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**The Impact of Teachers' Roles on Enhancing EFL Students' Classroom Interaction,
Participation, and Speaking Ability Skill**
**A Case Study of First Year Master Students at Mohamed Kheider
University of Biskra**

**Dissertation Submitted in Partial Fulfillment of the Requirements for a Master's
Degree in Language Sciences.**

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Dedication

I dedicate this dissertation to:

*My father **Ibrahim** and my mother **Djamila** who educated me on good education; to be honest, kind and respectful, thank you for trusting me, for your love, patience, support, and encouragements.*

To my dear brothers and sisters and all my family,

To all my friends and classmates.

Thank you

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ABSTRACT

This study aims to find out the extent to which EFL teachers' roles enhance students' participation in the classroom. It focuses on the important role that teachers play in order to make their students feel comfortable and induce them to participate in the classroom. Throughout this research, we hypothesize that if the teachers play their role properly in the classroom such as motivating, encouraging students, and proposing effective strategies that develop the students' participation, they will be able to enhance their students' participation. The data have been collected through two research tools; a questionnaire administered to first year master students randomly thirty (30) students and all the teachers of first year master; six(06) teachers at Mohamed Kheider university of Biskra, in addition to the classroom observation. The findings indicated that the hypothesis is confirmed. Last but not least, teachers can enhance students' participation by selecting different and interesting tasks and activities that attract students' attention and work with their needs and wants.

List of Abbreviations

EFL: English as Foreign Language

CLT: Communicative Language Teaching

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General Introduction

Teaching is a combination of strategies, techniques, motivation, personalities, and control. It is to show someone to learn, giving instruction, guidance, providing students with knowledge. It is also a great profession which allows the teacher to play a spirited role in the classroom. Since teaching is a process, the teacher is one of its main pillars. He/she is a person who presents his/her efforts to make a positive impression on his/her students. On the one hand, classroom interaction helps students to build a good relationship with their teacher in the classroom. According to Brown (2001, p.165), interaction is at the heart of communicative competence; when a student interacts with another student he/she receives input and produces output. On the other hand, the relationship between students and teachers is very important even if it is often difficult to achieve. In addition, the qualities of a positive relationship can vary learning experience inviting students to learn. Teachers and students who have good communication qualities in the classroom may establish a positive relationship. As a result, the communication between the two seems as a connection which provides better atmosphere for classroom participation. Furthermore, class participation is an important aspect of students' learning, when they speak up, they learn to express ideas. However, it is the teacher's responsibility to create a positive climate in classroom so that students will be able to participate. Consequently, the teacher's roles, performance, and responsibilities have huge effects on students' participation either positively or negatively. Thus, this work attempts to explore whether the teacher's role affects the students' participation or not. The purpose of this study is to determine how the teacher's role enhance the students' participation so; we hypothesize that, with the positive relationship between the teacher and his/her students, students will perform and participate better in classroom.

Literature Review

The idea that interaction should take place in the classroom becomes more and more popular especially in second or foreign language classrooms. Many researchers claim that through classroom interaction, skills can be developed so that, interaction is a way of learning in general and developing skills in particular. However, each researcher has defined classroom interaction and teachers' roles from a different perspective. Classroom interaction is a relationship between the participants in the learning process;

the teacher is influenced by the learners and vice versa. So, most students will not engage in an interaction by themselves unless the teacher starts first. Allwright and Bialy (1991) argue that “interaction is something people can do together.” It means that in the classroom it is important for the teacher to interact with his /her students. It is true that the teacher who should create an interaction with his/her students; however, sometimes he/she should create a positive and relaxing atmosphere for students to express themselves.

According to Wagner (1994, p.8) “interaction does not occur only from one side, it must be mutual influence through giving and receiving messages in order to achieve communication.” It is essentially important for both; the teacher and students to have strong mutual interaction and the teacher should explain to his/her students the importance of classroom interaction. Stronge (2007, p.23) makes the important point that “effective teachers care about their students and demonstrate that they care in such a way that their students are aware of it.” As a result, the teacher should have a good relationship with his /her students; he/she needs to understand the students’ needs and the way they are thinking in order to help them. In addition to teachers helping students when interacting in a foreign language, students can apply a number of strategies to overcome communication difficulties.

Kyriakou (2007, p.36) stated that, it is not surprising that the quality of teacher talk is one of the most important aspects of effective teaching. It is true that the teacher’s personality is so important but there are other things that make effective teaching for example; the teacher’s roles and responsibilities have huge effects which may affect students positively or negatively. It means that creating and selecting appropriate methods in teaching may help the teacher to motivate students to learn .As Reimers (2003 ,p.05) puts it, “ teachers are not only one of the variables that need to be changed in order to improve their education system, but they are also the most significant change agent in this reform.” So that, it is a common knowledge that promoting teacher quality is a key element in improving the educational system in any society. Participation in discussions gives students a way to show what they know and to test the clarity and degree of understanding of their ideas. Essentially, students must be good listeners and remember what the teacher and their classmates have said.

Rivers (1968, p.192) claims that “some personality factors can affect participation in a foreign language and teachers should recognize them.” The teacher here is obliged to know what make students avoiding participation and what the difficulties are too.

Consequently, the teacher should have a clear image about his/her students' level of learning. Another way to increase students' participation is streaming weak participators in groups and letting them work together, this method may help the teacher to achieve a high level of participation. With our modest contribution we are going to add an important element which we suggest; low participation is due to the ignorance of teacher's interaction. If the teacher does not motivate his students or doesn't interact with them, the talkative ones will show no interest. So, increasing and enhancing students' participation is one of the teacher's roles and responsibilities.

Statement of the Problem

It is a common knowledge that the quality of teachers is the dominant factor in how successful students will be at school. This is due to teacher's main role as the guide of the educational process. S/he has an important role in the classroom because he/she is the source of the information and at the same time he/she is the responsible who evaluates that information. So, teaching is a profession where the teacher plays different roles which may affect students positively or negatively. However, the problem here is whether the teacher's roles enhance the student's participation in classroom or not.

Significance of the Study

This research shows the importance of the teachers' roles in the classroom and how the teacher can apply them in order to enhance the students' participation. Therefore, in teaching, the teacher should know his/her students' level to makes them able to understand him/her then to participate; otherwise, learning becomes difficult, especially if there is no proper interaction. So, this work investigates that the more the teacher connects or interacts with his or her students, the more they feel relax to participate.

It is important for both the teacher as well as the students. Firstly, it is important for the teacher because he/she is obliged to explain to the students the importance of participation. Secondly, it is important for students too because from their interaction and relationship with their teachers, they will enhance their level of participation. However, limited relationship between teacher and students can be helpful for shy students who have problems of speaking in front of their classmates.

The significance of this study attempts to discuss whether the teachers' roles impact on enhancing students' classroom participation or not. In addition to the teachers' roles,

the relationship and the interaction between the teacher and his/her students are so important. Through interaction, the students' classroom participation will increase; however, it is important for them to build a strong relation with their teachers in order to have a successful school year.

Aim of the Study

Our aim in this research is to determine how teacher's roles enhance students' participation in classroom. Also this study aims to emphasis on the important role that teachers play in order to make their students feel comfortable to participate in the classroom. In addition, it will estimate the reasons that make students neglect participation in classroom.

Research Questions

The questions that this research tends to answer are:

1. What are the techniques and strategies that teachers should apply in order to enhance the student's participation in classroom?
2. How can teachers encourage and motivate students to participate?
3. To what extent teachers' roles have an important impact on student's participation?

Research Hypothesis

➤ If the teachers play their role properly in the classroom such as motivating, encouraging students, and proposing effective strategies that develop the students' participation, they will be able to enhance their students' participation.

Methodology

Concerning this study, the sample is both students of first year master and all teachers of master one at Mohamed Kheider University of Biskra. This research conducted through the descriptive method as it is the appropriate way to deal with this subject in order to determine how the teachers' roles affect students' classroom participation. The tool that used to collect data is the questionnaire. The questionnaire distributed randomly to first year master students and all the teachers of master one. Besides the questionnaire, a classroom observation was the second data collection tool.

Chapter One

Classroom Interaction

Chapter One: Classroom Interaction

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Introduction

In this chapter, we deal with an overview and definition of teaching then the different techniques that motivate the students to participate in various activities for example; the teacher uses pair and group work. This chapter will discuss the teaching styles and some characteristics of a good teacher. In addition, we will explain the definition of classroom interaction, its types and purpose in the classroom. Moreover, this chapter will discuss and explain the teacher's roles like: controller, assessor, corrector, organizer, prompter (motivator), resource, observer and facilitator. Finally, we describe the EFL students, types of students and learner autonomy.

1. Definition of Teaching

According to Corony & Willis (1988, p. 165), the teaching profession is a relatively new one. Traditionally, parents, elders, religious leaders and sages were responsible for teaching children how to behave and think and what to believe. Germany introduced the first formal criteria for the education of teachers in the 18th century. In the 19th century, as society became more industrialized, the concept of schooling became more universal. They stated that, in industrialized nations today, most teachers are university graduates. Teacher-training programs usually include both general and specialized academic, cultural, or vocational courses; the study of educational principles; and a series of professional courses combined with practical experience in a typical school setting. According to Bachar (2013, p. 377), teaching has an intensely emotional base. In teaching, teachers should know how to deal with their students' wants and needs; they should not forget that they are human beings and they have to work with emotions. As a result, emotions play a great role in effective teaching.

Stronge (2007 ,p.33) stated that effective teaching is the result of a combination of many factors, including aspects of the teacher's background and ways of interacting with others, as well as specific teaching practices. To discover what makes an effective teacher, we must understand what is meant by the word effective, realizing that the definition of this term has multiple layers and implications within the teaching

profession. The fundamental purpose of teacher preparation programs is “preparing teachers who will be able to help all students learn, regardless of their socioeconomic status, race/ethnicity, and exceptionalities”. The next generation of teachers must master multiple teaching strategies and must be able to adapt instruction to the students they serve. Blyth and Perkins (1998, p.72) pointed that, experience does make a difference in teacher effectiveness, as it offers teachers the opportunity to grow professionally by learning from practice. Teaching refers to the process of imparting knowledge and skills from a teacher to a learner. It encompasses the activities of educating or instructing. It is an act or experience that has a formative effect on the mind, character or physical ability of an individual. Also, it is the range of professional duties performed by teachers. At the heart of a teacher's role is the promotion of learning for all students. Fusaro (2009, p.32) asked the question: what skills do teachers need? The answer is listed below:

- Know how to employ the most effective teaching and learning strategies to enable students to make progress.
- Be able to assess what his/her students know, understand and can do and then use this assessment to plan future teaching and learning activities.
- Have high expectations for all students, of whatever class, race, gender or ability.
- Know how to motivate his/her students to do this; s/he needs to be effective role models for the students s/he teaches.

Consequently, as the teachers’ role is important, language skills and teaching methods are important too in enhancing students’ participation.

2. Teaching Techniques

One of the biggest difficulties that the teacher may face is to make all the students participate. The teacher should have his/her lesson plan outline on the board for the students to see; this will make them understand that they should pay attention in order to participate. However, many students do not speak during the lesson. In order to develop students’ participation and making them interesting in speaking and participating in the class, the teacher may use group and pair work.

2.1. Group Work

In group work, the teacher can divide the whole class into small groups; however, small groups create greater involvement and participation than the larger groups. In addition, group work is a meaningful technique for students to exchange ideas and opinion from each other and to work together.

Harmer (2001, p.117) states a number of advantages of this technique:

- It decreases the amount of teacher's talk and gives much opportunity for students.
- It encourages broader skills of cooperation and negotiation.
- It promotes learner autonomy by allowing the students to make their decision.

However, the disadvantages of group work are:

- It can be noisy.
- Some teachers can lose control over the class.
- Sometimes some students are passive whereas others may dominant.
- It takes longer time to organize groups.

Group work is essential for large classes. Some teachers think they will control the class but a good task can make everyone work well.

2.2. Pair Work

Pair work is another technique that the teacher may use to organize students when s/he gives them activities. In pair work, students find themselves participating because they must speak with their classmates.

According to Harmer (2001, p.116) pair work has many advantages:

- It increases the amount of speaking for the students.
- It allows teacher's time to work and the other students continue working.
- It promotes cooperative help in the classroom among the students.
- It is easy relatively quick and easy to organize.

In contrast, pair work also can have disadvantages such:

- Pair work is very noisy; sometimes teachers lose control of their class.
- Students often use their native language.
- Not each mistake can be corrected in pair work.

Asking students to work in pairs has many advantages:

- It's good for students to speak to each other in English. The main aim is that the students can practice the language.

- It's good for the student to work with another student rather than alone. They can brainstorm more ideas and help each other; the stronger students can help the weaker.
- It's good for students to know that the language is not only an interaction between them and the teacher but it is between them and others. The way they work together in pairs helps them not only to learn the language but to build up their rapport and independence.
- It allows the teacher to step back and monitor the performance of individual students.
- It also allows students to personalize the lesson, by sharing their own experiences and opinions.
- Some students are shy and will never participate in whole class discussion. In pairs, students can feel safer and more likely to take risks and experiments with the language.
- Introducing a pair work activity can give the lesson a change of pace.

According to Weissberg (1988, p.07) "the most effective format for students to develop their oral language skills in the small group". This setting allows for natural conversation to develop; the conversational atmosphere of the small group also allows students to develop discourse in English. Perhaps, students do not like to participate in front of the whole class; in this situation, the teacher may put them in pairs or in small groups to encourage shy students to participate.

3. Teaching Styles

Teaching style differ from one teacher to another. Having a different teaching style makes it essential for teachers to be able to adapt to their students learning abilities. However, teaching style and the different activities that are created and presented by the teacher should encourage students to participate in the classroom. In the view of Biggs and Tang (2007 ,p.144) actively participating students are involved in the design of their learning experience, the identification of their learning needs, their ways to fulfill those needs and how they will be assessed. This implies that responsibility of learning is shared between students and lecture for that, students should benefit from the lecture. They stated five classroom teaching style methods that will help any teacher reach their students.

1. One of the most popular and widely used teaching styles is that of an authority figure. This teaching style puts the teacher as the center of attention and all the students must focus on what the teacher is doing. Biggs and Tang (2007, p.144) stated that, the information that the students receive comes directly from the teacher. Any type of misbehavior that arises must be dealt with quickly by the teacher; s/he will often maintain control by using a loud voice or some other type of attention. This style of teaching only produces short-term results with students.
2. Another teaching model that a student may find in the classroom is an authority model. Black (1997, p.23) pointed that, the teacher demonstrates certain behaviors that are beneficial to the students. Lessons are taught much like the authority figure that demands obedience, except model behavior is shown by example. There is often a clear cut discipline structure that is communicated to both parents and students. The teacher finds satisfaction in the strides that the students make each day. However, the students begin to build a trusting relationship with their teacher.
3. Next style is a classroom that is student oriented. According to Mohan & Narssen (1997, p.22), the teacher develops activities that help students build relationships. Some of the activities will be based on students interacting with each other. Students who sit under this teaching model find that they end up with friendships with others and remember the content of the lesson plans. Students who do not interact well with others may find it hard to learn in this environment.
4. A fourth teaching model uses the students to learn the material themselves. Biggs and Tang (2007, p.144) argued that, the teacher will have detailed lesson plans that the students must read through and find a way to learn and complete the assignments. Students will have to learn, to work in groups and rely on each other to complete the assignment. Usually the teacher is there to provide guidance and support the students.
5. The final teaching style is one that presents hands off method. The students are left to themselves to read the book and complete material that is given in an outline format. Mohan & Narssen (1997, p.23) argued that, the teacher is usually in the classroom but only available for questions. Students work through their books to pass any tests that are given by the teacher. Every student has a different learning style and every teacher has a different teaching method they use in the classroom. To succeed, students and teachers must learn to adapt to each other. With both sides working together, students will learn and teachers have success teaching their students.

4. Characteristics of a Good Teacher

Teaching has to do with method, technique, content and presentation. Having knowledge but failing to communicate it does not serve teaching; as Hassett (2000, p.07) said that “good teaching often has less to do with our knowledge and skill rather than our attitude towards our students, our subjects and our work”. In general, a good teacher has some traits that characterize him/her. These general traits have been put forward by Hassett (2000 ,p.2-5) good teachers have a sense of purpose; they prepare and conduct their lessons and program depending on what students expect and make plans to meet those expectations. Teachers have their own expectations too about what happens in their classroom based on the goals they try to achieve. Noddings (2005, p.63) explained that a teacher’s happiness can affect the classroom climate and therefore affect students. Moreover, the teacher’s psychological influence on students has been linked to student achievement in various effectiveness studies. This chapter explores what we know about teachers’ affective characteristics as they relate to effectiveness and to perceptions of effectiveness. Harmer (1998, p.02) pointed that:

- A good teacher should make his lessons interesting.
- A good teacher must love his/her career in order to assist and to provide a warm environment to the students.
- A good teacher should try to draw out the quite students and control the more talkative ones.
- A good teacher should be able to correct students without offending them.
- A good teacher is someone who helps than shouts.
- A good teacher is also an open-minded person who respects his students’ diversity and differences in customs, religion and background.

More importantly, the teacher’s personality is one of the first sets of characteristics of an effective teacher. How the teacher relates to the students has an impact on the students’ participation.

