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The Impact of Effective Classroom Management in Enhancing Students Speaking Skill:

The Case of Second Year LMD Students -University of Biskra

Dissertation submitted in partial fulfillment of the requirement for the Master Degree in English

***Option**: Science of Languages.*

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Dedication

This dissertation was completed with the grace of God and the help and support of the kind souls mentioned below.

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Abstract

This study aims at analyzing the awareness of a sample of students and teachers of the problems that arise from neglecting the importance of classroom management in enhancing students speaking skill to second year LMD students at Mohamed Khidher University of Biskra. It has been hypothesized that if EFL teachers of English manage effectively their classrooms, they will assist students for improving their speaking skill, also if teachers play their roles effectively, the learners will interact in the class; as well as, if the Universities Administrations and students are aware of the importance of classroom management in enhancing students' speaking skill, they will integrate together with teachers in the enhancement of their speaking. To evaluate this, we conduct an observation method and questionnaire which is divided into two kinds of questionnaires; the students' questionnaire and the teachers' questionnaire. The first one is composed of thirty-one questions administered to fifty second year English LMD students at Biskra University. The second one conducted of twenty-six questions administered to seven teachers' of Oral Expression of second year English LMD students at the same University during the academic year 2011-2012. The observation method takes place on the second semester of the same academic year in which we attempt to take some notes about the teachers' strategies and methods in controlling his/her classrooms and to see the reaction of students to the teachers' methods. So, it is found that the teachers, University administration and even students of English as a foreign language should pay considerable attention to effective management of their classrooms in order to improve students' speaking ability.

ملخص

تهدف هذه الدراسة إلى تحليل إدراك كل من الطلبة والأساتذة إلى المشاكل التي قد تحدث عند الاستخفاف بأهمية إدارة القسم الجيدة في تطوير المهارات الكلامية عند طلبة السنة الثانية LMD في جامعة محمد خيضر- بسكرة- في البداية أعطينا فرضيات انه لو كان أساتذة اللغة الانجليزية يديرون أقسامهم بفعالية فإنهم ربما يساعدون الطلبة في تحسين مهاراتهم الكلامية وانه لو أن الأساتذة يلعبون دورهم الحقيقي لكان الطلبة يتفاعلون بسهولة في القسم وآخر فرضية هي أنه لو أن إدارات الجامعات، الأساتذة وكذا الطلبة مدركون لأهمية إدارة القسم في تطوير المهارات الكلامية للطلبة لكان الناتج اتحادهم جميعا في التشجيع على تطويرها. من أجل التحقق من صحة الفرضيات قمنا بالاعتماد على الملاحظة العلمية وكذا الاستبيانات لكل من الطلبة والأساتذة. الاستبيان الأول موجه لطلبة السنة الثانية LMD لغة انجليزيةٍ في جامعة بسكرة اشتمل على 31 سؤالا فيما يخص الموضوع وقد وزع 50 نسخة من الاستبيان على 50 طالبا، أما الاستبيان الثاني فقد وجه لأساتذة التعبير الشفوي للسنة الثانية من نفس الجامعة وعدد الأساتذة كان 7. وقد تضمن هذا الاستبيان 26 سؤالا فيما يخص هذه الدراسة. أما فيما يخص الملاحظة العلمية فقد جرت في نفس الجامعة من عام 2010-2011 مع نفس الفئة من الطلبة وذلك لمعرفة الطرق والمناهج التي يستعملها أساتذة التعبير الشفوي في التحكم في أقسامهم وكذا ردة فعل الطلبة اتجاه هذه المناهج. في نهاية البحث توصلنا إلى أنه يجب على كل من إدارات الجامعات الأساتذة وكذا طلبة اللغ ة الانجليزية أن يولوا اهتماما كبيرا إلى دور إدارة القسم الجيدة وآثارها وأنهم يجب أن يتحدو ا مع بعضهم من أجل تحسين و تطوير المهارات الكلامية للطالب.

List of Tables and figures

Table 1: Procedures and rules……...7

Table 2: Students' learning styles……...10

Table 3: Gadner's kinds of intellegences……12

Figure: Language levels……..13

Table 4: Students' Needs…….……...14

Table 5: Examples of Students' Misbehaviors……...20

Table 6: Teachers' roles……..26

Table 7: Students' Age……...…48

Table 8: Students' Gender……..48

Table 9: Teachers' Gender…….....49

Table 10: Period of Teaching at University……49

Table 11: Period in Teaching Oral Expression Module…….50

Table 12: Students' Choice of Studying English…….....59

Table 13: Students' Level in English……..59

Table 14: The Ability of Students to Express Themselves…….60

Table 15: Teachers' Use of Different Strategies and Methods……..…60

Table 16: Students feeling in the Oral Expression course……..61

Table 17: The enhancements of physical environment in making students feel comfortable61

Table 18: The Look of the Classroom……62

Table 19: The Teacher Management of the Classrooms……62

Table 20: Teachers' Rules and Procedures at the Beginning of the Class…….63

Table 21: The Description of the Atmosphere of Students' Classroom……63

Table 22: Teachers' Arrangement of students' Sitting inside the Classroom……64

Table 23: the relationship between the teacher and the students……..….64

Table 24: Teachers' Roles inside the Classroom……65

Table 25: Teachers' Involvement of Students in the Activities…….65

Table 26: Students' Misbehavior inside the Classroom…….66

Table 27: Teachers' dealing with students' misbehavior……...67

Table 28: Students Integration with Teachers in Managing Classrooms……...68

Table 29: Teachers' Motivation to Students……..68

Table 30: Learning Language through Speaking……...69

Table 31: Students' Participation inside the Class……..…69

Table 32: Students' Feeling When Participating in the Activities……..…70

Table 33: Teachers' Encouragement of students to speak…….70

Table 34: Teachers' Feed-back to their Students……...…71

Table 35: Students' Opinion about Oral Expression Module……71

Table 36: Students' Level in Speaking English…….…72

Table 37: The Possibility of Students to Have Difficulties in Speaking……73

Table 38: Students' Speaking Difficulties……...…74

Table 39: Ways Students Possibility to Speak Better……75

Table 40: Teachers' Use of Grouping Students……..…75

Table 41: Students Preference of Working in the Activities……..76

Table 42: The Most Activities the Teacher of Oral Expression Focus on…….77

Table 43: Students' Preference of the Activities……78

Table 44: Teachers' of Oral Expression Use of Authentic Materials…….79

Table 45: Teaching at University……...79

Table 46: Teachers' Attitude toward Teaching Oral Expression Class……..…80

Table 47: Students' Responsibility toward Managing Classrooms……80

Table 48: The Algerian Priority of Managing Classrooms…….81

Table 49: The Algerian Administrations' Management of Classrooms…….82

Table 50: Teachers' Responsibility in Managing the Physical Environment of the Class….82

Table 51: Teachers' Presentation of Rules and Procedures at the Beginning of the Academic Year……83

