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***The Role of Delivering an Effective Lecture in Increasing EFL Students' Participation***

***A Case study of Third Year Students of English at Mohamed Kheider***

***University of Biskra***

**Dissertation Submitted in Partial Fulfillment of the Requirements for the Master's Degree in Sciences of language**

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## ***Dedication***

*To the memory of my grandmothers Yamina and Fatiha*

*To my dearest father SALAH who educated me well to be honest, kind and respectful and to reach high degrees in life*

*To my lovely mother SALIHA who always prayed for my success*

*To my dear brothers Amar, Ahmed and Djemoui*

*To my sisters Laila, Soumia, Aida, Nassima, Nawal and Marwa*

*To my nieces and nephews*

*And all my family*

*To my friends Oumaima, Hadia, Salima, Meriam, Assia, Hamida, Bariza*

*To all my classmates*

*I dedicate this work*



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## **Abstract**

The main objective of this research is to highlight the important role of delivering an effective lecture in increasing students' participation. It is hypothesised that delivering an effective lecture helps in augmenting students' participation and engagement. Furthermore, the descriptive method is used in this study through the design of two questionnaires and classroom observation; the first questionnaire was distributed to third year students at Mohamed Khider University of Biskra. They were thirty students from their total number four hundred forty seven students, while the second questionnaire was given to their teachers of lecture sessions; they were seven teachers. Moreover, the observation occurred during five sessions in two different lectures with third year students. The analysis of the results revealed the importance of delivering effective lectures and its positive impact on the participation of the students by encouraging them to speak up and share their thoughts and knowledge to develop their thinking in order to participate confidently. As a result, delivering an effective lecture is recommended to be applied during the lecture session to increase students' participation and their learning achievement.

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Résumé/

## **General Introduction**

The important change we have seen in education is the shift from the teacher based approach to student based approach in presenting and developing the lecture. For instance, the main goal of the teacher becomes how to integrate his students to take part in the lecture, stimulate and motivate them, increase the student-teacher and student-student interaction to create enjoyable classroom atmosphere which helps students feel free to participate in order to make the learning process easy. Although teachers use different strategies to plan, organise and present their lectures but still seen as an outmoded method that reduces students' participation. For that, providing students with an effective lecture with a planned organisation and delivery seems to be the trap to involve them to participate.

### **1. Statement of the problem**

The serious problem that faces teachers in lecturing nowadays is how to get students attracted in order to enrich their participation during the lecture. Therefore at the level of Mohamed Khider University; students lack participation for many reasons, whether they are shy, unprepared or unmotivated. In addition, there are a number of ways in which teachers can help their students to integrate into the lecture and motivate them to participate as much as possible. For that, this research investigates this phenomenon to find a solution to augment the participation of the students. It is suggested that delivering an effective lecture is the appropriate way that aims to increase students 'participation.

### **2. Aims of the study**

This research aims to:

- Finding out how the effectiveness of delivering an effective lecture on students participation.

- Finding out issues in delivering an effective lecture and ways of avoiding and dealing with it.

### **3. Research questions**

This research is an attempt to answer this question:

To what extent delivering effective lecture promote students' participation?

### **4. Research hypothesis**

In this present study, we hypothesise that:

Delivering an effective lecture helps in increasing students' participation.

### **5. Research Methodology**

#### **5.1 The choice of the method**

The descriptive method was adopted because it fits the nature of our research. We described the role of delivering an effective lecture on increasing students' participation.

#### **5.2 Population and sample**

This research is primarily designed for describing the effect of delivering an effective lecture in increasing students' participation. The population of this study consisted of four hundred and forty seven participants of Third year students of English at Mohamed Kheidar University of Biskra. It was hard to take the whole population of students because time was limited. For that, a random sample of thirty students is chosen from the whole population, in addition to seven teachers of the lecture session.

The classroom observation occurred during two different lectures at the division of English language at Mohamed Kheidar University of Biskra

#### **5.3 Data gathering tools**

Concerning the tools that were used are two questionnaires and classroom observations. The first questionnaire was designed for students to gather further data on student's reaction towards how teachers deliver their lecture and to what extent it pushes

students to participate. The second questionnaire was distributed to teachers to gather data about their opinions about delivering an effective lecture and their evaluation on students' participation. Classroom observation is designed to gather data on the opinion of using and delivering an effective lecture and the evaluation of student learning process when their participation increases. These tools will serve as a feedback could help us to generate a clear account to our hypothesis.

## **6. Structure of the study**

To fulfil our objectives and answer our questions, our research clusters around three chapters:

The first chapter is about delivering an effective lecture. It defines what a lecture is and how it could be effective or not. It states characteristics of a good teacher. The major focus is on strategies, methods and techniques used by the teacher to deliver his lecture. It ends with issues in delivering effective lecture

The second chapter is about students' participation. It starts by defining participation. Then, it shows types of participation and learners. After that, it clarifies the benefits of participation. Finally, it ends with the major focus which is about reasons and problems that affect students' participation.

The third chapter is the field work of the study. It consists of data collection, analysis and discussion from the used tools. Throughout this chapter, we try to prove that delivering effective lecture will augment students' participation.

## **Chapter one**

### **The Role of Delivering an Effective Lecture**

#### **Introduction**

The traditional method, also known as the didactic method, sees the teacher as the main and the only source of knowledge where he talks while students listen. Alternatively, Effective lectures give the opportunity to all students to integrate into the lecture, interact, participate, speak and change knowledge with their teacher and their classmates. This chapter deals with delivering an effective lecture. First, it consists of defining the lecture, stating its history then showing teacher's characteristics and his role as facilitator, motivator and feedback giver. Then, it highlights steps, methods and elements in delivering an effective lecture. Finally, it specifies anxiety and nervous as main issues in delivering an effective lecture.

#### **1.1 Definition of lecture**

Lecturing is the title of university courses rather than a large group session. Besides, it is a way to move from presenting to teaching while engaging and motivating student to be a part of the lecture is the main aim of this method. Alex (2014, p.60)discussed that "Teaching in universities is performed in large groups with more than 100 students present, In view of a large number of students at a particular teaching period, the most preferred teaching method is the lecture. Despite the fact that new approaches to teaching and learning have been promulgated in higher institutions, the lecture remains a prominent feature of many courses. Although many researchers have spoken against the use of the lecture, it continues to be the main method used in tertiary institutions and with the

increasing intake of students; the lecture will remain to a very large extent the main tool for teaching”.

Reis (2013, p.2) highlighted that “Lectures are often derided as ineffective, outmoded, and anathema to what we know about cognition, engagement, and student learning”. As Woodring and Woodring (2001, p.109) noted, "it has become trendy to 'lecture bash,' to describe colleagues who openly espouse the use of lecture techniques as old-fashioned and out of step with educational trends". “In educational theory, the research literature is bursting with suggestions on how to "move beyond the lecture" by employing methods that are more active, cooperative, and learner-centered” Brockbank and McGill (2007) stated.

## **1.2 The history of the lecture**

Last decades, the lecture was well known, it was a way used by scholars for reading aloud and discussing while the attendance was hearing and copying word for word. In order to understand more the origin of the lecture, Exley and Dennick (2004, p. 3-4) proposed that:

The lecture, presented to hundreds of students in a lecture theatre, is the standard model of academic teaching. Academic staff in the UK is called lecturers and readers, terms deriving from the Latin *lectare* meaning ‘to read aloud’. The technique goes back many hundreds of years, to the monasteries of Europe before the use of printed books, where scholars would travel hundreds of miles to gain access to specific texts. In a *scriptorium* a monk at a *lectern* would read out a book and the scholars would copy it down word for word. One wonders whether much has changed since then as the activity of copying down the lecturer’s notes is still one of the main functions of lecturing in higher education”



### **1.3 Characteristics of a good lecturer**

Not all teachers have the ability to deliver effective lecture while the good teacher may do that because according to Hassett (2000,p.2-5), “a good teachers have a sense of purpose; they prepare and conduct their lessons and program depending on what students expect and make plans to meet those expectations”. Noddings (2005, p.63) argued that “a teacher’s happiness can affect the classroom climate and therefore affect students”. A good teacher may apply a variety of methods and activities in the same lecture depending on students need and their level of understanding, he is ready to do his best to captivate students’ interest and encourage them to participate.

Kuang Ching Hei (2015, p. 14) stated some characteristics of a good lecturer:

- Present the material in a clear and logical sequence
- Make the material accessible, intelligible and meaningful
- Cover the subject matter adequately
- Are constructive and helpful in their criticism
- Demonstrate an expert (and authoritarian) knowledge in their subject
- Pace the lecture appropriately
- Include material not readily accessible in textbooks
- Are concise
- Illustrate the practical applications of the theory presented
- Show enthusiasm for the subject
- Generate curiosity about the lecture material early in the lecture.

### **1.4 The role of the teacher**

The teacher can play different roles; this later is dynamic and changed according to the presented task and from one activity to another. All the teachers’ role has one major purpose which is to facilitate the learning process for the students’ progress.

Hedge (2000, p.26) identifies important roles that 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.

Within this new shift, EFL teachers have found themselves working as a facilitator, motivator, and feedback giver. Crandall (1999) stated that the shift that occurred in education decreases some of traditional teachers' routine such as asking questions, giving instructions, and enforcing discipline.

#### **1.4.1 Facilitator**

In this new paradigm, EFL teachers are seen as facilitator and guide rather than as the main source of knowledge. Jones (2007, p.25) argued that Students can't be "taught"; they can only be helped to learn. For instance, by simplifying the task and giving a situation where they can apply what they had learned As Jones (ibid) claimed that before students begin working together, we need to help prepare them. He added that besides introducing relevant vocabulary and useful phrases we need to make sure they know exactly what they are supposed to be doing and why, as well as how long they have for the activity. Deeply speaking, by helping students to work and think creatively through encouraging them to use dictionaries, the internet and different books. In addition, support them to learn and develop skills as solve the problem, making decisions, work independently and with others. According to Pollard (2008, p. 19), this support can be:

Technical	Psycho-social
-Helping students to plan their autonomous learning -Helping students to evaluate themselves (self-evaluation). -Helping students to acquire skills and knowledge. -Helping students to identify their learning styles and use appropriate learning strategies	- Motivating. - Supporting. - Patient. - Tolerant

**Table1.1: Ways of being facilitator**

#### **1.4.2 Motivator**

The most important role that the teacher can adapt to increase students' participation is a motivator. Motivation “provides the primary impetus to initiate learning the second language and later the driving force to sustain the long and often tedious learning process” (Dörnyei, 1998, p. 117). For instance, motivating students to take part, to engage and participate in the task. Also, by helping them in not worrying about the mistake but helping him in repairs it. According to Dörnyei and Ushioda (2011, p. 114), Teachers should know how to “whet the students' appetite” and attract their attention to learn the language. Through introduce authentic material, and make the task interesting and enjoyable by varying their learning style in referring to students needs and make the task challenging but achievable.

Moreover, Dörnyei (2001) suggested that teachers should make materials as relevant as possible to the students' lives and, if necessary, teachers should supplement some activities in textbooks with more relevant materials that can motivate students to learn because they can apply it to their own experiences. As, when students learn something they do not find it relevant, their motivation to learn will decrease.

To sum, being motivator means orienting students to particular goals, motivating them to work together to fulfil these goals and helping students they realise that there are various ways to achieve success in learning.

### **1.4.3 Feedback Giver**

Feedback contains information that students can use so they can understand where they are and what to do next while giving necessary feedback is the role of the teacher.

It has to be given as soon as possible after the task to know how to do it effectively. Hattie and Timperley (2007, p.86) stated that feedback is needed to allow the students to internalise and process the demands of the task. Marzano, Pickering and Pollock (2001, p. 96) added that the best feedback appears to involve an explanation as to what is accurate and what is inaccurate in terms of student responses. In addition, asking students to keep working on a task until they succeed appears to enhance achievement. Precisely, students become self- monitor and able to learn from their understanding when they are offered a constructive criticism and given a necessary help and suggestion. Moreover, Hattie and Timperley (ibid) argued that the “main purpose of feedback is to reduce the gap between current understandings, performance and a goal”. Thus, the student is able to know what is given, how to use it and when to use it.