5. Classroom Interaction

Classroom interaction is an essential part in the learning and teaching processes. Interaction is more than action followed by reaction. According to Wagner (1994, p.08), reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another". Therefore, interaction does not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication. It is what involves students in communication by using the language that enables them to send and receive messages.

Classroom interaction means the exchange of thoughts, feeling or ideas between two or more people. Brown (2001, p.160) emphasized the idea that communicative classroom should be interactive. Interaction involves all the elements of communicative competence (grammatical, discourse, sociolinguistic and strategic). All these aspects must work together for successful communication.

5.1. Types of Classroom Interaction

5.1.1. Teacher – Student Interaction

The teacher- student relationship is very important for students. Students spend a long period of time with their teachers. Ilola and Power (1989, p.12), suggested that, a positive relationship between the student and the teacher is difficult to establish; however, the qualities for a positive relationship can vary to set a learning experience that invite the students to learn.

Interaction or communication between students and teachers is often difficult to achieve. If the teacher wants to improve his/her ability to communicate with students, he/she must start first. Starting by giving students some rules for discussion, simple topics and tasks, and engaging them with comfortable is the best way for good interaction. Furthermore, when effective class results are established, the teacher can move smoothly to the subjects and discussion .Adams(1982, p.65) stated the following points as some beginning suggestions for getting students interact more and more effectively in the class:

- Before class, the teacher should write out questions that he/she is going to ask students.
- The teacher should be prepared to break the question down to more simple questions in the event that students do not answer the first time.

- The teacher should call on those who do not participate.
- Have students write out an answer to a problem or question.
- The teacher has to become aware of and watch facial and body gestures as he/she asks/answers questions.
- The teacher must develop a language of respect so that he/she does not alienate students when he/she disagrees with or misunderstands them.

Teachers should know how to deal with the different types of learners in order to enhance their students' participation according to their way of learning.

Scrivener (2005, p.86) made the following diagram to show clearly the interaction between the teacher and the students.

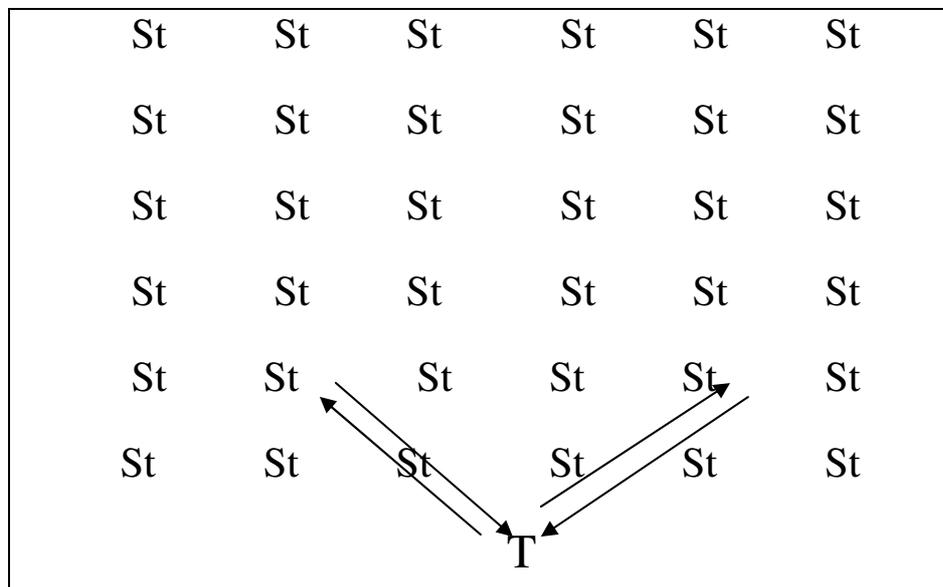


Figure 1: Interaction between teacher and students. Scrivener (2005, p.86)

Key:

↗ Teacher interacts with student

↖ Student interacts with teacher

S → Student

T → Teacher

According to Harmer (1998, p.86), teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand; it means that teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher's speech is as a resource for learners.

Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation and in this type of interaction; the teacher is the responsible for the teaching and learning processes.

5.1.2. Student-Student Interaction

Johnson (1995, p.66) supports that if learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners' capacities through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom. Students can interact with one another by discussing ideas in small groups, or by helping one another when the professor is busy with others.

Naegle (2002, p.128) adds also that “talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned.” The teachers must encourage such type of interaction between learners because it is the best way that makes learners active.

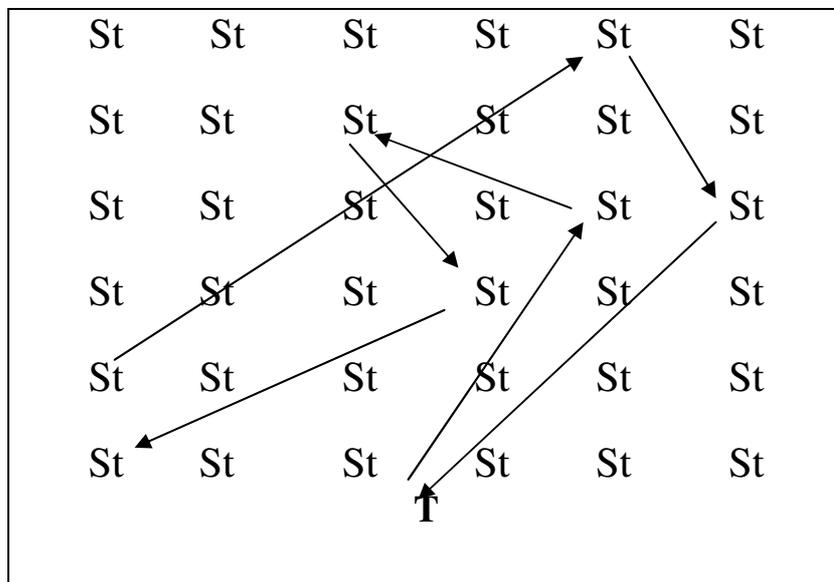


Figure 2: Interaction between students .Scrivener (2005, p.86)

Key:

↗ Student-student interaction

St → Student

T → Teacher

Richards and Lockhart (1996, p.196) support this view saying:

Through interacting with other students in pairs or groups, students can be given the opportunity to draw on their linguistic resources in a nonthreatening situation and use them to complete different kinds of talks. Indeed, it is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed.

So, student-student interaction occurs through designing groups and pairs where students can enhance their competence in using communication and language.

5.2. The Purpose of Interaction

Interaction is central to communicative teaching. It is what involves students in communication using the language that enables them to send and receive messages. Moreover, interaction is defined as being a collaborative exchange of thoughts, information or ideas between two or more people. Brown (2001, p.165) emphasized the idea that communicative classroom should be interactive. He affirmed that, in interaction students can use all they possess of the language, all they have learned in real life exchanges.

6. Teacher's Roles

EFL students do their efforts to master the English language; however, they often face different obstacles that may affect their language development. There are many ways in which the teacher can help the students. The teacher inside the classroom is the main responsible who can solve these problems through using different techniques and roles.

The role of the teacher is dynamic; it is changeable through the different types of activities and tasks inside the classroom. The purpose of the teacher's roles is to assist students to fulfill their learning process. All the teachers' roles have one important purpose which is to facilitate the students' progress in an appropriate manner. However, the primary role of the teacher is to create the best condition for facilitating the learning process.

Hedge (2000, p.26) identifies important roles the teachers can play:

As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation ; as organizer in giving instructions of the pair work, initiating it monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work.

6.1. Controller

Within a classroom interaction and especially learner-teacher interaction, the teacher is the responsible for the teaching and learning processes. Harmer (2001, p.58) asserts that the teacher's job here is to transmit knowledge from himself to his students. He also stated that when teachers act as controllers, they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups. S/he decides when the students should speak and what they should say. Some control on the part of the teacher is important; however, the teacher has to create a friendly atmosphere with the purpose of communication to take place. Indeed, in many educational contexts the teacher as controller is the most common role.

6.2. Assessor

It is to offer feedback and correction and grading students in various ways. Students need to know how and for what they are being assessed. The teacher should be careful and has to pay attention to his / her students' reaction. He should be sensitive to the students' possible reaction, as Harmer (2001, p.60) argues: "A bad grade is a bad grade; however, it is communicated. But it can be made far more acceptable if it is given with sensitivity and support". Moreover, the teacher has to be fair when scoring his/her students' performances.

6.3. Corrector

According to Pollard (2008, p.18), the teacher has to decide when and where to correct students' production. Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction, i.e. he works seriously to give the correct pronunciation, form or meaning because the learners very often acquire these issues from their teachers.

6.4. Organizer

It is one of the most important roles that the teacher should perform by organizing students to do different activities. Therefore, Harmer (2001,p.61) said that, this role consists of giving students clear instruction of how to do an activity generally by using pairs or groups. However, in this situation; students should give more attention in order to participate and to express their ideas. This can help to create an enjoyable and motivating atmosphere for learning and making students participating.

6.5. Prompter (motivator)

Sometimes the students do not find the words when they talk to each other or with the teacher for that, the role of the teacher here is to encourage the students to think creatively in order to be creative in their learning ;so that to be independent from the teacher.

6.6. Resource

The teacher is almost needed to guide the students especially in group works; however, if students want to do their work correctly, they may ask for their teacher's help. According to Aydelott (1995, p.30), the job of the teacher here is to answer students' questions. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, they go back to their teacher as a resource of information. He stated that, the teacher should be able to offer such needed information. Acting as a resource means being helpful and available but also being honest; for example when the teacher does not know something.

6.7. Observer

Observing for success often gives a different feeling for how well students are doing. The teacher does not only observe students in order to give feedback, he/she also observes them in order to judge the success of different activities and makes changes if necessary.

6.8. Facilitator

The teacher as facilitator of learning is seen as helper who provides support for learning. According to Pollard (2008, p.19), this support can be:

Technical

- Helping students to plan their autonomous learning.
- Helping students to evaluate themselves (self evaluation).
- Helping students to acquire skills and knowledge.
- Helping students to identify their learning styles and use appropriate learning strategies.

Psycho-social

- Motivating.
- Supporting.
- Patient.
- Tolerant.

In an active classroom environment, the role of a teacher is often that of a facilitator, supporting students as they learn and develop skills in, for example, assessing evidence, negotiation, making informed decisions, solving problems, working independently and working with others. Students' participation and involvement in their learning is essential. Sometimes it is appropriate for the facilitator to take on a particular role to enhance the learning within the class or to challenge their thinking in a new way. Moreover, the teacher should be a guide who facilitates the process of learning and allow them, with his/her guidance, to discover the language. In addition to these roles, Littlewood (1981, p.92) summarizes the teachers' variety of roles as the following:

- The teacher must aim to coordinate the activities so that students form a coherent progression, leading towards greater communicative ability.
- A classroom manager is the responsible for ensuring that these are satisfactorily organized at the practical level.
- In many activities, he/she may perform the familiar role of language instructor; he/she will present new language, exercise direct control over the students' performance, evaluate and correct it.
- He/ she will not intervene after initiating the proceeding, but will let learning take place through independent activities.
- The teacher may also move around the classroom in order to monitor the strengths and weaknesses of the students, as a basic for planning future learning activities.
- The teacher sometimes wishes to participate in an activity co-communicator with students. In this role, the teacher can stimulate and present new language, without taking the main initiative for learning away from the students themselves.

As a result, if the teachers play different roles properly, the students may involve themselves in the activities they are practicing especially when they feel control on the part of their teachers.

7. Describing EFL Students

When the students want to learn any foreign language, they need to know how to learn it and who can guide them to learn this language. They learn most effectively when they are allowed to rely on their own experiences and their background knowledge to construct their own personal understanding of the course. In other words, EFL (English as a Foreign Language) students can learn English by themselves and their capacity to learn according to their experiences and background knowledge. However, EFL students can learn effectively through the teacher's presentation of the lecture especially when the information is organized well. It means that when the teacher presents his/her lesson to the students, s/he helps them to learn better the English because it is foreign language and new knowledge for them.

Harmer (2001 ,p.42), stated that we encourage students to read texts for general understanding without stopping to look up all the words they do not understand; we ask students to speak communicatively even when they have difficulty because of words they do not know or cannot pronounce, and we involve students in creative writing. In all these endeavors we expect our pupils to aspire beyond their current language level. He sees that the teacher should instruct the students in order to be able to learn the English effectively. Moreover, students who make their homework are always practicing in the classroom. But sometimes students who do not do their homework are intelligent and they are getting good marks at the end. This can lead to say that each student has his/her own personality and the way of thinking which can help him/her to be intelligent and unique than others.

8. Types of Students:

Brown (2001, p.52) claims that participation usually means student speaking in class, ask questions, make comments and join in discussion. Students who do not participate in those ways are due to personality as an effective factor of success and failure in mastering language fluency. Galton & Simon & Coll (1980, p.67-68) mentioned four types of students: the attention seekers, the intermitted workers, the solitary workers and the quiet collaborator students.

8.1. The Attention Seekers

Galton *et al* (1980, p.67) argued that, this type of students have more interaction with the teacher or with other students. To deal with the attention seekers, the teacher should use

specific strategies in order to control carefully this type of students and encourage them to spend more time on communication and learning with others rather than just follow the teacher.

8.2. The Intermittent Workers

The Intermittent students try to avoid teacher's attention. Galton *et al* (1980, p.67) stated that, when the teacher gets nearer to them, they show the best of them, but as soon as s/he leaves, they start talking about other topics. It is noticed that this type of students spend most of the time working, and their achievement level is not much low than others. The teacher should focus his/her attention on whether those students can increase the amount of participation in the classroom or not.

8.3. The Solitary Workers

They are characterized by their limited interaction with other students and the teacher; they spend their time on the learning tasks. Galton *et al* (1980, p.68) pointed that, this type of students is hardly seen interacting with others. Most of the time they are busy with their work, they even hope that the teacher will leave them alone doing the work, they get the feedback from listening more than talking or discussing matters with other colleagues.

8.4. The Quiet Collaborators:

Another type of students who share common characteristics with the solitary workers, interact limitedly with their colleagues and the teacher. In other words, Littlewood (1991, p.162) stated that “they hope that they will not be called upon to participate openly”. As soon as the teacher gets away immediately, they follow the solitary workers’ style. They want to be left alone and spent time in concentrating on the work; they also cooperate with others through just doing not discussing or talking.

9. Learner Autonomy

Farrell and Jacobs (2010, p.18) stated that intrinsic motivation plays a central and important role because learner autonomy means that the teacher no longer shoulders the entire burden of running the classroom, with students taking on more rights and responsibilities for their own learning in a learner-centered approach to second language learning. In summary, when we talk about learner autonomy within a Communicative Language Teaching (CLT) approach we recognize that we should:

- Understand our second language learners' backgrounds, beliefs, needs, and interests.
- Take all these into account when designing and implementing the curriculum.
- Help our students recognize, understand, and manipulate their strengths and weaknesses, as well as the learning process itself.
- Offer our students as many choices as possible in and control over their own learning.
- Encourage enjoyment of the learning process.
- Attain learner autonomy so that they can continue learning long after they leave our classroom.

Conclusion

A priority, the role of the teacher is very important in encouraging students to participate and also in creating interest in the topic. In this chapter, we focused on the overview of teaching and the main techniques that the teacher may use in the classroom in order to improve his/her students' participation such as: group and pair work in addition to the teaching style. Also in this chapter, we discussed the teachers' role and the classroom interaction (its types and its importance in the classroom). We ended this chapter with the description of EFL students, the different types of them and the learner autonomy. Finally, and more importantly, classroom interaction, the teacher's role and classroom participation are interrelated, this latter i.e. classroom participation will be the next chapter with more details.

Chapter Two

Classroom Participation

Chapter Two: Classroom Participation

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Conclusion

Introduction

EFL students face many obstacles that hinder their participation in the classroom. For that reason, students hesitate to practice and to speak in the classroom. This chapter is divided into five parts; the first one is about classroom participation; its definition, purpose and its importance. In this chapter we present and discuss the difficulties of EFL students' participation such as linguistic problems and psychological problems. Then, this chapter introduces the different activities that may enhance students' classroom participation like discussion, conversation, creative games and the homework and other activities. In this chapter we discuss some of the teacher's strategies for better classroom participation which may help the teacher to encourage the students to participate in the classroom. Moreover, this chapter goes more specifically to identify the speaking skills; its definition and its importance in the EFL classes. Finally, we present the benefits of getting students to participate in the classroom.

1. Classroom Participation

1.1. Definition of Classroom Participation

Learning is an active process and should involve talking. According to Weisberg (1988, p.09), classroom participation or "active learning" is an important aspect of student learning. It consists of raising student's hand to answer questions from the teacher and also being involved in class discussions, it is considered as part of the learning process. How students participate in class is an important factor in the grades they will get. He emphasized that, some teachers specifically grade students on their participation while others take participation and attitude into account when determining grades. Lee Su (1995, p.25) stated that, when students speak up in class, they learn to express their ideas in a way that others can understand. When they ask questions, they learn how to obtain information to enhance their own understanding of a topic. Also, it

is a valuable learning tool for teachers because through students' questions, the teacher learn what they don't understand, and can adjust his/her instruction accordingly.