Table 52: Teachers' Problems in Managing Classrooms……...…84

Table 53: Students Feeling in the Oral Expression Course……84

Table 54: Relationship between Teachers and Students……85

Table 55: Teachers Feedback to Students……...…85

Table 56: Teachers' Effective Roles in Oral Expression……86

Table 57: Students' Misbehavior in the Oral Expression Course……...…86

Table 58: Teachers' Motivation of students……...…86

Table 59: Learning Language through speaking it……..…87

Table 60: Teachers' Urge of Students to Speak……..…88

Table 61: Teacher Talk in the Classroom……...…88

Table 62: Students' Participation in the Oral Expression……...…89

Table 63: Students' Reasons of Participation……..…89

Table 64: Teachers' strategies of group work……90

Table 65: Students' Possibility of Having Speaking Difficulties……...91

Table 66: Students' Speaking Difficulties……..91

Table 67: Teachers use of Different Speaking Activities……...92

Table 68: The Most Activities Teachers Focus on……92

Table 69: Students' Enjoinment of Activities……93

List of Content

Dedication……...….I

Acknowledgement……...……..II

Abstract ……..……III

ملخص …… IV

List of Table and Figures…….....VI

List of Content……VII

General Introduction…….....1

Chapter one: Literature Review

1.1. Overview about Classroom Management ……..3

Introduction……...…..……3

1.1.1. Definition of Classroom Management…….4

1.1.2. Objectives of Classroom Management……....5

1.1.3. Typology of Classroom management……..5

1.1.3.1. Managing the physical environment…….6

1.1.3.2. Managing learning…….....6

1.1.3.3. Classroom procedures and rules…….....7

1.1.3.4. Managing discipline……...…...7

1.1.4. Classroom management and classroom discipline……..8

1.1.5. Factors affecting Classroom management……...8

1.1.5.1. Factors concerning students……..9

1.1.5.2. Factors concerning school…… ……..14

1.1.5.3. Factors concerning teachers……....15

1.1.6. Comprehensive classroom management……....16

1.1.7. Classroom management skills and techniques……...17

1.1.7.1. Classroom organization and seating arrangement……..17

1.1.7.2. Interpersonal relationships in the classroom……..18

1.1.7.3. Managing and conducting learning activities…….19

1.1.8. Students' misbehavior inside the classroom……..…19

1.1.8.1. Factor influencing students' behavior…….....20

1.1.8.2. Managing students' misbehavior……....22

1.1.8.3. Techniques to decrease students' misbehavior……...23

1.1.9. Teachers' roles in EFL Classroom ……....23

1.1.10. Students' responsibility of classroom management…….26

1.1.11. Teachers' motivation of students…….27

1.1.11.1. Definition of motivation……28

1.1.11.2. Types of motivation. ……....28

1.1.11.3. Sources of motivation…….…..29

Conclusion…….……...29

1.2. Speaking Skill…….……..……30

Introduction……...30

1.2.1. Definition of speaking skill…….……...31

1.2.2. Distinction between speech and writing…….....32

1.2.3. Features of spoken language……..33

1.2.3.1. Connected speech feature……33

1.2.3.2. Expressive devices feature……..34

1.2.3.3. Vocabulary, grammar, and pronunciation features…….....34

1. 2.3.4. Negotiation language feature…….35

1.2.3.5. Accuracy and fluency features…….....36

1.2.4. Student's speaking difficulties……...37

1.2.3.1. Lack of interest in the subject Problem……...37

1.2.3.2. Lack of vocabulary and Interference of the mother tongue Problems…….....37

1. 2.3.3. Poor listening practice Problem……....38

1.2.3.4. Poor Grammar Problem……..38

1.2.5. Students' psychological problems…….....38

1.2.5.1. Anxiety Problem…….39

1.2.5.2. Shyness Problem…….…39

1.2.5.3. Self-esteem and self-confidence Problems…….…39

1.2.6. Speaking activities in Oral Expression Course……..40

Conclusion……43

Chapter Two: Research Methodology

Introduction…….....44

2.1. Research Questions and Hypothesis…….44

2.1.1. Research Questions……....44

2.1.2. Research Hypothesis……..45

2.2. Research Design……....45

2.3. Sample……...46

2.3.1. Students…….....46

2.3.1. Teachers…….....48

2.4. Research Instruments……49

2.4.1. Students' Questionnaire……49

2.4.2. Teachers' Questionnaire……....50

2.4.3. Observation Method……..50

2.5. Data Collection and Analysis/ Procedures……51

2.5.1. Stuednts' Questionnaire……51

2.5.1.1.Description of Students' Questionnaire……...51

2.5.1.2. Administration of Students' Questionnaire…….53

2.5.2. Teachers' Questionnaire…….....53

2.5.2.1. Description of Teachers' Questionnaire……...53

2.5.2.2 Administration of Teachers' Questionnaire……..55

2.5.3. Description of the Observation……...56

Conclusion…….…57

Chapter Three: Results

Introduction……...58

3.1. Results of students' Questionnaire……58

3.2. Results of Teachers' Questionnaire……..78

3.3. Results of the Observation…….…...92

Conclusion ……..……..95

Chapter four: Discussion, Recommendation

Introduction……..96

4.1. Discussion……...…96

4.1.1. Discussion of Students' Questionnaire results……...96

4.1.2. Discussion of Teachers' questionnaire results…….....98

4.1.3. Comparison between the Results of the Questionnaires and the Observation..99

4.2. Recommendations……...102

4.3. Research limitations…….....103

Conclusion……..……...103

General Conclusion…….....104

Work cited list……106

Appendices

Appendices

Chapter One :

Literature Review

Chapter Two :

Research Methodology

Chapter Three :

Results

Chapter Four :

Discussion
Recommendation
and
Research Limitation

General Introduction

English language has its international importance in which it is called the “language of the world”. The people attempt to master this language for different aims to chat, to go abroad, to talk with native speakers, or to make researches. The Algerian people also get interested with this language because it is observed here in the Algerian Universities the large numbers of students studying English as a Foreign Language. Unfortunately, the EFL students in Algeria have many difficulties when acquiring foreign languages because of many reasons such as the interference of the mother tongue, the lack of the pedagogical aids, poor classroom management, the learners’ irresponsibility toward the learning process, lack of real motivation, so the appropriate role of teachers is to help students face their problems and speak fluently the English language. For that, EFL teachers have a great responsibility toward their students and they have to find different ways to achieve students’ needs and objectives.

Statement of the problem

All the EFL learners dream of being fluent and proficient in the target language. Hence, the importance of the speaking skill is obvious, but in the M.K.U in Biskra, EFL learners suffer from different obstacles that make the mastery of this skill is very difficult and lead to learners’ losing concentration in the class like the bad weather, the lack of: classes air condition, motivation pedagogical aids, cleanliness, but the offer of desperation and frustrating. In this research, we will attempt to highlight an important issue that could solve these problems and create a clear path to master the English language. This issue is the significance of effective classroom management in enhancing students’ speaking skill in M.K. University of Biskra.

