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DEPARTMENT OF ENGLISH

**The Impact of Class participation on Enhancing EFL
Learners' Speaking Skills : The Case of Third-Year Foreign
Languages Learners at Miloud Bouazza Secondary School-
Maghnia.**

This Thesis is submitted to the Department of English in Candidacy for the degree of Master in Language Studies.

Presented by :

Miss. Naima BEHADADA

Supervised by:

Dr. Zakia DJEBBARI

Board of Examiners

Dr. Annisa KHALDI	President	Tlemcen University
Dr. Zakia DJEBBARI	Supervisor	Tlemcen University
Mr. Rafik DJENNANE	Examiner	Tlemcen University

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Dedication

I dedicate this work to:

- ◆ My beloved parent for their encouragement and support in my studies.
- ◆ To my brothers: Chaabane, Abdou Rezzak, Mouhamed Amine.

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First of all, I should address praise to almighty Allah who helps me to finish this work.

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ABSTRACT

Speaking is considered as one of the important skills that must be mastered in learning or studying foreign languages. While, class participation seems to be one of the primary means of getting language learners more engaged in classroom activities. the combination of these two didactic concepts could lead students to reach a successful proficiency level in English as well as to accomplish their learning goals. Hence, this research work is concerned with pupils of third-year foreign languages at 'Miloud Bouaaza secondary school, in Maghnia. It aims at highlighting the effectiveness of class participation in promoting oral production and the correlation between them in addition to revealing the crucial role of the teacher in improving learners' speaking. This investigation tries also to shed light on a number of efficient strategies to embolden and enhance pupils' participation.

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LIST OF ACRONYMS AND ABBREVIATIONS

A.F: Absolute Frequency.

EFL: English as Foreign Language.

LMD: Licence, Master, Doctorate.

R.F: Relative Frequency.

STT: Students Talking Time.

TTT: Teacher Talking Time.

General Introduction

GENERAL INTRODUCTION

English is considered as a global language since it is widely spoken and it has often been referred to as the world language. For this reason, English language has been introduced in the Algerian educational system as a second foreign language.

Speaking plays a significant role in developing fluency and communicative competence for EFL students.

While class participation is an essential part in learning process in which it may yield the opportunity for language learner to practise the target language as well as to express their attitudes freely.

Speaking skills and class participation appear to go hand in hand, as they are closely related to each other. Class contribution seems to be a primary and an efficient way that may lead learners to achieve acceptable proficiency in English in general and speaking in particular.

However, most of the teachers may face a flood of problems that are related to pupils' reticence to participate since there is no place for vocal contribution in the class. As a result, there is no improvement in speaking.

Thus, this empirical work attempts to know in what ways class contribution might enhance oral skills, to identify the role of English in promoting speaking, and to discover learners' activities to overcome lack of participation. Besides, this investigation asks the following problematics: How may class participation enhance EFL learners' speaking proficiency?

In order to answer this problematic, three research questions are raised:

1. What is the influence of class participation on speaking skills?
2. How may teachers develop learners' oral skills?
3. How may EFL learners overcome their lack of participation?

In order to answer these questions, the following hypotheses are suggested to be empirically tested and examined:

1. Vocal contribution has a great impact on speaking skills because learners who participate actively and do all their speaking activities in the classroom may have the opportunity to use English correctly as well as to develop their proficiency in speaking. However, non-participation may have a negative impact on speaking and may hinder learners' learning process.
2. The teacher may devote much time for speaking, including and inviting all learners to take part in speaking activities as well as allowing pupils to work in pairs or in group (collectively).
3. EFL learners may try to prepare themselves at home about certain topics and teachers may encourage and motivate them to take part in the class speaking activities.

To come up with clear answers to these questions; four chapters are proposed. The first chapter deals with a general theoretical overview of the key-concept used; it collects some theorists' views and synthesizes them according to the works' needs. While, the second chapter gives a detail description of the research design, setting, the sample procedure, and the methodology of the research instruments adopted. For the third chapter, it focused on the analyses and the interpretation of the main findings obtained which hopefully will answer work's problematic. And finally, chapter four proposes some practical recommendations and activities to be adopted in developing learners' oral skills as well as training them to be more active, involved, and engaged.

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From Participating Actively to Speaking Accurately

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1.1. INTRODUCTION

This chapter is concerned with some theoretical background about speaking skills and classroom participation. For speaking skills, the researcher will try to highlight its effectiveness in language learning as well as some barriers that may face both teachers and learners in promoting speaking. Furthermore, it will emphasize on the types of classroom participation and its benefits in the learning process.

1.2. SPEAKING SKILLS

Speaking is considered as the bridge that links between people. It provides an effective communication among individuals as well as it is an active part in their daily life (Dorgham, 2011). Additionally, speaking skills develops self confidence, fluency, and communicative competence for language learner (Bowman. et al. 1989).

1.2.1. Definition of Speaking Skills

Speaking is a productive skill in which it is used to communicate with other people. It can be defined as an interactive skill in verbal production as it is an art of communication that should be mastered in learning a second or foreign language. In this line of thought, El- Basel (2008) says that speaking skills is necessary for persons' success in life. Additionally, speaking seems to be the most observable behaviour since verbal production includes a set of utterances, sentences and non-verbal expressions (body language or physical movement) which are used by students in order to communicate with others.

Accordingly, Ur (2000:12) argues that: *"of all the four skills, speaking seems intuitively the most important: people who know language are referred to as "speakers" of the language, as of speaking included all other kinds of knowing"*. In short, to obtain the knowledge of language requires the mastery of speaking skills. Furthermore, in order to master oral production, language learner has to hold the knowledge of language (Ur, 1998).

However, in learning a second \ foreign language, speaking seems to be the most complicated and complex skill since EFL learners' speaking includes a number of errors.

In this context, Luoma (2004:1) posits that: *"speaking in a foreign language is very difficult and competence in speaking takes a long time to develop"*.

As a matter of fact, there is a tight relationship between speaking and listening skills because the speaker starts speaking after listening to other people in this case, the learner acts as listener and at the same time as speaker (Nillo, 2014).

1.2.2. Aspects of Speaking Performance

Harmer (2001) points out that speaking skills involves two major aspects: accuracy and fluency. The former refers to using vocabulary (linguistic knowledge), grammar rules, and pronunciation correctly, i.e., language learner speaks a language without making errors. While, the later denotes the capacity to speak language in eloquent way, i.e., learner uses language without making pause and hesitation. In other terms, the amelioration of oral skills requires or demands the correct use of grammar and vocabulary.

1.2.3. The Effectiveness of Speaking for EFL Students

Language is way of communication and interaction between people and it is used to express their ideas, emotions, and desires. In general, speaking skills seems to be an effective tool in language learning as it is considered as the ideal way for class discussion. In this sense, speaking may:

1. Provide the opportunity for students to be good communicators, and using the target language accurately;
2. Enhance learner's personal life;
3. Identify and reflect students' thought and thinking (Johson, 1968);
4. Help learners to use a language in effective and appropriate way;
5. Help the instructors to clarify and identify the level of their students in terms of fluency;
6. Develop learners' communicative competence (Morozova, 2013);
7. Allow the students to master other skills, i.e., through speaking learners may develop their vocabulary, grammar in addition to writing skill. The coming section brings to light the role of educator in correcting speaking.

1.2.4. Teachers' Role in Correcting Speaking

Correction may help learners to know their understanding of the lecture as well as it may clarify their progress in speaking. Generally, the instructor may have the possibility of correcting students' speaking. Thus, it is a crucial role for the teacher. He may:

- A. Correct the mistakes of their students kindly (gentle correction) without saying who made these errors and without offending them because it may result students' reluctance to participate and even they will never contribute in class discussion (Shastri, 2010);
- B. As any kind of correction, it is very important for teacher to give his/her remarks and feedback to all students not to single one and the correction might be after the discussion has finished (Harmer, 1998);
- C. Sitting in the back could be the best way for instructors to identify and indicate students' mistakes, (Harmer, 1998);
- D. The correction of learners' errors might include teachers' watching and listening carefully to know what is going on and to clarify language problems during speaking activities (Harmer, 1998);
- E. The teacher may interfere appropriately when there is a problem. For instance, learners have a problem of pronunciation during speaking activities (Harmer, 1998);
- F. If there is something wrong during the speaking activities, the teacher may allow other classmates to intervene and correct the errors, in this way pupils become more engaged and involved in their classroom as well as it could establish good rapport between the participants and teacher (Harmer, 1998). However, language learners may be faced with flood of obstacles that lead to no improvement in speaking. The following section will explore them.

