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**THE IMPACT OF BULLYING ON EFL LEARNERS' SPEAKING SKILL;
Case of Second Year EFL Students at Tlemcen University.**

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages.

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Dedication

“To my mother, who has been my constant source of love, support, and encouragement throughout my life.

To my father, who instilled in me the values of hard work and determination.

To myself, who has faced countless challenges and obstacles in pursuing this degree. I dedicate this thesis as proof of my determination, toughness, and effort.

To my older brothers, who always woke up early to accompany me on my journey.

To my partner, Amira, who has been my rock throughout this thesis and has made this process a lot more enjoyable.

To my special friend, Samia, who has been a constant source of encouragement and positivity. Together, they have made my college experience unforgettable.

Lastly, to my supervisor, who has guided us through every step of this research journey and has been a great mentor throughout. Thank you all for your love and support.”

-Amina

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- Amira

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Abstract

This study aimed to investigate the impact of bullying on the speaking skills of L2 students at Tlemcen's University. Data will be collected using a student's questionnaire, a teacher's questionnaire, and classroom observation. The data revealed that bullying negatively affects EFL students' speaking abilities and mental health; learners who experienced bullying had difficulties expressing themselves and participating in class activities, it hampered students' engagement in speaking tasks, and negatively impacted their overall language learning experience. It also showed that while teachers were aware of bullying, they felt ill-equipped to handle it and lacked proper training. Overall, the findings indicate that bullying has serious consequences for L2 students' academic performance and mental health and that addressing this issue requires coordination among teachers, psychologists, and administrators.

Keywords: Bullying, English as a Foreign Language / EFL, speaking skill.

List of Acronyms

EFL English as a Foreign Language.

U.S..... United States.

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General Introduction

Bullying is a dominant problem in educational settings all around the world. It can have serious psychological and academic implications for students. This research looks at how bullying impacts the speaking skills of second year English as a foreign language (EFL) learners at Tlemcen's University. The ability to speak a foreign language is an important part of language learning and any interference with this ability can significantly impact student learning outcomes. Understanding the effects of bullying on speaking skills is, therefore, critical for developing effective treatments to prevent bullying and enhance the academic speaking achievement of learners.

Specifically, the present study seeks to answer the following research questions:

- (1) How may bullying cause learning problems?
- (2) What is the impact of bullying on the speaking skill of learners?
- (3) How to reduce and prevent bullying in universities?

To answer these questions, the study suggests the following hypotheses:

- (1) Bullying may cause serious psychological problems such as depressive symptoms that prevent learners to grow and develop.
- (2) Bullying may have harmful effects on students and they may perform poorly in the speaking tasks.
- (3) To reduce and prevent bullying, teachers, and psychologists may need to collaborate in order to spread awareness about the effects of bullying.

To achieve these aims, this research work will be divided into two chapters;

The theoretical part discusses bullying and its harmful influence on second year EFL students at Tlemcen's University.

The practical part of this study will aim to analyze how bullying impacts the speaking abilities of L2 EFL students at Tlemcen's University. Data will be collected by

administering questionnaires to students and instructors, as well as observing classroom interactions. The student questionnaire will focus on the occurrence of bullying, as well as the impact of bullying on their speaking abilities, learning, and mental health. The purpose of the teacher questionnaire will be to find out how much instructors are aware of bullying in their classrooms and what strategies they employ to combat it. The observation data will be about the influence of bullying on student participation and engagement.

The purpose of this research is to shed light on the influence of bullying on the speaking abilities of L2 EFL learners, as well as to advise teachers and administrators to avoid and treat it in the classroom. Hopefully, this study will fill an essential gap concerning the impact of bullying on L2 learners speaking performance.

CHAPTER ONE

Introduction

Bullying in EFL Classrooms.

Definition of Bullying.

Bullying and Learning Problems.

Forms of Bullying.

Causes of Bullying in The EFL Classroom.

Effects of Bullying On the Learner's Mental Health.

Effects of Bullying On Learning and Academic Achievement.

Speaking Skill in EFL Classroom.

The Definition of Speaking Skill.

The Importance of Speaking Skill.

Impact of Bullying On the Speaking Skill in The EFL Classroom.

Measures to Control Bullying and Motivate Students to Speak in EFL Classrooms.

1.1. Introduction

Bullying does not always occur among kids on the playground nowadays. Adult bullying has become a severe problem in our community in recent years, particularly at universities. Due to the fact that EFL students must practice and learn a new language, errors and mistakes are likely to occur during the teaching and learning process, making bullying behavior in the classroom highly probable which directly affects the academic achievement of the EFL learners, precisely their speaking skills. Hence, this chapter will examine the concept of bullying within speaking EFL classrooms.

1.2. Bullying in EFL Classrooms

Bullying is a problem that frequently arises in educational settings, and EFL classrooms are not immune from this issue. It has been demonstrated to negatively impact the victims as well as the overall learning environment in EFL classes. For instance, a study by Lee and Klassen (2013) conducted in South Korea found a correlation between bullying in EFL classrooms and lower victim self-esteem levels, slower academic achievement, and increased absences.

"Our results indicate that there is a significant negative relationship between victimization in the EFL classroom and students' self-esteem, academic achievement, and attendance" (Lee & Klassen, 2013, p. 536).

Similar to this, Liu and Zhang's (2017) research in China found that bullying in EFL classes might make students lose motivation and self-assurance. Additionally, it may result in a poor learning environment in the classroom that affects negatively the capacity of all students to learn.

According to Rigby and Johnson's (2006) study;

"Teachers can play a central role in prevention and management of bullying. It is essential that teachers develop a good understanding of the nature of bullying and its effects, and be able to identify the warning signs of bullying. They should be trained to

use a range of strategies to deal with bullying effectively, such as creating an inclusive and positive classroom environment, promoting respectful and supportive interactions among students, and involving parents and school administration in addressing bullying." (p. 361)

Teachers are crucial in stopping and managing bullying in educational settings. The study by Rigby and Johnson's (2006, p.361) suggests that teachers should develop a good understanding of the nature of bullying and its effects, as well as be able to identify warning signs of bullying. In addition, they should be trained to use a range of strategies to deal with it effectively, such as creating an inclusive and positive classroom environment, promoting respectful and supportive interactions among students, and involving parents and school administration in addressing it. By taking proactive measures, teachers can help to create a safe and supportive learning environment for all students and prevent it from happening.

1.2.1. Definition of Bullying

Bullying is defined as *"repeated acts of unprovoked aggression that are damaging psychologically or physically for the victim, and where the strength of the aggressor/s and the victim is unequal"* (Jankauskiene et al., 2008, p. 46).

Bullying is a form of aggression in which there is no imbalance of power between the bully and the victim that occurs mostly in peer group context (Mishna, 2003). It is one of the most evident problems that children face in education system; in addition, it is one of the most important health risks (Raskauskas & Modell, 2011, p. 64). Bullying is perceived as serious problem in schools in these days (Rose & Monda-Amaya, 2011, p. 4). Educators understand bullying's dynamics and consequences in addition to what they can do to support students in such situations (Allen, 2010).

Bullying is referred to as frequent aggressive behavior our made by one bully or more bullies. It also occurs when a student is teased frequently in a way student does not like (Omoteso, 2010). Bullying is deemed as common increasing problem in every

society and schools. Bullying occurs in any time and it has negative impacts mainly on students' academic, emotional and social development during school period (Kartal&Asude, 2009).

The definition provided by English criminologist Farrington (1993) is possibly the strongest. He defined it as: *'Repeated oppression, psychological or physical, of a less powerful person by a more powerful person.'*

1.2.2. Bullying and Learning Problems

According to (Ttofi and Farrington, 2011), bullying can significantly affect a student's capacity for academic success and learning. Students that are bullied seem to be more struggling with concentration, memorization, and attentiveness. This is due to the possibility that bullying may result in higher levels of psychological distress, which may harm cognitive performance (Espelage& Swearer, 2010). Also, harassed learners may miss more classes or be unable to concentrate in class, which would have a negative impact on their academic performance (Bradshaw et al., 2007). Swearer, Espelage, and Napolitano (2009), on their part conduct a review of the literature and discovered that victims of bullying may have problems with self and depressed mood, which may further hinder their capacity to learn and perform well in school. Overall, the data points to the necessity for effective preventative and behavioral therapies to support learners who are affected by bullying because it can have a variety of detrimental implications on learners' grades and well-being.

1.2.3. Forms of Bullying

The leading researcher on bullying, Dan Olweus (1993) has stated three types of bullying. He states

"Three main types of bullying have been identified: direct physical bullying, direct verbal bullying, and indirect or social bullying. Physical bullying involves physical aggression

while verbal bullying involves name-calling, teasing and threatening. Social bullying, sometimes referred to as relational bullying, involves damaging an individual's reputation or relationships, or the deliberate exclusion of someone from a group" (Olweus, 1993, p. 9). To explain this quotation further, the forms of bullying according to this researcher are summarized in the table below.

Table 1.1. Forms of Bullying

Forms of Bullying .	Description
Direct verbal Bullying	Inappropriate remarks, harsh, disparaging language, making fun of appearance, speech, name calling , mannerisms, religions, physical limitations, and sexual orientations, threatening, making fun of, embarrassing, and degrading others in front of other people.
Direct physical Bullying	The use of force or aggressive behavior to terrorize or harm others, hitting, slapping, tripping, kicking, hair bullying for girls, pushing, trying to touch a person in an undesirable and disrespectful way, stripping somebody's pants to make them feel ashamed and disrespected, excluding individuals or groups, damaging the victim's attitude and identity, and causing depression.
Indirect/Social Bullying	This sort of bullying, also known as relational bullying, targets someone's reputation, relationships, or social standing. Also, Pushing someone out of a group or a game, consciously keeping the victim from joining a group, happens while playing games, taking breaks, eating lunch, participating in sports, or engaging in other leisure events, treating others as if they are less important.

1.2.4. Causes of Bullying in EFL Classrooms

Bullying is most frequently seen in educational settings, as learners who are physically or mentally weaker are mistreated by those who are superior. Since everyone has a different theory as to why bullying occurs in educational settings, the matter is up for discussion. To address this issue, the leading researcher on bullying is the Swedish psychologist Dan Olweus, who has a long history of affiliation with the University of Bergen in Norway. He carried out the first significant scientific investigation of the matter in 1970. Five risk factors have been pinpointed by Olweus (1970) as making a child more likely to become a bully:

- When the child was a newborn, the parents did not form a strong bond with him or her.
- The child's parents failed to control his aggressiveness.
- Parents role-model physical hostility and violence as their go-to problem-solving techniques.
- The child's tendency for aggressive and impulsive behavior is purely genetic.
- Compared to other children his age, he is bigger and stronger.

Another investigation conducted by (Menesini&Salmavalli, 2017; Bevilacqua et al., 2017) found that parenting has a significant impact on how children mature and change, as well as the type of individuals they become in later life. Insecurity brought on by a lack of parental attention can lead someone to excuse bullying... However, the majority of bullies are unaware of how their actions are harmful and how they make the victim feel. No matter what kind of bully they are, they have not yet learned sympathy, humanity, and kindness.

