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## Enhancing the Effectiveness of EFL Teachers' Discourse Arrangements within EFL Contexts

Case Study of Second Year Master Students Applied Linguistic and ICT's EFL Project

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# Dedication

This work is especially dedicated:

- To my grandmother (31-06-1930, 24-11-2014).

- To my beloved parents, Ghali Mohamed Bachir and Gassem Kaddaria, May Allah keeps them healthy and safe with me for the rest of my life.

- To my brothers, Radhi, Zakaria, Ahmed, and to my dear little sister Lina.

- To my supervisor, Fethi Belkhir who provided me with great helps in the TEFL field.

- To all my friends.

- To all my teachers since the season 1997-1998 till the season 2016-2017.

- To those readers that may positively reflect this research work.

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# Abstract

Enhancing the effectiveness of EFL teachers' discourse arrangements within EFL context is a straight forward path overlapped with several challenging tasks. In the TEFL field, some EFL teachers may have particular confusions in following the appropriate transaction that would help them in their EFL assignments within EFL classes. The research's objectives fall at building a compatible EFL discourse model that can fit any EFL context within any EFL classroom. The current academic research paper includes a theoretical part in which the researcher presents the interactional, the conversational, the functional, and the socio-cultural works to discourse analysis. It includes particular ESL discourse models that have the use of Speech-Act's Illocutionary-Acts, the use of Speech-Act-Classifications, the use of Conversational-Analysis, the use of the Teachers-pupil-Talk ESL discourse model, and the use of Politeness Strategies. Moreover; in the analytical part, only one questionnaire has been divided into three parts and was accessed randomly by EFL teachers' response in the department of English at the University of Abdelhamid-Ibn-Badis for the academic year 2016-2017 to accomplish the research's objectives. Consequently, in the result and discussion part, several conclusions and recommendations have been drawn as final salvations to the discourse standing problems for enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts.

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# General Introduction

This part of the research paper aims at proposing a general introduction regarding the research topic. Basically, it comprises research background, the observation, the objective, the significance of the research, research questions, research hypotheses, the research methodology, and the structure of the study. Consequently, enhancing the effectiveness of EFL teachers' discourse arrangements has been well introduced and well systematized in this research part.

## 1 Research Background:

In applied linguistics field, EFL teachers' discourse arrangements as a global lingua franca have received fewer attentions within EFL contexts. Recently, discourse analysts analyse spoken data from conversations to high institutionalized forms of talk in most popular TEFL's academic institutions. These analyses; however, might possibly remain as crucial salvations in the TEFL field's improvements. It is based multiple theories and supplied with skillful methodologies through spoken interactions within EFL classes. In essence, this research work includes most common EFL teachers' discourse models within EFL contexts and its analysis to achieve numerous effective and proficient goals.

## 2 The Observation:

The researcher observation effectively contributes to the research topic of enhancing EFL teachers' discourse arrangements within EFL contexts. As an illustration; when being studying English in EFL classes, the researcher has noticed a lack of communication between EFL teachers and EFL students. Additionally, he discovered confusing explanations to some EFL courses which often make EFL learners demotivated. By all means, EFL classes have witnessed soundless participation in strange ways and out of usual.

## 3 The Objective of the Study:

This research work subtracts to particular analysis about EFL teachers' discourse arrangements within EFL contexts. The research passes through several phases to reveal on discourse outcomes in teaching EFL including the interactional, the conversational, the functional, and the socio-cultural discourse perceptions that can provide qualified analysis about EFL teachers' discourse arrangements within EFL contexts. Essentially, teaching EFL has to be more professional at scheming spoken norms. And to increase EFL teachers' communicative competence that can fit any EFL teaching assignment, the following main objectives are proposed as guidelines inenhancing theEffectiveness of EFL teachers' discourse arrangements within EFL contexts:

1  To improve the TEFL field through the Speech-Act's Illocutionary-Acts and Speech-Act-Classifications within EFL contexts.

2  To Help EFL teachers arrange effective speech patterns in their conversations within EFL contexts.

3  To unveil communicative functions to EFL teachers' discourse arrangements within EFL contexts.

4  To supply EFL teachers use both Politeness Strategies in EFL contexts and to help them construct a socio-cultural EFL classroom.

## 4  The Significance of the Research:

This academic research paper highlights enhancing theeffectiveness of EFL teachers' discourse arrangements within EFL contexts.  EFL classes as social communities reflect EFL teachers' discourse arrangements and its functions beyond communication.  So, this research paper exposes the importance of EFL teachers' discourse arrangements that can improve teaching EFL within EFL contexts.

## 5  Research Questions:

In this academic research paper, different research questions are proposed in questioning about enhancing the effectiveness of EFL teachers' discourse arrangements.  Some doubtful problems rely on main question that is:

In the TEFL field, how can EFL teachers' discourse arrangements improve teaching EFL contexts while being in EFL classes?

And it relies on two main sub-questions:

1. What are the most common ESL discourse models that can contribute to enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts?

2. How can SLT and CLT contribute to enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts?

And they rely on several sub-questions:

**1.** To what extent can the Speech-Act theory improve the effectiveness of EFL teachers' discourse arrangements within EFL contexts? (The Interactional Perceptions).

**2.** How can Conversational-Analysis contribute to enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts? (The Conversational-Analysis).

**3.** How can the Teacher-Pupil-Talk ESL discourse model help EFL teachers arrange successful discourses within EFL classes? (The Functional Approach).

4. How can Politeness Strategies improve the effectiveness of EFL teachers' discourse arrangements within EFL contexts? (The Socio-Cultural Perception).

5. In SLT, how can EFL teachers structure effective speech patterns using Speech-Act's Illocutionary-Acts, using Speech-Act-Classifications, and using Conversational-Analysis within EFL contexts? (Academic Perceptions).

6. How can the Teacher-Pupil-Talk ESL discourse model and Politeness strategies improve the effectiveness of EFL teachers' discourse arrangements through CLT and within EFL contexts? (Academic Perceptions).

Thus, this academic research paper has been effectively oriented in accordance to fixed academic research questions that can serve enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts.

## 6  Research Hypotheses:

To answer the above-mentioned questions, two hypotheses are being proposed. The current research hypotheses come as follow. First, applying Speech acts' Illocutionary-acts, Speech-Act-Classifications, and Conversational-Analysis to EFL teachers' discourse arrangements through SLT can enhance the Effectiveness of EFL teachers' discourse arrangements within EFL contexts. Second, implementing the ESL discourse model of the Teacher-Pupil-Talk and politeness strategies within EFL teachers' discourse arrangements through CLT can enhance the effectiveness of EFL teachers' discourse arrangements within EFL contexts. Henceforth, this research paper is no longer away from enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts.

## 7  The Research Methodology:

**Regarding data collection, the current research paper of enhancing EFL teachers' discourse arrangements has adopted only one questionnaire for EFL teachers in the department of English at the University of Abdelhamid-Ibn-Badis. In this academic research paper, EFL teachers at this department have worked in academic University's services for more than four years. Hence, this research work requires their expertise and their competencies to reflect it.**

This research paper exposes enhancing the effectiveness of EFL teachers' discourse arrangements. In this academic research paper, the selected participants are EFL teachers in the department of English at the University of Abdelhamid-Ibn-Badis., Mostaganem in Algeria. Consequently, those participants are expected to contribute effectively in the research's assignment.

# 8 The Structure **of the Study:**

The recent research work is fundamentally divided into three chapters. Chapter one has associated vital analysis, influences and perceptions introduced as academic analysis about ESL teachers' discourse arrangements within ESL contexts. Whereas Chapter Two has devoted analysis about the above-mentioned questionnaire, this questionnaire has been investigated in the department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem with the intention of enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts as the first chapter describes. Finally, Chapter Three has adopted the discussion of findings to the research and has provided some recommendations to particular hinders about enhancing the effectiveness of EFL teachers' discourse arrangements in teaching EFL in the department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem.

# Chapter One

# Chapter One: literature Review

## 1.1 Introduction:

Recently, enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts has received less attention in the TEFL field.  keeping opening discourse with each other and keeping opening it with more theory-oriented colleagues is sufficiently reasonable for people 'doing' applied linguistics *(Halliday, 1978 as cited in McCarthy, 1991: 1-33).*  Additionally, the availability of adequate data makes the implementation of some theories in the TEFL field and within EFL contexts more important, where range quantities of discourse are enabled, accessible, and when it provides deeper insights into how language functions in diverse contexts related to applied linguistics.  On the one hand, this chapter includes four main ESL teachers' discourse models that can contribute to their language teaching developments; on the other hand; however, it has brought new insights into how these ESL discourse models are applied in SLT and CLT language teaching approaches.  Hence; In the TEFL field, how can EFL teachers' discourse arrangements improve teaching EFL contexts while being in EFL classes?

## 1.2 Discourse Theories:

EFL teachers' discourse models can enhance the effectiveness of their discourse arrangements within EFL contexts.  In this part, some ESL teachers' discourse perceptions are proposed with its analysis and its models within EFL contexts.  To make it adapted with the TEFL field and to make it more feasible in this research paper, the researcher has adopted four main ESL discourse models within the interactional, the conversational, the functional, and the socio-cultural work to discourse analysis.  Hence, what are the most common ESL discourse models that can contribute to enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts?

## 1.2.1 Speech-Act's Illocutionary-Acts and Speech-Act-Classifications to Discourse Analysis within EFL Contexts: (the Interactional Perception)

In the meantime, there is a frequent wisdom to tie Speech-Act's Illocutionary-Acts and Speech-Act-Classifications to the TEFL field to analyse EFL teachers' discourse arrangements in EFL classes. EFL teachers' discourse grew to be the center attention of any EFL context. In addition to that; and when covering positive analysis of spoken norms, the debate of Searle et al. (1992)is considered as a reactive move to a certain extension, for it can lead EFL teachers to generate effective discourse in any EFL context *(Vanderveken, 1992, as cited in Moeschler, 2001).*  The aim is to improve teachers' discourse arrangements through the use of Speech-Act's Illocutionary-Acts and the use of Speech-

Act-Classifications within EFL contexts.  Hence, to what extent can Illocutionary-Acts and Speech-Act-Classifications improve the effectiveness of EFL teachers' discourse arrangements within EFL context?

Applying Speech-Act's Illocutionary-Acts andSpeech-Act-Classifications in the TEFL field can improve enhancing the effectiveness of EFL teachers' discourse arrangements in many EFL contexts. On the one hand, and according to many philosophers, Speech-Acts are not isolated moves within communication, they emerge in universal items of communication, and they are described as conversations or discourses *(Vanderveken, 1994: 53, as cited in Moeschler, 2001).* For him, some Speech-Acts are performed by particular speakers to other speakers within the same conversation, while having the same intentions for pursuing successful forms of discourse identified as Illocutionary-Acts, and in which every Illocutionary-Act consists of both of Illocutionary-Force (F) and Propositional-Content (P). Illocutionary-Forces can have an act of asserting, an act of promising, an act of excommunicating, and an act of exclaiming, an act of inquiring, or an act of ordering.  While the Propositional-Content holds on the intention of the speaker; an example in EFL classes could be (1) 'You will leave the room' and (2) 'Leave the room!' have the similar Propositional-Content which is 'you will leave the room'; characteristically, (1) has the Illocutionary-Force of a prediction and (2) has the Illocutionary-Force of an order *(John Searle and Daniel Vanderveken, 1985, as cited in Oishi, 2006: 1-14).*On the other hand; however; Searle (1985) argued that a question as a reply can create additional Illocutionary points which can be any type of Speech-Act-Classifications.  He proposed different classifications of Speech-Acts that can happen in a language community; such as, a commissive Speech-Act, a declarative Speech-Act, a directive Speech-Act: to direct the speaker to do something, an expressive Speech-Act: in which the speaker can express feelings or attitudes about something, and a representative Speech-Act: to describe a state or an event in the real world.  In addition to that teacher uses of these Speech-Act-Classifications make it feasible in EFL contexts. Thus, making (F) and (P) flexible at processing effective types of discourse is accounted as an innovative extension of EFL teachers' arrangement to effective discourse in EFL contexts; while, Speech-Act-Classifications extended the ultimate use of (F) and (P) to help EFL teachers generate effective spoken norms while facing EFL learners, in any situation, and within any context.

In essence, the Speech-Act theory extended the improvements of EFL teachers' discourse arrangements through setting new insights into the TEFL field.  Further importance is set to the use of Illocutionary-Acts and Speech-Act-Classifications which unveiled communicative functions of teacher's spoken norms in EFL classes.  As a result to that, the key to improve the effectiveness of EFL teachers discourse arrangements within EFL contexts is to make appropriate uses of Illocutionary-

Acts in accordance to any Speech-Act-Classification that can fit the target teaching EFL assignment in a given EFL context.