Objectives:

Our research is about finding the appropriate ways in which students could improve their speaking skill and cooperate easily inside and outside the class using the target language. In the same path, we will attempt to prove that the classroom management could play a significant role in helping students improving their speaking skill; in addition to that we will attempt to achieve the goal that classroom management is also one of the effective reasons that could help teachers motivate their students to practice and develop their speaking skill. We will also try to shed the light on the role of teachers, learners and even administrations in the EFL classrooms and to show the importance of integrating together in managing the classes.

Significance of the Study

Our research is about one of the most interesting topics that we meet every day in EFL classrooms in which teachers express their capacities to control the class. We try to shed light on the importance of classroom management in solving the problems that teachers may face inside the class such as the difficulties that students suffer from when improving their speaking skill. Consequently, effective classroom management aims to promote students ability to speak by teachers' motivation and creating an effective classroom environment.

1.1. Overview about Classroom Management

Introduction

Teaching is an important process which could take place only with the existence of three main parts: teacher, student, and the environment, but often problems happen to disturb it. Saricoban and Sakizli talk about these problems and suggest some reasons that lead to such problems; they claim: “These problems may be caused by the students, teachers as well as the physical environment in which teaching and learning take place” (01). Consequently, teachers should have effective ways to solve these problems by having the appropriate skills and techniques of managing classrooms.

The importance of classroom management is observable because as some researchers believe “…228 variables that effect student’s achievement. Among these variables classroom management is at top of the list (qtd in M. S. Farooq 25), but we must put in mind that effective classroom management is not just about solving problems that take place inside the classroom but it is also about avoid these problems in addition to creating a positive environment to develop students’ learning process. (Weimer 02). Therefore, in this chapter, we will attempt to emphasize on the importance of Classroom Management and attempt to focus on the areas could this phenomena affect the teaching and learning process.

The first part of this chapter we will present the definition of classroom management, its typology and objectives, factors could affect it, and high light on the its skills and techniques and how to create a classroom management plan. The second part is about the students’ behaviors and the most factors influence them; in addition to, the teachers role and students’ responsibility of classroom management. The last part is concerning the teachers’ motivation of students in which we defined motivation and presented the different types of motivation as well as types and theories of motivation.

1.1.1. Definition of Classroom management

Classroom management is about all the strategies and materials teachers use inside the classroom in order to reduce students' misbehavior and to create a suitable atmosphere that help students develop their learning skills. According to Oliver and Reschly: "the ability of teachers to organize classrooms and manage the behaviour of their student is a critical to achieving positive educational outcomes" (01). In addition, "Effective teaching and learning cannot take place in a poorly managed classroom... In contrast, well managed classrooms provide an environment in which teaching and learning can flourish". (Marzano and Pickering 01).

Grant Miller outlines that classroom management encompasses four variables which W. Doyle find a critical relationship between them. These variables are: order, discipline, cooperation, and misbehavior; Miller asserts: "According to Doyle, order prompts engagement whereas a teacher uses discipline to curb misbehavior. The result is cooperation". (02).From this explanation we can deduce that teachers use certain procedures and rules to control the classroom and certain disciplines to manage the disturbed behavior in order to make student corporate and interact easily inside the class.

In the other hand, Amy B. Tsui also assumed that Classroom Management:

> ...is frequently used to refer to aspects of classroom organization, such as conducting individuals, pairs, or group work, maintaining order; dealing with disruptive behavior; and handling daily business, such as collecting assignments and taking roll calls. (138)

Therefore, teachers must have the abilities and experiences in managing their classes in order to be success in the teaching process. Furthermore, teachers speaking as native speakers and being knowledgeable about the teaching strategies in not enough to be good

teachers, but also they should have the ability to manage their classes and to improve it (Qinglan, Junan and Shongshan 07).

1.1.2. Objectives of Classroom Management

Classroom management aimed to flourish teaching and learning process in which teachers and students benefit from; in well managed classrooms, teachers could work easily, lessons will run smoothly and students understand and grasp the output effectively. Eggen and Kauchak proposed only two main goals which are creating positive environment and developing students' sense of responsibility and self-regulation in maintain classroom management (qtd in Bachar 03).

The first objective is about what the students need in order to be comfortable and to feel with safety in their classrooms. The positive environment could let student interact easily in the lesson and communicate effectively without any fear of receiving negative expressions or to be embarrassed.

The second objective talks about promoting student' a sense of responsibility and self-regulation in maintain classroom management by allowing students help teachers in managing the class and making them feel responsible for their actions and behaviors as Metzger asserts: "students viewed as young citizens who must learn to make decisions and accept responsibility for their actions." (01). Moreover, when teachers present their lessons, student must respect them and must be responsible for their behavior and do not disturb teacher and let the course run smoothly.

1.1.3. Typology of classroom management

When managing the classes, it is important if teachers are aware of managing all the aspects that could refer to them and to students the right circumstances which assist them in developing the learning and teaching process Ming–Tak and Wai-shing outline that

teachers must be sure of managing physical environment, learning, procedures and rules as well as managing discipline (qtd in Bachar 03-04).

1.1.3.1. Managing Physical Environment

Managing the environment in which the teaching and the learning process ere take place is very important procedure because a good progression and effective interaction of both students and teachers cannot take place without appropriate atmosphere and well managed environment. In the same path, Ridwan Mohamed Osman agrees that: “Teacher skills and knowledge in classroom management cannot have much effect if the environment in which learning is to take place does not support the process. Students need an environment that caters to their needs”. (44).

1.1.3.2. Managing learning

Managing learning is the teachers’ responsibility and it is the main role can any teachers play. Teachers are required to prepare validity lessons with the necessary materials and audio-visual aids in addition to assessing both students’ progression and materials used as well as the good planning for the sequence of the lessons’ parts in the allotted time. Managing learning could include managing activities which are the main issues that make students involve and interact in the classroom; thus, “Activities are selected in part on the basis of their potential for involving students in the lesson.” (Ridwan Osman 54). Accordingly, managing learning or instructions, as Mohamed Ridwan Osman cites, may allow to good results of students’ engagements and the well understanding of the lessons (54).

1.1.3.3. Classroom Procedures and Rules

According to Harry K. Wong, “The major problem in our schools is not discipline. It is the lack of procedures and routines” (02). Teachers must set their principles from the beginning to do not let student go out of their control and disturb the learning process. Oliver and Reschly claim that teachers must be aware of the students’ negative or positive behaviors and must prepare the right feedback for each behavior (07). These expectations of the behaviors and the knowledge of how to deal with any kind of behaviors allow teachers to achieve the respect of the students and to decrease disruptive behaviors that could have a bad impact on the development of the students’ learning.

