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**The Importance of The Classroom Management In Improving
The EFL Students' Speaking Skills**

Case Study of Second Year LMD Students of EFL At
Mohamed Kheider University of Biskra

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Declaration

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Date: 25/05/2017

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Dedication:

I dedicate this dissertation to everyone who was, still and will be a reason for my happiness. For everyone who support and help me

I would like to thank my father « Mohamed Salah » and my mother « Mounira » also my little sister «Sirina» for their support and encouragement.

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Abstract:

Due to the disturbances that happened at the classroom, most of the teachers need the classroom management to control their classes also the task of teaching and learning be accomplished appropriately and on time. This study aims at presenting the importance of the classroom management in improving the EFL students' speaking skills. Through this research we attempt to identify what is the classroom management and what is its effectiveness? Second, what are the abstract and the concrete factors that can effect on students' speaking skills achievement? .To answer these questions we hypothesised that the classroom management has a positive impact in improving the EFL students speaking skills also both of the concrete and the abstract factors which surround the students can enhance their achievement and improve their level. To prove these hypotheses we conducted mixed research for which we used two data gathering tools: questionnaire to 40 second year students and interview with 3 oral expression teachers at Biskra University. Hence, from the findings obtained from students' questionnaire and teachers' interview we found that the more the classroom is well managed and the needed materials are available, the better students' speaking level will be. Moreover, both of the concrete and abstract factors help to improve the students speaking skills. As recommendations we suggest that it would be better that teachers should be creative and choose interesting topics which motivate students and make them inspired to reveal all the hiding capacities that they have. Furthermore, since there is a lack of communication in English, it would be better that the students use ICT tools and social media as Facebook and Skype in order to practice the English language with their peers and even with native speakers to reach better oral proficiency.

Key terms: classroom management, speaking skill and abstract and concert factors.

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List of abbreviation:

EFL: English Foreign Language

CM: Classroom Management

DRT: Directed Response Task

US: United States

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Chapter 1: General introduction

Introduction:

Teaching consider as a continuous process in transferring or sharing the knowledge from one person to another or a process of attending to people's needs, experiences, feelings, and making specific interventions to help them learn particular things. However is one of the difficult jobs because there are many issue the teacher can face at the classroom. Consequently, to control those problems teachers need classroom management. From 1967 to 1997 results of researches identified classroom management as the most important problem that teachers face Jackson (2005). That's why classroom management has been taken under consideration of many researchers because they thought that it is essential to good teaching hence they investigate it.

As a definition of classroom management "it's the term we will use to highlight all of those positive behaviours and decisions teachers make to facilitate the learning process of their students. It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules" Tan, et al (2003). However, the classroom considers as the best place where students can improve their skills especially speaking skills. Furthermore the concrete factors that had been mentioned above in Tan, et al (2003) there are also other abstract factors such as teachers' style for example the way they deal with the students, their emotional support as giving complements, motivate students and giving a positive feedback. In other hand it had been noticed that if all the classrooms' conditions are available as the materials which used in oral sessions like the data show, the right size of the classroom to perform plays also the well prepared environment that help the lesson to run smoothly and complete the learning

task successively hence the students' skills will be improved with the time so this research will provide an overview about the importance of classroom management in improving EFL speaking skills in Biskra university.

1.1 Problem statement:

In order to the process of teaching and learning be accomplished appropriately and on time, teachers need the classroom management to facilitate that task because the lack of classroom management can create a disturbance at the class also many researchers believe that there are many factors which can control the achievement of the students and the most important ones are the teaching conditions because the classroom and the environment where the students are learning normally they be as motivating factors but in the same times they can be as an obstacles , for example Jones (2001) notes: "A good classroom seating arrangement is the cheapest form of classroom management. It's discipline for free" (P.3). From this we can understand that the arrangement and the way how the students seating can improve their level if it is done in the appropriate way in addition the surrounding of the classroom can disturb and take student's attention away so that they won't focus on the lecture as : the curtain wall, the sun the lack of materials like : air conditions, the laptop, data show as well the shape of the room whether it's small, large, overcrowded or not without forgetting the noise in the corridor or at the other classes.

1.2 Significance of the study:

The significance of the present study is to determine the importance of classroom management in improving the EFL speaking skill, we start by defining the classroom management then we talk about the importance and goals besides the skills that the teachers use to manage their classes. In addition to the classroom discipline problems and its reasons also how teachers prevent these discipline problems before

occurring after we determine the different roles of the teachers, after that we talk about the classroom learning environment and how these factors can improve the students' speaking skills in Biskra University.

1.3 The aims of the study:

The present study focused on the following aims:

1. To define the different roles of the teachers in the classroom.
2. To investigate how can teaching conditions and learning environment affect on student's achievement.
3. To determine the classroom management and its importance.

1.4 Research questions:

1. What is the classroom management and what is its effectiveness?
2. What are the abstract and the concrete factors that can effect on students' speaking skills achievement?
3. How can the teachers deal with discipline problems and how can they prevent it before occurring?

1.5 Research hypothesis:

To investigate this research questions, we put forward the following hypothesis:

1. Both of the concrete and the abstract factors which surround the students can affect on their achievement and improve their level.
2. The classroom management has a positive impact in improving the EFL students speaking skills.

1.6 Research methodology:

The methodology of the actual study is the mixed research, i.e. qualitative and quantitative approaches we believe they are the most appropriate for our investigation.

The case study is second year LMD, we have chosen as a population one group among ten groups which contains 40 students we work with all of them, also we work with the oral teachers we have chosen 3 teachers randomly (females and male) among 6 teachers. However; we submitted a questionnaires to the students and we conduct an interview with the oral teachers.

1.7 Limitation:

Although this dissertation is limited in scope, time and samples. This research deals with teaching and learning only in classroom management with first, second and third year students (science and language) also with oral teachers from each year in Biskra at Mohamed Khieder University and represents the L.M.D level in the speaking and oral proficiency.

1.8 Structure of the work:

The research paper organization of “the importance of classroom management in improving EFL speaking skills in Biskra University In 2016/2017 Academic Year” is divided to five chapters which are:

Chapter I: is a general introduction; it consists of the Background of the study, Problem Statement, significance of the study, aims of the study, research questions research hypothesis, research methodology, limitation of the study, research paper organization, conclusion and primary sources.

Chapter II: is divided into two sections the first is about the classroom management, we define it, we speak about its importance and goals, the skills that the teachers use to manage their classes, the classroom discipline problems and its reasons also how teachers prevent the discipline problems before occurring then we determine the different roles of the teacher after we talk about the classroom learning environment.

Whereas the second section concerns the speaking skills we start by definition then

the types and the component of speaking skill which are: fluency, pronunciation, grammar, vocabulary then we determine the importance of speaking skill

Chapter III: is the research method that we use for investigate the importance of classroom management in improving student's speaking skills

Chapter IV: is the field work which we conduct the findings and analyse it.

Chapter V: is a general conclusion it has a discussion of the findings, a summary, a conclusions of the research and some recommendations which we suggestion to make the research better.

Conclusion:

It is pretty clear that if the teacher provides a conducive a well prepared and organized environment where all the good circumstance of teaching are available physically by providing teaching materials and mentally by the supporting the students and encouraging them to succeed also besides the classroom management and the limitation of behavioural problems the students' level will be improved and the task of teaching will be accomplished in the right way.

Chapter2: Related literature review

2.1.1 General Overview of Classroom Management:

Teachers work hard to manage their classes and students effectively so in order to facilitate the teaching and learning process they resort to classroom management. Through it they can minimize all the facts that impede student's learning and maximize the circumstances which enhance the learning. According to Hattie (2009) claims that: "effective education refers to the degree to which schools are successful in accomplishing their educational objectives" (p.7).

Teachers play a key role in creating an effective education for that the lack of classroom management has an impact on both of teachers and students' achievements.

Wong & Wong (2005) defines classroom management as "All of the things that a teacher does to organize students, space, time, and materials so that student learning can take place" (P. 84). Here we understand that teachers are the only responsible of the classroom so they have to manage it well.

However, Sternberg & Williams (2002) regard it as "A set of techniques and skills that allow a teacher to control students effectively in order to create a positive learning environment for all students." (p159). We can comprehend from this quotation that there are some techniques and skills teacher should use it to create a positive environment.

Whereas Allen (2010) points out that:

"Classroom management is complex set of skills that includes much more than being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about discipline." (P.2)

From this we understand that classroom management includes set of skills to control student behavior.

Moreover Tan et al (2003) see that: “Classroom management as all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom” (87).

In other words Berliner (1988) states that “Classroom management is the process of ensuring that classroom lessons run smoothly despite of disruptive behavior by students. The term also refers to the prevention of disruptive behavior of students” (P.55).

In addition to what have mentioned above, Feldman (1997) considers “classroom management not only related to management of students’ behavior but also to lesson planning of teacher, organizing of the materials, controlling of behaviors, goal based learning process, supportive atmosphere and maintaining a highly effective teaching and learning experiences within classrooms.” (N.P)

Furthermore, Doyle (1986) claims that Classroom Management is “the actions and strategies teachers use to solve the problem of order in classrooms” (p.397).

While, Unal et al (2012) mention that “Classroom management is the full range of teacher efforts to oversee classroom activities, including learning, social interaction, and student behaviour” also they add “Classroom management revolves around teachers’ and students’ attitudes and actions that influence students’ behaviors in the classroom” (p. 41). From this we conclude that classroom management’ role is to solve and prevent the problems.

Although Sayeski et al, (2011) indicate that “Classroom management includes developing a set of class rules, specifying procedures for daily tasks, or developing a consequence hierarchy” (p. 8).

Finally, McLeod et al (2003) believe that teachers use management not just to control students’ behaviour but also to set instruction.