1.2.5. Obstacles Preventing the Development of Speaking Skills

Both the instructor and learners may face a number of barriers which prohibit them to improve speaking skills in the classroom. This section is meant to a list of such obstacles:

1.2.5 1. Large Multilevel Classes\ Mixed Ability Classes

It can be of one the key factors which effect negatively on the students' oral production. In this type of classes, there is a mixture between two categories of learners. The first category is called *active or bright students* in which they would like to monopolize every discussion at the expense of the other category, namely *passive or quiet learners* in which they do not have the opportunity to take part in class discussion. In this case, many weak students can not improve their speaking (Nillo, 2014).

1.2.5.2. The Nature of the Topic

It is a very important for language teachers to select the topic that suits them to tackle and discuss. In fact, many learners feel anxious and worried because they have nothing to say. In a word, students are compelled to talk in class discussion (Nillo, 2014).

1.2.5 3. Limitation of English Hours

It is another reason which may lead to less practice and exposure to the target language. In many countries, English is considered as foreign language and it is taught just one hour per week notably in scientific disciplines. In sum, one hour is not enough for learners to use language in real situations and to have a satisfactory level in speaking. In this case, many students may find problems both at the level of their proficiency and at the level of their success career (Bowman. et al. 1989).

1.2.5.5. Lack of Vocabulary

It can be considered as one of the key factor which may prevent the development of students' speaking. Many language learners are motivated to take part in the classroom but sometimes they do not have the appropriate vocabulary that suits the conversation and they are afraid of giving incorrect sentences. Additionally, lack of vocabulary may lead also to loosing students' confidence (Nillo, 2014).

1.2.5.4. The Absence of the Appropriate Materials

Many teachers may face problems at the level of teaching materials, notably the absence of suitable textbooks. Many textbooks are not related to learners' needs and interests. As a result, lack of the suitable textbooks can be a real constraint for students to

build and promote their verbal production. However, just few texts are interesting which contain a series of dialogues and imaginary situations which allow students to exposure the target language in real communicative environment (Bowman. et al. 1989).

1.3. CLASS PARTICIPATION

It is one of the primary means of controlling students' behaviour. Today, class participation becomes a pedagogical and significant tool for language learners to be skilful in all subject matters not least oral skill.

1.3.1. Definition of Class Participation

Class participation is an important part of the learning process, it allows learners to learn better and be more engaged or involved in the classroom. It has been defined as a verbal contribution to classrooms' interaction (Atwood, 2004).

The American heritage dictionary defines participation as « taking part in something», or, «sharing in something». Additionally, participation may include the preparation of the lecture, response to teacher' questions, correcting the exercises on the board, making comments or remarks as well as using the four language skills and taking into consideration students' attendances (Dancer & Kamvounias, 2005).

Besides, participation may involve two kinds of students, namely active students and passive ones. On the one hand, active learners are volunteer and ready to speak before waiting the teachers' nomination. In addition to this, bright learners view class participation as an effective tool to practice the target language in real situation and it is one way to learn better. In this context, Burchfied & Sappington (1999:29) define participation as: "*the number of unsolicited responses volunteered*". On the other hand, quiet or silent students considerer participation as an active listening, taking note, paying attention to the instructor's speech and being completely ready for the next lecture. However, they neglect oral production (Fritscne, 2000).

Furthermore, for teachers, the main principles of participation are: previously preparation, listening carefully to the instructor, waiting teachers' questions, and making comments. Additionally, Fritschner (2000) states that teachers have diagnosed six levels of learners' participation starting from «breathing and staying awake» to «oral

presentation» where the students themselves became the teachers. In other terms, class participation begins from students' preparation to vocal contribution.

According to Cohen (1991), participation can take small period of time during the lecture. Hence, Wade (1994) considers participation as the *"ideal class discussion"*. Apparently, learners are the first evaluators who examine oral contribution of other students as well as the evaluation of the teacher. In this line of thought, Mainkar (2008:24) states that: *"students are the primary evaluators of discussion participation on a daily basis"*

At another layer of analysis, a great number of researchers like Dallimore, Bean and, Rocca attempt to classify learners' participation according to learners' outcome. The following section will explain a number of types.

1.3.2. Kinds of Class Participation

Class participation can be a valuable tool for learners to be involved into the educational process. It has many types, as suggested at this section:

1.3.2.1. Over-Participation

Over-participation deals with clever students who take a great part in class discussion, they are completely ready to answer all teachers' questions. However, the monopolization of students' participation can create a real problem between the teacher and other quiet learners. In this case, the role of the teacher is very important to balance or give the opportunity for each one to contribute in classroom activities (Rocca, 2010).

1.3.2.2. Small-Group Talk

Some students can not participate individually but, they prefer working collectively. Small-group talk is an important way for learners to have a chance to contribute or take part in the classroom. In addition to this, it allows them to engage in real communication.

Small-group talk leads to the total participation of students and decreases the domination of the instructor's talking. In a word, small- group talk may establish a good rapport between the teacher and their students (Tsui, 1995).

1.3.2.3. Para-Participation

It is concerned with shy students who have no capacity to speak in public. This type of participation provides the opportunity for shy learners to have direct relationship between them and their teachers just after the lecture has finished. Apparently, para-participation involves nonverbal feedback and discussion about some points related to the lecture (Allwright & Baily, 1991).

1.3.2.4. Exploratory Talk

It is another kind of participation which students try to speak in front of others by using a set of words and utterances which are generally not well-organized or, they may use the target language without paying attention whether it is grammatically correct or not. Thus, this type of talk focuses on making errors at the level of syntax, bad introduction and, stammering speech (Tsui, 1995).

1.3.2.5. Mandatory/ Forced Participation

It is also called cold-calling, it is a technique used by the teacher in which she/he may nominate or oblige the silent students to answers to her/his questions without knowing if the learners have the answers or not (Bean & Peterson, 1998).

One may say that, it is very important to know students' strategies which differ completely from teaching strategies. Hence, many quiet students refuse to contribute in the class discussion because they think that they learn better from observing and listening to the instructor. On the other hand, the view is changed for the teacher in which he thinks that through participation students will learn better and even to have a good level in speaking skills. In sum, it can be a good idea for the teacher to call their learners to speak after being completely ready or being prepared of what is going to say. Moreover, mandatory participation may cause psychological problems for students and they may feel confounded or disturbed. However, this type of participation can be an essential technique for students to decrease teacher talking time (TTT) and to increase students talking time (STT) (Dallimore, Hertenstein & Platt, 2004).

1.3.3. The Significance of Learners' Participation

Classroom participation seems to play a significant role in learning a second or foreign language. It has many advantages for learners both inside and outside the classroom as follows:

Inside the Classroom

- It may contribute to learners' personal development which means through participation; students will learn other skills and awareness;
- Class participation helps students think in higher level, including interpretation, analysis and, synthesis (Smith, 1997);
- It may promote learners' reasoning as well as improving creativity skills, (Foster. et al. 2009);
- It gives a chance for learners to receive input from other students and, to practise their knowledge (Maznevski, 1996);
- Class participation may create an enjoyable atmosphere in the classroom as well as allowing learners to be involved in their learning. In this fashion, Cohen (1991:699) states that: *"participation is a way to bring students actively into the educational process and to assist in enhancing our teaching and bringing life to the class"*. Therefore, class participation may give a kind of liveliness or energy to the classroom;
- It may develop learners' self-confidence, give a kind of satisfaction and, motivate them to participate more;
- Class participation is a kind of oral test in which it allows the instructors to examine or identify students' levels and needs;
- It may indicate students' development in their communication skills. (speaking skills) (Dancer & Kamvounias, 2005);
- Class participation can decrease some negative factors that contribute to students' reluctance to participate like anxiety (Sim, 2006).

Outside the classroom

- Class participation enables learners to express their ideas in free way as well as exchanging and excepting other citizens' opinions;
- Through participation, students are accustomed to debate in public;
- Allowing students to integrate with society;
- Class participation may help learners to get rid of some psychological barriers that prevent them to talk with other members of their society like fear of speaking in public.

1.4. Causes Effecting Non-Participation

Learners may face a number of difficulties which hinder them to take part in oral contribution. Among these difficulties: self-confidence, fear of making mistakes, and the negative behaviour of the teacher.