Classroom participation provides the opportunity for learning new skill. It can involve several types of behavior such as: paying attention, being on task, responding to question, participating in group discussion and asking questions. According to Cieniewicz (2005, p.05) participation is an extremely crucial element for learning. It is a proven fact that students learn better and retain more when they are active participants. Learning is an active process and should involve talking. Some teachers specifically grade students on their participation. Other teachers take participation and attitude into account when determining grades.

1.3. The Importance of Classroom Participation

When participation does not occur in a class, its absence has a negative effect on efforts to learn. According to Weimer (2005, p.07), the student could be encouraged to move his/ her participation to the next level not just answering questions, but asking them; by not just making comments, but specifically responding to things other students say in class. Students' presentations are an important aspect of participation. Classroom participation improves students' learning and involvement in the subject and their grade. Weimer (2005, p.07), stated that students should follow some rules to achieve success in class; they should:

- Review their study notes
- Do all assignments before class
- Go to class on time
- Be an active listener in class
- Know when and how to ask and respond to question

Participation can help students to prepare for tests, improve their grade and integrate the lectures and the homework materials. Gebhard (1992, p.05) participating in classroom activities provides a critical opportunity for learning new skills. It helps students make deep, meaningful connections in the mind that are important in learning. More importantly, participation is very important and necessary for learning foreign languages. So, since the teacher is the manager of the classroom; s/he knows his/her students' opportunities for participation in the classroom while students should benefits

from the lecture through their active participation. Participating in class involves several types of behavior such as:

- Paying attention
- Being on-task
- Responding to questions
- Participating in group discussions
- Asking questions
- Seeking help
- Making good use of class time

2. Teacher's Strategies for Better Classroom Participation

According to Courter (1996, p.29) there are some strategies for the teacher to better ensure that his/her teaching provides equal opportunities for all students to participate in the discussion. The teacher may:

- Get to know his/her students as individuals. S/he should know their personalities, interests and backgrounds. At the same time, students are more likely to participate in a class in which the teacher has shown genuine interest in them. When students know something about their teacher and his/her interests, they are more likely to be open to him/her.
- Becomes a careful observer of his/her class. During or after each section, s/he notes who participates and frequency of contributions. The teacher observes any differences in tone or approach that occur in his/her responses to students and their responses to each other. Once the teacher actually sees his/ her class in action s/he will have a better sense of the participation of individual students and can avoid inequalities that might otherwise go unacknowledged.
- Encourages each student to elicit information from other students, to collaborate with others, to ask good questions, and to make comments or argue a point.
- Listen to all students with equal seriousness.
- Ask all students the same kinds of questions.
- Keep students from interrupting each other and intervene when comments occur rapidly to permit a student to initiate or complete their contribution.

- Ask shy or non-participatory students outside of class how they can be helped to participate; the teacher may suggest that they contribute in the next class on a topic in which they have insight or interest.
- Make room for individuals to comment on their personal experiences.
- Model for your students the use of inclusive language in their writing and speaking, e.g., use "humanity" rather than "man."

It is always the teacher's job to help every student become a full participant in class, both as a speaker and as a listener. This requires sensitivity to students as individuals and constant evaluations of his/her own assumptions.

3. Difficulties of EFL Students' Participation

In EFL classes, students may face many problems in speaking freely. These problems may classify into two types: linguistic problems and psychological problems.

1. Linguistic Problems:

According to Thonbury (2005, p.22) linguistic knowledge plays an important role in speaking skill. He also emphasizes that; if any feature from this knowledge is lacking, students can find problems in participation. These difficulties are: lack of vocabulary, pronunciation mistakes and grammar mistakes.

1- Lack of Vocabulary

Learning foreign language needs a great knowledge of vocabulary. However, the most common problem in EFL classes is that most of students often find some difficulties when they try to express what they want to say because they find themselves making limited words and expression. Therefore, this limitation can affect students' participation.

2- Pronunciation Mistakes

Speaking is often dealt with at pronunciation level. For that, Meneses (1995, p.35) argued that, speaking a language means having a good pronunciation because it is the first thing that students are evaluated. As a result, EFL students have to be aware of the rules of sounds such as stress and intonation. Pronunciation mistakes is one of the main factors that leads to the difficulty of participation.

3- Grammar Mistakes

Grammar knowledge is one of the most important aspects for being good in speaking. EFL students have to achieve this knowledge to improve their participation. As Davies and Pearse (2000, p. 82) stated, “Many people do not like speaking in front of large groups of people”. It means that in any foreign language, the students worry about making mistakes when they speak in front of the whole class.

2. Psychological Problems

According to Thonbury (2005, p.24), the psychological problems that students may experience are: lack of self-confidence, shyness, poor listening practice and fear of making mistakes.

1- Lack of Self-Confidence

There are some students prefer to keep their ideas and opinion to themselves because they are not sure about their abilities to participate in the class. For instance, they have not the confidence in themselves. Thus, lacking self-confidence leads them just to say a few words in order to avoid making mistakes. It is also considered as an obstacle factor that the majority of students suffer from.

2- Shyness

Students often do not participate in EFL classroom in natural manner because of shyness; they are not able to perform well in their tasks. This will affect obviously their participation.

3- Poor Listening Practice

Speaking and listening are considered as fundamental skills in mastering the language in the sense that speaking cannot be developed unless listening is developed. For that poor listening practice is a serious problem for students that will lead to a poor speaking.

4- Fear of Making Mistakes

EFL students are often feeling afraid when they are trying to say some things in the classroom. West (2010, p.96) stated that, students fear of their classmates' laughter whenever they participate and the fear of teacher may lead students to keep silent especially when the teacher embarrasses the students. Furthermore, students' mistakes must be corrected, but not always; when the student is expressing him/ herself, s/he should not be interrupted suddenly but as little as possible. Moreover, the best way to avoid fear of making mistakes is to create a positive atmosphere where the students feel comfort with their teacher and their classmates.

5- Anxiety

It is when the students feel uncomfortable when they try to participate in the classroom; they feel afraid about speaking in front of their classmates especially if the class is too large. Littlewood (1981, p.93) states that "it is easy for a foreign classroom to create inhibition and anxiety". Every one sometimes experiences anxiety in one form or another and in varying degrees. It involves a pattern of physiological and psychological reactions like feeling of stress and emotions. Anxiety may hinder the process of successful of language learning.

6- Lack of Interest in the Subject

Cross (1988, p.30) affirmed that, students may keep silent during the whole lecture; they have nothing to say about the topic. For instance, the topic is not interesting for students or because of the teacher who has just few knowledge about the topic. Moreover, if there is no relation between the teacher and the students, students may feel uncomfortable with their teacher and also with their classmates. In other words, if students do not have enough information about the topic they will never participate and they prefer to keep silent. Thus, non-interesting topics is another factor that stop students from participation.

7- Large Classes

It is another obstacle that the students may face in their learning process. As Weissberg (1988, p.07) suggested, in large classes, the teacher could not manage the classroom while students' opportunities decreased. However, large classes prevent EFL students from getting equal chance of participation during the lecture. Furthermore, in

large classes, students fear about speaking and participation especially when they asking for clarification. They also fear of showing the others that they do not understand.

8- Non Motivating Atmosphere

In EFL classes, the atmosphere can be motivating or non motivating factor for the students to participate. Non motivating atmosphere hinder students' participation and their development of speaking. The teacher is the main responsible for creating relaxed atmosphere for the students in order to express themselves well and also giving them the opportunity to their personalities. Davies and Pearse (2000, p.82) suggest some implications for teaching "try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the rest 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". EFL students really need motivating atmosphere that gives them the sense of security and value as individuals.

9- Mother Tongue Use

Whether inside or outside the classroom, students use their mother tongue because they feel comfortable. Students often use the mother tongue when they could not express themselves in foreign language. According to Baker and Westrup (2003, p.12) "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to foreign language". Therefore, this use of mother tongue breaks down the students' communication in classroom. Students always run away from using the foreign language due to the lack of vocabulary in this language. If students are speaking their native language, the teacher should tell them that if they are using it they will have less of chance to learn English. In this case, the teacher can create an English environment by responding only English and ignoring the rest languages. The use of mother tongue inside the classroom may affect negatively students' classroom participation.

4. Activities that Enhance student's participation

Encouraging students to participate without any obstacles is the main goal of the teacher during the lesson. The teacher must encourage his/her students to use the English in the classroom and to get them involved in different activities. Sometimes,

students do not want to talk much in the classroom; this can be because of many reasons. To develop students' participation, the teacher should include a variety of activities and strategies to make them speaking without any obstacles.

1. Motivation

1.1. Definition of Motivation

Motivation is one of the major affective factors to second language acquisition; all scholars have the same opinion that motivation is the most important cause in students' success or failure. Harmer (2001, p.51) defines motivation as "some kind of drive which pushes someone to do things in order to achieve something". Motivation is very essential in learning languages. Slavin (2003, p.335) stated that "motivation is the drive that helps one meet his/her desired goals". He emphasized that motivation is fundamental in learning in the sense that it controls the students' behavior; it serves as an evidence for teachers to interpret how much students are willing to learn. According to Geoff (2009, p.44), motivation is regarded by experienced and inexperienced teachers alike as a prerequisite for effective learning, and the greatest challenge that many teachers face is to make their students want to learn. If students do not want to learn, their learning efficiency will be so low that they may learn virtually nothing. If the teacher knows how to motivate students, he/she can hugely increase their learning degree.

1.2. Types of Motivation

1.2.1. Intrinsic Motivation

Most researchers have come to the view that intrinsic motivation is especially important for encouraging success (long term purpose). Intrinsic motivation is very essential for students; however, teachers should provide them with it. Slavin (2006, p.336) affirmed that "Classroom instruction should enhance intrinsic motivation as much as possible". That is to say, teachers should do their best when giving the lecture in way to gain the students' attraction about it. Harmer (2001, p.51) stated that, intrinsic motivation comes from within the individual. Students must be motivated by their personal desire and enjoyment of the learning process.

1.2.2. Extrinsic Motivation

As Slavin (2003, p. 348) defined an extrinsic motivation as “a reward that is external to the activity, such as recognition or good grade”. He proposed a range of extrinsic incentives that can sustain motivation in students which teachers should constantly use. Teachers should express clear expectations about the tasks they want their students to achieve to help them get the convenient reward (mark, praise). Harmer (2001, p.51) affirmed that, teachers are asked to provide learners with clear, immediate and frequent feedback. Extrinsic motivation is caused by many external factors; it is imposed with students outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel.

1.3. The Importance of Motivation in the Classroom

It is important for the students to gain motivation because it is essential for their success. Without self-confidence and motivation, the students will not make effort to learn in order to success and achieve their goals. For this, motivation is a kind of encouragement of doing something because the student when s/he finds who pushes him/ her to learn more, s/he will be optimistic to learn. According to Petty (2009, p.46), some teachers think that motivation is an end in itself, but it benefits learning because it increases attention to the learning task, mental effort and perseverance in the face of difficulty. If a classroom is noisy and distracting, students may find it difficult to achieve attention, effort and perseverance, despite being motivated. However, motivation is very important for encouraging success. Students’ motivation to learn a language is very complex and it changed over times. It can be influenced by two main factors contextual and internal factors. Furthermore, Swierzbinska and Taroni (2009, p.03) argued that, contextual factors include the teacher and the students if they are interested in the learning activities. Therefore, internal factors that affect motivation include the students’ assessment of the pleasure and the benefits from the activity. Motivation is very necessary in the class because it has a positive effect on developing students’ classroom participation. It is the best way for the teacher to get students participating.

2. Discussion (debates)

One of the most commonly activities that develop the students’ participation and making them practicing the language in different situation are discussion (debates).

They aim to engage the students' interest, opinion and experiences. A discussion is an activity for developing learners' communicative ability which aims to give and receive opinions and ideas about the language. According to Revell (1979, p.125) the advantages of discussion are:

- Participants are engaged in producing and analyzing utterances.
- There is a give and take of information which promotes the language development.
- The learners use the knowledge of language and put it into communicative use.

According to Hedge (2000, p.277), discussion has also other advantages such as:

- It helps and motivates the students to use the English language.
- It provides for the students opportunity to practice the strategies required in interpersonal communication.
- It is the most successful activity to memorize information since the students are involved in it.

Class discussions are often necessary for learning. Students' ability to participate depends on the work that they put into it.

3. Conversation

One of the most focuses that EFL teachers have to deal with is the emphasis on having students analyze and evaluate the language that they produce. Murcia (2001, p.108) views "one speaking activity which is particularly suited to this kind of analysis is conversation, the most judgmental form of oral communication". The development of conversation skills paves the way to develop the language itself. According to Thornbury (2005, p.102), many language learners feel that developing conversation competence is their most urgent need and their principle objective. For well participation, students should build a plan that will help them to develop their skills and contribute ideas to the course.

4. Creative Games for the Language Class

It is possible to learn a language as well as enjoy oneself at the same time. However, one of the best ways of doing this is through games. According to Lee Su (1995, p.35), there are many advantages of using games in the classroom:

- Games are a welcome break from the usual routine of the language class.

- They are motivating and challenging.
- Learning a language requires a great deal of effort. Games help students to make the effort of learning.
- Games provide language practice in the various skills (speaking, writing, listening and reading).
- They encourage students to interact and communicate.
- They create a meaningful context for language use.

Games encourage, teach and promote fluency; they should be used just because they help students to participate in the classroom. However, they give students the opportunity to participate because different types of games that the teacher may use in the classroom have great effects on students' participation.

5. The Homework

The teacher should not condition his/her students to leave class immediately after homework has been assigned. Assigning homework at the end of the class will focus the students' attention on leaving not on the exercise that is asked to be done. When the teacher says the word homework, students seem to start to get ready to leave. S/he should try to alternate the time of giving the homework, so students can take their time taking notes and/ or understanding the assignment. Tavares (1998, p.36) stated the following points that the teacher should take them into consideration when s/he is giving the homework to his/her students:

- **The Teacher Should Make Sure that the Students Understand the Homework**

According to Tavares (1998, p.36), it is important that the students are familiar with the exercise they are doing at home. Homework should be something that students have already talked about or done in the class. The teacher should give clear instructions or ask students to read them and check for understanding. Students should know what they are going to do at home.

- **Assign Just Enough Homework**

Students' classroom habits depend on the teacher's classroom habit. The teacher should give short homework every class because students have much to do; for that, the teacher should not overload them.

- **The Teacher Should Give Students the Choice**

The teacher may plan more than one type of homework and tell the students to choose the one they prefer or asking them what they want to do for homework so they are free to choose their own homework.

- **Linking Homework with Classroom Activities**

Homework is both a part of and an extension of the class. The teacher can find the appropriate time to join it to an activity, especially when correcting it. It can also be used to connect two classes, to start or end a unit review or to review a specific subject.

- **Homework is not a Way for Punishment or Reward**

Some teachers assign a lot of homework when the students are not behaving well or give extra marks for those who do the exercises. One or the other attitude can make the students think of homework as good or bad and not as an important or challenging activity that helps their learning process.

6. The Classroom Environment

The classroom is considered as the appropriate place for exchanging ideas and knowledge between the teacher and the students or between the students themselves. According to Dleback (1999, p. 03), the first thing that the teacher should do before starting or presenting his/her lesson is to have a look to the environment and to make a well organized class to facilitate learning for students. Furthermore, the teacher is the responsible of both the classroom and the students so that he/she should have a good relationship with them. In order to create a comfortable environment for discussion, Petty (2009, p.99) suggested that, the teacher should let students to know his/her expectations for the way they communicate with each other in the classroom. As

instructor, the teacher plays an important role as a facilitator and support in his/her students' efforts to achieve respectful way of communicating in the classroom.

7. The Classroom Climate (atmosphere)

According to Kyriacou (2007 ,p.68) the type of classroom climate generally considered to best facilitate students learning is one that is described as being purposeful, task-oriented, relaxed, warm, supportive and has a sense of order.

Creating comfortable conditions for learning is very important for students, such as opportunities for students to participate in class and a positive atmosphere in which they feel motivated to learn. To make students participating, the teacher must establish a positive atmosphere, plan simple activities and encouraging them to participate. However, the classroom climate established by the teacher can have a major impact on students' motivation for participating in the classroom.

5. Speaking skill

5.1. Definition of Speaking

Mastering English language needs to master all skills productive and receptive one. Nunan (1991, p.39) argued that "speaking skill has an important place in foreign language teaching and learning". For most students, mastering speaking skill is the most important factor of learning a second or a foreign language.

Hedge (2000, p.261) views that speaking is "skill by which they are judged while first impressions are being formed". Speaking is a productive skill which deserves more attention because it reflects peoples' thought and personalities.

5.2. The Importance of Speaking

Speaking skill is considered as fundamental skill in which the teacher can engage students to talk in the classroom .Therefore, with speaking, students can improve their writing skill and can develop their vocabulary and grammar. In addition, good speaker needs good listener. For that, speaking makes EFL students express themselves, give opinion and ask questions. Shumin (1997, p.08) stated that, speaking is a process where people can send and receive messages. It seems as the best way for communication that leads students to communicate and interact with classmates inside the classroom. Furthermore, speaking plays very important role outside the classroom such as in

communicating with other people from different societies who have different cultures. Most of students have the aim of being fluent in speaking the foreign language. Scrivener (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.