2.1.2 The Importance of Classroom Management:

In many countries as Guyana, Educationalists see that CM creates a set of expectations used in an organized classroom environment. It includes routines, rules and consequences. Well classroom management helps the teacher to engage the students in learning. For that they had summarized the importance of classroom management as follows:

One of the classroom management importance is the teachers’ knowledge and competence about the good use and manipulation of time. i.e., efficient use of time before school engages in creating routines and procedures in order to save time.

Consistency is considered as the second important factor in the classroom managements. It, therefore, refers to the teachers’ skill in creating consistency among their learners. Thus, the learners have to know or expect their everyday activities. Students usually have a better feeling when teachers set expectations for everyday tasks. This gives them an idea about how the classroom runs.

The last crucial factor refers to Fewer Behavior Problems which consider the main goal of classroom management is to reduce misbehaviour in the classroom. Consequently, in well managed classes, students are giving short time to students to misbehave simply because the expectations are clearly defined, explained and, thus, students know what they need to accomplish.

However Johnson (2016) mentions that the most difficult thing in being a teacher is to master the classroom management. In addition he lists the importance of classroom management as follow:

- **Develop Effective working relationships with your Students:**

The most important part is to build a relationship with the students. For Ben Johnson the relationships with his students start at the door, every morning he shakes the hand with his students and greet them with a smile. Also he spends individual time with each student to get to know them and in order to create personal learning opportunities.

- **Train Your Students on How Learning Takes Place in Your Classroom:**

Teachers have to make their students aware that not every student learns at the same way the other one does but teacher has to ensure to them if they follow his instruction and explanation they will understand and will be successful in learning.

- **Protect and Leverage Your Time:**

Every teacher has to be aware how to manipulate the lesson' time, how to protect it, and to leverage it to the best advantage. In addition be able to transition students from one activity to another without wasting time.

- **Anticipate Your Students' Behaviors in Well-Written Lesson Plans:**

To direct students' interest and attention toward the learning task teachers need to a good and intuitive lesson planning also they must know what motivate the students more so they will be well engaged and achieve the learning objective.

- **Establish Behavioral Standards:**

Everyteacher has to put some procedures and rules to be followed to eliminate behaviors that impede learning also teachers have to learn in their students' mind that They must show respect, communicate correctly, and they come to the class to learn.

2.1.3 The goals of classroom management:

Kenyon (2012) mentions that the goals of classroom management can be many but there are two common goals which are:

The first one is to create and maintain a positive, productive learning environment. The focus of this goal is on how the teachers can direct students' motivation and involvement effectively without showing an over control on the students because teachers' job is to create a positive productive and facilitative learning environment.

Another goal of CM is to support and foster a safe classroom community. First, teachers have to be able to make students feel safe and comfortable at the class they have to make them talk freely express themselves without the fear of being ridiculed for the misunderstanding

However in many countries as Guyana many educationalists believe that the objectives of classroom management are for students to earn behavioral, social and academic success in an organized environment. So that the goals are regarded as below

- **Structure/Preparedness:**

The goal and result of a well-managed classroom is structure. Teachers provide structure through creating and staying on a schedule, planning curriculum and extension activities which indicate that the teacher is prepared and he is ready for the lesson.

- **Rule-Based Behavior:**

The goal from rules based behavior is to put some rules to be followed and instructions to facilitate the learning task, so there will not be any discipline problems. These instructions will lead students to learn how to be respectful and tolerant with

each other this make them feel they are learning in safe environment, consequently this will promote students learning.

- **Academic Achievement:**

Academic achievement is one of the objectives of classroom management which is a technique that based on rewarding students on their behavior in order to encourage them for having a good results and making progress in their learning.

- **Effective/Differentiated Instruction:**

Effective differentiated instruction helps the students to be more engaged in learning because the teachers provide different types of modalities for the students in order to apply and gain knowledge.

Moreover in (2015)Ferlazzo shares an article about the goals of classroom management after the discussion with Dr. Debbie Silver who argues that the goal of classroom management is: To have power without over kids and he mentions that the classroom management is much more than just as set of rules, rewards. Teachers have to know and organize every component in their classrooms from the furniture, the materials and arranging the setting because this will reduce the behavioral issues. In addition they must be aware that every decision they made will reflect on them, so they have to be conscious on how they make the lesson runs smoothly. Also he says that the students make an effort and work hardly for teachers they like and respect. So the goal is not to demonstrate power over kids in fact they have it with kids.

2.1.4 Classroom discipline problems and its reasons:

“The term classroom management and discipline are often used interchangeably”. Bellon et al (1992). Many of people make mistake between Classroom management and classroom discipline, the classroom management refers to how things are generally carried out in the classroom. It is the teachers’

responsibility whereas classroom discipline is regarded as an action designed to address misbehaviour. Or the specific management of students' behaviour. Discipline is the students' responsibility. Too often the term 'discipline' focuses on misbehaviour, ill deeds, and punishment it contains two significant limitations the first discipline highlight on individual rather than classrooms the second it connotes negative behaviour only.

Basically, discipline problems occur when a student refuses to obey rules of the classroom or school. Sheery classifies the reasons of discipline problems as some students don't want to be at school at all others they think that the teacher doesn't care about them while some don't consider success in school is important anymore also he claims that students are unaware that their adolescent behaviors will result in punishment they won't like besides discipline enforces have to go through the long procedures of due process: hearing .specific charges .witness and appeals.

Whereas in Didactics' lesson of Mrs Messaibi (2015) in Biskra University mentions that there are many reasons behind the discipline problems. Those factors can be from the inside or outside the classroom. For example Family is one of the reasons which some indiscipline can be due to some difficult home' situations. Besides that, there are education problems which some students' expectation of learning experience can be coloured by unpleasant memories. In addition to that the Self Esteem or the desire to be noticed which a lack of respect from the teacher or peers can make students feel frustrated and upset; in such a situation distractive behaviour is an attractive option. Another reason is Boredom when the chosen topic or activity is inappropriate (not interested/ too difficult), students show their lack of interest by behaving badly. Also there are other External factors sometimes teachers notice significant behaviour changes in different weathers. Plus that what the teachers

do and how behave like when they are unfair some students behave negatively in the classroom. Moreover the time of the day can have a bad effect on learners for example when the class is in the afternoon or early in the morning students are tired, sleepy or hungry. On the other hand overcrowded class can destruct students' attentionsuch as some classes are large full of students that's why teachers can hardly manage it and students they won't be able to focus on the lesson target.

However the majority of scientists as in Guyana claim that handling discipline issues is the hard part of teachers' job. However the students' discipline problem back to the different circumstances which can be listed as follow:

- **Problems at home:**

Home is the major factor which reflects on the students. If the students are not treated well, neglected or they are coming from homes where the parents are divorcing they will put out their anger and stress over both of their teacher and classmates consequently they will misbehave at the classroom

- **Peers:**

The second factor which can led students misbehaving is peers; most of them get exposed to bully and over time they will be violent so they will attack everyone thinking they are protecting themselves even from their teacher. However the students who bully are abused at home and their parents are the reason of their behavior.

- **Perception:**

When students feel they are abandonment and their teacher not paying attention to them or not supporting them they will misbehave to attract him, also they can behave badly and interrupt the lesson if they do not like the teachers' style.

- **Disabilities:**

Children with learning disabilities can also sometimes be disruptive in class because in most cases, students with learning issues require a specialized education plan to teach to their needs.

Moreover Rhalmi (2010) publishes an article which he presents the causes of indiscipline. He says that discipline is essential for any teaching, also very important for peace and harmony in any learning environment. However the causes of indiscipline are many, here are a few:

The first one is favoritism, when teacher favors a particular kind of students and work with them the others will feel neglected they will misbehave and feel it is as an offense against them which leads to rebellion. The second one is the rules are not enforced, it can be explained as when students are not punished for an offense, they will commit more offenses. The third one teacher-student relationship also can be reason behind indiscipline sometimes the teacher and students relationship is essential for any learning process. If there is a breakdown in this relationship, indiscipline emerges. Moreover the Lack of leadership, when the teacher doesn't fulfill his role as a leader, there will certainly be students or students who will be glad to take this role. Thus indiscipline appears. Also the lack of motivation, when students are not motivated, they tend to work in an undisciplined manner. Finally bad habits, some students may have acquired bad habits from previous teaching experiences and it's hard for them to change this behavior.

2.1.4.1 How do teachers (s) prevent the discipline problems before occurring?

Desiderius Erasmus says that "Prevention is better than cure". According to Roxana Moreno (2010) Prevention is "arranging the classroom environment conditions before the occurrence of a disruption" (p.409) and in order to not get the

problems out of teachers' control they need to prevent the discipline problems before occurring this is through:

First the teacher has to be organized, they have to know how to organize their lesson very well at the same time it should be joyful so that students will not get bored and misbehaving also they have to deal with problems while they're still small teachers have to handle problems from the beginning and they shouldn't wait to deal with it until they're big. Next they must have good control procedures where teachers have to be aware in how to develop procedures that prevent problems in the same time they have to help students to develop good behaviors to make the right choices. Besides that they have to teach their procedures well which it requires 4 basic steps they are: to explain the procedure clearly, to practice it with them, to correct any parts that were done incorrectly, finally to redo the procedure until they have it right. Moreover keep the students engaged; because the more the students are engaged in learning, the less they will cause problems. Further moving around the classroom, teachers have to move freely and they shouldn't be stuck at the front of the room at their desk. Furthermore teachers have to develop a rapport with their students; teachers have to admit when they do a mistake because that what make students respecting their teacher. In otherwise teachers have to be professional, it's better for the teachers to be friendly but not familiar. Finally, require students to clear their desks, for example to ask them to put only what they need for the current activity so teacher can easily see exactly what they're doing.

Whereas Jenkins (2016) believes that "As teachers prepare their classrooms for the upcoming school year: cleaning and arranging desks, putting up bulletin boards and writing creative lesson plans, they need to plan to prevent discipline problems". In Benjamin Franklins' words, "An ounce of prevention is worth a pound

of cure." A few simple steps can prevent hours of meetings with angry parents and students and save the administration a multitude of migraines which are:

- **Proximity is Power:**

The best way that teacher can use to prevent problems is interacting with the students and bonding them because when they feel bonded to a teacher they are less likely to be disruptive.