1.4.1. Self-Confidence

The Shorter Oxford English Dictionary defines «confidence» as "the mental attitude of trusting in or relying on; firm trust, reliance, faith, assured expectation assurance arising from reliance (on oneself, circumstances, etc)"

Self-confidence can be essential element for students' learning process. In this vein, Maning & Ray (1993) argue that self-confidence can be regarded as being the opposite of shyness. Many learners think that they have low level, lack of ability or competence. In a short, they can not rely on themselves. Thus, these believes about themselves can impact negatively on their participation.

It is very important for learners to try to build their self-confidence by using a set of techniques. One of the most effective methods which can be used by students to subdue stress is by using some short positive sentence as in "*I can handle it*" (Jeffers, 1987). However, some students demonstrate their lack of confidence to hide their inability and incapacity to answer to the teacher's questions or taking part during the lecture (Celt, 1998).

1.4.2. Fear of Making Mistakes

Many learners are well-prepared their lectures and they are completely ready to speak in the classroom. However, they are afraid of making mistakes and being blamed by their teachers on being laugh at by clever students, (Tsui, 1995). In the related context, Browns (1980:164) claims that: “ *Human learning is fundamentally a process that involves the making of mistakes*”. In other terms, it is very important for students to keep in their mind that making mistakes in an essential part of learning and without making errors, students will never learn.

1.4.3. The Negative Behaviour of the Teacher

The teacher plays an extremely important role in motivating or pushing students to interact and contribute in class participation. In this fashion, Karp & Yoels (1976:426) claim that: “*the actions of the teacher are indeed most crucial in promoting classroom interaction*”

Making a harsh criticism, teacher’s discrimination between students, and his/her blame in the case when learners answered wrong can effect negatively on students’ participation. Accordingly, Wade (1994) found that the first cause in which students do not contribute in class discussion may be because of the teacher. In a word, the aggressive behaviour might be decreased and the complement or verbal encouragement might be increased (Rocca, 2010).

1.5. THE LINK BETWEEN SPEAKING SKILLS AND CLASS PARTICIPATION

Oral contribution can be seen as a facade that reflects learners’ speaking skills. Hence, there is a significant positive correlation between participation and oral skill. In this view, Dallimore. et al. (2008) point out that active preparation and taking part in class discussion have a great effect in improving oral production. Thus, the following points summarize the impact of class participation on speaking skills:

- Participation is a verbal behaviour of oral skills;

- Class discussion is an integrated part in speaking skills, i.e., making connected sentences with arguments then, articulating them in spoken form (Dallimore. et al. 2008);
- Generally, students who contribute actively in discussion classes, they are skilful than other silent ones (Dallimore. et al. 2008). In other words, language learners' verbal interaction may enhance or contribution to their development in English- speaking proficiency (Tsou, 2005);
- Students' contribution may help them to feel more comfortable in speaking, i.e., providing verbal interaction and confidence in classroom may allow language learners to ameliorate their oral communication in rapid way (Tsou, 2005).

1.7. CONCLUSION

This chapter was concerned with speaking skills and class participation. The researcher started with speaking skills and its effectiveness in the educational process. It has been noticed that large multilevel classes, the nature of the topic, and the absence of the appropriate textbooks are the key factors which effect negatively on promoting speaking skills. In addition to this, the researcher also dealt with definition of classroom participation and its kinds. Moreover, it has recorded that class participation may help learners to develop their communicative skills as well as allowing them to think in higher level and also to build their self-confidence.

Chapter Two:

Research Design & Data Collection

2.1. INTRODUCTION

The present chapter adopts a descriptive approach; it aims at giving a detailed description of the teaching and learning situation at Bouazza Miloud secondary school in Maghnia. Besides, it sheds some lights on sample population used for this study. The final part of this chapter describes the three research instruments used in the present work, namely questionnaire to teachers, learners' interview as well as classroom observation.

2.2. RESEARCH DESIGN

It is very important for researcher to take into consideration which research method he/she is going to rely on in his/her investigation. One of the most practical methods used in the pedagogical sector is case study and it is also termed monograph. According to Gerring (2004, 342) case study is: “*an intensive study of a single unit for the purpose of understanding a larger class (similar) units*”.

The case study research design refers to the study of one entity, a group, or process in order to gain a clear understanding of a larger population. Furthermore, in order to come up with valid answers to the problematics asked previously, the researcher tends to opt case study for many reasons notably:

- This type of research fits the nature of the researcher's topic.
- Case study is often used in the educational field.
- It provides a set of results about a certain phenomenon or element that may be generalized.

2.3. MILOUD BOUAZZA SECONDARY SCHOOL: a Brief Overview

The research work has taken a sample population of teachers and learners from Miloud Bouazza secondary school in Maghnia which is situated in the west of Tlemcen.

One may say that, Miloud Bouazza secondary school is one of the Algerian schools, it was built in September, 1988. It includes 1313 pupils among them 749 girls. Therefore, Miloud Bouazza secondary school is made up of six (6) streams including; Mathematics, Technical Mathematics, Natural sciences (Biology), Economic Sciences, Literature and finally Foreign Languages.

2.4. SAMLE PROCEDURE

Any investigation should be conducted under the cover of sample population. A sample contains a list of units and each unit is observed at point in time, (Gerring, 2004).

The Free English Dictionary defines a sample as: "a portion, piece, or segment that is representative of whole". In addition, a sample can be defined as a part of statistical population whose features are analyzed to elicit data about the whole, (Webster, 1985).

However, it has another definition when dealing with people, it comprises a series of informants (people, students) chosen from a larger population for the objective of an investigation, (Fridah, 2002). Furthermore, the aim of using a sample is to find out a concrete conclusion about the larger group.

While, population refers to a set of individual persons, objects in which the sample is taken for analysis or, studies. (Fridah, 2002).

2.4.1. Teachers' Background

The informants are teachers of English in secondary school. They are six (6) full time Algerian teachers in which their teaching experiences differ from five (5) months to twenty-five (25) years. They all have been taken as sample for this empirical work. Those teachers are composed of two males and the rest are all female teachers. Hence, all of them have licence degree except one teacher in which she has master degree.

2.4.2. Learners' Background

This case study deals with third-year learners studying foreign languages at Miloud Bouazza secondary school. This class consists of twenty-nine (29) pupils. Among them just four boys and the remaining pupils are all girls. Furthermore, their ages range between 18 to 23 years old.

Besides, they have eight subjects which are: Arabic, French, English, and Spanish in addition to History, Geography Islamic Sciences, and Mathematics. As far as English is concerned, they have five English hours per week and one extra hour added by the teacher in order to make other additional exercises as well as making recapitulation of the previous lessons.

2.5. RESEARCH INSTRUMENTS

Any research work is based on various research tools. Thus, the researcher selected three research instruments namely, teachers' questionnaire, learners' interview and, classroom observation to gain much information about the topic chosen as well as to achieve both quantitative and qualitative data.

2.5.1. Teachers' Questionnaire

It is kind of document which contains a series of questions to be answered by informants. As defined by Kothari (1990:100):

A questionnaire consists of a number of questions printed or typed in a definite order on a form or a set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own.

That is to say, the questionnaire represents a number of questions on certain topics to be addressed to the informants.

The main objective of this type of research is to collect data from respondents. In this research work, questionnaire has been addressed to teachers of English in secondary school to know a general view on instructors' background as well as to discover the participation of pupils, their level of speaking skills, and revealing the importance of class participation in enhancing oral skills.

Questionnaires can be structured as closed form, open form (unstructured) or mixed. However, the researcher used all of them.

a/ Closed/ Structured Question: it is also termed dichotomous questions, it is a kind of short question in which the respondents had to select one of the suggested possibilities without giving any comments or additions to the answer. In other words, the

The purpose of this questionnaire is to obtain some ideas concerning the effectiveness of class discussion on developing learners' speaking skills and to show the role of the teacher in improving speaking. For more details, the questions were divided into three major rubrics, in which each one aims at a particular purpose.

✓ **Rubric One:** Degree Held

This rubric was designed to gain some information about English teachers notably, their teaching experience and degrees held.

✓ **Rubric Two:** Speaking Skills

This rubric consists of five questions, each one has a specific objective.

Q1 and Q2 have been asked to the respondents (teachers) to denote the level of learners' speaking skills as well as to know if the teacher encourages his pupils to contribute in classroom speaking activities.

Q3 has been designed to compare active learners with passive ones at the level of oral skills.

Q4 this question aims at showing which kind of activities are adopted or implemented by the educators to improve pupils' speaking skills.

Q5 it is a direct question in which it identifies the way of teachers in correcting learners' errors during speaking activities.