## 1.2.2 The Sequence of Conversational-Analysis Indoor EFL Contexts: (the Conversational-Analysis)

The sequence of Conversational-Analysis revealed on functional properties that associate Speech-Acts as units of meaning in EFL teachers' discourse arrangements within any EFL context. For Jacques Moeschler (1982), the evaluation of communicative unit relies on the degree of its appropriateness; chiefly, he confirmed two types of speech effectiveness's degree: Contextual Appropriateness and Co textual Appropriateness. The objective falls at helping EFL teachers arrange effective speech patterns in their conversations within EFL contexts. Consequently, how can Conversational-Analysis sequences contribute to enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts?

On the one hand, the Co textual Appropriateness type relies on certain conditions that can be generally described as sequencing constraints in EFL teachers' discourse and within EFL contexts. For Anscombre and Ducrot (1983), conditions of Co textual Appropriateness require reactive moves in the speaker's discourse; as an illustration, the Thematic-Condition (TC) refers to the theme of talk, the Condition-of-Propositional-Content (CPC) relates the initiative move with an implication, with a contradiction, or with a paraphrase, the Illocutionary-Condition (IC) contains an Illocutionary-Force; And, the Condition-of-Argumentative-Orientation (CAO) that share arguments which are conditions that the teacher uses in classroom Speech-Talk. A comparative relation ties these conditions of satisfaction to Co textual Appropriateness in which the more conditions the reactive move satisfies; the Co textually appropriate it is. Their example was as follows:

> ….A Can you give me the time?
>
> B1 I have a serious headache. –TC.
>
> B2 the postman has just passed. +TC, -CPC.
>
> B3 is it not already ten o'clock? +TC, +CPC, -IC.
>
> B4 it is not yet ten o'clock. +TC, +CPC, +IC, -CAO.
>
> B5 it's ten o'clock. +TC, +CPC, +IC, +CAO[…]
>
> (Anscombre, Jean-Claude, and Oswald Ducrot, 1983, as cited in Moeschler, 2001:10).

For them, a coherent discourse requires +TC, +CPC, +IC to be coherent; whereas, a cohesive discourse satisfies only +TC, +CPC. Clearly, Co textual Appropriateness' constraints help EFL teachers uttering coherent effective discourses in EFL contexts.

On the other hand; however, the Contextual Appropriateness type satisfies Initiative-Moves rather than reactive ones in teacher's arrangements to effective discourses within EFL contexts. According to Moeschler (1982), sequencing and interpretations in conversational sequencing are closely related, and the dialogical sequencing results the interpretation of a move in which it was raised from. His example in shaping this notion was as follow:

*………A Peter is a friend whom one can count on.*

*B1 by the way, what are you doing tonight? -TC*

*B2 would you call that a friend? +TC, -CPC*

*B3 Do you forget he voted against your project? +TC, +CPC, -IC*

*B4 He never inspired my confidence. +TC, +CPC, +IC, -CAO*

*B5 I think so too. +TC, +CPC, +IC, +CAO […]*

*(Anscombre, Jean-Claude, and Oswald Ducrot, 1983, as cited in Moeschler, 2001: 11-12).*

He affirmed that *'The more sequencing constraints the reactive move satisfies, the more the initiative move is contextually appropriate'(Moeschler, 1982, P: 11).* In the analysis of conversational sequences and interpretations; he clarified that the degree of Co textual Appropriateness of the reactive move determines the degree of Contextual Appropriateness. Thus, to generate an effective discourse in EFL classes, EFL teachers have to satisfy more sequencing constraint in any reactive moves he or she can perform.

As the research is being investigated, the sequence of Conversational-Analysis has revealed on an updated successful methodology to EFL teachers' discourse in EFL contexts. Expressly, Co textual Appropriateness type grants EFL teachers uttering coherent discourses; while the Contextual Appropriateness type offers more sequencing constraints to add a function with a move to EFL teachers' coherent discourse. Consequently, the sequence of Conversational-Analysisadded a special component to EFL teachers' successful discourse within EFL context which is the Functional and Sequential Properties-of-Moves.

### 1.2.3 The ESL Discourse Model of the Teacher-Pupil-Talk's Performance within EFL Contexts: (the Functional Perception)

The ESL discourse model of the Teacher-Pupil-Talk's performance revealed on high structured sequences and discourse functions within EFL contexts that can enhance the effectiveness of EFL teachers' discourse arrangements. In Britain, Sinclair and Coulthard (1975) were at the University of Birmingham who developed an ESL discourse model for the description of the Teacher-Pupil-Talk; they also unveiled the hierarchy of discourse units within ESL teachers' discourse arrangements. The purpose is to unveil communicative functions to EFL teachers' discourse arrangements within EFL contexts *(Sinclair and Coulthard, 1975, as cited in McCarthy, 1991: 1-33).* Hence, how can the Teacher-Pupil-Talk ESL discourse model help EFL teachers arrange successful discourses within EFL classes?

The ESL discourse model of Teacher-Pupil-Talk helps EFL teachers deliver high structured Speech-Talk within EFL contexts in the high fixed speech pattern between EFL teachers and EFL learners. In essence, the functional approach to discourse analysis was extended to analyze dialogs, monologs, intonations, and debates. Identically, the British work principally has followed structural-linguistic criteria, their powerful discourse model in the TEFL field is related to the study of Speech-Acts; it was first established by Sinclair and Coulthard (1975) as a Rigid-Pattern in the language of traditional native-speaker school classrooms, where EFL teachers and EFL learners spoke according to fixed perceptions reflecting their roles; and where the talk confirmed high structured sequences. They call it the Teacher-Pupil-Talk, and it was as follow:

> *… (T = teacher, P = any pupil who speaks)*
>
> *T: Now then . . . I've got some things here, too. Hands up. What's*
>
> *That what is it?*
>
> *P: Saw.*
>
> *T: It's a saw, yes this is a saw. What do we do with a saw?*
>
> *P: Cut wood[…] (Sinclair and Coulthard, 1975, as cited in McCarthy, 1991: 33).*

In this short extract lesson; nonetheless, the teacher is seen as a businessman releasing his conversation with 'Now then...', and finishing it with 'Right ...Now then'. Explicitly, he progressed the lesson without a pause, giving his EFL learners (pupils) clear signals of lessons' mini-phase of

'beginning' and 'end' as well, applying 'now then' and 'right' in a certain way; and at the same time followed with 'Falling-Intonation' and 'Short-Pause-Afterwards'. By all means, the ESL discourse model of Teacher-Pupil-Talk consists of high structured criteria of discourse units.

In addition to the high structure of the Teacher-Pupil-Talk ESL discourse model, Coulthard called the function of these utterances 'Framing-Move' to unveil the function of discourse units within EFL contexts. For him, the sequence in-between two Framing-Moves can be called a-Transaction that can be shaped as series of actions involving interactions in-between people and have a particular objective, it is used to refer to activities people carry out in specific situations. Here, the first move in each exchange is called 'an Opening-Move', functions as a 'Question', and performed by the teacher *(Richards et al., 1985, as cited in McCarthy, 1991: 1-33).*The second one is called 'an-Answering-Move', functions as an 'Answer', and performed by the learner. Whereas the third one is called 'a Follow-Up-Move', functions as a 'Command', and performed by the teacher. And in this discourse model, discourse is realized as TPT-TPT-TPT-TPT, etc. For them, each TPT is an exchange unit. In sum, adding Framing-Moves and a-Transaction to the Teacher-Pupil-Talk ESL discourse model in EFL contexts functionally will perform high structured sequences in EFL teachers' discourse delivery.

Obviously, the ESL discourse model of Teacher-Pupil-Talk can enhance the effectiveness of EFL teachers' discourse performance. It unveils high structured sequences based on a hierarchy of discourse units; and, it functionally provides series of actions related to the study of Speech-Acts. Thus, teacher's discourses will be in an ongoing process; and, the give-take exchanges of messages enables them creating discourses transmit their intentions in real-EFL contexts.

## 1.2.4 The Influence of Politeness Strategies on EFL Teachers' Discourse Arrangements within EFL Contexts: (the Socio-Cultural Perception)

EFL Teachers' use to Politeness Strategies effectively has enhanced their language teaching discourse arrangements within EFL contexts. Politeness Strategies can assist EFL teachers to negotiate their positions in EFL classes, and it expresses the appropriate use of words or phrases in the right context *(Arndt and Janney, 1985, as cited in Senowarsito. 2013: 82-96).* Particularly, the objective from applying Politeness Strategies in EFL contexts is to establish a classroom atmosphere in which EFL teachers respectfully dominate on their EFL learners. Therefore, how can Politeness Strategies improve the effectiveness of EFL teachers' discourse arrangements within EFL contexts?

Many applied linguists consider Language classroom as sociolinguistic-environments as well as discourse communities in which EFL teachers functionally use Politeness Strategies within EFL

contexts. Teacher-student interactions contribute to student's language achievements Consolo (2006), Brown, and Levinson (1987) proposed two types of Politeness Strategies, Positive-Politeness Strategies: used in confirming closeness, intimacy, and relationships to express the need of appreciation having a Positive-Face 'Solidarity-Politeness'. Whereas, Negative-Politeness Strategies: involves the social distance between the speaker and the listener to express the need of freedom while having a Negative-Face 'Respect-Politeness'. For them, there is a universal face-threatening act (FTA) within human culture, performed by the second speaker to disagree or to take an opposition against the first speaker. Additionally, they classified five Politeness Strategies to avoid the FTA: (a) follow what the first speaker says, (b) perform particular Speech-Acts using a Positive-Face, (c) or perform another type of Speech-Acts using a Negative-Face, (d) perform an indirect Speech-Act (off the record); and finally, (e) do not say or perform any FTA. In EFL contexts; a similar example would be:

> ....Teacher: Okay, good morning, class.
> Some students: Good morning, ma'am.
> Teacher: How are you today?
> Some Students: I am fine, and you?
> Teacher: I am not good.
> Student (female): hwow!
> Student (male): Hwow [...] (Consolo 2006, Brown, and Levinson, 1987, as cited in Senowarsito. 2013: 82-96).

In this ESL context, both of the teacher and students are in an opening session applying positive politeness strategies. In which students use 'ma' am' to express their respect to the teacher, and in which the teacher neither calls her ESL learners 'students' nor 'children'; but, she used the word 'class' neither to unveil a positional vanity in her ESL classroom nor to keep any distance from her learners. Moreover, the expression of 'hwow' that is used by students refers to a functional sympathy as a reaction to her teacher's answer 'I am not good'. In fact, she (the teacher) successfully has involved her learners in a closed atmosphere of learning ESL characterized with a 'Solidarity-Politeness' and 'Respect-Politeness'.

In quintessence, ESL teachers' politeness strategies have effective influences on their discourse arrangements in different ESL contexts. Positive politeness type has well contributed in building a closed ESL atmosphere; whereas, Negative-politeness type offers a respectful dominance on classroom conversations differently. Significantly, using politeness strategies within EFL teachers'

discourse respectfully revealed on socio-cultural criteria including closeness, intimacy, and relationships between teacher and student in EFL contexts.

Obviously, language teaching ESL discourse models can enhance the effectiveness of EFL teachers' discourse arrangements within EFL classes. These ESL discourse models contain efficient analysis, roles, and perspectives, within the interactional, the conversational, the functional, and the socio-cultural discourse analysis works that mostly contribute to the TEFL field. And indeed, ESL teachers' discourse models propose new perspective discourse deliberation that can be applied in language teaching approaches within EFL contexts.

## 1.3 Discourse Models within Language Teaching Approaches: (SLT and CLT)

Modern EFL teachers' discourse often requires skillful methodologies to be effectively arranged within EFL contexts. Approach in defined as a set of correlative theories realized with dealings with teaching and learning language nature which serves the basis of practices and principles in language teaching *(Edward Anthony, 1963, as cited in Richards, 2001: 19).* Briefly; many applied linguists consider that applying particular discourse models in the TEFL field through SLT and CLT language teaching approaches can makes EFL teachers' discourse more interactional, more conversational, more functional, and more socio-cultural. Thus, how can SLT and CLT contribute to enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts?

## 1.3.1 SLT as a Cognitive Methodology in EFL Teachers' Effective Arrangements to Speech Patterns within EFL Contexts:

In SLT, EFL teachers' arrangement to effective discourses includes structuring Speech-Act's Illocutionary-Acts and Speech-Act-Classifications followed with a Conversational-Analysis within EFL contexts. Situational Language Teaching (SLT) or the Oral-Approach refers to a language teaching approach developed by British applied linguists in-between 1930s-1960s. Expressly; in SLT, the objective is to move from structuring sentence patterns to their automatic use in situational context using the target language, and EFL teachers' arrangement to effective discourses makes it more feasible within EFL contexts. Hence; in SLT, how can EFL teachers structure effective speech patterns using Speech-Act's Illocutionary-Acts, using Speech-Act-Classifications, and using Conversational-Analysis within EFL contexts?

