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Mohamed Kheider University of Biskra

Faculty of Arabic Literature and Foreign Languages

Department of Foreign Languages

Branch of English Studies

The Contribution of Classroom Participation in Raising

Foreign Language Learner's Fluency

A Case Study of: Third Year LMD in Biskra University

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of master of sciences of the language.

Supervised by: **Submitted by:**

> **Dr. Ahmad Bashar**   **Hamza Messous**

Board of examiners:

> **Mrs. Nachoua Hassina**

> **Mrs. Rabehi Salima**

> **Mrs. Mebarki Amina Zohra**

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Dedication

In the name of ALLAH, Most Gracious, Most Merciful, All the Praise is due to ALLAH alone, the Sustainer of all the worlds.

I dedicate this modest work to my dearest and wonderful parents especially my father (may ALLAH bless him) who brought me to this life and who raised me to be the person I am today.

You have been with me every step of the way, through good and bad.

To my dearest brothers and to their wives

To my lovely sisters and their husbands and children

To all my uncles and cousin.

To all my and their wives and husbands.

To all my friends with whom I shared the university life.

To my closest friends: Mohamed, Saddam, Taki and Ibrahim Douida.

To all those who love me and I may forgot them

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ABSTRACT

The present study attempts to investigate the contribution of classroom participation in raising foreign language learners' fluency. The majority of learners at the English department of Biskra University do not use the language frequently. Therefore, the problem raised here is classroom participation for students that is almost neglected and has a little interest, and the majority of learners are passive consumers of the knowledge. For that, we suggest some hypotheses: firstly, If teachers encourage active participation, the students' level will be increased, secondly, If teachers engage students in meaningful tasks, their level of speaking will develop. Finally, if teachers provide well classroom climate, learners' speaking difficulties will be avoided. The main purpose of this work then is to increase the learner's proficiency in speaking through participation in the classroom without fear of making mistakes and shyness. The method of this research is descriptive. That is, it aims to describe two administered questionnaires to third year LMD students and to the teachers who have taught oral expression at the branch of English, University of Biskra. Furthermore, the data collection is analyzed quantitatively. The results show that the students are aware that classroom participation is important in developing speaking skill, but some of them feel shy and are afraid from making mistakes and this is a big problem that faces learners. For this reason, teachers stated that they use different techniques of speaking skill, in addition to different kinds of classroom participation. This is for motivating; as well as helping the students effectively to speak frequently, so that they will reach their levels in speaking the foreign language.

LIST OF ABBREVIATIONS

EFL: English as Foreign Language

LMD: License Master Doctorate

L2: Second language

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Introduction

Educational institutions have emphasized to make sure that learners achieve their purposes in life and participate effectively in classroom during their classes. With the act of the No Child Left Behind, attempts to realize this target for the majority of learners have intensified. Almost, all children are successfully meeting state and educational standards, but others are not. To develop learning for all learners, teachers and instructors need some information and direction about evidence-based plans that can support students who are not meeting standards (Snow, 2005).

Studies in language learning have addressed the necessity of classroom interaction or student's oral participation in class. However, getting students to respond in a language classroom is a problem that most language teachers face.

1-Background of the Study

Mc .Carthy (1991) states that speaking skill is a process of constricting meaning that involves producing and processing information. It involves a communicative ability to use language to transmit messages in different situations. It is to interact with participants and carry a message of some sort. This skill emphasizes the practice of language used when learning in the possible different situations using different structures and performing actions usually in an interaction talk

In order to achieve communicative goals, being skillful in speaking means to be able to produce expected patterns of specific discourse situations. In other words, to be able to decide what to say in the situation, saying it clearly, and being flexible during a conversation when a difficult situation comes out. Classroom interaction is studied from a social interaction perspective to provide the mechanisms teachers and students use to conduct their classroom business. This business varies from teacher-fronted activities to student group work, or teacher-student dyadic interaction.

Participation is concerned with the classroom work participants do together in mutual interactional engagement and therefore focuses on what participants make observable for each

other in their interaction behavior, both in terms of how participants want to be understood and how they understand each other in the classroom. The interaction and the mutual understanding involved are the concern and the achievement of more than one actor and these activities therefore are studied as a social process rather than as a set of individual cognitive processes (Koole, 2001). Participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance (Dancer &Kamvounias, 2005). It also has been shown that faculty perceive six levels of participation from students, moving from simply attending class through giving oral presentations. (Fritschner, 2000)

Participation also has been defined as ''the number of unsolicited responses volunteered'' (Burchfield & Sappington, 1999, p. 290).It can come in many different forms, including students' questions and comments (Fassinger, 1995), and it can take a few seconds or an extended period of time (Cohen, 1991). Moreover, Wade (1994) considered the ''ideal class discussion'' (p. 237) as one in which almost all students participate and are interested, learning, and listening to others' comments and suggestions.

The language is a system of arbitrary vocal symbols, which permit all people in a given culture, or other people who have learnt the system of that culture, communication or to interact. By speaking, we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth. This skill is also neglected in our classrooms. Students do not get any chance either in the clas room or outside to speak English. Speaking is not a part of our examinations. Learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue just by listening and repeating. The teacher can adopt the same natural way. He can give them certain structures and ask them to repeat. This will remove their shyness. He can give those drills in the basic patterns of language. Asking short questions and the use of short dialogues in the classroom can also develop this skill.

The learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other

language the learner knows. Through comprehension activities, the learner can internalize some vocabulary and some grammatical structures, which will help the learner to understand more in stage two, when she or she knows enough to actually converse in a simple way. (Marriam, 2011, p. 35-36)

Learners are supposed to help themselves to participate more in the classroom, and teacher has a big role to motivate them by different ways and techniques in order to make them speak frequently.

2-Aim of the study

This present study, aimed at investigating the contribution of classroom participation in raising English language level of fluency for learners.

3-Statement of the problem

The majority of learners at the English branch of Biskra University do not use the English language frequently. Therefore, the problem raised here represented by classroom participation which is almost neglected and has a little interest, and the learners are Just passive consumers of the knowledge.

The questions posed here are:

1/ What is meant by classroom participation and what roles does it play in the speaking skill?

2/ What can teachers do to help students participate in the classroom?

3/ How do students motivate themselves to speak frequently in classroom?

4-Hypotheses

There is an important relationship between learners' speaking skill and classroom participation. Thus, we hypothesize that:

1-If teachers encourage active participation; the students' level will be increased.

2-If teachers engage students in meaningful tasks, their level of speaking will develop.

3-If teachers provide well classroom climate, learners' speaking difficulties will be avoided.

5-Research methodology

In this research we concentrate on the quantitative method as an appropriate way for investigating our hypothesis.Therefore, in order to collect data, we design a questionnaire which is the best instrument that can serve as a means of collecting a considerable amount of data this questionnaire is devoted to third year LMD learners at the department of English in University of Biskra .

Concerning this research, the study is conducted in the English language branch which is based on descriptive methodology. It observes students of third year L M D in order to consider the level of English fluency through classroom participation and to be guided by their answers.

The dissertation is divided into two main parts; a descriptive part that includes two chapters, and a practical part that includes one chapter. Chapter one deals with general overview on classroom participation, and chapter two includes general issues on speaking skill. Furthermore, it discusses the foreign language learners' participation and its contribution on developing learners' fluency.

6-Population

This research is designed for third year LMD students at the Division of English at Biskra University. We purposely decided to select third year students because we observed that in spite of their experience in speaking, they still face difficulties to speak English because they did not participate and share ideas in classroom.

7-Sample

We are selected randomly a sample of fifty students from third year LMD population.

8-Limitation

The current study has a number of limitations. Firstly, the data collection tool: the present study relays on the questionnaire as its data gathering tool. Other data collection methods such as classroom observation, focused group, or interview could have been used; however, due to limitation of time, we used only the questionnaire to collect both quantitative and qualitative data. Secondly, the sample. This study is limited only to third year LMD students of Mohamed Khider

University. Therefore, any generalization to the findings of this study is limited to second year

LMD students in the context of Mohamed Khider University.

Chapter One: Classroom Participation

Introduction

For most educators, it is almost intuitive that creating an environment where students share ideas cannot help, but at least foster a better understanding of course material and an appreciation for what it means to be a mature learner. Today's teachers must be aware of the ever-changing nature of the classroom and the wide diversity of learners. We must continuously re-evaluate what we know to be the truth about education.

1. Definition

It is difficult to identify the real meaning about what participation in the classroom is, and thus it is not easy to measure and assess objectively this term (Peterson, 2001).

Vandrick (2000) defines Participation as speaking in classroom from students, asking and answering questions without obstacles, making comments and participating in discussion with teacher or between students

Participation is a system or method which brings ''students actively into the educational process'' which helps them work hard and to assist in ''enhancing our teaching and bringing life to the classroom'' (Cohen, 1991, p. 699) with contributes in making them concentrate well and without pressure.

Dancer &Kamvounias (2005) state that participation can be seen as an active engagement process in classroom that can be sorted into five main categories: psychological and mental preparation, contribution to discussion frequently in classroom, group skills, effective communication skills, and attendance.

Burchfield &Sappingtonu (1999, p. 26) consider classroom participation as ''the number of unsolicited responses volunteered'', students have the ability to speak, because of their highly sense of motivation which make them participate effectively in classroom without anxiety.

Wade (1994, p. 10) considers the ''ideal class discussion'' as one in which all students participate and interesting learning, and listening to others' comments and suggestions , in addition , there are helpful conditions that make students raise their level of participation, and

teachers provide ideal atmosphere in enhance and prepare them mentally to speak frequently in classroom.

Moreover, participation in class will not only affect the view teachers have of their students at school level and manner of thinking, but also how tutors will assess teacher trainees at college, and on how graduate teachers will be made by their own students and colleagues in class (Richmond and McCroskey, 1998).

Margaret (2005) considers participating in class is the best way to practice the use of language. Many students want to participate because they fear from making mistakes or feeling shy, and this is one of the key factors that causes anxiety in students, and majority of them prefer participating passively in class by taking in their classmates' comments/answers instead of risking their own answers. It is believable that students need to understand and be conscious of the fact that `nobody is perfect´ and that they are in class to learn from their mistakes and errors. Some students feel intimidated by certain teachers who are very strict and look for pronunciation, language/grammar errors. It is with these teachers that students do not dare participate because they are sure to be corrected or criticized (…) another factor that causes anxiety in students is the failure to complete homework tasks. When this is the case, students tend to participate passively in class because they do not have much to contribute to the topic.

2. Types of classroom participation

2.1. Initiate-Respond-Evaluate

Cazden (1988) states that Initiate-Respond-Evaluate which known as I-R-Eis the pattern for classroom discussions. The teacher initiates discussion by posing a some questions; a student responds; then the teacher evaluates or comments about student's answer to indicate whether it is correct or not (e.g.,"Good, Shauna,"or"Can fom them anyone help Jon out?"). Consequently, in this discussion teacher remains as central and controller.

2.2. Cold-Calling

Bean and Peterson (1998) note that cold-calling includes on randomly students' calling in answering a questions that posed by the teacher. Some faculties like to think that cold-calling is

naturally Socratic; however, it is in practice when it is more Socratic and limited to one student at a time. What are all the other students doing at this time? If the primary motivation for using cold-calling is to hold students accountable for reading, then its questions will require the conjuring up of recall-oriented information. If the initial motivation is to make students accountable for their thinking, then the questions should not be "cold." A serious limitation of cold-calling is has to balance the students' number we can aim against time spent on listening to their answers.

Furthermore, if we are unable to call on all students in the classroom, then they are encouraged to take a risk of being cold-called; also, once if they know that they will be called on, they will recognize that there will be a respite from accountability. Although, it has been claimed that teachers can evaluate students' responses based on the extension of question complexity (using, for instance, Bloom's taxonomy [1956], essentially to Jeopardy-ize the process and award more points for harder questions), it raises serious obstacles of record keeping.

2.3. Open andUnstructured Talking

In this type of classroom participation, the teacher poses deeper questions and waits for student to answer full and correct answers. Class sessions that most energize us are usually characterized by this kind of interaction between teacher and students; it is argued that the discussion improves to higher levels, and the ideas are being considered and critically examined. The problem posed then is actually considered with participants (who are actually participating).

Although, Bean and Peterson (1998) call this whole-class discussion, a simple data collection will probably prove. If we track who and how much, exactly, participates, we will find that it is the same consistent few. As noted earlier, for some of those students, all we have done is give an in-class debate to discussions that these select students would want to have after class.

2.4. Stimulated Discussion

Although we may feel our students are doing all kinds of thinking, just not about what we ask for them to be thought about, or not in the track we are hoping. There are simple ways to encourage thoughts that inform and fill classroom discourse activities, and fortunately, these means can provide the dual target of provoking and capturing the thinking on which discussion is

can be based. Usually, stimulated discussion involves an activity, a prompt or task that may be done by all students, in advance of the conversation in class. Examples include the following:

2.4.1. Note Cards

The students ask a question about their reading to the context.

2.4.2. Sticky Notes

Students have the ability to note questions, summary key ideas, pick up the meaning of significant vocabulary, state their point of view about the author's opinion or thesis, and try to know the connections to concepts or experiences outside the text.

2.4.3. Three-Column Notes

According to Santa, Havens, and Maycumber (1996), students have the ability to increase their Cornell/two-column notes (Pauk, 1974) to three columns: firstly, the left column consists for main ideas that we call the key questions. Secondly, the middle column is for notes from the reading. Finally, the right column is preserved for the addition during classroom discussion. We are not always sure how to connect readings beforehand to the class lecture and these three-column notes make that connection between students more possible and obvious.

2.4.4. Writing Prompt

Students are asked to write for at least five minutes as an activity. This sticks their opinions to their brain and tries to apply them on paper for reference in the discussion that go after (Kagan, 1994).

2.4.5. Brainstorming

Students list associated thoughts that are grounded in the reading activity or based on their hunches about larger meanings. The brainstorming can be loosely planned, or the teacher might use this strategy such as ABC Brainstorm, where students list words or clauses related with the subject, each starting with a different letter of the alphabet (Kagan, 1994).

2.5. Structured Discussion

If the subject is appealing and the students are ready and motivated, less structure will be needed. To make students participate and react more in class conversation, however, teachers

might draw on some easy and effective techniques for providing a frame work to increase the chance of productive conversation. Structured discussion means that a procedure is employed to help people achieve as intended. For example, Frank Lyman's Think-Pair-Share strategy is easy, quick, and effective. First, the professor poses a question to the students then they are given a minute just to think about it. Secondly, they pair up to check differences and similarities notes and share answers. Finally, the professor can call on different pairs to share their combined or best ideas (Kagan, 1994).

3. Classroom Climate

Classroom climate refers to the learning environment by some terms such as classroom atmosphere, ambience, ecology, and medium. The Influence of classroom climate on students and staff can be useful for or an obstacle to learning.

3.1. Definition of Classroom Climate

Classroom climate is working to study the system, which contains four sets of variables: physical engaging, organizational objectives, characteristics and qualities teachers and students in the classroom (Schmidt &Ĉagran, 2006).