✓ **Rubric Three:** Class Participation

The third rubric is made up of seven questions which have been addressed for many reasons:

Q1 is structured to know the level of participation in classroom.

Q2 has been addressed to the informants to identify if the teacher includes all pupils to contribute in class discussion.

Q3 aims at showing a number of activities that are proposed by teachers to increase pupils' participation.

Q4 this question is asked to denote who takes a great part during the discussion, the teacher or his pupils.

Q5 this direct question is designed to show the reaction of the teacher towards pupils' reticence to participate.

Q6 the last question aims at revealing the impact of class discussion on oral skills according to teachers' teaching experience.

2.5.2. Learners' Interview

An interview is a largely used method to collect data about the respondents' standpoints, experiences or attitudes. It is often used in applied linguistic studies (Dornyei, 2007). Hence, for Longman Dictionary (2002:271), an interview is a kind of research instrument which is accomplished by: "*a conversation between an investigator [interviewer] and an individual or a group of individuals [interviewees] in order to gather information*". According to Polit and Beck (2006) interview is a tool of gathering information in which the interviewer asks a list of questions about a certain topic to the informants in direct way or by telephone.

Additionally, types of interview according to the degree of structuring: structured interview, semi-structured interview and unstructured interview.

2.5.2.1. Structured Interview

Structured interview is similar to questionnaire in which the researcher has to prepare a number of useful written questions to use and asked during the conversation. In this type of interview, the researcher is obliged to use formal style (Dornyei, 2007).

2.5.2.2. Semi-Structured Interview

In this kind of interview, the researcher should prepare a schedule previously (Crabtree, 2006). Thus, Crabtree. et al. (2006) claim that semi structure interview allows the researcher to use oral, direct and open questions to collect more information about the topic chosen. Besides, in this type of

interview, the researcher can ask other questions during the conversation. Additionally, semi-structure interview lasts 30 minutes for each session (Bloom & Crabtree, 2006).

2.5.2.3. Unstructured Interview

First of all, it emerged in the branch of Anthropology as a tool to know people's attitudes and belief (Crabtree, 2006). According to Minichiello et al (1990) unstructured interview includes a set of questions which are redundant, i.e., the nature of this type of interview is that it is not guided or governed by a number of questions.

2.5.2.4. Methodology of Learners' Interview

The researcher used unstructured interview as a second instruments to elicit some ideas and information about the main strategies used by learners to get rid of lack of participation as well as to give a kind of credibility for this tentative study.

This interview was addressed to third-year foreign languages pupils in secondary school. It lasted nearly 30 minutes. Therefore, pupils were informed about the research topic and were asked to answer some questions. Additionnally, the interview contains five questions; each question has a particular purpose.

Q1 is asked to know the degree of pupils' participation as well as to discover the reasons behind lack of participation.

Q2 is formulated to denote which situation, learners feel comfortable to take part in classroom activities.

Q3 is designed to identify if learners like the way of the teacher in correcting their errors.

Q4 is open to know learners' attitudes towards the importance of class participation in learning.

Q5 has been structured to the respondents (pupils) to show the main strategies that are adopted by learners to get rid of non-participation.

2.5.3. Classroom Observation

Classroom observation is considered as one of the most important method in collecting data for empirical investigation. Additionally, it yields some direct notes about the chosen topic (Dornyei, 2007). In this fashion, Dornyei (2007:178) says: *“Observation is fundamentally different from questioning because it provides direct information rather than self-report account, and thus it is one of three basic data sources for empirical research”*

Accordingly, classroom observation seems to be one of the most practical instruments for collecting data and it is different from printed questions (questionnaire). Besides, the researcher added classroom observation as an extra method of collecting data in order to reach a concrete result and to make the study more valid and well-structured.

There are many types of observation depending on the shape or the organization of observation: structured observation and unstructured observation.

2.5.3.1. Structured Observation

It is also named systematic observation, in this type of observation, the researcher has to prepare well -organized plan or scheme in which she/he will rely on it during the lecture or lesson. Hence, structured observation helps the researcher to stress on a particular points or attitudes that happened during the observation (Dornyei, 2007). (see appendix ‘C’)

2.5.3.2. Unstructured Observation

Unstructured observation is not restricted, i.e., it does not include a plan (Dornyei, 2007).

The current work is about the effectiveness of class participation on oral skills, the case of third- year foreign languages pupils in secondary school. The major objective of this observation was to elicit the maximum information about

the importance of class participation for learners to reach a successful level in oral skills.

2.6. CONCLUSION

The present chapter was concerned with the description of the case study, including some background information about teachers and pupils. It also presented a detailed description of the research instruments adopted in this study. The next chapter will pave the way for analyzing and interpreting the data collected.

Chapter Three:

Data Analysis & Interpretation

3.1. INTRODUCTION

The current chapter presents data analysis of research instruments namely, the analysis of the questionnaire administered to English educators, the analysis of learners' interview as well as the analysis of classroom observation for the purpose of determining the effectiveness of class contribution on enhancing learners' oral skills.

3.2. DATA ANALYSIS

In the following section, data collected from teachers' questionnaire, pupils' interview in addition to classroom observation. The collected data will be analyzed quantitatively and qualitatively.

3.2.1. Teachers' Questionnaire Analysis

This section investigates data collected from the teachers' questionnaire. Each question of the two rubrics will be analyzed and discussed separately.

➤ **Rubric Two: Speaking Skills**

This rubric comprises five questions which are related to speaking skills.

The first question is asked to know the level of learners' speaking skills. The answers of teachers are shown in the following table:

Suggestions	Number of Teachers	Rate
High	0	0%
Average	5	83.33%
Low	1	17%
Total	6	100%

Table 3.1. Teachers' Belief Towards the Level of Learners' Speaking Skills.

Accordingly, it is obvious that the majority of teachers who represent (83%) of the whole sample denoted that the level learners' speaking skills is average, and only one of them assumed that the level of oral skills of her pupils is low.

The second question is formulated to know if the instructors encourage all learners to contribute in classroom speaking activities. It was found that all teachers (100%) declared “yes”.

It seems to be clear that all teachers share the same attitude in which all of them push their learners to take part in classroom speaking activities. In fact, the two questions were followed by “why” question to know the reasons behind their answers. The following causes were given by teachers:

- Speaking activities allow the learners to ameliorate their pronunciation and their fluency;
- Speaking encourages interaction among the learners and creates competition between them;
- The contribution in classroom speaking activities allows pupils to develop or enhance their oral skills not least communicative skill as well as to express themselves in correct English.

The third question is opened to evaluate the level of speaking for both active learner and passive one. All teachers shared the same standpoint that active learner has a satisfactory or good level in speaking and they demonstrated and confirm their answers by giving different attitudes towards active pupil:

- ❖ An active learner is motivated in class and the one who is involved in many learning situations; this enables him/her to grasp such difficulties in class participation;
- ❖ An active learner has good pronunciation; he/she masters some rules of grammar (the tenses, personal pronouns);
- ❖ The bright pupil will improve his speaking capacities through time, i.e., even if he/she makes mistakes but each time he tries to correct him/herself. In this way, he/she can reach a satisfactory level in speaking.

The fourth question is designed to identify the main methods which are adopted by teachers to enhance pupils’ oral skills.

In fact, the answers were different from one teacher to another, each one has his/ her own strategies to develop learners' speaking skills.

For teacher «A», he claimed that he tries to use dialogues and from time to time he implements some sessions of communication to create a kind of vitality in the classroom. For teacher «B», she said that she emphasizes on working in pairs and in group in addition to story-telling or even class discussion on the subjects which stimulate the learners' interest. However, for teachers «C » and «D», they have another technique in which they declared that they try to break the ice and selecting some amusing or funny topics to be discussed with their pupils. Finally, for teachers «E » and « F», they implement the same strategy in which they focus on reading some passages or texts and summarizing them orally in addition to selecting some beneficial dialogues to be presented by learners.

