

## The Impact of Wait Time Instruction and Teaching Experience on Teachers' Feedback in Moroccan Speaking Classes

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### Abstract

Instruction plays a major role in the development of speaking skills for second language learners. Different approaches and methods have emerged throughout the history of language learning/teaching based on the influence of different theories of language, psychology, and related domains such as psycholinguistics, sociolinguistics, pragmatics and cultural studies. Two major trends in language teaching emerged under the influence of these mentioned language theories, namely, accuracy based versus fluency based approaches. This article gives a historical sketch up to these trends in an attempt to provide a historical background and to empirically bring evidence that wait time instruction and teaching experience can impact classroom feedback in Moroccan classes. Relevant questions related to the role of teachers' experience in leading different types of feedback, the effect of the number of teaching years as well as the correlation between wait time instruction and the corresponding teaching experience are closely investigated. This article adheres to a mixed design or what has been identified in research methodology as ex-post facto (Cohen, Manion, Morrison, 2007). Therefore, it is both a qualitative and a descriptive one. For the type of instructions used, the results obtained show the insignificance of the impact of experience on this variable. On the other hand, results retained that wait- time instruction in comparison to other items recorded a higher significance of the impact of experience. Therefore, current article brings empirical evidence on how wait- time instruction plays a crucial role in spoken activity for second language learners.

*Key words:* impact of wait –time instruction, impact of teaching experience, speaking classes, teachers' instructions and feedback

**Cite as:** SAKALE, S. (2017 The Impact of Wait Time Instruction and Teaching Experience on Teachers' Feedback in Moroccan Speaking Classes. *Arab World English Journal*, 8 (2). DOI: <https://dx.doi.org/10.24093/awej/vol8no2.19>