third-year pupils. After analyzing the first set of data, teacher interviews were conducted to allow a deeper understanding of the identified classroom discourse features.

The results of the study revealed that classroom discourse is dominated by teachers all the time. It seems that their talking time exceeded that of their pupils. Moreover, the teacher-student interaction was dominant with an almost total absence of student-student interaction. Additionally, it is noticeable that pupils were passive participants; they only followed the teacher instructions and responded to teachers' questions. The decision making in terms of content, lesson structure, materials, evaluating, determining objectives... were all done by the teacher.

With regard to the features of Classroom Discourse revealed after analysing data, the prevailing features do not lead to autonomous learning among pupils.

Finally, we can say that to have the transformation to have a classroom discourse that promote or enhance learner autonomy, the teacher should be very patient, and playing different roles in the same time between facilitator, creative and innovative. They have to avoid the teacher-centered classroom. They should use methods that support autonomy and raise pupils' participation in the learning process.

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Appendices

Appendix (A): Observation Check List

		always	often	sometimes	Rarely	never
Teacher do more talk than students	Teacher 1					
	Teacher2					
	Teacher 3					
The teachers' lesson objectives are clear	Teacher1					
	Teacher 2					
	Teacher 3					
Teacher – students interaction	Teacher 1					
	Teacher 2					
	Teacher 3					
Student- student interaction	Teacher 1					
	Teacher 2					
	Teacher 3					
Teacher motivates their students to talk	Teacher 1					
	Teacher 2					
	Teacher 3					
Students opinions in setting goals ... are taking into account	Teacher 1					
	Teacher 2					
	Teacher 3					
Students show responsibility and reflection about their learning in class and outside	Teacher 1					
	Teacher 2					
	Teacher 3					

Appendix (b): Teacher's Interview Questions

Question one: what do you think about adopting CBA in education?

Question two: why do pupils interact with you more than with peers?

Question three: how do you deal with your pupils' mistakes, do you encourage them to carry on? Why?

Question four: display questions are the most used in your classroom, can you explain why?

Question five: you are the one who gives feedback, why don't you encourage pupils' self-evaluation and peer evaluation?

Question six: do you think your pupils assume responsibility towards their own learning?

Question seven: do you encourage your pupils to take part in the decision-making?

Question eight: What are the challenges that you face when enhancing your pupils' autonomy?

Résumé

La présente étude explore le rôle du discours en classe dans la promotion de l'autonomie de l'apprenant parmi les élèves EFL du secondaire. Il vise spécifiquement à faire la lumière sur la nature des discours en classe EFL et si cela favorise l'apprentissage autonome. Les données étaient collectées auprès des élèves de troisième année et de leurs enseignants de l'école secondaire Barket Sliman Kherrata. Pour atteindre nos objectifs, une conception descriptive a été adoptée en utilisant observation, enregistrement audio du discours naturel de la classe et de l'enseignant entretiens. L'analyse des données démontre que le discours en classe ne dynamise pas l'autonomie des élèves. En outre, dans les entretiens, les enseignants ont rendu compte des élèves la dépendance à l'enseignant et leur faible niveau de motivation pour être autonome. Sur cette base, il semble que le discours en classe est important pour façonner le comportement autonome des élèves. Par conséquent, il semble essentiel que les enseignants apportent des changements à leur discours principalement le niveau des types de questions utilisées, leur prédominance dans la classe et le type actuel de interaction suivie dans le but de promouvoir l'autonomie des apprenants dans les écoles secondaires kherrata. Le discours en classe joue un rôle important dans la promotion de l'autonomie des apprenants en étant plus impliqué dans le processus d'apprentissage.