## 1.3.1.1 Speech-Act's Illocutionary-Acts and Speech-Act-Classifications within EFL teachers' discourse Arrangements through SLT:

On the one hand; and within SLT, EFL teachers' having a competence of structuring effective discourse holds on acting particular Illocutionary-Acts having the intention of using a particular Speech-Act within EFL contexts. Some developments to Illocutionary-Acts rely on vocabulary-control, suitable pronunciation, fluency, and accuracy. Additionally, the Oxford-University-Press produced a compatible model of situational discourse arrangements under the title: the 'Oxford Advanced Learners' Dictionary the 9th edition I-speaker I-writer' *(Anon, 2017)*. While the following discourse model can provide a clear illustration of the use of Illocutionary-Acts and the type of Speech-Act that classifies it:
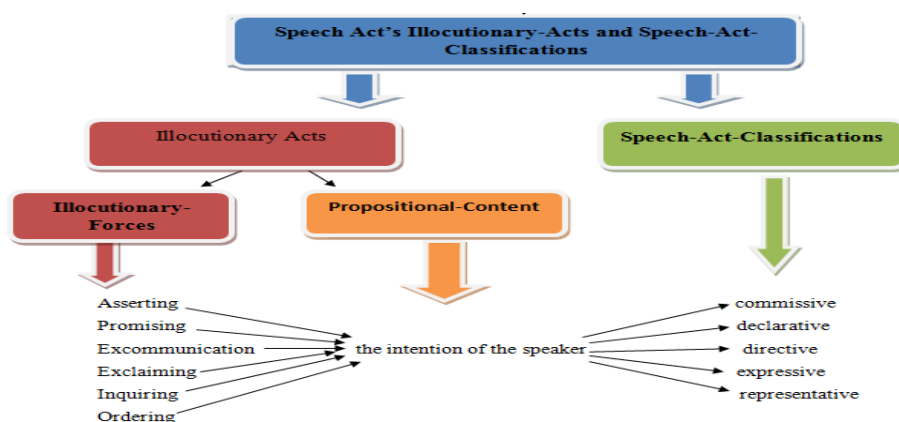


Figure (01): Speech-Act's Illocutionary-Acts

This discourse model has to become a standard reference in the developments of teaching EFL including general essential academic EFL vocabulary used in the TEFL field. Thus, EFL teachers will be constantly competent at adding the notion of structuring certain Speech-Acts within EFL contexts.

## 1.3.1.2 Conversational-Analysis within EFL teachers' discourse Arrangements through SLT:

On the other hand, Conversational-Analysis; however, essentially relies on both of EFL teachers' role and SLT procedure in shaping both of the Co textual and Contextual Appropriateness types. First; In SLT, The teacher role relies on being a skillful manipulator using questions, using commands, and using cues orally *(Byrne, 1976, as cited in Richards, 2001: 36-49).* Moreover, the teacher has to also value time management and oral practice in creating contextual structure while adjusting individual's special needs, testing, repeating, and developing alternative activities rather than those of the textbook *(Pittman 1963, as cited in Richards, 2001: 36-49).*Second, the procedure aims at moving from the use of sentence patterns to their automatic use in EFL contexts. A short cut from a lesson plan can be as follow:

*…Teacher: Listen. This is a pen. (3 ×) This. (3 ×)*

*Students: This. (3 ×)*

*A student: This. (6 ×)*

*Teacher: This is a pen […] ('Davies' ET 'al'. as cited in Richards, 2001: 36-49).*

Whereas the EFL proposed discourse model can be shaped as follow:
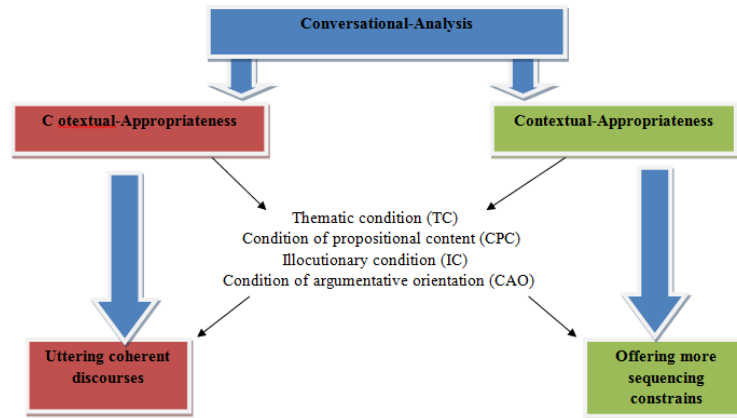


Figure (02): Conversational-Analysis

Here, technical drills illustrate new language item-use in a given situation, it is closely related to Functional and Sequential Properties-of-Moves in which the teacher moves from sentence pattern 'Teacher: That is a pen' to its automatic use in speech 'Students (all pointing at blackboard): That is a pencil' (3×)'. In sum, the Procedure in SLT is a crucial aspect in which EFL teachers arrange oral language structure to build effective discourses in any EFL context. Henceforth, this method serves EFL teachers use effective discourses in situational EFL contexts.

In this approach, EFL teachers emphasize on using particular commands in arranging effective discourses within EFL contexts. All of Speech-Act's Illocutionary-Acts, Speech-Act-Classifications, and Conversational-Analysisintroduce a new EFL compatible discourse model of free-practice. The compatible discourse model of 'OALD I speaker' propose a clear effective situational pattern practice to EFL teachers' discourse followed with the required moves. Thus, SLT as a cognitive methodology in the TEFL field contributes to EFL teachers' conversation to arrange effective speech patterns within EFL contexts.

## 1.3.2 The Emergence of a Communicative Language Teaching Discourse within EFL Contexts:

Language teaching discourse is one of the most important aspects in the TEFL field. In 1957, the American universal applied linguist Noam Chomsky proved that standard structural language theories did not serve language fundamental uniqueness and creativeness to individual sentences

*(Noam Chomsky, 1957, as cited in Richards, 2001:153).* Whereas the British applied linguist Henry Widdowson emphasized on language communicative proficiency functionally rather than language structure *(Henry Widdowson, 1978, as cited in Richards 1978, as cited in Richards, 2001:153).* The objective was emerging a language teaching approach that increases EFL learners' communicative competence with setting the emphasis on their reading, writing, listening, and speaking regarding situational needs. Types of teaching activities are information-sharing, negotiation of meaning, and interaction. Global applied linguists established a universal language teaching approach under the title: Communicative Language Teaching. And definitely, this approach socio-culturally unveiled communicative functions to EFL teachers' discourse within EFL contexts.

### 1.3.3 The Teacher-Pupil-Talk ESL discourse Model and Politeness Strategies within EFL Teachers' Discourse arrangements through CLT and within EFL Contexts:

The ESL discourse model of Teacher-Pupil-Talk and Politeness Strategies were included in the developments of CLT as a communicative approach in the TEFL field. British applied linguists; such as Halliday functionally emphasized on language communicative proficiency more than language structure *(Halliday, 1973, as cited in Richards, 2001:153).* They and American ones consider CLT as an approach and not a method that aims at founding a functional communicative competence to language teaching interdependently in a socio-cultural classroom. Chiefly, new challenging EFL teaching assignments have emerged; in a condition that EFL teachers have to develop EFL compatible discourse models that can fit CLT assignments in which situational needs emphasize EFL learners' communicative competence. Hence, how can the Teacher-Pupil-Talk ESL discourse model and Politeness strategies improve the effectiveness of EFL teachers' discourse arrangements through CLT and within EFL contexts?

### 1.3.3.1 The Teacher-Pupil-Talk ESL Discourse Model within EFL teachers' discourse arrangements and through CLT:

In CLT, the EFL teacher is a group process manager that functionally applies the Teacher-Pupil-Talk ESL discourse model to arrange effective discourses within EFL contexts and through CLT. Chomsky (1965) distinguished 'competence' that is the monolingual interlocutor's knowledge of the language; from 'performance' that is the actual use of language in a real situation in his 'Aspects of the Theory of Syntax' *(Chomsky, 1965, as cited in Richards, 2001:159).* In particular; and within CLT, the teacher frequently performs less teacher-centered classroom management instructions using his or her knowledge of language; and he or she is responsible for organizing classroom locale communicative tasks in which he or she encourages and monitors language teaching interactions to

fix grammatical and lexical gaps in communicative tasks *(Littlewood, Finocchiaro and Brumfit, 1983, as cited in Richards, 2001:168).* The following clustering EFL discourse model can organize the researcher's proposed procedure of the implication:
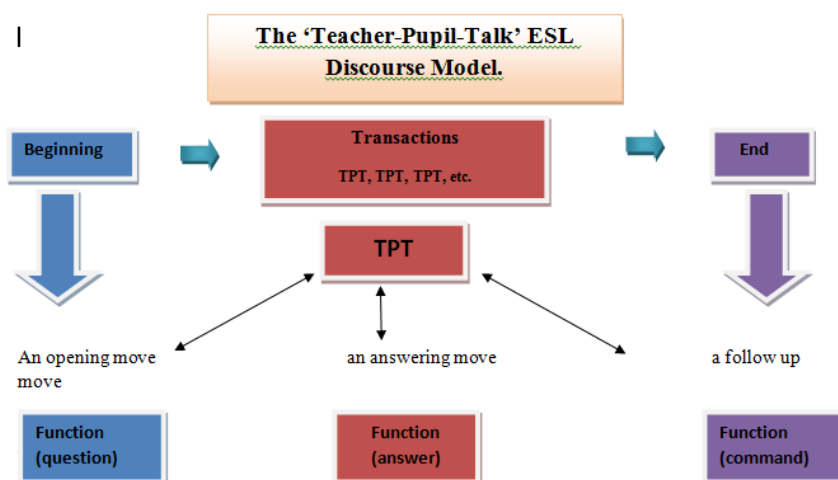


Figure (03): The Teacher-Pupil-Talk ESL Discourse Model

At this point, the EFL teacher acts as an independent participant within the teaching-learning group. Using questions, receiving answers; and finally, using commands. Therefore, he or she directs a self-correction discussions using questions and using commands to unveil communicative functions to his or her EFL language teaching discourse.

## 1.3.3.2 Politeness Strategies within EFL teachers' discourse arrangements and through CLT:

Using Politeness Strategies has added a communicative socio-cultural feature to EFL teachers' discourse arrangements within EFL contexts and through CLT. Applied linguists like Firth often focus on discourse as a subject; yet for him, language have also to be a broader socio-cultural context of its use including participants, their behaviors, their beliefs, their word choice, and including linguistic discussions *(Firth, 1957, as cited in Richards, 2001:158).* In CLT, EFL teacher must exemplify an effective communicator looking for maximizing the meshing of the speaker's intentions and listeners' understanding using Politeness Strategies to facilitate communicative process between all participants. As an illustration, the following clustering EFL discourse model can supply EFL language teaching assignments within EFL contexts:
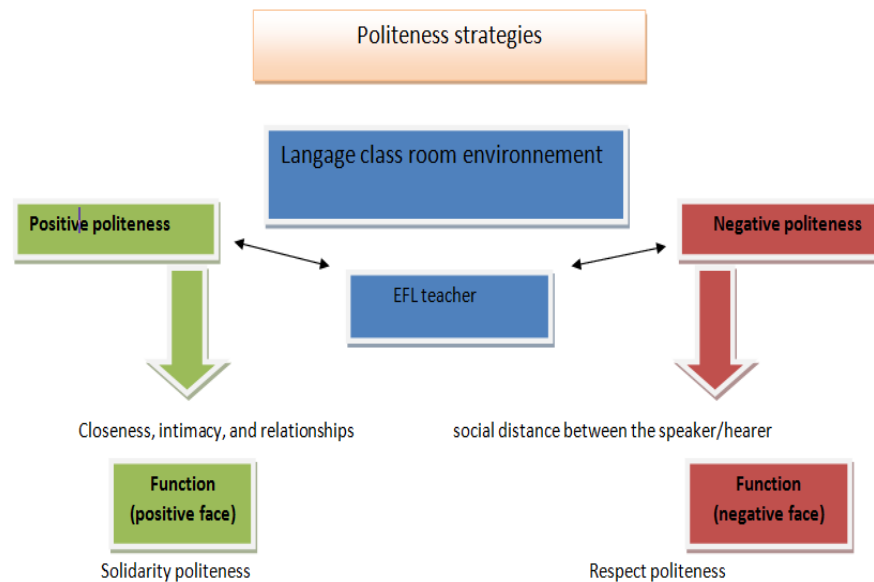
Figure (04): Politeness Strategies

In CLT, to get rid of being an influential leader within EFL contexts, the EFL teacher has to use both of the solidarity and the respect types of Politeness Strategies. The first type will keep EFL learners closer in responding to any question or any command; whereas, the second one will help the teacher creating a social distance that makes the first one practicable. Thus, teacher's uses of Politeness Strategies will make the classroom a socio-cultural environment of teaching EFL.