Speaking in front of the class in English as a foreign language requires a high level of self-confidence, which is defined as the quality of not being timid in social situations (Longman Dictionary of Contemporary English). According to Krashen (2003:112), psychological issues including guilt, fear of making mistakes, low self-esteem, anxiety, and other emotional issues can have an impact on a person's language

proficiency when they are learning English. Therefore, if learners speak incorrectly, they will lose focus and confidence when studying the material. Since students in an English as a foreign language classroom must learn and practice a new language, errors and blunders are relatively frequent during the teaching and learning process. Speaking English to each other is difficult for the students since they feel self-conscious about it. In other words, according to what Krashen (2003) has stated, they could experience bullying if they are uncertain of themselves after making a mistake. Therefore, speaking in front of a crowd during class activities in an EFL setting is connected to cases where students become worried or uncomfortable due to the fear of becoming a target of bullying. Due to the fact that incidents of verbal aggression are more likely to occur when students are using their language skills, acquiring EFL has the effect of preventing students from using English in public and instilling feelings of anxiety and apprehension. So, it is likely that bullying's effects have an impact on how EFL learners develop in the classroom, particularly in relation to their speaking skills.

1.2.5. Effects of Bullying on the Learner's Mental Health

Bullying can have a harmful impact on someone's physical, academic, and psychological health, for example, through physical injuries, academic setbacks, and depression. Previous research on this matter proved that bullying has an impact on their mental health. In this fashion, (Esperalge and Swearer, 2010: p. 225-240) state:

"Bullying has significant short-term and long-term effects on the mental health and well-being of children and adolescents. It is associated with a range of negative outcomes, including depression, anxiety, substance abuse, and suicide. These mental health problems can persist into adulthood and have a detrimental impact on social and emotional development, academic achievement, and overall quality of life."

Based on this quotation, it is believed that bullied students are susceptible to develop multiple mental health issues. It has also shown that they are more prone to experience stress, sadness, and to consider self-harm or suicide in the future. They can either accept

bullying's negative impacts, which lead to pressure conditions like severe depression, or they might amplify it by becoming bullies themselves. In any case, the outcome is terrible. However, long-term bullying can have a detrimental impact on one's personality and self-identity, which can have an immediate damaging effect on one's emotional stability. Finally, bullying tears down the person's self and confidence to the point where they are pretty dejected and low. Additionally, it makes them feel extremely feeling alone which explains why people do not ask for assistance with bullying.

1.2.6. Effects of Bullying on Learning and Academic Achievement

Bullying has negative effects on both the victim and the bully (Rivers, 2000). Students who bully others—whether as attackers, targets, or both—are more likely to skip class, quit school, and perform worse academically than their schoolmates who do not argue with their classmates (Konishi et al., 2010; Townsend et al., 2008). However, a student may perform worse academically because they are a victim or the risk that they will be bullied increases if they do poorly. According to Hoover, Oliver, and Hazler (1992), bullying has a significant effect on individuals' lives. They have an impact on everyone in the educational community's well-being as well as their practices and performance.

According to a study by Skrzypiec (2008), a third of students who had experienced severe bullying also reported having significant trouble focusing and paying attention in class as a result of the bullying and the associated fear. According to Brank et al. (2012), bullied learners perform quite badly and avoid the classroom altogether. Moreover, bullying is a serious issue that has an impact on students' overall academic performance but is frequently disregarded, according to Kibriya et al. (2015). Bullying has a terrible effect on academic performance, they revealed. Students who have been exposed to violence due to bullying may find it difficult to be motivated in class. Academic performance may also decrease as a result of a lack of social support while bullying is taking place because those who are bullied lose interest in learning and see a decline in their grades as a result of being diverted from their studies. In addition, Young-

Jones et al. (2015) demonstrated that after high school, students are more likely to engage in bullying, which can have a damaging impact on college life, academic validation, and educational outcomes. Evidently, as the impact bullying has on their academic achievement, these students struggle to perform well in the classroom and their future in other settings may be put at risk. Thus, this behavior has far-reaching consequences in educational settings that go beyond the immediate impacts on victims. It can also have an impact on both the victim's and the bully's academic achievement. This is especially important in English as a foreign language (EFL) classrooms, where students may already be nervous or insecure about their speaking abilities.

1.3. Speaking Skill in EFL Classroom

According to Chastain (2005, p. 55), speaking is "*one key factor in strengthening each language competence and transmitting culture knowledge*". In other words, speaking is one of the most crucial skills in any language, anywhere in the world, as it is used to convey information to others through speech, dialogue, or discussion. Furthermore, it is especially important in language learning classrooms, where interaction and presentation take up the majority of the learning process. Speaking ability in an EFL classroom, according to Brown and Yule (1983, p. 13), is the capacity to use language in a communicative manner in authentic contexts with fluency, precision, appropriateness, and confidence. Making ideas, opinions, sentiments, and intentions understandable to others requires the use of language, vocabulary, pronunciation, and discourse methods. Finally, to be able to communicate effectively in the classroom, English language learners must develop this skill, which is among the most significant ones. Speaking clearly, with accurate tone and pronunciation, enhances the speaker's credibility and has a favorable impact on students' English achievement. EFL learners struggle to master despite appearances to the contrary. Therefore, speaking is also regarded as the most crucial ability in the teaching and learning of foreign languages.

1.3.1. The Definition of Speaking Skill

According to Tarigan (1990:3-4), “*speaking is a linguistic skill that evolves in a child's life and is brought about by listening ability. Speech ability is then developed during this time*”. Moreover, Nunan (1999) adds that speaking requires that students not only be able to create particular linguistic features, such as grammar, pronunciation, or vocabulary, but also comprehend when, why, and how to do so. Foreign language learners find speaking challenging because it needs the ability to apply the language effectively in social situations. In other words, speaking skill is the capacity of students to successfully convey their ideas, thoughts, and views in English utilizing acceptable vocabulary, precise syntax, and effective communication techniques. Speaking ability encompasses a combination of complex cognitive, linguistic, and social processes, according to a research by Richards (2008), a well-known expert in the field of EFL teaching and learning, which enables learners to utilize language for a variety of communicative goals. Richards (2008) highlights the value of communicative and task-based training, which gives students the chance to practice using English in relevant circumstances, in helping learners enhance their fluency, accuracy, interactional competence, and strategic competence. In general, improving speaking skills is a crucial part of EFL training that enhances learners' capacity for successful communication.

1.3.2. The Importance of Speaking Skill

Speaking skill has a considerable favorable impact on students' English achievement, according to Sutiyatno (2018). Enhancing verbal and nonverbal performance behavior will promote fruitful and efficient communication. Evidently, the goal of speaking today must be to help students become more effective communicators because only through effective communication can students express themselves and learn the social and cultural norms.

According to Lynn E. Henrichsen, a prominent scholar in the field of EFL speaking skill development, speaking skill is “*the heart of language learning*” (Henrichsen, 2015). The development of speaking abilities is crucial for students to

flourish in social, professional, and academic settings and to communicate clearly. According to his research, the growth of speaking abilities is favorably connected with students' total English language competency as well as with their capacity for critical thought and problem-solving.

The development of speaking abilities successfully can boost students' self-esteem and drive, resulting in increased engagement and success in the EFL classroom. Also, in today's globalized world, the capacity for excellent English communication is highly appreciated by employers and is seen as a crucial element in job progress. Thus, improving a learner's speaking ability may have a big impact on their performance in the classroom and in their career. Ultimately, it is impossible to exaggerate the value of speaking ability in the EFL classroom. It is a crucial objective of EFL training that promotes students' linguistic, cognitive, and social growth.

1.4. Impact of Bullying on the Speaking Skill in the EFL Classroom

Another definition of bullying is "*repeated interpersonal action, usually between youngsters of unequal power, with the purpose of causing bodily or psychological injury.*" *These behaviors make bullied children feel that they "don't fit in with anyone at school or in a selected activity"* (Child Trends, 2016, p. 2). In other words, bullying is a toxic phenomenon that affects mostly everyone, but it is particularly prevalent in classrooms in which it restricts students from either learning, developing, or improving their speaking abilities during English classes.

Al-Hosni (2014) reports that due to the majority of students' poor competency levels, speaking is the most challenging ability for them while they learn a foreign language. According to Al-Hosni (2014), the following reasons contribute to speaking issues among students: shyness, anxiety while making mistakes, and fear of criticism and bullying. There is no drive among students to communicate. Due to the size of the class and the tendency of some students to dominate and criticize the way others speak, the other learners speak only sometimes or not at all. Due to the pressure, students may not

want to talk aloud in order to avoid being noticed because they are so close and intimidated that they do not even pay attention in class. As a result of the consequences of bullying, it is likely that the development of EFL inside classrooms is hampered, particularly in terms of language production.

According to Allan Beane (2011), When there is bullying, there are some concerns we can address that are related to improving speaking abilities. First and foremost, he advises structuring acceptance phrases and projects with students to show them throughout the institution and at home; second, he believes it is critical to define bullying behavior, what an attacker does, what should be accepted in class, and what should not; and finally, establishing rules is essential in the classroom to keep students under control and to announce that there is no bullying. Bullies may have a lot of opportunities to intimidate during dynamic exercises, thus Beane (2011) recommends creating a well-structured program for the classroom. Additionally, it would be worthwhile to ask everyone for their opinions and use this as a chance to demonstrate the various English language errors that each person can make and to emphasize that everyone is working to improve their language skills and that nobody is perfect. As a final point, bullying is a problem that educators and students should tackle collectively in order to minimize incidents of student violence and support the process of learning the target language. As a matter of fact, the implications of bullying situations and acts in the EFL classroom in terms of social interaction and language production should be understood.

1.5. Measures to Control Bullying and Motivate Students to Speak in EFL Classrooms

Making a friendly and encouraging classroom environment is one way to stop bullying in EFL classes. Aydin (2021) claims that teachers can promote positive behavior by setting clear classroom rules, demonstrating polite communication, and enforcing punishments for inappropriate behavior. According to (Oneil et al., 2012) it

takes time to establish a supportive learning environment, thus bullying prevention programs that are successful must concentrate on the long-term objective of fostering a welcoming and comprehensive classroom culture.

The creator of Norwegian anti-bullying research Olweus (1996) emphasizes the need of creating an environment in which students are warmly engaged, interested, and involved in their education (Olweus, 1996). However, as Sampson's (2003) study on bullying in educational settings demonstrates, not all approaches of avoiding bullying are effective. In order to effectively combat bullying, educational institutions must have a clear and transparent policy that includes providing victims with immediate help and including all members of the instructional community in the creation and implementation of successful preventative and intervention programs.