### **1.5 Steps for delivering effective lecture**

The lecture is widely used in teaching but the traditional lecture or didactic lecture are seen as ineffective in impacting learning outcomes. For that, new steps to change didactic lecture to effective lecture and to create active students and participants emerge. Sandhu, Afifi and Amara (2012, p.2) suggested five steps for delivering an effective lecture. They were summarised as follow:

### **1.5.1 Opening**

The introduction is the moment when you can signal to students what the subject is, capturing and maintaining the attention of students, put the lesson plan into context, what the reason of the assigned remarks is, and make the title of the subject clear. Heitzmann (2010, p.20) argued that “The first step in delivering an effective lecture could start with “captivating” statements, which will excite students about the lecture. An excellent opening summary is critical to the success of a lecture. It encourages the students to focus with anticipation and mental alertness. McLeish (1976) added that “The opening summary should be brief and captivating because students’ first impression of the lecture is important, and their awareness and receptiveness level are their highest level during the first 5 minutes.”

### **1.5.2 The presentation: or the body of the lecture**

It is for students to extend their knowledge when the teacher presenting the content of the lecture. Sandhu, Afifi and Amara (ibid) discussed that there are some challenges relating to content coverage, as:

- Content Vs. learning: The conflict between content and learning could be due to the finite demand of time to satisfy coverage of curriculum materials, while at the same time facilitating active learning
- Elaboration: Organise the concept according to the prior knowledge of the students and relate the material to something they already know or experience. “This can also be accomplished by the use of analogies, concrete examples, video images, and role-playing, which connects to the learners’ background and providing a relevant context to the lecture material.
- Learning activity: Several studies have established that the human brain’s capacity for focused attention to a lecture is between 10 and 30 minutes, with a maximum

concentration of not more than 20 minutes. After this time, students cannot concentrate and engage in deep learning. In order to compensate for inattention and to offset ineffective learning, different types of stimulation could be used during lectures. Changing the lecture format with other styles of learning can do this. Such strategies could be a simple rest, alternating presenting medium, and assigning students a short learning task recognising the attention span of students is important. After presenting the content, allow the students to rest by doing something with the course material, make them engage in their own learning and being accountable. This can be achieved, for example, by allowing them time to write a summary of the key points in the lecture”.

- Learner-questioning for clarification: The student asks a question and the teacher answer it to discover and analyse new information.

### **1.5.3 Teacher -student Interaction**

Engage the student in the lecture, be active, autonomous and interactive, think and share thoughts in order to be an effective member in the learning process. When he feels that he is part of it, he would do his best to success it and achieve more. Although, when the teacher creates a friendly atmosphere; the student will participate without any hesitation.

### **1.5.4 Formative Quiz**

Give students at the end of the lecture a formative quiz to assess them. Sandhu, Afifi and Amara (ibid) stated that “teachers can enhance active learning by using several interacting methods, including quizzes, case reports, problem-solving exercises and students working cooperatively.”

### **1.5.5 Conclusions**

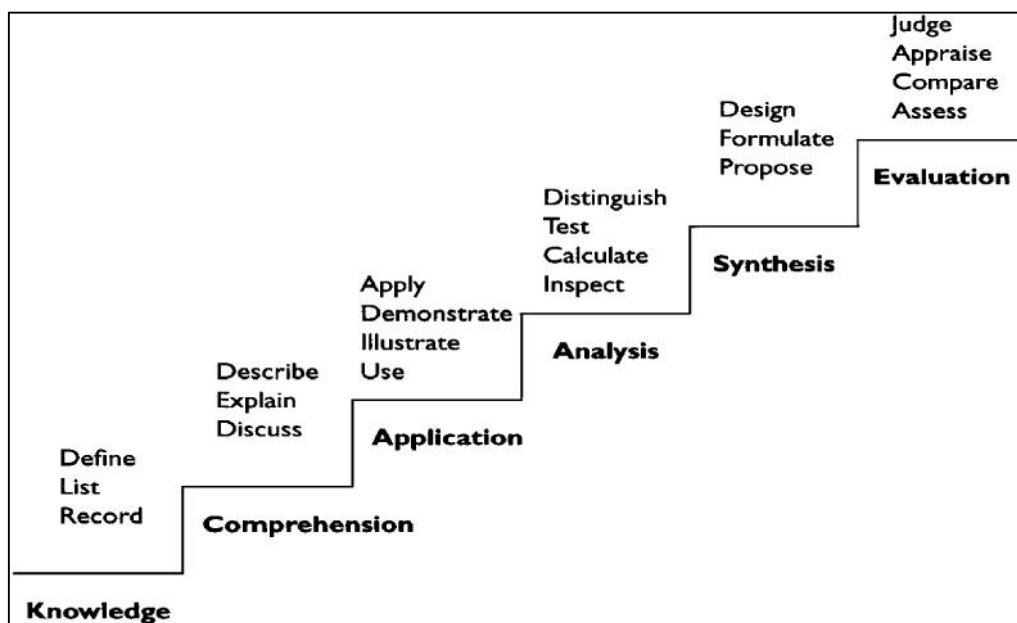
To give a summary of the lecture, repeat the main points that had been tackled during the lecture, to focus on the main concepts of the lecture.

### **1.6 Method used in a lecture**

According to the new shift in education and to the main aim for using lecture in teaching in high education; which focus on the student as centred element in teaching-learning process, the teacher should consider the suitably used method for his student in terms of understanding, motivation, interaction and participation. While the teacher becomes a guide in lecturing, the appropriate way is using bloom's taxonomy. Exley and Dennick (2004, p.19) argued that "One method is to use Bloom's Taxonomy (Bloom 1956) which for cognitive objectives." For that, they proposed a simplified categorization which splits knowledge outcomes into three broad categories:

- factual and conceptual understanding
- application and use
- Problem solving and evaluation.

The mission of the teacher here is to decide the appropriate category used in his lecture.



**Figure 1.1:** Bloom's taxonomy for the cognitive domain (Exley & Dennick. 2004, p.5)

The previous figure shows the steps of applying bloom's taxonomy. Starting by remembering previous knowledge related to the lecture, the teacher asks students to define, list or record to extracting what they know. Then, he tests their comprehension as he demonstrates an understanding of knowledge; explain and discuss it. After that, applying the acquired knowledge then test it and distinguish its meaning. Combine information together to formulate and propose alternative solutions in next step. Finally, judge the validity of these solutions.

Furthermore, in applying this method, the teacher should regard learning styles. Honey and Mumford (1982) suggested that "a learner's learning style can be profiled under four categories: activists, reflectors, theorists and pragmatists". For example, learners who are strongly activist in their approach will prefer learning contexts which allow them to 'learn by doing' whereas pragmatists appreciate learning in the light of a clear application and use for their learning." .Students within a large group – lecture- differ from each other in style of learning, it reflects each one's personality about learning. For



that, the teacher should provide different situations to encourage the students to choose the appropriate one for them; which affect their learning as slow, fast, more or less effectively.

One example in applying bloom's taxonomy in delivering the lecture is using the Think-Pair-Share method, where the teacher allows the student to engage in the delivery. First, he gives them a problem or situations need a solution. Then, he allows them to think about it individually or in pairs. Finally, they share their results and findings and discuss it collaboratively with the teacher. According to Schwartz (2009),

In think-pair-share, the teacher proposes a difficult or open-ended question to the class. The students are asked to think about the question for a minute and then form into pairs to discuss their views. The teacher can ask the pairs to try to reach a consensus or to discuss their thoughts. At the end of a set period of time, the teacher asks the pairs to share what they've discussed with the class.

This method gives the students the opportunity to develop their creative thinking using problem-solving discussion and other activities. Also, it fosters the relation student-students and student- teacher. Thus, this may increase their challenge to participate confidently and share their thoughts.

## **1.7 Elements in delivering effective lecture**

Delivering the lecture in an effective manner is not something which can be gifted; know when to use different non-verbal communication and how to involve visual material would make it effective and stimulate students to participate.

### **1.7.1 The use of non-verbal communication**

Teachers should be aware that their physical and oral appearance, body language and manner are remarkable while delivering a lecture. "The classroom lecture is a special form of communication in which voice, gesture, movement, facial expression, and eye contact can either complement or detract from the content. No matter what your topic, your

delivery and manner of speaking immeasurably influence your students' attentiveness and learning." For that, how you say something is equally as important as what you say.

Vocal, intonation, loudness, rate, stress and making pauses should take into consideration their effect on how students receive what teacher is delivering. Instruction at FSU Handbook (2011, p.70) summarised these elements as follows:

- Vocal: The basic concept is that you are communicating with each individual in the audience. You have to speak loudly enough to be heard, clearly enough to be understood, and with enough enthusiasm to maintain attention.
- Intonation: Intonation is the range of your voice. Some speakers are monotone, which tends to be boring. On the other hand, some speakers are too histrionic, which tends to become tiresome, e.g., a Bob Barker voice. A natural speaking voice with a good range of inflexion works best
- Loudness: Too soft and the audience cannot hear you. Too loud and they will not want to of the two, too loud is preferable but somewhere in the middle is just right.
- Rate: Speaking too fast does not give students time to digest what is being said. Too slow puts them to sleep. Research has shown that students attribute more intelligence to someone who talks at a more rapid pace; yet, it does not say how much they learn.
- Stress: Stress and inflexion are related to intonation but they are not the same. Stress is how you emphasise an important point or issue, which can be applied by slowing speech, stopping, spelling a word out and repeating a phrase. Use stress to highlight important detail, but used too much, it becomes tiresome.
- Pauses: Pauses are used both to stress a point and to allow students time to think and catch up. A pause can be used to gain attention, for the transition to a new event, to give students time to catch up with an illustration, or to take notes. Example -You

might say, “Copy down what is on the board”, or “Look at Figure 2 on your handout,” and then pause so that they can focus their attention on it

Also, gestures and movements of the body are important elements in delivering that have a remarkable interest. Instruction at FSU Handbook (2011, p. 71) added that:

- Gestures: Two extremes of gesturing are: none and wild. Gestures and movement convey a sense of comfort with the material. They can be used along with vocal variation to stress the importance of something, or simply to point out an important part of a visual.
- Movements: Two extremes of movement are: clutching the podium and pacing the room. Both are distracting to the communication process. The movement should be a natural flow, from the podium to the board to the audience. Another consideration is your position in the room. Changing location causes the students to refocus their attention, and can keep students alert.

This non-verbal communication raises the interest and curiosity of students while it gives additional support to verbal communication as it expresses the meaning of the word.

According to Young (2006), “Communication is more than words. Your body language speaks to listeners through visual elements, such as eye contact, the physical distance between the speaker and the listener, gestures, postures, and body orientation. Body language is as much a part of casual communication as it is of formal presentations”.

### **1.7.2 The use of visual materials**

Teachers made the learning environment active and interesting by their use of non-verbal communication. That led students to engage in the lecture and stimulate them to participate and be active which consequently enhance their learning. Both (1999) and Baume (1996) proposed the following visual material:

- Visual demonstrations.

- Flipchart pages and instant posters.
- Blackboard and whiteboard notes.
- Interactive whiteboards and panels
- Overhead projection slides (OHPs
- Computer-aided presentations using packages such as Microsoft PowerPoint (PP).
- Slides (less commonly used these days in many disciplines).
- Posters.
- Video clips

Parmar and Rathod (2014, p.152) asserted that “Now we can see digitalization of education system with projectors, pen drives, computers, power points, videos, laptops, 3D animations, etc.” There are numerous different types of visual aids. The most commonly used are:

#### **1.7.2.1 Handouts**

Handouts are useful to support what the teacher said and explained. Students consider them as arguments and the main tool to follow the lecture. “Smart use of handouts can compensate for the lack of preparedness without spoon-feeding, stunting intellectual growth or substituting for attendance at the lecture”. Kuang Ching Hei (2015, p. 19)

#### **1.7.2.2 Blackboard**

The most commonly used visual aid in teaching is the blackboard. According to the American Dictionary, a blackboard is "A smooth hard panel, usually green or black, for writing on with chalk; a blackboard" (American Heritage Dictionary). Blackboards are not easily damaged or broken. "They can be used again and again, as they can be easily cleaned with a duster" (Vedyadhara Open (e) Learning Environment). Blackboards are very useful so Teachers can use them for different purposes. They can be used to write and explain difficult and complex words for the students or which they have not seen before, so

it is an effective visual tool which helps them to learn new words and concepts to remember easily. In addition to that, they can be used to draw pictures which help the students to promote their understanding and increase their concentration and attention

### **1.7.2.3 The Overhead Projector**

It is a very useful visual tool in teaching. It is widespread in educational settings. According to Patel and Jain (2008, p.60), "OHP is the hardware used to project the transparencies". It is widely used in lectures, Bantwal (2000) asserted that "The overhead projector is probably one of the most versatile and useful visual aids that have been made available to the modern-day lecturer". Certainly, overhead projectors make teaching easier and better in which there is one big screen in the amphitheatre and everyone can see. Harmer (2001, p.136) supported the use of overhead projectors, he wrote: "They require little technical knowledge, and usually are easy to carry around". Thus, overhead projector is very significant visual equipment which facilitates and supports learning as well as encourages students to learn.