Rules and procedures are very important to be applied; thus Brophy and Evertson assert that teachers’ achievement could be reached by the explanation of the objectives of the rules and the objectives behind using them, so students will acknowledge and respect them (qtd in J. Marzano,S. Marzano and Pickering 16). Maxom set a group of procedures and rules that teachers could apply to mange classrooms such as:

- Students should not come late, but latecomers must not make disruption.
- Each student must have his/her own material
- Students must not misbehave in the classroom.
- Students are not allowed to smoke, to eat, nor to use mobiles.
- Students should not speak in the class unless they get the permission from the teacher.

Table 1: Procedures and rules adopted from Maxom 130-131

1.1.3.4. Managing Discipline

Disciplines are ways which teachers use when students disturb the smooth running of the lesson or create problems inside the classroom to impede the teaching process;

accordingly, they are significant issues as Duke mentions: “the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur” (qtd in Fan Yi 128). Any teacher has his / her own procedures and rules which they are not acceptable to be broken down by the students, but if students do not respect their teachers’ rules, teachers may first warm them verbally, but if they repeat the inappropriate action, teacher could then warm them actually by; for example, knocking the desk or the board. If students repeat again, teachers could treat the misbehavior with the appropriate punishment.

1.1.4. Classroom Management and Classroom Discipline

Classroom discipline is about the rules teachers apply in order to decrease students’ misbehavior and make the classroom environment suitable for the smooth running of the teaching and the learning process. In the other words, classroom discipline is part of the classroom management that teachers focus on; so the classroom management is about teachers skills and techniques in controlling classrooms and classroom discipline is about students’ misbehaviors inside classrooms and the way teachers deal and react on these misbehaviors. “Discipline is closely bound to teaching and instruction and good discipline can be ensured through good management and teaching skills” (Waster Cape Education Department sec10:01). Then classroom discipline is a significant issue that teachers must include in their way of teaching and must have skills and abilities to achieve good results.

1.1.5. Factors Affecting Classroom Management

Classroom management, as we have mentioned before, has a crucial role in teaching and learning processes, but this important issue is affected by different factors which could be cooperative or even uncooperative in creating a well managed classroom. Arif Saricoban and Sevilay Sakizli divided these factors into three main categories: factors

concerning students, factors concerning school environment, and factors concerning teachers. (14).

1.5.1. Factors concerning students

Student are the main part in the classroom, they are the reason beyond building schools and universities. For that, there are numerous factors that should EFL teachers take consider when they manage their classes; the main of these factors are the students" characteristics and differences as well as their needs as we attempt to clarify bellow:

1.1.5.1.1. Characteristics and Differences of Students

We can conclude them in:

- **Age:** Learning process differs according to the age of the students, Jeremy Harmer stated: "the age of our students is a major factor in our decision about how and what to teach. People of different ages have different needs, competences, and cognitive skills" (37). Then he added an example of how could children acquires a language from playing with others but adults may use different manners.
- **Personality:** "Loosly defined, *personality* refers to stable patterns of behaviors or traits that predispose an individual to act in a specific (more or less consistent) manner." (qtd Chamorro-Premuzic and Furham 01). So that, personality is the person own characteristics, gestures, actions, feeling, self-esteem, inhibition, anxiety, empathy of the person and each person has his /her own personality.
- **Attitude:** It is about the students' attitude toward the target language. There are positive and negative attitude. The positive one is when students have not any problem in learning the target language and they have not any problem with this language culture, but the second kind of attitude is when students have difficulties in accepting or understanding the target language culture. Douglas Brown claimed that teachers

could simply change negative attitude of students by using movies, videos, or books to evaporate the misunderstanding and implant that each language has its own culture and value which students have to respect. (181).

- **Motivation:** It is "the need or reason for doing sth; a feeling of interest in doing sth: I'm suffering from a lack of motivation. My new job is really boring". (Oxford Word Power 487). So students they learn a language or any information if they know its benefit or importance they know that they will get a good marks and evaluation. (Ryan and Deci 55) however, motivation is important in the learning process because motivated student learn effectively rather than unmotivated student; Chambers stats: "…the learner, who does not participate in the process and the activities within it does not learn…" (08).
- **Learning styles and strategies:** In one hand, Harmer presented four main learners styles which are:

Learners' styles	**Explanation**
Coveragers	students who prefer to work by their own. They trust in their abilities and they belive that they are competent.
Conormists	students who like to have competence in the target languge but not performance. They like calm and silent atmosphere.
Concrete students	are those who prefer to learn from experements and conclud results and information from their own experience. They like to work in groups.
Communicative students	they learn from communication and they have a remarkable confidence in their abilities. They do not have any diffeculties when speaking in the class.

table 2: Students' learning styles, adopted from Harmer (42-43).

In the other hand, Seifert and Sutton outline that there are other kinds of learning styles in which student use to learn. They sugest that some students learn using their sense of seeing (they prefer to learn using diagrams, images, films, or writing in the copy book). in addition to students who learn through listening to explanation of teachers, interviews, or radio. Furthermore, there some students who have the ability to mix the other strategies in learning ; for example, they prefer to listen to the teacher and in the same time to watch the pictures (67).

- **Multiple intelligences:** Howard Gardner presented the theory of multipule intelligences in

which suggests that students have eight different kinds of intelligences which are proposed in the table bellow:

Form of intelligence	**Examples of activities using the intelligence**
Linguistic: verbal skill; ability to use language well	• verbal persuasion • writing a term paper skillfully
Musical: ability to create and understand music	• singing, playing a musical instrument • composing a tune
Logical: Mathematical: logical skill; ability to reason, often using mathematics	• solving mathematical problems easily and accurately • developing and testing hypotheses
Spatial: ability to imagine and manipulate the arrangement of objects in the environment	• completing a difficult jigsaw puzzle • assembling a complex appliance (e.g. a bicycle
Bodily: kinesthetic: sense of balance; coordination in use of one's body	• dancing • gymnastics
Interpersonal: ability to discern others' nonverbal feelings and thoughts	• sensing when to be tactful • sensing a “subtext” or implied message in a person's statements
Intrapersonal: sensitivity to one's own thoughts and feelings	• noticing complex of ambivalent feelings in oneself • identifying true motives for an action in oneself
Naturalist: sensitivity to subtle differences and patterns found in the natural environment	• identifying examples of species of plants or animals • noticing relationships among species and natural processes in the environment

table 3: Gadner’s kinds of intellegences: (qtd Seifert and Sutton 68-69)

Kelvin Seifert and Rosemary Sutton, in their book *Global Text Educational Psychology*, comment that the Gardner s’ theory claims that teachers must differentiate in the instructions in order to counter the students multiple intelligences (70). Teachers in this

case must use different teaching strategies in order to fit all students' needs because students have different learning styles and have multiple intelligences.