In addition to creating a safe learning environment, interventions with educators, classmates, and institutions can be successful in eliminating bullying. Beane (2011) asserts that developing a well-structured task for EFL learners to complete during speaking tasks can be effective in minimizing bullying. Furthermore, encouraging a positive atmosphere in the classroom where bullying is less likely to occur can be done by providing an environment where everyone feels free to express their thoughts and learn from their mistakes. Programs that aim to stop bullying can also make students feel more comfortable in the EFL classroom, giving them a chance to thrive academically and experience acceptance on a social and emotional level (Olweus, 1996).

Nevertheless, it is crucial to understand that effective bullying prevention initiatives include the participation of the entire organization, including teachers, parents, and students, as well as a sustained dedication to adopt a welcoming classroom culture (Sampson, 2003).

Overall, EFL instructors may help create a secure and encouraging learning environment for all students by putting into practice several different strategies to bullying prevention.

1.6. Conclusion

In conclusion, university is a place of knowledge, joy, and growth for many English language learners where cultural and linguistic components are acquired, shared and enjoyed one -by-one another, though, it is a center of bullying. Unfortunately, bullies frequently choose language learners as easy targets in universities. Furthermore, in foreign language classes, making mistakes in the English language is regularly imitated and made fun of. Consequently, the persistent behavior of bullying in language classrooms makes it difficult for learners to develop, enhance and improve their speaking abilities in English lessons. Hence, bullying is a common occurrence, but research on bullying in Algerian EFL classrooms is very little, with most studies focusing only on the presence of bullying in schools. For this reason, the goal of this study is to shed light on the hidden aspects of bullying and its effects on academic performance, particularly on language learners' speaking abilities.

CHAPTER TWO

Introduction.

The EFL Setting in The English Department.

Sample Design Consideration.

Student's Profile.

Teacher's Profile.

Research Tools.

Student's Questionnaire.

Teacher's Questionnaire.

Classroom Observation.

Data Analysis.

Student's Questionnaire Analysis.

Teacher's Questionnaire Analysis.

Classroom Observation Analysis.

Data Interpretation.

Recommendations and Suggestions.

Conclusion.

2.1. Introduction

This chapter focuses exclusively on the dissertation's practical part of this work. In fact, the main objective is to examine how bullying affects students' speaking abilities in EFL settings. Data will be collected both quantitatively and qualitatively using simple instruments including students and teachers' questionnaires and classroom observations. This research focuses on investigating the experiences of students and teachers and their perceptions of bullying in EFL classrooms, with a particular emphasis on its impact on students' learning, mental health and their speaking skills.

2.2. Teaching English at the English Department of Tlemcen University

At Tlemcen University, the English Department is extremely important in helping students develop the language abilities they need to be successful in both their academic and professional life. Our department focuses on developing a friendly and welcoming educational setting where students can improve their speaking skills in an EFL context. The group of EFL instructors is dedicated to giving EFL learners the skills and knowledge they need to succeed in their language-learning journey.

2.1. Sample Design Consideration

This study aims to investigate the impact of bullying on the speaking ability of second-year students at the English Department at the University of Tlemcen. The population of interest is second-year students.

Thirty students were chosen as the sample size for this study from the general population using a purposive sampling technique. This sample size was chosen based on the available resources and the need to collect detailed data through observation and questionnaire. The purposive sampling method will be used to select a single classroom where significant bullying incidents have recently occurred. Purposive sampling is a

non-probability sampling technique where researchers select participants based on specific criteria relevant to the research question (Palinkas et al., 2015).

2.1.1. Student's Profile

The participants in this study are second-year students at the English Department at the University of Tlemcen. The sample size is 30, with the majority being female. The age range of the participants is between 19 and 22 years old, with the majority of learners being 20 years old and the minority being under 20 and above 21 years old. They come from different socio-economic and cultural backgrounds, and have different levels of English language proficiency. They have been studying English as a foreign language for at least 8 years.

2.1.2. Teacher's Profile

Ten participating teachers in this research are EFL educators at the college level, with varying amounts of experience ranging from 2 to 29 years, with the majority having taught for 5-10 years (7 respondents). One respondent has much more experience, having taught for 29 years, but the other two have significantly less experience, having taught for only 2 and 3 years. They have degrees in English, education, linguistics, and other similar areas. Also, all teachers are currently teaching at the same university of Tlemcen, and their classes consist of learners from various majors and levels of English proficiency.

2.2. Research Tools

The research tools used in this study include a teacher questionnaire, a student questionnaire, and classroom observation. The researchers used these tools to collect data on teachers' opinions of bullying, the effective strategies they employ, and observations of how bullying impacts students were gathered using a teacher questionnaire. Furthermore, data about students' perceptions of bullying, their own

experiences with it, and how it affects their learning, mental health, and speaking skills were collected.

2.2.1. Student's Questionnaire

The purpose of the student questionnaire used in this study was to gather information on students' views of bullying in the classroom, their own experiences with bullying, and how bullying has affected their capacity to speak. For the purpose of gathering both quantitative and qualitative data, the questionnaire had both closed-ended and open-ended questions. (See appendix "A"). The questionnaire was anonymously gathered to maintain privacy and promote sincere responses.

The following table outlines the goals of each question in the student's questionnaire:

Table 2.1. The Goal of Students' Questionnaire

Question	Questions Objectives
-Asking about the students' age and gender.	Analyzing the age range and gender of the EFL learners .
-How often have you experienced bullying in your EFL classroom? -What type of bullying behavior have you experienced in your EFL classroom? -What do you think are the reasons that students bully each other in the EFL classroom ?	To gather information on the frequency, type of bullying experienced by the respondents in their EFL classroom and the reasons why they engage in doing it.
-How has bullying affected your learning in the EFL classroom?	

<p>-How has bullying behavior affected your speaking skills in EFL classrooms?</p> <p>-How has bullying affected your mental health in general?</p> <p>-What other suggestions do you have for preventing bullying in the EFL classrooms?</p>	<p>All of these four questions aim to analyze the impact of bullying on the L2 EFL learners , and they aim to check the accuracy of the research questions.</p>
<p>-Do you feel that the university you are attending has provided enough resources to prevent bullying in the EFL classroom?</p>	<p>To evaluate the respondent's perception of the adequacy of the university's resources in preventing bullying in the EFL classroom.</p>

These questions help analyze how bullying affects L2 EFL learners and ensure that the research questions are precise.

2.2.2. Teacher's Questionnaire

The purpose of the teacher's questionnaire is to gather information on teachers' perceptions of bullying in EFL classrooms, preventive strategies, and observations of how bullying impacts students' speaking ability. The questionnaire included both closed-ended and open-ended questions in order to collect both quantitative and qualitative data. (See Appendix "B").

The following table summarizes the objectives of each question distributed in the teachers' questionnaire:

Table 2.3. The Goal of Teachers' Questionnaire

<p>-How long have you been teaching in EFL classrooms?</p>	<p>To determine the level of experience of the teacher in teaching EFL classes .</p>
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<p>-How often have you observed a student being bullied in your EFL classroom?</p>	<p>To discover the frequency of the teacher's observations of bullying in the EFL classroom.</p>
<p>-In your opinion, how has bullying behavior affected the student's learning in the EFL classroom? -How has bullying affected the bullied learners' mental health in general? - Based on your experience in an EFL classroom, how does bullying affect the student's speaking skills? - What other suggestions do you have for addressing bullying in the EFL classroom and its impact on speaking skills?</p>	<p>To understand the teacher's perspective on how bullying affects students in the EFL classroom and analyzing the accuracy of the research questions.</p>
<p>-How do you address bullying behavior when it occurs in the EFL classroom? - Do you think that teachers should do more to prevent and address bullying in the EFL classroom? - If yes, what actions do you think teachers should take to prevent and address bullying in the EFL classroom?</p>	<p>To gather the teacher's opinions on the role of teachers in preventing and addressing bullying in the EFL classroom.</p>

In order to study the effects of bullying and assess the validity of the research questions, the table includes questions that seek answers from teachers on their knowledge, observations, and perspectives on bullying in EFL classrooms.

2.2.3. Classroom Observation

Classroom observation is used to collect data on the frequency and nature of bullying behaviors in the selected classroom and its impact on students' speaking ability. The observation was conducted for four weeks in an EFL classroom at Tlemcen's University (second-year students). It will take place during group works and class activities. The observation will also be carried out twice a week to ensure that several students were observed and that the data gathered will be accurate. The class comprised 30 learners, with the majority being females, and the classroom will be instructed by a female professor with 13 years of experience. Observations will be carried out to focus on the frequency and severity of bullying incidents, how students and the teacher respond to it, and how it overall affects the EFL classroom atmosphere and students' speaking skills. (See Appendix "C").

2.3. Data Analysis

In this study, data was collected using two questionnaires, one for teachers and one for students, as well as an observation analysis. Data will be analyzed both qualitatively which involves description of data, and quantitatively which includes statistical data and charts.

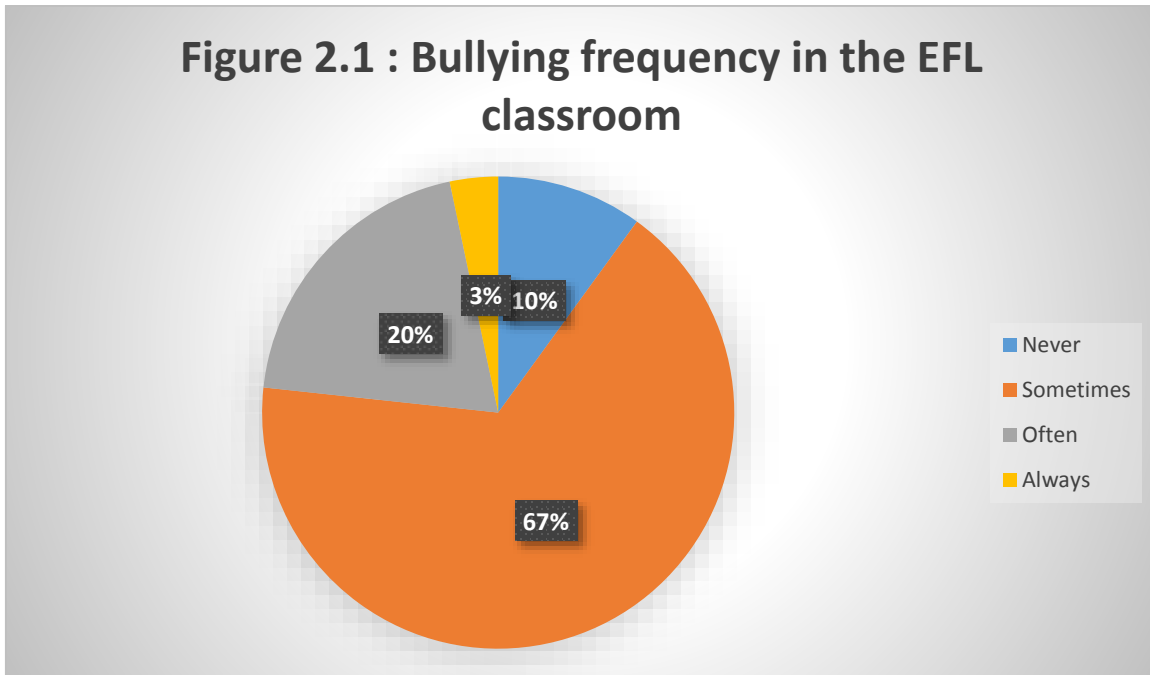
2.3.1. Student's Questionnaire Analysis

In this section, data will be analyzed both qualitatively and quantitatively.