In essence; and in CLT, applying both of the Teacher-Pupil-Talk ESL discourse model and Politeness Strategies enhance the effectiveness of EFL teachers' discourse arrangements within EFL contexts. First, through applying the ESL discourse model of Teacher-Pupil-Talk, the teacher can form a communicative teaching function overlapped with EFL learners' response to it; second, the implication of Politeness Strategies will make language's functions appreciated in a wide socio-cultural EFL classroom environment. Henceforth, the use of the Teacher-Pupil-Talk ESL discourse model and Politeness strategies through CLT have brought new insights into EFL teachers' discourse arrangements to make it more feasible in EFL contexts.

## 1.4 Conclusion:

In essence, the first chapter of the literary review has piloted enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts. The research topic has been considered as a future crucial aspect in the TEFL field's developments in which EFL teachers establish

communicative discourse systems according to their EFL assignments. As an illustration, EFL teachers' discourse arrangements have to satisfy four main aspects that can enhance its effectiveness within EFL contexts.

First, making appropriate uses of Speech-Act's Illocutionary-Acts and Speech-Act-Classifications; second, adding Functional and Sequential Properties-of-Moves; third, building a hierarchy of discourse units that functionally provides series of actions (Transactions) in real-EFL contexts; finally, using both of positive and negative Politeness Strategies respectfully within EFL contexts.

Additionally, Situational Language Teaching fits more Speech-Act's Illocutionary-Acts, Speech-Act-Classifications, and functional and Sequential Properties-of-Moves; whereas, Communicative Language Teaching fits more a hierarchy of discourse units that functionally provides series of actions (transactions) and both of positive and negative Politeness Strategies.

In other words, these essential aspects contribute to enhancing the effectiveness of EFL teachers' discourse in an interactional, in a conversational, in a functional, and in a socio-cultural perspective manner. And indeed; enhancing the effectiveness of EFL teachers' discourse arrangements would be one of the most future fundamental bases in the TEFL field and within EFL context.

# Chapter Two

# Chapter Two: Data Analysis and Results

## 2.1 Introduction:

The present chapter is devoted to the analysis part of this research work regarding EFL teachers' questionnaire which has been introduced and which has associated the selected information which has been included in Chapter one.  In particular, EFL teachers' questionnaire has been included in the current procedure of analysis that can validate the earlier mentioned hypotheses which were about Applying particular discourse models of ESL teacher-learner native talk to EFL classes among SLT and CLT approaches of the TEFL field can enhance theEffectiveness of EFL teachers' Discourse arrangements within EFL contexts. Thus, the major tackled objective falls at enhancing theeffectiveness of EFL teachers' discourse arrangements within EFL contexts.

## 2.2 Method:

In this research paper, this method as an overall plan includes selected items and techniques which are put into practice with pursuing a set of procedures regarding enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts.  Expressly, the aim beyond doing this investigation is to implement particular ESL discourse models that can fit EFL teachers' discourse arrangements within any EFL context in the Department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem.  As an illustration, the researcher has identified and has analyzed them. Therefore, this chapter is concerned with analyzing these EFL teachers' discourse to improve the validity of the previously mentioned ESL discourse models.

### 2.2.1   The Research Design:

This chapter is designed primarily to manage the analysis of this research paper investigation which is about enhancing the effectiveness of EFL teachers' discourse arrangements.  It has answered the next research questions to validating the research hypotheses including the research question, the research Sub-questions, the research hypotheses, and the population.

### 2.2.1.1   The Research Question:

In this academic research paper, the main proposed research question is being covered. Additionally, this research question effectively would contribute to enhancing EFL teachers' discourse arrangements within EFL contexts.  This main research question comes as follow: in the TEFL field, how can EFL teachers' discourse arrangements improve teaching EFL contexts while being in EFL classes?

## 2.2.1.2 The Research Sub-Questions:

In addition to that main research question, two main research sub-questions can contribute to the research's assignment. These main sub-questions come as follow:

1. In SLT, how can EFL teachers structure effective speech patterns using Speech-Acts' Illocutionary-Forces, Speech-Act-Classifications, and Conversational-Analysis within EFL contexts?

2. How can the Teacher-Pupil-Talk ESL discourse model and Politeness Strategies improve the effectiveness of EFL teachers' discourse arrangements through CLT and within EFL contexts?
   And they rely on other sub-questions which are:

1. To what extent can the Speech-Act theory improve the effectiveness of EFL teachers' discourse arrangements within EFL contexts? (The Interactional Perceptions).

2. How can Conversational-Analysis contribute to enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts? (The Conversational-Analysis).

3. How can the Teacher-Pupil-Talk ESL discourse model help EFL teachers arrange successful discourses within EFL classes? (The Functional Approach).

4. How can Politeness Strategies improve the effectiveness of EFL teachers' discourse arrangements within EFL contexts? (The Socio-Cultural Perception).

5. In SLT, how can EFL teachers structure effective speech patterns using Speech-Act's Illocutionary-Acts, using Speech-Act-Classifications, and using Conversational-Analysis within EFL contexts? (Academic Perceptions).

6. How can the Teacher-Pupil-Talk ESL discourse model and Politeness strategies improve the effectiveness of EFL teachers' discourse arrangements through CLT and within EFL contexts? (Academic Perceptions).

   Thus, this academic research paper has been effectively oriented in accordance to fixed academic research questions that can serve enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts.

## 2.2.1.3 The Research Hypotheses:

To answer the above-mentioned questions, the research hypotheses are mainly structured according to the research assignment. Identically, these hypotheses are aboutapplying Speech acts' Illocutionary-acts, Speech-Act-Classifications, Conversational-Analysis, the ESL discourse model of the Teacher-Pupil-Talk, and politeness strategies within EFL teachers' discourse arrangements can enhance the effectiveness of their discourse arrangements within EFL contexts. Therefore, the research hypotheses are closely related to the research questions and to the research assignment.

## 2.2.1.4   The Population:

This study deals with EFL teachers of English in the Department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem for the academic year 2016-2017.   In addition, this population has been selected for the reason that EFL teachers are the most productive sample that can fit relevant and adequate data to this research study.   Hence, their participations would contribute to validating the research assignment.   To accomplish the research assignment, fifteen (15) EFL teachers have accessed the proposed questionnaire in the Department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem.   They have adequate expertise that can make their participation helpful for this research's objective. Beyond doubt, their participation is extremely significant in the fact that they are aware of EFL teachers' discourse arrangements within EFL contexts.

## 2.2.2   The Description of the Questionnaire:

For the present investigation, the researcher has set-up one questionnaire for EFL teachers. The questionnaire includes questions of numerous choices in which they may have to tick either several boxes or just one box, this questionnaire also includes other open-ended questions. Consequently, the questionnaire's results help in investigating the importance of enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts.

The questionnaire contains (11) open-ended and multiple-choice questions in which all of these questions are shaped in three main sections as follows:

Section One:thegeneral information (Q1-Q4).   This section includes questions that tackle general information about EFL teachers' discourse arrangements within EFL contexts.

Section Two: the use of Speech-Act's Illocutionary-Forces, the use of Speech-Act-Classifications, and the use of functional and Sequential Properties-of-Moves among SLT and within EFL contexts (Q5-Q7).   It deals with EFL teachers' use of Speech-Act's Illocutionary-Forces, use of Speech-Act-classifications' discourse uses, and the role of Conversational-Analysis in making that discourse uses coherent and appropriate within EFL contexts.

Section Three: the use of the Teacher-Pupil-Talk ESL discourse model and the use of Politeness strategies among CLT and within EFL contexts (Q8-Q11).   This section collects questions that investigate information about building a hierarchy of discourse units that can provide transactions followed with the use of both of positive and negative Politeness Strategies within EFL contexts.   The aim is to make EFL teachers suggest the appropriate common EFL questions, common EFL commands, and the appropriate use of Politeness Strategies.

The main aim is to provide a new discourse planning that can fit any EFL context in any EFL classroom.

### 2.2.3  The Analysis of EFL Teachers' Questionnaire:

### 2.2.3.1    Section One: the General Information (Q1-Q4)

Question (01): (See Appendix)
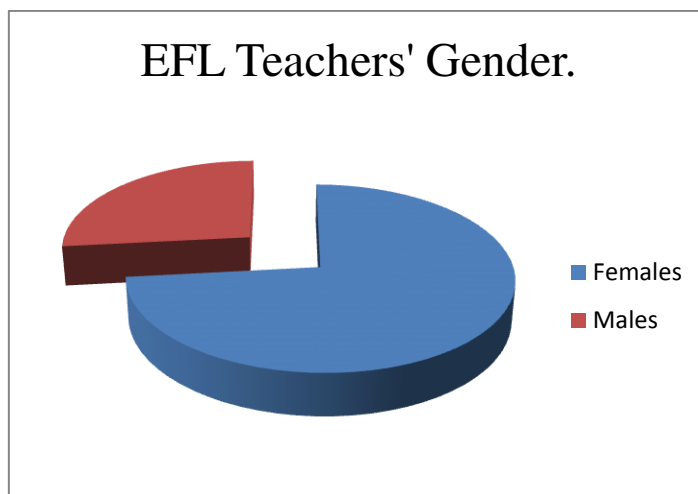


Figure (05): EFL Teachers' Gender

This question was actually made to provide the number of EFL teachers (males and females) regarding the questionnaire's participants.  Keeping in mind that EFL teachers (females) in the Department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem represent the larger quantity of EFL teachers.  Thus, it is a single-choice-closed question that can determine EFL teachers' gender as an important factor in this research paper's assignment.  The result showed that females are about (70%) of EFL teachers within this Department of English.  Nonetheless, males are about (30%) of the rest of EFL teachers.

Question (02): (See Appendix)

| Answers | Very easy | Easy | Hard | Very hard |
|---|---|---|---|---|
| EFL teachers | 1 | 12 | 1 | 1 |
| Percentage | 6.6% | 80% | 6.6% | 6.6% |

Table (01): Every Day Preparation of EFL Courses in Terms of Discourse Arrangements within EFL Contexts

This question is about EFL teachers' preparation to their discourse arrangements within EFL contexts.  In this question, the aim of the researcher is to highlight the degree of preparation's difficulty to their discourse arrangements in the Department of English at the University of

Abdelhamid-Ibn-Badis in Mostaganem.  Therefore, this single-choice-closed question confirmed that almost (6.6%) of EFL teachers take the everyday preparation of EFL courses in terms of discourse arrangements as a hard task.  While nearly (6.6%) of them preferred that it is a very easy taskto complete.  Whereas; for just about (6.6%) of them, it is a very hard task that they are facing in their EFL assignments.  However, most of them (80%) stated that everyday preparation of EFL courses in terms of discourse arrangements is an easy task to deal with.

Question (03): (See Appendix)



The Main Obstacles that can make EFL Teachers' Discourse Arrangements Less Effective within EFL Contexts.

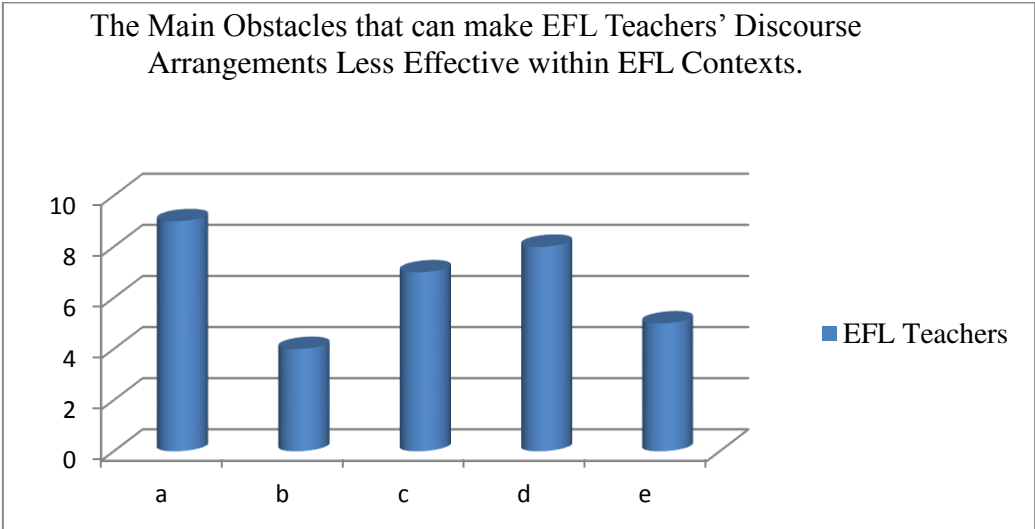Figure (06): The Main Obstacles that can make EFL Teachers' Discourse Arrangements Less Effective within EFL Contexts

The third question is about selecting main obstacles that can hinder EFL teachers discourse arrangements within EFL contexts.  In this question, the objective falls at selecting types of obstacles that can obstruct EFL teachers in that process of discourse arrangements within EFL contexts at the

University of Abdelhamid-Ibn-Badis in Mostaganem.  This multiple-choice-closed question reveals on that the majority of EFL teachers' answer (27%) falls at the mentioned obstacle in the answer (a). Approximately, (12%) of their selections tackled the answer (b).  For Certain reason, about (23%) of their choices mentioned the answer (c).  Approximately, (24%) of their selections preferred the answer (d) as a standing hindrance to their discourse arrangements.  Finally, almost (14%) of their answers have a preference with the answer (e).