This means that speaking the foreign language is an essential part of language learning, teachers must provide activities that involve interaction between the students. With speaking, students can express their personal feeling, opinions or ideas, request and discuss. Consequently, through speaking, EFL students can display the different functions of language. The speaking skill involves a communicative ability to use language to chat and transmit messages in different and appropriate situations.

5.3. Focus of Speaking Activities

In teaching English, the teacher tries to make sure that students achieve both accuracy and fluency when they are speaking. Shumin (1997, p. 11) stated that, by accuracy means those students speak, as far as possible with correct pronunciation and without grammar and lexical mistakes. He argued that, fluency means that the students speak freely and confidently without inhibitions or hesitation and using their own words. It is impossible to concentrate on accuracy and fluency at the same time and for this reason the teacher tends to use accuracy based activities at certain stages of the lesson and fluency based activities at other stages of the lesson. He asserts that, the most usual procedure is to concentrate on accuracy in the first stages of a lesson and fluency in the later stages. Therefore, in any session and before the teacher decides which kind of speaking activity to use in his/her class, it is important to decide if s/he wants to focus on accuracy or fluency.

5.4. Setting up Speaking Activities

According to Swales (1992, p.22), there are three types of speaking activities:

1. Controlled activities
2. Guided activities
3. Free activities

Most of students do not like to participate in guided activities; however, they prefer such activities like free activities where they find themselves comfortable to participate and to speak freely without any obstacles. In this type of activities the teacher should take into account some points whether before, during or after the activity.

5.4.1. Before the Activity

Manzi (1994, p.15) stated that, the teacher should decide on the aims of the activity while students must have a reason for communicating. S/he thinks about what language the students will need to do in the activity and any problems they might have. Finally, s/he thinks about how long the activity will take, the materials needed and how s/he will give the instructions.

5.4.2. During the Activity

At first, the teacher should get the students interested in the topic. Next, make sure the students know the aim of the activity. S/he can remind them of useful language and also giving the students time to prepare. Finally, the teacher should monitor the students while they do the activity but don't interrupt. The students may ask the teacher for help with language.

5.4.3. After the Activity

Manzi (1994, p.15) affirmed that, the teacher gives the students feedback about their performance. S/he may choose the best group to re-do the activity in front of the class. Finally, the teacher may prepare some activities which focus on the language errors they have made.

6. Benefits of Getting Students to Participate in the Classroom

Weimer (2005, p.09) proposed some benefits for getting students to participate. They should be summarizing as follow:

➤ Participation Adds Interest

It is hard to maintain students' focus and attention when all they hear is the professor talking. It helps to hear another voice as well as an answer or another point of view.

➤ **Participation Engages Students**

A good question can attract their interest, make them wonder, get them to think and motivate them to make connections with the content. This benefit is magnified when the teacher plays a bit with the question, when he/she repeat it and write it on the board.

➤ **Participation Provides the Teacher Feedback**

When students answer or try to explain, the teacher can see the extent of their understanding. He/she can correct what the students haven't got right or don't see quite clearly.

➤ **Participation Provides the Students Feedback**

When the teacher asks questions or otherwise seeks student input over a topic, he/she letting students know something about the importance of certain ideas and information.

➤ **Participation Can Be Used to Promote Preparation**

If an instructor regularly calls on students and asks questions about assigned reading or what's in their notes from the previous class session, that can get students (at least some of them) coming to class prepared.

➤ **Participation Can Be Used to Balance Who's Contributing in Class**

According to Weimer (2005, p.12), it is the teacher who selects the participant. If the teacher will wait patiently and not always select the same student, if he/she look expectantly to others and confirm verbally and nonverbally the value of hearing from different people, the teacher can influence who speaks and how much. Participation even helps teacher to control how much he/she talks.

➤ **Participation Encourages Dialogue Among and Between Students**

Students can be asked to comment on what another student has said. A question can be asked and students can be invited to discuss possible answers with each other before the discussion. Essentially, students must be good listeners with the capacity to pay attention. Furthermore, participation gives students the opportunity to show what they know and understand.

As a result, the teacher should insist on students to participate in the classroom. However, the teachers should encourage their students to focus on their own learning outside the classroom by reading daily newspaper in English, and watching English channels.

Conclusion

We have attempted through this chapter to focus on classroom participation in general and the difficulties that may face EFL students' participation in the classroom. Teachers have to follow certain strategies to teach students and help them to participate in the classroom, and create some activities that may enhance students' participation. However, many EFL students do not participate because of the above discussion problems in this chapter such as linguistic and psychological problems. More importantly, the application of the different activities such as discussion (debates), creative games, conversation and others. As productive skill, speaking is very important process that helps students to participate in the classroom. Finally, the benefits of getting students to participate in the classroom.

Chapter Three

Fieldwork

Introduction

This chapter is designed to analyze the findings obtained through investigating the impact of the teachers' role on enhancing EFL students' participation. The aims of this study are to confirm the hypothesis. Since the teachers and the students are the main variables of this study, their views and opinions are very important to test the stated hypothesis. The most appropriate tool for this study is through addressing questionnaire to both teachers and students. We have chosen to work with first year Master's students because they are more aware about the research as well with all teachers of Master's one at Mohamed Khieder university of Biskra.

1. Analysis of the teachers' questionnaire

1.1. Description of the teachers' questionnaire

This questionnaire is designed for all the teachers of English of first year Master student at Mohamed Khieder university of Biskra. The questionnaire administered to six (06) teachers, they show their collaboration through the complete answers and through adding some suggestions and comments whenever necessary. The questions are either closed questions; to answer by "Yes" or "No" answers or to pick up the appropriate answer from the different options, or open questions where teachers are asked to give explanation or suggestion. The teachers' questionnaire consists of (20) questions which are divided into three sections.

Section one: the aim of this section is to collect information about the teachers; it contains five questions (05). The questions are about the general information of the teachers' gender, their educational degree and the numbers of years they have been teaching English. They also ask about the teaching method they follow in addition to their opinion about teaching the English language at the university.

Section two: this section is about students' classroom participation in general. In this section, teachers are asked different questions concerning their students' participation and the obstacles that hinder their participation. It contains twelve (12) questions.

Section three: it deals with suggestions and comments, it contains two questions. This section allows the teachers to add any further comments or suggestions that may help them to enhance their students' participation.

1.2. Analysis of the teachers' questionnaire

Section One: General Information

1-Gender:

Specify your gender: Male Female

Sex	Number	Percentage
Male	4	66.66%
Female	2	33.33%
Total	6	100%

Table 01: Teachers' gender

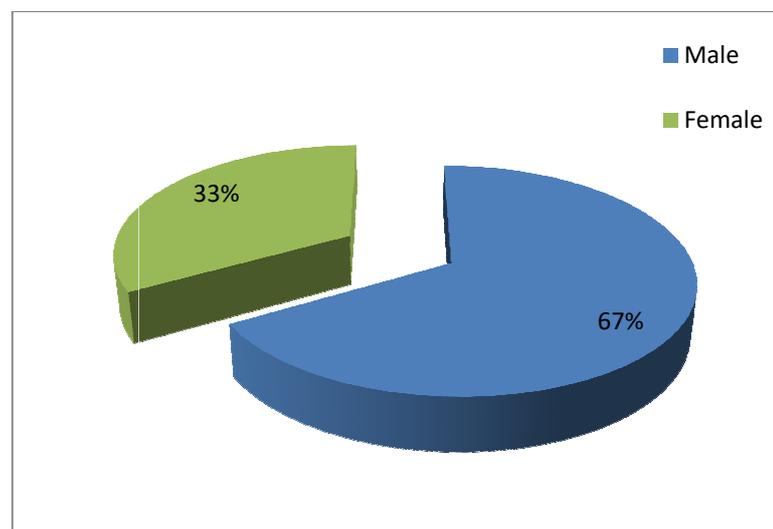


Figure 03: Teachers' gender

Most of the teachers (66.66%) are male while (33.33%) are female. This is due to the teachers' experience in teaching such modules; because some teachers (male) have been teaching a long time the same module; whereas, female have experience in teaching other modules.

1- Educational qualifications:

Magister degree

Master degree

PhD

Option	Participants	Percentage
Magistere degree	5	83.33%
Master degree	0	0%
PhD degree	1	16.66%
Total	6	100%

Table 02: Teachers' Degree

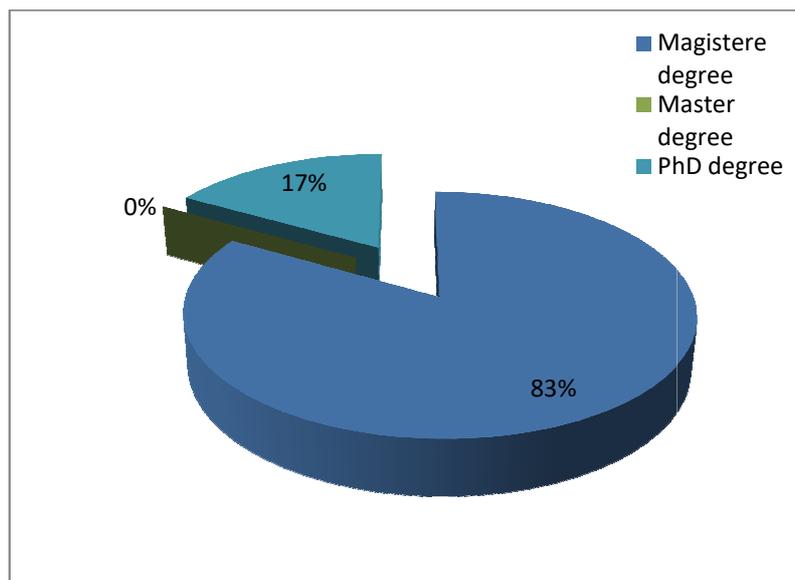


Figure 04: Teachers' Degree

The results show that the majority (83.33%) of the teachers have magistère degree and only (16.66%) of them have PhD degree. It means that the majority of the teachers of first year master students have experience in teaching and through the preparation of their PhD, they learn more.

2- How many years have you been teaching?

Years	Participants	Percentage
15 years	1	16.66%
10 years	2	33.33%
26 years	1	16.66%
33 years	1	16.66%
Total	6	100%

Table 03: Teaching experience

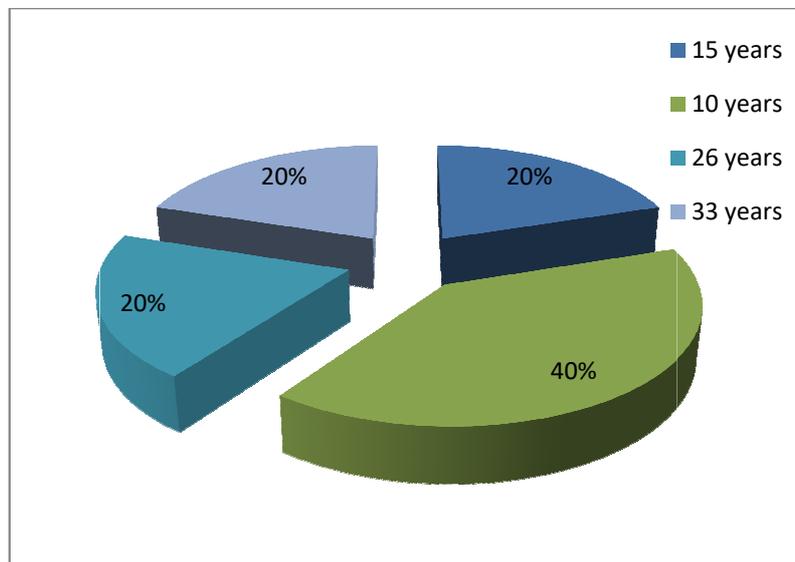


Figure 05: Teaching experience

Teachers surveyed to give in numbers how many years they have been teaching in order to check their experience. Most of the teachers are experienced, they have been teaching from fifteen to thirty three years. However, we can notice that only some teachers have been teaching ten years.

3- Do you follow one teaching method or more than one?

The majority of the teachers said that they follow more than one teaching method because they select what is appropriate to their students and for their teaching objectives and they said that one method is not sufficient. Most of them suggested that they prefer eclectic method and they stated that it depends on the students' level and the program staff. Also, because it is the most suitable method as it groups sets of strategies.

4- In your opinion, what makes teaching the English language at the university more interesting?

Teachers	Their opinions towards teaching English
Teacher 01	Its position .It is the fact of working with adult learners who are more attentive and receptive to the teacher's instruction or advice.
Teacher 02	It gives us chances to interact with students in a meaningful way.
Teacher 03	By following the newest methods of teaching.
Teacher 04	Because it taught as a branch at the university.
Teacher 05	English is a medium of instruction to get a degree or as a typical subject for terminology.
Teacher 06	Requirement of a high level of proficiency and the possibility of using various teaching method.

Table 04: Teachers' opinions towards teaching English at the university

The table shows the teachers' opinions about what makes teaching the English language more interesting at the university. Through this question, teachers stated

different views about teaching English and they affirmed that learning any foreign language is something interesting.

Section Two: Classroom Participation

6- Which of the following materials do you use in the classroom?

- a) Data show, videos
- b) Cassette records
- c) The board

teachers	Data show, videos	Cassette records	The board
Teacher 1	√	√	√
Teacher 2	√	√	√
Teacher 3	√		√
Teacher 4	√		√
Teacher 5			√
Teacher 06			√

Table 05: materials that using in the classroom

The table above shows that all the teachers use the board as an appropriate material for teaching. However, (4) teachers focus on data show and videos In order to encourage their student to participate, whereas, only (2) teachers focus on using cassette records as another materials for teaching.

Others:

Only two (2) teachers stated that they use the handouts as another tool that may use in order to help their students for better understanding. They believe that students learn more through the handouts; it seems as a summary for the lectures with brief explanation

7- Which technique do you follow in the classroom?

- Group work
- Pair work
- Both

Options	Participants	Percentage
Group work	1	16.66%
Pair work	1	16.66%
Both	4	66.66%
Total	6	100%

Table 06: Techniques that enhance the students' participation

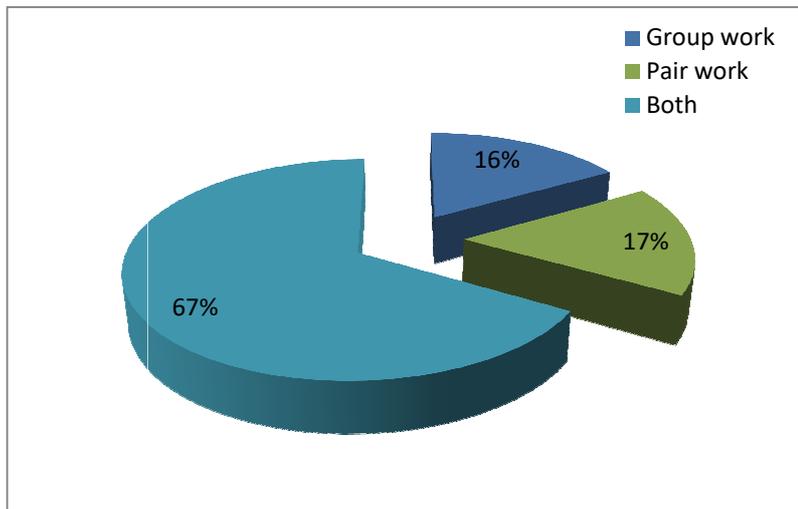


Figure 06: Techniques that enhance the students' participation

The most appropriate technique that (66.66%) of the teachers focus on is using group and pair work. They prefer these techniques because they believe that students feel comfortable with each other and they can exchange different information and ideas. (16.66%) of them prefer group work while the same percentage (16.66%) stated that they focus more on pair work as a successful technique for their students to participate. They believe that, in group work, students make noise while in pair they do not.

7-How do you consider your students' participation?

Good

average

Options	Participants	Percentage
Good	3	50%
Average	3	50%
Total	6	100%

Table 07: The level of the students' participation

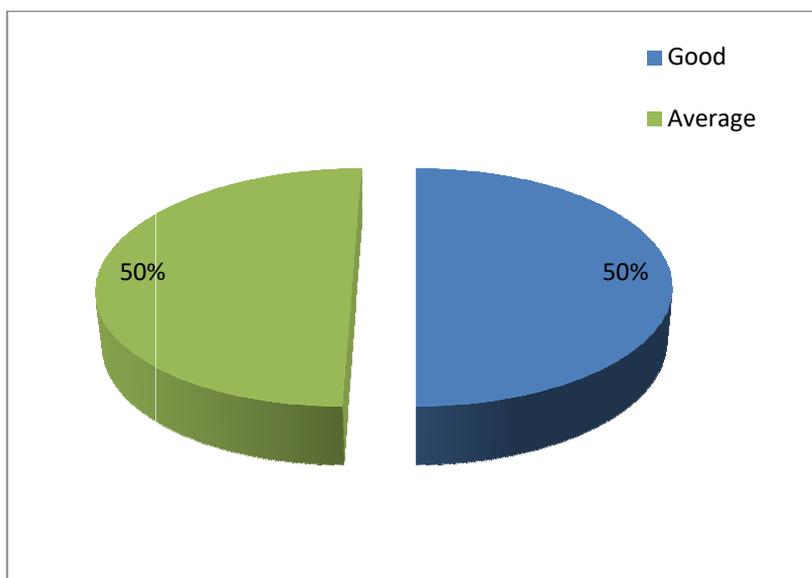


Figure 07: The level of the students' participation

Teachers' role and performance have a great effect on students' participation; sometimes students do not participate because of different problems. However, when

they feel relaxed they do their best. (50%) of the teachers said that their students' level of participation is good while the same percentage (50%) of them said that their students' level is average. Teachers stated that students are in different levels and each one has her/his own learning style.