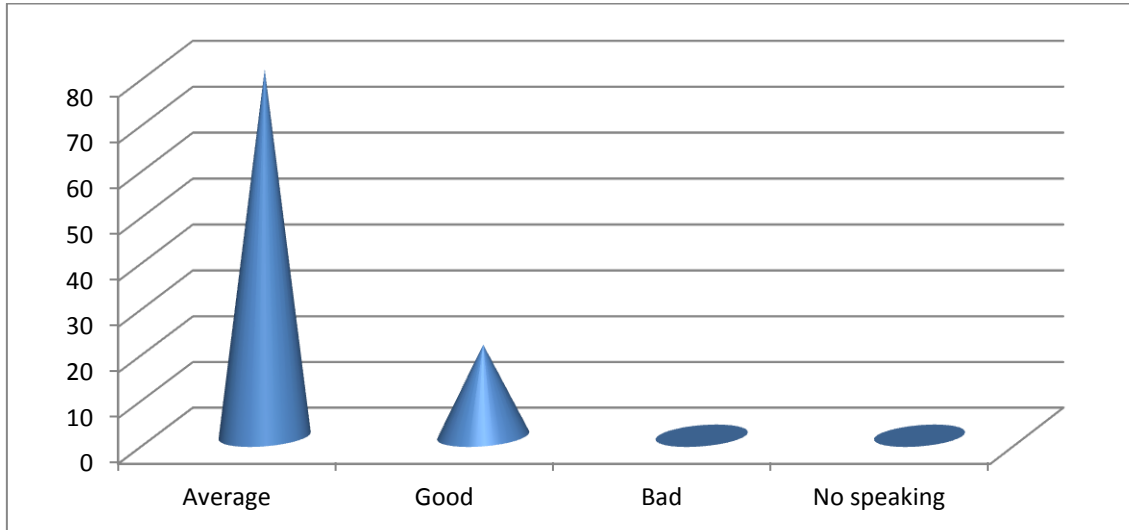
The last question was designed to the instructors to reveal their way of correcting learners' errors during speaking activities. Teachers' answers vary as the following:

- ✓ Giving or providing an opportunity for learners to correct himself (self-correction);
- ✓ Giving the role of correction of these mistakes to other pupils and the teacher may interfere when necessary (cases of difficulties);
- ✓ The correction of learners' errors should be done through a remedial work after revealing the error analysis;
- ✓ Errors may be corrected collectively rather than individually;
- ✓ Correcting the errors of pupils in gentle way (gentle correction);
- ✓ Attracting learners' attention by repeating a wrong sentence or words to discover and make them aware of the mistake (indirect/implicit correction).

Rubric Three: Class Participation

This rubric was concerned with learners' contribution in classroom. It was made up of eight (8) questions. Each question will be examined and tackled separately.

The first question was addressed to teachers to know their standpoints concerning the gradation of learners' participation. The following bar-graph shows the pupils' participation degree in classroom:



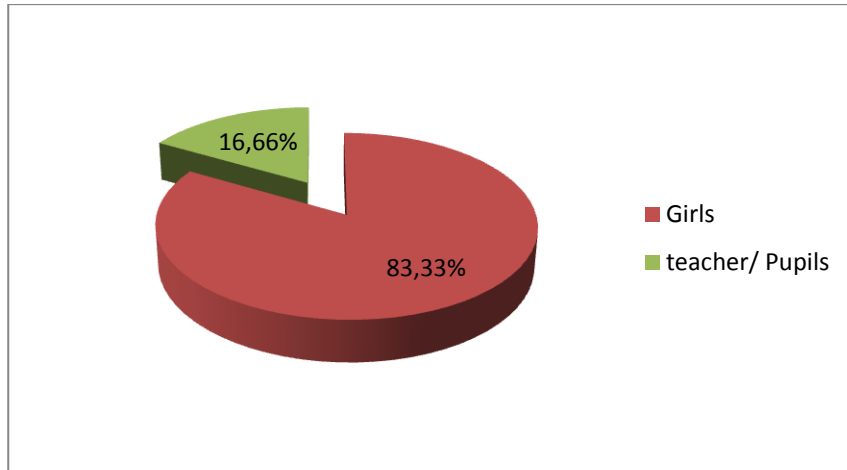
Bar-Graph 3.1. The Level of the Pupils' Participation

As illustrated in the above bar-graph, four teachers believe that learners' participation is average except for two teachers in which they evaluate the level of participation in class as good.

The second question of this rubric revealed that 100% of teachers encourage all pupils to contribute in class discussion and, no body (0%) said the opposite. They justify their answers by giving the following reasons:

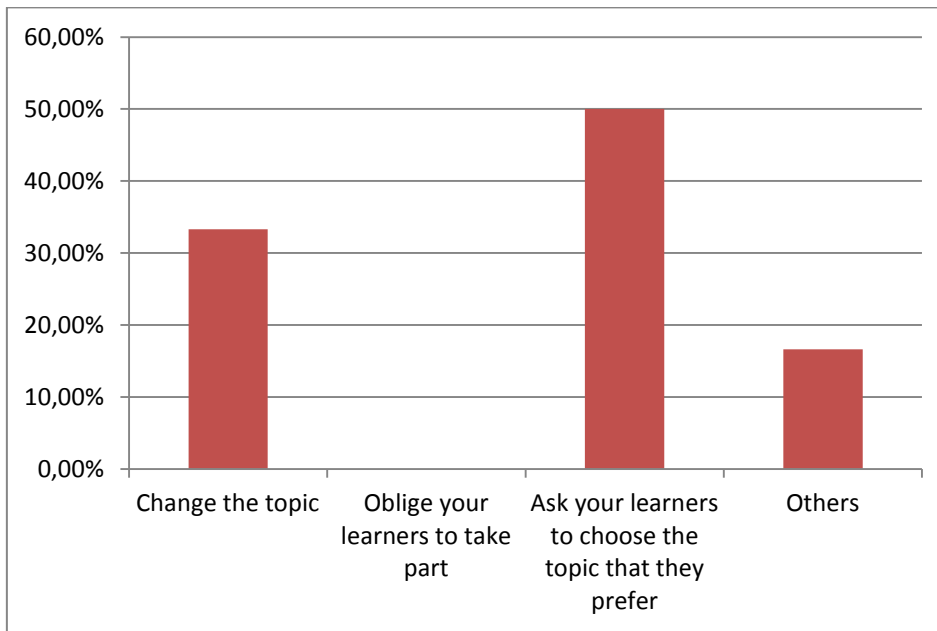
- The teacher should apply the CBA in which the learner is the centre of the learning process;
- Including all learners to participate in classroom give a chance to weak or disinterested pupils to be involved in learning situation. As a consequence, they do not feel marginalized;
- Learners' participation allows the instructor to check their ability in speaking.
- Taking part in class discussion allows pupils to get rid of some psychological problems notably, shyness, fear of making mistakes and, anxiety;
- Class participation trains learners to negotiate and learn from each other as well as allowing them to defend strongly their point of view.

The instructors are asked about who speaks more during the class discussion. It was noticed that the majority of teachers who present 83% of the whole population argued that their pupils not least girls who have a great portion in class participation. However, the remaining (16%) said that there is an equivalent between pupils' participation and teachers' talking. The following pie-chart illustrates this:



Pie-Chart 3.1. Teachers' Opinion About Who Monopolizes the Class Discussion.

The following question is formulated in order to clarify the reaction of the teachers when their learners have passive role during the lesson. The answers of teachers are given in the following bar-graph:



Bar-Graph 3.2. Teachers' Reaction When Classroom participation is Passive.

From the previous bar-graph, it is clear that three teachers apply the same strategy in which they ask their pupils to choose the topic that they prefer. While, two teachers do not use the same method but they rely on changing the topic. However, one teacher do not use these suggested techniques but he adopts other ones especially, he simplify the topic by using simple words and utterances.

The four propositions were followed by “why” question to denote the reasons behind their selection. The following causes were given by teachers:

- ❖ Some teachers posit that they should always be aware that the type of the topic motivates the learner. Learners' selection of the topics which suits their age, background and interest are necessary.
- ❖ Others claimed that if the teacher discusses a topic that the learners are not interested in, they will get bored and it is impossible to get their attention unless the teacher changes the topic. Additionally, changing the topic gives up an opportunity for pupils to be more active.
- ❖ Other teacher simplifies the topic by using very simple words and utterances can let the learner to react quickly with the topic and understand it easily.

The question is opened to reveal the influence of class participation on speaking skills and the linkage between them. All instructors claimed that both class participation

and speaking skills go hand in hand and they are closely related to each other. According to teachers' perspectives, participation is an integrated part of speaking skills, i.e., speaking skills depends on active participation and without it there is no improvement or enhancing learners' capacities especially, oral skills. Furthermore, classroom contribution seems to be the one most important ways to acquire the English languages in which it is space where learners can speak, communicate, express their views freely and, use English correctly, accurately and even fluently. In sum, class participation can be considered as first brick for constructing and building good level in speaking skills.