Classroom climate refers to the type of learning environment that is surrounding and existing in a classroom. Teachers are initial responsible and have the strong ability to influence classroom climate by intensifying the kind of learning environment, such as estimating accomplishments and love of learning (Hallinan & Smith, 1989)

Pulversand Diekhoff (1999) establish that students who confess to cheating consider their classes as less personalized or not suitable, less task-oriented which makes them worried about their personal development, and less satisfying than non-cheaters do. Further, the students justify their deflector behavior by their comprehensions of the classroom environment. In addition, those who are academically unfair recognize their classes as less involving, less cohesive or plump, and less personalized.

By appealing in the classroom climate, working-class students may produce a place for themselves in the academy (Greenwald & Grant, 1999).

Palmer (1998) states that knowledge and learning are common acts shared among students.

Fassinger (1997) claims that the majority of college classes held with the same participants over more than one week or month, one can consider them groups which if they have a little time they will have characteristics, such as norms, beliefs, and leaders, that might create members' actions.

Falchikov (1986) notes that students convene an unequal position of strength, and this constitutional injustice can affect negatively in the development of responsibility and autonomy of students. Conventionally, teachers hold an irregular power position in the classroom by planning the syllabus, assigning work, and trying to evaluate students' execution and efficiency. Therefore, there are some ways in which faculty pursuit or share their authority influence how students learn through pedagogical strategies and measures, in addition, they affect the classroom climate in which they can decide how to arrange the class participants' participations by reinforcing some conducts and preventing others.

Dror (2006) states that the general climate of school is including six factors which are supportive leadership; teachers' autonomy, prestige of the teaching profession, renovations, collaboration between teachers and special education teachers and last factor which is workload. Teachers who perceive their schools as having a supportive leadership encourage the innovation/updates and collaboration between partners, leading to positive attitudes towards inclusion.

3.2. Factors of Influence and Consequences on Classroom Climate

Westling (2002) indicates that there are several factors which consider in the classroom climate. The most important is affective relational, its effect is on learning processes in social interactions for the learners inside classroom. Furthermore, studies on the interaction between the psychological and social aspects, strategies verses attitudes of teaching, and point to the importance of climate in the classroom learning, and this is making it clear that learners have achieved satisfactory results and effective much in the classroom with an academic environment where they feel happy.

In this side, educational research shows that desperately learners need to feel that school is for them, to be involved, and to make them feel that schoolwork is meaningful and purposeful; for this reason, majority of students rely on teachers who can provide them with this opportunity (Hugo, 2007; Ljusberg, 2009).

According to Schmidt and Ĉagran (2006) Modern studies show that it is easier and more effective to change the classroom climate if there are people than teachers are involved.

Villa, Thousand, Myers, and Nevin (1996) claim that head-teachers' support and staff cooperation are obvious as main factors in the structure of positive situations although teachers realize head-teachers as being separated and tentative towards containment.

Another researcher goes further to say that the whole educational system contributes to the learning procedure and if a section does not work or is helpless, the whole process may be influenced (Sakarneh, 2004).

Interpersonal relationship is modulated by the interactions between students and teacher in a context at school, and in a national and local discourse. These interactions are essentially crucial in its quality; which is also closely related to multiple dimensions of the development ofeach one of them. The individual development that affects on these interactions are in turn influenced by several factors such as self-satisfaction, self-image, and process of learning and social competence among others. The discourse; beliefs, expectations and attitudes of teachers and other adults in classroom, particularly in view of the difference, have profound influences on numerous socio-emotional dimensions, including level of self-concept, the procedure of acceptance and rejection among peers and the social adjustment among the learners (Chang, 2003; Wentzel, 2002).

3.3. Importance of Classroom Climate

Classroom climate plays a perfect role in helping learners to speak frequently; it is special as a major determiner of classroom behavior and learning to maintain a positive and effective classroom climate.

Modern research suggests important correlations between classroom environment and such matters as student engagement, behavior, self'-ability, achievement, and social and emotional

progress, principal leadership style, stages of educational reform, teacher burnout, and overall quality of school life (Fraser, 1998; Freiberg, 1999). For example, studies report strong relations between, achievement levels and classrooms that are perceived as having greater unity andgoal-direction, and less disorganization and conflict.

According to Mahony&Hextall (2000), giving the nature of classroom climate research, cause and consequence interpretations remain speculative. The broader body of research on structural climate does suggest that increasing demands for higher achievement test scores and reliance on social and tangible rewards to control behavior and motivate performance contribute to a classroom climate that is reactive and over-controlling.

4. Strategies of Classroom Participation

Classroom participation has an effective effects on learners' ability. Thus, teachers are the primary reason who master their capacities and help them to interact in classroom.

Silver, Perini and Strong (2007) propose four strategies for classroom participation:

4.1. Mastery style:

In this strategy, learners seem more comfortable with tasks that require them to learn and acquire concrete details and processes. They are always looking for well-organized useful classroom climate, obviously-spelled-out purposes and probabilities, students have the ability to learn well from instruction that proceeds in a straightforward method. In addition, when it shows what learners know, they prefer objective questions with correct answers that call for creative thinking or logical reasoning. They take pride in controlling the content in order to motivate and help them by a drive for accuracy, in which learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation, success, and competence (Silver, Perini and Strong, 2007).

4.2. Understanding style

In understanding strategy, learners feel comfortable with tasks that require them to use logical and analytical thinking skills. They look for an ideal classroom atmosphere that is one that values 'huge idea conversations,' logical debates, and critical thinking skills. They are motivated

by their never-ending curiosity, their necessity to know the reason, and their drive to reveal logical errors or. They consider these learners as most engaged when the learning process proceeds 'question-by-question,' and they like assessment tasks that ask them to analyze and collect data or explain arguments with proof (Silver, Perini and Strong, 2007).

4.3. Self-Expressive style

In this strategy, learners are comfortable with tasks that ask them to apply what they know in new and different methods or procedures. They are motivated by a drive for originality, and they draw to learning climates that provide stimulation, surprise, and the opportunity of creative and effective thinking. For them, who like to operate 'dream-by-dream,' the perfect learning and assessment situations are ones which may allow to practice actually their imaginations, explore possibilities, think metaphorically, or produce novel products, thoughts, and solutions (Silver, Perini and Strong, 2007).

4.4. Interpersonal style

Interpersonal is one of the four strategies, in which learners feel comfortable with tasks and activities that permit them to interact simply with classmates in case of working peers and make individual connections to what they learn. They draw to a pleasant and nurturing classroom atmosphere where people collaborate with and support one another, in this case, students are motivated by their desire and ability in order to help others and be an essential part of a group. These learners prefer questions, activities, and assessment tasks that request them to share their special emotions, values, and perspectives about the content material (Silver, Perini and Strong, 2007).

5. Students' Participation Difficulties

Students may face some problems during their oral classes. They feel fear or anxious when thy raise their hands which prevents them to participate in classroom.

5.1. Linguistic Problems

"Being skillful assumes having some kind of knowledge base … Knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge)" Thornbury (2005, p. 11).

He focuses on the sense that linguistic knowledge have an important role in speaking skill as a basic feature. Students may face some difficulties on their oral proficiency in a case of lack or absence of one of these features even due to lack of vocabulary, grammar mistakes or pronunciation mistakes.

5.1.1. Lack of vocabulary

Thornbury (2005) notes that speaking in language needs to know a lot about vocabulary. Usually, the majority of students face some difficulties in oral classes when they try to express their thoughts because of the limits or lack of words and expressions. Therefore, these reasons in limitation of vocabulary affect negatively in the learners' participation at classroom.

5.1.2. Pronunciation mistakes

English is one of the languages that students should take in consideration master of pronunciation. It is the first point that students judge and evaluate their levels, and they have to practice focus on it in order to be aware of its different rules such as stress and intonation. Ozkan, Bada and Genc (2011) state that speaking skill has a fundamental part from its meaning, for this, learners have to be attention about their pronunciation when they speak, they may be poor of experience in English, poor listening skill especially to native speakers or teachers' speech lack, and all this causes leads to miss pronunciation. Therefore, pronunciation mistakes is an obstacle that stop the students from achieving their objectives in speaking activities freely and positively.

5.1.3. Grammar mistakes

Davies and Pearse (2000) note that: ''many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them."(p. 82).

Students fear or avoid to speak in classroom, they may feel afraid when they express their thoughts or points of view, Davies and Pearse consider this reason as one of the barriers that stand as an obstacle which fends off them to participate in classroom.

5.2. Psychological Barriers

Students of third year LMD at Biskra University face some psychological barriers, which are generally involve incorrect or invalid thought patterns. These can include lack of self-confidence, anxiety, shyness and lack of knowledge … etc. Overcoming these reasons contains a truthful, informed perspective of the situation and constant efforts to collapse the barrier through opinions and activities.

5.2.1. Lack of self –confidence

william James (1958) states that "no impression without expression." Thus, to sense convinced in the classroom the teacher must being performing confidently.

Because of lack of self-confidence, there are students whom prefer to hide their thoughts because they are unsure about their abilities or strength of answer, so, this reason may prevents learners participating in classroom.

5.2.2. Fear of making mistakes

Ur (2000) states that students may feel afraid when they try to either ask or answer questions in classroom. Learners consider others attention about their speech as a criticism, and they are worried from making mistakes. Consequently, it prevents students from participating or even speaking in classroom, and this is one of the obstacles that face students during the classes.

5.2.3. Anxiety

Anxiety is another barrier prevents students participating effectively. It is a feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome.

Littlewood (1981) states that anxiety detects more than when students attempt to participate in the classroom, so they do not feel comfortable about speaking English in their oral classes.

5.3. Poor listening practice

Listening skill is a very special and fundamental activity for human being. It is actively accepting and detaining the information then analyzing it and poor listening practice is another problem that students may face their educational career. Actually, they might realize the majority English language basics; however, they face various difficulties when they attempting to speak and react with themselves.

Anderson and Lynch (1988, p. 15) show that "A carefully prepared L2 utterance is only a useful aid to communicate if the speaker can deal effectively with replies he receives. For the L2 learner in conversation, he needs to skilled as both speaker and listener**.**"

Thus, listening skill has an important correlation with speaking, students have to master well the two skills which allow them controlling and improving their conversation level in classroom, but this obstacle may prevents them from achieving their targets from participating.

5.4. Lack of interest in subject

In English language classes at Biskra University, oral expression classes are important for developing and improving the speaking skill for students, they may face difficulties if they absent oneself and avoid interacting in classroom. Oral subjects are the essential stimulation for learners to participate.

Thornbury (2005) supports that the greater and improved familiarity in the subject may facilitates and make the task easier. In one hand, there are students who participate effectively in the classroom because they understand the topic, in the other hand;some of them do not know at all what the subject is talking about. Generally, non-interesting topics is another factors that stop students from participation.

5.5. None motivating atmosphere

The atmosphere has a great effect on learners' ability of participation at classroom as either motivating or none motivating aspect. None motivating atmosphere makes students avoiding speak or express their ideas in oral classes, they feel uncomfortable about all what surround them and teachers are main reasons whom controlling it, either to best or worst.

Davies and Pearse (2000, p. 82) propose that "Attempting to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the class. And do as many speaking activities as possible in pairs and groups, so that the learners can speak English without the rest of the class listening".

Motivating atmosphere is important for teaching and learning in foreign language. Littlewood (1981) states that the actual development for speaking and communicative skills can only take place if the students have motivation and chance to definite their own identity and to share with people around them. In fact, students need motivating atmosphere because it gives them sense of safety and value as individuals.

5.6. Large Classes

Large classes in Biskra University is considered as one of the biggest problems that faces either teachers or students. From one side, teachers can not arrange their classes as well as possible and on the other hand, students will may not able to participate free in classroom.

Murcia Celce (2001) proves that oral expression classes help students to participate frequently in classroom and develop their speaking skill through encouragement. In fact, large classes stand as an obstacle in students' faces because they feel afraid from speaking in classroom or asking teachers, also, they fear from showing their classmates their misunderstanding. As a result, large classes are preventing students from participation.

5.7. Mother tongue use

Baker and Westrup (2003) claim that obstacles which face learning in classroom may appear if students consciously or unconsciously change the cultural systems from their mother tongue which breaks down learners' connections and speaking skill in classroom. The majority of students may avoid using the foreign language because of the lack of vocabulary and grammar rules in this target language.

6. Activities enhancing the students' participation

Teachers in Biskra University should focus on some activities that help students to improve their abilities in speaking skill.

6.1. Role play

Thornbury (2005) claims that the term 'role play' means the set of strategies that learners use to take an imaginative leap out of the confines of the classroom, providing a helpful tool for perfect language use.

Gillian Porter Ladousse (1987) proves that 'role play' activity seems when learners play a part in a special position. The term 'play' means that the role is taken in a safe climate, with other words, in which students are inventive and playful members. Consequently, to achieve students' purpose with this activity, the teachers must choose subjects from the learners' interest in order to help them participate effectively in classroom.

6.2. Discussion and debates

Green, Christopher, and Lam (1997) cited in Murcia (2001) that teachers have to select and choose effective topics that prevent students to participate and interact more in classroom. Learners need to specific subjects in classroom discussion, they argue that the helpful discussions are proposed by themselves.

Thornbury (2005) proposes five discussion systems: cards discussion, balloon debate, pyramid debate, warm up discussion, and panel discussion.

6.3. Conversation

Conversation is one of the most activities that improves students' speaking skill, and helps them to participate more in classroom.

Thornbury (2005) claims that the majority of students feel that their principle objective is to develop and improve conversation competence.

Murcia shows that the development of conversation skills in classes is the path that leads to increase language development itself.

6.4. Information gap activity

Another effective activity which is information gap, it helps students in raising their speaking skill.

According to Hedge (2000), information gap activity involves each student in groupof learners giving information or idea that the others do not have.

In addition, it helps language acquisition but do not involve learners in conversation strategies in classroom such as discussion and role-play do

6.5. Story telling based activities

Thornbury (2005) states some forms of storytelling:

6.5.1. Guess the lie

The students in this activity are supposed to guess or expect the lie from three special anecdotes. Then, they have to ask some questions after the story; this activity is helpful and useful for the students if the teachers play their role as well as possible.

6.5.2. Insert the word

The teacher in this activity gives his learners a card with a hidden word or expression as a 'secret' or 'password'. After this, they take turns telling each other an anecdote involves the password items. At the end, the other has to expect what is this wordor expression.

6.5.3. Chain story

Students in this activity are proposed to create a story from chain of events, i.e. they catch turns to produce sequences that tell a story at a given sign from the instructor. Consequently, students modify role in case of adding thoughts to the contribution of their classmates in classroom, so, they will finish up with z whole and full story.

Douglas Brown (2004) notes that the most important purposes from either telling or retelling a stories is to produce and propose a great deal number of speech discourse such as communication sequences and correlations of events, fluency , and communication with the hearer.