- **Consistent Procedures:**

Teachers have to post classroom rules and consequences on the board so that the students will follow it also it is better to provide a daily agenda on the whiteboard so students who easily become distracted can be more easily pulled back.

- **Give Clear, Concise Directions:**

Many students get confused when a teacher gives directions and turn to their classmates for clarification so the teachers have to give clear directions to avoid classroom discipline problems.

- **Less is More:**

When teachers feel they will lose control and they will appear weak they have to use the right vocal quality and they have to give short commands also they have to make eye contact which show they are powerful and confident so that the students will stop the indiscipline.

Moreover Thoreau mentions in his book that "The best way to deal with discipline problems is to prevent them from happening in the first place. Marzano and Pickering (2003) analyze more than 100 studies to identify principles that underpin effective classroom management. Among these are rule setting, appropriate and timely disciplinary interventions, positive student-teacher relationships, a teacher's positive or "can do" mental set, student cooperation in maintaining the positive

learning environment, and emotional objectivity Marzano et al (2003), Kounin (1977). In addition experienced teachers offer will make teachers effective managers and prevent many of the discipline problems because most of teachers respond and react to the situation at hand, and the more they control the variables of instruction, including the physical arrangement of the classroom, the less likely it is that they will have to control or discipline the students. So it's best to start with a look at the context in which problems arise.

2.1.5 Teachers' roles:

Teachers are responsible for the students' progress they help and instruct the students to learn successively by encouraging them they are as leaders. Hence, teachers have different roles.

Hedge (2000) 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.” (p.26)

- **Controller:**

The teacher is the responsible for the teaching and learning processes. Harmer (2001) asserts that the teacher' job is to transmit knowledge from himself to his students.

- **Assessor:**

The teachers have to show the learners that their learning degree is being developed; Harmer (2001) says that this is done through giving correction or by praising them.

- **Corrector:**

The teachers have to decide when and where to correct students' production also they have to pay attention in which way they do it.

- **Organizer:**

The teachers have to know how to organize the classroom such as organizing pair/group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over.

- **Prompter:**

The teachers have to encourage the students and learn them how to be creative and let them feel they are able to be independent from their teacher so they start rely on themselves.

- **Resource:**

The teachers' job is to provide students with the information and answer all the students' questions

In addition to what have been mentioned above Vanbaren (2017) says that teachers play vital roles in the lives of the students in their classrooms and she classifies the teachers' role as bellow:

- **Teaching Knowledge:**

Teachers have certain curriculums and procedures that guide them in teaching whereas students continue learning from them throughout the year. Classes held by teachers can include lectures, small group activities and hands-on learning activities.

- **Creating Classroom Environment:**

The duty of the teachers is creating a good atmosphere of learning in the classroom. In addition students react depending on the way the teachers treat them whether it was positively or negatively.

- **Role Modeling:**

Due to the time that students spent it with the teacher at the classroom, students start seeing teachers as models for them. However they can have a negative or positive impact on them.

- **Mentoring:**

Mentoring is the way how the teachers treat and direct the learners like encouraging them to enjoy learning through it teachers can help students build their confidence and makes them want to be successful but also it has positive and negative impact.

- **Signs of Trouble:**

Teachers follow their students and keep eyes on them so that they can detect symptoms of trouble on them. For instance, when they show signs of physical abuse, teachers investigate what the problem is.

While recently Teacher certification homepage publishes an article about the different roles of teachers and they argued that: “A teacher wears a variety of hats - there's a lot more to teaching than just showing up and giving the day's lesson!”so they list the teachers’ roles as bellow:

- **Provider of Information:**

Teachers’ role is to provide students with the needed information of a particular subject to well understand the lesson.

- **Role Model:**

Students often have more contact with their teachers than their parents, so it's important for teachers to always look in a positive image because they will be considered as a model also it’s better to teach students good manners like respect.

- **Surrogate Parent:**

Many students suffer from lack of parental contact at home. Because of the works' conditions for that most of students lean on the teachers, they look for support and come to them for advice or to share their good news.

- **Assessor:**

Teachers must assess students and follow their development. This assessment can happen through classroom observation or through quizzes and tests.

- **Planner:**

Teachers must be good planners to avoid any problems that may happen during the lesson also they should prepare backup plans.

- **Developer:**

Teachers will become as a developer when they know their worksheets are not well assigned to the students and this based on the teachers' knowledge of students' level for that they will able to provide them with the suitable sources.

2.1.6 Classroom learning environment:

Many studies conclude that physical dimensions and different aspects of the physical environment influences students' behaviour and attitudes differently MacCaulay (1990) Mendell et al (2005).

However, according to Kenyon (2012) learning environment divides to physical and cognitive environment. The cognitive space is an atmosphere made for students to study and learn with concentration, it is created to make them feel safe and comfortable nothing is threatening them. So the learners share and express their thought opinion without any doubt also they share love and care, all what they do is working hard with respectful atmosphere full of success. Consequently the cognitive space has more impact on students than the physical space because it may have a

negative or positive effect since teachers are responsible for creating that climate; students build their expectation on them if they are well treated and gave a positive feedback they will be more motivated engaged and actively participating so the learning task will be accomplished successively. Whereas the physical environment is very important it has an effect on students' education because the first thing that learners get attracted by when they enter the classroom is the teaching conditions starting from the size of the class if it is wide enough to study in it plus if the teacher and students can move freely. In addition to the natural light, the fresh air besides how clean is the room, going to the teaching materials like the seating arrangement of desks so that the students can see the teacher easily, plus the black board' place do they view clearly also do they write without facing any problem, as well as the classroom decoration, sometimes the wall decoration and painting can have a good effect on students' psychology, that's why every classroom has to contain all what the students need because those conditions help them to improve themselves and be more developed.

However Heick (2014) says that "Teaching is incredibly context-specific so the learning environment must be suitable to the context" (p.54) also he had mentioned that to have an effective learning environment there are some characteristics should be available in the classroom which are:

- **The students ask the questions (good questions):**

Most of the students have a curiosity that's why they asked lot of questions specially when they study new lesson and the teacher has to be ready to answer them also he has to know how to facilitate the learning so the target will be easily achieved.

- **Questions are valued over answers:**

Lot of teachers think that the questions are more important than the answers because it will lead the students toward the learning that's why they say questions are valued.

- **Ideas come from divergent sources:**

Teachers must not use only one source for the ideas because they may face a problem in not making students understand well that's why they have to build their lesson on a variety sources to convince them

- **A variety of learning models are used:**

Teachers have to use the different learning models like: Inquiry-based learning, project-based learning, directs instruction, and the possibilities are endless. This helps students in improving their learning because not all of them can learn in the same way.

- **Classroom learning “empties” into a connected community:**

The creative teachers know how to make the students learn from the empties and relate it with the real world, for example the use of imagination or fairytale for better understanding the life.

- **Learning is personalized by a variety of criteria:**

Variety of learning is due to the difference in the mentality of students and most of all their way of choosing their methods based on their personality each one has its own so the teachers have to choose the most suitable methods in teaching.

- **Criteria for success is balanced and transparent:**

Students should concentrate on a series of methods that facilitate reaching their goals besides to self-satisfaction by making good results.

- **Learning habits are constantly modeled:**

Students learn from those who are around them even their classmates or teachers they gain their habits and consequently they be as a model to follow.

Moreover Bates (2014) mentions that: “Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn.” (p.445).

In addition to that he said the most creative part of teaching is developing a total learning environment for students in a particular program. Besides that not only the physical institutional learning environments such as classrooms, theatres and labs are important but also the personal learning environments is important too which include:

1. The characteristics of the learners.
2. The goals for teaching and learning.
3. The activities that will best support learning.
4. The assessment strategies that will best measure and drive learning.
5. The culture that infuses the learning environment.

2.2.1 Definition of speaking:

According to the Oxford Dictionary of Current English (2009) speaking is “the action of conveying information or expressing ones’ thoughts and feelings in spoken languages” (p.414). As a conclusion speaking is a tool of expressing thoughts and emotions.

However Luoma (2004) argues that “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop.” (P. 1). This proves that speaking needs a long period to be developed in foreign language

In other words Hedge (2000) regards speaking as “a skill by which they [people] are judged while first impressions are being formed” (p.261). This indicates that through speaking we detect people’s thoughts and personalities.

Moreover Burkart (1998) believes that speaking is an important skill that the learners can acquire to develop their progress in spoken communication that’s why it is regarded as a measure tool to know the language.

While Chaney (1998) considers that: “speaking is the process of building and sharing meaning through the use of verbal and non-verbalsymbols in a variety of contexts” (P.13). From this we can understand that speaking is a means used to express people’s ideas and thoughts even verbally or non-verbally.

Otherwise Shumin (1997) says that: “Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions” (p.8). According what mentions above speaking is difficult process for foreign language learner.

Further Carter (1997) defines speaking as “ one of the type of composing the language, the type that is swift, complicated, frequent and primary, because the

language is symbolic used by communicators to construct and convey information”. (P.4). So, since the language is symbolic, speaking has different types.

Furthermore Bryne (1991) mentions that: “speaking is a two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding” (P. 8). This means in order the operation of speaking to be completed it needed both of the productive and receptive skills.

In addition Tarigan (1985) points out that speaking is “a phonological nature, since it requires one’s to have the ability to produce appropriate utterances, sounds or words to express, or to demonstrate and think about ideas, notions, taught and feeling” (P. 80). This explains that speaking deals with phonology and syntax.

Whereas Mackey (1978) states that: “speaking is the most complex of linguistics skill, since it involves thinking of what is to be said while saying what has been thought.” (p. 263).

From this definition we conclude that speaking needs to understand what had been said and know what to reply this is why it is regarded as a complex linguistic skill.