9- How often do you encourage your students to participate?

- a) Always
- b) Sometimes
- c) Rarely

Options	Participants	Percentage
Always	5	83.33%
Sometimes	1	16.66%
Rarely	0	0%
Total	6	100%

Table 08: Encouraging students to participate

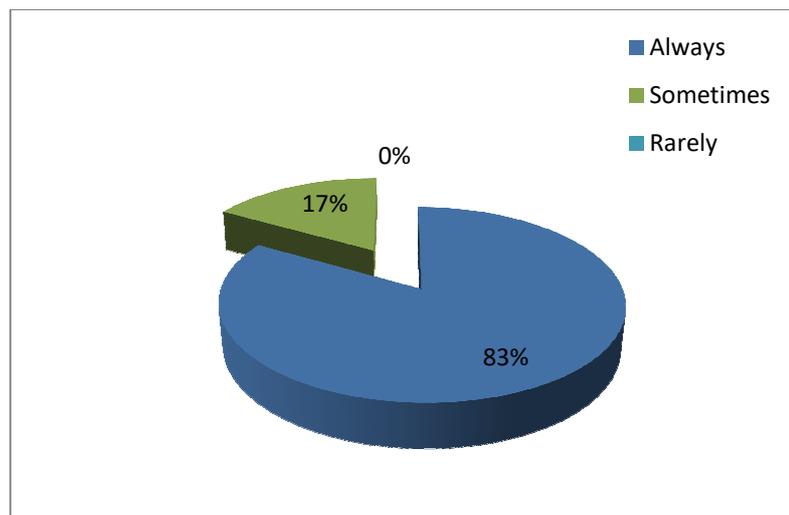


Figure 08: Encouraging students to participate

Most of the teachers (83.33%) said that they always encourage their students to participate in the classroom. Students do not participate because of many difficulties, in this case, the teacher may use different activities such as: discussion and debates, conversation and others activities that may encourage students to participate in the classroom. Only (16.66%) of the teachers stated that they sometimes encourage their students to participate. They affirmed that students are in different levels and it is difficult to encourage all the students to participate.

10- Do your students use their mother tongue in the classroom?

Yes

No

Options	Participants	Percentage
Yes	4	66.66%
No	2	33.33%
Total	6	100%

Table 09: The use of mother tongue in the classroom

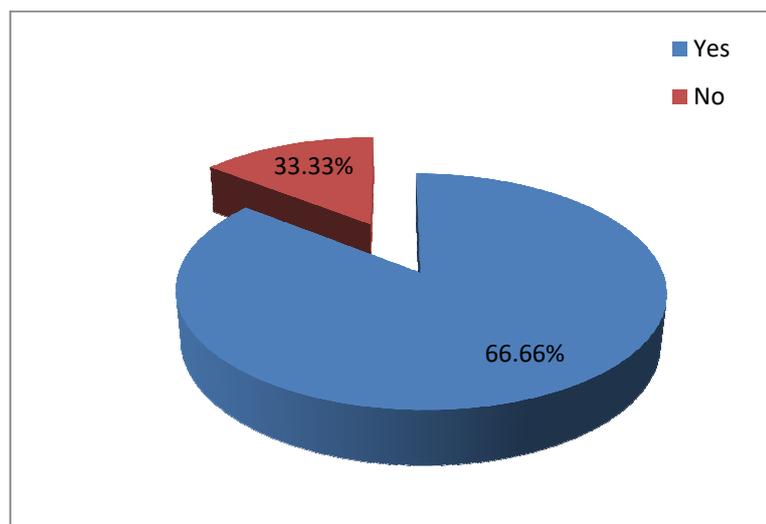


Figure 09: The use of mother tongue in the classroom

The majority of the teachers (66.66%) said that their students use their mother tongue in the classroom while a few of them (33.33%) affirmed that they do not allow

their students to use their mother tongue with their classmates in the classroom. They stated that whenever they notice their students using their mother tongue, they stop them.

11- What do you do usually to encourage your students to participate?

a) Discussion (debates)

b) Conversation

c) Creative games

d) Role- play

Options	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
Discussion (debates)	√	√	√	√	√	√
Conversation	√	√	√	√	√	
Creative games	√					
Role- play	√		√		√	

Table 10: Activities that enhance students' participation

The table above illustrates that all of the teachers six (6) focus on discussion and debates in order to create a good atmosphere for students to participate and to build their confidence . while (5) teachers prefer conversation as a successful activity to encourage them to participate, others (3) teachers focus on role play. Only one teacher prefer creative games as an appropriate activity that enhance the students' participation without any obstacles.

12-Why do students fail to participate?

- a) Lack of vocabulary
- b) Lack of confidence
- c) Lack of motivation
- d) Anxiety
- e) shyness

Options	Teacher1	Teacher2	Teacher3	Teacher4	Teacher5	Teacher6
Lack of vocabulary		√		√	√	√
Lack of confidence		√		√	√	√
Lack of motivation		√		√	√	√
Anxiety	√	√	√	√	√	√
shyness		√		√	√	√

Table 11: The difficulties of students' participation

According to the results in the table above, most of the teachers answer that all these obstacles can hinder the students' participation because students are in different level. However, only two teachers affirmed that anxiety is considered as a great problem that affects students' participation.

13-Is it possible to make all your students participate?

Yes

No

Options	Participants	Percentage
Yes	4	66.66%
No	2	33.33%
Total	6	100%

Table 12: The possibility to make all the students participating

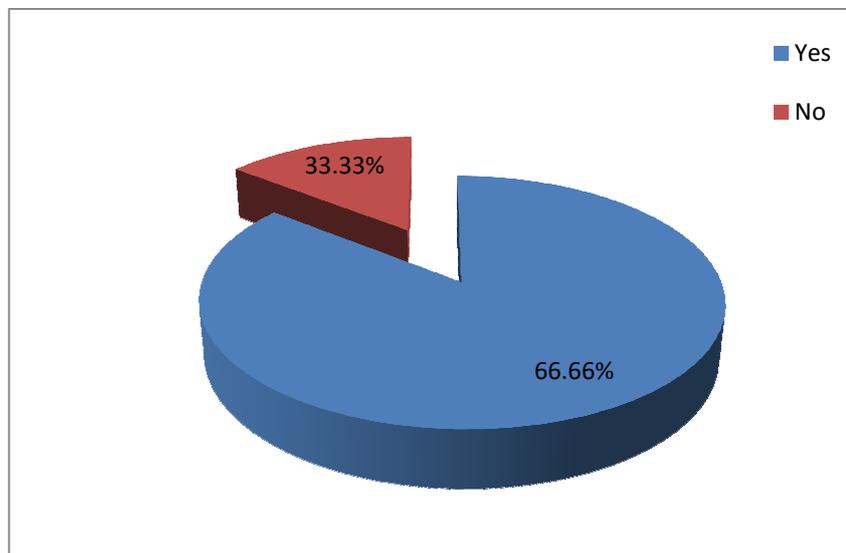


Figure10: The possibility to make all the students participating

The majority (66.66%) of the teacher stated that it is possible to make all their students participate in the classroom. They believe that they can use different techniques or activities that may encourage and motivate their students to participate without any obstacles. However, (33.33%) of the teachers affirmed that they can not make all their students to participate in the different activities that they present in the classroom and this is due to the different levels of the students.

14-Do you consider yourself as:

An observer

a guide

both

Options	Participants	Percentage
A guide	2	33.33%
An observer	0	0%
Both	4	66.66%

Table 13: Teacher's role

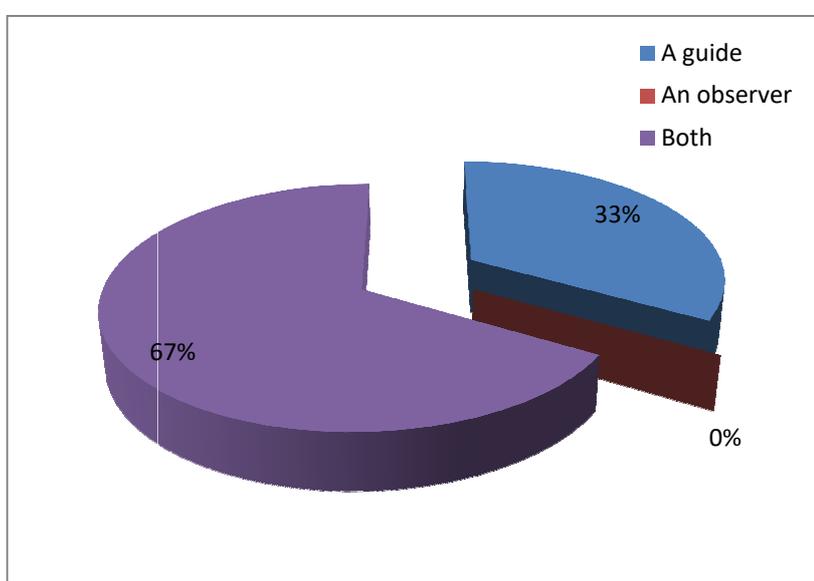


Figure 11: Teacher's role

The majority of the teachers (66.66%) stated that they considered themselves as both a guide and an observer in the classroom. They do not believe that the teacher play only one or two roles in the classroom because all the teachers' role work towards motivating students and helping them to achieve proficiency. However, (33.33%) of them said that the teacher is just a guide for his/her students in order to facilitate the learning process to the students.

15-Which role do you play more as a foreign language teacher and why?

The majority of the teachers stated that they play different roles according to the types of the activities they select. They think that the teacher should not focus on only

one role in the classroom. In any EFL classes there are different types of students and it is very difficult to work with different level of students.

16-Do you encourage your students to interact with you?

Yes

No

Options	Participants	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 14: Teacher- Students interaction

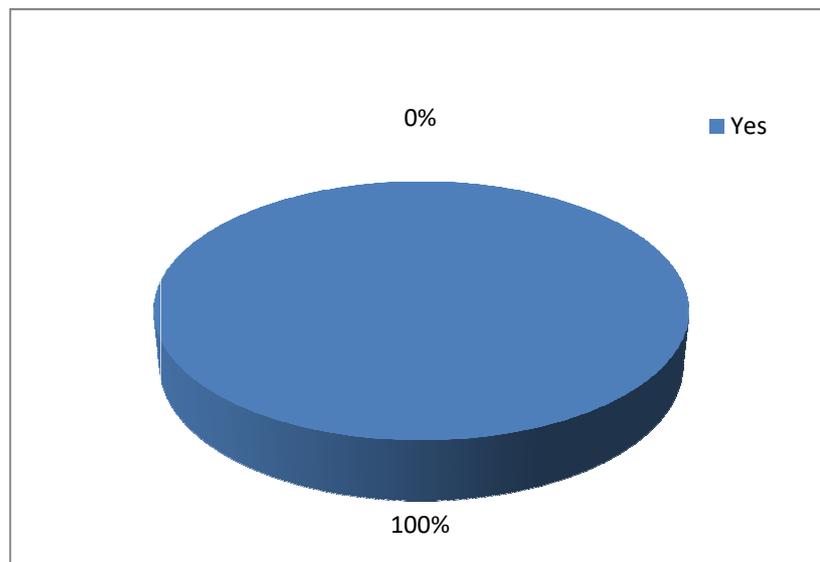


Figure 12: Teacher- Students interaction

All of the teachers confirmed that they encourage their students to interact with them. Through interaction between the teachers and the students, students may feel comfortable to participate in the classroom without any difficulties.

17-Do you give your students the opportunity to talk about their needs?

Yes

No

Options	Participants	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 15: Students' talking about their needs

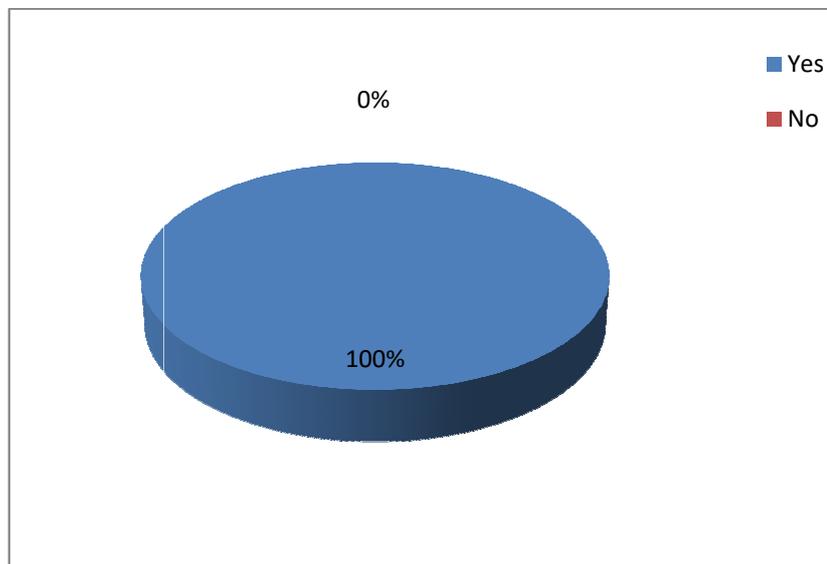


Figure 13: Students' talking about their needs

All the teachers stated that they give their students the opportunity to talk about their needs. However, teachers should have a positive relationship with their students and should interact with each other. Teachers have to know everything about their students; their problems and difficulties that they face in their learning process.

17- In your opinion, what are the different types of students?

Most of the teachers classified students into: introvert and extrovert students while others said that usually there are two types of students: active and passive students;

students with good level and others with average level. Others stated that students are classified according to their learning styles.

Section three: Suggestions and Comments

18- What do you do to help your students master the speaking skill in order to participate?

The majority of the teachers emphasized on listening because good listeners are good speakers. In addition, teachers may use ICT in order to enhance their students' participation and also by motivating them to speak even with mistakes. Others stated that the best way is choosing interesting and stimulating tasks and topics and also varying the types of work (group and pair work).

20- would you add any further comments or suggestions that may help you enhance your students' participation?

All the teachers were kind when they provided us with some suggestions and comments. Most of the teachers confirmed that most of the students participate when they are interested in the modules they are taught. They need to be motivated and encouraged by the teacher. Others said that the teacher may use different activities such as discussion and debates, conversation and others. Another way to make students participating is when the teacher makes them talking about their needs, problems and interests (be away from the official program). However, some of the teachers suggested that the teacher needs to create a relaxing atmosphere in the class to reduce students' anxiety and enhance their engagement.

2.3. Findings

The data we have collected from the questionnaire that administered to the teachers of first year master students at the department of English of Biskra University confirm our hypotheses. Based on the results, the teachers stated some problems that may affect EFL students' participation. The findings of this questionnaire are the following:

- The most appropriate technique that most of the teachers focus on is using group and pair work

- Teachers believe that, the teacher may use different activities such as: discussion and debates, conversation and others activities that may encourage students to participate in the classroom.
- Most of the teachers prefer discussion and debates as the best way to make all the students participate in the classroom.
- Some of the teachers said that students may face a lot of problems in their participation such as: lack of vocabulary, lack of confidence and others. However, others stated that, anxiety is the most problems that students face in the learning process.
- It is possible to make all their students participate in the classroom. They believe that they can use different techniques or activities that may encourage and motivate their students to participate without any obstacles
- They considered themselves as both as a guide and as an observer in the classroom.
- The majority of the teachers stated that they play different roles according to the types of the activities they select. They think that the teacher should not focus on only one role in the classroom
- All of the teachers confirmed that they encourage their students to interact with them.
- All the teachers stated that, they give their students the opportunity to talk about their needs.

2. Students' Questionnaire

2.1. Description of the Questionnaire

The questionnaire is designed for master one students of English Mohamed Khieder university of Biskra. The participants of this questionnaire are 30 students from three classes. We have chosen them randomly to investigate the problems that hinder their participation. The questionnaire involves different types of questions; closed and open-ended questions. Closed questions require the students to answer by yes or no or to tick up the right answers from asset of options while open-ended questions require from them to give them their personal opinion or background information or suggestions and add a justification where needed. The whole questionnaire is made of (21) questions that are classified under three sections.

Section one: it is about the general information of the students, it contains five questions. It is about their gender, age and about the choice of studying English and whether they like the English language or not. Finally, for what purpose they study English language.

Section two: this section is about the students' participation in general, it contains fifteen (15) questions. The students are asked different questions. These questions are about their difficulties in participation and whether their teachers' role has an impact on their participation or not.