Conclusion

Overall, we have tried through this chapter to shed some light on the classroom participation, its definition, strategies and the difficulties that may face students during their classes. For many researchers, classroom participation is an essential part of students' career. It helps them in

developing their speaking proficiency and improving their psychological preparation for speak and talk effectively in classroom. Learners may face some difficulties in speaking, but the teachers of oral expression have the key of motivation that makes them participate without shyness or fear, it is an important module because it provides the best space for the students to practice and improve their speaking capacities. Actually, the learners have to engage and speak I order to achieve high level of proficiency in oral skill.

Chapter Two: Speaking Skill

Introduction

Oral expression course tries to provide appropriate place for the learners in order to practice their speaking skills. Students prefer speaking skill more than any other language skill. It is seen as a main skill to be progressed because of its necessity for displaying the language proficiency during the classes; learners participate in several tasks that teachers supposed to provide. Therefore, the purposes from these sequences of activities are providing students with the self-confidence to participate and to engage them completely in classroom discussion in order to make them speaking efficiently. On the other hand, a lot of students faced up with several barriers which prevent them from showing their speaking abilities.

Generally, this chapter is dealing with fundamental issues about speaking skill: definition of speaking, its importance, elements, types, aspects, stages and difficulties. In addition, it contains some strategies that develop speaking and methods that enhancing it.

1. Definition

Students are capable to use language for communication as an instrument for improving their scientific studies. In the teaching learning procedure, the four known language skills (listening, speaking, reading, and writing) are simultaneously performed.

Speaking skill may be developed through communicative activities that contain an information gap, a jigsaw puzzle, solve problems, free conversation, and Role-playing. In addition, these language activities are main factors in teaching language for communication. They help either teachers or learners to create participation climate in the classroom, and help them to establish strong correlation between the learners and the teacher as well as among the students thereby encouraging a helpful atmosphere for language learning (Oradee, 2012).

Hedge (2000, p. 261) considers speaking as "a skill by which they are judged while first impressions are being formed." Thus, speaking is an important skill which needs more interest in both languages because it reflects student's ideas and personalities.

According to Bygate (1987), oral expression involves making the acceptable choices in using language forms, following the correct order, sounding in a method that is parallel to native speakers, and producing the correct meanings which can be understood by the receiver. Speaking is a skill that all people use when they are interacting among each other; thus, it is viewed as the most important and effective skill that students may require it in order to be able to speak frequently in the classroom.

In addition, Hedge (2000, p. 261) considers speaking as, "a skill by which they [people] are judged while first impressions are being formed." This means that speaking is an important skill because it has given more interest in both languages and because it reflects student's ideas and thoughts.

1.1 The Importance of Speaking

Recently, the speaking skill was neglected and avoided in many classrooms where the focus was mainly on writing and reading. The Grammar-Translation technique is best example, Richards and Rodgers (2001) note that reading and writing are the necessary skills to be focused on; however, small or no attention is paid to the both skills of speaking and listening.

In the communicative approach, speaking was given more importance, since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teacher's talk will be reduced; that is to say, learners are supported to talk more in the classroom.

Ur (2000, p. 12) declares also that "of all the four skills [listening, speaking, reading and writing], speaking seems to be the most important: people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing."

Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is "do you speak English?" or "do you speak French?" but not "do you write English?" We understand that most of the people take speaking and knowing a language as synonyms.

Celce-Murcia (2001, p. 103) argues that for the most people "the ability to speak a language is synonymous with knowing that language, since speech is the most basic means of human communication."

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well.

Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. Therefore, speakers of foreign languages have more opportunities to get jobs in such companies.

Baker and Westrup (2003, p. 05) support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion." Thus, learners are able to achieve their targets according to their percentage and level of speaking.

1.1. Elements of Speaking

Harmer (2001) states two elements that refer to the language features which students must have knowledge or background about. In addition, the language' processes and information in the same time during participation in classroom.

1.1.1. Language Features

These four features are required for an effective speaking:

●Connected speech: this ability needs from the speaker of English to produce more connected sounds that may be modified, omitted or weekend in the connected speech.

●Expressive devices: Native speakers use efficiently the phonological rules of English language that refer to the stress, pitch, volume, and speed with the use of nonverbal means; all these devices help them to satisfy their intended meaning.

●Grammar and lexis: During producing language function from learners, they use the same lexical formations. After that, the role of teachers is to provide them with different expressions which hold different, and they may utilize them in the different stages of communication.

●Negotiation language: students profit a lot from the negotiation language use; they often ask clarification when they are listening to the others. Thus, the teachers must provide them with the essential expressions they call for when they ask clarification from others (Harmer, 2001).

1.1.2. Mental/ Social Processing

These three processing skills are important for speaking:

●Language processing: it refers to the capability of the learners to process the target language in their brains through putting it in a logical order so that the other interlocutors can comprehend it and catch the intended meanings. Students also must be capable to retrieve words and sentences from their memories in order to use them when they are participating in classroom.

●Interacting with others: the majority of the speaking situations have to involve connection between either two or more interlocutors, that is to say a successful speaker should be capable to master listening skill, after that, he understands others' utterance, then responds through taking turns or keeping the others to do so.

●Information processing: this feature relates to the ability and capacity of processing the information in the brain quickly, i.e. during speakers understands information, they are supposed to be prepared to reply to the others' speech (Harmer, 2001)

1.2. Types of Speaking

Brown (2004) has stated five types of speaking according to the speaker's intentions; imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.

1.2.1. Imitative Speaking

According to him, imitative speaking is the ability to parrot back or repeat the other's speech as a word, phrase or a sentence. This kind of repetition may include different properties of

language as grammar and lexis in order to convey a meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to help learners to be more comprehensible.

1.2.2 Intensive Speaking

In addition, he states that intensive speaking is defined as the production of short stretches of a discourse through which they demonstrate competence in a narrow band of grammatical relationships such as intonation, stress and rhythm; here the speaker must be aware of the semantic properties in order to be able to respond. This type of speaking also includes some assessment tasks like reading aloud, sentences and dialogue completion, and so on.

1.2.3. Responsive Speaking

This type of speaking involves brief interactions like short conversations, small talk and simple requests in order to preserve authenticity with only one or two following up questions or retorts as Brown (2004) shown in the following short conversation:

A. Marry: Excuse me, do you have the time?

B. Doug: yeah. Quarter past Nine.

1.2.4. Interactive Speaking

Interactive speaking differs from responsive speaking in terms of length and complexity of interaction, this type involves two forms of languages; transactional language and interpersonal language. The former is aimed at exchanging specific information whereas the latter has the purpose of maintaining social relationships. In this form of language (interpersonal), oral production can become more complex with the use of colloquial language, ellipsis, slang and so on. Interactive speaking includes some assessment tasks such as interviews, role-play and discussion activities (Brown, 2004).

1.2.5. Extensive Speaking

The final type of speaking that was stated by Brown (2004) is the extensive one. For him, extensive speaking or monologue includes speeches, oral presentation and story-telling, but the language style that is used in this type of speaking is more deliberative and formal for extensive

tasks, because we cannot rule out some informal monologues like a casually delivered speech and so on.

2. Aspects of Speaking

2.1 Fluency

Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable, and accurate way without too much hesitation; otherwise, the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind.

Hedge (2000, p, 54) adds also, "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate show, or undue hesitation."

Thornbury (2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking; in such cases, Thornbury suggests what is called "tricks", or "production strategies"; i.e. the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as "short of" and "i mean". Another device for filling the pauses is the repetition of one word when there is a pause.

2.2 Accuracy

(Skehan1996, p. 23; cited in Ellis and Barkhuizen, 2005, p. 139) define accuracy as "referring to how well the target language is produced in relation to the rule system of the target language." Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

According to (IELTS, 2001 cited in Hughes 2002) the grammatical accuracy refers to the range and the appropriate use of the learner's grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The

grammar of speech differs from the ones of writing. Thornbury (2005) lists the following features of spoken grammar:

1. Clause is the basic unit of construction.

2. Clauses are usually added (co-ordinate).

3. Head, body, and tail construction.

4. Direct speech favored.

5. a lot of ellipsis.

6. Many question tags.

7. Performance effects (hesitation, repeats, false starts, incompletion, syntactic blends).

2.3. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately (IELTS, 2001 cited in Hughes 2002).

2.4. Pronunciation

Redmond and Verchota (2007, p, 104) argue that "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood. "However, if the pronunciation is not correct, the speakers will not be understood and therefore accuracy is not achieved.

3. Stages of Speaking Skill

Speaking is an important method that helps to evaluate learners' proficiency in the foreign language. Teachers are the main and principle who are able to organize and the quality of oral activities in classroom.

3.1. Pre-Production

In stage one; there is very little speaking ability, apart from some words and sentences that can be built on the comprehension exercises. In real communication situations, the learner has to

depend on memorized survival phrases to meet the immediate needs. Through comprehension activities, the learner can internalize some vocabulary and some grammatical structures, which will help the learner to understand more. The result of getting through stage one is that the learner has acquired enough of the basic building blocks of the language to begin to function in real communication situations (Bashir 2011).

3.2. Early Production

In stage two, inputs is comprehensible if the learner already knows the nonlinguistic content what he/ she is hearing or if the communication situation is very predictable. The result of getting through stage two well is quite a bit of "fluency" in comprehending language which uses a variety of structures in connected discourse, with an ever growing vocabulary. In stage two, the learner is able to speak well and frequently in tasks that are fairly structured and predictable (Bashir 2011).

3.3. Speech Emergence

In stage three, the learner can understand new information, but it still helps if that information is still specially be fitted to a new speaker's needs. This means that meanings must often be negotiated, because the learner can understand a lot of the linguistic content. The result of getting through stage three is that the learner is able to comprehend language related to a vast range of topics. In stage three, the learner has increasing facility to produce connected narrative discourse (Bashir 2011).

3.4. Intermediate Fluency

In stage four, the learner learns most from normal native-to-native speech as it occurs in the whole range of life experiences. The learner will understand most input- provided he attends to it. In stage four, the learner has increasing facility in abstract and hypothetical discussions.

In Stage five, the learner has increasing facility in discussions using his vocabulary without any proper preparation. (Bashir 2011)

4. Difficulties in the Speaking Skill

The problem of speaking skills is crucial. A number of researchers investigated this field and concluded about student's low level of speaking ability and their inability to speak confidently and fluently. Since speaking skill is regarded as a very complex process, the majority of English language learners have problems with it.

4.1. Learner's Speaking Anxiety

Moreover, Spielberger (1983) has defined anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (As quoted in Brown, 2007, p. 161). This means that anxiety is associated with feelings of uneasiness, self- doubt, and apprehension and so on. Brown (2007, p. 162-163) argued that anxiety is something difficult to define since it affects the process of successful second language learning. For him, anxiety plays an important role in second language acquisition and he suggested two types of anxiety; debilitative anxiety and facilitative anxiety, these two types of anxiety are also called "harmful" and "helpful" anxiety.

The former which is debilitative or harmful anxiety, is concerned with negative feelings such as: uneasiness, self-doubt and so on and the learners here should avoid this kind of anxiety because it affects the learning process negatively. However, the second type of anxiety that is facilitative or helpful anxiety is considered as one of the keys that lead to success since it affects the learning process positively as when the students feel anxious from the exams, this may motivate them to work harder in order to gain a good marks.

4.2. Learner's Speaking Inhibition

The problem of inhibition appears when the learner tries to say something in the classroom. Littlewood (1981) states that it is all too easy for a foreign language classroom to create inhibitions and anxiety. The learners remain constantly aware of their own state of ignorance before a teacher who possesses all relevant knowledge, whatever they say or do is scrutinized in detail, with every shortcoming being made a focus for comment.

Guiora et al. (1972) and Ehrman (1996) also claimed that inhibition has a great relation with language ego (the identity a person develop in reference to the language he or she speaks)

which means that meaningful language acquisition involves some degree of language conflict that affects the new identity with the learners'' newly acquired competence. Therefore, the language ego enables learners to reduce the inhibition that may impede their learning success (As stated in Brown 2007).

4.3. Poor Listening Practice

In addition to the above main problems, poor listening practice can be added to them. Since the only source of spoken language used in most foreign language classes isthat of the teacher (teacher's talk), this means that students should focus on the listeningskill in the classroom since a good speakers are a production of a good listeners. Therefore, speech is usually related to the listening skill because in most cases learners speak what they hear from the teacher, this means that it is not just the role of the learner to improve his/her listening ability to develop his/her speaking skill but also the role of the teacher who should provide his learners with some activities where the two skills (speaking andlistening) are effectively interrelated (Lynch, 2009).

4.4. Nothing to Say

This problem is related to the foreign language learner's lack of vocabulary. For instance, when the learners are unable to think or to have of anything to say in a classroom speaking practice, they simply say: "I do not know", "word order and vocabulary do not always flow into my mind", or "I need a time to translate into English". This problem is mainly to the lack of motivation to express themselves or the choice of uninteresting topic that they have to discuss which lead the students to think about the difficulty of oral tasks in the learning (Graham, 1997, p. 25).

4.5 Time Spent

In addition, some researchers observe that not enough time is given to various exercises and opportunities for the improvement of speaking ability. Students often complain of scolding, and discouraging by their teachers for not speaking correctly. Although both teachers and students are responsible for the poor speaking ability of the students in the classroom, the teachers, who have the professional knowledge and skills, have a greater responsibility.

4.6 The lack of confidence

Other factors dealing with willingness to communicate can be divided into individual differences in the linguistic and non-linguistic outcomes of language learning, such as motivation, aptitude, language learning strategies, language anxiety, and others. They have been a key focus of second language research for over fifty years.

Recently, Macintyre (2007) draws attention to the learner's decision to voluntarily speak the language when the opportunity arises, even as basic language skills are being acquired.

4.7 Confidence and competence

Usually reinforce English speaking skills. Patil (2008) assertes that building up the learner's confidence to eliminate their fear of making errors was a priority that a teacher should consider in order to make learners feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and adequate tasks and materials.

4.8 Pronunciation, vocabulary, and collocations

Refers to those important factors to be emphasized in building fluency for EFL speaker, that providing students with a variety of frequent speaking tasks, which play a significant role in the improvement of student's fluently speaking (Tam, 1997).

5. Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies, using minimal responses, recognizing scripts, and using language to talk about language, which they can use to help themselves expand their knowledge of the language and their confidence in using it. These strategies help students learn to speak in order to use speaking to learn (British Journal 2011).

5.1 Using Minimal Responses

Is a way that help student build up a stock of minimal responses that they can use in different types of interaction. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying (British Journal 2011).

5.2 Recognizing Scripts

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response (British Journal 2011).

5.3 Using Language to Talk About Language

Instructors can give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself (British Journal 2011).

6. Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral languages. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Language learners need to recognize that speaking involves three areas of knowledge:

6.1 Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

6.2 Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation

6.3 Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

O'Mlley and Pierce (1996, p. 59) assert the "American Council of Teachers of Foreign Language" (ACTFL) suggests that "different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency." Therefore, learners should be given ample practice in classroom at all levels to express themselves in situations where they can use spontaneous language.