- **Language levels:** This is figure represent the different levels of students learning a language. It is stated by Harmer:

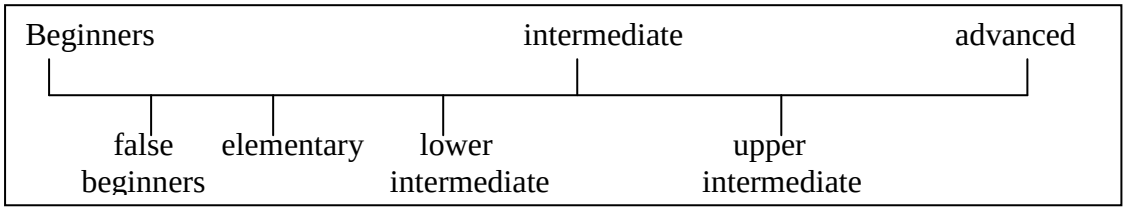

Figure 1: Language levels (12)

From this diagram we can conclude that there are three main levels: Beginners, Intermediate, and Advanced students. Each of these levels requires a specific treatment and instructions from teachers; in teaching a language, beginners require a simple language, simple instructions and very understandable explanations and activities. In the other hand, at the other higher levels the language should be complex and different higher levels of activities. (Harmer 13-14).

1.1.5.1.2. Students needs.

It is about students' different needs which diverse according to the diversity of the source of each need. The table bellow shows the three types of learners' needs presented by Hitomi Masuhara:

LEARNER NEEDS	
Kinds of o needs	Where the needs come from
Personal needs	Age gender culture background interests educational background **motivation**
Learning needs	**Learning styles** Past language learning experience Learning gap (i.e. gap between the present level and the target level of language proficiency and knowledge of target culture) learning **goals** and expectations for the course **learner autonomy** availability of time
(Future) Professional needs	Language requirements for employment, training or education

table 4: Students' Needs adopted from Spartt, Pulverness and Williams (57)

In this table, it is showed that the different three need come from different sources. For example the personal needs differ from adult students and young students (age). In addition, it is quite obvious that men and women could have different needs (gender).

1.1.5.2. Factors concerning school environment

According to Saricoban and Sakizli, the teacher should be sure of the appropriate aspects that could facilitate the running of the lessons (14). For example, teachers must be sure that the physical environment of the classroom is well managed in which good small, clean and students will feel relaxed inside of it. Another thing that is important to be managed effectively is that the materials used are the appropriate ones, serve the

instructions and help the teachers. Furthermore, the seating arrangement of the students is significant issue to be effectively organized and fit the learning process. In addition to that teacher s' desk should be putted in a position that make all the students are seen by the teacher. The appropriate use of board and beneficial equipments is another thing teachers must be sure of as well as the number of students in each classroom; for example, it is not acceptable to have a huge number in small classroom. (15-17)

1.1.5.3. Factors Concerning Teachers

Saricoban and Sakizli divide factors concerning teachers into two major principles: The basics of effective teaching that include the aspects of the teaching process and the importance of teacher training in classroom management that is about teachers experience and skills in the teaching (21).

1.1.5.3.1. Basics of Effective Teaching

The first most important issue in effective teaching is lesson design in which teachers must prepare their lessons effectively before coming to classrooms. They must first select the course aims and objective which shape the useful activities and the materials needed to smooth the progress of lessons (Spartt, Pulverness, and Williams 87) and then, they could put the full steps of the lesson that they must present in the time allotted . The second issue is about the Students' motivation which is the most essential desire of any teacher. Teachers here could enhance students' motivation by letting students choose subjects that are related to the real life. (Saricoban and Sakizli 22) or by presenting activities that could interest the students and make them interact easily in the lesson. Third, Teachers' feedback also has its great impact on students' motivation; as Saricoban and Sakizli mention that feed back is significant "because it gives valuable information to the students on their progress. It also provides teachers with the areas that need revising and improvement"

(22). According to Peter Westwood, The feedback that is comes as an immediate response to the students' effectiveness is the accurate one. (63). Fourth, it is about teachers' roles and styles in which they should play different roles in the classroom; as instructors of lessons, guiders, friends, controllers, or managers. Furthermore, they must use different styles of teaching to fit all the different of students' learning styles. Finally, the last issue is teachers' voice and body language in which they must control their voice and body language because each sound and action are counted and have great impact on the students' reaction in the class.

1.1.5.3.2. Teacher Training in Classroom Management

The most appropriate way to achieve an effective classroom management is by having an experience in the field and being expert and skilful. Teachers need to train themselves in classroom management in order to be effective teachers. Saricoban and Sakizli commented that recently, the most important thing is being skilful in managing the class which has positive results in enhancing students' progress and helping poor managers to increase their abilities and skills in managing classrooms (23).

1.1.6. Comprehensive Classroom Management

Comprehensive classroom management is about teachers well managing of all the aspects of the teaching process in order to facilitate this process. In other word, comprehensive classroom management is the teachers' exertions to find appropriate solutions to deal with students' misbehaviors and the extreme attempts to avoid them. (Mohamed Osman 11). Therefore, teachers ought to manage successfully the materials needed, arrange students' seating, use appropriate audio-visual aids, prepare well the lessons, deal with up-to-date subjects, give suitable feedback, utilize correct disciplines for the misbehavior and assess the students' learning progression as well as to be

knowledgeable about different students' characteristics and diversities to achieve comprehensive classroom management.

1.1.7. Classroom Management Skills and Techniques

Teachers' main objective is to be respected by their students, reaching a higher progression of lessons without any disturbed behaviors, and making a respectful and good contact with students. In addition to create a suitable context in which everybody inside the classroom feel relaxed and motivated to be all time involved in all the parts of any lesson as well as feel satisfied with their styles and techniques in controlling their classrooms. These objectives cannot be achieved unless teachers' be knowledgeable about the good styles and techniques that make their classroom management effective. For example, putting appropriate discipline, knowing students by their names, encouraging students by presenting fascinating lessons and using all the audio-visual aids for create suitable physical environment (Western Cape Educational Department sec10:1). But there are three things that should be concentrating on when managing the classrooms:

1.1.7.1. Classroom Organization and Seating Arrangement

Inside the classroom, teachers have to manage the physical setting of the classroom like being sure of availability of equipments and materials necessary for proper progression of courses. Teachers have to prepare each lesson's materials and needs and to be aware of all the audio-visual aids that are necessary to facilitate the lesson and enhance students involve in the parts of the lesson. Moreover, teachers' must fix the seating arrangement regarding to all characteristics of students and to students who have exceptions; for example, students who have body deficiencies like impaired vision and impaired hearing. Mohamed Osman cited principles teachers should consider when arranging the seating in the classroom. First, the setting of desks, tables and chairs must be in appropriate way that

could let a space for oral presentations or for create a clear in which teachers moves in the classroom and guide students how to enter and exit the classroom. Second, the location of the teachers' desk should be in a place that let teachers see all the students. Third, it is necessary to have a place where the materials and equipment are stored (45).