3.2.2. Learners' Interview Analysis

The main objective of selecting learners' interview is to evaluate the level of pupils' participation, to find out an explanation to learners' reluctance to participate as well as to discover pupils' methods that are applied to overcome lack of participation.

During the interview, both the teacher and the researcher tried to reformulate some questions that are somehow difficult for learners to understand them easily. Additionally, they are allowed to give their responses in Arabic.

Pupils were asked some questions that are correlated to research topic. Thus, pupils' answers are shown in the following points:

- The majority of pupils confirmed that their level of participation is average and they stated a number of causes that lead them to be passive in the classroom. Among them are: lack of vocabulary, lack of ideas, lack of preparation, bad pronunciation, insufficient number of English hours in addition to lack of organization and overcrowded classes.
- It seems to be clear that all learners prefer to work in group (collectively). According to their answers, this method allows pupils to exchange ideas and to discover other knowledge.
- One can notice that the majority of learners like the way of the teacher in correcting their errors. In this, vein, some them said "*it is with pleasure to receive the correction of our errors from the teacher*".
- It has been noticed that all learners are aware of the importance of class participation in their learning process. Besides, they argue that class participation

helps pupils to understand more, to reach much vocabulary, to improve pronunciation and oral skills as well as to check some errors done by pupils.

- During the interview, some pupils gave up some techniques to get rid of lack of participation. These proposed methods are varying from one learner to another.
 - One boy among four posit: “I try to speak English at home with my mother”, and he said also he stands in front of mirror and start speaking.
 - One girl uses dictionary to check the meaning of the word to have enough vocabulary. According to her, this method allows learners to express their ideas freely.
 - Another girl stated that each time, she revises the previous lesson before coming to the class.
 - Other girls use technology namely Facebook and Skype (social chat) to communicate with different people in various nations.
 - Other two girls rely on listening and at the same time repeating with some English songs. For them, this technique ameliorates their pronunciation as well as enables them to speak as native speaker.
 - The rest of pupils do not adopt any strategy.

3.2.3. Classroom Observation Analysis

Besides the questionnaire which was administrated to teachers and learners’ interview, the researcher added classroom observation as a third research instrument to collect some pieces of information that are related to the research topic and to make this investigation more reliable.

The researcher had visited third-year foreign languages pupils. The three sessions were divided into three parts: the first part dealt with reading a text from the English book entitled " Education in Britain" and then answering to the questions as well as making a comparison between the British educational system and the Algerian one. Whereas, the second part stressed on doing the task in which the learners were asked to pick out from the text some expressions or sentences that describe similarities and differences. The last part was about the correction of that exercise. Therefore, the following remarks were observed in terms of learners’ participation and learners’

speaking skills. The following observed remarks vary, and the main ones are summarized here:

- The teacher recapitulated the previous course with his pupils.
- Girls are more motivated than boys and they participate actively in the class discussion.
- The teacher used only English language in the class by using simple words.
- There is a quit equivalent between learners' participation and teacher's talking.
- Only two boys among four who contribute in class discussion.
- The teacher re-explains unclear point.
- All pupils work in pairs and even in group.
- During the correction of the exercise, all learners were involved in the correction.
- Each time, teacher gave the correct pronunciation of some words.
- Generally speaking, pupils' participation was based on:
 - a) Asking the teacher to clarify some confused points by inserting some Arabic words.
 - b) Reading a sentence from the text.
 - c) Writing the correct answer in the board.

The following observations are related to Pupils' oral skills

There is a clear difference between pupils in terms of speaking skills. That is to say, just two learners one boy and one girl have a satisfactory level in speaking but the remaining pupils have an acceptable level. As shown in the following points:

- The two pupils have American accent (rhotic pronunciation), they react quickly when the teacher asks them;
- They master perfectly the English grammar;
- They use some American words. For instance: "wanna" instead of "I want";
- Their utterances are well-structured and connected;
- They use long sentences instead of short ones.

However, the main characteristics of other pupils are:

- They use purely British words;

- They use very simple words;
- They insert some Arabic words during the discussion;
- They make some errors notably at the level of grammar and pronunciation.

3.3. DATA DISCUSSION AND INTERPRETATION

The present study was set out to determine in what ways class participation may lead to proficiency or at least to have an acceptable level in speaking and revealing what kind of activities that are applied by the instructor in the classroom to grasp such difficulties in speaking.

The results of this investigation show the effectiveness of class participation on developing learners' oral skills; the answers gathered from teachers' questionnaire and classroom observation confirm that participation is the mirror of the speaking that is to say, the teacher could evaluate and identify the level of learners' speaking through their contribution in classroom activities. In other terms, participation and speaking go hand in hand and they are inseparable. Furthermore, all teachers shared the same standpoint in which they view class participation as:

- A pedagogical method to learn foreign languages especially English.
- A free and only space where pupils could practise oral skills because most of them do not use English outside the classroom, since the English language has not social use or status in Algeria.
- A first brick for learners to achieve a successful proficiency level in English
- A chance given to pupils to use English correctly (accuracy) and even fluently.
- An effective way for pupils to break the ice of fear, and allowing them to express themselves fluently.
- An opportunity to improve communicative skill and communicative competence.
- An indicator which reflects the level of pupils' oral skills.
- Lack of participation leads to less proficiency and even no improving in speaking.

Hence, these results may give a clear answer to the first research question of this empirical study.

The second major finding was that there are different obstacles that prohibit some learners do not participate in the classroom. These barriers may be at the level of cognitive background including: lack of vocabulary (linguistic knowledge), lack of ideas, lack of preparation, and bad pronunciation in addition to some problems that are correlated to class management notably: insufficient number of English hours (lack of time), lack of organization, and overcrowded classes.

The collected data present the role of the teacher in motivating learners to be involved in classroom activities and his/her role in developing learners' speaking. Hence, all educators are increasingly aware of the significance of speaking in the learning process.

For this reason, most of them apply a number of strategies to enhance learners' speaking. Among them the following:

1. Devoting much time for sessions of communication;
2. Selecting some amusing topics to stimulate learners' interest;
3. Proposing some interested topics to be presented orally;
4. Using technology by bringing some videos to show how native speakers speak;
5. Allowing pupils to speak even if they make grammatical errors and without blaming them;
6. Working in pairs and in groups;
7. Maximizing STT and minimizing TTT. Therefore, these answers provided by teachers may answer the second research question of this investigation.

Multiple regression on analysis revealed that some learners take the responsibility of their learning and they are motivated to ameliorate their speaking through participation. Some of them train themselves to be good communicators or fluent in English by adopting a set of strategies to overcome some reasons that lead to non-participation in the class. Besides, the following techniques are taken from learners' interview:

- ❖ Speaking in English at home with members' family even if these members do not master that language;
- ❖ Standing in front of mirror, and start speaking. This method also can help learners to build their self-confidence and to feel more comfortable;

- ❖ Using technology namely, Facebook and Skype (social chat). In this way, pupils could communicate with different people in various nations;
- ❖ Revising the previous lesson before coming to the class;
- ❖ Using dictionary to check the meaning of the word and to reach enough vocabulary that may allow learners to express their ideas freely;
- ❖ Listening and at the same time repeating with some English songs to have good pronunciation. This method can be fruitful to be applied. Thus, this may answer the third research question asked earlier in this work.

3.4. CONCLUSION

Taken together, these findings affirm the role of participation in promoting speaking skills for language learners. Moreover, this chapter dealt with practical side of this study. It attempted at analyzing data collected from the three research instruments used. It sums up a brief interpretation of the main findings obtained in which it may answer the research questions mentioned earlier. The next chapter strives to yield sample activities to be implemented in the EFL classroom.

Chapter Four:

Pedagogical Recommendations

4.1. INTRODUCTION

The final chapter offers some practical propositions and recommendations that are addressed to English teachers and language learners for the purpose of developing oral production as well as increasing class participation in the EFL classroom.

4.2. PEDAGOGICAL ACTIVITIES TO PROMOTE ORAL SKILLS

A suitable atmosphere may help language learners to communicate and interact effectively with other students in the classroom. Hence, there are set of techniques of enhancing learners' speaking skills. The following section will suggest a number of tips:

4.2.1. Using Communicative Activities

Communicative activities might yield a variety of situations that allow language students to apply them easily. These activities seem to play a significant role in promoting learners' speaking in addition to creating good connections between teachers and pupils. Communicative activities may include: role-play and discussion (Oradee, 2012).