2.2.2 Types of speaking skills:

There are different and broad types of oral communication activities that can be used in the classroom to help the students to improve their level in speaking.

According to Brown (2004) classifies the basic types of speaking into 5 categories as follows: first, Imitative which is repeating a small stretch of language and focused on pronunciation. Second, intensive is the production of short stretches which had been divided into five categories they are: Reading loud which Brown (2004) suggests that “we use reading aloud as a companion for other more

communicative tasks” (P.149). Then Directed response task, Brown (2004) believes that “DRT is beneficial to elicit a specific grammatical form or a transformation of a sentence which requires minimal processing” (P.147). Also, Sentence/Dialogue completion which Brown (2004) says: “it may actually be free of said caveat and keep us from the risk of judging a test taker’s competence” (P.151). Moreover, Translation (interpreting-game) Brown (2004) mentions that “interpreting-game can be used to measure test-taker competence in conveying his message into the target language” (P.159) the fifth is Limited picture-cued Task, Brown (2004) says that “may be used to elicit test taker’s competence in telling a plan, directions and even opinions” (P.151-158). The third type is Responsive which is small dialogue, response to spoken prompt it can be as Question and answer, giving an instruction and direction or paraphrasing. The fourth type is interactive which is larger dialogue on transactional and interactional conversation, it includes interview, discussion and conversation also games. The final type is Extensive which is monologue includes speeches oral presentations, and story-telling retelling story and translation it requires more action and interaction to the listeners.

Moreover, Vilagran (2008) divides the types of speaking into three types they are: Interactive, the speakers are alternately listening and speaking even face to face conversation or telephone calls they have the chance to ask for clarification, repetition or slower speech from the conversation’s partner. The next type is partially interactive which we give a speech to a live audience where the convention is that the audience does not speak however the speaker checks comprehension from the audience’s face. The last type is non interactive, when recording speech for a radio broadcast, performing in a play, reciting a poem or singing.

However, University of Pittsburgh (2007) shares an article about the six types of oral communication activities which are:

- One-on-One speaking which can be between student-student or student-teacher. The students discuss or explain some question or problem with the person next to them.
- Small-Group or Team-Based Oral Work, it's appropriate for small classes where the students had a discussion, deliberation, and problem solving.
- Full-Class Discussions (Teacher- or Student-Led): it's about creating an atmosphere of collective, out-loud thinking about some question, idea, or problem like deliberation and debate, a good way to encourage active learning.
- In-Class Debates and Deliberations: it to put in consideration some issue from two or more points of view. Debates involve participants who argue one side throughout, while deliberation allows for movement by individuals within the process.
- Speeches and Presentations: the speech delivered by an individual from an outline or script. The presentations can be individual or in a group.
- Oral Examinations: it can take a place in the instructor's office, in small groups, or before a whole class, its range from one oral question on an otherwise written exam to an oral defense of a written answer.

2.2.3 The components of speaking skills:

Most of teachers work hardly to improve their students' speaking level and making a balance between the components of speaking as fluency and pronunciation to achieve the needed level.

2.2.3.1 Fluency:

The main goal that most of teachers want to achieve is to make their students speaking fluently. According to Pollard (2008) “Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption” (P.16). From here we conclude that fluency is about speaking freely without interruption.

Whereas Hughes (2002) defines fluency as “ the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest”.(N.P).

As result fluency is to speak in comprehensible way without hesitation to not lose the listener attention.

However, Hedge (2000) says that: “The term fluency is the ability to link units of speech together with facility and without strain, inappropriate shyness, or undue hesitation.”(P. 54). This means that fluency is about how to make a cohesive and coherent speech.

2.2.3.2 Pronunciation:

In order to the students speak in an appropriate way they should have a good pronunciation. According to Fraser (2001) “pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact” (P. 6). From what mentions above we conclude that pronunciation deal with the different aspect of speech as rhythm intonation and gestures.

However, Kline (2001) mentions that: “pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar” (P. 69). This means that pronunciation deals with how to produce a clear language.

Moreover, Redmond and Vrchota (2007) argue that :“ It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.” (P. 104). In order to the accuracy be achieved the speaker should have a good and correct pronunciation.

2.2.3.3 Grammar:

Grammar deals with how to set the structural rules of the words, clauses and phrases. According to Yule (2010): “grammar is the process of describing the structure of phrases and sentences in such way that we account for all grammatical sequence in a language and rule out all the ungrammatical sequence is one way of defining grammar”. This means it is concerned with all the features of language structure.

Moreover, Greenbaum and Nelson (2002) argue that: “ Grammar refers to the set of rules that allow us to combine words in our language into larger units”.(P. 1). From this we conclude that grammar deals with the rules that link the words of our language.

However, Harmer (2001) mentions that: “The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language”. (P.12). Also from this we confirm that the grammar is about how to link the words of a certain language into sentences.

2.2.3.4 Vocabulary:

Vocabulary is about having extensive words and knowing its meaning. According to Turk (2003): “Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday”. (P.87). This means that the vocabularies are used in everyday conversation to understand the spoken discourse.

Whereas, Richards and Schmidt (2002) claim that: “Vocabulary is a set of lexemes including single words, compound words and idioms”. (P. 580).

Furthermore, Harmer (2001) states that: “the knowledge of the word classes also allows speakers to perform well formed utterances”. So vocabulary deals with the knowledge of the words to form well utterances.

2.2.4 The importance of speaking:

Language is indispensable source for communication through which speakers can express their ideas, thoughts and emotions. For this reason, speaking is regarded to be the most crucial skill among the other skills (writing, reading and listening).

Ur (2000) states that “Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of the language, as if speaking included all other kinds of knowing”(p.12).

However; the majority of foreign language learners believe that speaking is more important than the other skills too because they rely on it to know whether their language is successful or not. Nunan (1991) claims that the progress and the success

in learning a foreign language are measured in terms of being able to carry out a conversation in that language.

Also Celce-Murcia (2001) mentions that: “for most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.”(P. 103).

In other hand, Gills (2013) believes that: “the four language skills of listening, speaking, reading, and writing are all interconnected”. (NP). He also mentioned that every skill has an impact on the individual’s life, for example the ability to join words, construct meaningful sentences and express feelings it enables the speaker to be a well communicator and has several distinct advantages which are:

- Ability to inform,persuades, and direct. Each intellectual person whatever his/her job was works hardly to develop his/her speaking skills to be a master communicator because they know due to speaking they can gain the attention of the audience that’s why they do their best to speak freely and in confident way so they leave a good impression on them.

- Ability to stand out from the rest: Speaking in public in front of people is the hardest part it is not a common skill, many of people are scary to death they are not able to speak or formulate their thought into correct sentence easily .

- Ability to benefit derivatively: When the speaker has a self-confidence and a well-developed verbal skills it helps him to negotiate comfortably in front of larger and larger audiences.

- Career enhancement: In order the employers become successful in their career they have to speak in a good manner because they are obliged to present their ideas clearly and in an appropriate way so they do an effort to develop this skill.

Conclusion:

This chapter was devoted for the literature review of both the variables. Hence our research work is about the importance of classroom management in improving EFL speaking skills in Biskra University we divided this chapter into two sections which the first one we talked about the classroom management we started by the definitions to the importance and goals of classroom management then the skills that the teachers use to manage their classes moving to the classroom discipline problems and its reasons and how teachers prevent the discipline problems before occurring. Also we mentioned the different roles of the teachers. Finally we spoke about the classroom learning environment. Whereas the second section is about the speaking skills in this section we define the speaking then we talked about the types. After we mentioned the components of speaking skill which are: fluency, pronunciation, grammar and vocabulary. Finally we determined the importance of speaking skill. At the end of the chapter we had a conclusion

Chapter 3: Methodology

Introduction:

This chapter is devoted to the research methodology design, we are going to present the method that we follow in gathering the information which is mixed method also we are going to describe the two tools that we relied on in this research which are questionnaires administered to the second year students and the interview with the oral expression teachers plus the pilot study and the reasons of choosing those tools. Besides that we are going to present the population and the sampling that we used in this research at the department of English at Biskra University.

3.1 Definition of Mixed Research:

Patrick Wall (2016) states that: “mixed methods research is a methodology for conducting research that involves collecting, analysing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. This approach to research is used when this integration provides a better understanding of the research problem than either of each alone”. He also claims that “By mixing both quantitative and qualitative research and data, the researcher gains in breadth and depth of understanding and corroboration”.

Whereas Wisdom and Creswell (2013) mentions that the term mixed method refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry.

3.1.1 Reasons of choosing mixed method:

Due to the nature of the topic to be studied which is the importance of classroom management in improving EFL speaking skills requires two basic research

tools, one is from qualitative which is the interview and the other one is quantitative which is the questionnaire consequently both of the tools are

3.1.2 Definition of Quantitative Research:

Creswell(2003) claims that quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute “alternate knowledge claims”.(p. 153)

Moreover, Chelli (2016) defines quantitative research as a research in which we can identify, describe or test the relationship between variables, it's generally more specific.

3.1.3 Definition of Qualitative Research:

According to Hancock et al(2009) “Qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are” (P.7). Also they claims that “qualitative research is particularly useful where the research question involves one of the situations below and people's experiences and views are sought: exploration or identification of concepts or views, exploration of implementability, the real-life context and sensitive topics where flexibility is needed to avoid causing distress”. (P.7)

However, Mack et al (2005) claims that “Qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that seeks answers to a question, systematically uses a predefined set of procedures to answer the question, collects evidence, produces findings that were not determined in advance, produces findings that are applicable beyond the immediate boundaries of the study”.(P.1). They add that “Qualitative research shares these characteristics. Additionally, it seeks to understand a given research problem or topic from the

perspectives of the local population it involves. Besides that qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations”. (P.1)

Moreover, Chelli (2016) at the university of Biskra states that “Qualitative research is a process of inquiry with the goal of understanding a social or human problem from multiple perspectives; conducted in a natural setting with the goal of building a complex and holistic picture of the phenomenon of interest. It is exploratory or diagnostic in nature usually involving a small number of people”.