6.4 Practice activities

It may serve the learning/teaching goal of speaking proficiency. Richards and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of a given model. For example, dialogues may be used to perform sentence patterns. Richards, Platt and Weber (1985, p. 289) add that "the use of variety of different tasks in language teaching is said to make language teaching more communicative[…]since it provides a purpose for classroom activity" (cited in Lee 2000). Tasks, then, are also used to achieve communication beyond that of practicing the language itself. If we assume that speaking the SL is an essential part of language learning, teachers must provide activities that involve interaction between learners. Scrievener (2005, p. 152) makes the important point that "the aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways; usually involving exchanges of information or opinion."

7. Methods of enhancing speaking skills

In English Language Teaching theme, every teacher chooses a definite set of methods of enhancing student's speaking skills. Nowadays it is possible to use traditional and modern technologies either separately or in integration. New technologies are supplementing Traditional English Teaching Methods. Students learn faster and easier than before, because of the use of technology in schools. If they are trained during their school years, they learn language and technology simultaneously. Learning English through the Web and using new trends in education

in schools and colleges make students willing to learn the language. Web-based technologies and useful Internet sites provide new possibilities and latest trends for teachers and students (Khan, 2005).

To build effective communication skills students must learn to:

1. Share information efficiently and effectively using appropriate digital media and environments.

2. Communicate using digital media and environments to support personal and group learning.

3. Communicate thoughts and ideas clearly and effectively to different audiences using various media and formats (Khan 2005).

Conclusion

Overall, we have tried in this chapter to focus on the speaking skill, its definition: speaking is considered as an important skill for students that prevents and helps them to evaluate their proficiency in the target language. In addition to other skills, speaking might be one of the essential syllabus designs of second or foreign language teaching. Also, its types and difficulties that may prevent students to participate in the classroom. Learning to speak requires the student engagement in the communicative situations; so that they will activate their speaking capacity. Consequently, the progress of oral skill requires learners to make active use of the language that is acceptable in its pronunciation and grammar. That is to say, fluency and accuracy are two essential aspects to be developed in classroom participation.

Chapter Three: Field of investigation

The present research is about the contribution of classroom participation in raising foreign language learners' fluency, since the teachers and the learners are the main variables of this study. Their views and opinions are very important to test the stated hypothesis, and the most appropriate tool to investigate that is through addressing a questionnaire to both learners and teachers.

The student's questionnaire aims at finding out whether the learners give importance and a value to communication that happens inside the classroom in activating their speaking skill and raising their sense of fluency; through participating with their classmates or teachers.

The teacher's questionnaire is intended to investigate the teacher's opinions about encouraging participation in classroom as a pedagogical strategy to enhance the learner's speaking skill.

1. Questionnaire for students

1.1. Description of the Questionnaire

This questionnaire consists of fifteen (15) questions which are arranged in a logical way. They are either closed questions requiring from the students to choose 'yes or no' answers, or to pick up the appropriate answer from a number of choices, or open questions requiring from them to give their own answers and justify them.

Question (1) to (3) are concerned with student's background information (specify their gender, evaluate their level in English and show the relationship that exists betweenthem and their teachers of Oral Expression). Question (4) is about the situation that learners have in class either active or passive.

In question (5) students are asked if they are given the opportunity to interact with their teachers, in question (6) about the chance that students are given in doing an oral performance; and their attitudes toward participation. Question (7) is about the student's feeling toward participation in oral classes, and in question (8) about the extension or their participation and their sense of motivation. Moreover, in question (9) students are asked about the difficulties they find in any skill

Question (10) is designed to generate information about the student's judgment to the self. Improvement; in question (11) the students asked to determine their nature in the class(talkative or silent). Question (12) students are asked to determine their feeling toward the tasks of oral performances, in question (13) they are asked about their ability to cover the general idea of a foreigner talk. Question (14) students are asked about the talking time; i.e who does most of the talk in the classroom.In the question (15), the students areasked to state any further suggestions.

1.2. The Sample

The fifty (50) students who responded to the questionnaire were chosen randomly among the total number of the third year student's population at the University of Mohamed Khider.

1.3. Analysis of the Questionnaire:

Q01: Gender:

	Number	Percentage
Male	5	10
Female	45	90
Total	50	100

Table (01): Student's Gender

In question one, students are varied and divided into two categories, males and females. Their percentage is 90% for females, and 10% for males.
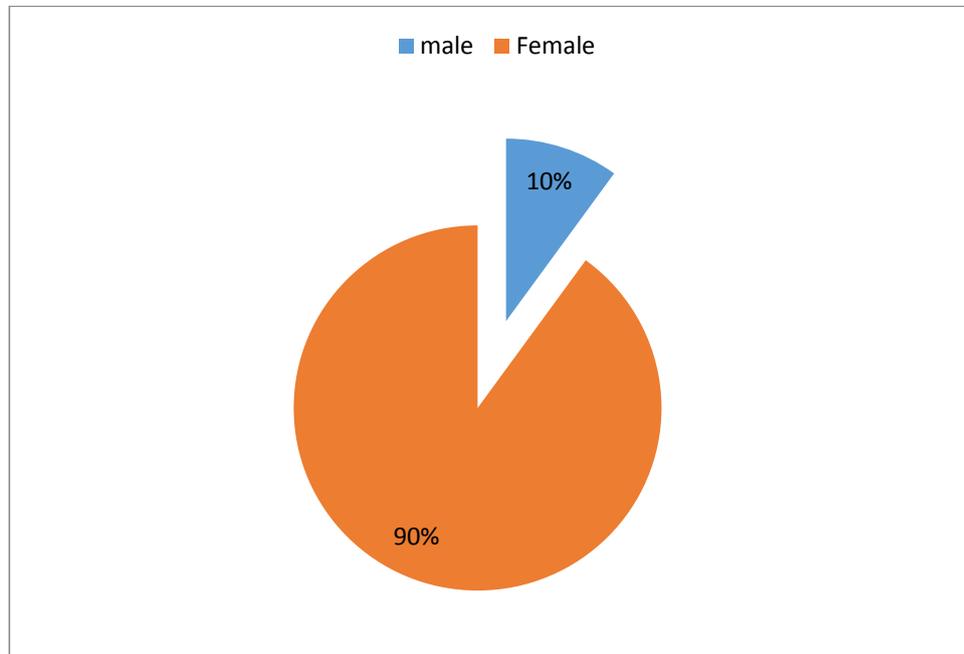
Graph (01): Student's Gender

Q02: Is your level in English?

	Number	Percentage
Good	20	40
Average	22	44
Lessthanaverage	3	6
I do not know	5	10
Total	50	100

Table (02): Student's Level

In question two, students are asked about their level in English good, average, less than average or bad. Their answers vary as follows. For the choice of good, 40%, 44% are average, 6 less than average and 10% they do not know.
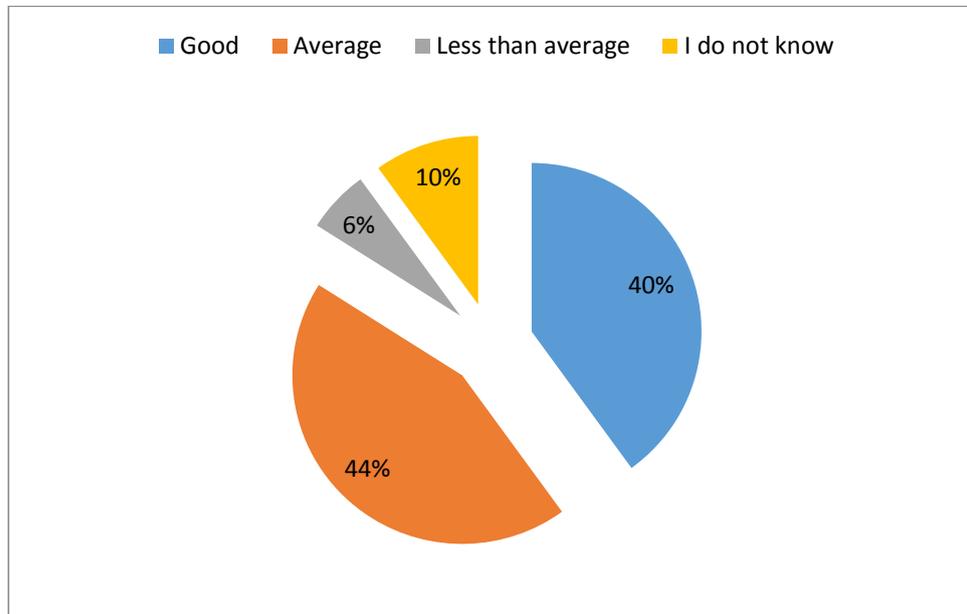
Graph (02): Student's Level

Q03: What type of relationship exists between you and your teacher?

	Number	Percentage
Good	17	34
Perfect	04	8
Just in study	29	58
Total	50	100

Table (03): Student's- Teacher's Relation

In question three, students are asked to identify the extent of their correlation with their teachers. Their answers vary into different percentages. 34% say that their relationship with teachers is good, 8% say that is perfect, and 58% from students interact with teacher just in study.
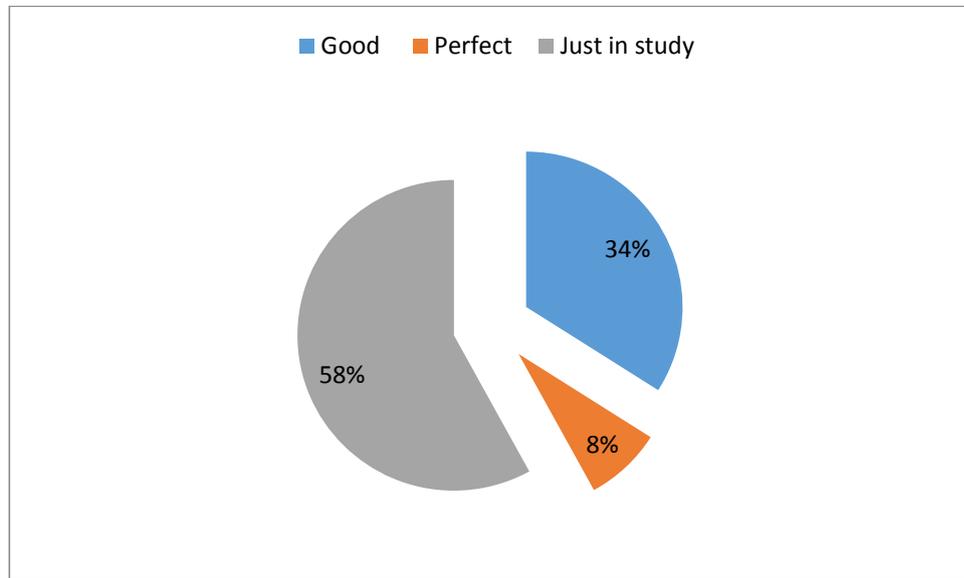
Graph (03): Student's- Teacher's Relation

Q04: Do you think that you are an active or passive participant in classroom?

	Number	Percentage
Active	21	42
Passive	29	58
Total	50	100

Table (04): Student's Categories

In question four, students divided into passive and active. 42% as an active and 58% as a passive learners.
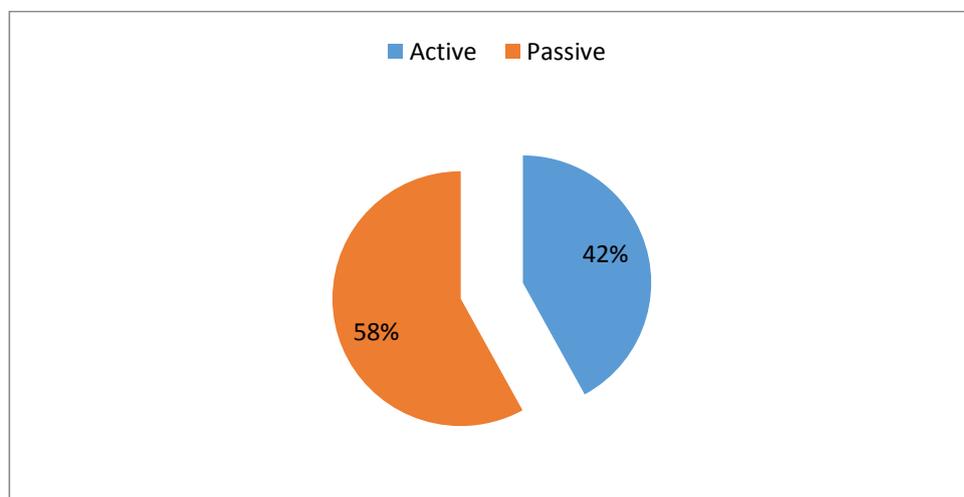
Graph (04): Student's Categories

Q5: How often does the teacher give you the opportunity to participate in the classroom?

	Number	Percentage
Always	14	28
Sometimes	34	68
Never	02	4
Total	50	100

Table (05): Student's Participation

In question five, students are asked to show their opportunities of participation in classroom. 28% form them are always, 68 are sometimes, and 4 are never.
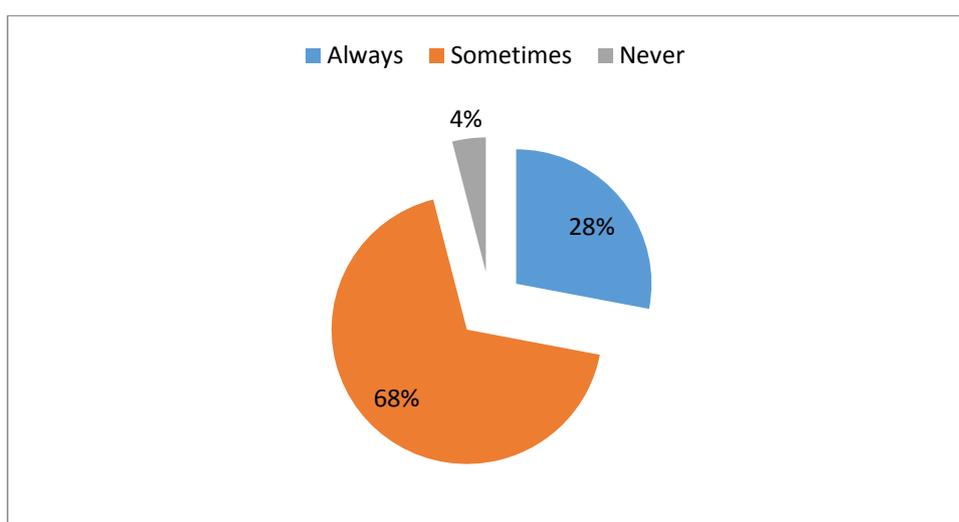
Graph (05): Student's Participation

Q06: Are you satisfied with more or less participation in the classroom discussion?