Section three: this section deals with different comments and suggestions, it contains one question. In this section, the students may provide some suggestions that can enhance their classroom participation

2.2. Analysis of the students' questionnaire

Section one: General Information

5- Gender

Sex	Number	Percentage
Male	12	40%
Female	18	60%
Total	30	100%

Table 16: Students' gender

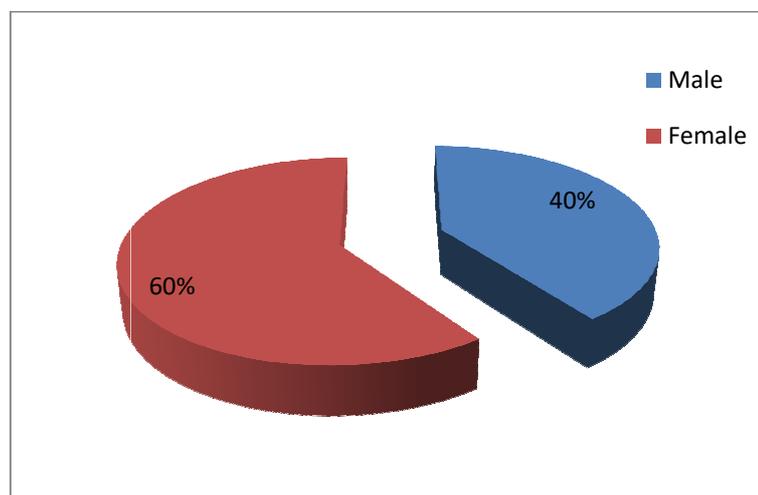


Figure 14: Students' gender

The results show that the majority of the students are girls (60%) who like to study languages in general and (40%) are boys. It is a common knowledge that females learn foreign languages better than male. However, males prefer scientific studies.

2- Age:

Age	Number	percentage
21-23	24	80%
24-26	6	20%
Total	30	100%

Table 17: Students' age

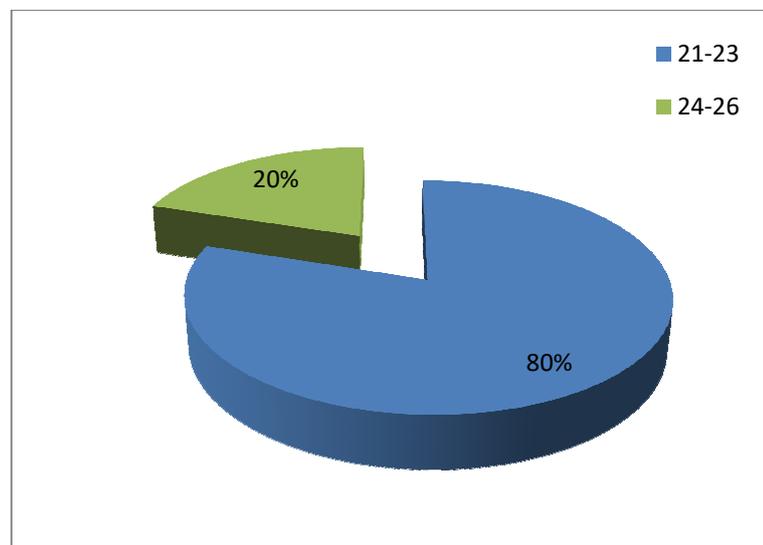


Figure 04: Students' age

The majority of the participants were between 21 – 23 years old which means that it is their first experience to study English language at the university level while only 20% their age range between 24 –26 years old; this means that they have other career besides learning English.

3-Your choice of studying English at the university was:

- a) Personal
- b) Imposed

Options	responses	percentage
Personal	24	80%
Imposed	6	20%
Total	30	100%

Table 18: Reasons behind studying English

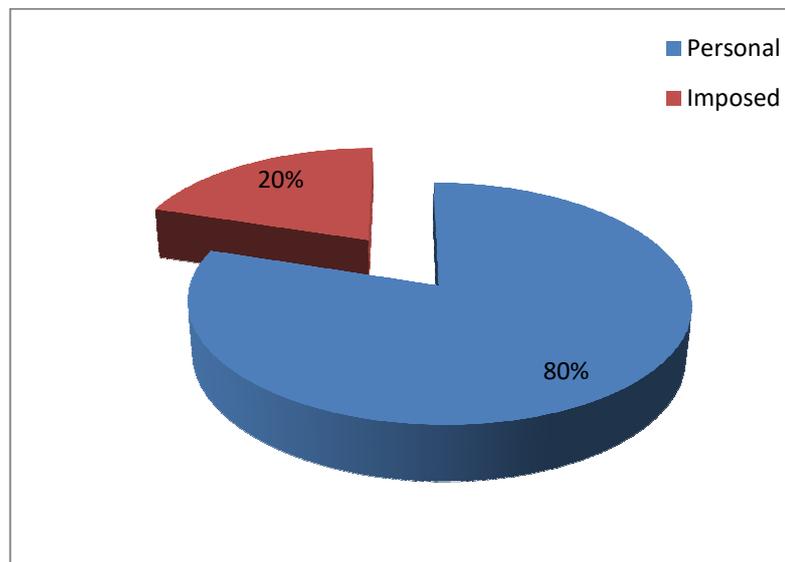


Figure 16: Reasons behind studying English

A high percent (80%) of the students choose to study the English language at the university from their personal choice this means that they were motivated and interested to study English. The majority of them stated that they like the English language since it is the first language around the world and for its sociological and globalization factors. Some of them say that they choose the English language because it is their favorite language and they want to learn it in order to speak it fluently. However, only (20%) stated that they were imposed to study the English language for many reasons. It was the choice of their parents it so, their parents oblige them to study it since it is the language of the world and also to become teachers.

4- Do you like English Language?

Yes No

Options	responses	percentage
Yes	26	86.66%
No	4	13.33%
Total	30	100%

Table 19: The students' feelings towards the English language

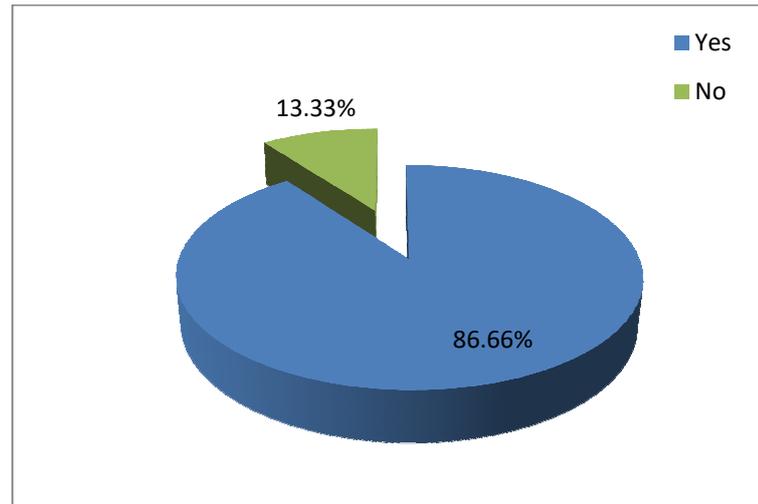


Figure 17: The students' feelings towards the English language

The majority of the students (86.66%) affirmed that they like English very much; this confirms that students choose English as a personal choice. Only (13.33%) say that s/he does not like English; this explains lack of motivation and lack of interest. Others say that they do not like English because it is the choice of their parents and not their personal choice.

5-Why do you learn English?

a) For academic purpose (study)

b) For communicative purpose

Options	responses	percentage
For academic purposes (study)	12	40%
For communicative purpose	18	60%
Total	30	100%

Table 21: Reasons for learning English

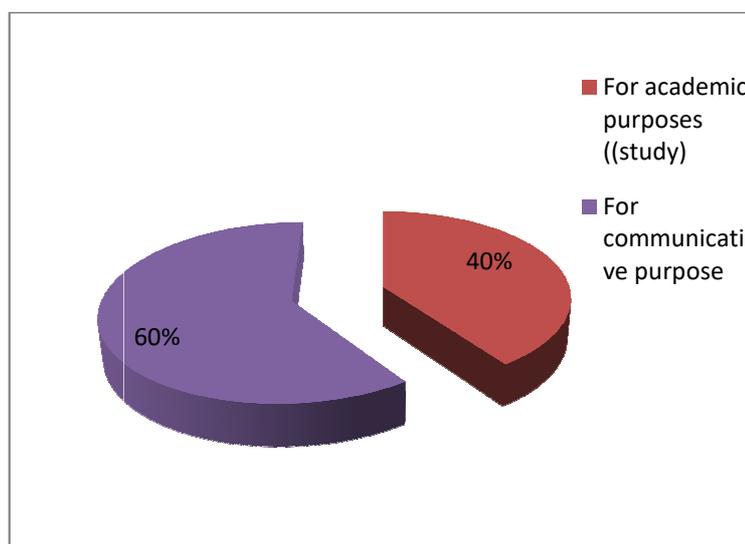


Figure18: Reasons for learning English

Most of students (60%) say that they learn the English language for communicative purpose while the rest (40%) prefer to study the English language just for academic purpose. The majority of the students suggest other suggestion behind their learning English for example to get a good job; it means to be teachers.

Section Two: Classroom Participation

6- Do you worry about making mistakes while you are speaking in the classroom?

Yes No

Options	responses	percentage
Yes	24	80%
No	06	20%
Total	30	100%

Table 21: Students' mistakes

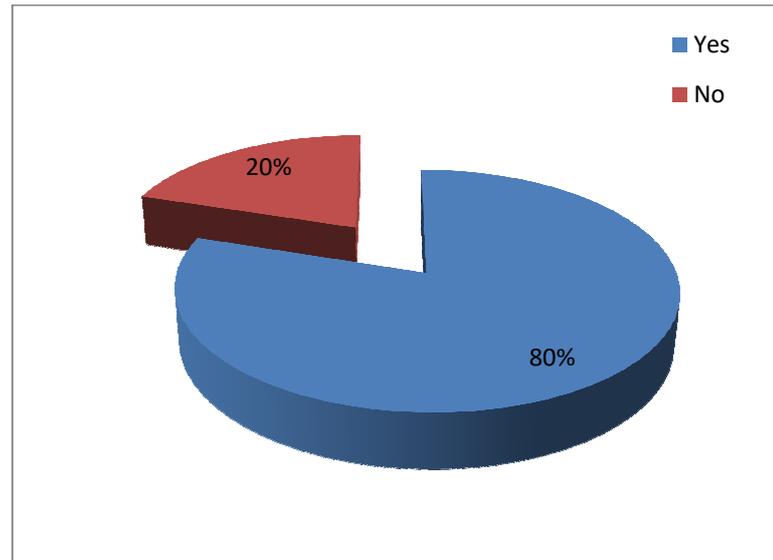


Figure 19: Students' mistakes

The majority of the students (80%) reported that they feel afraid from making mistakes when they speak in the classroom, it happens because of: the lack of encouragement, lack of motivation and also lack of self confidence. While a few of them (20%) stated that they do not feel afraid of making mistakes when speaking in the classroom, it depends on their strong self confidence and their desire to learn this language because they know that learn from their mistakes.

7-How often does your teacher intervene you to correct your mistakes?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

Options	responses	percentage
Always	6	20%
Sometimes	21	70%
never	3	10%
Total	30	100%

Table 22: Frequency of interruption for correction

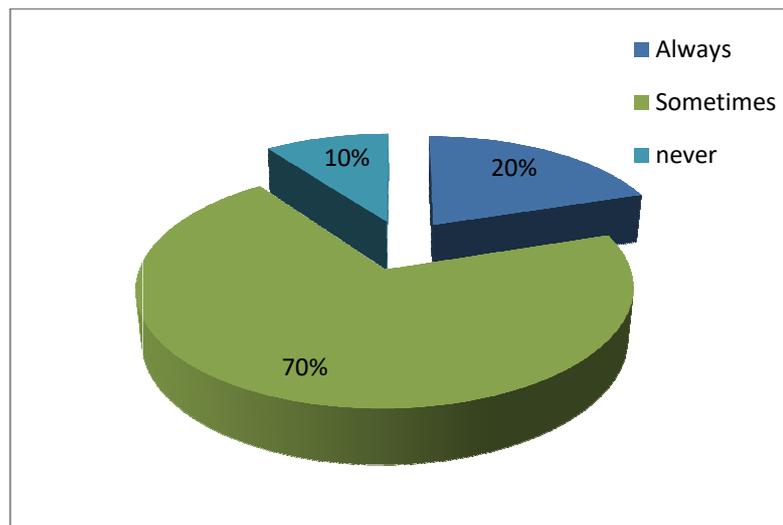


Figure 20: Frequency of interruption for correction

We can notice that the highest percentage of students (70%) claim that the teacher sometimes interrupts her/his students to correct them when they participate. Others (20%) show that the teacher always does so, and (10%) of the students say that the teacher never interrupts them to correct their speaking mistakes.

8- Does this encourage you to participate?

Yes

No

Options	responses	percentage
Yes	18	60%
No	12	40%
Total	30	100%

Table 23: Interruption for correction encourages participation

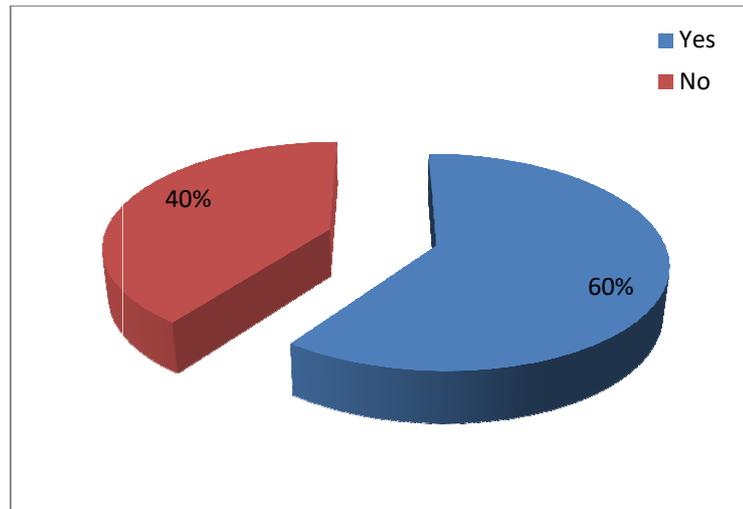


Figure 21: Interruption for correction encourages participation

The majority of the participants (60%) believe that interruption encourage them to participate because this is the role of the teacher to correct and to check their students' mistakes. It is also helpful for the students in order to participate more in the classroom without any obstacles. However, (40%) believe that it is the opposite.

9- Does your teacher praise you when you answer correctly?

Yes

No

Options	responses	percentage
Yes	9	30%
No	21	70%
Total	30	100%

Table24: Teachers' frequency of praise for the students' correct answers

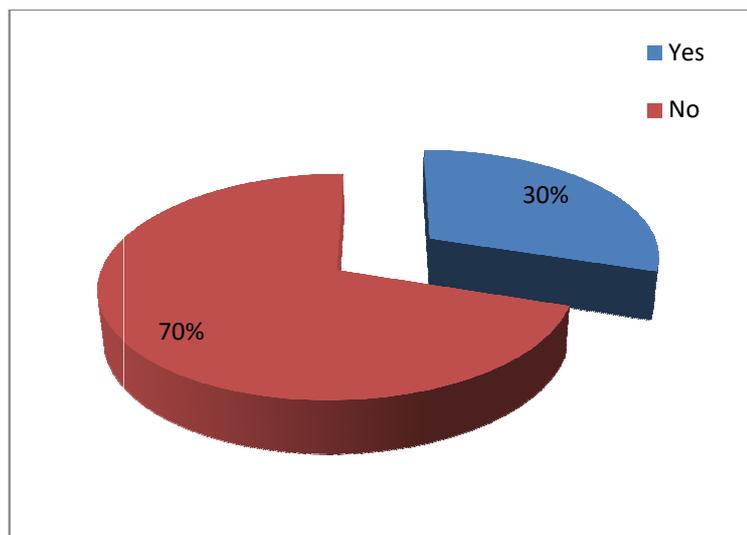


Figure 22: Teachers' frequency of praise for the students' correct answers

Only (30%) of the students stated that they are praised when they answer correctly because they think that teachers in a communicative class are required to praise their students while the majorities (70%) say the opposite; they said that their teachers do not praise them even if they answer correctly.

10- What makes you feel motivated and encouraged to participate in the classroom?

- The teacher
- The environment
- The method of learning
- Your classmates

Options	responses	percentage
The teacher	15	50%
The environment	6	20%
The method of learning	3	10%
Your classmates	6	20%
Total	30	100%

Table 25: The reasons behind students' feeling motivated to participate.