1.1.7.2. Interpersonal Relationships in the Classroom

In the classrooms, it emerges two kinds of relationships: between teacher and his/her students and students with each others in which classroom looks like the sweet home for its members (teacher and his/her students). Like any family, this family, created here inside the classroom, may face difficulties in their progression or some problems could emerge between some family members, but each member must perform well in order to help each other achieve success and to create a relaxed learning atmosphere.

1.1.7.2.1. Teacher-Student Relationship

Teachers attempt in hard way to create a suitable relationship with their students in order to have a good environment to present lessons; Stronge cites that: "Another key to preventing negative behavior is the relationship between the teacher and students" (45). There are different ways, in which teachers could develop this kind of relationships like trying to learn by heart the names of their students to gain their trust because , as Tschannen-Moran believes that: "Without trust, students' energy is diverted toward self-protection and away from learning" (qtd in Stronge 45).

As well as there are other manners like asking students whether they need help, creating a relaxed context in which students feel easy in expressing their opinions, encourage students to collaborate in presenting lessons, or letting them feel free as they are important members in real family. In similarity, students also have to respect teachers as parent as possible.

1.1.7.2.2. Students-Students Relationship:

Teachers must guide their students and advice them to respect each other personalities and properties. They must treat each others like brothers and sisters, and whenever someone has suffered they integrate together to help him/her. This wonderful atmosphere is the responsibility of teachers, but it does not exist without the help of the students. The only way that make students integrate together is by working with each other in pair or group so their relationship will be strong because as Mohamed Osman asserts that teachers when making students work in groups, it leads to decrease in destructive behavior and creates a entertaining atmosphere in the classroom (50). Thus, working in groups make students collaborate together and will not let them hurt each other by labeling each others with bad names, stealing others properties, or fighting with their classmates.

1.1.7.3. Managing and Conducting Learning Activities

Teachers should choose the appropriate learning activities that could promote students' engagement because "Good instruction aids management by keeping students involved in appropriate learning activities, and it helps prevent failure, frustration, boredom and confusion"(Mohamed Osman 53). When teachers present a good instruction and apply all the needed materials, students will motivated and will easily interact in the classroom and develop their learning process. As a result, teachers should take into consideration that students could not concentrate or be motivated in just one activity, so teachers must make it possible to present different activities in one lesson of course with respecting the time allotted for each course (Mohamed Osman 54).

1.1.8. Students' Misbehavior inside EFL Classroom

Students' behavior inside the classroom is not expected from teachers, students may feel bored or uninterested with the course, so they behave inappropriately. Students'

misbehavior is a reaction that translates their psychological status of frustration and unwillingness to continue studying. Mohamed Osman defines student's misbehavior as when the behavior of the students not only hinder him/ herself for continuing study but also prevent his/her classmates this is called misbehavior. (22). There are some familiar distributive behaviors such as the ones presented by Michelle Maxom which teachers ought to expect from their students:

misbehavior 1	Smart students may ask teachers different questions in order to show off or in order to put teachers in bad positions.
misbehavior 2	Some students may ask question in the middle of the explanation that have no relation to lessons.
misbehavior 3	Some students may aggrieve their classmate or students who try ridicule because they feel they are better than others.

table 5: Examples of Students' Misbehaviors, (133)

1.1.8.1. Factor Influencing Students' behavior

Mohamed Osman in his book "classroom management and supervision" mentioned two factors that can influence student behavior: school factors and social factors.

1.1.8.1.1. School Factors

Students may be affected by many causes in which makes them react inappropriate way, inside the school, one of the most reasons that make students respond inadequately in the class is the teachers' treatment; for example, some teachers prefer to work with certain group of students and discount others. (Stronge 45). In addition, some teachers do not explain well some points that could dismiss the students' understood of the lesson. Teachers' over control of the students and classroom may also lead to misbehavior by the

students to free them as well as the lack of enjoyment and entertainment in when presenting lessons. Another reason is the students' self-esteem which has a great importance in the progression of the learning process. (Harmer 127). Students' self-esteem could affect the students' engagement and make they behave inappropriately to decrease their feeling of boring and dull.

1.1.8.1.2. Social Factors

Mohamed Osman argued that although teachers could not find solutions for the social factors that could influence the students' behavior, but being knowledgeable about them allow them to decrease these factors' affection. He also stated five main social factors which could negatively affect the students' behavior, these factors are:

- Family structure and stability.
- Poverty.
- Child abuse and negligence.
- Work of parents.
- Student drug use. (23)

As it is mentioned before, there are different feature that could easily influence students' behaviors. For example, when students have many family problems they could not concentrate in the class and they may try to react in bad way to express their angry feelings. In addition to that, there are some material problems such as poverty, idleness of the parents, or the huge number of the family and the poor income. In this case, students may feel worry about the bad circumstances of their families. Furthermore, the careless of the students by their families and the feeling that sisters or brothers are more than important than them; this case create terrible feeling and make students do anything in order to attract the parents' attention even though disturbing the progression of their lessons in the class or even taking another worst path which is drugs.

1.1.8.2. Managing Students' Misbehavior

Many researches agreed that effective teachers the ones who spend times in preventing misbehaviors not the ones who attempt to deal with the misbehaviors. There are many techniques teachers may follow in order to deal or even to eliminate the disruptive behavior; Li Qinglan, Wu Junyan and Ho Shongshan high lightened some techniques to treat the misbehavior.

- Teachers may stop talking when recognizing that there are some students are talking with each other or doing something not appropriate, so students they may know their fault.
- Teachers when recognizing the disruptive student they could walk and go next of them to reduce the misbehaviors and student will stop doing that.
- If the previous techniques do not work with certain students, teachers may use communicative way. Teachers could talk to the disruptive students after finishing the lesson.
- Another way teachers may use is proper punishment, but teachers should choose the appropriate punishment that makes students never repeat the misbehavior not that makes them hate the teacher. There are two types of punishment; the first when is when teachers isolate, for short period of time, the disruptive students from the classroom activities in another place which is dull and makes the student feel bored. The second is when teachers remove "a quantity of reinforces related to a response"; for example, they may take a color pen because the students was painting his/her desk this second possibility is called "Response cost" (6).

1.1.8.3. Techniques to Decrease Students' Misbehavior

The most appropriate way that could decrease the students' misbehavior is the teachers' effective management of the classrooms, for that we can conclude that teachers need to create a positive environment in both school and classrooms also control and motivate students' engagement in managing and developing the lessons. As well as to apply proper rules and procedures with the explanation of the objectives behind each one of them and create procedures that support good behaviors or give the appropriate feedback to the well done students. I addition to that, teachers must look for suitable strategies that can decrease disruptive behaviors by finding appropriate techniques to control their students.

1.1.9. Teachers' Roles in EFL Classrooms

Teachers inside the class could play different roles in order to achieve students' trust and respect. The proper manners that create effective managers are the teachers' responsibility toward their students and classrooms, so teachers are required to facilitate learning, help students, to manage, to control classrooms, to organize, to prepare lessons, assess progression and even to treat students as friend.