	Number	Percentage
More	29	58
Less	21	42
Total	50	100

Table (06): Student's Satisfaction

In question six, students are asked to show their satisfaction about their participation in classroom. Their answers divided into 58% are more and 42% are less.
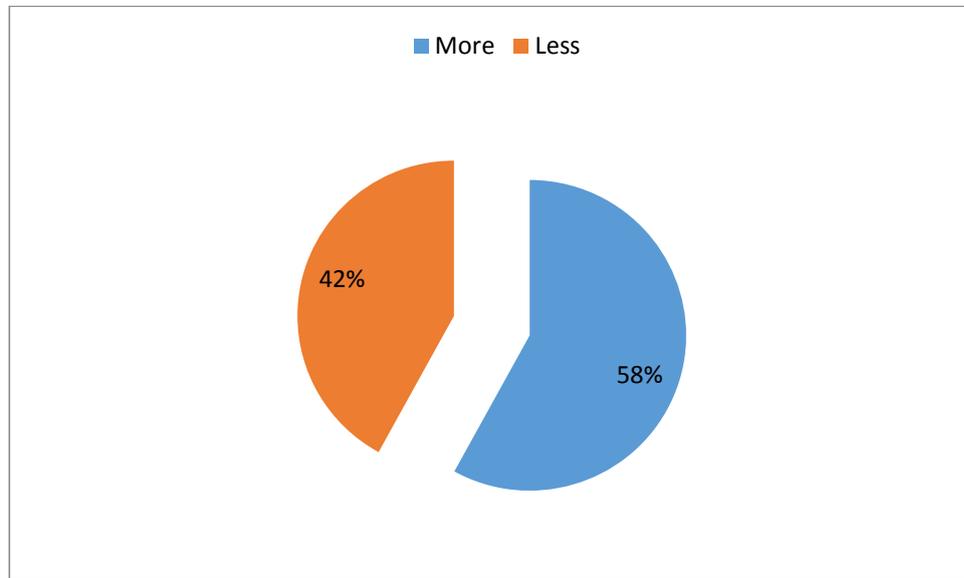
Graph (06): Student's Satisfaction

Q07: How do you feel when you join in the classroom discussion?

	Number	Percentage
Comfortable	25	50
Nervous	15	30
Anxious	10	20
Total	50	100

Table (07): Student's Feeling

In question seven, 50% from students are comfortable in their joining to classroom discussion, 30% are nervous, and 20% are anxious.
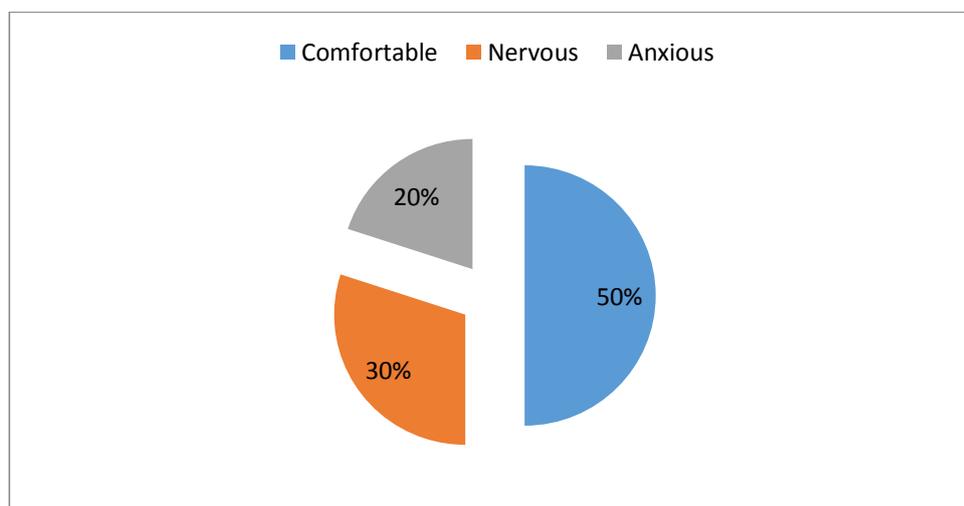
Graph (07): Student's Feeling

Q08: Do you prepare questions when you come to the classroom?

	Number	Percentage
Yes	05	10
No	45	90
Total	50	100

Table (08): Preparation of Question

In question eight, the majority of students do not prepare questions when they come to the classroom, they almost 90% and just 10% from them do.
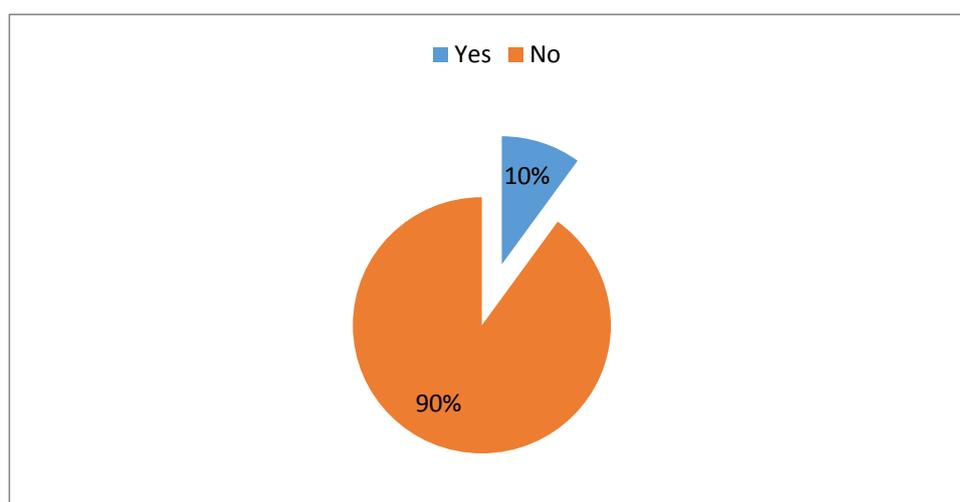
Graph (08): Preparation of Question

Q09: Which of the four language skills you wish to master most?

	Number	Percentage
Lisetning	06	12
Speaking	31	62
Reading	05	10
Writing	08	16
Total	50	100

Table (09): Learning Skills

In question nine, 12% from students hope to master listening skill, 62% speaking, 10% reading, and 16% for writing skill.
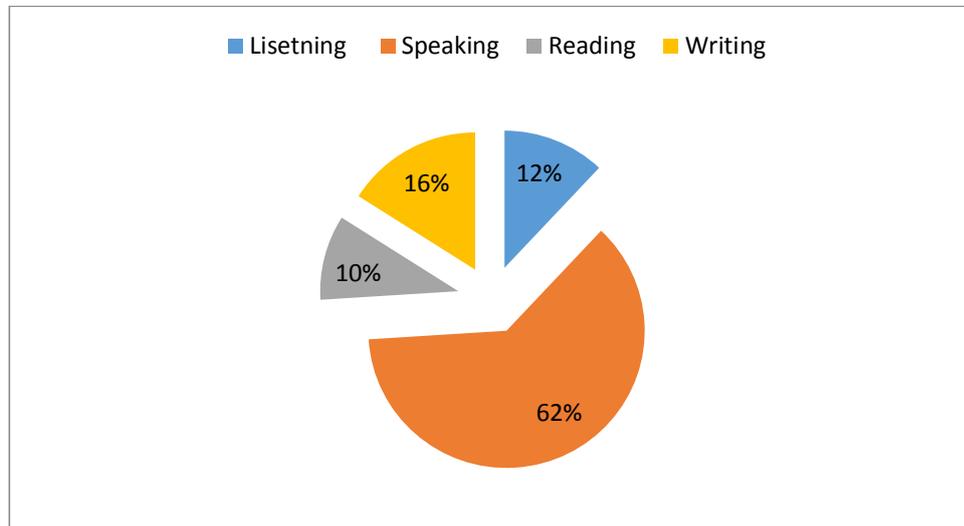
Graph (09): Learning Skills

Q10: How do you judge your speaking ability as a result of classroom participation?

	Number	Percentage
Verywell	05	10
Well	31	62
Not sowell	14	28
Total	50	100

Table (10): Learner's Judgment about Speaking Abilities

In question ten, students are asked to show their ability of speaking skill according to the extent of their participation. 10% from them are very well, 62% are well, and 28% are not so well
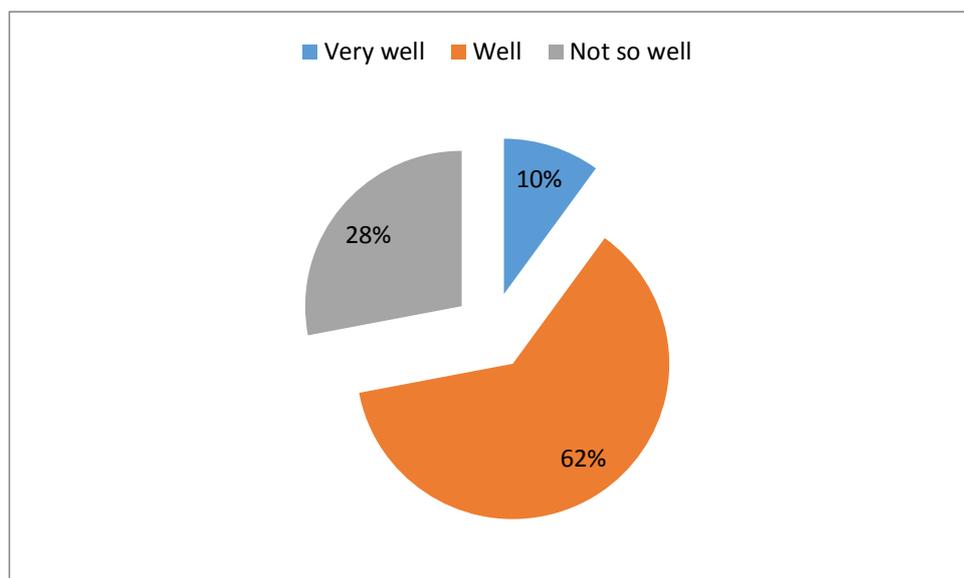
Graph (10): Learner's Judgment about Speaking Abilities

Q11: In the classroom, are you?

	Number	Percentage
Talking	11	22
Averagetalking	18	36
Lesstalking	21	42
Total	50	100

Table (11): Student's Characteristic

In question eleven, 22% from students are talking in classroom, 36% are average talking, and 42% are less talking.
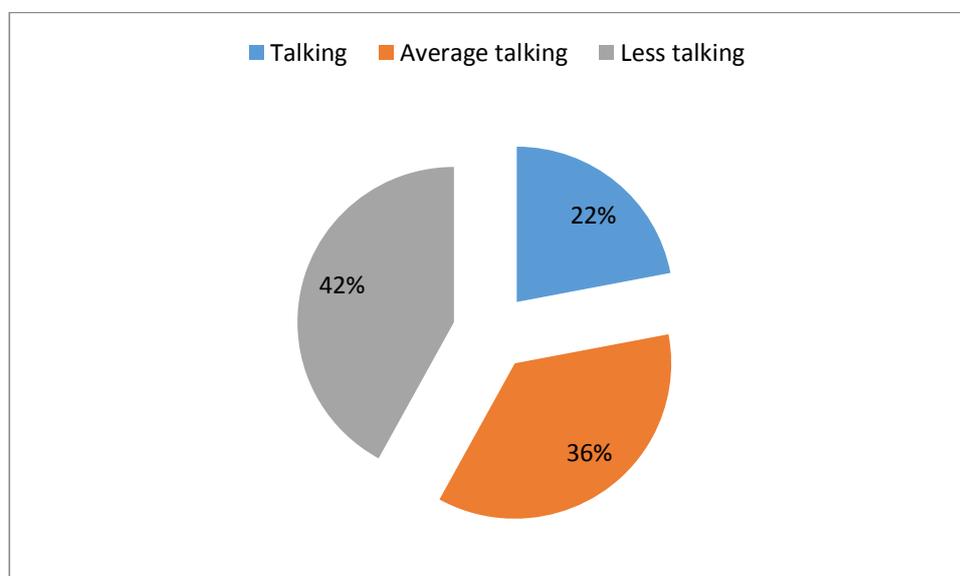
Graph (11): Student's Characteristic

Q12: Do you feel comfortable speaking the language (English)?

	Number	Percentage
I always felt good and comfortable when speaking in English	21	42
I sometimes felt good when speaking in English	26	52

I never felt good when speaking in English	03	6
Total	50	100

Table (12): Student's Reaction in Speaking

In question twelve, students are asked about their feeling when they speak English. 42% answer as they are always feel good and comfortable when they speak it, 52% are sometimes felt good, and 6% are never felt good.
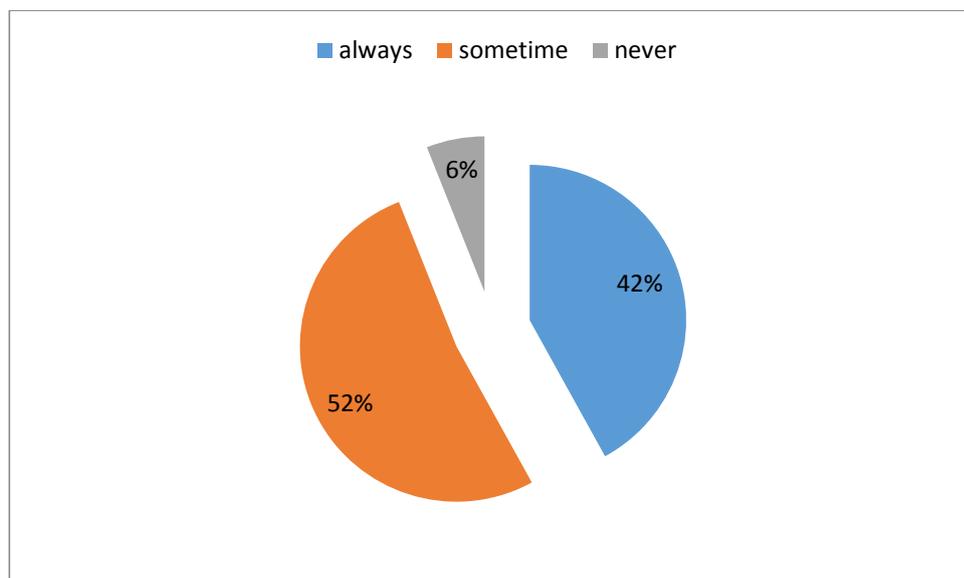
Graph (12): Student's Reaction in Speaking

Q13: Are you able to understand the general idea of the language as it is spoken, even if you did not know every single word?