3.2 Data collection tools:

In collecting data, there are two tools we have used one is quantitative which is the questionnaire administered to the students and the other one is qualitative which is interview with the teachers of oral expression.

3.2.1 Definition and kinds of Interview:

Johnson (2008) publishes that interviewing involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including: individual, face-to-face interviews and face-to-face group interviewing. The asking and answering of questions can be mediated by the telephone or other electronic devices (e.g. computers). Interviews can be structured, semi-structure or unstructured.

Whereas, the Association for Qualitative Research (2013) publishes that interviewing is “The collection of data by asking people questions and following up or probing their answers. In qualitative market research an interview may be conducted with just one respondent (this is known as a depth interview), with pairs (paired depths), small groups (mini-groups), or group discussions of between 5 and 8 participants. (In the US, focus groups may comprise between 5 and 12 respondents.)”.

Moreover Stuckey (2013) claims that: “Interviewing is a primary way of collecting data in qualitative research to direct the participant in responding to a specific research question”. Also he stated the 3 kinds of interview which are:

Structured Interview:The questions asked during a structured interview control, the data elicited by the respondent quite tightly. The interview is structured because the researcher follows a specific set of questions in a predetermined order with a limited number of response categories. This would be appropriate to use when interviews require that the participant give a response to each ordered question, which are often shorter in nature. Also there are: semi-structured interview which the researcher sets the outline for the topics covered, but the interviewee's responses determine the way, in which the interview is directed. This is the most commonly used type of interview used in qualitative research. The last one is Narrative Interviews which are stories that are based on the unfolding of events or actions from the perspective of a participant's life experience. Narration is not new; in fact, it is one of the oldest human activities.

3.2.2 Choice of interview:

The interview is the effective tool for better understanding especially when it is with the teachers, we can understand and they can clarify any ambiguity that the interviewer didn't understand or didn't get the answer also making a direct conversation is better than reading an answer at the paper.

3.3.3 Pilot of the study:

For the interview, we have made one interview with one teacher of oral expression who teaches second year LMD for him the questions that had been asked were clear and there weren't any ambiguity and this was one week before we made the interview with the three teachers of oral expression.

3.3.4 Description of teachers' interview:

Teachers' interviews are semi structured interviews made up of (7) questions also there are sub questions. It involves different types of questions: "closed questions" require the teacher to answer by Yes or No and "open-ended" questions which require the teachers to provide their justifications and comments.

3.3.5 Definition and kinds of Questionnaires:

Dudovskiy (2016) claims that: "Questionnaires can be classified as both, quantitative and qualitative method depending on the nature of questions.

Specifically, answers obtained through closed-ended questions with multiple choice answer options are analyzed using quantitative methods and they may involve pie-charts, bar-charts and percentages, whereas answers obtained to open-ended

questionnaire questions are analyzed using qualitative methods and they involve discussions and critical analyses without use of numbers and calculations". Also he mentioned that: "Questionnaires can include the following types of questions:

First, open question questionnaires which differ from other types of questions used in questionnaires in a way that open question may produce unexpected results, which can make the research more original and valuable. However, it is difficult to analyze the results of the findings when the data is obtained through the questionnaire with open questions. Second, multiple choice question- respondents are offered a set of answers they have to choose from. The downside of questionnaire with multiple choice questions is that, if there are too many answers to choose from, it makes the questionnaire, confusing and boring, and discourages the respondent to answer the questionnaire. Third, Dichotomous questions. This type of questions within questionnaire gives two options to the respondent – yes or no, to choose from and is the easiest form of questionnaire for the respondent in terms of responding it. Finally,

Scaling Questions: also referred to as ranking questions, they present an option for respondents to rank the available answers to the questions on the scale of given range of values (for example from 1 to 10).

3.3.6 Choice of questionnaires:

We have chosen the questionnaire to the students as a tool for gathering maximum information also it considers the faster and the more effective instrument besides that most of students prefer to answer questionnaires rather than other tools they are familiar with it.

3.3.7 Pilot study:

In piloting we gave randomly 10 questionnaires to 10 students from 10 groups of second year LMD English branch at Mohamed Khieder University in order to confirm that all the questions are clear for the students and there are no difficulties this is was one week before we gave the final questionnaires consequently all the questions we are clear enough and answered by all the students.

3.3.8 Description of the student's questionnaire:

The questionnaire was designed to study the students' perception and the way who they think about the present study. The questionnaire consists of a short introduction which has some instruction about how to answer the questions. The questions are closed questions (yes/ no) questions. The questionnaire is divided into:

Section one which is entitled "general questions" from question 1 to question 5 the purpose of the general questions is to gather general information about the students as the age and the gender.

Section two is entitled under specific questions about the speaking skills from question 1 to question 12. It is attempt to investigate how many oral sessions they study and is it enough or not also does it improve their speaking skills.

The third section is also entitled as specific questions but they concern classroom management it is from question 1 to question 11 this part is to investigate what influence on students at the classroom, the classes they study in it, the teachers' method and the environment they learn on it.

3.4 Population:

Polit et al (2001) defines population as: "the entire aggregation of cases that meet a specified set of criteria".(P.233).The case studied is second year LMD students their population is 465 students divided into 10 groups each group has from 40 into 45 student also the Oral expression's teachers department of English at Mohamed Kheider University of Biskra.

3.5 Sampling:

Polit (2001) claims that: "Sampling involves selecting a group of people, events, behaviors or other elements with which to conduct a study" (234). This means that sampling is choosing number of students it can be a group even to gather information from them or observe their behaviour to analysis it or to make an experiment.

We have chosen to work with second year LMD students group four. This group consists of 40 students there are 4 male and 38 female as sample we have worked with all of them, they are aged between eighteen and thirty years, they share the same linguistic and cultural background.

The case study concerns not only EFL learners but also EFL teachers of oral expression in Biskra at Mohamed Kheider University. There are 6 teachers for the second year LMD but we have chosen 3 teachers two males and one female, they share the same linguistic and cultural background.

Conclusion:

This chapter clarifies the research methodology that we followed in our study it has a full description and details about the method that we used, the tools, the pilot study, the population and the sampling. However the next chapter will be a field work of our research which we have administered questionnaires to the students and interview with teachers and we are going to analyze their responses.

Chapter 4: Field work.

Introduction:

In this chapter we attempt to analyse the findings of the research which seeks to investigate the importance of classroom management in improving EFL speaking skills in Biskra University. For this we needed to gather as much as information from both of the students and teachers. As data tools we used a questionnaire and an interview, hence this chapter is divided into two sections: the first one is devoted to analyse the students' questionnaires also it has some comments besides a table of percentage of the findings whereas the second section is to analyse teachers' interviews and has a brief interpretation of the findings

4.1 Analysis of students' Questionnaires

Part one: General information:

1) Gender:

Gender	Male	Female	Total
Students' number	4	36	40
Percentage	10%	90%	100%

Table 01: Students' Gender

The findings of table 1 show that the dominant gender is female which are 36 female out of 40 students 90% out of 100% while males are 10%. We can conclude that females tend to study EFL more than males do. Maybe because that most of male students prefer to study science and mathematics than EFL also most of females are dominant in education especially in EFL this universal tendency.

2) Age Range:

Age	18-20	20-30	30-40	Total
Students' number	19	21	0	40
Percentage	47.5%	52.5%	0%	100%

Table 02: Students' Age Range

The table shows that the majority of respondents were between the age ranges of 18-30.(52.5%) were in the age range of 20-30 however (47.5%) were in the age range of 18-20 years, whereas those at the age of 30-40 were (00%). This implies that, majority of the respondents approximately has the same back ground of knowledge

3) What was your baccalaureate stream?

Baccalaureate stream	Foreign language	Scientific	Literary	Total
Students' number	15	19	06	40
Percentage	37.5%	47.5%	15%	100%

Table 03: Students' Baccalaureate stream

The table 3 above shows that students' who had scientific Baccalaureate had the highest percentage which is (47.5%) 19 students out of 40 students, followed by Foreign languages' students who have (37.5%) 15 students out of 40 students and lastly Literary students who have (15%) 06 students out of 40 students. Consequently, this implies that scientific' students attempt to study EFL more than the other branches do. While it supposed that the foreign languages have the highest percentage in studying EFL but their percentage was just (37.5%).

4) Have you chosen to study English freely?

The answer	Yes	No	Total
Students' number	34	06	40
Percentage	85%	15%	100%

Table 04: The will of choosing English.

The findings of table 04 show that 34 students out of 40 students have chosen studying English freely (85%) whereas the students who haven't chosen English were just 06 students out of 40 students that mean only 15%. This may due to some reasons as: parental' choice or they maybe were obliged.

5) Do you think that English is hard to study?

The answer	Yes	No	Total
Students' number	19	21	40
Percentage	47.5%	52.5%	100%

Table 05: How hard is EFL?

The table 05 reveals that most of students 19 students out of 40 students didn't find learning English hard (52.5%) however 19 students out of 40 students found learning English hard (47.5%). As result, the ones who found it hard this can be due to even students didn't choose learning English freely or they don't have a background.

Section Two:

1) How do you evaluate your English?

Level	Weak	Average	Good	Very good	Total
Students' number	02	16	14	08	40
Percentage	5%	40%	35%	20%	100%

The table 06: The students' level

The table 01 above determine the level of students which (40%) of respondents evaluated that their level is Average. However, (35%) their evaluation was good. Whereas, (20%) of students their evaluation were very good. Moreover (5%) of students evaluate themselves among the weak level. As result the majority of EFL students' level is average.

2) Do you find Oral Expression stressful course?