1.1.9.1. Controller

The controller is teacher who takes the responsibility of his/ her students and classroom. The main characteristics are the one who makes orders, prepare activities, "read aloud" and guide the classroom. (Harmer 58). In this case, teachers are the most responsible and who make final decisions about anything happen inside the classroom, so students must follow their orders and respects their decisions.

1.1.9.2. Organizer

Teachers in this case organize the work students have to do and guide them about the steps they are going to do in order to fulfill the activities. Harmer stated that this kind of teachers attempts to engage students in the activity and organizes them to work into pairs or groups and inform them how to work. (58-59). For example, teaches group students and give them an activity to work on and then guide their steps and show them how they will work in order to have desired success and involve students in the activity.

1.1.9.3. Assessor

This kind of roles is so important in which teachers are asked to evaluate their students' progression and give them the appropriate feedback. According to Harmer: "students need to know how and what they are being assessed" (60), so teachers should inform their students about the required criteria that should be assessed in order to have an idea about their level of progression and how well they work.

1.1.9.4. Prompter

Teachers should motivate their students to work effectively and engage in any presented activity. When students lose the ability to work and feel uninterested in the topic, teachers here play this role to increase the capability to involve with the others. (Harmer 60). Teachers have to differentiate in their teaching strategies and activities in order to achieve students' motivation and meet students' interest to engage them in the activities and develop their abilities of learning.

1.1.9.5. Participant

Harmer affirmed that there is sometimes in which teachers need to be a partner in the activity with students. (60-61). Therefore, teachers sometime integrate with students in

order to facilitate the lesson and share with them experiences of collaboration in developing and achieving their objectives. For example, in a discussion, teachers could open the discussion and help students to get in the subject and let them express their opinion about a certain points and time to time they may need to redirect the discussion.

1.1.9.6. Resource

Students may need help in finding appropriate information about the obtainable activity; for that teachers could be sources of these data or could help them where they will find the necessary information. (Harmer 61). For example, in any activity students may not understand how to work or do not some words, so teachers must help them and play the role of source to answer all the problems that may face the students when working on the activity.

1.1.9.7. Tutor

When students are working in a assignment, teachers can direct them and help inform them about the best manners they should follow, so “In such situation [teachers] are combining the roles of prompter and resource, acting as tutor.” (Harmer 62). Hence, teachers here motivate students to learn and involve in the activity and at the same time help them to work effectively and give them the instruction they need to complete their work.

1.1.9.8. Observer

Teachers must observe their students’ learning development, but not all of the time and each word they pronounce. Time to time teachers should give their students proper feedback to motivate them or to correct them, so they need observation. In addition to that, “teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lesson so

that they can, if necessary, make change in the future". (Harmer 62). In other words, when teachers make the observation method do not only observe the students progression but also the validity of the equipments that have been used in supporting the lesson.

The next table is about other roles of teachers:

Role	The teacher
1 Planner	prepare and think through the lesson in detail before teaching it so that it has **variety** and there are appropriate activities for the different learners in the class.
2 Informer	gives the learners detailed information about the language or about an activity.
3 Manager	organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and **routines** (i.e. things which are done regularly) for behavior.
4 Monitor	goes around the class during individual, pairs and group work activities, checking learning.
5 Involver	makes sure all the learners are taking part in the activities.
6 Parent/Friend	comforts learners when they are upset or unhappy.
7 Diagnostician	Is able to recognise the cause of learners' difficulties.
8 **Resource**	Can be used by learners for help and advice.

table 6: Teachers' roles adopted from Spartt, Pulverness, and Williams (145).

1.1.10. Students' Responsibility of Classroom Management.

Students have not only the responsibility of developing their learning skills but also they have some responsibilities toward their classrooms. Teachers may integrate their students in presenting lessons as well as managing classrooms and take some responsibility that make them after time make correct decisions. Raymond Wlodkowski noted that:

> Because discipline is so often applied as control, it comes across to the student as a form of direct or implied threat. We essentially say to the student, "If you don't do what I think is best for you to do, I am going to make life in this classroom difficult for you. (qtd in J. Marzano, S. Marzano , and Pickering, 76).

Students are always the ones who receive orders and the ones who follow the teachers' directions not because they are pleasured, but they are obliged. Consequently, some students feel that going to schools as a routine or an obligatory, so they may feel bored, lose the desire of learning, and even they can escape from study. Devon Metzger commented that, when teachers involve their students in managing the classroom and leave them take some how the responsibility, students could manage and improve their behaviors (01). He also added that, student when they have the chance to choose their activities, materials, and how to progress the lesson could free the teachers and help students to evaluate themselves and improve their abilities and capacities.

1.1.11. Teachers' Motivation of Students.

There are several ways which could help students reach their objective of being fluent and accurate in English language; according to Socket declared: *"Education is, at least, the endeavor to get people to do things they could not previously do, to understand things they did not previously understand, and perhaps, to become the people they did not expect to become"*.(qtd in Alderman 03). From this quotation, we can explicit by Education; student could reach their objectives and could make their dreams come true as well as being successful people in the future. The principle or the resources that could make that happened is the teachers' motivation to their students; teachers duty is show their students accurate ways to develop their learning and thoughts, to live their dreams, and to never

give up. (Alderman 03). Consequently, motivation is the main issue that teachers do in order to develop students' ability of learning.

1.1.11.1. Definition of motivation

Motivation is a simple term to understand but a complex term to define; "The term *motivation* comes from the Latin verb *movere*, which means *to move*" (Reynolds and Miller, 104). There are researchers who said that it encompasses three main components which are: personal and socio-cultural, classroom environment, and internal components. (Dembo 52-53). Motivation from this point of view is affected by the students' family, social, school environments as well as his beliefs and characteristics. Students are required to have good characteristics, strong faith in their capacities, have optimistic people around them, relaxed classroom environment, and helpful values and culture in order to be effectively motivated to reach the vital goals.

In the other hand, Brown comments in the cognitive view about motivation that includes some factors such as the need for exploration, activity, stimulation, knowledge, and ego enhancement". (160-161). Here, Brown wants to shed light on what students needs to do in order to be motivated; they must be active, look for new data, motivate themselves, and find the trigger that make them work. To sum up, motivation is the feeling or the will to do something because you feel that is the right thing.

1.1.11.2. Types of Motivation

Motivation is divided into two major and familiar types: Extrinsic and Intrinsic motivation. When students are pushed to study in order to gain positive reward, these students are extrinsically motivated, but when the students learn to achieve their own objectives and self-satisfaction, these students are intrinsically motivated (162). So the first one is about the external factors that influence the students and stimulate them to do something such as obligatory to do something, the others' desire, as well as the necessity

and the second is Intrinsic motivation which is about the personal desire, the strong feeling that push students to do something, and satisfaction to reach that goal.