	Number	Percentage
I knew most of the words	14	28
I recognize most of the words	31	62
I was not sure about the words	05	10

Total	50	100

Table (13): The Extent of Understanding General Idea

In question thirteen, 28% from students are able to know most of the words from the language as it is spoken, 62% are recognized most of the words, and 10% are not sure about the words.
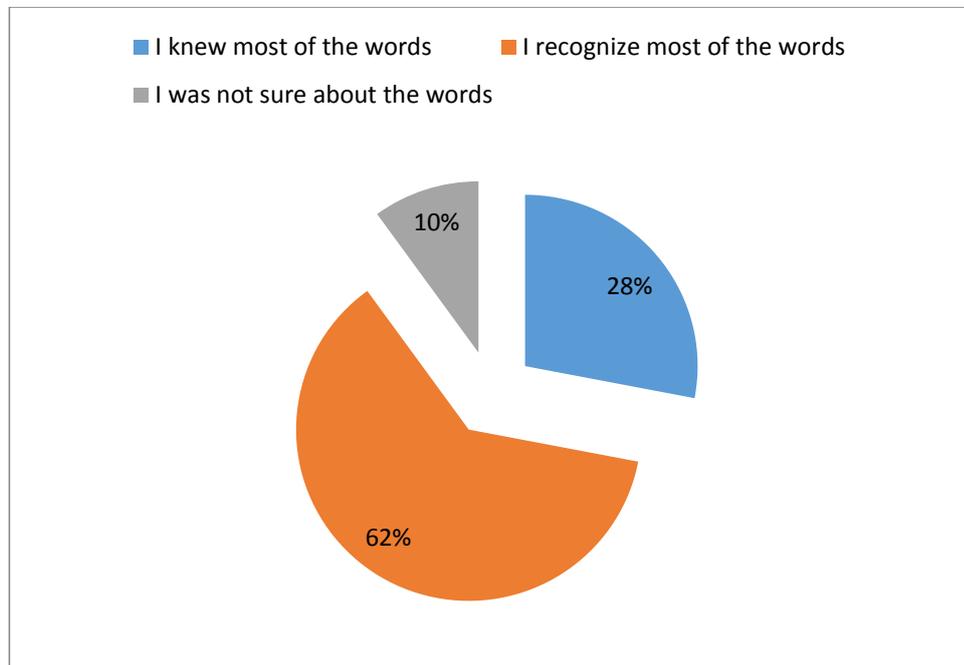
Graph (13): The Extent of Understanding General Idea

Q14: Who does most of the talk in the classroom in Oral Expression?

	Number	Percentage
Teacher	32	64
Student	18	36
Total	50	100

Table (14): Most Talkative in Classroom

In question fourteen, students are divided into their point of view about who is talking more in classroom. Their answers as: 64% for teacher and 36% for students.
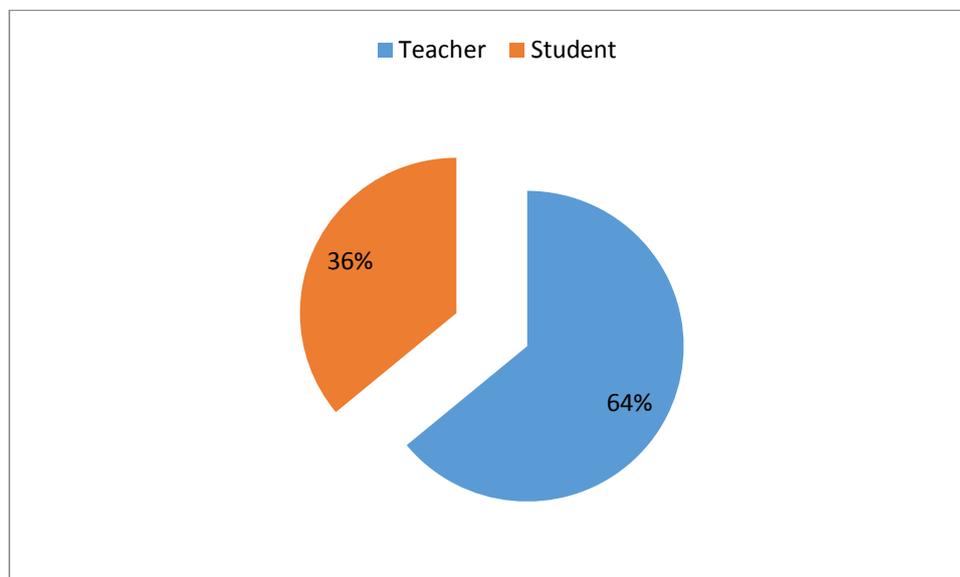
Graph (14): Most Talkative in Classroom.

1.4. General Finding of the Student's Questionnaire:

On the whole, the students show interest to the value of classroom participation, all their previous answers state that it can successfully lead them to enhance their speaking skill, but this can happen if they frequently participate in classroom without obstacles because avoiding classroom participation will obviously affect the student's speaking capacities.

Moreover, from the previous results, we notice that the majority of the learners like to develop their speaking abilities; however, they face several difficulties; for example, they prefer to be passive in classroom because they fear to make mistakes, in addition, self- image and the use of mother tongue; as well as, anxiety, that may affect their oral performances.

So, learning a foreign language means

trying to develop abilities to speak; as well as, to perform a task competently, and produce utterances accurately that fit different social situations. Therefore, the teacher's role is to encourage learners through getting them to talk in classroom, and provide them more opportunities to participate and use the foreign language, inside or outside the classroom. This can be done through using a variety of teaching approaches, methods, and techniques that help students to master the foreign language rules and basics (phonology; morphology; syntax; and semantics). Furthermore, teachers can overcome those difficulties by using classroom participation and trying to involve all learners to participate with

him; i.e he should be as a guide for learners, not just providing information. He also should use different teaching techniques (Free discussion, Group work, Acting in role plays, Play games, And Quizzes.), and try to bring interesting topics to allow learners to participate frequently; teachers also should create a friendly correlation with students atmosphere to the classroom to make students motivated. This can be done through maintaining positive correlations between him and students, so that he can get a successful participation which helps learners to be fluent and accurate in speaking the foreign language.

2. The Teacher's Questionnaire

2.1. Description of the Questionnaire

This questionnaire consists of twelve (12) questions that are arranged in a logical way. They are either closed questions requiring from the teachers to choose 'yes or no' answers, or to pick up the appropriate answer from a number of choices, or open questions requiring from them to give their own answers and justify them.

Question (1) to (3) are concerned with teacher's background information (specify their gender, stating the years of teaching, and show the degrees held. Question (4) is about the teaching techniques that are used in classroom.

In question (5) students are asked about the way in which they ask a question, in question (6) about the kind of student's responses to the teacher's questions. Question (7) is about the role of teaching techniques that are used by the teacher; and in question (8) teachers are asked about the reaction of students towards such techniques. Moreover, in question (9) teachers are asked to determine their talking time in class.

Question (10) is designed to generate information about the teacher's assessment; as well as the points they rely on, in question (11) the teachers are asked to determine the student's feedback to such kind of assessment. Question (12) is devoted to know the value of assessment in the world of teaching, and know more about its role on developing student's interaction.

2.2. Sample

The five (05) teachers who responded to the questionnaire are chosen among the total number of the oral expression teacher's population at the Mohamed Khider University.

2.3. Analysis of the Questionnaire:

Q01: Gender:

	Number	Percentage
Male	01	20%
Female	04	80%
Total	05	100%

Table (01): Teacher Gender

In question one, teachers are asked to determine their gender. Males 20% and females 80%
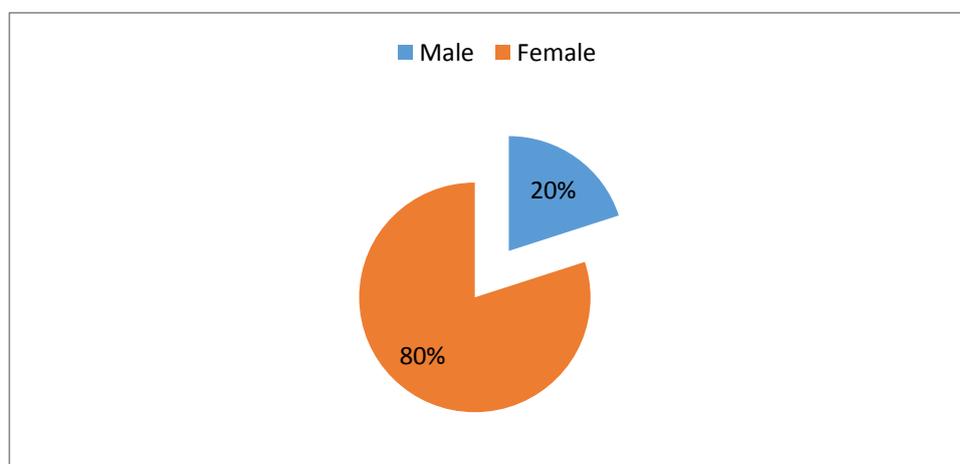
Graph (01): Teacher Gender

2. Degree held:

	Number	Percentage
License	01	20%
Magisterial	02	40%
Doctorate	02	40%
Total	05	100%

Table (02): Teacher Degrees of Study

In question two, teachers are asked about their degrees of study. 20% license teachers, 40% magisterial teachers, and 40% doctorate teachers.
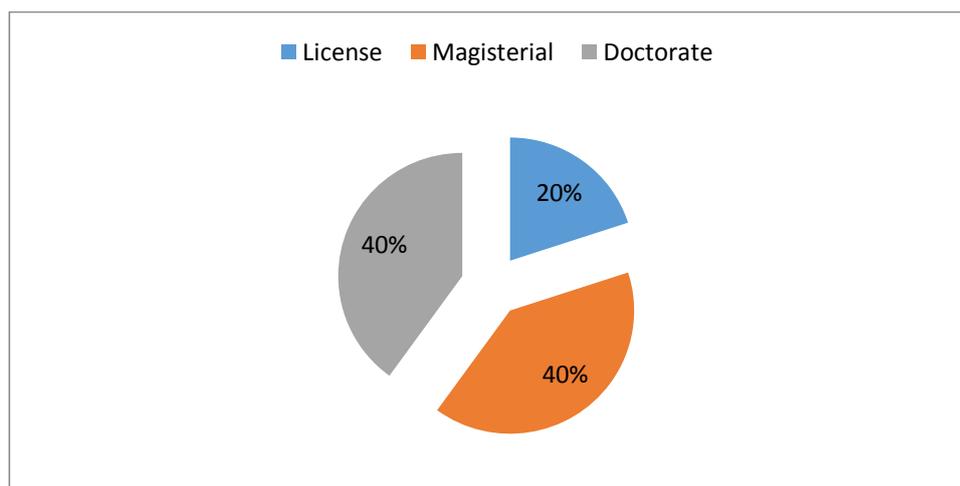
Graph (02): Teacher Degrees of Study

3. How many years have been teaching English in the University?

	Number	Percentage
0-5	01	20%
5-10	02	40%
10-15	02	40%
15-20	/	00%
Total	05	100%

Table (03): Teacher Years of Teaching

In question three, teachers are asked to determine the years of teaching English, 20% from0 to 5 years of teaching, 40% from 5 to 10 years of teaching, and 40% from 10 to 15. Teachers have no comments about the other choice.
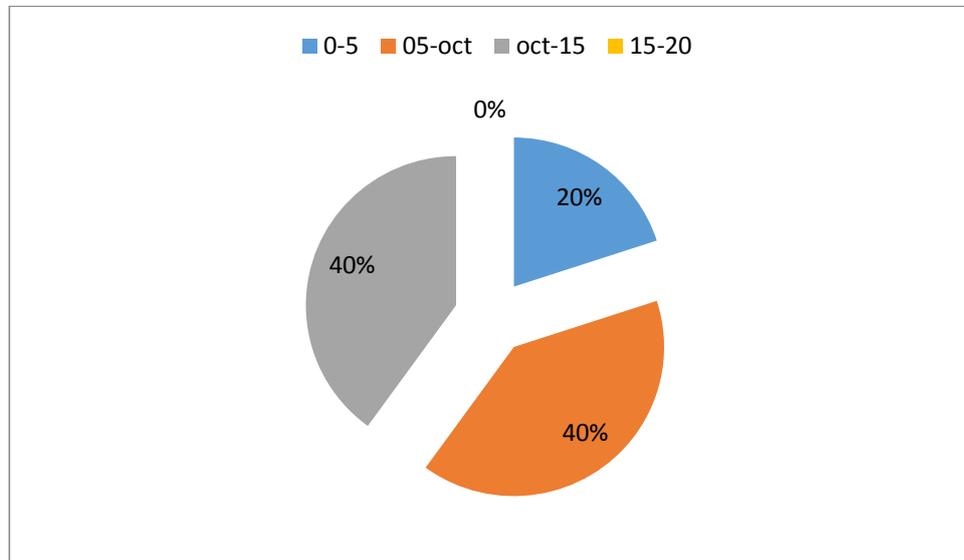
Graph three: Teacher Years of Teaching

4. What are the techniques you use to help your student in participation?

	Number	Percentage
Free discussion	01	20%
Group work	/	/
Role play	/	/
Play games	/	/
Quizzes	/	/
More than one choice	04	80%
Total	05	100%

Table (04): Techniques of Teaching

In question four, teachers are asked to determine the favorable teaching technique that they use it. 20% use a free discussion as a best teaching technique, 80% use all of techniques in teaching.
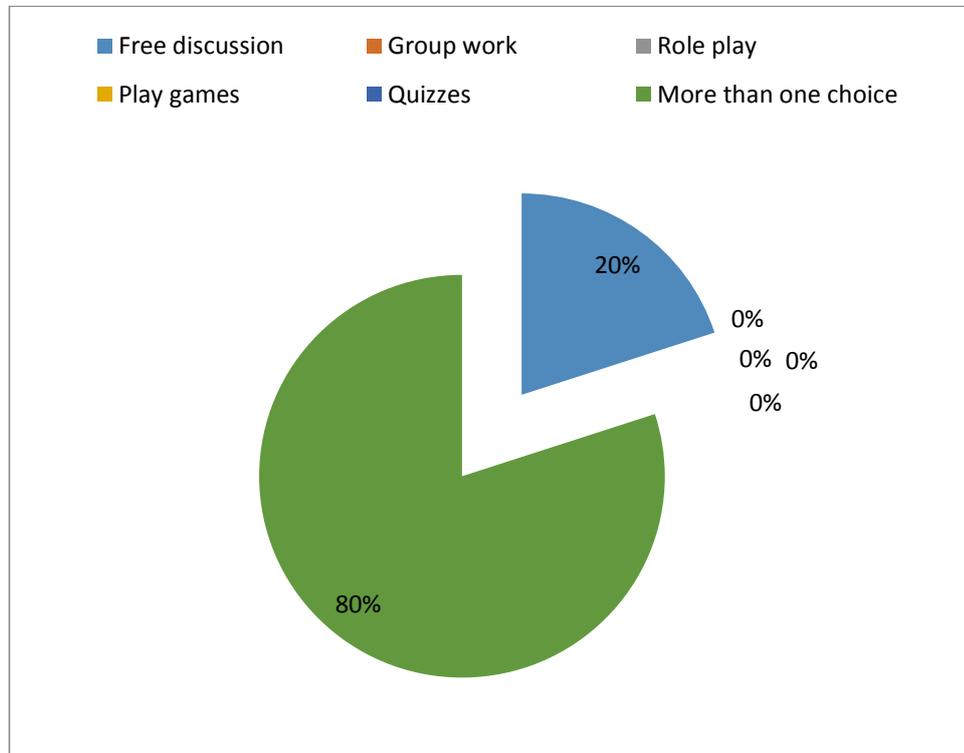
Graph (04): Techniques of Teaching