The answer	Yes	No	Total
Students' number	17	23	40
Percentage	42.5%	57.5%	100%

The table 07: Oral Expression as a stressful course

Table 02 above indicates that 23 students out of 40 students which mean (57.5%) find that oral course is not stressful while 17 students out of 40 (42.5%) they find it stressful. Consequently, from the findings we can say that oral expression is joyful session where most of students talk and express themselves freely besides that most of teachers use different kinds of activities like: plays, free presentation and listening task where they use music, audio conversation.

3) Do you feel frightened when you do not understand what the teacher is saying?

The answer	Yes,I do	No,I don't	Total
Students' number	17	23	40
Percentage	42.5%	57.5%	100%

Table 08: Students anxiety

Table 03 above shows that, (57.5%) of students they don't feel frightened when they don't understand what the teacher is saying. Whereas (42.5%) students they feel frightened when they don't. As conclusion we can say that most of students

may rely on themselves not on the teachers that why they don't feel frightened when they don't understand what they are saying.

4) Does your teacher allow you to express your opinion freely?

The answer	Yes	No	Total
Students' number	33	07	40
Percentage	82.5%	17.5%	100%

Table 09: Expressing free opinions.

Here, we notice that (82.5%) of the respondents' answer with 'Yes'. However, the (17.5%) were their answer with 'No'. Therefore this indicates that the teachers give the opportunity to the students to talk, to express their thoughts and opinions freely.

5) Do you communicate in English with your classmates in the classroom?

The answer	Always	Sometimes	Rarely	Never	Total
Students' number	11	21	07	1	40
Percentage	27.5%	52.5%	17.5%	2.5%	100%

Table 10: Communicating in English with classmates in the classroom

It seems from the results of the table 05 that (52.5%) of students answer 'sometimes' on communicating in English with their classmates at the classroom, followed by (27.5%) of students who said 'always' then, (17.5%) of students answer by 'Rarely'. Lastly (2.5%) of students answer by 'Never'. We conclude that sometimes the students use English to communicate between them however it's supposed to use it all the times to improve their speaking skills.

6) How often do you speak English in an informal setting?

The answer	Yes	Sometimes	Never	Total
Students' number	14	20	6	40
Percentage	35%	50%	15%	100%

Table 11: Speaking English in an informal setting

We note from the table 06, that (50%) of students sometimes speak English out of the university, however (35%) of students use English out of the university, whereas (15%) of students never use it. This shows that students sometimes use English out of the university not always maybe due to the lack of English speakers because we live in Arabic society.

7)How many oral session do you have peer week?

Sessions	Two	Three	Four	More	Total
Students' number	40	00	00	00	40
Percentage	100%	0%	0%	0%	100%

Table 12: Oral sessions peer week

The findings of table 07 indicate that the number of oral session is only two sessions peer week.

8)Do you think it is enough to improve your speaking skills?

The answer	Yes it is	No it is not	Total
Students' number	17	23	40
Percentage	42.5%	57.5%	100%

Table 13: Is time allotted to oral sessions enough.

Table 08 demonstrates that 23 students out of 40 (57.5%) think that the oral sessions are not enough to improve their speaking skills. In the opposite 17 students

out of 40 (42.5%) think it is enough. As result the oral sessions are not enough to improve the students speaking skills because what table 07 shows that they have only 2 sessions peer week which is not enough especially they don't communicate in English all the time in or out the university.

9) Do you participate in oral activities?

The answer	Yes	No	Total
Students' number	34	06	40
Percentage	85%	15%	100%

Table 14: Participating in Oral activities

It is highly motivating to notice that almost all the students (85%) participate in oral activities, however only (15%) that do not. May be because they like oral sessions and the kinds of activities they do or maybe it is the only module that they feel free and express themselves.

10) Will you participate if it is not necessary?

The answer	Yes I will	No I will not	Total
Students' number	17	23	40
Percentage	42.5%	57.5%	100%

Table 15: Participating in oral activities when it's not necessary

Table 10 shows that the majority of students (57.5%) will not participate in oral activities if it's not necessary. (42.5%) of students answer were 'yes they will'. As conclusion most of students are obliged to participate in oral activities.

11) Do you prefer to present in:

The answer	Alone	Group	With peer	Total
Students' number	13	19	08	40
Percentage	32.5%	47.5%	20%	100%

Table 16: kinds of presentations

As it is shown in the table above, (47.5%) of the respondents prefer to present with group. Whereas, (32.5%) of the respondents chosen to present 'Alone' and just (20%) of students prefer to present with peer. As result it means that the majority of students prefer to present with group maybe because they feel more confident also they support each other and the work will be divided on them so they won't be stressed.

12) Kind of activities students use to improve speaking skills:

The answer	Music	Movies	Conversation	Total
Students' number	13	21	06	40
Percentage	32.5%	52.5%	15%	100%

Table 17: Activities that improve students' speaking skills

This question aims is discovering what kinds of activities that students use to improve their speaking skills, however the findings show (52.5%) of respondents use movies whereas, (32.5%) resort to Music, while (15%) use conversations. We conclude that most of students use movies to improve their speaking skills maybe they gain more vocabularies due to the subtitles.

Section Three:

1) Do you prefer to study in?

The class	Large	Medium	Small	Total
Students' number	08	13	19	40
Percentage	20%	32.5%	47.5%	100%

Table 18: The class' size

The table above reveals that (47.5%) of students prefer to study in small classes, but (32.5%) prefer medium classes. However, (20%) of respondents prefer large classes.

As result students prefer to study in small classes maybe because they found it calm also they can hear, understand and follow the teacher more than they do in large classes.

2) Do you like to study in class with?

Number	Large	Medium	Small	Total
Students' number	06	14	20	40
Percentage	15%	35%	50%	100%

Table 19: Number of students in classroom

From responses of table 02, we notice that (50%) of students like to study with small number of students at the classroom.(35%) of respondents like studying with medium number but (15%) chosen large number to study with. As result most of students prefer to study with small number maybe it's less noisy and the teacher can control all of them.

3) Does your class have the necessary teaching materials?

The answer	Yes it has	No it hasn't	Total
Students' number	06	34	40
Percentage	15%	85%	100%

Table 20: The teaching materials in the classroom

From the table 03, it seems that the highest percentage (85%) of respondents indicate that the classroom hasn't the necessary teaching materials however (15%) respond with 'yes it has'. This proves that there is a lack of the teaching materials at the classroom.

4) Do you like your teacher's method in learning?

The answer	Yes I do	No I do not	Total
Students' number	17	23	40
Percentage	42.5%	57.5%	100%

Table 21: The teachers' method

As it is shown in Table 04 (57.5%) of students don't like teachers' method but (42.5%) of students do. From here we can understand that most of students don't like the teachers' method maybe because teachers' style or sometimes they take long time in explaining the lesson and they get out of the subject.

5) How much do you think that you have learned from your teacher?

The answer	Nothing	Little bite	Lot	Total
Students' number	03	28	09	40
Percentage	7.5%	70%	22.5%	100%

Table 22: The knowledge gained from the teachers

Table 05 indicates that (70%) of students learned little bite from the teacher. Whereas (22.5%) of the respondents indicate that they learned lot. however (7.5%) they answer by 'nothing'. From here we can understand that the teacher can't provide the students with much information maybe because the lessons' duration it's not enough or the modules are new for them.

6) Does your teacher provide you with a help when you need extra information:

The answer	Yes	Sometimes	No	Total
Students' number	11	29	0	40
Percentage	27.5%	72.5%	00%	100%

Table 23: Teachers' role in the classroom.

The results in Table 06 reveal that the majority of the students (72.5%) indicate that sometimes teacher provides them with help while (27.5%) ensure that they do, however (00%) was for no they do not. As result teachers try to do their best to help students but not always they can maybe it is due to the students' number especially when they teach at the amphitheatre with large number or because of lessons' duration one hour and half is not enough to complete the learning task.

7) Does the furniture of the class affect on students' learning?

The answer	Yes	No	Total
Students' number	18	22	40
Percentage	45%	55%	100%

Table 24: The Furniture of the classroom

The aim of this question is to see whether the furniture of the class affect on students' learning or not The majority of the respondents (55%) select 'No' and (45%) of the informants respond with 'Yes ' which means that the furniture of the class doesn't affect on students' learning.

8) How often do you get bored from teacher's explanation?

The answer	Always	Sometimes	Never	Total
Students' number	09	25	06	40
Percentage	22.5%	62.5%	15%	100%

Table 25: Getting bored from the teachers' explanation

Table 08 shows that (62.5%) of students sometimes get bored from the teachers' explanation while, (22.5%) of respondent indicate that they always get bored from the teachers' explanation, but (15%) of students' answer was never get bored. This means most of students get bored from the teacher explanation maybe

because they don't like the lesson or the module itself or perhaps they don't like his way of explanation.

9) Does the teacher's directions enough to complete the learning task:

The answer	Yes it does	No it doesn't	Depends on subject	Total
Students' number	06	11	23	40
Percentage	15%	27.5%	57.5%	100%

Table 26: Teacher's directions

The results recorded in the table 09 show that (57.5%) of the students answer by the instruction of teachers are not always enough it 'depends on the subject'. However, (27.5%) of the respondents reply by 'No' it's not enough at all. Moreover, (15%) of students answer by 'Yes' it is enough. As conclusion we can say that the teacher's instructions can't always complete the learning task maybe because they don't understand the lesson well or how the teacher gives the instruction is not an effective way.

10) Do you study in the good and well prepared environment?

The answer	Yes	No	Total
Students' number	04	36	40
Percentage	10%	90%	100%

Table 27: Does the environment show readiness to learning

In the table 10 the majority of students (90%) reported that the environment where they study is not well prepared. However, (10%) of students reported it is well prepared. From here we conclude that the students don't study in well prepared environment maybe because to the noise, the number of the students or the architecture and the design of the studying complex

11) Have you studied in open spaces at the university before?