For the 2nd question, students were asked to rate how frequently bullying had occurred in their EFL classes. Four categories of answers were created: "never," "sometimes," "often," and "always."

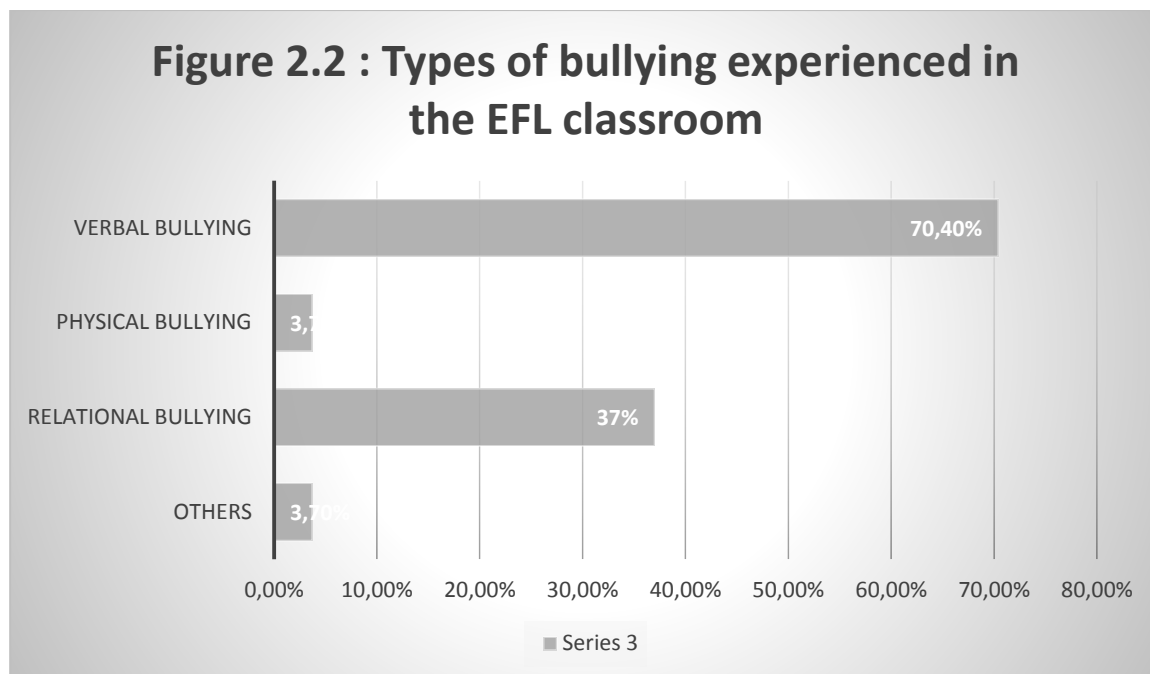
It was revealed that (66.7%) claimed that bullying happened sometimes. Also, it was discovered that (20%) of the students reported that bullying happened often. Furthermore, only (3.3%) reported that bullying happened always, while (10%) of the

students said that bullying never happened in the EFL classroom. The following figure illustrates the findings.



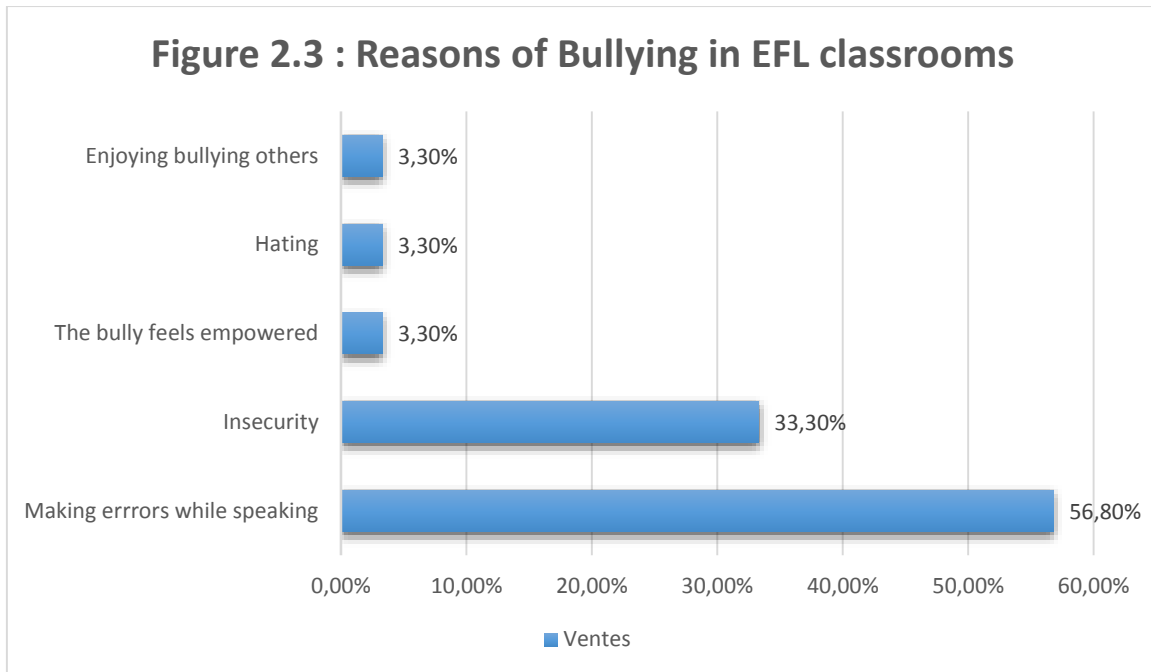
In the 3rd question, participants were asked to describe the types of bullying they had encountered in their EFL classroom when filling out the student questionnaire. Four categories were created out of the responses: "other types of bullying," "relational bullying," "physical bullying," and "verbal bullying".

It was identified that verbal bullying, which includes name-calling, mocking, and offensive language, was reported by (70.4%) of the students. Only (3.7%) claimed they had been the victim of physical bullying, which includes violence or harm. Furthermore, (37%) of students said they had experienced relational bullying, which includes gossip, exclusion, and social isolation. Then, only (3.7%) also claimed to have experienced other forms of bullying that were not further described in the survey. This is put in the following figure.



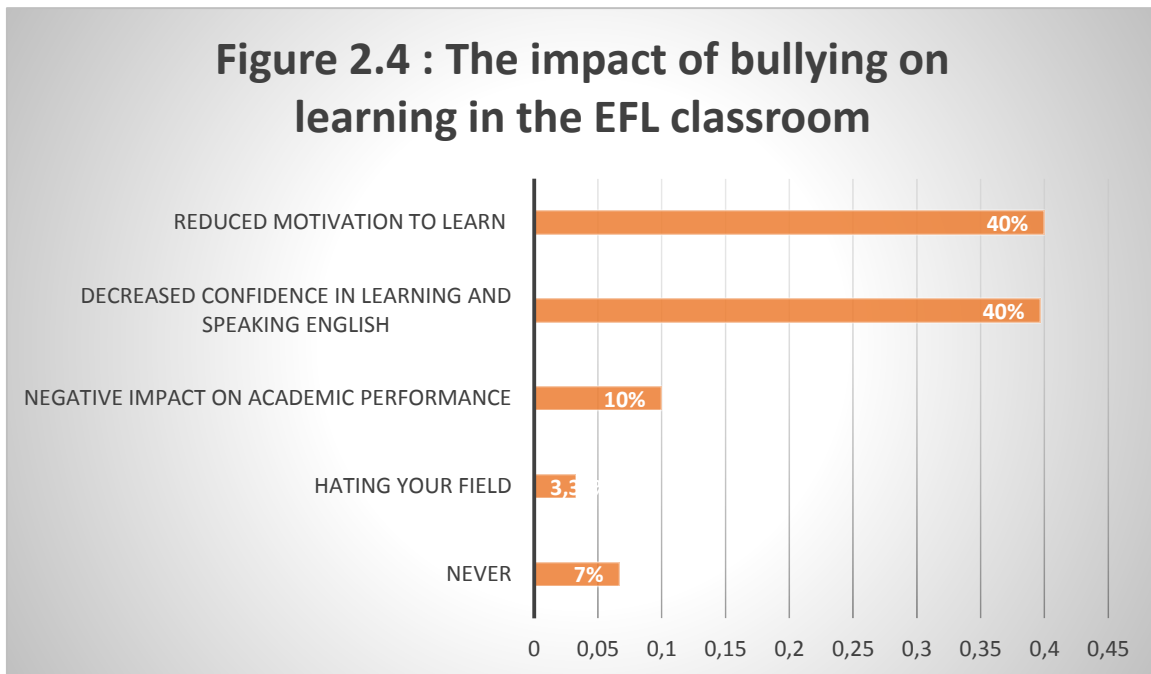
In the 4th question, participants were questioned on the causes of student bullying in EFL classrooms.

It was identified that (56.7%) of respondents stated that bullying among students in EFL classes is caused by making mistakes when speaking in English. (33.3%) of students indicated that the bully feels insecure. Only (3.33%) of students claimed that the bully feels that he is stronger and more powerful. Another (3.33%) stated that bullying is motivated by hatred, while another student (3.33%) stated that the bully likes tormenting and harming his classmates. This is put in the subsequent figure.