5. In free discussion technique, what is the best way to ask a question?

	Number	Percentage
Introductory speech then the question	04	80%
Directly state the question	01	20%
Total	05	100%

Table (5): Way of Asking Questions

In question five, teachers often ask questions to the students, but each one has his way of asking. 80% from teachers provide an introductory speech then the question, and 20% directly state the question.
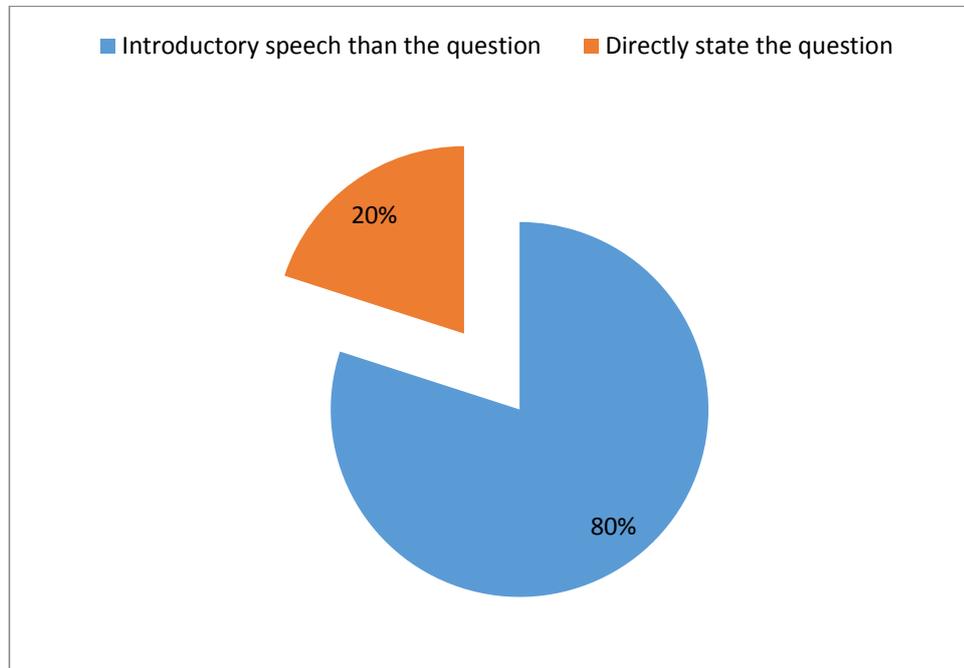
Graph (05): Way of Asking Questions

6. How do students respond to your questions?

	Number	Percentage
Collectively	02	40%
Select who is going to answer	02	40%
Both	01	20%
Total	05	100%

Table (06): Way of Answering

In question six, teachers are asked about the student's way of answering the question. 40% tell that their learners answer collectively, 40% select who is going to answer, 20% select both of the ways.
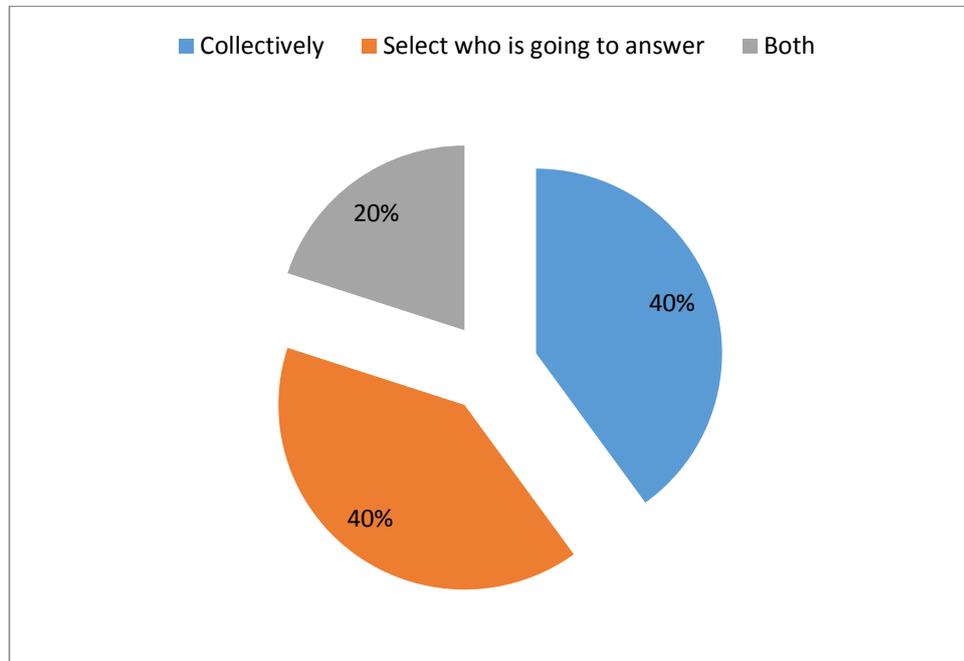
Graph (06): Way of Answering

7. Why do teachers use teaching technique in classroom?

	Number	Percentage
Manage the classroom	02	40%
Enhance student's abilities	02	40%
Both	01	20%
Total	05	100%

Table (07): The Role of Teaching Techniques

In question seven, teachers are asked to determine the role of this technique in the field of teaching, 40% use teaching technique to manage the classroom, 40% use those techniques to enhance the student's oral abilities. 20% select both of them.
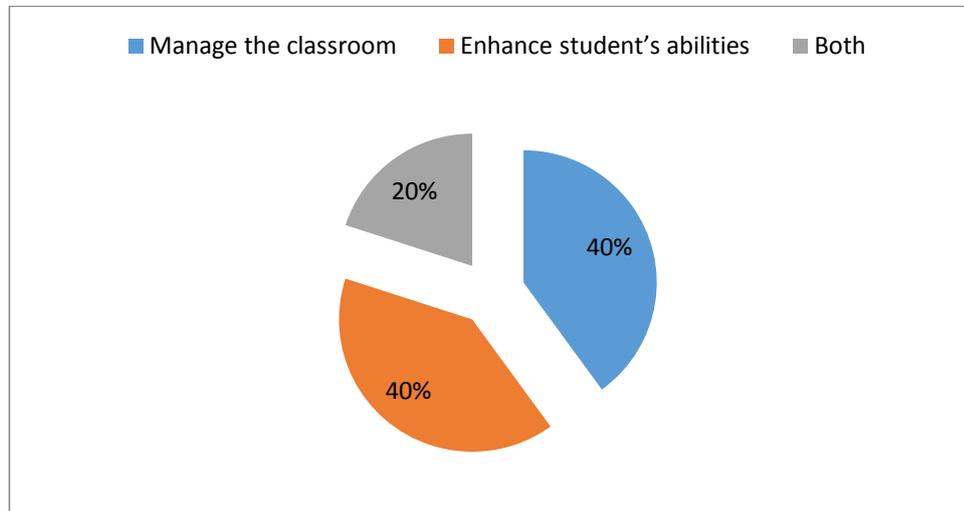
Graph (07): The Role of Teaching Techniques

8. When you use such techniques in the classroom, what is the student's feedback?

	Number	Percentage
Positive	05	100%
Negative	/	00%
Total	05	100%

Table (08): The Reaction of Students

In question eight, teachers are asked about their student's reaction about using such techniques. 100% tell that those techniques have a positive reflection for students.
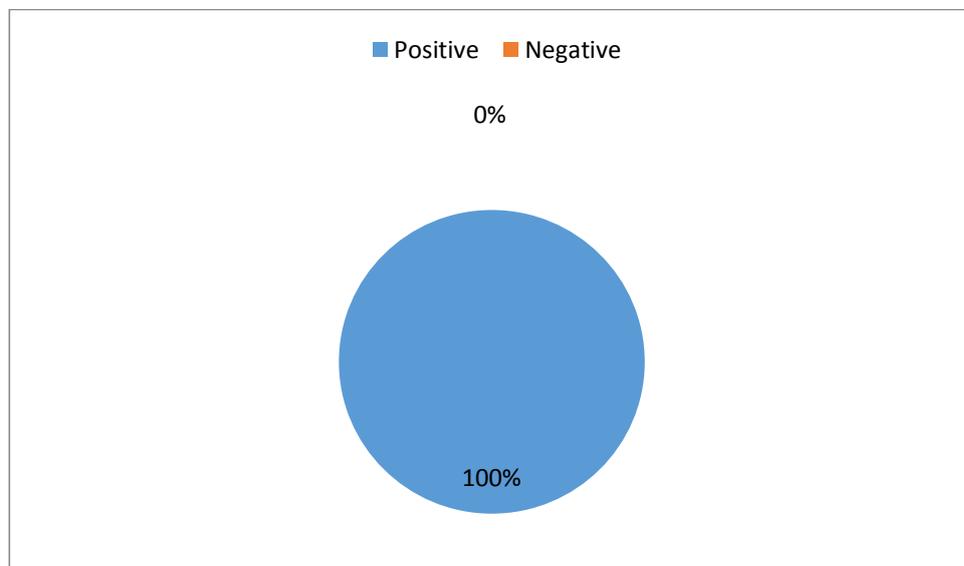
Graph (08): The Reaction of Students

9. How much time do you spend in talking?

	Number	Percentage
Whole session	/	00%
Half for you and half for students	05	100%
Interaction between you and students	/	00%
Total	05	100%

Table (09): Time of Talking For Teachers

In question nine, teachers are asked about their talking time in classroom, 100% interact with their students during the whole session. Teachers leave no comments about the other choices.
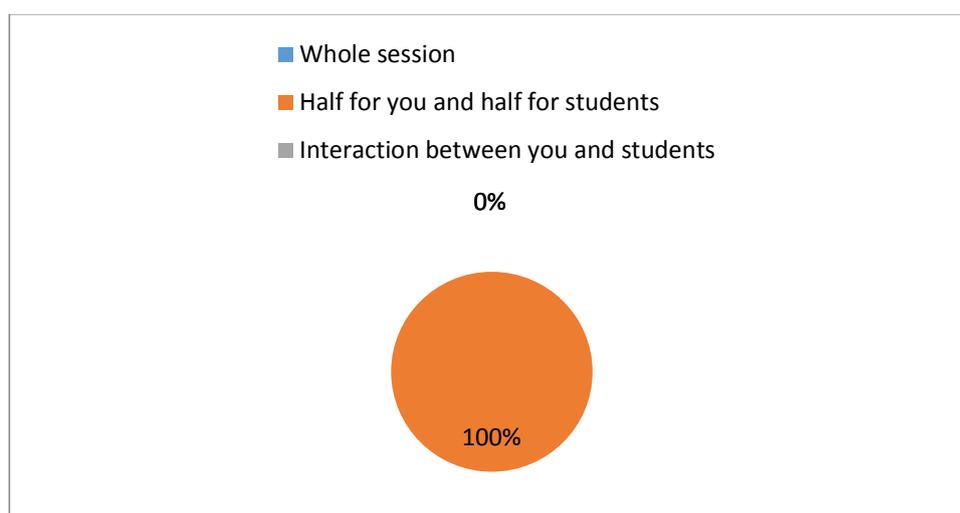
Graph (09): Time of Talking For Teachers

10. Which, of the following points, do you rely on when your students participate?

	Number	Percentage
The student's speech	02	40%
The student's reaction	01	20%
Both	02	40%
Total	05	100%

Table (10): Assessment

In question ten, teacher's assessment often based on such element, either the student's accuracy in speech(grammar), or fluency(the use of communicative strategies). 40% focus on the student's speech, whether 20% focus on the student's reaction. And; 40% focus on both of them.
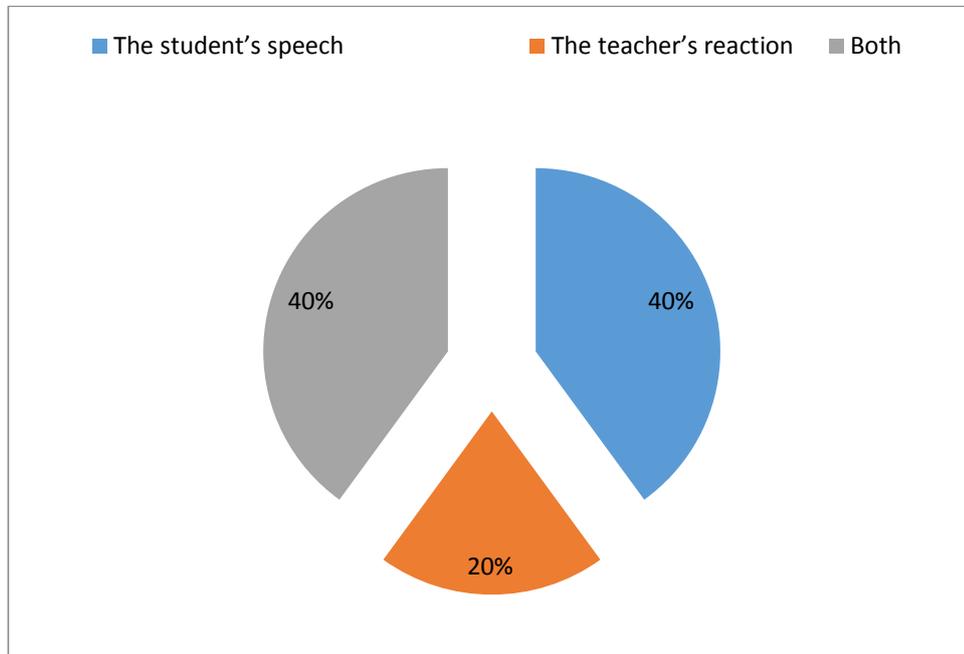
Graph (10): Assessment

11. How the students react to such participation?

	Number	Percentage
Positive	05	100%
Negative	/	00%
Total	05	100%

Table (11): Reaction of Students

In question eleven, teachers are asked about the student's feedback under such

assessments, 100% tell that the student's feedback is positive.
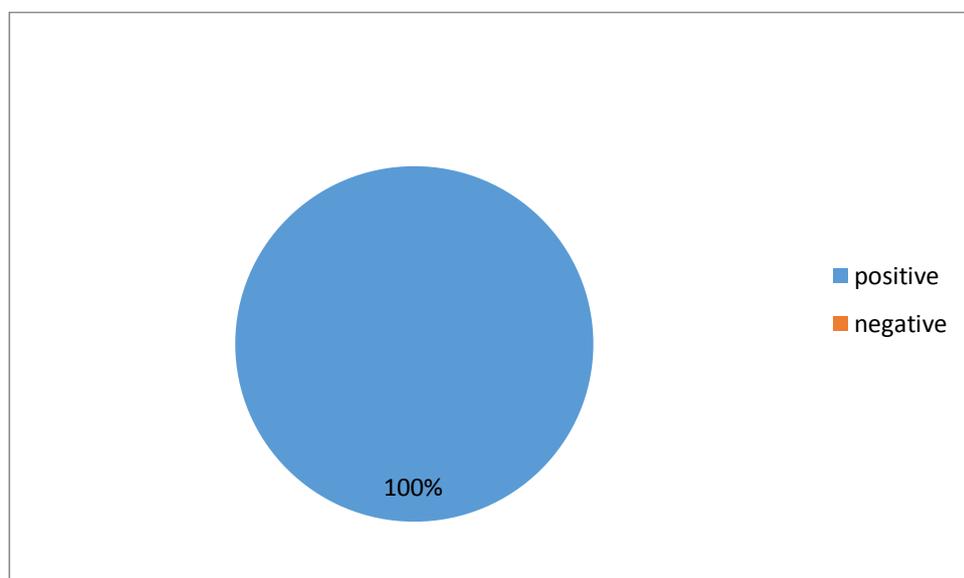
Graph (11): Reaction of Students