All in all, using teaching materials such as handouts, overhead projectors, handouts and other materials contribute in motivating and encouraging students to improve their learning outcomes.

## **1.8 Issues in delivering an effective lecture**

Lecturing to a huge number of students may cause anxiety and nervousity especially novice teachers who face that. It may be because of the pressure and the feel the students are judging their performance. Exley and Dennick (2004, p. 32) suggested several reasons for feeling nervous while delivering the lecture. The main ones are:

- Lack of confidence: will those in the audience know more about the topic; are others better presenters?.

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- Strange place to be: Most people do not spend a great deal of time speaking formally in front of others. It is not part of the everyday experience to stand in front of two hundred students in the lecture theatre.
- The sense of vulnerability: the teacher is up there alone and is the centre of attention; the audience may be judging his 'performance'. When putting this way it would be unusual if he does not feel a little exposed and isolated.
- Feeling self-conscious: he may feel shy about his accent, the pitch of his voice or his image more generally.
- Fear of making mistakes: Many speakers worry that they will forget what they wanted to say, or stumble over their words. He may worry about not wishing to offend people, using politically incorrect language or just saying the 'wrong' thing.

The feel that he is not alone, the process of learning moves smoothly, attains and students understand may reduce the anxiety somehow. To control nervous, it involves two categories: hiding their effect and reducing their symptoms. Exley and Dennick (2004, p.33) suggested the following for hiding the effect of nervousity:

- If his mouth goes dry take in a glass of water to sip. Still, water at room temperature is better than ice-cold sparkling water (which can trigger coughing and hiccups).
- If he knows his neck always flushes scarlet when he is anxious or embarrassed wear loose comfortable clothing that covers this.
- If he knows his hand's shake don't hold sheets of A4 paper notes that amplify the tremble. While reducing their effects could involve:
  - Developing breathing techniques to calm anxieties and help with butterflies and hammering hearts
  - Eating a small amount to avoid nausea
  - Practicing the start of the lecture thoroughly to avoid muddles and stutters.

It can be useful to set points for the teacher that he is there for the sake of students to learn, and anyone may make mistakes during a conversation. For that, he is likely to minimise pressure and anxiety, while maximise explaining the lecture freely.

### **Chapter Summary**

Lectures are seen as boring, ineffective and unmotivated in comparison to other methods of teaching. Since they are the main angle in the teaching- learning process, Teacher should relate between being facilitator, motivator and feedback giver to provide his students with the necessary knowledge, clarify it for them and attract them to integrate and participate in the lecture to develop their critical thinking and communicative skills. Moreover, he should be aware of the importance of the use non-verbal communication because it may affect either positively or negatively on student concentration and interaction as well as the use of visual aids. Thus, knowing how to deliver the lecture effectively, help the teacher to increase students' participation.

## **Chapter Two**

### **Students' Participation**

#### **Introduction**

Lectures are where students expected to develop their critical thinking through participation. This chapter deals with students' participation. First, it consists of defining participation, its importance and factors affecting it. Then, it deals with different types of participation in addition to different types of students. Furthermore, it specifies some linguistic and psychological problems that face students during participation. For that, it suggests strategies be used during the delivery of the lecture in order to increase students' participation. Finally, it shed the light on activities used to enhance students' participation in problem-solving activities and discussion.

#### **2.1 Definition of participation**

Learning is an active process, students should be engaged and participate during the learning process. To attain quality education, the teaching-learning process at all educational institutions should be supported by strong two-way communications (teacher students or student's students) meaning active participation had better observed during the whole course provision sessions (Bonwell & Eison, 1991; Major & Palmer, 2001). Before eliciting more about classroom participation, it is necessary to define the term. Wade (1994) considered the "ideal class discussion" as one in which all students were participating, learning, and listening to others' ideas, comments, and questions. With this definition, it seems that it would be possible to be positively engaged in the classroom experience.



According to Weisberg (1988, p. 09), classroom participation or “active learning” is an important aspect of student learning. It consists of raising student’s hand to answer questions from the teacher and also being involved in class discussions, it is considered as part of the learning process.

Furthermore, Classroom participation is about “involvement matters” and is usually a concern to both instructors and students (Weaver & Qi, 2005). Cieniewicz (2005,p. 5) stated that participation is an extremely crucial element for learning. It is a proven fact that participation has a great importance in the success of the learning process. It gives the students the opportunity to practice new skills and behaviours for learning as ask a question and respond to others, pay attention to teachers’ explanation and try to make comments about the content.

## **2.2 The Importance of Classroom Participation**

Participation has a great importance in the classroom for many reasons. First, lectures are often boring, involving the students to participate in the lecture; makes it enjoyable and interesting. According to Weimer (2011,p. 07), the student could be encouraged to move his participation to the next level not just answering questions, but asking them; by not just making comments, but specifically responding to things other students say in class. Students’ presentations are an important aspect of participation. Weimer (2011,p. 07), stated that students should follow some rules to achieve success in class:

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

Second, Participation is a way to bring “students actively into the educational process” and to assist in “enhancing our teaching and bringing life to the classroom” (Cohen, 1997,p. 699). More importantly, Wilson, Pollock & Hamann (2007) argued that through class activities students can be stimulated to actively engage themselves in their learning process instead of just memorising certain facts and presenting them during examinations.

According to Jones, R (2008), Students can present their thoughts and viewpoints, and in return, receive critical review/feedback from the instructor as well as classmates to assess the merits of their ideas. So classroom activities are an important element that helps students to present their information to the teacher, share it with their friends, communicate and interact with each other and finally getting the correction from the teacher if there is an error.

Third, participation augment the student thinking as Fritschner (2000) suggested that, compared to traditional lecture-style teaching, encouraging classroom participation promotes a higher level of reflective thinking, and problem-solving, including application, analysis, synthesis, and evaluation, and that information learned through discussion, is generally retained better than information learned through lecture. For that, participation considered as an opportunity for students to help them learn and understand more through their own contribution and the contribution of their mates; when they participate, they repeat the information by their own words and even use it in different examples.

According to Anna (2010, p. 3), Participation is valuable because it helps students to:

- Develop and test their own understanding
- Clarify material presented in lectures
- Discuss and analyse key texts, theories and/or concepts

- Apply general concepts to the solution of specific problems
- Think deeply about various aspects of a topic or problem
- Define new problems and seek solutions to them
- Develop communication skills – the ability to practice as a subject specialist
- Develop the ability to work with others
- Develop a critical approach to inquiry, debate and discussion.

Finally, participation is an essential element in the classroom that helps students to a better understanding by engaging them in the lecture, allowing them to give their point of view, and interacting with their friends using their own words. All these criteria of participation make the lecture more interesting and effective which augment the students learning the process.

## **2.3 Factors Affecting Students' Participation**

There are several factors affect student's participation either negatively or positively. Gender, age, personality and level of confidence can be the most important ones.

### **2.3.1 Gender and Age**

Students' participation may be affected by gender and age. Megan (2001) noted that male students put forward their opinions and ideas more frequently than their female counterparts. However, Fritschner (2000) observed that female students usually participate more in senior classes. Furthermore, Howard and Baird (2000) argued that older and more mature students usually participate more actively in class than younger students. Thus, because female students' participation tends to be related to their confidence while male students seem to be more interested in the content of the learning, such as the cognitive and non-personal aspects of the classroom interaction.

### **2.3.2- personality and level of confidence**

Speaking up in class and be at the centre of attention need a challenge of confidence. Particularly, being nervous and lacking confidence may hinder students 'participation. In contrast, having confidence may support the willingness to participate. Weaver and Qi (2005) argued that Students reported confidence as the most motivating factor for their participation.

### **2.4Types of Participation**

Raising hand in class is considered as an indicator of participation. However; Dallimore et al (2004) indicated that student participation means more than speaking as it includes a variety of non-oral features. This means that classroom participation involves not only oral engagement but also non-oral meaningful acts related to the ongoing activity. According to many researchers, they found that there are deferent types of participation like Graded Oral Participation, Silent or non-oral participation, Classroom embodied action, Classroom desk talk.

#### **2.4.1 Graded Oral Participation**

This type is the known type of participation. Oral participation usually means students speaking in class, as answering, asking questions, making comments, and joining in discussions. In addition, graded participation requires oral engagement; students are assessed from their involvement in classroom discussion. For that, students who participate are considered as active students while who do not participate are considered as passive ones. According to Warayat (2011, p. 57), the goal is to make sure that students are able to participate in ways that will help them achieve the learning goals, and that no one is prevented from participating in the classroom. He argued that "However certain factors such as time constraints and class size may create classroom dynamics that discourage oral participation in teacher-fronted classes. For example, opportunities to speak may not be

available for all students in large classes because time is limited and students may not be able to speak at the same time". This type of participation can affect negatively on the class atmosphere. For that, the teacher should do his role as organiser and manager to allow his students to participate and in the same time to achieve better understanding.

#### **2.4.2 Silent or non-oral participation**

Silence; which is a component of human communication, might be more effective in learning than speech (oral participation) since it provides students with good listening, thinking and reflecting skills of others. Warayat (2011, p. 58) discussed that "it might be that although silent students do not meaningfully contribute orally to class discussions, they follow what is going on by producing embodied actions to show their reactions towards surrounding events, or by providing implicit oral utterances apart from the ongoing discussion as in desk-talk". Although this kind of participation offer silence atmosphere and good listening, the teacher cannot be able to evaluate his students in order to move in the lecture from one point to the other, so the silent participation can affect negatively on teaching process, for that the teacher has to push his students and motivate them to participate.

#### **2.4.3 Classroom embodied action**

This type is characterised by gestures, utterances and facial manipulation of the student. Olsher (2004, p. 223) stated that the term 'embodied action' means "a range of visible displays that contribute in some way to interaction, such as a hand or arm gesture, a head shake, a display of gaze direction". Kendon (1990, p. 3) also argued that these actions are very important in understanding how people's interactions are organized, and analysis of speaker's talk must include "where they look, when they speak or remain silent, how they move, how they manage their faces and how they orient to one another". For that, the teacher should stand up most of the time while lecturing to be in a visual side

of all his students, moving around them, paying attention to their gestures to create the teacher- students interaction.

#### **2.4.4 Classroom desk talk**

It is defined as turns in which students self-select and nominate themselves to participate beyond the classroom discussion and when it is ongoing. Only those desk-turns between two or more students, which appear to be designed as contributions to the ongoing discussion, are included in this type of participation. Therefore, these utterances may not be aimed at the whole group discussion; but are designed mainly for the student(s) sitting next to the speaker (desk partner) when the other members of the class are busy with the ongoing talk. This excludes instances of 'private speech' in which turns are designed for the speaker her/himself and not for anybody else (Ohta, 2001).

This type of participation depends on the utterances are built on the progression of the classroom oral activities. Students often exploit this type of talk to compensate for their lack of participation in the whole class discussion, especially in EFL classes where students have not the equal opportunity to participate orally. In addition, desk-talk is organised in a similar way to the general patterns occurring in classroom interaction; either the current speaker selects the next speaker or the next speaker self-selects to participate in (Warayet, 2011).

Overall, the teacher should know about the different types of participation that his students use in order to give the chance to the majority of them to participate and point their view according to their way of answering, asking a question or commenting.