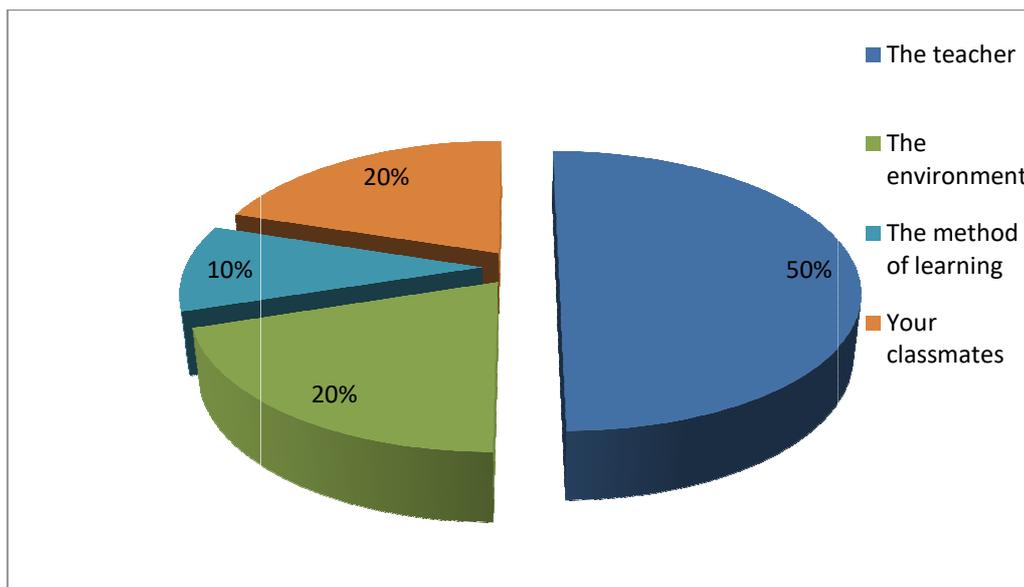


Figure 12: The reasons behind students’ feeling motivated to participate

There are many reasons in which the students feel motivated to participate in the classroom. (00%) of the students affirmed that only the teacher who can make them motivated and encouragement to participate. While (20%) said that relaxing environment make them motivated to participate. The same percentages (20%) confirmed that their classmates and the positive relationship with them are the reason behind their participation. A few of the students (10%) stated that they feel motivated to participate according to the method of learning. This means that, there are many causes that make the students motivated to participate in the classroom.

11- Your participation in the classroom is a result of:

Your teacher interference your choice

Options	responses	percentage
Your choice	18	60%
Your teacher interference	12	40%
Total	30	100%

Table 26: Students’ participation in the classroom

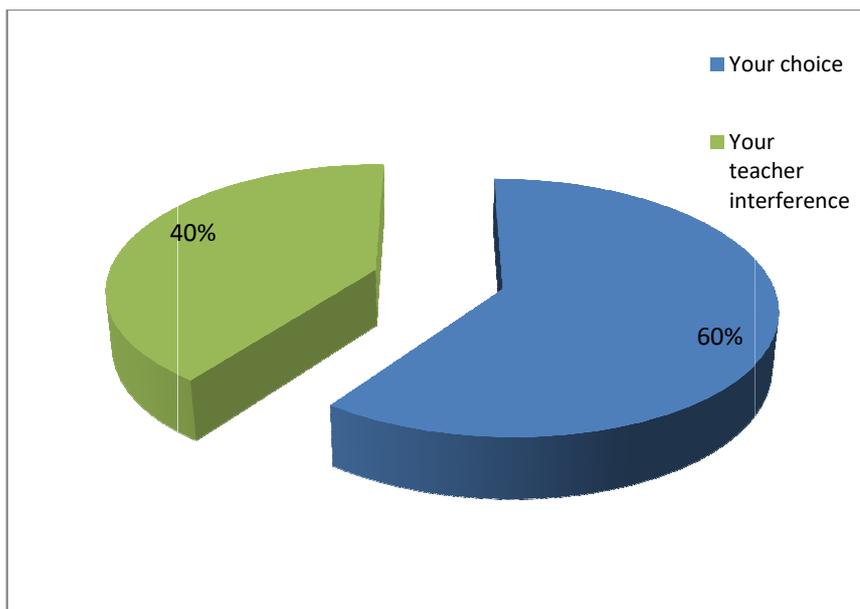


Figure 24: Students' participation in the classroom

Students do not participate in the classroom only if they are interested or feel motivate to do it. Most of the students (60%) stated that they participated from their own will without any interference, however, (40%) of them participate because of their teacher interference. They said that they do not participate only if their teachers ask them because their teachers do not encourage them to participate.

12- Which of the following activities do you think encourage you to participate?

- a) Discussion and debates
- b) Conversation
- c) Role play
- d) Creative games

Options	responses	percentage
Discussion and debates	12	40%
Conversation	9	30%
Role play	3	10%
Creative games	6	20%
Total	30	100%

Table 26: Activities that encourage students to participate

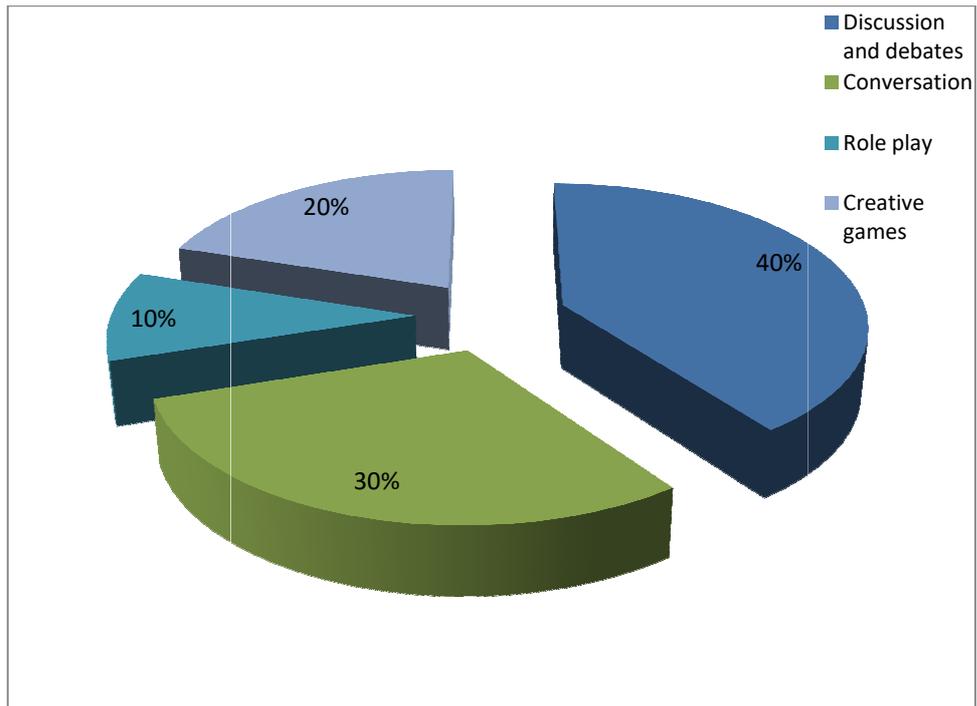


Figure 25: Activities that encourage students to participate

Making all students participating in the classroom is very difficult to achieve. On score of that, teachers may select different activities that can enhance their students' participation while each student prefers such kind of activities. (40%) prefer discussion and debates as the best activities for participation because through these activities, students talk more and exchange different ideas. Others (30%) of the students say that conversation is the appropriate activity for participation and they feel comfortable with it. Only (20%) of them choose creative games as an activity that can enhance their participation. while a few of students (10%) prefer role play in order to motivate them to speak and to participate in the classroom.

13- Which of the following techniques do you prefer?

Group work

Pair work

Options	responses	percentage
Group work	12	40%
Pair work	18	60%
Total	30	100%

Table 28: The students' techniques preferences

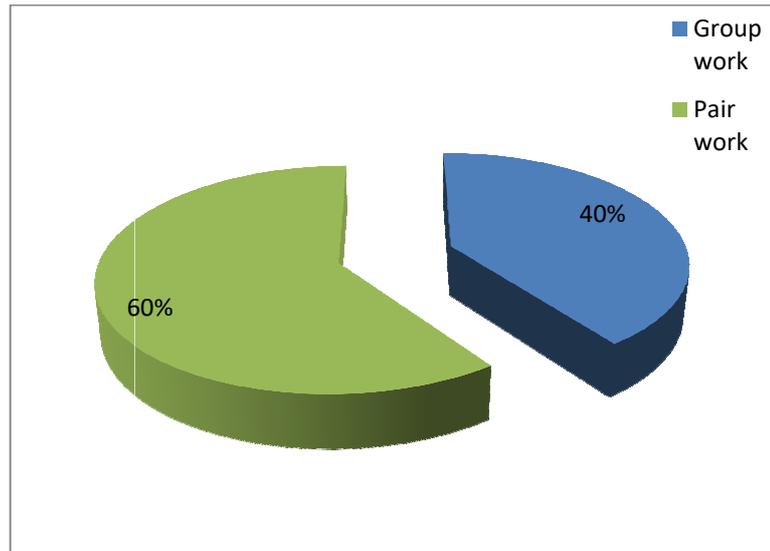


Figure 26: The students' techniques preferences

Most of the students (60%) prefer group work as the best technique for learning the English language because in group work, they exchange different ideas and opinions. However, only (40%) prefer pair work; pair and group work are the appropriate techniques that help the students to participate. Both techniques help them to enhance their amount of speaking and build up their confidence.

14- Do you use your mother tongue with your classmates in the classroom?

Yes No

Options	responses	percentage
Yes	27	90%
No	3	10%
Total	30	100%

Table 29: The use of mother tongue in the classroom

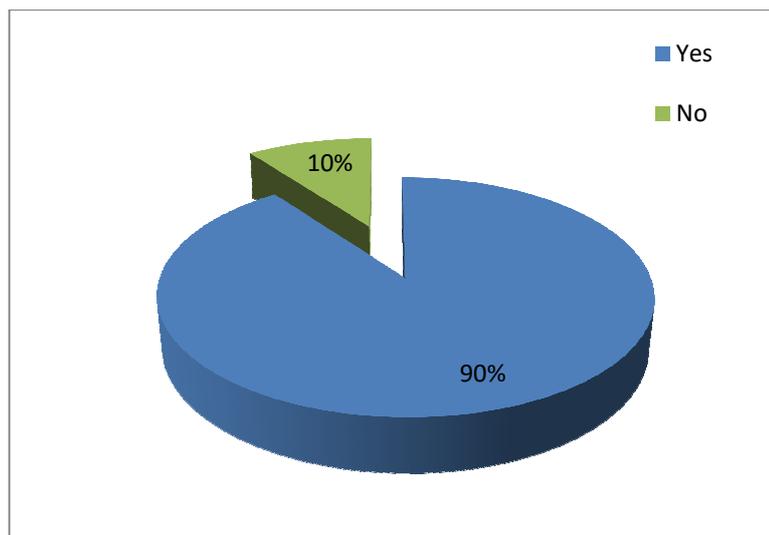


Figure 26: The use of mother tongue in the classroom

The majority of the students (90%) stated that they use their mother tongue with their classmates in the classroom. Most of them suggest that the use of mother tongue in the classroom helps them more to communicate with each other in the classroom. Also they said that they are not native speakers and studying any second or foreign language requires their native language. However, students stated that they use their mother tongue because of lack of vocabulary and grammar and also lack of encouragement to speak English. Furthermore, they said that the use of mother tongue helps them in many cases for example; help them to get the right idea because they do not find some specific terms in English, to discuss easily to transmit their ideas, speaking in English is just a kind of showing off, they are more expressive when they use their mother tongue. In addition, (10%) of the students who are foreign students say that they do not use their mother tongue because the English language is the only mean of communication with their classmates.

15- Do you think that your teacher is:

An observer A guide

Options	responses	percentage
An observer	9	30%
A guide	21	70%
Total	30	100%

Table 30: The students' description of their teachers

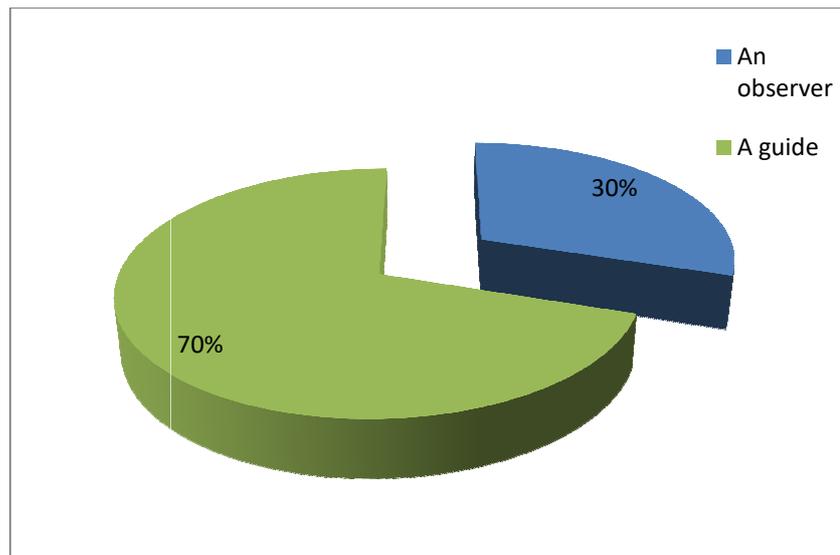


Figure 28: The students' description for their teachers

In a communicative class, teachers ought to play different roles and to build a good relation with their students. An observer is what (30%) of the participants opted for while the majority (70%) affirmed that they would describe their teacher as a guide; they believe that the major role that the teacher should play in the classroom is a guide in order to help them in the learning process.

16- What is the role of the teacher in your opinion?

Most of the students said that the role of the teacher can be one word “PLEFTER”: Planner, Leader, Educators, Facilitator, Trainer, Evaluator and Researcher. While others affirmed that the teacher is just a guide for his/her students in the learning process. They state:

- S/he must simplify and facilitate the input as possible as s/he can for the students' understanding.
- The teacher's role is to manage and control the classroom environment, preparing interest activities, tests and dealing with students' behavior.
- S/he has to know that the students have different needs; therefore, s/he must be aware of and take them into consideration.
- The role of the teacher can vary from one activity to another according to the type of the activity.

17-How often does your teacher give you the opportunity to interact with him/her?

- Always
- Sometimes
- Never

Options	responses	percentage
Always	6	20%
Sometimes	21	70%
never	3	10%
Total	30	100%

Table 31: Teacher-Students Interaction

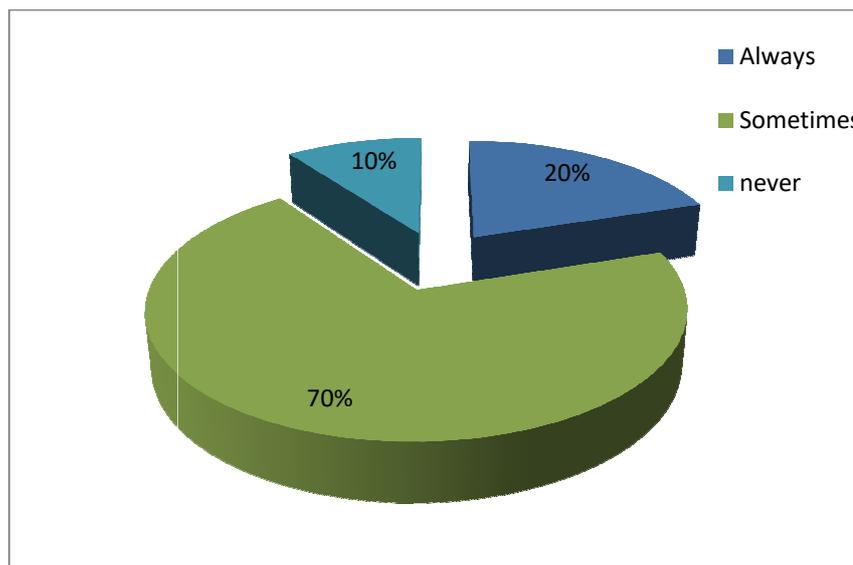


Figure 29: Teacher-Students Interaction

The teacher should have a positive relationship with his/her students and allows them to interact with him/her. The majority of the students (70%) stated that they are sometimes given the opportunity to interact with their teachers, and those who said always are (20%) students. Other (10%) students stated that teachers never give them the opportunity to interact with each other. These results show that there is no relationship between the teacher and the students. However, the teacher should build a positive relation with the students in order to interact with each other.

18- Do you think that you do not participate because:

- a) You are afraid of making mistakes
- b) You are shy
- c) The class is overcrowded
- d) You are not interested

Options	responses	percentage
You are afraid of making mistakes	6	20%
You are shy	9	30%
The class is overcrowded	12	40%
You are not interested	3	10%
Total	30	100%

Table 32: Difficulties of students' participation

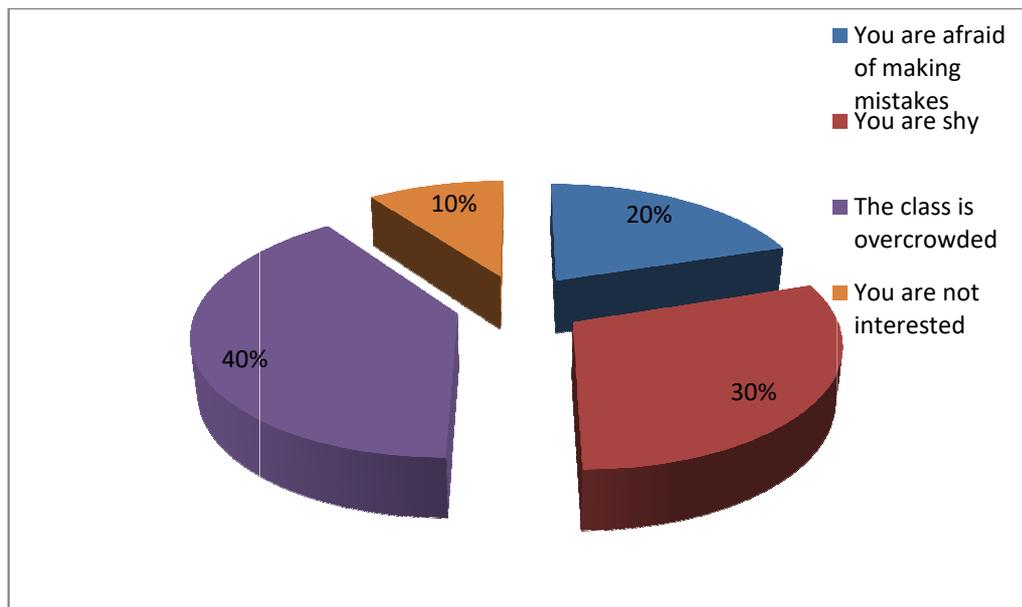


Figure30: Difficulties of students' participation

Usually students face a lot of problems in their learning process in the classroom especially difficulties in their participation in the different activities. The most common problem that some students may face is overcrowded classes, (40%) of students said that they do not participate because the class is overcrowded. (20%) of them do not participate because they feel afraid of making mistakes. Because of shyness, (30%) of

the students do not try to participate they have the right answers. Only (10%) of them affirmed that they are not interested, so they dislike participation in the classroom.