Question (04): (See Appendix)

| Answers | Very Useful Idea | Useful Idea | Useless Idea | Very Useless Idea |
|---------|------------------|-------------|--------------|-------------------|
| EFL Teacher | 7 | 7 | 1 | 0 |
| Percentage | 46% | 46% | 8% | 00% |

### Table (02): The Idea of Building an Effective Model of EFL Teachers' Discourse Arrangements that can fit any EFL Context within any EFL Classroom

The fourth question includes the intention of proposing the idea of building an effective model of EFL teachers' discourse arrangements that can fit any EFL context within any EFL classroom.  The purpose was about tackling the strength degree of the idea that has been mentioned as a recommendation in chapter three which is about building an EFL teachers' discourse model that can fit the previously mentioned purpose.  The analysis of this single-choice-closed question unveiled on that only (8%) of EFL teachers consider that the idea of building an effective model of EFL teachers' discourse arrangements that can fit any EFL context within any EFL classroom as a useless idea. Whereas, no one of them (00%) found it as a very useless idea.  However, about (46%) of EFL teachers see that this idea is considered as a useful idea.  Alongside with them; and to conclude with this question's results, the rest of them (46%) agree on that, this is a very useful idea.

## 2.2.3.2 Section Two: the Use of Speech-Act's Illocutionary-Forces, the Use of Speech-Act-Classifications, and the Use of Functional and Sequential Properties-of-Moves among SLT and within EFL Contexts (Q5-Q7)

Question (05): (See Appendix)
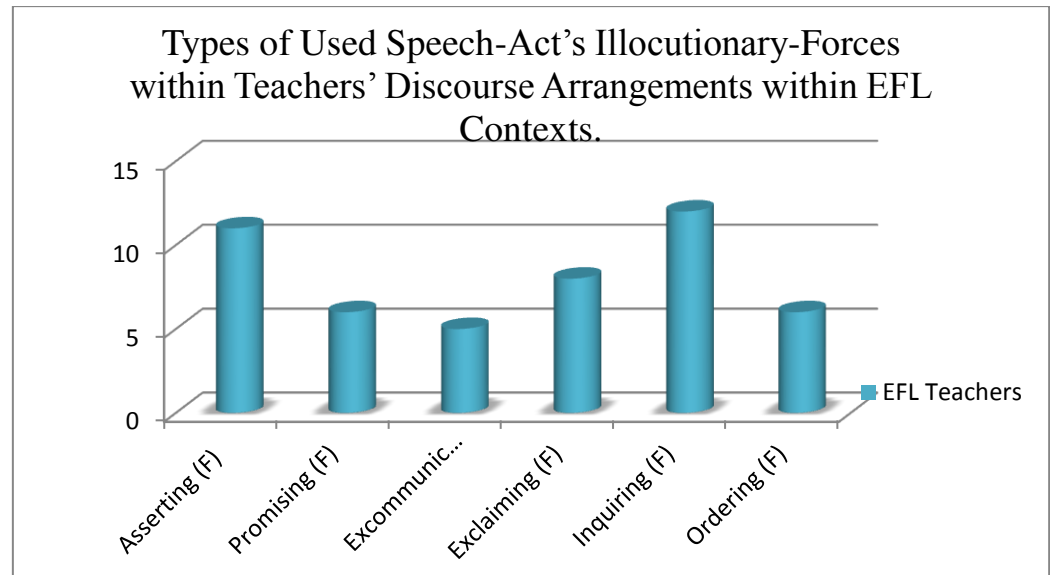


Figure (07): Types of Used Speech-Act's Illocutionary-Forces in EFL Teachers' Discourse Arrangements within EFL Contexts

The fifth question consulted the use of the Speech-Act's Illocutionary-Forces in EFL teachers' discourse arrangements within EFL contexts. The aim was about finding the most common useful Illocutionary-Forces within EFL teachers' discourse and while teaching a given EFL context indoor EFL classes. The analysis of this multiple-choice-closed question uncovered that just about (22%) of EFL teachers in the Department of English at the University of Abdelhamid-Ibn-Badis. in Mostaganem use the asserting type of Illocutionary-Forces within their discourse and indoor EFL contexts. About (12.5%) of them employ the promising type of Illocutionary-Forces in their discourse arrangements and within EFL contexts. At least, (10.41%) of EFL teachers utilize the excommunicating type of Illocutionary-Forces among their discourse. Nearly (16%) of them mentioned that they often use the exclaiming type of Illocutionary-Forces in their EFL contexts. Whereas, the majority of them (26.59%) stated that they are making use of the inquiring type of Illocutionary-Forces in their EFL contexts. And for different EFL teaching situations, almost (12.5%) of EFL teachers are applying the ordering type of Illocutionary-Forces within their discourses.

Question (06): (See Appendix)

## Speech act Classification within EFL Contexts.

A bar chart titled "Speech act Classification within EFL Contexts." with a vertical axis ranging from 0 to 15 (in increments of 5). Five bars labeled Answer (A), Answer (B), Answer (C), Answer (D), and Answer (E) represent EFL Teachers. Answer (A) ≈ 4, Answer (B) ≈ 4, Answer (C) ≈ 15, Answer (D) ≈ 11, Answer (E) ≈ 7.
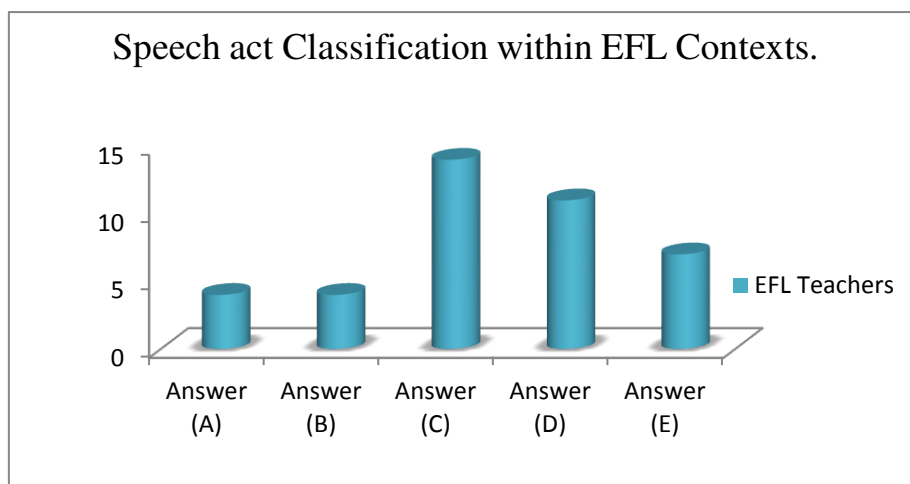
Figure (08): Speech-Act-Classifications within EFL Contexts

The sixth question was about EFL teachers' use to the earlier mentioned Speech-Acts' Illocutionary-Forces among a particular Speech-Act-classification and within EFL contexts. The intention was about discovering the most useful Speech-Act-classifications within EFL contexts that can fit different teaching assignments. The analysis of this multiple choice open-ended question has accessed that at least, (9%) of EFL teachers in the Department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem use particular Illocutionary-Forces while having the intention of making their learners doing something within EFL classes. Additionally, other (9%) of them intended to declare about something indoor EFL classes while having use of certain Illocutionary-Forces. And for (39%) of them, they often use certain Illocutionary-Forces to direct learners in EFL contexts. However, about (26.5%) of them employ some Illocutionary-Forces to express their feelings about something or some situations within EFL contexts. Whereas, only (16.5%) of them make use of given Illocutionary-Forces to represent a particular idea or a particular person indoor EFL contexts. At the end, other Answers have included further reasons to EFL teachers' intention from applying some Illocutionary-Forces within EFL classes; such as, to encourage learners, to create competition in the field, to give them an idea about how Speech-Acts can be useful in different contexts, and to make polite requests.
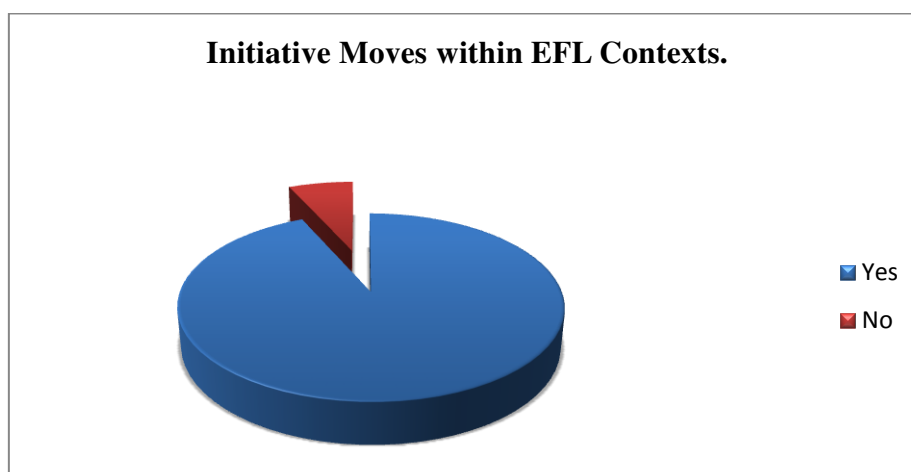
Question (07): (See Appendix)



Figure (09): Initiative-Moves within EFL Contexts

This question deals with EFL teachers' use to imitative moves that follow up their discourse within EFL contexts. The goal behind this question is to reveal on whether EFL teachers really perform the right Initiative-Moves that follow the appropriate discourse or they do not perform it; in other words, to checkwhether their Co textual Appropriateness fits their Contextual Appropriateness or it fits not. The analysis of this single choice open-ended question confirms that about (6.6%) of EFL teachers do not use every initiative move at opening a particular conversation. However, around (93.4%) of them include Initiative-Moves when they start opening any conversation with their learners in EFL classes. And as for their answers, the following table contains some answers to their most common familiar useful speeches in EFL classes; and, some of them choose to explain it as it follows:

| EFL Teachers | Answers |
| --- | --- |
| 01 | It serves at bringing a certain infirmity or a certain familiarity between EFL teachers, learners as well as contexts. |
| 02 | For instance, are you ready? …The first move of an exchange is always initiative and it should be contextually appropriate. |
| 03 | I use an icebreaker like a say or a story. |
| 04 | Sometimes I try to solicit the, to pay more attention and to be more responsible for their whole acts toward EFL teachers as well as their classmates. |
| 05 | The use of initiative move can complete my use of Illocutionary-Acts; so that the (feedback) from the listener can be effective. |

| 06 | Examples: we need to stress one fact that….. |
| | For instance………. |
| | Let me go over it again……….. |
| 07 | I brainstorm their lectures, experience, etc. |
| 08 | I found initiative move motivating for learners; it helps to monitor the classroom and its management as well. |
| 09 | One has adopted himself to students' need. |
| 10 | For instance, I use my hand to say good morning. |
| 11 | EFL Teachers need to make each one pay attention even when they utter same speech.  The move should be vibrant all the time. |
| 12 | To start with……. |
| | Have you ever thought of…….? |

Table (03): Initiative-Moves within EFL Contexts

### 2.2.3.3   Section Three: the Use of the Teacher-Pupil-Talk ESL Discourse Model and the Use of Politeness Strategies among CLT and within EFL Contexts (Q8-Q11)

Question (08): (See Appendix)

| EFL Teachers | Common Questions |
|---|---|
| 01 | Now tell me…? |
| | Do you think…? |
| | How about…? |
| 02 | Have you ever gone through such an experience? |
| | What would you have done in this situation? |
| 03 | Open-ended questions, closed questions, and referential questions; such as, what does the term 'micro' or the term 'macro' stand for? |
| 04 | Would you explain….? |
| | How can we understand that….? |
| | May you give an example? |
| 05 | Yes-no questions. |
| | What do you think? |
| | So far so good? |
| 06 | Would you…..? |

| | |
|---|---|
| | Do you mind…? |
| | Is it possible…..? |
| 07 | Have you understood…? |
| | Any questions? |
| | Is it okay? |
| | Polite requests? |
| 08 | What do you think…? |
| | Would you agree with…? |
| 09 | Polite requests and direct questions. |
| 10 | Can anybody refresh our minds with what was done earlier? |
| | Have you prepared some variable work for today's lesson? |
| | Do you have any comments? |
| 11 | Is it clear? |
| | So far so good? |
| | Do you have any questions? |
| | Do I have to repeat? |
| 12 | Yes-No questions: is it clear so far? |
| | W-H questions: who can remind us of the last lecture? |
| | Tag-questions: you are group four, are not you? |
| | Theater questions: Why do you think we need to attend every class? |
| 13 | Have you understood? |
| | Did you get the idea? |
| | What do you think of? |
| 14 | Is it clear for you? |
| | Have you understood? |
| | Would you please round-up the whole discussion? |
| | Do you have any questions? |
| 15 | Could you please follow me? |
| | How many books have you read? |
| | Could you think of any answers to back up your answers? |

Table (04): The Most Common Functional Questions that EFL Teachers can use within EFL Classes

This question discussed the most common functional questions that EFL teachers can use within EFL contexts. The objective from this question is to unveil the most functional questions that can be used within EFL teachers discourse to establish an effective transaction within EFL contexts. And, this open-ended question marked the above-mentioned questions.