### **2.5 Types of students**

Participation usually means student speaking in class, ask questions, make comments, and join in the discussion. Students, who do not participate in those ways, are due to personality as an effective factor of success and failure in mastering language

fluency as Brown (2000) claims. Galton et al (1980, p. 67-68) mentioned four types of students: the attention seekers, the intermitted workers, the solitary workers, and the quiet collaborator learners.

### **2.5.1 The Attention Seeker**

Galton et al (ibid) argued that this type of students have more interaction with the teacher or with other students. On other words, he is busy by seeking the attention of the teacher to discuss various issues. To deal with the attention seekers, the teacher should use specific strategies in order to control carefully this type of learners and encourage them to spend more time on communication and learning with others rather than just follow the teacher.

### **2.5.2 The Intermittent Workers**

The intermittent learners try to avoid teacher's attention. When the teacher gets nearer to them, they show interest, but as soon as he leaves, they start talking about other topics. For that, the teacher should use eye contact strategy or move around from time to time to keep the concentration of his student and control them.

### **2.5.3 The Solitary Workers**

They are characterised by their limited interaction with other students and the teacher; they spend their time on the learning tasks. Galton et al (ibid) pointed that this type of students is hardly seen interacting with others. Most of the time they are busy with their work, they even hope that the teacher will leave them alone doing the work, they get the feedback from listening more than talking or discussing matters with other colleagues. For that, the teacher has to involve them and make them work in groups or in pairs to integrate them during the lecture and let them interact with others to exchange ideas.

#### **2.5.4 The Quiet Collaborators**

Another type of students which share common characteristics with the solitary workers, interact limitedly with their colleagues and the teacher. In other words, Littlewood (1991, p.162) stated that “they hope that they will not be called upon to participate openly”. During the absence of the teacher, they become solitary workers. Being solitary may increase their concentration on working; their cooperation with the others is implicit.

As a result, students differ in their way of thinking, working, participating, talking, and level of understanding. The teachers have to consider these differences through make a balance, use different strategies to integrate all his students in the lecture and to attract their attention in order to participate and motivate them to exchange ideas, commenting, asking a question to evaluate his students and remedy their shortcomings. According to Dornyei (2001), teachers play a significant role in socialising and shaping the motivation of their students through their personal characteristics, verbal and noun–verbal immediacy behaviour, active motivational socialising behaviour, and classroom management practices.

### **2.6 Difficulties of EFL Students' Participation**

Students may face many obstacles in participating freely. These obstacles may be classified into two types: linguistic problems and psychological problems.

#### **2.6.1 Linguistic Problems**

According to Thornbury (2005,p.11), being skilful assumes having some kind of knowledge base ... The knowledge that is relevant to speaking can be categorised either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra-linguistic knowledge)”. He also emphasises that if any feature from this



knowledge is lacking, students can find problems in participation. These difficulties are a lack of vocabulary, pronunciation mistakes and grammar mistakes.

- **Lack of vocabulary**

. Many students often find some difficulties when they try to express what they want to say because they find themselves incompetent to use linguistic means in other situations because of their limited words and expression. Therefore, these lexical limitations affect the amount of their participation. Thornbury (2005.p, 22) stated that “spoken language also has a relatively high proportion of words and expression”. For that, learning foreign languages requires a great knowledge of its vocabulary.

- **Pronunciation Mistakes**

Participation is the remedy of acquiring a good pronunciation. In other word, EFL students have to be aware of the rules of sounds such as stress and intonation. Genc and Ozkan (2011, p.122) asserted the importance of pronunciation in speaking skill “in speaking, they compete with limited time to recall words and also take care of their pronunciation ... Speaking is often dealt with at pronunciation level”. For that, Pronunciation mistakes are one of the main factors that lead to the difficulty of participation.

- **Grammar Mistakes**

Students often prefer to keep silent rather than producing the ungrammatical structure of expression because they are scared about being ridiculed behind their teachers and classmates. According to Davies and Pearse (2000, p. 82), “Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them”. For that, students have to augment their knowledge to improve their language ability to participate freely.

### **2.6.2 Psychological Problems**

EFL students have negative psychological emotions that prohibit their oral performance. Garden and MacIntyre (Cited in Hadi, 2012, p.30) defined psychological factors as the “Emotionally relevant characteristics of the individual that influence how he/she will respond to any situation.” Among these psychological barriers: lack of self-confidence, shyness, fear of making mistakes, lack of interest, lack of motivation, lack of preparation and negative experience.

- **Lack of self-confidence**

In many classes, some students prefer to keep their ideas and opinion to themselves and hesitate to participate because they are not sure about their strength of abilities. Coopersmith (cited in Acosta, 2007, p.120) defines it as "The evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy. That means lack of self-confidence comes from students' doubts about their own abilities. Thus, lacking self-confidence leads them to say a few words to avoid making mistakes and embarrassment

- **Shyness**

Cheek (1985) stated that shyness is the tendency to feel tense, worried, or awkward during social interactions, especially with unfamiliar people they feel uncomfortable to speak in front of their classmates and their teachers. Students often do not participate in EFL classroom in natural manner because of shyness, so they are not able to perform their tasks and achieve their goals. This will affect their participation

- **Fear of making mistakes**

Through errors, we learn. However, EFL learners worried about making mistakes and consider it as something unacceptable should be not committed. West (2010, p.96)

stated that students fear of their classmates' laughter whenever they participate and the fear of teacher may lead students to keep silent especially when the teacher embarrasses the students.

- **Lack of interest**

The reason that Students keep silent and have nothing to say maybe the topic is not interesting or they do not have enough information about the topic. Thornbury (2005, p.25) supported that the greater the familiarity, the easier the speaking task ... Feeling towards the topic and/ or the participants: generally, if you are well disposed to the topic you are talking about, and/ or the other participants, the easier it is likely to be. Thus, non-interesting topics is another factor that stops students from participation.

- **Lack of motivation**

lack of motivation may happen because of many factors such as the bad relationship with the teacher, the unorganised classroom, the uninteresting activity or topic, the learner's state of tiredness, illness, hungry, and even the time especially in the afternoon, etc. Without sufficient motivation, however, even the brightest learners are unlikely to persist enough to attain any really useful language (Dornyei, 2001, p.5)

- **Lack of preparation**

EFL students have to prepare to express without hesitation. Kanar (2000, p. 93) stated, "Preparation and practice are the keys to feeling confident about giving a speech or presentation."

- **Negative experience**

Some students have a negative event happen in their career in learning which remains present in their mind. Thus, this negative experience may affect their participation. According to Long et al (2011,p. 15), pupil becoming anxious about going to school,

possibly as a result of a stressful experience such as bullying or a bad experience with a teacher.

To sum up, In order to augment the student participation, the teacher should use different strategies to enrich the linguistic skills and prohibit the psychological problems of his students.

## **2.7 Delivering effective lecture and students' participation**

The relationship between delivering an effective lecture and students' participation has been the subject of new research. Delivering effective lecture is considered as a crucial way to increase the participation of EFL students.

### **2.7.1 Teacher strategies used in delivery for increasing students' participation**

Teaching is not just standing and eliciting the lecture but knowing about the student's different levels, background, personality, type of participation, interest, a way of thinking, understanding and the problem they face that can hinder their learning...etc. The teacher should be able to understand his students in order to help them find a solution to their problems they face during the lecture to augment their participation, understanding and their learning. For that, he should use different strategies and activities. According to Courter (1996, p.29), there are some strategies for the teacher to better ensure that his teaching provides equal opportunities for all students to participate in the discussion. The teacher may:

- Get to know his/her students as individuals. He should know their personalities, interests and backgrounds. At the same time, students are more likely to participate in a class in which the teacher has shown genuine interest in them. When students know something about their teacher and his/her interests, they are more likely to be open to him/her.

- Becomes a careful observer of his/her class. During or after each section, s/he notes who participates and frequency of contributions. The teacher observes any differences in tone or approach that occur in his/her responses to students and their responses to each other. Once the teacher actually sees his class in actions/he will have a better sense of the participation of individual students and can avoid inequalities that might otherwise go unacknowledged.
- Encourages each student to elicit information from other students, to collaborate with others, to ask good questions, and to make comments or argue a point.
- Listen to all students with equal seriousness.
- Ask all students the same kinds of questions.
- Keep students from interrupting each other and intervene when comments occur rapidly to permit a student to initiate or complete their contribution.
- Ask shy or non-participatory students outside of class how they can be helped to participate; the teacher may suggest that they contribute to the next class on a topic in which they have insight or interest.
- Make room for individuals to comment on their personal experiences.
- Model for your students the use of inclusive language in their writing and speaking, e.g., use "humanity" rather than "man."

### **2.7.2 Activities used during lectures' delivery for increasing students' participation**

In order to increase students' participation, during the delivery of the lecture; the teacher may include a variety of activities. For that, motivating the student to participate is his main goal. However, Swierzbinska & Taroni, (2009) stated that Students' motivation can be influenced by two main factors contextual and internal factors. Contextual factors include the teacher and those around the students if they are interested in the learning

activities. The amounts of engagement from those around the students increase the students' motivation to engage as well. Therefore, internal factors that affect motivation include the students' assessment of the pleasure and the benefits of the activity

The discussion below centres on the major activities used by the teacher during the lecture for motivating students to participate it is necessary to address major kinds of learning styles and personalities.

#### **2.7.2.1 Problem-solving activities**

Since human beings are by nature interested to find solutions to their problems, problem-solving discussions are the very well-known format engaging students to participate. In such activities, the students are going to think, discuss and search solutions to certain problems. El Karfa (cited in Ramirez, 2010, p.29) stated that Problem-solving activities in which learners are presented with a scenario and asked about their opinions, experiences, and what they would do in a particular situation. Furthermore, students can enjoy, create, think, and even more; they can enhance their autonomy.

Moreover, students find themselves participating when they are struggling to find a solution to the problem that is presented in problem-solving activities. For instance, teacher asks the students to decide the best action and the effective solution, Pearse & Davies (2000) suggested the following example "You see a fellow worker in your office steals a portable computer, you know, he/ she is a single parent of two young children and has financial problems" Here, each student gives his point of view as a solution to this problem. Thus what makes the lecture becomes more active and the students' participation will increase.

#### **2.7.2.2 Discussion and debates**

Discussion and debates are the most common activities develop the students' communicative abilities and attract them to be engaged in participation. Green, Christopher

and Lam (1997) cited in Murcia (2001, p.106) stated that “students will be more involved with and motivated to participate in discussion if they are allowed to select discussion topics and evaluate their peers’ performance”

Furthermore, discussions appear spontaneously from topics that interest the students and proposed or selected by themselves. It may take just a few minutes or take whole time of the lesson.

Thornbury (2005, p. 102) suggested five discussion formats: discussion cards, warm up discussion, balloon debate, pyramid (or consensus) debate, and panel discussion. Lazaraton (2001, p.106) claimed that grouping or pairing may be necessary to ensure a successful discussion outcome. For that reason, he suggested, each person should have a specific responsibility in the discussion whether it be to keep time, take notes, or report results. By the end of the discussion, members or representatives of each group are required to present the outcome to the class.

Finally, according to Hedge (2000, p. 277), discussion (debate) has its advantages and benefits:

- 1- It helps and motivates the students to use a foreign language, English, to go on conversation and dialogues for a long time.
- 2- It provides for the students the opportunity to practice the strategies required in interpersonal communication.
- 3- It is the most successful activity to memorise information since the students are involved in it.

### **2.7.2.3 Conversation**

Teachers should stimulate students to participate through making conversation during the session. According to Thornbury (2005, p.102), many language learners feel that developing conversation competence is their most urgent need and their principle

objective. Murcia (2001, p.108) viewed "... conversation is the most fundamental form of oral communication" To increase their participation, students should follow a plan that will help them to develop their skills and contribute ideas to the course. As Johnson, et al., (2013) described: "Substantive conversations require considerable interaction that is on task and involves higher order thinking processes during the negotiation process (i.e., drawing conclusions, challenging ideas, asking questions).

During the conversation, students engage in, exchanges with their mates and the teacher to communicate what they already understand or what they did not understand yet. Also, this use of student conversations supports the students' language in order to increase their participation.