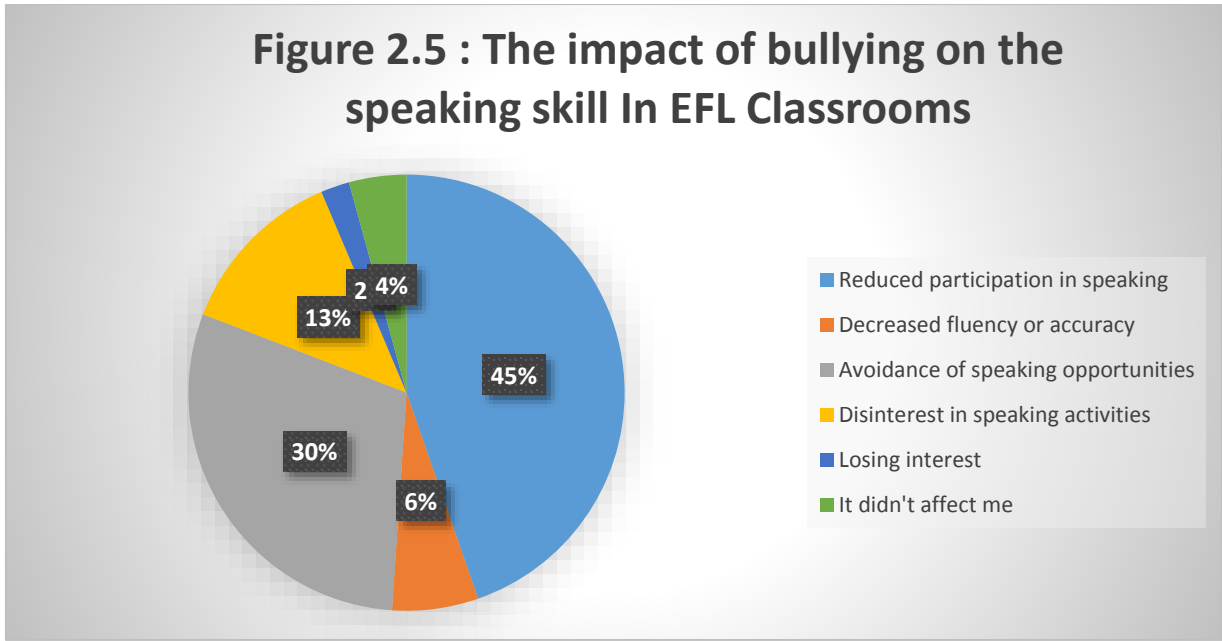


In the 6th question, participants in the student questionnaire were asked to report on how bullying behavior in their EFL classroom influenced their learning.

It was revealed that (40%) of the students said that they felt less confident in their capacity to study and speak English as a result of bullying. In addition, (40%) of the learners said that bullying affected their motivation to learn. (3.3%) claimed that bullying caused them to hate their field of study, and (10%) claimed that bullying had a detrimental effect on their academic performance and scores. However, in the EFL classroom, (7%) said they had never encountered bullying. The following figure illustrates the findings.

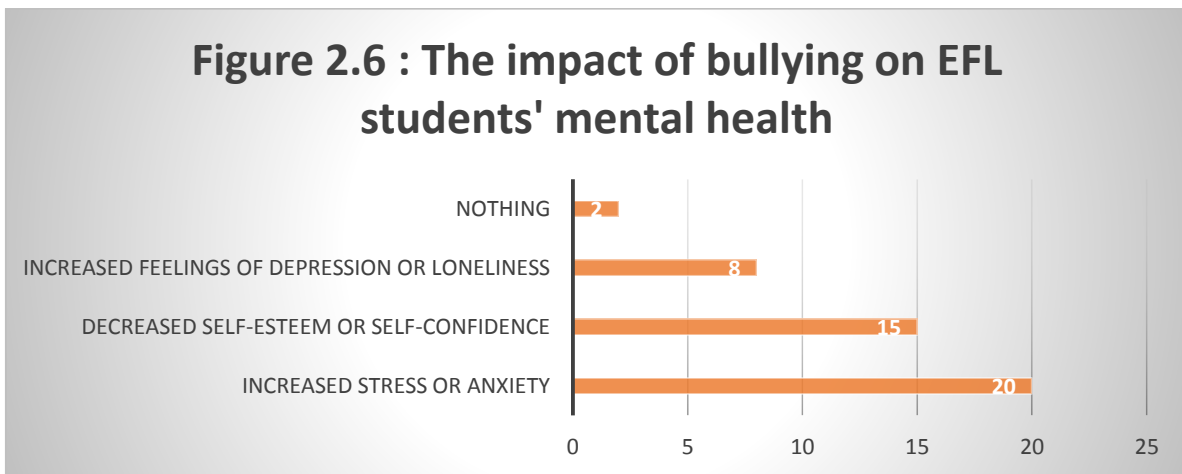


In the 7th question, participants were asked in the student questionnaire how bullying has affected their speaking ability in the EFL classroom. It was identified that (45%) of the students reported reduced participation in speaking and avoidance of speaking activities that was reported by (30%) of students. Then (6%) of the learners reported that it lowered their fluency and accuracy. (2%) claimed that it caused them to lose interest in their subject of study, while (16%) of students reported losing interest in speaking activities as a result of bullying behavior. Additionally, (4%) reported that bullying had no effect on their speaking ability. This is put in the subsequent figure.



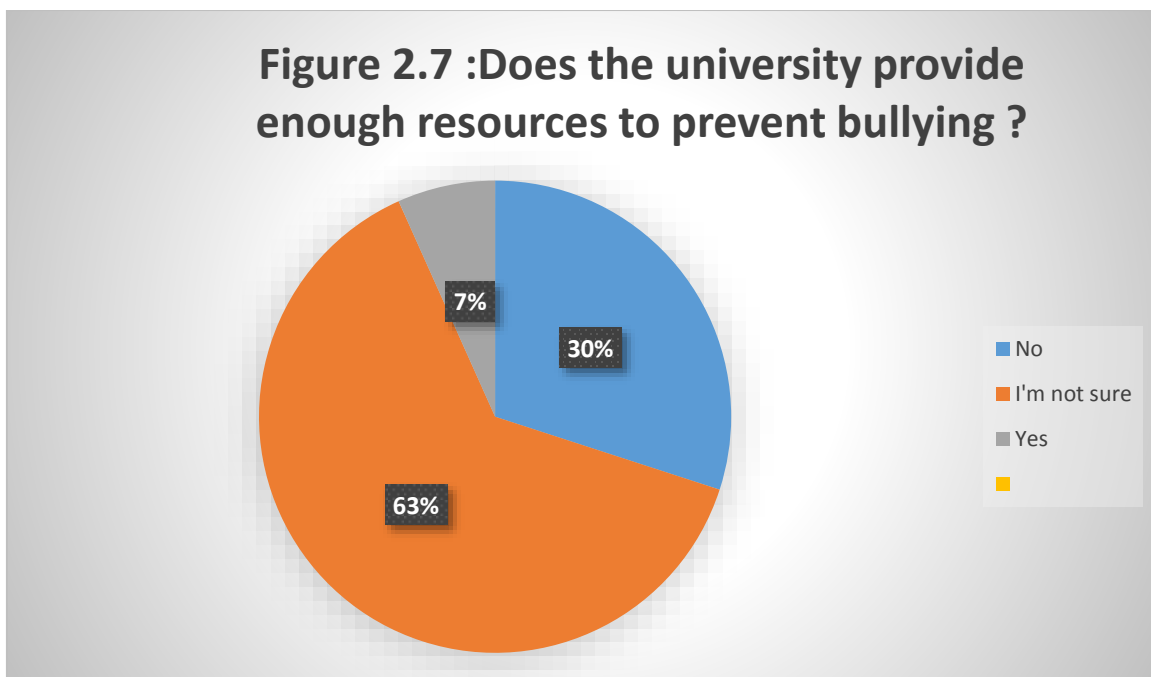
In the 8th question, participants were given a multiple choice question, and many of them were concerned about how bullying affected mental health in the EFL classroom. Twenty students indicated that bullying increased their stress or anxiety. Furthermore, 15 students reported a reduction in self-esteem and confidence as a result of bullying.

Moreover, eight students reported feeling depressed or lonely because of the bullying they faced. It is worth noting that two learners indicated that bullying had no effect on their mental health. As shown in the following figure.



In the 9th question, students responded differently to the question about whether the university provides adequate resources to stop bullying in the EFL classroom. The majority of respondents, (63.3%), said "I'm not sure."

On the other hand, (30%) of respondents replied with "No," which means that they do not feel the institution has offered adequate resources to address bullying in the EFL classroom. Moreover, only (7%) of the respondents responded "Yes," which indicates that they have not observed or encountered bullying in their EFL classroom. This is put in the following figure.



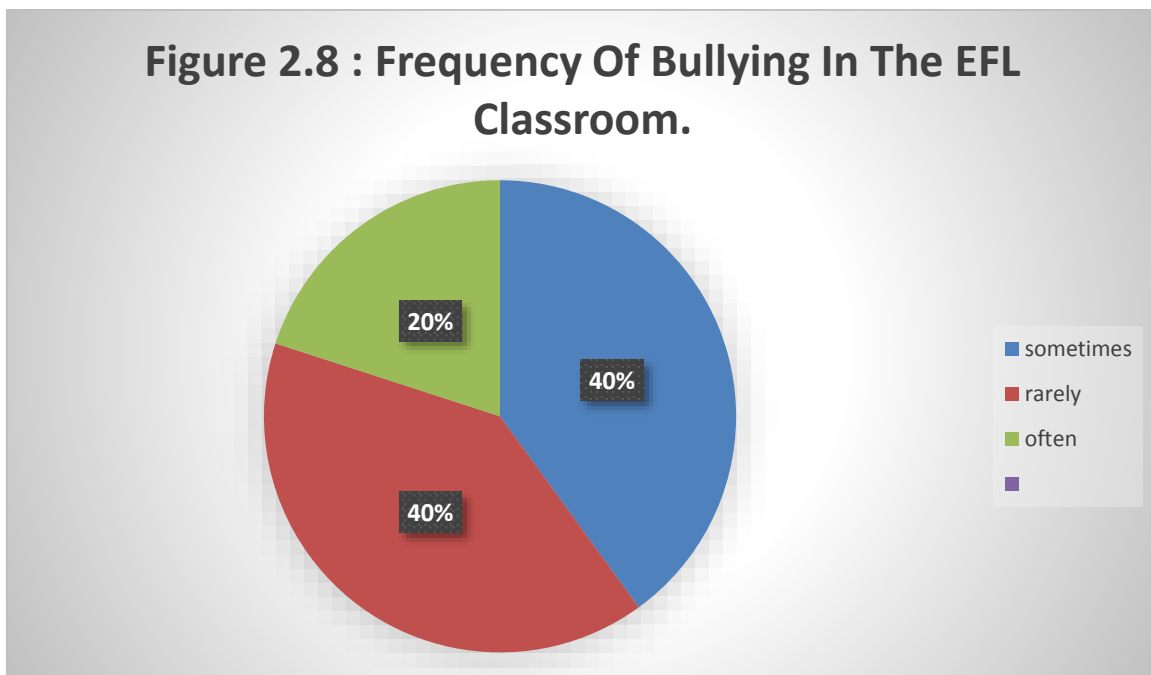
In the 10th question, students were asked to give other suggestions to prevent bullying in the EFL classroom. It was an open-ended question, allowing respondents to freely express their thoughts and ideas on the topic.

Numerous recommendations for reducing bullying in EFL classes were derived. The most common solution was to punish the bullies, with many students asking the administration and teachers to take steps to fight bullying. Some students also mentioned

that the classroom atmosphere should be polite and compassionate, as well as raising awareness about the harmful effects of bullying may be useful in avoiding it. Others proposed that students should bond with one another and work in groups, and that the teacher should have a greater responsibility to deal with bullying situations. Finally, some students proposed that the administration should be stricter and that cameras should be used to control bullying in the EFL classrooms.