Question (09): (See Appendix)

| EFL Teachers | Answers |
|---|---|
| 01 | Well, I went through a similar situation a few days ago. I was absent last time… I read something very interesting on this delicious topic….. |
| 02 | It depends on the context of talk. |
| 03 | Yes, sir….. Can you expand……? It is not very clear…… |
| 04 | They never give answers. |
| 05 | Direct responses: 'yes' or 'no'. |
| 06 | Ok, miss! Sorry! May I come in? I do not have examples. |
| 07 | Yes! So far so good. |
| 08 | Learners respond positively and actively providing definitions and examples. |
| 09 | Incomplete sentences: 'Yes' or 'no'. |
| 10 | Yes, madam. No, not really. We still have doubts. Could you repeat it, it is not clear? |
| 11 | Everything is clear. |
| 12 | I am not sure of my answer, but….. Yes sir, so far so good. No, I did not get the first fact. |

| 13 | Yes, it is clear. |
| | Can you repeat, please? |
| 14 | Yes, I do mind.  (Without even knowing what this expression means). |
| 15 | Direct responses and only a few of them use polite discourses. |

## Table (05): The Most Common Answers those EFL Teachers have heard from their Learners

The ninth question was about discovering the most common heard answers that EFL teachers may receive within EFL classes.  The researcher intended from this question to discover these answers.  Moreover, the analysis to this open-ended question have revealed on the above-mentioned answers.

Question (10): (See Appendix)

| EFL Teachers | Commands |
|---|---|
| 01 | Would you please repeat your point? |
| | Put it differently, please? … |
| | Go ahead… |
| 02 | Would you please…….? |
| 03 | Sometimes I use a discourse similar to their discourse and their questions, I ask them to be more polite because that is the one request in the formal setting. (Normally at the University). |
| 04 | Ok, there is no problem. |
| 05 | Do you really mind doing….? |
| 06 | It is ok; we are not here to judge you. |
| | Change your place, and come sit in the front seats. |
| 07 | Are you sure? I repeated it several times. |
| 08 | Ok, I will try to repeat it in other ways. |
| | Let us repeat from the beginning. |
| 09 | My responses provide further explanation. |
| 10 | You will have to……. |
| 11 | You should improve your English. |
| | I would have to see more feedback. |

| | |
|---|---|
| 12 | It depends on the context, sometimes I repeat what I said before; in the case of receiving no answer, I insist if there still no answers, I move to my next point. |
| 13 | You would better contribute to your TD or your lectures. |
| 14 | When I receive no answers, I would ask them to sunup. (To redirect them to the course). |

<u>Table (06): The Most Useful Commands that EFL Teachers use within EFL Contexts</u>

The tenth question was about EFL teachers' use of commends toward their learners' answer within EFL contexts.  The last but not the least question have includes the intention of knowing how EFL teachers responded to these answers while performing particular commands.  Additionally, this open-ended question has shown that EFL teachers can use different commands, in different situations, and according to different requirements. Their commands were described in the above-mentioned table.

Question (11): (See Appendix)



The Way Teachers use Positive and Negative Politeness-Strategies within EFL Contexts.
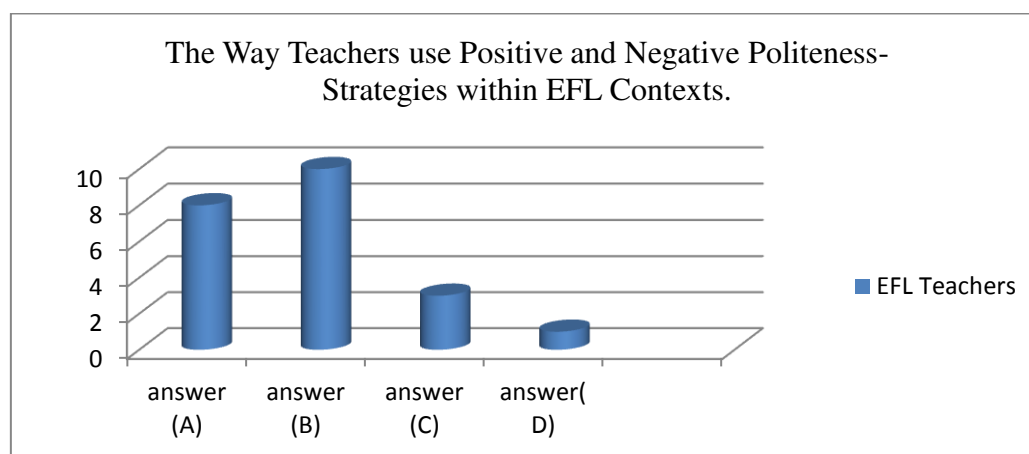
Figure (10): the Way EFL Teachers use Positive and Negative Politeness Strategies within EFL Contexts

The eleventh question has dealt with EFL teachers' use of positive and negative politeness strategies within EFL contexts. Furthermore, the aim behind this last question is to knowwhether EFL teachers use their politeness strategies within EFL contexts or they do not use it, and how they use it. This multiple-choice-closed question revealed on that just about (28.57%) of EFL teachers follow what their learners say. About (35.71%) of them mentioned that they perform particular Speech-Acts using a Positive-Face. Around (10.71%) of them stated that they perform another type of Speech-Acts using a Negative-Face. However,only (3.59%) of themdeclared that theydo not say or perform any Speech-Act.

## 2.3 Conclusion:

After analyzing EFL teachers' questionnaire; the researcher has found in the second chapter that EFL teachers in the department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem strongly believe in their capacities in arranging effective discourse within EFL contexts; yet; they assumed that there should be a sophisticated applicable EFL discourse model that can help EFL teachers arrange effective discourses within any EFL context. In particular; Most of them consider that the everyday preparation of EFL courses in terms of discourse arrangements is an easy task to deal with. However; the majority of them see that the obstacle that can hinder their discourse arrangements within EFL contexts could be shaped in having confusions in using Speech-Act's Illocutionary-Forces, in having difficulties in uttering coherent discourses; often, in having no functional moves in their discourse, in having other confusions about the appropriate selected Transaction in their EFL contexts; and; rarely, in having lacks of using positive and negative Politeness Strategies. Whereas; theystated that they are making use of inquiring, asserting, promising,

excommunicating, exclaiming, and ordering types of Illocutionary-Forces in accordance to diverse EFL contexts. They also proclaimed that they use it in different Speech-Act-Classifications. Some of them also clarified that they are in use of Initiative-Moves to make their discourse more applicable in EFL contexts.Furthermore, EFL teachers in the department of English at the University of Abdelhamid-Ibn-Badis have unveiled their most common useful Transactions within their EFL classes. They also declared about their use of Politeness Strategies in which the majority of them intended to use Positive-Face more than they intended to use Negative-Face. Henceforth; majority of them see that the idea of building an EFL teachers' discourse model that can fit any EFL context is considered as a useful or a very-useful idea that can bring an observable effective advancement to the TEFL field.

# Chapter Three

# Chapter Three: the Discussion of Findings and Recommendations

## 3.1 Introduction:

Enhancing EFL Teachers' discourse arrangements within EFL contexts is not an easy task to deal with; more than ever, it requires effective methodological designs, it requires authentic practical sessions, and it requires expertise that can validate its improvements in the TEFL field. Nonetheless, some EFL teachers unveiled on their discourse competencies within EFL contexts in the analysis of Chapter Two; yet, they can improve their EFL discourse competencies if there will be a compatible EFL discourse model that can enhance their discourse competencies in the TEFL field. The summary of findings that is followed with its discussion within this chapter has revealed on what it have to be enhanced, has filled particular EFL discourse gaps, and has suggested compatible recommendations to this EFL academic research study issue. Therefore; in the TEFL field, how can EFL teachers' discourse arrangements improve teaching EFL contexts while being in EFL classes?

## 3.2 Summary of Results:

EFL Teachers' questionnaire analysis revealed on consent visions regarding the enhancement of EFL teachers' discourse arrangements within EFL contexts. In particular, this questionnaire has been mainly divided into three sections for the purpose of organizing its results. The main objective is to validate the EFL academic research hypotheses which are about applying Speech acts' Illocutionary-acts, Speech-Act-Classifications, Conversational-Analysis, the ESL discourse model of the Teacher-Pupil-Talk, and politeness strategies within EFL teachers' discourse arrangements can enhance the effectiveness of their discourse arrangements within EFL contexts. So, what are the most fundamental findings that each section has uncovered?

The first section deals with the general information that accessed different statistics for each question and according to diverse perceptions. In which it confirms that females are more than males in terms of quantity regarding EFL teachers in the department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem. (80%) of EFL teachers perceived that everyday preparation of EFL courses in terms of discourse arrangements within EFL contexts is an easy assignment to complete; whereas, the rest of them (20%) perceived it as a hard task to deal with. Moreover, results show that majority of their choices (27%) fall at the main obstacle that can make EFL teachers' discourse arrangements less effective within EFL contexts; and, which is related to confusions in using Speech-Act's Illocutionary-Forces; (24%) of them mentioned that some EFL teachers may have confusions about finding the appropriate transaction to each EFL contexts; often, (23%) of them may

not add functional and Sequential Properties-of-Moves to their discourse, they (14%) may possibly have other difficulties in uttering coherent discourses; and rarely, (12%) of them may have confusions of using either positive or negative Politeness Strategies. Nonetheless, most of them (92%) accepted the idea of building a compatible model of EFL teachers' discourse arrangements that can fit any EFL context within any EFL classroom; and, they considered it as useful and a very useful idea. Thereupon, the main tackled reason from this section fits the mentioned EFL academic research's observation and which leads to unveiling the need to build a compatible EFL teachers' discourse model that can fit any EFL assignment and within any EFL classroom.

The second section includes EFL teachers' use of Illocutionary-Acts, Speech-Act-Classifications discourse use, and the role of Conversational-Analysis in making that discourse coherent and appropriate among SLT and within EFL contexts. In its findings; however, a crucial vision revealed on that, EFL teachers in the department of English at the University of Abdelhamid-Ibn-Badis. in Mostaganem use the inquiring type of Illocutionary-Forces at the top of Illocutionary-Acts' use; second, it is followed by the asserting type of Illocutionary-Forces; third, the exclaiming type of Illocutionary-Forces; then, the ordering type of Illocutionary-Forces and the promising type of Illocutionary-Forces at the same level; and at the end, they rarely use the excommunicating type of Illocutionary-Forces. As an illustration, they can use them for diverse intentions that may include different forms of Speech-Acts that could be a commissive Speech-Act, a declarative Speech-Act, a directive Speech-Act, an expressive Speech-Act, or a representative Speech-Act. Moreover, the majority of them (93.4%) prefer using an imitative move related to their discourses; and, some of them included clear illustrations to their Initiative-Moves' use providing it with different expressions. For other (6.6 %) of them, it is not necessary to perform any Initiative-Move while opening any EFL teaching discourse. Henceforth, this section effectively gathered the analysis of the required findings regarding the role of the Speech-Act's Illocutionary-Acts, the role of Speech-Act-Classifications, and the role of the Conversational-Analysis in the enhancement of EFL teachers' discourse arrangements among SLT and within EFL contexts.