The answer	Yes	No	Total
Students' number	00	30	30
Percentage	00%	100%	100%

Table 28: Studying in an open space

The result of the table indicates that (100%) of the students didn't study out of the classes. This means that all the teachers follow the same traditional way and none of them try to use the open spaces as green spaces to break the routine of the class.

Analysis of teachers' interview:

Section1:

Question1: How many years have you been teaching English?

Teachers	Answers
A	6 years
B	4 years
C	4 years

Table 29: Years of teaching

We asked teachers about the period of teaching English. Teacher A is teaching since 6 years whereas both of teachers B and C are teaching since 4 years, as a result we found that their answers are between 4 years and 6 years. The point from asking this question is to know more about the teacher if they have experience or not and to know more about teaching and learning process.

Section2:

Question1: what do you use to ensure that students are actively involved in learning?

Teachers	Answers
A	Asking questions
B	Asking questions /Assignments /Choosing interesting topics
C	Asking questions

Table 30: The used activities to ensure students' involvement

The three teachers had answered the same answer which is asking questions to ensure that the students are involved in learning besides that teacher B added in her answer that she uses assignments and she always chooses interesting topics to keep them involved and interested by the lesson. So we can confirm that all the teachers use the same method in keeping students involved in learning.

Question2: what are the problems you face during teaching?

Teachers	Answers
A	Problems of participating / Behaving problems
B	Large number of students/ Lack of materials
C	Lack of teaching materials / Some behavioral problems

Table 31: The problems faced during teaching

Teacher A mentioned that there are only two problems that he faced during the six years which are: problems of participating and behaving problems. However teacher B said that the most common problems that she faced are the large number of students and the lack of materials. While teacher C mentioned that the problems that he faced are the lack of teaching materials and some students' behaving. As

conclusion we can remark that there are multiple and endless problems that teachers can face during their teaching.

Question 2.1: How do you prevent the problems?

Teachers	Answers
A	Motivating students, encouraging them/ Playing roles with them
B	I can't
C	It depends on the situation and sometimes I can't

Table 34: Problems' prevention

Teacher A mentioned that in order to prevent the problems he motivates students, plays roles with them and encourages them. However teacher B said that she can't prevent the problems that she faces. Whereas teacher C said that it depends on the situation and the kind of the problem also he said sometimes he can't prevent them. Consequently every teacher has his own way in preventing the problems that s/he faces.

Question 2.2: If student makes mistakes what kind of response do you opt for? (Directly or you generalize).

Teachers	Answers
A	Indirectly feedback
B	It depends on the mistakes
C	I use generalization

Table 35: The kinds of responses

Teacher A and C claimed that they always give indirect feedback so they use generalization when the students make mistakes. Whereas teacher B said that it

depends on the kind of mistake sometimes she uses generalization and sometimes she uses direct response. From the answers we can conclude that most of teachers use generalization in responding to the students' mistakes.

Question 3: How do you manage your classroom?

Teachers	Answers
A	Keeping students busy/Screaming where is necessary
B	Making many activities to stay busy all the time
C	I keep students busy even by presentation or activities

Table 36: The classroom management

The entire teachers agreed that to manage their classes they keep students busy all the time even by plays, activities or presentations but teacher A mentioned that sometimes he screams at students where necessary. From what mentioned above we can see that all the teachers manage their classes in the same way.

Question 4: Are all the teaching materials available?

Teachers	Answers
A	No, they are not
B	No, they are not
C	No, they are not

Table 37: The teaching materials availability

The three teachers mentioned that the teaching materials are not available. This can create an obstacle so that learning task can't be achieved.

Question 5: Which style of setting arrangement do you use?

Teachers	Answers
A	the U shape, normal shape or in form of debate
B	The U shape
C	I use the U shape

Table 38: The setting arrangement style

Both of teachers B and C mentioned that they use the U shape. However teacher A said the setting arrangement that he uses depend on the kind of the topic sometimes: the U shape, normal shape or in form of debate. As result most of oral teachers prefer to use the U shape.

Question 6: Do you give instructions at the beginning of the academic year?

Teachers	Answers
A	Yes, of course
B	Yes, I do
C	Yes

Table 39: Giving instructions at the beginning of the academic year

All the teachers mentioned that they give instructions at the beginning of the academic year. Consequently instructions are necessary and all the teachers set it at the beginning of the academic year to be followed and avoid problems.

Question 6.1: Is it permanent or temporary?

Teachers	Answers
A	Permanent
B	Permanent
C	Permanent

Table 40: The validity of the instructions

All the teachers said that the rules which they set at the beginning of the academic year are permanent.

Question 7: How do you evaluate students' performance at the level of accuracy and fluency?

Teachers	Answers
A	Average level
B	Average
C	Average

Table 41: The evaluation of students' level

The three teachers agreed that their students' level is average in both accuracy and fluency but they said there are some exceptions. As result the average level of the students can be due to the lack of communication and the nature of their native language which is Arabic not English.

Conclusion:

This chapter is devoted to the analyses of findings of the gathered data from the research tools which are the questionnaires submitted to the second year students and the interviews that conducted from the oral teachers at the English department at Biskra university, which were distributed to our targeted sample of the intended population, that was constituted of chosen one group randomly among ten groups it contained 40 students we worked with all of them. However; concerning the second tool we used interview with oral teachers we chosen 3 teachers among 6 (females and male). The analysis of the findings were represented by tables with corresponding numbers and percentages of the participants' answers, the process of data gathering and analyzing was handled item by item, in a logical and organized manner according to the flow of the questionnaires' sections and items, first by analyzing students' questionnaires in detail, starting with the first section of general information that contains essential points as gender, age, and the second section was concerned the speaking skills however the third section was about the classroom management. Second analysis was concerned with teachers' interviews, the first part was about teaching experience and the second part about the information that needed to be gathered about the classroom and the oral communication, followed by some interpretations of the answers.

CHAPTER FIVE: General Conclusion

Introduction:

The present chapter is devoted to the discussion of the results of the previous chapter which is the field work, we discuss the results of the findings of both students' questionnaire and teachers' interviews then we suggest a set of recommendations and offer solution to solve the problem after that we have a summary which has a brief recapitulation of the entire study of the work starting from the general overview of the study, its purpose, the research questions and hypothesis. Addition to the literature review of the variables besides the methodology that we used in our research. Finally we conclude the chapter with a relevant conclusion drawn from the findings of the chapter.

5.1 Summary:

This research is devoted to find out the importance of classroom management in improving EFL speaking skills in Biskra University. Our research is divided into five chapters. The first chapter is the research proposal it considers as a general introduction to the whole work, we started by the problem statement, significant and aim of the study then the research questions, hypothesis and methodology also the limitation of the study, moving to the structure of the work and finally the conclusion.

However; the second chapter is a literature review of the variables, it is divided into two sections. Section one is concerning the classroom management we deal with: first a general overview of classroom management where we define the classroom management according to Allen (2010) who points out that: "Classroom management is complex set of skills that includes much more than being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about discipline". (P.2). Then we set some points

of the importance and the goals of classroom management. After we determine the classroom discipline problems that teachers face during teaching as behavioral problems at the same times we determined the reasons behind these problems. The next point is about how teachers prevent the discipline problems before occurring it's as a complementary of the previous point, it's as a suggestions to avoid these problems. After that we classify the different and the endless roles of the teacher, some of them are: as a controller, organizer and corrector. Finally we define the classroom learning environment which we talk about both of the physical space which is all what is found at the classroom from teaching materials, learning conditions and all what needed to facilitate the learning task and the cognitive space which concerns the learning atmosphere, the feeling and the interaction between teacher and the students.

Whereas, the second section is about speaking skills. At this section we start by a general over view we define speaking skills which according to the Oxford Dictionary of Current English (2009) speaking is "the action of conveying information or expressing ones' thoughts and feelings in spoken languages" (p.414). In the next point we determine the different types of speaking skill and in oral communication activities. Then we take a brief look about the components of speaking skill which are fluency, pronunciation, grammar and vocabulary. After we set the importance of speaking skill. Finally we have a general conclusion of the whole chapter.

Moreover the third chapter is devoted for the research methodology, we have a brief introduction to the chapter then we define the research method that we rely on in our research which is mixed method and the reasons of choosing it also the tools that we use in our investigation which are questionnaires addressed to the students and the interviews with oral teachers besides the pilot and the description of both of

questionnaires and interviews plus the population and sampling that we use which we chose a group of second year LMD as a case to study which consists of 40 students we work with all of them whereas for the teachers we chosen 3 oral teachers among 6. Finally we concluded the chapter with an appropriate conclusion.

Furthermore the fourth chapter is the field work, we have introduction to the chapter about what we do on it then we attempt to analyse the data gathered from students' questionnaires which we make some comments about the findings also we analysis the teachers' interview which we discuss the result of each question in a short paragraph. At the end we have a conclusion.

Finally the fifth chapter is a general conclusion which contains first an introduction about the whole chapter then we discuss the result of the findings of both the students' questionnaires and teachers' interviews after we have a set of recommendations which we suggest some solutions to the research problem after that we have a summary which contains a brief view of the whole dissertation and we finish the chapter by a relevant conclusion.

5.2 Conclusions:

From the chapter one we can conclude that it is devoted to present the problem that we want to investigate which is the importance of the classroom management in improving EFL speaking skills in Biskra University, we present our research questions and hypothesis to investigate them, also we mention the aim behind this research.

However; from the second chapter we can drive that the classroom management plays a vital role in improving learners' speaking skills, it has many factors that can help students to be more developed, motivated and interested especially when the teacher knows how to direct the students to improve themselves .

Moreover, in the third chapter we determine the research methodology that we rely on in our work which facilitate and guide our research investigation we define the method and tools that we use in our work.

Furthermore, from the fourth chapter we conclude that it is devoted for the field work where we analyse the findings of both the students' questionnaires and teachers' interviews to help us to find solutions to the investigation.

Finally, the fifth chapter it is specified to discuss the findings of the field work also to sum up the whole dissertation, it is considered as a general conclusion for the whole work.