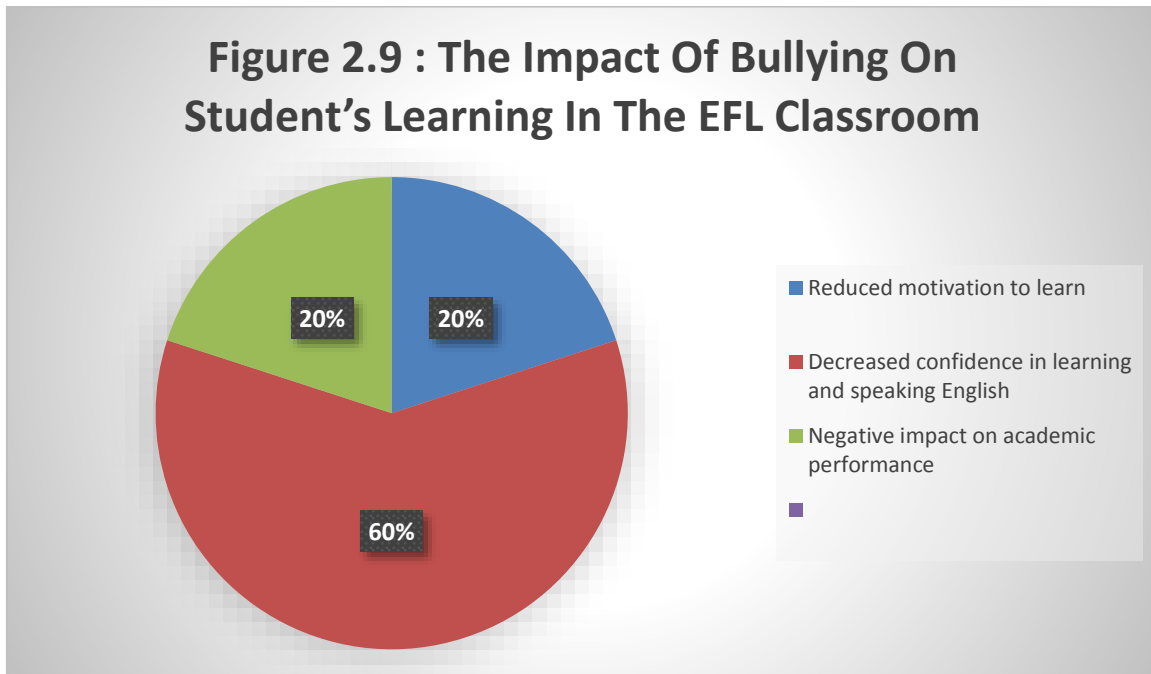
2.3.2. Teacher's Questionnaire Analysis

The responses to the 2nd question were analyzed; it was revealed that (40%) of the participant teachers observed bullying conduct in their EFL sessions. Another (20%) reported seeing bullying take place in their classroom frequently. The remaining (40%) of respondents said they have only rarely observed bullying behavior in action in their EFL classroom. This is put in the following figure.



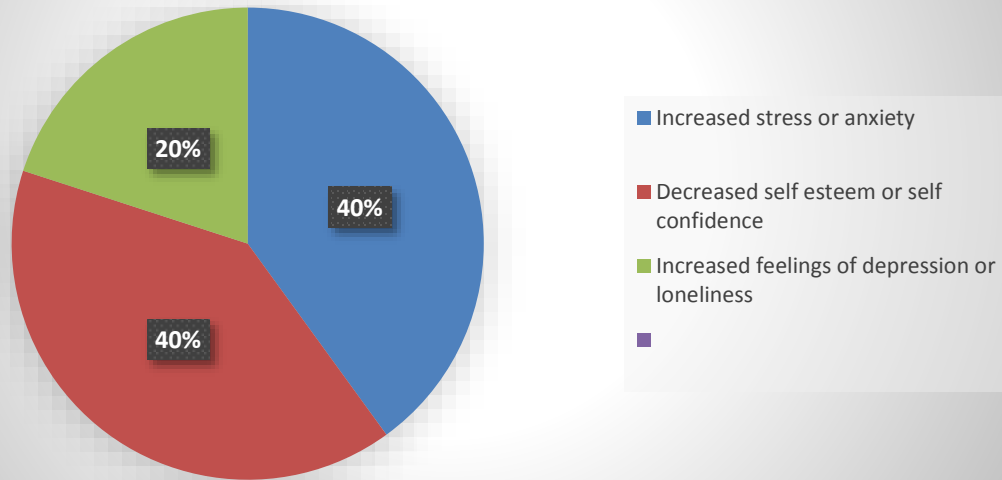
In the 3rd question, teachers were asked about how bullying affects students learning in EFL classrooms. Most teachers (60%) said that it makes students less

confident in their capacity to learn and speak English. (20%) of the teachers said that bullying results in learners having lower learning motivation. Furthermore, bullying can have a negative impact on academic performance or grades, according to (20%) of the respondent teachers. This is put in the subsequent figure.

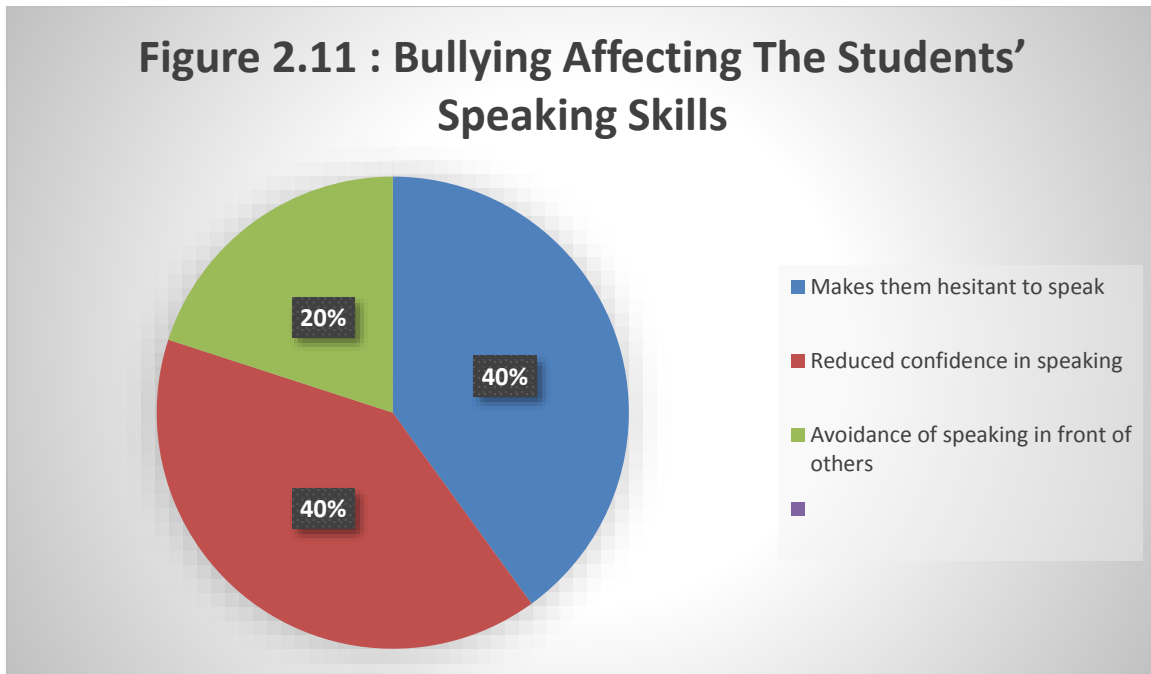


In the 4th question, participant instructors were asked how bullying behavior has impacted the mental health of bullied students in the EFL classroom. It was analyzed that (40%) of teachers responded that it has made the students more stressed or anxious. Also, another (40%) of teachers noted a decline in the self-confidence and self-esteem of bullied students. According to (20%) of the respondent teachers, bullying increases students' feelings of loneliness or depression. The following figure illustrates the findings.

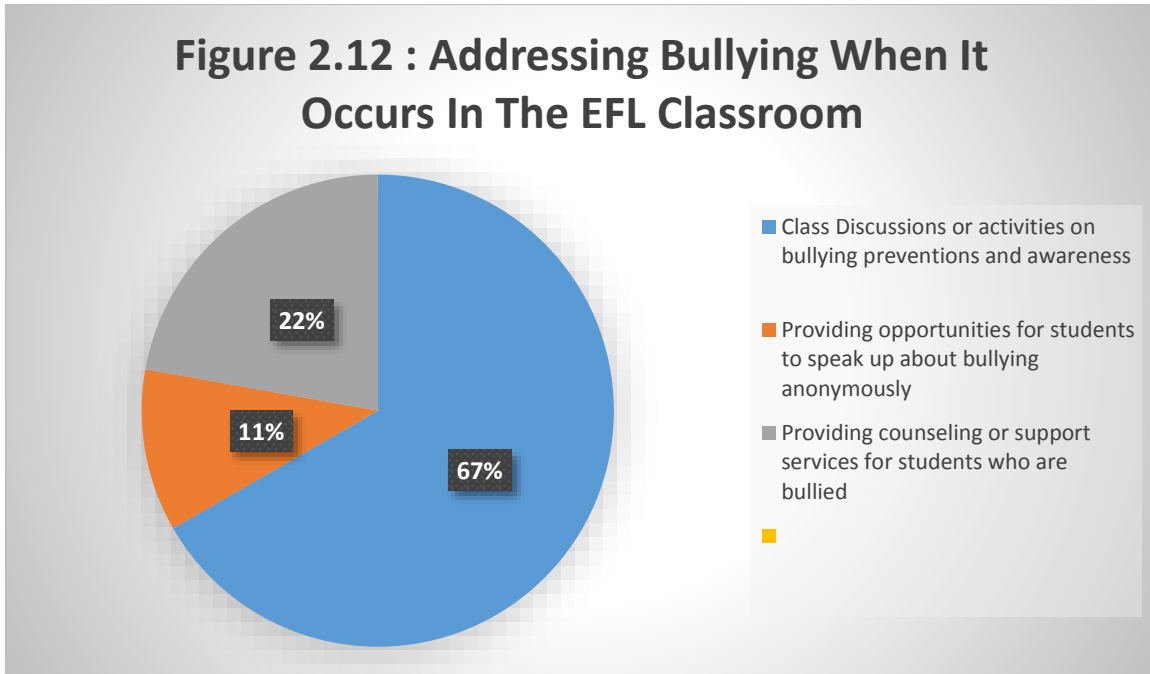
Figure 2.10 : The Impact Of Bullying On The Learners' Mental Health