The third section contains the Teacher-Pupil-Talk ESL discourse model and the use of Politeness Strategies among CLT and within EFL contexts. In its results; on the one hand, and when referring to the findings of the Teacher-Pupil-Talk ESL discourse model, all of EFL teachers (100%) in the department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem intended to use different common expressions as questions; such as, open-ended questions, closed questions, referential questions, Yes-no questions, W-H questions, direct questions, and Polite requests; identically, majority of them (92%) claimed that they receive frequent positive and active answers provided with definitions and examples from their EFL learners depending on the context of talk;

keeping in mind that these answers can be uttered as direct responses: 'yes' or 'no', or as incomplete sentences; like, 'Yes' or 'No', and only some of them use polite responses; whereas, only a few of them (8%) stated that their EFL learners never give answers.  Uniquely; when EFL teachers in this department received particular answers, they had performed particular commands as either positive or negative feedback to their EFL learners' answer; additionally, EFL teacher number (12) stated that "it depends on the context, sometimes I repeat what I said before; in case of receiving no answer, I insist if there still no answers, I move to my next point". On the other hand, when summarizing findings of Politeness Strategies; and, in the classification of the suggested answers for this questionnaire, EFL teachers' performance of particular Speech-Acts using a Positive-Face comes at the peak of answers (35.71%); then, it is followed with the following of what their EFL learners say (28.57%); after that the performance of certain types of indirect Speech-Act (21.42%); after that the performance of  another type of Speech-Acts using a Negative-Face (10.71%); later, EFL teachers at this department prefer neither saying nor performing any Speech-Act (3.59%).  Briefly, this section is designed to unveil communicative functions to EFL teachers' discourse arrangements within EFL contexts and to supply EFL teachers use both of positive and negative Politeness Strategies in EFL contexts and help them construct a socio-cultural EFL classroom.

In essence, the summary of findings to this questionnaire has been achieved in three main sections.  The first section revealed on a special requirement to a compatible EFL teachers' discourse arrangements model that can fit any EFL assignment and within any EFL classroom at the University of Abdelhamid-Ibn-Badis; whereas, the second section holds on an effective analysis that is related to role of the interactional and conversational discourse work in the enhancement of EFL teachers' discourse arrangements among SLT and within EFL contexts in the department of English at the University of Abdelhamid-Ibn-Badis..  Finally, the third section unveiled a functional and a socio-cultural analysis that is related to EFL teachers discourse arrangements among CLT and within EFL contexts at the University of Abdelhamid-Ibn-Badis.  While the analysis of this questionnaire is being investigated; it is important that its summary would effectively help in the questionnaire's discussions and results.  Thus, the most fundamental findings of EFL teachers' questionnaire are being turned into a fruitful data analysis in this chapter to lead the investigation about enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts at the University of Abdelhamid-Ibn-Badis in Mostaganem.

## 3.3 Discussions of the Questionnaire's Results:

Building a compatible EFL teachers' discourse model that can fit any EFL assignment within any EFL classroom is not an effortless mission to hold-on in the TEFL field.  Moreover; similar to any other EFL academic research problems, the analysis of the EFL teachers' questionnaire revealed on several

obstacles that can hinder EFL teachers' discourse in terms of its arrangements. In particular, these problems are being covered in this EFL academic research. The aim is to discuss these problems through the previously mentioned ESL discourse theories of chapter one according to the questionnaire's data analysis of chapter two. Henceforth, to what extent can EFL teachers in the department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem enhance their discourse arrangements to make it more interactional, more conversational, more functional, and more socio-cultural?

EFL teachers' discourse arrangements in the department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem can be more interactional if it will be improved through Speech-Act's Illocutionary-Acts and Speech-Act-Classifications according to EFL teachers' questionnaire findings in section two. On the one hand; when referring to the theoretical part, particular Illocutionary-Acts are performed by EFL teachers to their EFL learners in different conversations including certain Illocutionary-Forces and holding on a given Propositional-Content; in this context, EFL teachers may hold on diverse intentions that can fit their Propositional-Contents (P) keeping a performance of a certain Illocutionary-Forces (F). One the other hand; however; and when referring to the practical part at this department, the Speech-Act-Classifications provide many vital examples; for instance, teacher number (07) provided similar questions as a mean to an expressive Speech-Act to convey his or her feelings about something (s) or some situation (s) in his or her EFL classroom; his or her example was as follows: 'have you understood.....?' In this short extract, the EFL teacher's example may has the Propositional-Content (P) of either 'I have to explain again?' or 'I do not have to explain again?' and holds on the exclaiming type of Illocutionary-Forces in a directive Speech-Act depending on the context of talk. Other Illocutionary-Forces under different Speech-Act-Classifications are being used by EFL teachers in this department of English either consciously or unconsciously. Therefore, what is most important is not only having use of these (F) for a given (P) in a given Speech-Act; but also, these uses require better expressions to make it more feasible and to get over the above-mentioned obstacle of having confusions in using Speech-Act's Illocutionary-Forces. By all means, what it emphasized is to make EFL teachers' discourse arrangements more interactional.

EFL teachers' discourse arrangements at this department of English can be more conversational if it will include both of the Co textual Appropriateness and the contextual appropriateness. In the theoretical part of Conversational-Analysis, Anscombre and Ducrot (1983) proposed conditions of Co textual Appropriateness which are necessitate with reactive moves with respect to the speaker's discourse, including the Thematic-Condition (TC), the Condition-of-Propositional-Content (CPC), the Illocutionary-Condition (IC), and the Condition-of-Argumentative-

Orientation (CAO); whereas; in the Contextual Appropriateness, the reactive move have to satisfy more constraints to make the initiative move contextually appropriate.  In the practical part; however; and within the section two of the EFL teachers' Questionnaire-Findings, most of EFL teachers at this English department agree on using an initiative move within their discourse arrangements, further examples are being proposed; such as:

> ...T (twelve):  'To start with...'. + TC (the context of talk) + (implication) CPC   -IC –CAO.

> T (two):  'Are you ready?'+ TC (the context of talk) + CPC (paraphrase) + IC (exclaiming). –CAO.

> T (six): 'Let me go over it again…' + TC (the context of talk) + CPC (implication) + IC (asserting) + CAO (argument, by emphasizing on the issue) […]

From these short extracts of EFL teachers' discourse arrangements, the obvious Conversational-Analysis has proved that not all of random expressions can satisfy all of the Co textual and all of the Contextual conditions of satisfaction; nonetheless, that does not refer to several EFL teachers' weakness at arranging effective discourse within EFL contexts; however, it have to satisfy more constraints to be contextually appropriate.   Consequently, structuring EFL compatible expressions that can satisfy both of the Co textual Appropriateness and the Contextual Appropriateness would effectively enhance EFL teachers' discourse arrangements within EFL contexts, would cover the hindering obstacles of having difficulties in uttering coherent discourses and adding no functional and sequential Properties-of-Moves to their discourse, and would make their discourse arrangements more conversational within EFL contexts.

EFL teachers' discourse arrangements in the department of English at the University of Abdelhamid-Ibn-Badis can be more functional if it will include particular successful EFL transactions. Theoretically, EFL teachers (T) have to pass through on-going processes of interactions as TST, TST, TST, etc., the give-take exchanges of messages between them and their students (S) will enable all of them creating successful discourses that can convey their intentions in real EFL contexts.  Practically, when EFL teachers at this department of English were explaining particular EFL context in a given EFL classroom, they had created different transactions enabling their EFL learners to engage in any context of talk, to participate in it, and often to sum-up the whole discussed EFL context of talk.  A transaction used by some of them can be:

> ...The most common functional Question:

> (T):  'Have you ever gone through such an experience?'

The most common received answers:

(S): 'Well, I went through a similar situation a few days ago'.

The most useful commands:

(T): 'Would you please repeat your point? […]

This EFL short extract has been selected as an appropriate EFL transaction regarding functions of EFL teachers' discourse arrangements which can be discussed as follow: the EFL teacher is seen as a businessman managing his or her most common useful expressions; first, he or she often starts his or her conversation with 'Have you ever gone through such an experience?' This expression serves in his or her EFL classroom as an Opening-Move, functions as a 'Question', and performed by the EFL teacher; as it peak, this expression ends with a Falling-Intonation and followed with a short-pause-afterward. In addition to it, another expression is being performed as an 'Answering-Move' which is shaped as 'Well, I went through a similar situation a few days ago'. Which functions as an 'Answer', and performed by the student; finally, the third expression is called the 'Follow-Up-Move'; in this transaction, it exists as 'Would you please repeat your point?'…, functions as a 'Command', and performed by the EFL teacher. Subsequently, the ESL discourse model of Teacher-Pupil-Talk can serve the application of teaching English as a foreign language according to fixed transactions depending on the context of talk and including the structure of question-answer-command to cover the obstacle of having confusions about using the appropriate EFL transaction and to make EFL teachers' discourse arrangements more functional.

EFL teachers' discourse arrangements in the department of English at the University of Abdelhamid-Ibn-Badis can be more socio-cultural if it will include both of the 'Solidarity-Politeness' and the 'Respect-Politeness' strategies. In theory, Politeness Strategies assist on EFL teachers negotiate their positions in EFL classes, enable them creating EFL classroom atmosphere in which they respectfully dominate on their EFL learners, and enable them confirm closeness, confirm intimacy, and confirm relationships to express the need of appreciation having a Positive-Face (Solidarity-Politeness), and enable them involve the social distance between them and their EFL learners and to express the need of freedom while having a Negative-Face. In practice; according to EFL teachers' questionnaire findings within the section three, EFL teachers in this department of English use Positive-Politeness Strategies is most of the time within a particular Speech-Act seeking about closeness, intimacy, or relationships. On the One hand, those EFL teachers have clarified that they intended to follow what their EFL learners say. On the Other hand; however, they intended to link the performance of Negative-Politeness Strategies with the use of another type of Speech-Acts holding on the intention of expressing freedom. However, one of them prefers neither saying nor

performing every Speech-Act. In sum, some EFL teachers in this department include the use of both of positive and negative Politeness Strategies with the ultimate use of Speech-Acts to get rid of that obstacle of having confusions in using either positive or negative Politeness Strategies; and indeed, that what has made their discourse arrangements more socio-cultural.

In essence, Building a compatible EFL teachers' discourse arrangements model that can fit any EFL assignment within any EFL classroom holds on a serious hard work in the TEFL field. After a unique analytical discussion of the questionnaire's results in the department of English at the University of Abdelhamid-Ibn-Badis, an enhancing discourse schema is proposed in the TEFL field starting from this university to build-up a compatible EFL teachers' discourse model that can fit any EFL classroom within any EFL context. Henceforth, EFL teachers' discourse arrangements can be improved in the TEFL field through building an EFL teachers' discourse model to get over the proposed obstacles with implementing the interactional, the conversational, the functional, and the socio-cultural works to discourse analysis.

## 3.4 Recommendations:

Obviously, this chapter has unveiled on that building the EFL teachers' discourse model is completely recommended in the TEFL field. The standing obstacles of EFL teachers' discourse arrangements are facts that have to be taken into consideration. The purpose of including the interactional and the conversational theories among SLT and including the functional and the socio-cultural perceptions among CLT falls at building-up a compatible EFL teachers' discourse model that can serve any context within any EFL classroom and that can make it eclectic in terms of its use. Both of the theoretical and the practical parts of this EFL academic research lead to diverse recommendations that have been mentioned as it follows:

### 3.4.1 First: The Use of Illocutionary-Acts, the Use of Speech-Act-Classifications, the Use of Conversational–Analysis, and the Use of Politeness Strategies

There has to be a list of expressions that can serve the use of Illocutionary-Acts, the use of Speech-Act-Classifications, the use of Co textual Appropriateness and Contextual Appropriateness, and the use of Politeness Strategies. Accordingly, the production of the Oxford Advanced Learner's Dictionary includes the 'I-speaker' application which contains the most situational useful expressions that go further in English language uses in terms of the earlier mentioned ordinary Illocutionary-Acts, it can be used in the TEFL field to enhance EFL teachers' discourse arrangements and to make it more interactional, more conversational, and more Socio-Cultural. For instance, the following captures

from the 'I-speaker' product includes diverse expressions that can be used Co textually and contextually as Illocutionary-Acts within a given Speech-Act-Classifications:



Figure (11): The Use of Illocutionary-Acts, the Use of Speech-Act-Classifications, the Use of Conversational–Analysis, and the Use of Politeness Strategies

And, some useful expressions of certainty can be written darkly as follow:



Figure (12): Useful Expressions of Certainty

This fruitful product includes also particular expressions that involve polite requests in which the speaker can hold both of positive and negative Politeness Strategies. Henceforth, this product has improved the effectiveness of EFL teachers' discourse arrangements within EFL contexts.