5.3 Discussion:

The present study aim is to find out the importance of classroom management in improving EFL speaking skills in Biskra University. For the purpose of fulfilling our objectives, we have submitted a questionnaire to the second year students and we make interview with the oral teachers. After the analyses of students' questionnaire, the most significant findings of our research work can be summarized in the following:

From the study reviewed, it is found that no matter whether males or females all of them were very helpful with us 100% had responded to the questions given to them maybe this due to the form of the questionnaire which was yes/no questions.

Also we noticed that the majority of the students were females 90% this may be due to the fact that females are more interested to study foreign languages and English language particularly than males who often choose to carry on scientific studies, beside that the students' age range were between (18-30) this implies that the majority of the respondents approximately has the same back ground of knowledge.

Moreover, most of them have scientific baccalaureate stream this proves that scientific' students attempt to study EFL more than the other branches. Furthermore

85% of students have chosen studying English freely and most of them they didn't find learning it hard.

However; most of students don't find Oral Expression stressful course this maybe due to the students' level which is arrange between average and good. Also the studies shown that the majority of them they don't feel frightened when they don't understand what the teacher is saying maybe because of their level or they rely on themselves more than on the teachers and they mentioned that their teachers let them express their opinions freely.

Whereas students claimed that they sometimes communicate in English in and out the university this maybe because there is a lack of communication in English due to the nature of the society's language also they mentioned that they have two sessions of oral expression hence it is not enough to improve their speaking skills.

While for the participation in oral expression activities they prefer to not participate they are just obliged and most of them they prefer to work on group however; the majority argued that to improve their speaking skills they rely on movies.

Otherwise from the analyses we noticed that most of the students prefer to study in small classes with small number of learners but they have lack of materials but it doesn't effect on their learning.

In other words they stated that they don't like the teachers' method and they didn't gain much of knowledge besides that they claimed when they need a help teachers sometimes provide them with it. Also sometimes they get bored from the teachers' explanation and for the instructions that they give don't always complete the learning task it depends on the nature of the subject.

Over that we observed from the results that the students don't learn in a well prepared environment and until now they didn't experience studying out the classroom like in open spaces as many countries are doing to break the routine to avoid the boredom.

On the basis of the analysis of the teachers' interviews we can view the most significant findings of our research work which are:

First the years that the teachers' have been teaching are between 4- 6 years this means they have enough experiences hence we can rely on their answers.

Then we noticed that the three teachers use the same method to keep their students involved in learning. However; concerning the most problems that the teachers face are the large number of students and the lack of materials besides some behavioural problems hence to prevent these problems we found that every teacher has his/her own way. Furthermore they mentioned that they use generalization in responding to the students' mistakes

Whereas concerning managing the classroom we found that all the teachers use the same way which is keeping the students busy all the time and regarding the setting arrangement we noticed that the teachers prefer to use the U shape. also they mentioned that they use instructions at the beginning of the academic year they said it is permanent but they argue that they are suffering from the lack of teaching materials hence the learning task is not always achieved.

Furthermore, all the teachers argued that the students' level is average in both accuracy and fluency even they said that there are some exceptions.

5.4 Recommendation:

In order to improve EFL students' speaking skills there are some suggestions that can students led to or the teachers and administration can do to get over this problem so we suggest:

- First, to provide more than two sessions per week for oral expression because it's not enough especially we live in Arabic society this means there is a lack of communicating in English.
- Second, students have to speak in and out the classroom and the university since there is a lack of communication in English also they should use a social media to be updated with the English language for example the use of Face book and Skype.
- Moreover, learners should use the ICT to get deep and discover the English language like: watch movies, listen to music, and make conversation with native speakers hence the use of different activities will develop their speaking skills with time.
- In other hand administration should provide all the needed teaching materials at the classroom in oral expression as: data show, specialize large classes for making plays and provide some customs which they need when they have play roles.
- Furthermore, there must be an interaction between teachers and the students for example teachers have to show the care, support and interest because this will help students to perform in a good manner hence they avoid many discipline problems and let them focus more on learning task.

- However; teachers should be creative and have to choose interesting topics which motivate students and make them inspired to reveal all the hidden capacities that they have.

The conclusion:

The present chapter has provided detailed information about the dissertation. First, we discuss the result of findings of the field work after analysing the respondent's result we make some explanations, comments and interpretations. Then we conduct a summary of the whole dissertation where we talk about the fifth chapters in a brief way we mention the principle point of each chapter we start by chapter one which is a general introduction then chapter two where we have a literature review about the variables after the third chapter concerns the methodology that we follow in our investigation after that the fourth chapter is the field work where we analyse the finding of the work and finally the fifth chapter is a general conclusion we discuss the result of the previous chapter. After that we set some recommendations and suggestions to try to solve the problem that we are investigating it. Finally we have a conclusion of the chapter.

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Appendices

Appendix1: The Students' Questionnaire

You are kindly requested to respond to this questionnaire which is designed mainly to investigate The Importance of Classroom Management in Improving EFL Students' Speaking Skills at Biskra University. Please feel free to answer the following questions. We will be grateful for your help and collaboration.

Section One: General Questions

1. Specify your Gender

Male Female

2. Your Age is

18-20 20-30- 30-40

3. What was your baccalaureate stream?

Foreign languages Scientific Literary classes

4. Have you chosen studying English freely?

Yes, I have No, I haven't

5. Do you think that English is hard to study?

Yes No

Section Two: Specific questions

1. How do you evaluate your English?

Weak Average Good Very good

2. Do you find Oral Expression stressful course?

Yes No

3. Do you feel frightened when you do not understand what the teacher is saying?

Yes I do No I don't

4. Does your teacher allow you to express your opinion freely?

Yes No

5. Do you communicate in English with your classmates in the classroom?

Always Sometimes Rarely Never

6. how often do you speak English in an informal settings?

Yes Sometimes Never

7. How many oral session do you have peer week?

Two sessions three sessions Four sessions More

8. Do you think it is enough to improve your speaking skills?

Yes, it is No, it isn't

9. Do you participate in oral activities?

Yes No

10. If it is not necessary will you participate?

Yes, I will No, I won't

11. In oral presentation do you prefer to present

Alone on group with peer

12. When your teacher asks a question, do you respond?

Directly Indirectly

13. What kind of activity do you follow/ focus to improve your speaking skill?

Music Movies Conversation

Section three:

1. Do you prefer to study in:

Large class medium class small class

2. Do you like to study in class with:

Large number Medium number Small number

3. Does your class have the necessary teaching materials?

Yes it has No it hasn't

4. Do you like your teacher's method in learning?

Yes I do No I don't

5. How much do you think that you have learned from your teacher?

Nothing Little bite Lot

6. Does your teacher provide you with a help when you need extra information/explanation?

Yes s/he does sometimes s/he does No s/he doesn't

7. Does the furniture of your class affect on your learning?

Yes it does No it doesn't

8. How often do you get bored from teacher's explanation?

Always Sometimes Never

9. Does the directions of teacher enough to complete the learning task

Yes it does No it doesn't Depend on the subject

10. Do you study in the good and well prepared environment?

Yes I do No I don't

11. Have you studied in open spaces at the university before?

Yes I did No I didn't

Appendix 2: Teachers' interview

Section1:

1. How many years have you been teaching English?

.....

Section 2:

1. What do you use to ensure that students are actively involved in learning?

.....

.....

.....

2. What are the problems that you faced during teaching?

.....

.....

.....

How do you prevent them?

.....

.....

And if student makes a mistake what kind of response do you opt for? (Directly or you generalize)

.....

.....

3 How do you manage your class?

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

4 Are all the teaching materials available?

.....

5 Which style of setting arrangement do you use?

.....
.....

6 Do you give instructions at the beginning of the academic year?

.....

And is it permanent or temporary?

.....
.....

7 How do you evaluate the students' performance at the level of accuracy and fluency?

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

Le Résumé

Grace à la perturbation qui s'est arrivé dans la class, la majorité des enseignants ont besoin de l'organisation de la class pour contrôler leurs classes aussi l'importance d'enseigner et d'apprendre sera accomplie appropriée à l'heure. Cette étude a pour but de présenter l'importance de l'organisation de la classe pour améliorer l'anglais langue étrangère (EFL) de l'étudiant et ses compétences orales au sein de l'université de Biskra. A travers cette recherche nous allons identifier c'est quoi l'organisation de la class et c'est quoi son efficacité ? Deuxièmement c'est quoi les facteurs abstrait et concrets qui influent leur niveau intellectuel de l'oral ? Pour répondre à ces questions on a supposé que l'organisation de class a des effets positive pour améliorer l'anglais langue étranger (EFL) de l'étudiant et ses compétences orales ainsi que deux facteurs l'abstrait et leconcret qui entourent les étudiants et influent leur niveau intellectuel. Pour prouver les hypothèses on a utilisé recherche mixé ainsi que les outils qui sont le questionnaire distribué pour 40 étudiants 2ème année LMD et interview avec 3 enseignes d'oral a l'université de Biskra. Par conséquent, des résultats obtenus du questionnaire adressé aux étudiants et l'interview des enseignants on a trouvé que quand la class et plus organisé et équipé avec tout le matérielles nécessaire le meilleur niveau oral sera. Egalement, les deux facteurs abstrait et concret aide a améliorer les compétences d'orale des étudiantes. Comme des recommandations proposées c'est mieux que les enseignants doivent être créatives et choisir des sujets intéressants et qui motive les étudiantes pour réveille leurs capacités caché. De plus, puisque qu'il y l'absence de communication d'anglais c'est mieux qu'ils utilisent les outils de ICT et les réseaux sociaux comme Facebook et Skype pour qu'ils pratiquent la langue anglaise avec leur amis ou bien des personnes natif pour avoir le bon oral professionnel.

Les mots clé: l'organisation de class, les compétences d'oral et les facteurs concrets et abstraits.