#### **2.7.2.4 Questioning**

Asking questions and giving answers may challenge students to engage more in participation. Nunan (2000) asserted that closed questions tend to be used more frequently than open questions. While Thomson( 2012, p.12) clarified that, closed questions appeared to be used during lessons to identify what students knew and were usually asked in a quick and successive manner. It would also seem that these questions were used when the teacher had a particular idea or answer that they wanted the students to come up with. She added that the use of open and closed questions during a lesson may have provided participants with an insight into what individuals in their class knew and could have helped to activate individual's prior understanding and knowledge of a particular concept.

### **Chapter summary**

To conclude, the second chapter deals with the conception of participation; which is an extremely crucial element for any lecture. The teacher may increase students' participation through many strategies used in the delivery of the lecture. Also, he should be aware of types of participation as well as types of students that help him find ways, the



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solution to lead his students more participate and engage in the learning process. However, many EFL students do not participate because of linguistic and psychological factors. More importantly, the application of some activities during the delivery such as debates and questioning will enhance students' participation.

## **Chapter Three**

### **Analysis and Discussion of the Results**

#### **Introduction**

This chapter undertakes to investigate attitude and report quantitatively as well as qualitatively the data that were collected. It consists of the practical study of this research, the method and the population used in it, presentation and interpretation of students and teachers' questionnaire, description of classroom observation. The result of the research work is presented at the end as well as some significant pedagogical suggestions and recommendations.

#### **3.1 The population**

In this study, the population was selected randomly from third year EFL students at the English Department at Biskra University during the academic year 2016/2017, from two sections, different gender and level. In addition, teachers have different degrees and experience in lecturing at the department of English at Biskra University. The sample is a third-year student because they already dealt with TD and lecture for two years. For that reason, they are supposed to have views and opinion toward the importance of a lecture and are able to recognise the problems that they face while participation which can affect negatively on their understanding and hinder their learning process.

#### **3.2 Means of research**

Delivering an effective lecture to increase student participation is the main aim of this research. For that, the descriptive method was chosen in order to confirm and investigate this hypothesis. Two questionnaires are used to undertake this research as a tool, one was given to the students to gather data about their opinion and reaction towards teachers' way

of delivering a lecture, and if this helps them to increase their participation or not. The other questionnaire was given to teachers to gather data on their opinion about student participation and how they could augment their student participation to increase their learning process. A classroom observation used to observe the obstacle that they face, why or why not they participate and how the teacher deal with those problems to increase his student participation

### **3.3 Students' Questionnaire**

Students' questionnaire was given to thirty students taken from the whole population of the total number of third year students of English Department at Biskra University during the academic year 2016/2017. It had been administrated to ten students in order to be piloted first. Then, it had been re-administrated to thirty students who have been chosen randomly to give all the members of the population an equal chance to contribute in this questionnaire. The aim of the students' questionnaire was to gather data about their experience, opinion and reaction towards teachers' delivering a lecture, how it can affect their participation and learning.

The questionnaire is composed of three sections. The first one is about general information about the students 'gender and age. The second one is about delivering an effective lecture; strategies and activities that they prefer to be used to improve their participation, the negative or positive effect of teachers' activities used in delivering the lecture effectively to improve students' participation. The third one consists of student participation during the lecture, the problems that they face and its effect on their participation. Finally, students' opinion about making the lecture more effective and how can increase their participation.

### 3.3.1 Results and Interpretations of Students' Questionnaire

#### Section One: Background Information

**Q1- Are you?**

**a- Male b- Female**

This question aims to identify which gender attend more during the lecture session

Gender	N° of students	Percentage
Male	8	27 %
Female	22	73 %
Total	30	100 %

**Table 3.1 Students' gender**

The table shows that (73%) of students are females while (27%) are males. It is deduced from the two percentages that females are numerous than males. The reason is that female student tends to study languages while male students prefer study languages for the sake of communication and prefer more to study scientific domains.

**Q2- how old are you?**

This question seeks to discover the dominant age of students because their age can affect their participation.

Age	N° of students	Percentage
21-25	27	90%
25-29	3	10%
Total	30	100%

**Table 3.2: Students' age**

The table presents the age of the students which is between 21 and 29 years old. It shows that the majority (90%) of students are between 21 and 25 years old. This category is either they did not repeat any year, regularly attending their classes or those who repeated the year during their studying career. The second category (10%) of students represents the aged students (25 to 29 years old) who may study the English language as a second diploma or they stopped their study since years and now they are carrying on.

## **Section Two: Delivering an Effective Lecture**

### **Q1- Do you prefer to attend?**

**a- Lecture**

**b- TD**

**c- Both**

This question seeks to check if the lecture sessions as a preferable session or not and if students regard it as an important session to attend it.

Option	Lecture	TD	Both	Total
N° of students	5	6	19	30
Percentage	17%	20%	63%	100%

**Table 3.3: Students preferable session**

The results show that (63%) of students prefer to attend both lecture and TD while (20%) of students prefer to attend lecture session. This percentage is higher than the percentage of students who prefer to attend TD session which was (17%) of students. Thus the majority of students consider the lecture as an important session and they prefer to attend it more than TD session.

- Students were asked to justify their choice, it is summarised as the following:

a- Lecture	b- TD	c- Both
<ul style="list-style-type: none"> <li>- Helps to understand the lesson and make my own notes</li> <li>- Helps to receive as much information</li> <li>- Is where we take our ideas away</li> <li>- There, we can participate; exchange ideas with students have different thoughts and benefits from their engagement.</li> <li>- Simply, I like when the teacher is lecturing.</li> </ul>	<ul style="list-style-type: none"> <li>- Feels more comfortable, the lecture is noisy</li> <li>- Not crowded</li> <li>- I understand more</li> </ul>	<ul style="list-style-type: none"> <li>- I do not like to miss my lectures</li> <li>- To have more knowledge</li> <li>- Both are important; we practice in TD what we take in the lecture.</li> </ul>

**Table3. 4: Students' justifications**

**Q2- If you choose a lecture, how often do you attend the lecture session?**

**a- Never b- rarely c- sometimes d- always**

The aim of this question is to see the frequency of students' attendance in the lecture session.

Option	Never	rarely	sometimes	always	No answer	Total
N° of students	1	4	4	16	5	30
Percentage	3%	13%	13%	54%	17%	100%

**Table 3.4: Frequency of students' attendance**

The table shows that the majority of students (54%) claimed that they always attend the lecture. Both options sometimes and rarely were represented by the same percentage (13%) of students while only (3%) of students which represent one student said that he

never attend the lecture. Moreover, (17%) of students did not answer because their choice was TD as a preferable session. This shows that the lecture session is a preferable session by the majority of the students; they found it beneficial and so important to attend it.

**Q3- Outlining the objectives of the lecture by the teacher, does it help you to be interested in following the lecture?**

**a- yes      b- No**

This question aims to know students' opinion about the effect of outlining the lecture

Option	Yes	No	Total
N° of students	30	0	30
Percentages	100%	0%	100%

**Table 3.5: Students' agreement about outlining the lecture**

The results show that the entire sample (100%) agrees that it is helpful for them; it helps them to follow the lecture' content and delivery and make the necessary of the different explanations.

**Q4- Do you prefer your teacher to use examples from real life situation and explanation by something you already know?**

**a- Agree      b- Disagree**

This question aims to know whether teachers use examples from real life situation and explanation by something students already know and if students prefer its use.

Option	Agree	Disagree	Total
N° of students	30	0	30
Percentages	100%	0%	100%

**Table 3.6: Students' agreement on using the teacher examples from real life situation and explanation by something they already know.**

The table presents that all the students (100%) prefer their teachers to use examples from real life situation and explanation by something they already know.

**Q5- During the delivery of the lecture, does your teacher use?**

**a- Questioning    b- Lecture based discussion    c- Problem-solving activities**

Making all students participate in the lecture is very difficult to achieve, for that teacher may select several activities that can enhance their students' participation. Investigating deeply, this question aims to know the used activity during the delivery that helps to increase students' participation.

Since this question is open, an additional answer was given. It was classified according to the answers.

Option	Questioning	Lecture based discussion	Problem-solving activities	No one	Questioning+ Lecture based discussion	Total
N° of students	11	10	0	2	7	30
Percentages	37%	33%	0%	7%	23%	100%

**Table 3.7: Activities used during the delivery of the lecture**

The table show that (37%) of students stated that teachers use questioning activities while (33%) of students declare that their teachers use discussion and debates during the delivery. Moreover, (23%) of students choose both questioning and discussion and debates as activities used during their lectures and (7%) of students did not answer this question; it may be because when they attend their lectures, they did not focus, concentrate and follow the delivery of the lecture so they could not know the used activities.



**Q6- Using the above activities, do you think it helps you concentrate and be engaged in the lecture?**

**a- yes      b- No**

This question is related to the previous question, it seeks to know students' agreement or disagreement on the importance of using the above delivering activities and its effect on their participation.

Option	Yes	No	Total
N° of students	28	2	30
Percentages	93%	7%	100%

**Table 3.8: Students' opinion on the importance of using delivering activities**

The results show that (93%) of students agree with the usefulness of these activities and found it effective to increase their participation, while few of them (7%) respond negatively to the question.

**Q7- Does your teacher use visual aids?**

**a- Yes      b- No**

This question aims to know whether teachers use visual aids or not during their participation.

Option	Yes	No	Total
N° of students	20	10	30
Percentages	67%	33%	100%

**Table 3.9: The use of visual aids**

The table presents that (67%) of students respond that their teachers use visual aids during the delivery; they found it beneficial for their concentration and understanding the task. The rest (33%) of students said that their teachers did not use visual aids.

**Q8- If yes, what does he use?**

This question is aimed to know the used visual materials during the delivery to make the lecture effective more than didactic and involve the students to participate.

Since this question may have different choices to be ticked, different answers were written. They were classified into different categories according to the answers.

Option	N° of student	Percentage
Blackboard	6	20%
Overhead projector	0	0%
Handouts	4	13%
Slides	0	0%
Power points	0	0%
Posters	0	0%
b,board+ o,projector	1	3%
b,board+ handouts	8	27%
b,board+handouts+power point	3	10%
handouts+power point	3	10%
no answer	5	17%
Total	30	100%

**Table 3.10: Students' choice of the used visual aids**

(20%) of students declare that their teachers use blackboard during the delivery.

(13%) of the students argued that their teachers distribute handouts. (27%) of students

declare that their teacher uses both blackboard and handouts during the delivery. Moreover, (10%) of students said that their teachers use blackboard, handouts and power points during the delivery of the lecture. An overhead projector is rarely used; it was used with the blackboard, (3%) of students affirm that. It is observed that posters and slides are not used.

- **What do you prefer and why?**

Most answers choose blackboard and handouts as preferable visual aids. In one hand, students choose blackboard because it helps them in concentration, memorization and take notes at the same time with the help of teachers' explanation. In the other hand, other students choose handouts because they found it more helpful in summarising the lecture and revise it in need, clearer and save time to teacher explanation; in place of writing the lecture, he just read, explains and add further information.

**Q9- If the teacher uses a blackboard, for what reason?**

- a- Write examples      b- Write new and difficult words      c- Both**

The aim of this question is to specify the reasons behind using blackboard whether to write examples or to write new and difficult words.

Option	N° of student	Percentage
Write examples	5	17%
Write new and difficult words	12	40%
Both	9	30%
No answer	4	13%
Total	30	100%

**Table 3.11: Reasons for using blackboard**

The results show that (40%) of students respond to this question that their teachers use blackboard for the reason of writing a new and difficult word while (17%) of students

choose the reason of using the blackboard is to write examples. Moreover, (30%) of students choose both choices as to write new and difficult words and to write examples as reasons of using the blackboard as a visual material during the delivery of the lecture. (13%) of students did not answer this question.

**Q10- If your teacher uses handouts, does it include?**

- a- The whole lecture explanation      b- The summary of the main points**

This question aims to know the content of the handouts; it contains the whole lecture explanation or the summary of the main point.

Option	N° of student	Percentage
The whole lecture explanation	16	53%
The summary of the main points	14	47%
Total	30	100%

**Table 3.12: Handouts' content.**

(53%) of students argued that the distributed handouts contain the whole lecture explanation while (47%) of them said that the handouts contain the summary of the main points.

**Q11- For you, the teacher is? (Rank them from 1 to 3)**

- a- Facilitator      b- Motivator      c- Feedback giver**

This question seeks to know students' opinion about the role of the teacher.