### 3.4.2 Second: propose Authentic Practical Sessions of EFL Teachers' Discourse Arrangements to Create the Appropriate Functional Transaction for each EFL Context

In modern EFL contexts, the use of Illocutionary-Acts, the use of Speech-Act-Classifications, the use of Conversational-Analysis, and the use of Politeness Strategies have to be improved through authentic practical sessions in the TEFL field. As it peak, the needed authentic practical sessions have to be organized in a certain way. First, the Teacher-Pupil-Talk ESL discourse model enables EFL teachers to create appropriate EFL transactions within their EFL contexts; second, Masaaki Imai (1986) created the term 'Kaizen' in his influential book *The Key to Japan's Competitive Success*; as an illustration, this Japanese word clearly indicates Change-for-Better; and, it also refer to the Continuous-Improvement; yet, it has no inherent sense to either 'continuous' or to 'philosophy'; furthermore, the key concept of this term was influenced by American teachers of business managers for it provides with a cycle of developing activities to any particular issue that need a certain enhancement; and it is set as follow: Plan → Do → Check → Act *(Masaaki Imai, 1986)*. Therefore; in the TEFL field and within the enhancements of EFL teachers' discourse arrangements, the following clustering cycle model can be employed with each earlier mentioned clustering ESL discourse model in Chapter One in which each EFL teacher can build for himself or herself the most appropriate useful transaction among the Teacher-Pupil-Talk and within EFL contexts:
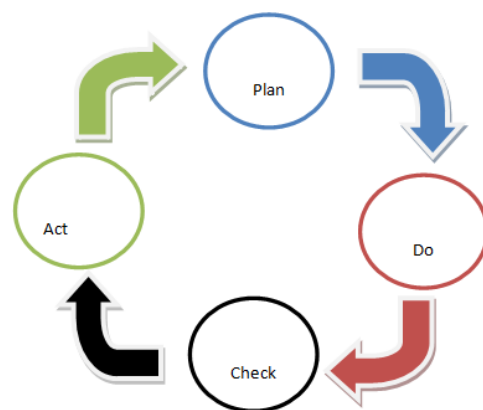


Figure (13): The Kaizen Cycle

Consequently, the Kaizen cycle activities can improve the use of Illocutionary-Acts, the use of Speech-Act-Classifications, the use of Conversational-Analysis, and the use of Politeness Strategies through making use of clustering ESL discourse models to finally create authentic practical sessions of EFL teachers' discourse arrangements that can lead to each EFL classroom's transaction based on the Teacher-Pupil-Talk ESL discourse model having the notion of Question-Answer-Command.

### 3.5 Objectives of the study that Serve the Recommendations:

As it peak, the EFL academic research's proposed recommendations fulfilled the idea of building an EFL teachers' discourse model that is recommended in the TEFL field and that can fit any EFL context. The 'I-Speaker' product helps EFL teachers use different expressions related to:

1. The use of Illocutionary-Acts and the use of Speech-Act-Classifications: enables EFL teachers to add an interactional notion to their discourse arrangements within EFL contexts.

2. The use of Conversational-Analysis: grants for EFL teachers arrange effective speech patterns. In other words, it enables them to add a conversational notion to their discourse arrangements within EFL contexts.

3. The use of Politeness Strategies: offers for EFL teachers add socio-cultural notion to their discourse arrangements within EFL contexts in order to help them construct a socio-cultural EFL classroom.

4. The use of The Teacher-Pupil-Talk ESL discourse model: allows each EFL teacher add a functional notion to his or her discourse within EFL contexts.

Whereas, Masaaki's cycle to the Continuous-Improvement grants for EFL teachers apply the previously mentioned clustering EFL discourse models to create an appropriate authentic EFL teachers' discourse arrangements practical session.

### 3.6 Limitations of the Research:

The above-mentioned EFL academic research results and discussions have approved the validity of the EFL academic research hypotheses. However; due to some standing hindrances, this EFL academic research includes several limitations that restrained EFL teachers' ability in responding to questions and hypotheses depending on the profile; as an illustration, the basic limitations to this EFL academic research are:

1. First of all, the sample's size limitation would not serve a broader generalization of findings in the department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem.

2. Second of all, less availability of the questionnaire's hard copies, the final sample size ended with fifteen EFL teachers, even that some EFL teacher did not return particular hard copies for other academic reasons.

3. Third of all, because of time's restraints, the EFL academic research was carried effectively with receiving thirteen hard copy of the questionnaire and receiving two email responded questionnaires.

4. Fourth of all, the findings cannot be all analyzed due to the research space's restriction.

5. Last but not least, another limitation is the EFL teachers' response depending on EFL teachers' profile; because EFL teachers specialized in linguistics and sociolinguistics answered it easily; yet, for EFL teachers specialized in civilization and in literature had some difficulties to answer the planned questions. Thus, some detached answers cannot meet the research's objectives.

6. Finally, the lack of resources is the fundamental limitation to any EFL academic research paper that would include genuinely, creativity, and original ideas. Even so, the EFL academic researcher had to include diverse works to discourse analysis which has been only discussed within ESL contexts and not within EFL contexts; and, he had also to include the Japanese Continuous-Improvements in managements as a practical guide for EFL teachers' authentic discourse practice.

## 3.7 Conclusion:

In essence, this chapter has led to the idea that has made improving the enhancement of EFL teachers' discourse arrangements within EFL contexts as a process that needs patient, that needs time, and that requires efforts shaped as effective methodological designs and practical sessions in the TEFL field. This chapter has been made to suggest particular recommendations for a beneficial improvement in EFL teachers' discourse arrangements within EFL contexts while giving importance to the use of Illocutionary-Acts, the use of Speech-Act-Classifications, the use of Conversational-Analysis, and the use of Politeness Strategies. Therefore, practical clustering EFL discourse models were proposed in addition to the Japanese idea of Continuous-Improvement which added a final clustering successful planning for EFL teachers' authentic discourse practice. Therefore, EFL teachers have to take these compatible clustering EFL discourse models into consideration for it makes their discourse arrangements more interactional, more conversational, more functional, and more socio-cultural. Henceforth, EFL teachers' discourse arrangements improve the TEFL field with adding diverse works to discourse analysis through implementing them within clustering authentic practices including the Kaizen Japanese key to Continuous-Improvements.

# General Conclusion

Essentially, EFL teachers' discourse arrangements have improved teaching EFL contexts while being in EFL classes from diverse dimensions. Additional options have been proposed in this research wherein the researcher has made these options more reliable, more systematic, and effectively authentic. Consequently, improving the research hypotheses has passed through three main stages that are divided into three chapters within this research.

In the theoretical part, enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts is an upcoming vital fact in the TEFL field's progress wherein EFL teachers have to set-up communicative discourse schemes according to their EFL assignments. Uniquely, the appropriate use of Speech-Act's Illocutionary-Acts, Speech-Act-Classifications, Conversational-Analysis, Teachers-Pupil-Talk- ESL discourse model, and Politeness Strategies have added an interactional, a conversational, a functional, and a socio-cultural notions to EFL teachers' discourse arrangements within EFL contexts and indoor EFL classes among SLT and CLT approaches of the TEFL field. Thus, this part of the research paper has uncovered on that EFL teachers are no longer far from using appropriate discourse according to any situational context eclectically.

In the analytical part, EFL teachers' questionnaire revealed on essential analysis regarding EFL teachers' contribution in the department of English at the University of Abdelhamid-Ibn-Badis in Mostaganem. First, special emphases are set on the need to build a compatible EFL discourse model that can fit any EFL context within any EFL classroom. Second, the interactional and the conversational findings of EFL teachers' discourse arrangements have unveiled on individual needs to organize the use of Illocutionary-Acts and the use of Speech-Act-Classifications Co textually and contextually. Third, the functional and the socio-cultural analysis of EFL teachers' discourse arrangements revealed on the most appropriate useful transaction and on Politeness Strategies' use which characterizes EFL classes in the department of English at the University of Abdelhamid-Ibn-Badis. Therefore, this part of the research paper includes a productive summary of analysis that the researcher has discussed it in the next part of the research paper.

In the result and discussion part, a compatible EFL teachers' discourse arrangements model has been proposed as a certain recommendation for a beneficial modification in the TEFL field and within EFL contexts. In particular, this compatible EFL discourse model contains the use of Illocutionary-Acts, the use of Speech-Act-Classifications, the use of Conversational-Analysis, and the use of Politeness Strategies. Additionally, it also includes authentic practical sessions to its users relying on the Kaizen-Cycle to make EFL teachers' discourse arrangements more interactional, more conversational, more functional, and more socio-cultural. Consequently, the stated works to

discourse analysis have been included in this recommendation through the implementation of the Japanese Key to Continuous-Improvement, which has neither made it a final discourse analysis work nor a complete improvement to enhancing EFL teachers' discourse arrangements within EFL contexts.

Although the fundamental question to this research paper is still standing along with the mentioned obstacles that can hinder EFL teachers' discourse arrangements within EFL contexts; yet, applying the interactional, the conversational, the functional, and the socio-cultural works to discourse analysis in the TEFL field effectively has made EFL teachers' discourse arrangements more situational and electrical. And indeed, this research work has made a wider extension in the way EFL teachers' pilot spoken norms according to fixed EFL contexts within particular EFL classes and that what would enhance the effectiveness of EFL teachers' discourse arrangements within the TEFL field.

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# Appendix: EFL Teachers' Questionnaire

**Title:** Enhancing Teachers' discourse arrangements within EFL contexts

## Introduction:

The present questionnaire includes an introductory question to the issue and includes three parts to obtain effective analysis about the research topic. In this context, data collection is a helpful procedure in which the researcher forms adequate information about enhancing the effectiveness of EFL teachers' discourse arrangements within EFL contexts.

## Questions:

## Part One: General Information

Female [ ]                    Male [ ]

1. How do you consider the everyday preparation of EFL courses in terms of discourse arrangements within EFL contexts?

Very easy [ ] Easy [ ] d [ ] hard                [ ]

2. What are the main obstacles that can make EFL teachers' discourse arrangements less effective within EFL contexts?

(You may have more than one tick).

a. They have confusions in using Speech-Act's Illocutionary-Forces.          [ ]
b. They find difficulties in uttering coherent discourses.          [ ]
c. No functional moves are added to their discourses.          [ ]
d. they have confusions about finding appropriate transactions used within their discourse.          [ ]
e. They neither use positive nor use negative Politeness Strategies.

[ ]

3. How do you consider the idea of building an effective model of EFL teachers' discourse arrangements that can fit any EFL context within any EFL classroom?

Very useful idea [ ] ful idea [ ] idea    v [ ] s idea

[ ]

## Part Two: Speech-Act's Illocutionary-Forces, Speech-Act-Classifications, and functional and sequential properties-of-Moves within SLT

What type of Illocutionary-Forces do you often use within EFL contexts? (You may have more than one tick).

| Asserting (F) | | Promising (F) | | communicating (F) | |
|---|---|---|---|---|---|
| Exclaiming (F) | | Inquiring (F) | | ordering (F) | |

4. While holding on particular intention (P) within EFL contexts, for which purpose you may use these Illocutionary-Forces?

(You may have more than one tick).

a. To make your learners do something within EFL classes.

b. To declare about something in the EFL classroom.

c. To direct your learners in EFL contexts.

d. To express your feelings about some-thing or some-situation within EFL contexts.

e. To represent an idea or a person in the EFL classroom.

**Other answers:**

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5. While uttering your most common speech within EFL contexts, do you perform any Initiative-Move?

Yes ☐                    No ☐

If yes, can you describe it; and if no, why not?

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## Part Three: Teacher-Pupil-Talk EFL discourse model and the use of Politeness Strategies within CLT

6. When teaching EFL contexts, what are the most common expressions that you may use as questions Within EFL classes?

The most common functional questions

1……………………………………………………………………………2…………………………………………………………
……………………………………………………3………………………………………………………………………………………4
………………………………………………………………………………………

7. What are the most familiar answers that you have heard from your learners?

The most common received answers

1……………………………………………………………………………2…………………………………………………………
……………………………………………………3………………………………………………………………………………………4
………………………………………………………………………………………..

8. And how were your responses or your commands toward these answers (including either unexpected answers or receiving noanswer)?

The most useful commands

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9. When responding to your learners within a given social EFL classroom, do you often:

(You may have more than one tick).

(a) Follow what learners say? ☐

(b) Perform particular Speech-Acts using a Positive-Face? ☐

(c) Perform another type of Speech-Acts using a Negative-Face? ☐

(d) Do not say or perform any speech? ☐

Thank you for your time and for your attention.