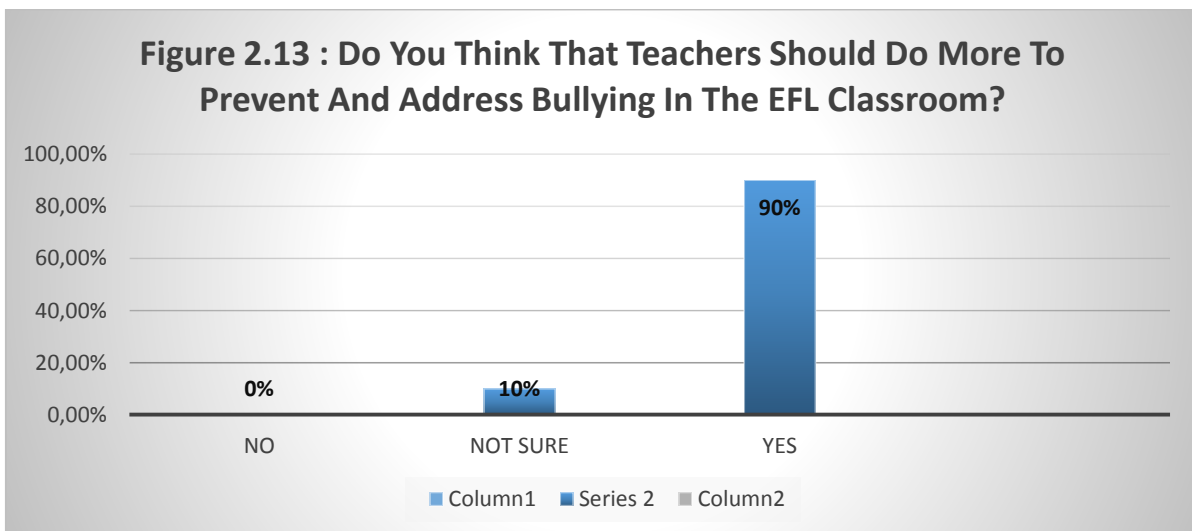
In the 5th question, the teachers were asked about the impact of bullying on their learners' speaking skills. It was revealed that, according to (40%) bullying makes students hesitant to speak in front of their classmates. Additionally, (40%) pointed out that bullying lowers students' speaking confidence. According to (20%), bullying makes EFL learners avoid speaking in front of others, which can limit their opportunities to improve their speaking skills. The next figure illustrates the findings.



In the 6th question, the participant teachers were asked how to address bullying when it occurs in the EFL classroom. It was revealed that (67%) of teachers claimed that the classroom discussions and activities on bullying prevention and awareness can help to solve the problem. Moreover, (22%) suggest providing counseling or other support services to students who are bullied. (11%) advise giving students a chance to express their opinions about bullying in an anonymous manner. The following figure illustrates the findings.

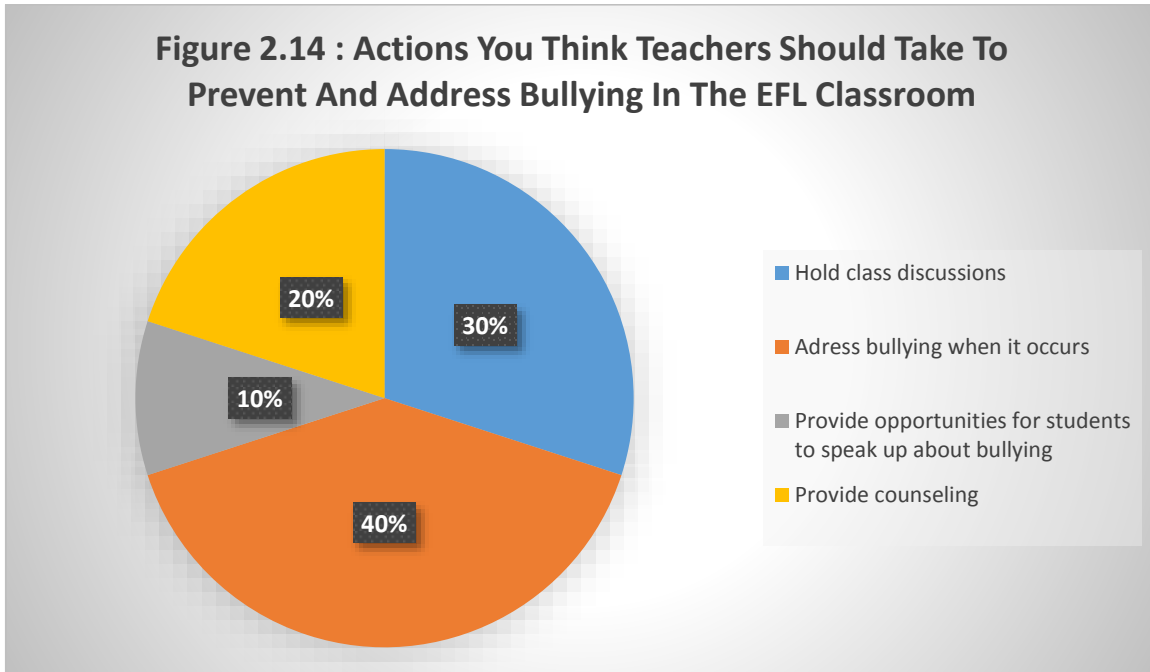


In the 7th question, the teachers were asked if they should do more to prevent and address bullying in the EFL classroom. It was revealed that the answer to the question was "yes" from (90%) of teachers. Whereas only (10%) claimed "Not sure," meaning that they were unsure of what else could be done to address the issue. The subsequent figure illustrates the findings.



In the 8th question, teachers were asked about the actions other teachers should take to prevent and address bullying in the EFL classroom. It was revealed that 40%

suggested dealing with bullying as soon as it happens. Another (30%) suggested holding discussions in the classroom about bullying prevention. Moreover, (10%) suggested making harassed students to speak up. Finally, (20%) suggested providing counseling. The following figure illustrates the findings.



In the 9th open-ended question, teachers were asked about what other suggestions they have for addressing bullying in the EFL classroom. Only three out of ten instructors responded. One instructor emphasized the significance of the teacher as a guide and facilitator who gives guidance and support to all learners and highlights equality. Another instructor suggested that teachers discuss bullying in the classroom and respond to it directly. The third instructor indicated that bullying behavior must be stopped quickly because it is disrespectful.

2.4.3. Classroom Observation Analysis

During the first observation session, bullying was very dominant in the classroom. The students were observed engaging in various forms of bullying, such as name-calling, mocking, and making jokes about their peers. The bullying behavior was primarily

directed towards the weaker students who were struggling with their English-speaking ability. What was mostly noticed is that the students who were bullied showed signs of anxiety, fear, and withdrawal as a result they avoided speaking in English, were uncomfortable participating in class activities, and frequently had a negative temper about speaking because they feared making mistakes in front of their peers.

In the second session, the students who bullied their classmates, on the other hand, showed little regret for their behavior and appeared to enjoy it. As if they felt more in control. This behavior can be especially harmful because it targets a fundamental aspect of the victim's personality and has the potential to significantly damage their emotional and psychological well-being. Furthermore, it was observed that bullies do not target students who speak fluently. This might be because bullies are less likely to attack learners who speak well.

The bullying behavior also affected the overall classroom dynamic, with certain students speaking up more and taking the lead during group work, while others remained silent and reserved. As a result, several students were unable to engage completely in and gain from the activities in the classroom.

Bullying has a considerable effect on the learners' capacity to speak orally. The bullied students were less proficient in English and lacked the language skills necessary for productive communication. They struggled with pronunciation and committed grammatical mistakes. Speaking became more challenging as a result of the bullying-induced lack of confidence, and some students even gave up attempting to talk in English completely. Also, during speaking exercises, students who were the targets of bullies frequently hesitated to speak and, when they did, frequently talked quietly or inaudibly.

However, in the two last sessions of observation, the teacher developed another teaching method (working in groups) that resulted in more bonding between individuals and decreased cases of bullying in the classroom. Therefore, this environmental element encouraged the students to be in a more supportive area rather than being bullied by

others. It appears that the teacher's encouragement can facilitate positive communication and interaction between students, while the teacher's understanding of psychology can help create a supportive classroom environment that is less conducive to bullying behavior.

In conclusion, the observation data analysis demonstrates that bullying in the EFL classroom negatively affects students' ability to speak. It has an obvious detrimental effect on students because it makes them anxious, worried, and it affects their capacity to speak in English. The students who bully others suffer as well since their speaking skills are not tested or improved and they lose out on the chance to learn from their classmates.

2.4. Data Interpretation

The data analysis revealed numerous significant findings about the influence of bullying on students' speaking abilities in the EFL classroom. This study aimed to investigate the relationship between bullying and learning problems, the impact of bullying on students' speaking skills, and effective strategies to combat bullying in universities. The data collected from the instruments used in our study have shed light on these research questions, revealing important insights into the adverse effects of bullying in EFL settings.

The students' questionnaire results revealed that bullying has a negative impact on students' capacity to speak. Students who experienced more frequent and severe bullying reported feeling a lack of confidence in their speaking abilities and being more hesitant to engage in class debates or activities that require speaking. Furthermore, several learners reported not speaking at all in order to avoid being bullied, which would have a major impact on their language development and overall academic achievement.

According to the results of the teacher questionnaire, it was revealed that they observed a significant decrease in the students' motivation to participate in class and their

interest in learning, which they attributed to the negative impact of bullying. While all instructors marked the significance of tackling bullying in the classroom, there was considerable diversity in how they treated the issue. Some instructors reported implementing bullying prevention and awareness activities in class, while others highlighted the need of addressing bullying as soon as it comes up along with providing support services for bullied learners.

Subsequently, the observation data demonstrated that bullying was dominant in the observed EFL classroom. This behavior appeared to have a negative effect on students' speaking skills, with some students showing hesitation, discomfort, and diminished willingness to participate in classroom conversations. The observation data also indicated that the teacher occasionally intervened to address bullying behaviors, but could benefit from additional training and resources to effectively prevent and address bullying in the EFL classroom.

According to the findings of the study, bullying has a major influence on students' learning, mental health, and speaking abilities. Concerning the first research question, data analysis from the instruments implemented in our study show that bullying might cause major psychological disorders such as anxiety and sadness. These findings confirm the 1st hypothesis that bullying causes major psychological issues, such as depressive symptoms and it prevents learners from growing and developing.

Concerning the second research question, the analysis of the student and teacher questionnaires, as well as the classroom observation, show that bullying has a damaging effect on the ability of learners to speak. Many students reported being too nervous or scared to speak up in class, which resulted in poor performance and low involvement. These results confirm the 2nd hypothesis that bullying may have harmful effects on learners and lead to poor performance in speaking tasks. Finally, the data analysis from the tools used in the study shows that collaboration between instructors and psychologists can be an effective method to minimize and prevent bullying in universities. As a result, these results confirm our third theory.

2.5. Recommendations and Suggestions

The following recommendations have been developed to address the issue of bullying in EFL settings, based on the findings and analysis of data acquired from student and teacher questionnaires and classroom observations. These ideas are intended to improve the speaking skills of learners while also creating a secure and supportive learning environment for all university students especially EFL learners.