19- Do you participate in all modules? Yes No

Options	responses	percentage
Yes	9	30%
No	21	70%
Total	30	100%

Table 31: The students' frequency of participation

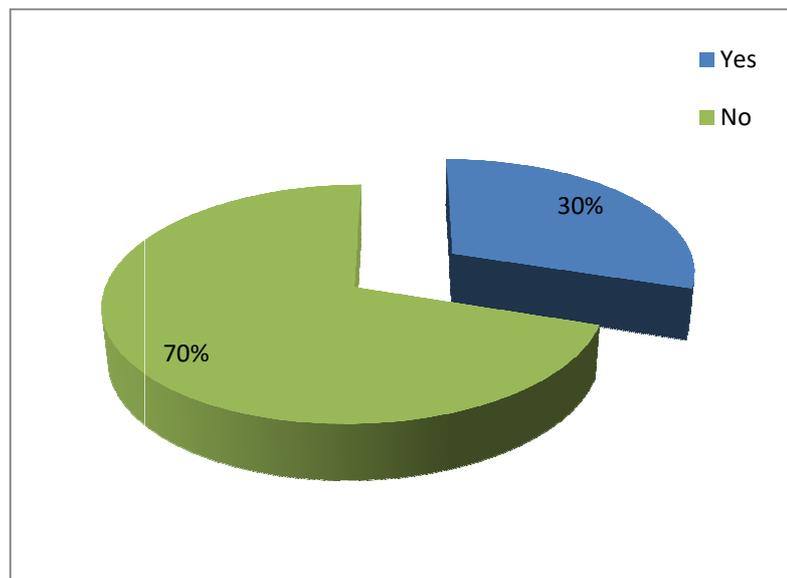


Figure 31: The students' frequency of participation

Sometimes students participate only when they are interested or motivated to such activities; it depends on the kind of the activities and how they are selecting from the teacher. The majority of the students (70%) do not participate in all modules because of the difficulties they have discussed above. However, (30%) said that they participate in all modules because they are interested and they want to develop their speaking skill in English.

20- Do you think that your teacher can help you to participate?

Yes

No

Options	responses	percentage
Yes	28	93,33%
No	2	6,66%
Total	30	100%

Table 34: Teachers' help for students' participation

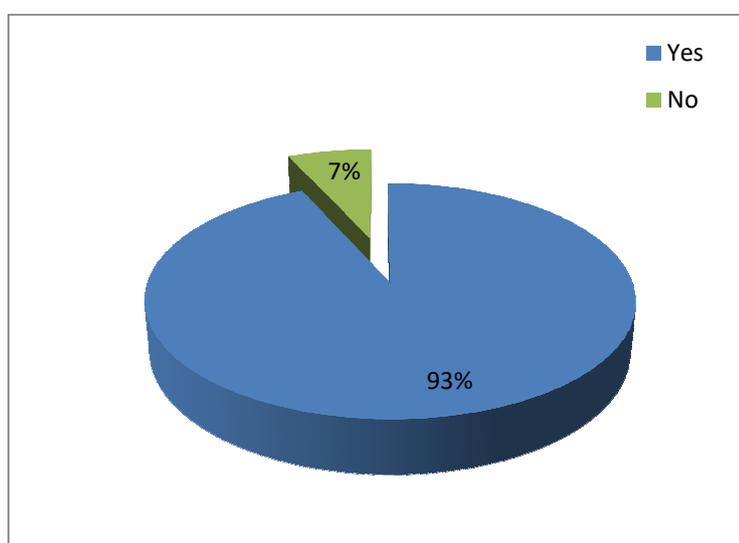


Figure 32: Teachers' help for students' participation

The majority of the students (93.33%) said that their teacher help them to participate in the classroom. They stated that the teacher help them by motivating and encouraging them using different techniques and activities. However, only (6.66%) said the opposite; they stated that, their teachers do not help them to participate and they think that they need more attention from their teachers.

Section Three: Suggestions and Comments

21- Would you provide us with some suggestions that can enhance your classroom participation?

Concerning this question, students have shown different views and suggestions:

- Teachers should play more than one role in the classroom; it depends on the type of the activity.
- Teachers have to encourage and motivate their students to participate by using different activities and techniques.
- The use of pair and group work as a motivational strategy to develop the students' participation.
- Providing less crowded classes and providing oral expression sessions at least two sessions per week.
- Students should be more aware and should have self confidence.
- Teachers' behavior and performance are the most factors that enhance the students' participation.
- The less crowded classes lead more participation.
- Creating a relaxing, tolerating classroom atmosphere make the students more comfortable to participate.

1.3. Findings

The data that we have collected from the questionnaire that was administered to first year master students at the department of English of Biskra University confirmed our hypotheses. Based on the results, EFL students face many obstacles that hinder their participation. The findings of this questionnaire are the following:

- All of the students assert that the significant role of the teacher as the main important element that encourage and motivate them to participate in the classroom because it has a positive impact on their participation.
- Pair and group work are the appropriate techniques that help the students to participate. Both techniques help them to enhance their speaking and build up their confidence.
- The majority of the students reported that they feel afraid from making mistakes when they speak in the classroom because of psychological and linguistic problems.
- The majority of students claim that the teacher sometimes interrupts her/his students to correct them when they participate; they believe that this way help them to learn more.

- The majority of the students prefer to participate in different activities that proposed by their teachers.
- The majority of the students stated that they use their mother tongue with their classmates in the classroom. Most of them suggest that the use of mother tongue in the classroom help them more to communicate with each other in the classroom.

Classroom observation

In order to enrich the findings of this study, classroom observation was the second data tool. It aims to explore what is occurring in the classroom. A series of classroom observation sessions started from the April 6th, 2014 to April 30th, 2014, it is eight sessions with different modules with the first year master students of English at Biskra University.

On the one hand, the first thing that is obviously noticed is the classroom; it was overcrowded because of the large number of the students. Although the classroom was overcrowded, it was well organized and students do not make noise. Then, the classroom atmosphere was good for both the teacher and the students which allow the teachers to start their lesson on time. However, students were quite and they did not make noise only at the end of the sessions.

On the other hand, students enjoy working with their teachers since they were seeking further explanation. Students have a good relationship with their teachers, they interact with them positively. During the observation, we have noticed that the majority of the students were taking notes from their teachers' explanation while from time to time; students were asking their teachers some questions. Furthermore, some teachers prefer to start their lessons by asking their students about the previous lessons and in which points they stopped. This way may make the students speak and discuss together. Then, they start the lesson by making an outline about the lesson. More importantly, the majorities of the teachers encourage and motivate their students to participate and when any student makes any mistake, the teachers intervene to correct the mistake. From time to time and according to the type of the activity, some teachers use pair and group work as an appropriate technique to enhance the students' participation. Some of the students participated in all modules because they have self confidence and if the teacher said to them that they are wrong, students ask for clarification and more explanation.

All in all, what has attract our attention in this classroom observation, is that the majority of teachers give their students the opportunity to talk about their needs and difficulties in order to make them participating and discussing in the classroom. Besides, they use real examples that have happened in real situations in the daily life.

Conclusion

In order to estimate to what extent the teachers' role may enhance the students' classroom participation, two research tools were used. Firstly, questionnaires were administered to the two main participants in the process of teaching and learning; the teachers and the students of first year master at Mohamed Kheider university of Biskra. Secondly, a classroom observation was conducted to find out the different obstacles that the students may face in their learning process and to draw a complete image about the relationship between the teachers and their students. All in all, the analysis of the results comfort and establish our hypothesis. This means that, there are many problems that hinder EFL students' participation. Furthermore, the different activities that the teachers propose in the classroom and the teachers' strategies have a great impact on the students' participation.

General conclusion

Our research is based on exploring the impact of the teacher's role on enhancing EFL students' classroom participation. Our purposes from this modest work are to find if the different roles that the teacher may play in the classroom will enhance the students' participation; furthermore, to detect the participation's obstacles that first year master students face in the classroom. Then, to propose some activities that may enhance the students' participation. To answer our questions, we deal with two methods; descriptive and analytical one. However, in order to confirm our hypotheses, we submit two questionnaires to both first year master students and their teachers in addition to the classroom observation at the department of English at Biskra University.

Our research is divided into two main parts; theoretical and practical part. The first part is classified into two chapters. The first provide an overview about teaching, its techniques and its style. Then, the classroom interaction, its types and importance in the classroom. In the same chapter, we discuss the characteristics of a good teacher and the role s/he plays within classroom situation. S/he often plays variety of roles according to the kind of activities.

In the second chapter, we dealt with the classroom participation and its importance. Also, we discuss in details the difficulties that EFL students' participation, then we mention some of the activities that enhance students' participation. We discuss in the same chapter, the benefits of getting students participate in the classroom.

The second part of this work is the fieldwork (practical part). In this part, we analyzed the data gathering from questionnaires that are devoted to students of first year master and their teachers in addition to the classroom observation. The results show that; teachers should play more than one role in the classroom; it depends on the type of the activity. They have to encourage and motivate their students to participate by using different activities and techniques. They emphasized on the use of pair and group work as a motivational strategy to develop the students' participation. However, through the students' findings, we found that, all of the students affirmed that their teachers' roles are the main element that encourage them to participate through using different techniques and strategies.

RECOMMENDATIONS

- Teachers should invite their students to participate in different activities in the classroom by encouraging and motivating them.
- They have to create a positive classroom environment to make the students feel comfortable to participate.
- They must select a simple and interesting activities to keep their students participate in the classroom.
- They have to use different techniques such as pair and group work to increase their students' participation through exchanging and discussing different ideas and information in addition, to help them feel more comfortable to speak.
- They must use different activities in the classroom such as using discussion and debates, conversation, creative games, role play and others in order to develop their students' participation.
- They should give the students the opportunity to interact with them and to talk about their needs.
- They have to design pair and group work activities to increase their students' cooperative learning through discussion and exchanging of ideas.
- They should provide more opportunity for the students to participate through giving them the chance to choose the topics.
- They have to organize their classes and control them in order to bring better learning and teaching atmosphere.
- From time to time, teachers should change the type of activities; for example; discussion and debates, creative games and others.
- A good relationship between the teachers and the students has a great impact on the students' participation.

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Appendices

Appendix 01:

Teachers' Questionnaire

We would be very grateful if you accept answering the following questionnaire. Your answers will help us in study about “An Investigation into the Impact of Teachers' Role on

Enhancing EFL Students' Classroom Participation''. Please, put a tick (√) in the corresponding box and make full statements whenever necessary.

Section One: General Information

1- Specify your gender:

Male Female

2- Educational qualification :

Magister degree Master degree PhD

3- How many years have you been teaching?

.....

4- Do you follow one teaching method or more than one?

.....

Say why?

.....

.....

5- In your opinion, what makes teaching the English language at the university more interesting?

.....

.....

Section Tow: Classroom Participation

6- Which of the following materials do you use in the classroom?

d) Data show, videos

e) Cassette records

f) The board

Others, specify.....

7- Which technique do you follow in the classroom?

Group work

Pair work

8- How do you consider your students' participation?

Good average low

9- How often do you encourage your students to participate?

- d) Always
- e) Sometimes
- f) Rarely

10- Do your students use their mother tongue in the classroom?

Yes No

11- What do you do usually to encourage your students to participate?

- a) Discussion (debates)
- b) Conversation
- c) Creative games
- d) Role- play

Others, specify.....
.....

12-Why do students fail to participate?

- f) Lack of vocabulary
- g) Lack of confidence
- h) Lack of motivation
- i) Anxiety
- j) shyness

13-Is it possible to make all your students participate?

Yes No

14-Do you consider yourself as:

An observer A guide

15-Which role do you play more as a foreign language teacher and why?

.....
.....

16-Do you encourage your students to interact with you?

Yes No

17-Do you give your students the opportunity to talk about their needs?

Yes No

18-In your opinion, what are the different types of students?

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

Section Three: Suggestions and Comments

19- What do you do to help your students to master the speaking skill in order to participate?

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

20-Would you add any further comments or suggestions that may help you enhance your students' participation?

.....
.....

Thank you for your collaboration

**Appendix 02:
Students' Questionnaire**

You are kindly invited to answer the following questions which are part of a master research about "An Investigation into the Impact of Teachers' Role on Enhancing EFL Students'

Classroom Participation''. The results of the dissertation are based on your responses. Please put a tick (√) to indicate your answer or by making a full statement wherever needed.

Section One: General Information

1- Gender:

Male Female

2- Age:

3- Your choice of studying English at the university was:

Personal imposed

Please, explain

.....

.....

4- Do you like English Language?

Yes No

5- Why do you learn English?

a) For academic purpose (study)

b) For communicative purpose

Other purposes, specify

.....

Section Two: Classroom Participation

1- Do you worry about making mistakes while you are speaking in the classroom?

Yes No

2- How often does your teacher intervene you to correct your mistakes?

a) Always

b) Sometimes

c) Rarely

d) Never

3- Does this encourage you to participate?

Yes No

4- Does your teacher praise you when you answer correctly?

Yes

No

5- What makes you feel motivated and encouraged to participate in the classroom?

The teacher the environment the method of learning your classmates

6- Your participation in the classroom is a result of :

Your teacher interference your choice

7- Which of the following activities do you think encourage you to participate?

a) Discussion and debates

b) Conversation

c) Role play

d) Creative games

Others, specify.....
.....

8- Which of the following techniques do you prefer?

Group work

Pair work

9- Do you use your mother tongue with your classmates in the classroom?

Yes No

Why.....
.....

10- Do you think that your teacher is :

An observer A guide

11- What is the role of the teacher in your opinion?

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

12-How often does your teacher give you the opportunity to interact with him/her?

Always sometimes never

12- Do you participate in all modules? Yes No

13- Do you think that you do not participate because:

e) You are afraid of making mistakes

- f) You are shy
- g) The class is overcrowded
- h) You are not interested

15- Do you think that your teacher can help you to participate?

Yes No

Section Three: Suggestions and Comments

16- Would you provide us with some suggestions that can enhance your classroom participation?

.....

.....

.....

Thank you for your collaboration.

الملخص

يلعب الأساتذة أدواراً مختلفة في القسم، ويمكن لهذه الأدوار أن تؤثر سواء سلباً أو إيجاباً على الطلاب. و لهذا يجب أن تكون هناك علاقة إيجابية بين الأساتذة و الطلاب حيث يمكن لهذه العلاقة أن تسمح لهم بالتفاعل مع بعضهم

البعض. و لذا يجب على الأساتذة تشجيع وتحفيز الطلاب على المشاركة في القسم و ذلك باستخدام مختلف الأنشطة والتكنولوجيات و الاستراتيجيات. تهدف هذه الدراسة إلى معرفة إلى أي مدى يمكن لدور الأساتذة تعزيز مشاركة الطلاب في القسم. وهي تركز على أهمية الدور الذي يلعبه الأساتذة في هذا النظام لجعل الطلاب يشعرون بالارتياح و المشاركة في القسم. طوال هذا البحث ، فإننا نفترض أنه إذا قام الأساتذة بأداء دورهم بشكل صحيح في القسم كتحفيز و تشجيع الطلاب و اقتراح استراتيجيات فعالة تطور مشاركة الطلاب ، وهذا يسمح بتعزيز مشاركة طلابهم.

تم جمع البيانات من خلال هذا البحث باستعمال طريقتين هما: استبيان لطلاب السنة الأولى ماستر عشوائيا ثلاثين (30) طالبا وطالبة وجميع أساتذة السنة أولى ماستر ستة (06) أساتذة في جامعة محمد خيضر بسكرة، بالإضافة إلى الملاحظات التي أجريت في القسم . النتائج أشارت إلى أن هذه الفرضية إيجابية؛ فهذا يعني أن الأدوار المختلفة التي يؤديها الأساتذة في القسم هي العامل الرئيسي الذي من خلاله يمكن تشجيع وتحفيز الطلاب على المشاركة في القسم . أخيرا وليس آخرا، يمكن للأساتذة تعزيز مشاركة طلابهم من خلال تحديد المهام و الأنشطة المختلفة التي تثير اهتمام طلابهم مع العمل على احتياجاتهم ورغباتهم.