12. Do you think that participation in classroom help students to speak frequently?

	Number	Percentage
Yes	05	100%
No	/	00%
Total	05	100%

Table (12): Role of Participation in Developing Speaking

In question twelve, teachers state that participation in classroom help students to speak

frequently
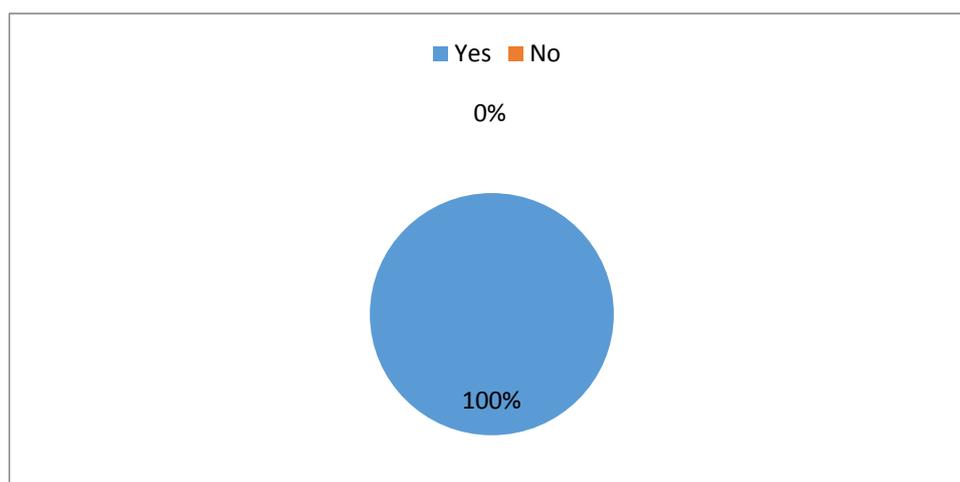
Graph (12): Role of Participation in Developing Speaking

The present study reveals that both learners and teachers know about classroom participation, they recognize that using it can have a positive impact on learner's speaking capacities. It primarily gives the opportunity to receive comprehensible input and feedback. So, through a regular participation with others, learners can increase the ability of speaking.

2.4. General Finding of Teacher's Questionnaire

Almost of the teachers agree that classroom participation could reduce progressively the speaking problems and mistakes, moreover, some of teachers consider that they could be disappeared completely. This means that, a regular participation in the classroom leads to achieve speaking skill that is free of mistakes, since the participants will contribute in giving feedback. So, learners will have the opportunity to notice the gap between the language they are using and the

correction, and through participation they seek to use the appropriate language that makes them be understood by others.

To sum up, teachers give importance to the development of foreign languages through speaking skill, and they should enrich their learners with meaningful linguistic forms of language (grammar and vocabulary), and how to use these rules interms of communicating that language. Furthermore, through the teacher's answers, we notice that teachers try to solve learner's speaking difficulties through the use of classroom participation as an appropriate strategy for developing learner's oralproficiency in speaking.

Conclusion

Throughout this chapter, we wanted to investigate whether both of teachers and students are aware of the importance of classroom participation in developing speaking skill or not. We have made two questionnaires for both. Furthermore, we emphasized the following points: students' and teachers' personal information, importance of classroom participation in raising foreign language fluency, importance of speaking skill, difficulties of speaking and finally their assessment on the ability of speaking skill as a result of classroom participation.

The present study results that both learners and teachers know about classroom participation, they recognize that using it will have a positive impact on learner's speaking capacities. It primarily gives the opportunity to receive comprehensible input and feedback. So, through a regular interaction with others, learners can increase the ability of speaking.

General Conclusion

Researches in language learning have addressed the value and the importance of student participation in classroom classes. Little, if any, teachers would dispute the position that learners who participate learn effectively. After all, how the majority of us feel we learn the best. However, real proof to support this hypothesis looks to some extent lacking. For most educators, it is almost instinctive that creating an atmosphere where students easily converse and exchange thoughts can not contribute but foster a better understanding of course material and an appreciation for its meaning to be a mature student. Nevertheless, educators have to be careful in their claims. Nowadays' teachers have to be conscious of the ever-changing nature of the classroom and the inclusive variety of students.

One of the main responsibilities of oral expression teacher is to contribute in helping his students to participate effectively in classroom. Classroom participation is considered to be one of the most fundamental factors that improve and develop foreign language learners' fluency, it helps students positively to master their speaking skill. Moreover, it is obvious that most of them face different difficulties in speaking. For this reason, the best way to reduce these difficulties progressively is to help those students participating on the classroom.

We hypothesized that engagement of students from teachers in meaningful tasks contribute in developing their speaking level, since it is the perfect way for engaging students in meaningful motivational way as well as overcoming their lack of self-confidence towards speaking in classroom.

The present research contains three main chapters. Both first and second chapters are the theoretical part of our study. However, the third chapter is the practical one. The first chapter deals with general overview on classroom participation, and chapter two includes general issues on speaking skill. Furthermore, it discusses the foreign language learners' participation and its contribution on developing learners' fluency. Finally, in the third chapter, we have dealt with detailed analysis of both student's and teacher's questionnaire.

Student's and teacher's responses showed a considerable interest on the contribution of classroom participation in raising foreign language learners' fluency. Thus, teachers are really given the chance to the students to produce their own production of speech effectively through participation in classroom. This is in order to be motivated to speak foreign language without a lack of self-confidence or fear from making mistakes.

Pedagogical Recommendations

To close this study which highlights some factors that affect the students' participation, we state some suggestions and recommendation that will be useful and helpful for the oral expression' teachers in specific and for all teachers in general :

1. Teachers have to invite the students to participate in the classroom by encouraging and helping them.

2. They have to create positive classroom environment to make the students feel comfortable and to contribute in language learning success.

3. They must design a simple and fun activity to keep students motivated and interested.

4. They have to intervene from time to time for keeping the flow of learning process.

5. . They also have to organize their classes and control them to bring better learning-teaching atmosphere.

6. They have to design pair and group work activities to increase their students' cooperative learning through exchanging and discussion of ideas, and help them feel less inhibited about speaking out.

7. They have to vary the students' speaking activities that develop their communicative abilities such as: role play, discussion and debates and some games.

8. They have to provide more opportunity for the students to participate through giving them the chance to choose the topic.

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Appendix (01)

University of Biskra
Department of English
Dear students,

       We are preparing a research on a classroom participation as an educational strategy to raise foreign language learners' fluency. We purposely decided to select third year LMD students at the Division of English at Biskra University and we would be grateful if you could answer this sample of questions. Please, use a cross (×) to indicate your chosen option, and specify your answer when needed. May I thank you in advance for your collaboration.

Section one: General Information

1- Specify your gender

      a- Female ☐

      b- Male ☐

2- Is your level in English?

      a- Good ☐

      b- Average ☐

      c- Less than average ☐

      d- I do not know ☐

3- What type of relationship exists between you and your teacher?

      a- Good ☐

      b- Perfect ☐

      c- Just in study ☐

Section two: Classroom Participation

4- Do you think that you are an active or passive participant in classroom?

      a- Active ☐

      b- Passive ☐

5- How often does the teacher give you the opportunity to participate in the classroom?

      a- Always ☐

      b- Sometimes ☐

      c- Never ☐

6- Are you satisfied with more or less participation in the classroom discussion?

      a- More ☐

      b- Less ☐

      Justify……………………………………………………………………………………

      ……………………………………………………………………………………...………

      ……………………………………………………………………………………..

7- How do you feel when you join in the classroom discussion?

      a- Comfortable ☐

      b- Nervous ☐

      c- Anxious ☐

-Why……

……..………

………………………………………………………………………………………...

8- Do you prepare questions when you come to the classroom?

      a- Yes ☐

      b- No ☐

      justify……

……..………

……..

9- Which of the four language skills you wish to master most?

      a- Listening ☐

      b- Speaking ☐

      c- Reading ☐

      d- Writing ☐

Section three: Speaking Skill:

10- How do you judge your speaking ability as a result of classroom participation?

      a- Very well ☐

      b- Well ☐

      c- Not so well ☐

11- In the classroom, are you?

      a- Talking ☐

      b- Average Talking ☐

      c- Less Talking ☐

-Why……...

……………………………………..………………………………………………………………….…………………

……..

12- Do you feel comfortable speaking the language (English)?

      a- I always felt good and comfortable when speaking in English. ☐

      b- I sometimes felt good when speaking in English. ☐

      d- I never felt good when speaking in English. ☐

-Why …..

………………………………………………………………………………………………

……………………………………………..………………………………………….

13- Are you able to understand the general idea of the language as it is spoken, even if you did not know every single word?

      a- I knew most of the words ☐

      b- I recognized most of the words. ☐

      c- I was not sure about the words ☐

-why…………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………….

14- Who does most of the talk in the classroom in Oral Expression?

      a- Teacher ☐

      b- Students ☐

15- Do please feel free to add your overall opinion on the questionnaire or add anything you feel that this questionnaire fell short to address?

………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………………………………………………………………..

THANK YOU VERY MUCH FOR YOUR COLLABORATION

Appendix (02)

University of Biskra
Department of English
Dear teachers.

You are invited to take a part in the current research through filling in the questionnaire below. The latter is designed to gather information about enhancing EFL learner's speaking production. Please answer by ticking the appropriate boxes or giving answers in the spaces provided. I would like to thank you in advance for your collaboration.

1. Gender:

    a. Male.   ☐

b. Female.   ☐

2. Degree held:

    a. License.   ☐

    b. Master.   ☐

    c. PhD (Doctorate). ☐

3. How many years have been teaching English at the university?

    a. 0-5.   ☐

    b. 5-10.   ☐

    c. 10-15.   ☐

    d. 15-20.   ☐

4. What are the techniques you use to help your student in participation?

    a. Free discussion.   ☐

    b. Group work.   ☐

    c. Acting in role plays.   ☐

    d. Play games.   ☐

    e. Quizzes.   ☐

    Would you please justify …………………………………………………….......................

    …………………………………………………………………………………………..……...…

    ………………………………………………………………………………………..

5. In free discussion technique, what is the best way to ask a question?

    a. Introductory speech than the question. ☐

    b. Directly state the question.   ☐

    Would you please

    justify…………………………………...

    ……………………………………………………………………………………………………

    …………………………………………………………………………………………………

6. How do students respond to your questions?

   a. Collectively. ☐

   b. You select who will answer. ☐

   Would you please

   justify…………………………………………………………………………………………….

   ……………………………………………………………………………………………………

   …………………………………………………………………………………………………..

7. Why do teachers use teaching technique in classroom?

   a. To manage the class. ☐

   b. To enhance the student's abilities. ☐

   Would you please

   justify…………………………………………………………………………………………….

   ……………………………………………………………………………………………………

   …………………………………………………………………………………………………..

8. When you use such techniques in the classroom, what is the student's feedback?

   a. Positive. ☐

   b. Negative. ☐

In case of negative feedback, what is the reason?

   a. The technique is not much effective. ☐

   b. The students are not too much motivated. ☐

9. How much time do you spend in talking?

   a. The whole session. ☐

   b. Half for you, and half for your students. ☐

   c. Just you ☐

   In each case would you please

   justify…………………………………………………………………………………………….

   ……………………………………………………………………………………………………

   …………………………………………………………………………………………………..

10. Which, of the following points, do you rely on when students participate?

   a. The student's speech. ☐

   b. The student's reaction. ☐

   Would you please justify

   why………………………………………………………………………………………………….

   ……………………………………………………………………………………………………

   …………………………………………………………………………………………………..

11. How do the students react to such participation?

    a. Positive.   [   ]

    b. Negative.   [   ]

If it is negative, could you please state the reason?

    a. The student is angry and confused.   [   ]

    b. The point does not really interpreted by student. [   ]

12. Do you think that participation in classroom helps students to speak frequently?

    a. Yes   [   ]

    b. No   [   ]

Would you please explain how. …………………………………………………………………..

………………………………………………………………………………………………..…

………………………………………………………………………………………………..

THANK YOU VERY MUCH FOR YOUR COLLABORATION

ملخص

تهدف الدراسة الحالية إلى معرفة مدى مساهمة المشاركة في القسم على تطوير تقنية مهارة المحادثة لفائدة طلبة اللغة الإنجليزية. كما لاحظنا أن أغلبية الطلبة لا يستعملون هذه اللغة بطلاقة، ومن هنا نصل إلى طرح الإشكالية ألا وهي ضعف المساهمة في القسم. من خلال هذه الإشكالية نطرح بعض من الفرضيات. أوّلا:إذا كان الأساتذة يشجعون المشاركة في القسم، المستوى الدراسي للطلبة سوف يرتفع. ثانيا: إذا كان الأساتذة يوفرون أكبر كمية من التمارين، مستواهم في الاداء الشفوي سوف يرتفع. ثالثا: إذا وفر الاساتذة الجوّ المناسب للطلبة، فان هذا سوف يساعدهم في تفكيك الصعوبات التي تعترضهم في الآداء الشفوي. الهدف الرئيسي من خلال هذا البحث هو معرفة مدى قدرة الطالب على تطوير براعته في المهارة الشفوية من خلال المشاركة في القسم ومن دون أي خجل أو خوف من استعمال أخطاء لغوية، كما اعتمدنا في دراستنا على استعمال المنهجية الوصفية لوصف استبيانين، الأول موجه إلى طلبة السنة الثالثة من النظام ل،م،د والثانية إلى أساتذة التعبير الشفوي لقسم الإنجليزية قصد سبر آرائهم في مادة التعبير الشفوي حول تأثير المشاركة في القسم، إضافة إلى ذللك قمنا بتحليل المعطيات بالطريقة الكمّية. النتائج التي توصلنا إليها قد وضّحت لنا أنّ كلّ من الطلبة والأساتذة واعون لأهمية المشاركة في القسم، كما أظهرت مدى حاجة الطلبة إليها من أجل اجتناب الصعوبات التي تواجههم في المهارات الشفوية وذلك من خلال تحفيز الأستاذ كل الطلبة وليس البعض على المشاركة ومن دون أي قلق وخوف من استعمال أخطاء لغوية وذللك من أجل خلق فرص مناسبة لاستعمال اللغة من دون أي تردّد