The role	Students' number		
Facilitator	13	14	3
Motivator	11	10	9
Feedback giver	6	6	18
Total	30	30	30

**Table 3.13: The role of the teacher**

The results revealed that:

- Concerning facilitator: it is observed that 13 students choose it as their first preferable role, 14 students choose it is second preferable role while 3 student state that it is their third preferable role. So the high number chooses it was 14 students as a second preferable role of the teacher to be during the lecture.
- Concerning motivator: it is observed that 11 students prefer it as the first role, 10 students prefer it as their second role of the teacher while 9 students prefer it as their third preferable choice to be. For that, motivator can be classified as a first preferable role of the teacher by 11 students.
- Concerning feedback giver: it is observed that it is chosen by 6 students as number one, the same number of students as number two and 18 students as number three. So it will be the third preferable role chosen by 18 students.

Students prefer their teachers to be at first a motivator, as a second role would be a facilitator and as a third role as a feedback giver.

**Q12- As a university student, do you prefer to be?**

**a-Taught            b-Helped to learn            c-Both**

This question aims to know whether students prefer to be taught, helped to learn or both.

Option	Taught	Helped to learn	Both	Total
N° of students	4	5	21	30
Percentage	13%	17%	70%	100%

**Table 3.14: Students' choice to be taught or helped to learn**

Almost (17%) of students indicates that they prefer to be helped to learn. This kind of students does not depend on the teacher; they are active students but they depend on their selves and consider the teacher as facilitator and motivator. Conversely, (13) of students indicates that they prefer to be taught rather than to be helped to learn. Those are passive students who regard the teacher as feedback giver, facilitator and motivator.

### **Section Three: Students' Participation**

#### **Q1- When you attend the lecture, do you feel free to interact and participate?**

**a- Yes      b- No**

This question seeks to confirm or reject whether students feel free to interact and participate during the delivery of the lecture

Option	Yes	No	Total
N° of students	11	19	30
Percentages	37%	63%	100%

**Table 3.15: Students' participation**

(63%) of students do not feel free to interact and participate during the lecture. It means that they do not like to participate or they find it difficult to participate and speak up because they struggle from psychological and linguistic problems that prohibit them from participation. However, (37%) of students declare that they feel free to interact and participate; those have self-confidence.

- **If no, why?**

Students are asked to justify why they do not feel free to participate. Therefore, their justifications are summarised as following:

- Afraid of making mistakes.
- Feeling shy and anxious to speak in front of their classmates.

- Afraid of giving the wrong answer.
- Do not like to participate, just like to listen, understand and take notes.
- Teachers do not give me the chance to participate.

**Q2- How often do you participate?**

**a- Never    b- rarely    c- sometimes    d- always**

The aim of this question is to see frequency of students' participation

Option	Never	rarely	sometimes	always	Total
N° of students	8	10	8	4	30
Percentage	27%	33%	27%	13%	100%

**Table 3.16: Students' frequency of participation**

The results show that (13%) of students said that they always participate. (27%) of students declared that they sometimes participate and (33%) of them argued that they rarely participate. Those students are motivated and like to integrate into the lecture and share their knowledge. However, (27%) of students said that they never participate because of many reasons it will be showed in next answers. The majority of students argue that they do not participate all the time during the lecture, this because they face difficulties in participation or they are not interested at all.

**Q3- Does your teacher give you the opportunity to participate?**

**a- Yes    b- No**

This question aims to see the opportunities given provides to students to participate.

Option	Yes	No	Total
N° of students	24	6	30
Percentages	80%	20%	100%

**Table 3.17: Students' opportunities to participate**

The teacher should have a positive relationship with his students and allow them to interact and participate in the delivery. The majority of students (80%) stated that their teachers give them the opportunity to participate. However, (20%) of students stated the opposite.

**Q4-How do you feel when you participate in the lecture?**

- a- Anxious                      b- Comfortable**

This question is about identifying students' state during their participation.

Option	anxious	comfortable	Total
N° of students	11	19	30
Percentages	37%	63%	100%

**Table 3.18: Students' feelings during their participation.**

The table shows that the majority (63%) of students feel comfortable during their participation, whereas (37%) of students feel anxious during their participation and this led to other psychological factors.

**Q5- When you do not participate, is it because? (You may have different answers)**

- a- Afraid of making mistakes                      b- Shy                      c- Not interested**  
**d- Lack of vocabulary                      e- Negative experience                      f- Lack of preparation**

The aim of this question is to see the psychological and grammatical problems that face the students during their participation.

Since this question is open, different answers were written. They were classified into different categories according to the answers.





**Q6- What makes you motivated and encouraged to participate in the lecture?**

- a- Teacher      b- content      c- Both**

This question aims to know the reasons behind students' participation whether are the teacher, the content or both of them.

Option	Teacher	Content	Both	Total
N° of students	4	12	14	30
Percentage	13%	40%	47%	100%

**Table 3.19: Reasons behind students' motivation and encouragement to participate**

(40%) of students affirmed that the content of the lecture make them motivated and encouraged to participate in the lecture while (13%) of students affirm that the teacher is the reason behind their motivation and encouragement to participate. However, (47%) of students declare that both the content and the teacher are reasons behind it. The role of the teacher as motivator, facilitator and feedback giver in addition to the way of delivering the lecture are factor affects either positively or negatively students' participation.

**Q7- As a student, during the lecture, what do you prefer?**

- a- To be engaged in the lecture ( active)      b- To attend and listen ( passive)**

The aim of this question is to know the state of the students as passive or active during the delivery of the lecture.

Option	To be engaged in the lecture ( active)	To attend and listen ( passive)	Total
N° of students	14	16	30
Percentage	47%	53%	100%

**Table 3.20: Students' preferable state.**

From the results, it is found that during the lecture; (53%) of students prefer to attend and listen; it means to be passive and does not participate due to many factors linguistic and psycholinguistic. Furthermore, (47%) of students prefer to be engaged in the lecture so to be active students. It depends on their strong self- confidence and their desire to learn and improve themselves.

**Q8- When do you concentrate more on the lecture?**

**a- First 30 minutes**

**b- From 30 to 60 minutes**

**c- The last 30 minutes**

**d- All the time**

This question seeks to know when students can concentrate more on the lecture.

Option	N° of students	Percentage
First 30 minutes	13	43%
From 30 to 60 minutes	12	40%
The last 30 minutes	0	0%
All the time	5	17%
Total	30	100%

**Table 3.21: students' frequency of concentration**

The results show that (43%) of students said that they concentrate more during the first 30 minutes. (40%) of them argued that they concentrate more from 30 to 60 minutes. However, (17%) of students declared that they concentrate all the time. Those students are active and motivated students; they do their best to concentrate and focus on the lecture to permit themselves to engage and participate. Furthermore, no students of the sample said that he concentrate during the last 30 minutes; it is because of their thinking of the outside and their feeling of hungry.

**This due to:**

First 30 minutes:

- After that, I feel tired, boring and overthinking.
- The timing of the lecture affects my concentration, ex: at 13:10.
- The type of the lecture and the way of delivering its content are not interesting
- I feel more active at the beginning.

From 30 to 60 minutes

- The noise of the outside stops at that time.
- I cannot focus more than that.

All the time

- I am a motivated student
- To understand the lecture well and get high scores in exams

**Q9- Does the Non-Verbal Communication (as body language, movements, eye contact and facial expression) used by the teacher influence your concentration and participation during the lecture?**

**a- Yes**

**b- No**

The aim of this question is to know whether the use of non- verbal communication influence students' concentration and participation during the lecture.

Option	Yes	No	Total
N° of students	24	6	30
Percentages	80%	20%	100%

**Table 3.22: Students' views towards the influence of Non-verbal Communication on their concentration and participation during the lecture**

The majority of students' responses to this question were 'yes'. For instance, (87%) of students answered that Non-verbal Communication influences their concentration and participation during the lecture while (13%) of students answer the opposite.

### **3.3.2 Discussion of students' questionnaire**

Students' answers show that despite the fact that they attend the lecture session since it helps them to receive and understand the task, they declare that they rarely participate and prefer to be passive during the delivery. This due to lack of interest and concentration during the whole session and due to other linguistic and psychological problems.

Alternatively, others declare that when they participate they feel free and comfortable, that's mean that there are other issues that affect their participation as the content of the lecture and the role of the teacher while both can be categorised under the way of delivery the lecture and how to make it effective. Knowing when and how to integrate different delivering elements and activities would deliver the lecture effectively and achieve a high percentage of participation and involvement of students.

In one hand, students affirm that their teacher use visual aids but they frequently use the blackboard and handouts while they misuse the other tools as overhead projector, power point and slides. The majority of students agreed on the effect of the use of non-verbal communication by teachers on their participation as it raises their concentration and interest with the lecture.

In the other hand, students say that their teachers focus more on using questioning, discussion and debated activities during the delivery while ignoring the other activities as problem solving activities and conversation activities since students feel boring and not interested during the whole session, they have to change the delivering activity as much as possible to stimulate students to concentrate more in order to increase students' participation and make the lecture effective.

To sum up, the teacher role, the content, the use of visual aids, the use of non-verbal communication and including various delivering activities raise students' interest and affect students' participation.

### **3.4 Teachers' Questionnaire**

The target population consists of teachers who taught lecture sessions to third year students in the department of English at the University of Biskra. The questionnaire was handed out to seven teachers (07). They showed their collaboration through the complete answers, and through adding comments and suggestions when it is necessary. The questions are either closed questions, requiring the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give an explanation or suggest other alternatives.

The questionnaire is composed of three sections. Section one contains general information about the teacher's years of experience in lecturing and their preferable session. Section two is about delivering an effective lecture, the role of the teacher and the use of various activities during the delivery and make the lecture effective to increase students' participation. The third section contains students' participation and its relation with delivering an effective lecture.

#### **3.4.1 Results and Interpretations of teachers' Questionnaire**

##### **Section One: Background Information**

###### **Q1: How many years have you been lecturing?**

The aim of this question is to discover teachers' years of experience in lecturing to authenticate their answers

Teachers	Years' number
Teacher 1	4
Teacher 2	5
Teacher 3	10
Teacher 4	10
Teacher 5	22
Teacher 6	25
Teacher 7	25

**Table 3.23: Teachers' years of experience in lecturing**

Teachers are asked to give their years of experience in lecturing. It is noticed that years' number varies from four years to twenty-five years. This diversity illustrates that the majority of teachers have enough experience to teach lecture session.

**Q2- Do you prefer to teach?**

- a- lecture                      b- TD                      c- both

This question aims to know if teachers prefer to teach lecture session or not.

Option	N° of teachers	Percentage
Lecture	1	14%
TD	0	0%
Both	6	86%
Total	7	100%

**Table 3.24: Teachers' preferable session**

The findings show that six teachers prefer to teach both sessions TD and lecture. However, one teacher claims that he prefers to teach lectures. For him, knowledge, experience and management are more effective in lectures.

• **Justifications**

Lecture:

- Knowledge (information), experience and management are more effective in lectures

Both:

- A different method of teaching; in TD, being close to student and able to interact with them while in lecture there are more information to deliver
- Each type has its advantages
- Teaching is a passion for me; I enjoy teaching lecture and TD. Each has its benefits.
- Each one has its own particularity, the lecture is to provide the course and the TD is to evaluate and assess the students.
- The lecture is important to prepare for the TD's.
- Lectures help to provide wealthy information; whereas, TD's serve a good setting to target difficulties.

All teachers agree on the point that in addition to the importance of the TD session, lecture session is also important and helpful for students. It is where teachers can deliver wealthy information and knowledge.

## **Section Two: Delivering an Effective Lecture**

**Q3: Which role do you consider more crucial to be during the delivery?**

- a- Facilitator                      b- Motivator                      c- Feedback giver

This question aims to know which role do teachers consider more crucial to be during the delivery.

Option	Facilitator	Motivator	Feedback giver	All	Total
N° of teachers	5	1	0	1	7
Percentage	72%	14%	0%	14%	100%

**Table 3.25: Role of the teacher**

The results show that six teachers argue that facilitator is the more crucial role to be during the delivery; helping students to learn and simplifying the task is the first thing that teachers should take into consideration while delivering an effective lecture.