4.2.1.1. Role-Play

Role-play is a kind of tasks and exercises where language learners act in different situations. For instance, the teacher asks his students to act as a doctor (Harmer, 1998). It is an efficient way for students to practise the target language in real situation. Thus, it might promote speaking confidence in which learners become able to communicate in front of the others without any psychological barriers (Oradee, 2013).

Asking all students to act out in a certain situation can create a kind of vitality in the classroom and even the participants will be amused. However, it can decrease the quantity of speaking for each learner (Morozova, 2013).

4.2.1.2. Discussion

It is the best way to improve oral fluency and exposure language in authentic environment. Class discussion can create a kind of friendly atmosphere between participants and the educator. Moreover, it also allows students to pay attention to other learners' answers and ideas (Morozova, 2013).

4.2.2. Teachers' Role

The instructor may play a great role in promoting learners' speaking in which he/she could give more time for students to speak freely, i.e., TTT might be minimized and STT is maximized. In addition, the teacher may try to prepare a list of activities and insert them in the course or lesson that fits the target language and learners' needs (Morozova, 2013).

4.2.3. Peer Coaching

It is also named "*each one teach one*", peer coaching is a kind of cooperative learning in which the bright pupils teach others. Furthermore, this kind of training or coaching activity may take place in the classroom where there are mixed abilities or levels (beginner, intermediate, and advanced). In this case, the educator has the possibility to divide his/her class into different groups; each group may contain at least one clever learner among other weak students. This technique can be fruitful and useful to be implemented simply because it gives the opportunity for learners to support each other, as well as to work collectively (Bowman. et al. 1989).

4.2.4. Dramatization/Tragedy of Scenes

Dramatization of scenes and reading the famous play or sketch are practical tricks that can be easily applied in the class. The benefit from this strategy is that learners will be accustomed to take risk, be always motivated, and it can be efficient for fluency (Broughton, 1980).

4.2.5. Dialogue Drill

Dialogue drill came from the Audio-Lingual Method in which language learners repeat and imitate teacher's speech. Hence, the implementation of this tool in EFL classroom may develop learners' vocabulary, grammar, pronunciation, and oral skills (Kerns. et al. 2006).

4.2.6. Problem Solving

It emphasizes on learners' affairs and problems as a topic to be discussed. Hence, through the use of this technique, students will promote their communicative skill as well as they will enhance their critical thinking (Kerns. et al. 2006).

4.3. LEARNERS' TECHNIQUES TO OVERCOME LACK OF PARTICIPATION

Class participation is considered as a pedagogical method as well as it is an effective way to improve oral production. Participation includes the interaction between students and teachers. Besides, it is used to get language learner involved and engaged in learning situation. Additionally, class participation may give the opportunity for students to trigger their speaking simply because through participation learners try to speak (Morozova, 2013). Hence, learners might increase their participation by adopting a list of strategies that lead them to interact freely. The following methods are suggested:

4.3.1. Student' Preparation of Assignments

Students may prepare their lectures or making research in advance in order to have a general idea of the next lesson and also to have enough information that may help students to interact in the classroom. On the other hand, doing the homework may allow students to have full understanding of the main ideas of the previous lecture or lesson.

4.3.2. Asking Questions

It is another technique for learners to take part in vocal contribution. Asking questions may allow students to be involved with the materials as well as other learners can benefit from these questions. However, before asking questions, learners try to revise their previous course, and check if there is an ambiguous point that should be clarified. On the other hand, this method may provide a chance for the educators to indicate the level of learners' understanding.

4.3.3. Arriving Early

Pupils may come early and try to profit some minutes to prepare themselves, revise their preparation, refresh the memory and try to be completely ready to participate with the teacher. Thus, this method can effect positively on learners' psychology.

4.3.4. Pick out a Good Seat

It is very important for learners to choose the place where they will be able to interact and speak in comfortable way. Some pupils who seat in the back can not participate because they are far from the teacher as well as they are incapable to speak loudly, (these methods are excerpted from Students Learning Support Tutorials).

4.3.5. Listening to English Materials

Learners could profit from the media through listening to English songs, following the programmes of the international radios, and watching films. In this way, pupils will be aware of how native speakers speak in addition to knowing different varieties (dialects and accents) of the English language (Morozova, 2013).

4.3.6. Learning One Word per Day

By utilizing any type of dictionary whatever English/English or Arabic/English might be fruitful for language learner. Each day, pupils decide to learn at least one word per day so that by the end of the month, he/she could gain much vocabulary that might allow his/her to use English correctly (accurately).

4.3.7. Recording Some Passages

Pupils might select some interesting texts or speech of some well-known persons and then they could record themselves by their mobiles or any type of recording instruments. In this way, they will ameliorate their pronunciation as well as promoting speaking confident.

4.3.7. Mastery Brain

Mastery Brain is a psychological concept which means a group of learners who have a positive view or attitude towards learning in general. It could give an additional value in promoting students' learning. In addition, mastery brain can be helpful for uninterested pupils to get a kind of motivation from positive learners by associating them in activities. In this case, passive learners become motivated, persistent, and they changed their negative views towards their learning. Besides, mastery brain is of great benefit, not

only to create a positive competition between learners, but also to allow them to increase their participation as well as to be more engaged and active in learning situation.

4.4. PEDAGOGICAL RECOMMENDATIONS

In learning and teaching situation, the role of the teacher does not work in isolation. Learners, administrators and school psychologists should be part of it. The pedagogical recommendations that will be illustrated in the following section include: the implementation of collective learning in the class, learners' animation, and psychologist's contribution in learning process. As listed below:

4.4.1. The implementation of Cooperative Learning Model in the EFL Classroom

It is also termed collective learning or learning communities, cooperative learning is considered as an integrated part of teaching and learning situations (Macpherson, 2000 2008). It includes various exercises and tasks to be applied in the class. The major tenet of this model is to build "scaffolding" knowledge collectively, (Dooly, 2008). The major slogan of the collaborative approach is that *"each member of the group has to learn something"*, (Dooly, 2008).

In this model, the teacher still has the function of guiding and controlling all the events and things that happen in the class even if all learners work together, (Dooly, 2008). Additionally, collective learning model offers a list of advantages for language students, among them are:

- Learners apply and demonstrate what they have already acquired (Myers and Jones, 1993);
- Through collective learning, students become researchers (autonomous) and self-directed (Dooly, 2008);
- Students work collectively to accomplish some common goals (Macpherson, 2000 2007);
- Cooperative learning enhances learners' critical thinking (Macpherson, 2000 2007);
- It increases the competition between students (Macpherson, 2000 2007);

- Students adopts the role of supportive in which each one helps and encourages other students (Duncan, 1994);
- Through this model, learners could fossilize and fix their knowledge;
- This approach increases learners' motivation (Dooly, 2008);
- Learners could keep the knowledge that they learnt in a long time (Dooly, 2008);
- Students will take the responsibility of their learning (Dooly, 2008);
- It develops communicative skills (oral production) (Macpherson, 2000 2007);
- Collective learning provides deep learning (Macpherson, 2000 2007);
- Through collaborative learning, some students could overcome some psychological constraints. As result, they might build the their self-confidence;
- Students become able to speak in public.

4.4.2. Some Proposed Activities to be Applied Outside of the Classroom

There are many activities that can be easily implemented in the school and at the same time they might be helpful for learners to accomplish some learning goals. The following section provides sample of techniques:

4.4.2.1. Learners' Animation

Some Algerian institutions organize a party or festival at the end of each semester so that each language learner could benefit or profit from this festival by animating some rubrics which include some funny activities in English and presenting them verbally. This technique has a positive impact on students' speaking as well as it might help them to develop their habit to speak in public.

4.4.2.2. Psychologist's Contribution in the Learning Process

Nowadays, the presence of school psychology becomes necessary in which he provides a plenty of positive contributions that will benefit so many learners and educators. For this reason, many countries like U.S.A, Canada, and Turkey, school psychology is an integrated part in school programme. Besides, the main objective of implementing psychology in school is to help and support some learners who have psychological difficulties (Rooth, 1996) as well as to help teachers to find out solutions for learners' learning problems especially those with special needs (Merrell. et al. 2006).

Thus, the contribution of school psychology may offer many services. Among them the following:

- *Intervention/Consultation*

As far as learners are concerned, many learners suffer from some psychological problems not just the lack of self-confidence, but also lack of motivation, anxiety, and shyness. All these issues can be solved by psychologist's orientation and intervention. Additionally, whenever, pupils feel anxious and agitated, they could simply consult their psychologist (Merrell. et al. 2006).