- It is critical to create awareness about the effects of bullying on students' mental health and speaking skills. This may be accomplished through seminars and training sessions for both teachers and students, emphasizing the need of promoting a secure learning environment in EFL classrooms.
- To prevent and address bullying at universities, anti-bullying rules and procedures must be implemented which may entail establishing clear behavior norms, encouraging students to speak up about bullying, and instituting disciplinary procedures to hold bullies accountable.
- Further investigation should look at the influence of additional variables on students' speaking abilities, such as anxiety or self-esteem, and how these factors interact with bullying. It is necessary to continue examining the effects of bullying on students' speaking abilities since this will assist shape future treatments and ways to address this issue.
- It is also suggested that additional research should be carried out to investigate the impact of bullying on academic achievement and speaking skills in more depth. This might involve performing longitudinal research, employing a bigger sample size, and investigating the influence of bullying.
- Universities should provide resources and assistance for students who have been bullied, such as counseling services or peer support groups, to help them cope with the psychological effects of bullying and enhance their academic performance.

2.6. Conclusion

This practical chapter investigated the influence of bullying on students' speaking abilities in EFL contexts using questionnaires and classroom observations. Furthermore, data analysis demonstrated that bullying can cause major psychological issues such as depressive symptoms along with a negative effect on students' speaking skills. Furthermore, the observation data underlined the necessity of adopting a supportive classroom atmosphere to minimize bullying. The results of this research highlight the importance of enhanced awareness and collaboration among teachers, psychologists, and students in order to prevent and eliminate bullying in EFL classrooms. Overall, this chapter offers significant insights for educators and administrations interested in developing effective strategies and rules to prevent bullying in the classroom and provide an ideal setting for learning for all EFL students.

General Conclusion

In conclusion, the main aims of this research were to examine how bullying affects EFL students' speaking abilities and how it can affect their academic success and mental health. This study has revealed the harmful impact that bullying may have on the speaking abilities of L2 EFL students. According to the data gathered from the student questionnaire, teacher's questionnaire, and classroom observation, bullying can result in a variety of negative effects, including decreased confidence, anxiety, and an unwillingness to participate in class. Bullying has also been connected to learning issues such as poor academic performance, reduced motivation to learn, and it hampers the development of speaking abilities among L2 learners. Additionally, it is well recognized that preventive and intervention programs can help to lessen and prevent bullying at universities.

The study also revealed some promising findings in terms of measures for decreasing and avoiding bullying. The majority of students and teachers believe that having a safe classroom is critical for encouraging positive relationships and reducing bullying. Additionally, providing victims of bullying with assistance and resources, such as counseling services or peer support groups, can help minimize the negative effects of bullying.

Additionally, the hypotheses put forward at the beginning of the study have been largely supported by the data collected. It has been demonstrated that bullying and speaking ability are significantly connected, with higher bullying levels being associated with worse speaking skills level. Furthermore, effective preventative techniques, such as providing a safe and comprehensive environment, have been shown to minimize the occurrence and impact of bullying.

One of the limitations of this study is that the sample size was not big enough to establish generalizations regarding the influence of bullying on the speaking abilities of L2 EFL students. While the data from the student questionnaire, teacher questionnaire,

and classroom observation provide important insights into the negative effects of bullying, a larger sample size may reveal additional nuances and complexities in the relationship between bullying and speaking ability.

Furthermore, because this study was conducted over a relatively short period of time, the effects of bullying on speaking abilities may be more accurately measured in a long-term study that tracks the progress of L2 EFL students. Researchers would be able to analyze the impact of bullying on speaking ability over a longer period of time, as well as uncover any relevant factors that may reduce or intensify its harmful effects on speaking ability.

The need of dealing with bullying in L2 EFL classrooms in order to maintain a pleasant and helpful learning environment is highlighted in this study. To prevent and resolve bullying, universities and instructors should adopt anti-bullying rules, give aid and resources to victims, and foster a culture of respect in the classroom. By doing so, EFL students attain their full academic potential and prosper.

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Appendices

Appendix A

Students' Questionnaire

BULLYING IN EFL CLASSROOMS QUESTIONNAIRE

Dear L2 Students,

We are conducting a quick survey on bullying in EFL classrooms and would like to hear about your experiences. This survey is anonymous, which means your answers will be confidential. Your participation is voluntary and your responses will be appreciated.

Tick the appropriate answer:

1. What is your age?

Under 20

20

21 and above

2. What is your gender?

Male

Female

3. How often have you experienced bullying in your EFL classroom?

Never

Sometimes

Often

Always

3. What type of bullying behavior have you experienced in your EFL classroom?

Verbal bullying (Name calling, insults...)

- Physical bullying
- relational bullying (targets someone's reputation, relationships, or social standing...)
- Other (please specify)

.....

4. What do you think are the reasons why students bully each other in the EFL classroom?

- Students making errors while speaking in English (grammar or spelling.)
- The bully feels insecure about his own language abilities.
- Others (please specify)

.....

.....

5. How has bullying behavior affected your learning in the EFL classroom?

- Reduced motivation to learn.
- Decreased confidence in learning and speaking English
- Negative impact on grades or academic performance
- Other (please specify)

.....

.....

6. How has bullying behavior affected your speaking skills in the EFL classroom?

- Reduced participation in speaking activities
- Decreased fluency or accuracy in speaking due to stress or anxiety
- Avoidance of speaking opportunities
- Disinterest in speaking activities or group work
- Other (please specify)

.....
.....

7. How has bullying behavior affected your mental health in general?

- Increased stress or anxiety
- Decreased self-esteem or self-confidence
- Increased feelings of depression or loneliness
- Other (please specify)

8. Do you feel that the university you are attending has provided enough resources to prevent bullying in the EFL classroom?

- Yes
- No
- I'm not sure

9. What other suggestions do you have for preventing bullying in the EFL classrooms?

.....

Thank you so much for collaborating with us 😊 !

Appendix B

Teachers' Questionnaire

BULLYING IN EFL CLASSROOMS QUESTIONNAIRE

Dear Teacher,

We are conducting a survey to better understand the impact of bullying on speaking skills in the EFL classroom. Your participation is greatly appreciated and will help us to gain valuable insight into how bullying affects students' speaking abilities and how you as a teacher can help prevent and address bullying in your classroom.

1. How long have you been teaching in an EFL classroom (teaching experience)?

.....
.....

2. How often have you observed a student being bullied in your classroom?

- Never
- Rarely
- Sometimes
- Often
- Always

3. In your opinion, how has bullying behavior affected the student's learning in the EFL classroom?

- Reduced motivation to learn
- Decreased confidence in learning and speaking English
- Negative impact on grades or academic performance
- Other (please specify)

4. How has bullying behavior affected the bullied learners' mental health in general?

- Increased stress or anxiety
- Decreased self-esteem or self-confidence
- Increased feelings of depression or loneliness
- Other (please specify)

5. Based on your experience in an EFL classroom, how does bullying affect the student's speaking skills?

- Makes them hesitant to speak in front of others
- Reduces their confidence in speaking
- Makes them anxious or fearful of speaking
- Causes them to avoid speaking in front of others
- Other (please specify)

.....

6. How do you address bullying behavior when it occurs in the EFL classroom?

- Through class discussions or activities on bullying prevention and awareness
- By providing opportunities for students to speak up about bullying anonymously
- By providing counseling or support services for students who are bullied
- Other (please specify):

.....

7. Do you think that teachers should do more to prevent and address bullying in the EFL classroom?

- Yes
- No
- I'm not sure

8. If yes, what actions do you think teachers should take to prevent and address bullying in the EFL classroom?

- Hold class discussions or activities on bullying prevention and awareness
- Address bullying behavior when it occurs in the classroom
- Provide opportunities for students to speak up about bullying anonymously
- Provide counseling or support services for students who are bullied
- Other (please specify):

.....

9. What other suggestions do you have for addressing bullying in the EFL classroom and its impact on speaking skills.....

.....

Thank you very much for your participation!

Appendix C
Classroom Observation Checklist

Category	Response			Comment
	Yes	No	N/A	
<u>Bullying behavior</u>				
-Verbal Bullying -Physical Bullying -Name Calling -Is the behavior repeated often in the classroom? -Does the bully criticize the victim's accent or grammar, or make fun of their language ability?				
<u>Environment:</u> Are there any environmental elements that can encourage or intensify bullying behavior (such as a lack of supervision, a busy or noisy area, or unscheduled time)? <u>Consequences:</u> -Are there any effects on the victim(s) that may be observed (e.g. emotional distress, physical injury, academic performance)? -Take note of any changes in the victim(s)' communication skills. <ul style="list-style-type: none"> • Reduced self-confidence or self-esteem when speaking; • Avoiding speaking opportunities • Reduced fluency or accuracy in speaking due to stress or anxiety • Disinterest in participating in speaking activities or group work • Difficulty concentrating on speaking tasks due to preoccupation with bullying behavior • Student avoids eye contact with the audience • Student speaks with a low voice or stutters. • Student appears visibly uncomfortable while speaking 				

Additional comments during the observation..

Abstract

This study investigated the effect of bullying on the speaking abilities of English as a Foreign Language (EFL) students. The results of a mixed-methods approach show that bullying has a detrimental effect on learners' speaking skills. Raising awareness and giving teachers instruction in handling bullying incidents are suggestions for reducing bullying in EFL classes. The study emphasizes how crucial it is to work together to address bullying's negative effects on academic achievement and student well-being in L2 contexts.

Keywords: Bullying, English as a Foreign Language (EFL), Speaking Skill.

المخلص تهدف هذه الدراسة إلى استكشاف تأثير التنمر على مهارات الكلام لطلاب تعلم اللغة الإنجليزية كلغة أجنبية. تُظهر نتائج الدراسة، التي استخدمت أساليب مختلطة أن التنمر له تأثير سلبي على مهارات الكلام للمتعلمين. توجيه الوعي وتزويد المعلمين بالتعليمات لمعالجة حالات التنمر كلها اقتراحات للحد من التنمر في فصول تعلم اللغة الإنجليزية كلغة أجنبية. تسلط الدراسة الضوء على أهمية التعاون في مواجهة التأثيرات السلبية للتنمر على التحصيل الأكاديمي ورفاهية الطلاب في سياقات اللغة الثانية. الكلمات المفتاحية: التنمر , اللغة الانجليزية كلغة أجنبية , مهارات الكلام.

Résumé

Cette étude a examiné l'effet de l'intimidation sur les compétences en expression orale des étudiants en anglais langue étrangère (ALE). Les résultats d'une approche mixte montrent que le harcèlement a un effet néfaste sur les compétences en expression orale des apprenants. Sensibiliser et former les enseignants à identifier et gérer les incidents de l'intimidation sont autant de recommandations pour réduire le harcèlement dans les classes d'ALE. L'étude souligne l'importance de collaboration pour faire face aux effets négatifs du harcèlement sur les performances académiques et le bien-être des étudiants dans le contexte des langues étrangères.

Mots clé : l'intimidation, Anglais langue étrangères (ALE), les compétences en expression orale.