Moreover, one teacher claim that being motivator is more crucial than other roles, he thought that stimulate students to be motivated in the lecture by giving them relevant materials that students can apply them in their own experience. However, one teacher considers that the role of feedback giver is more crucial to be than others. Another teacher affirms that all the three roles should be together in order to deliver an effective lecture and to increase students' participation.

From those percentages, we can conclude that the majority of teachers agreed on the point that the main role of the teacher is facilitator because he cannot give the feedback or motivate his student if the lecture is not clear

**Q4: Which of the following visual aids do you use/ prefer to use during the delivery?**

- a- Handouts                      b- Blackboard                      c- Overhead projector

Since using visual aids during the delivery making the lecture effective one and they are helpful to get students involved with the lecture in order to increase their participation. Teachers were asked to select their preferable/ useful visual aids during the delivery.

	Handouts	Blackboard	Overhead projector
Teacher 1			
Teacher 2			
Teacher 3			
Teacher 4			
Teacher 5			
Teacher 6			
Teacher 7			

**Table 3.26: Visual aids used during the delivery**

The table shows that the most used visual aid is handouts. Five teachers argue that they prefer to use handouts while four teachers claim that they prefer to use the blackboard. However, overhead projector is rarely used; only three teachers affirm that they use it during the delivery.

This means that teachers focus more on reading and explaining the handouts, while students are taking notes; this is how the university system works, we notice that they rarely use Visual aids, which make the lecture less attractive and decrease student participation. For that, we focus on the next question to see if teachers use other motivational elements to push their students to participate or not.

**Q5: During the delivery, do you focus on?**

- a- Problem solving activities
- b- Discussion and debate
- c- Conversation
- d- Questioning

Without any doubt that using various activities during the delivery of the lecture impetus students to participate. This question aims to know which activity is most used by teachers and affect students' participation positively.

	Problem-solving activities	Discussion and debate	Conversation	Questioning
Teacher 1				
Teacher 2				
Teacher 3				
Teacher 4				
Teacher 5				
Teacher 6				
Teacher 7				

**Table 3.27: Activities used during the delivery**

Six teachers argue that they focus on using discussions and debates activities during the delivery. It helps students to develop their communicative abilities and encourage them to participate. The same number of teachers claims that they focus on using questioning activities during the delivery, which creates a challenge for students.

Furthermore, two teachers affirm that they focus on using conversation activities. Their use supports students' language and helps them to participate freely. One teacher says that he focus on using problem-solving activities during the delivery where students supposed to think, discuss and search for solutions to a given situations, thus increasing students' collaboration and participation.

From the table, we conclude that the majority of teachers argued that Discussion and debate and questioning activities are the most used activities during the delivery of the lecture

**Q6: Please, justify?**

Teachers were asked to justify their answers. It is summarised as following:

Questioning activities:

- When asking questions, you will receive various answers from students. So it creates a positive atmosphere where most students participate
- Asking the right questions opens the door to stimulating discussion.
- Asking questions to enhance students' knowledge
- Questioning is activities which encourage students' participation and motivate them in delivering their opinion and criticism.

Discussions and debates activities:

- Gives the students the opportunity to express their ideas and develop their critical thinking
- Enriching the lecture and motivating students
- Students interact with their teacher and their classmates; they express their points of view (agreement and disagreement) and thus use the language communication
- At university level, students should be active through discussions and debates





**Q11: Are there any other issues that face you during the delivery? Please state them.**

Teachers were asked to provide other issues that face them during the delivery, they gave the following issues:

- Student' noise
- Lack of interest
- Students' level
- Over-crowdedness
- Shortage of time
- Student' attention
- demotivation discipline

The aim of this question is to know more about the challenges that face teachers to deliver an effective lecture. The above clearly show that the teachers are actually facing many issues as lack of students' attention and interest, the time allotted is not enough and students' noise. Those elements can affect negatively on teachers' way of lecturing.

**Section Three: Students' Participation**

**Q12: Do your students participate in the lecture?**

- a- None of them
- b- Average
- c- Few of them
- d- Most of them

This question aims at looking for Teachers' attitude toward students' participation in the lecture session.

Option	None of them	Average	Few of them	Most of them	Total
N° of teachers	0	3	4	0	7
Percentage	0%	43%	57%	0%	100%

**Table 3.30: Teachers' attitude toward the frequency of students' participation.**



The majority of teachers (six teachers) claim that it is impossible to make the majority of students participate, due to many reasons. Despite that, one teacher affirms that it is possible to make the majority of students participate. For him, this occurs when the teacher builds a healthy rapport with his students, then it seems only logical that the majority of the students would like to participate.

**Q15: Please, explain how/ why?**

Teachers were asked to justify their negative answer about making the majority of students participate. They all agree on the time allotted is not enough to give them the opportunity to participate, students' lack of information, interest and shyness and the lengthy curriculum.

**Q16: What type of students do you prefer to work with?**

- a- The attention seeker students
- b- The Intermittent workers
- c- Solitary workers
- d- Quiet collaborators

This question seeks to know which type of students teachers prefer to work more.

Option	The attention seeker students	The Intermittent workers	Solitary workers	Quiet collaborators	all	total
N° of teachers	4	0	0	2	1	7
Percentage	57%	0%	0%	29%	14%	100%

**Table 3.33: Types of students**

Teachers prefer to work more with the attention seeker students, four teachers affirm that. Two teachers argue that they prefer to work with quiet collaborators while one teacher says that he prefer to work with all types. No teacher chooses the intermittent workers and



solitary workers. However, the classroom contains various types of students' level and each has his own way of understanding.

**Q17: These are types of participation; please rank them from the most important type that indicates to participation?**

- a- Graded oral participation.
- b- Silent or non- oral participation.
- c- Classroom embodied action.
- d- Classroom desk talk

The aim of this question is to discover whether teachers are aware by other types of participation and if these types help them in evaluation or not.

Options	N° of teachers			
Graded oral participation.	3	4	0	0
Silent or non- oral participation.	0	0	0	7
Classroom embodied action.	2	3	2	0
Classroom desk talk	2	0	5	0

**Table 3.34: Types of participation**

Teachers were asked to rank these types of participation from the most important type that indicates to participation.

- Concerning silent or non- oral participation: the entire sample (seven teachers) ranks it in the fourth place. So it will be classified as the fourth important type that indicates to participation.
- Concerning classroom desk talk: two teachers rank it in the second place while five teachers rank it in the third place. So it will be classified as the third important type that indicates to participation.

- Concerning Classroom embodied action: two teachers rank it in both first and third place while three teachers rank it in the second place. So it will be classified as the second important type that indicates to participation.
- Concerning graded oral participation: the majority (three teachers) ranks it in the first place. So it will be classified as the first important type that indicates to participation

In graded oral participation, students participate through speaking, making comments and asking a question. Since participation does not depends only on speaking, silent or non- oral participation, classroom embodied action and classroom desk talk are other types of participation that teacher should be aware of them

**Q18: From your experience, what do you see more needed to adapt/ use during the delivery to make the lecture effective in order to increase students' participation?**

- Using up- to- date materials
- Asking students for preparation to the next lecture
- Raising' students interest through the use of multiple delivering activities and strategies
- Having sense of humor
- Integrating ICT and authentic motivating materials
- Making a good preparation for the lecture.
- Better organisation of the external factors as absence or broken equipment and the noise from the outside

From the teachers' answer, we conclude that providing students with the suitable environment and atmosphere, using ICT tools and integrating them in well-prepared lecture can make the lecture effective which attract the students' attention and augment their interest and curiosity to find answers to their questions and that leads to increasing participation.

### **3.4.2 Discussion of teachers' questionnaire**

The majority of the sample is experienced teachers taken from the University of Biskra, their experience and degree made us consider their answers and suggestions towards the role of delivering an effective lecture in increasing students' participation as reliable information.

Teachers' emphasis was on the importance of lecture session as well as TD session, but from their justification, we notice that they classify the lecture in the first place before TD. They agreed on the point that lecture is where to provide students with information, knowledge and everything that teacher can share with his students and they consider the lecture as the first step to moving to the TD session.

From their responses, teachers prefer to be a facilitator, for that they focus on the use of handouts and blackboard which help them to explain and facilitate the lecture. In order to increase students' participation, some teachers focus on using questioning, discussion and debates activities and since other teachers argue that they integrate other activities as problem solving activities and conversations with the previous activities. For them, these activities help in making their lectures effective. While the majority declares that they face problems in making the lecture effective. For instance, the lack of ICT, the absence of materials and students' demotivation affect negatively on students' interest which decreases their participation.

The majority of teachers declare that they do not suffer from anxiety and nervousity because of their experience, well preparation, they feel at ease and the competence allow them to be competent and deliver an effective lecture. Unfortunately, there are other issues that face them in making the lecture effective, as they mention: students' noise, lack of interest and shortage of time. Although, teachers push their students to participate but few of them respond. According to the teachers, the lengthy curriculum, lack of information,

interest, materials, shyness and time allotted are elements affect negatively on the opportunities given to all students to permit them to participate.

Finally, teachers of Mohamed Khider University of Biskra give suggestions to integrate students in the lecture and make them active parts through the use of up- to- date materials, new curriculum and good preparation of the lecture is more needed to adapt during the delivery to make the lecture effective and increase students' participation.

### **3.5 Comparison between Results of Teachers' and students' Questionnaire**

To go over the main points, the finding from both students' and teachers' questions show the importance of delivering an effective lecture in increasing students' participation. Both of them argue that the lecture is important session but students do not participate because they are demotivated.

In addition, both of them declare that they frequently use blackboard and handouts more than other tools make students feel boring and decrease their interest. Moreover, students agree on the importance of using non- verbal communication during the delivery. Taking into consideration the usefulness of these elements, make the lecture more effective. Both of them argue on use questioning, discussion and debates activities and neglect the other activities for that their lectures seem traditional more than effective.

It seems that most of the students at Mohamed Khider University of Biskra are passive students. Teachers do their best to increase their participation through the use of different element and activities, but still insufficient to deliver an effective lecture in order to increase students' participation.

### **3.6 Classroom observation**

In order to enrich the findings of this study, classroom observation was the second data tool; it aims to explore what occurs during the sessions. A series of classroom observation started from February 21<sup>st</sup>, 2017 to March 7<sup>th</sup>, 2017. They were five sessions that took place in two different lectures with Third Year License Students of English Department at Biskra University. Moreover, to make the observation more structured, we have designed a checklist that contains two sections; the first section focused on the role of the teacher in delivering effective lecture while the second focused on students' participation during the lecture, its aim was to specify the major elements that should be observed.

On one part, it was observed that the attendance of the students in the morning session from 9:40 to 11:10 was about 80%, while the session which occurs in the afternoon from 14:50 to 16:30, there were about 50% of them. They were quiet and did not make any noise. During the opening of the lecture, both teachers ask questions related to the previous lecture to permit students; first focus with the lecture, then to engage and make them participate. During the body of the lecture, teachers are almost feedback givers; by providing students what is accurate and what is inaccurate. Then, they are facilitators by simplifying the tasks, using an illustration from students' real life situations. Also, they work as motivators by encouraging them to participate and share their understanding.

Furthermore, one teacher uses the blackboard in outlining the lecture, writes new words and sometimes drew graphs that contain major elements in tackling the discussion to facilitate their understanding and memorization. On the other hand, the other teacher does not use blackboard, but instead, he begins by distributing handouts at the beginning of the lecture, in which the content differs according to the nature of the giving lecture; the given handouts contain either the whole explanation of the lecture or only the summary.

Additionally, in delivering the lecture, the first teacher frequently uses body language as headshacking, hand gestures and movements in order to gain their attention and attract their concentration. On the contrary, the second teacher rarely uses these body languages. However, they both make a review at the end the lecture.

On the other part, we notice that students have a good relationship with their teachers, the majority of them showed their interest in the lecture, they were focused, concentrated, and pay attention to the teachers during the lecture, following the lecture and their teacher's explanation and from time to time they take notes where necessary .In addition, when some students were talking, the others were listening, paying attention to the teacher and trying to make relevant comments or critics because teachers provided them with the opportunity to participate. Despite this, only few students were participating and sharing their understanding, this may be because they face difficulties in participation or they find it difficult to follow the teacher. A side from that, what is noticed is that some of those participants often participate in all sessions.