- *Providing Some Techniques*

School psychologist could develop school programme that suit learners' styles, interests and needs as well as he might yield some alternative teaching strategies. For example, educational psychologist trains or coach some pupils how to speak in public without any complex (Merrell. et al. 2006).

- *Changing Learners' Negative Attitudes*

The role of educational psychologist is to listen to the learners and then tries to identify and check their problems. After identifying the issue, he may give some verbal positive expressions that might be supportive for pupils as well as he could also changes some negative believes towards something. For instance, some students are reluctant to participate. In this case, psychologist may interfere to convince them about the importance of participation in their learning in rational way (Merrell. et al. 2006).

- *Working Collectively*

This means that, school psychologist, educators, and administrators are associated to find out what kind of services needed to be applied in order to accomplish some learning goals. This collaboration presents many services like: providing special psychological support for students, behavioral help, and including parents' contribution (Ysseldyke and Schakel, 1983).

4.4.3 Some Tips to be Considered

Offering some positive statements and giving some pieces of advice are necessary for pupils to be included and involved in learning process. The following tips are addressed to language learners. These tips are listed bellow:

- ✓ Be highly motivated;
- ✓ Bring interest, background and your life experience to the learning situation;
- ✓ Be very curious;
- ✓ Be confident when you start speaking;
- ✓ Be persistent;
- ✓ Be initiator in participating;
- ✓ Participating as much as you can;
- ✓ Create your own space where you can practise the target language;
- ✓ Making acquaintances from different countries;
- ✓ Using the target language in your daily life if it is possible;
- ✓ Be ambitious;
- ✓ Read some English books, articles, and magazine.

4.9. CONCLUSION

The current investigation came up with the idea that both teachers and students are important components in teaching and learning situations in which each one has his place to make the learning atmosphere more active and beneficial. Thus, this chapter proposed some realistic and practical suggestions notably using communicative activities, peer coaching, dialogue drill, problem solving, and the implementation of cooperative learning that might be supportive for English educators to develop learners' speaking and also they may be helpful for learners to speak English accurately and even fluently through time.

General Conclusion

General Conclusion

Speaking is an important and valuable that should be included and performed in learning any language. Hence, speaking might be enhanced in various ways. The correlation between class participation and oral skills is undeniable, since the former is considered as an opportunity offered for learners to use a target language in real situation. However, promoting speaking only in the classroom does not work in isolation but rather it needs to be developed both inside and outside the class.

This empirical research brought to light the importance of class participation in achieving a satisfactory level in speaking. The researcher had also presented some learners' techniques to be practised for the purpose of discarding lack of participation.

The research work had been divided into four main chapters. The first chapter aimed at defining some theoretical key-concept related to speaking and participation. The second chapter had described in general Miloud Bouazza secondary school in Maghnia and research design used in this work. Besides, it had introduced the sample population and the research instruments adopted. While, the third chapter was about data analyses and interpretations of the main findings of the field work. However, the last chapter offered a sample of activities and exercises that might be supportive for both English teachers and language students.

Therefore, classroom participation appears to be one of the best practice in the class since language learners could not use English outside the classroom as well as it is a primary brick for EFL learners to achieve a successful proficiency level in English and its absence leads to less proficiency and even no progress in speaking.

Furthermore, devoting much time for sessions of communication, using technology, selecting some amusing topics, maximizing STT and minimizing TTT are the most common techniques applied by teachers for the purpose of developing learners' speaking.

General Conclusion

Additionally, speaking English at home, using dictionaries, connecting and making acquaintances with different people through Skype and Facebook, and recapitulating the previous lessons are methods that are adopted by learners to increase their participation in classroom.

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APPENDICES

**Appendix 'A':
Teachers' Qestionnaire**

Appendix 'A' : Teachers' Questionnaire

Appendix 'A' : Teachers' Questionnaire.

Dear teachers,

I am second year master student at the English department. I am preparing a research work on the influence of class participation on speaking skills. Hence, you are kindly requested to answer the following questions. Please, use a cross (x) to indicate your chosen option, and justify your answer when necessary.

Rubric : Degree Held

- BA (Licence)
- MA (Master/ Magister)
- PHD (Doctorate)
- Your teaching experience.....

Rubric 2 : Speaking Skills

1) How do you consider the level of learners' speaking skills ?

High Average
Low

2) Do you encourage your learners to contribute in classroom speaking activities ?

Yes No

Why.....

3) Who has a satisfactory level in speaking ?

Active learner Passive learner

State why.....

.....

Appendix 'A' : Teachers' Questionnaire

4) What kind of strategies you adopt in your class to ameliorate pupils' oral skills ?

.....
.....
.....

5) How do you correct your learners' errors during speaking activities ?

.....
.....
.....

Rubric 3 : Class Participation

1) What is the level of participation in your classroom

Good

Average

Bad

No speaking

2) Do you include all learners to take part in classroom activities ?

Yes

No

3) What kind of activities you adopt to raise pupils' participation ?

Role-play

Class discussion

Story-telling

Others

If yes, why.....
.....
.....

4) During the lesson who monopolize the discussion ?

The teacher (TTT)

Appendix 'A' : Teachers' Questionnaire

Pupils (STT)

Girls

Boys

5) How do you react when your learners are reluctant to participate ?

Change the topic

Oblige your learners to take part

Ask your learners to choose the topic that they prefer to talk

Others

State why.....

.....

6) According to your teaching experience, what is the impact of class participation learners' oral skills ?

.....

.....

.....

May I thank you in advance for your collaboration

**Appendix 'B':
Learners' Interview**

Appendix 'B': Learners' Interview

Appendix 'B': Learners' Interview.

1) How do you evaluate your participation in the classroom ?

Good

Average

Low

Why.....
.....

2) In which situation your comfortable to contribute in classroom activities ?

Individually

In pair work

In group work

3) Do you like the way of the teacher in correcting your errors ?

Yes

No

Why.....
.....

4) According to you, what is the importance of class participation in your learning process ?

.....
.....

5) Do you use any strategies to get rid of lack of participation ?

Yes

No

If yes, what are these strategies ?.....
.....

Appendix 'C':

Classroom Observation Sheet Sample

Appendix 'C' Classroom Observation Sheet Sample

Appendix 'C': Classroom Observation Sheet Sample.

The Nature of the Topic	Learners' Participation Degree	Teacher's Talking	The Nature of Participation	The Level of Pupils' Speaking Skills (Girls)	The Level of Pupils' Speaking Skills (Boys)	Teacher's Way of Correcting Errors
Reading a text & discussion	Girls			Beginner	Beginner	
Grammar	Boys			Intermediate	Intermediate	
The coorection of exercice				Advanced	Advanced	
Oral presentation of The project						

ملخص باللغة العربية:

حاول هذا البحث شرح دور و اهمية المشاركة في القسم في تطوير و تحسين مهارات التكلم لدى تلاميذ اللغات الاجنبية. و في هذا الصدد, تمت دراسة حالة بثانوية ميلود بوعزة بمغنية مع تلاميذ السنة الثالثة لغات اجنبية وكذا اساتدتهم ;حيث اجريت مقابلة مع التلاميذ ,اجراء ملاحظة بلاضافة لاستطلاع لدى اساتدة اللغات الانجليزية و ذلك حول اهمية المشاركة في القسم في تطوير مهارة التكلم باللغة الانجليزية. كل من الاساتدة و التلاميذ اكدوا بدور المشاركة في القسم في ترقية مهارات التحدث.

الكلمات المفتاحية:

المشاركة في القسم. مهارات التحدث. دراسة حالة.

Résumé en Français:

Ce travail de recherche a tenté d'élucider l'importance de la participation en classe dans la promotion de la production orale chez les élèves . Ainsi, une étude cas a été menée avec les élèves de troisième année les langues étrangères au lycée de Miloud Bouazza à Maghnia, ainsi les enseignants d'anglais ont reçu un questionnaire, et les élèves ont reçu un interview. Tous les deux ont confirmé que la participation joue un rôle très important dans le développement des compétences orales.

Mots clefs :

La participation en classe. La production orale. Etude de cas. Compétences orales.

Summary in English:

The current investigation attempted at explaining effectiveness of class participation in promoting oral production. Hence, a case study was conducted with third-year foreign languages learners at Miloud Bouazza in Maghnia as well as their teachers of English, where the former received an interview and the latter received a questionnaire. In addition, the researcher did classroom observation as an extra method of collecting data. Both teachers and learners confirmed that class participation seems to play a significant role in enhancing oral skills.

Key words:

Class participation. Oral Production. Case study. Oral skills.