To sum, this observation reveals that teachers motivate their students to participate. However, few of them respond to this engagement and participate. This may be due to obstacles that prohibit them from participating and hinder their engagement, as well as the way that teachers use in presenting their lectures. As a result, it is more beneficial to increase students' participation if teachers deliver the lecture effectively so students can depend on themselves and be active participants to improve their learning.

## **Chapter summary**

This chapter is concerned with getting real data about students' attitudes and opinions as well as teachers' perception concerning the role of delivering an effective lecture in increasing students' participation. The information was gathered through the analysis of students and teachers' questionnaire and the description of classroom observation. The two questionnaires were combined to note the differences and the similarities between their answers. Finally, some pedagogical suggestion was given which can help teachers and students in their learning process.

## **Recommendations**

After analysing the students and teachers' questionnaires and the description of classroom observation, some pedagogical recommendation will be suggested:

- The administration of English Department must provide amphitheaters with teaching materials.
- Teachers should:
  - Use visual materials to create enjoyable environments which help students to participate more.
  - Design interesting and fun topics which can be applied in their real life.
  - Diversiform in their delivery, as change the way of the activity from questioning to problem solving activities and so on to create an enjoyable and interesting atmosphere
  - Encourage students to participate together to make a rapport with them.
  - Have a good preparation for the lecture.
  - Use up- to- date materials.
  - A good relationship between teacher and students has a great impact on students' participation.



## **General conclusion**

The current study aims at studying the role of delivering an effective lecture in increasing students' participation. This dissertation is composed of two main parts, the first part is the theoretical part where the two variables of the research were undertaken. This part is composed of two chapters; the first one is an overview about delivering an effective lecture. The second one is about students' participation. Moreover, the second part of this dissertation is the practical part where students and teachers' views were investigated to see the effectiveness of delivering an effective lecture as a result of increasing students' participation.

The first chapter is composed of many important outcomes. For instance, it starts by definition of lecture, its history and characteristics of a good teacher. Then, it highlights the role of the teacher during the delivery as an element that has an effect on students' participation. Then, it sheds the light on steps of delivering an effective lecture. Following this point, it undertakes method used in delivery. Furthermore, it provides teachers with elements used during the delivery as the use of non-verbal communication and visual materials which they consider as one of the important points in this chapter. It concludes by issues in delivering an effective lecture.

The second chapter in this part is concerned with students' participation. The interesting outcomes of this chapter are embodied in the useful information that was selected about the definition of participation, its importance, its types and factors affecting students' participation. In addition, it provides with types of students. Then, it clarifies some difficulties of EFL students' participation. Finally, it sheds the light on how delivering an effective lecture can increase students' participation.

The second part of the dissertation is the field of investigation. This chapter consists of the analysis and interpretation of teachers and students' questionnaire which are

administered to third year English students at Mohamed Khider University of Biskra and their teachers of lecture session. Then, their results and findings were discussed separately then they combined together to extract the differences and similarities between them in addition to the description of classroom observation. To go deeply from this finding, some pedagogical suggestions were proposed.

To conclude, according to the findings and results of this research, we can say that knowing how to deliver an effective lecture is important to increase students' participation in specific and learning achievement in general. Deliver an effective lecture help the teacher to make the lecture interesting, real and comprehensible in order to allow the students to concentrate and stimulate them to participate. All those help in building a successful learning process.

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# *Appendices*

## Appendix 01

### Student's Questionnaire

Dear students,

I would be so grateful if you could answer the following questions about the role of delivering an effective lecture in increasing EFL students' participation. Your answer will be very helpful for the research we are undertaking. We hope that you will answer with full attention, honesty and interest.

Please, you are required to put a tick ( ) in the right box or make full answers where necessary.

#### Section One: Students Background Information

1- Gender: a. Male  b. Female

2- Age:

#### Section Two: Delivering Effective Lecture

Remark: deliver = give, provide

1- Do you prefer to attend? a- a Lecture  b- TD  c- Both

Please, why? .....

2- If you choose a lecture, how often do you attend the lecture session?

a- Never  b- rarely  c- sometimes  always

3- Outlining the objectives of the lecture by the teacher, does it help you to be interested in following the lecture?

a- Yes  b- No

4- Do you prefer your teacher to use examples from real life situation and explanation by something you already know?

a- Agree  b- Disagree

5- During the delivery of the lecture, does your teacher use?

- Questioning
- Lecture based discussion
- Problem-solving activities
- No one

6- Using the above activities, do you think it helps you concentrate and be engaged in the lecture?

- Yes  - No

7- Do your teachers use visual aids?

- a- Yes  b- No

8- If yes, what does he use?

- Blackboard  Overhead projector  - Handouts
- Slides  - Power points  - Posters

What do you prefer and why? .....

9- If the teacher uses blackboard, for what reason?

- Write examples
- Write new and difficult words
- both

Others .....

10- If your teacher uses handouts, does it include?

- The whole lecture explanation
- The summary of the main points

Others .....

11- For you, the teacher is? ( rank them from 1 to 3)

- Facilitator  - Motivator  - Feedback giver

12- As a university student, do you prefer to be?

- Taught  - Helped to learn  - Both

**Section Three: Students' Participation**

1- When you attend the lecture, do you feel free to interact and participate?

a- Yes  b- No

If no, why? .....

2- How often do you participate?

a- Never  b- rarely  c- sometimes  always

3- Does your teacher give you the opportunity to participate?

a- Yes  b- No

4- How do you feel when you participate in the lecture?

a- Anxious  b- Comfortable

5- When you do not participate, is it because? ( you may have different answers)

a- Afraid of making mistakes

b- Shy

c- Not interested

d- Lack of vocabulary

e- Negative experience

f- Lack of preparation

6- What makes you motivated and encouraged to participate in the lecture?

a- The teacher  b- The content of the lecture  - Both

7- As a student, during the lecture, what do you prefer?

- To be engaged in the lecture ( active)

- To attend and listen ( passive)

8- When do you concentrate more on the lecture?

- First 30 minutes

- From 30 to 60 minutes

- The last 30 minutes

- All the time

This due to .....

9- Does the Non-Verbal Communication (as body language, movements, eye contact and facial expression) used by the teacher influence your concentration and participation during the lecture?

a- Yes

b - No

**Thank you for your collaboration**

## Appendix 02

### Teachers' Questionnaire

Dear teachers,

We would be so grateful if you could answer the following questions concerning the role of delivering an effective lecture in increasing EFL students' participation. Your answer will be very helpful for the research we are undertaking.

Please, put a tick ( ) in the corresponding box and make full statements whenever necessary.

#### Section One: General Information

Q1: How many years have you been lecturing?

Q2: Do you prefer to teach? : a- lecture  b- TD  c- both

Please, explain why?

.....  
.....

#### Section Two: Delivering Effective Lecture

**Remark = All questions are about delivering lectures**

Q3: Which role do you consider more crucial to be during the delivery?

b- Facilitator  b- Motivator  c- Feedback giver

Q4: Which of the following visual aids do you use/ prefer to use during the delivery?

a- Handouts  b- Blackboard  c- Overhead projector

Q5: During the delivery, do you focus on?

e- Problem solving activities

f- Discussion and debate

g- Conversation

h- Questioning

**Q6:** Please, justify?

.....  
.....

**Q7:** How do you see your lecture?

b- Effective       b- Traditional ( didactic)

**Q8:** If you choose –b-, what are the challenges that you face in making it effective?

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

**Q9:** Do you struggle from anxiety and nervous during the delivery?

b- Yes       b- No

**Q10:** If no, how can you avoid them?

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

**Q11:** Are there any other issues that face you during the delivery? Please state them.

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

**Section Three: Students' Participation**

**Q12:** Do your students participate in the lecture?

c- None of them       c- Few of them   
d- Average       d- Most of them

**Q13:** Do you give them the opportunity to participate?

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

**Q14:** Is it possible to make the majority of students participate?

b- Yes

b- No

**Q15:** Please, explain how?

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

**Q16:** What type of students do you prefer to work with?

e- The attention seeker students

f- The Intermittent workers

g- Solitary workers

h- Quiet collaborators

**Q17:** These are types of participation; please rank them from the most important type that indicates to participation?

e- Graded oral participation.

f- Silent or non- oral participation.

g- Classroom embodied action.

h- Classroom desk talk

**Q18:** From your experience, what do you see more needed to adapt/ use during the delivery to make the lecture effective in order to increase students' participation?

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

*Thank you for your collaboration.*



## Appendix 03

### Classroom Observation checklist

Observer	Teacher
Class	Lecture
Time	Date

Observations	Always	sometimes	never	
<p><b>1/ The teacher</b></p> <p><b>A-</b> Organizes the time.</p> <ul style="list-style-type: none"> <li>- Brings necessary materials.</li> </ul> <p><b>B-</b> The delivery of the lecture</p> <ul style="list-style-type: none"> <li>• Opening               <ul style="list-style-type: none"> <li>- Warming up</li> </ul> </li> <li>• Body               <ul style="list-style-type: none"> <li>- States the objectives clearly, then explain it.</li> <li>- Gives relevant examples</li> <li>- Uses visual aids</li> <li>- Applies other elements.</li> </ul> </li> <li>• At the end               <ul style="list-style-type: none"> <li>- Reviews major points (by the teacher or students themselves).</li> </ul> </li> </ul>				

<p><b>C-</b> Encourages students to participate.</p> <p><b>D-</b> Regards learners' learning style.</p>				
<p><b>2/ Students' participation</b></p> <ul style="list-style-type: none"> <li>- Students listen to each other</li> <li>- They respect other's opinions</li> <li>- They are free to ask questions during the lecture</li> <li>- They express willingness to participate during the lecture</li> <li>- They participate during the lecture</li> <li>- Learner- learners interaction</li> <li>- Learners- teacher interaction.</li> <li>- They face difficulties in participation.</li> </ul>				

## Résumé

L'objectif fondamental de cette recherche est de déterminer le rôle important d'une conférence efficace et pour accroître la participation des étudiants. Dans cette étude, l'hypothèse suggérée qui est la diffusion d'une conférence efficace aide à augmenter la participation et l'engagement des élèves. En plus, la méthode descriptive utilisée dans cette étude par la conception de deux questionnaires et l'observation en classe; Le premier questionnaire distribué aux étudiants de troisième année Université Mohamed Khider de Biskra, ils étaient trente étudiants choisis parmi quatre cent quarante-sept étudiants, le deuxième questionnaire a été distribuée à leurs professeurs de cours, ils étaient sept professeurs. En outre, l'observation s'est réalisée on cinq séances dans deux conférences différentes avec des étudiants de troisième année. L'analyse des résultats a révélé l'importance de la diffusion d'une conférence efficace et son impact positif sur la participation des étudiants qui les encourageant à s'exprimer, à partager leurs pensées et leurs connaissances pour développer leur réflexion afin de participer avec confiance. Pour que cet objectif opérationnel soit concrétise, il faut que la diffusion d'une conférence efficace a pour but d'augmenter et d'accroître la participation des élèves.

## الملخص

الهدف الرئيسي من هذا البحث هو تسليط الضوء على أهمية دور تقديم محاضرة فعالة في زيادة . افترضنا ان تقديم محاضرة فعالة يساعد في زيادة مشاركة الطلاب. من اجل هذا، تم

استخدام الأسلوب الوصفي في هذه الدراسة من خلال توزيع استبيانين واجراء مراقبة صفية. حيث تم توزيع الاستبانة الأولى على:30 447 طالب وطالبة، أما الاستبانة الثانية فقد

تم توزيعها على الأساتذة والبالغ عددهم 7 أساتذة، وعن الملاحظة الصفية فقد تم حضور محاضرتين مختلفتين في جامعة محمد خيضر بسكرة وبالتحديد

. أظهر تحليل النتائج أهمية تقديم محاضرة فعالة وتأثيرها الإيجابي على مشاركة الطلاب من خلال تشجيعهم على التحدث وتبادل أفكارهم ومعرفتهم لتطوير تفكيرهم من أجل المشاركة بثقة. ونتيجة لذلك، يوصى بتقديم محاضرة فعالة خلال جلسة المحاضرة لزيادة مشاركة الطلاب وتحصيلهم