1.1.11.3. Sources of Motivation

Sources of motivation according to Harmer can be derived from anything around students or from the students themselves; for example, students when learning a foreign language, their society could affect their attitude toward this language (Harmer 52). In other words, society could be a source of motivation that enhances students to learn this language or could be the source that creates a negative attitude to not learn this language. Other source that could be affect students motivation is the inspired people (Harmer 52). Students in this case can be affected by people who inspire them to learn the target language, but those people could be close people or may be famous people. In the same path, Teachers could be the most effective factor that could motivate students (Harmer 52). As we have mentioned before in the different roles of teachers there is “the motivator”, so teachers could easily motivate students to learn or may do the contrast. The last source we could mention is about the methods students follow in learning and the methods teachers follow in teaching (Harmer 52). These methods are considered as a vital factor of motivating students because teachers and students will choose methods that benefit them and help them.

Conclusion

Teachers in the EFL classrooms have a significance role that could help students find the appropriate atmosphere to develop their learning abilities. This role is about managing effectively the classroom. Thus classroom management is a critical issue that attempts to facilitate students learning process by providing suitable physical environment and motivating as well as developing students’ responsibilities. Classroom management has a great impact on the field of education in which teachers should make an extreme

effort to manage effectively their classrooms by having the skills and experiences needed in this domain.

1.2. Speaking Skill

Introduction

The main objective, in acquiring English as a foreign language, is to speak it fluently and accurately. In order to achieve this objective students are asked to develop their abilities and capacities to master all the learning skills: listening, reading, writing and speaking. These four skills are the gate of success and the window that overlooks on the ability of being as native speakers as possible. One of these skills is speaking skill which has a great importance, and it takes an efficient amount of strength to be developed and promoted. Many students have difficulties in mastering this skill and "…it is perhaps unsurprising that even the most advanced students still feel most at a loss when they trying to take part in spontaneous, informal conversation in a new language." (Hughes 134). For that reason, EFL teachers must pass an adequate amount of time attempting to find appropriate manners to decrease students' speaking difficulties and to apply sufficient activities that could promote this skill.

In this chapter we attempt to convey the importance of speaking skill in the learning process by giving the definition of this skill and mentioning the distinction between the speaking and the writing skill. We also highlight features of spoken language that make this skill exceptional rather than the other skills. We also try to shed light on the students' speaking difficulties as well as the psychological barriers that hinder them to master this skill. Finally we cite some speaking activities that teachers can practice in the classroom to enhance students' speaking abilities.

1.2.1. Definition of the speaking skill

Speaking skill is one of the productive skills; it means the practical pronunciation of the language in order to express points of view, thoughts, feelings, or attitudes. In order to be skillful and fluent in the target language, students should be aware of and about the cultural, social, and political factors of that language. (Hughes 08); in addition to all the mentioned aspects; students must be knowledgeable of course about linguistics rules because they are the essentials and the basics of the language.

While speaking people could react with different actions in which they express their attitude, feeling, opinions, and ideas. Spartt, Pulverness, and Williams state eighteen things that people do while speaking:

"1 pronounce words
2 answer questions
3 use intonation
4 ask for clarification and/or explanation
5 correct themselves
6 take part in discussions
7 change the content and/or style of their speech according to how their listener responds
8 greet people
9 plan what they will say
10 smile
11 ask for and give information
12 respond appropriately
13 persuade
14 start speaking when someone else stops
15 tell stories
16 use fully accurate grammar and vocabulary
17 use tenses
18 take part in conversations" (34).

According to Petrie :"speaking is an activity which most of us spend a great deal of time engaged in, apparently without any effort and with not very much thought."(qtd, Rym Ghosn El-Bel Chelbi 45). In any discussion or conversation, people do not prepare the dialogue before, but they do it extemporal, without any previous thinking of the subject. People can use their background information or schema to speak or respond to the other participants of the conversation; so they can:

“ask questions	describe	explain	narrate	inform	present
argue	dispute	disagree	discuss	negotiate	clarify
share	analyse	evaluate	comment	report	reason

express and justify opinions recite and read aloud etc.”(qtd in Dean 130). So people when uttering or responding to each other may use different expressions and ways of talking to convince the listeners about what they mean to say.

1.2.2. Distinction between Speaking and Writing

Receptive and productive skills are distinguished each one by its role. Receptive skills are about the skills that human acquiring information (input) through them; in the other hand, the productive skills that reflect the human output. The productive skills are speaking and writing; speaking is not so different from writing but some researchers distinct between them and they enumerate some points that make each one specific from the other.

The obvious differences are the spoken language is performable using simple vocabulary and it disappears when the conversation is ended but in written language, writers use complex vocabulary, well organized sentences and paragraphs as well as it does not disappear because it is written. Additionally, Jones declares: “In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper”. (qtd in Richards 19). Jones tries to state that in speaking we deal with real audience and real listeners, but in writing, the writer does not know his/her audience; he/she just deal with the paper he/she writes on. Alun E M Roger suggests that in the spoken English the participants are engaged in the same context which providers to them well-understanding of subject and opportunity to correct misunderstanding, errors ask questions, ask for clarifications, and also developing the subject. In contrast, he states that written English is poor from this side, in which participants could not develop or discus the

subject and the audience may misunderstand the writer but in this case he/she do not be able to correct this misunderstand.(03). In the Spoken English, participants also have the ability to change the subject and discus many subjects in one conversation, but in the written English, participants could not do that because the separation of the context and the time.(Roger, 04).

1.2.3. Features of Spoken Language

As we stated before, spoken English has many features that make it special from other English language skills and could enable speakers to perform well and be understood from listeners; Sari Luoma cite:

> "to speak in a foreign language must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation and also they must understand what is being said to them and be able to respond appropriately […] or to achieve their communicative goals." (IX)

Consequently, the spoken language has different and important issue to be mastered in order to have the ability to speak fluently and accurately the English language. Jeremy Harmer in his book "The Practice of English Language Teaching" applies some features of the spoken language in which we will declare bellow and we also cite other features that other researchers have mentioned.

1.2.3.1. Connected Speech Feature

It is about the ability of speakers to use assimilation, elision, contraction, and all the patterns of the spoken language that make students' language fluent and understandable as much as native speakers. (Harmer 270). Harmer shows some examples about the previous

patterns such as assimilation as in “green pen” it becomes /gri:mpen/, elision as in “ I can’t dance” it becomes /aika:nda:ns/, contraction/linking as in “I am” it becomes /aijæm/. (32). From this feature, we explicit that students mast have the ability to play with words and even sounds when they trying to talk as native speakers whom have special ways to communicate with each other’s in which they make foreign students could not understand them easily.

1.2.3.2. Expressive Devices Feature

It is about the different ways and styles speakers use to express their feeling and thoughts such as using stress, intonations, speed of utterances, and pitch. As well as using the para-linguistics features. (Harmer 270). According to the mood of any person on some situations they can express their feeling of angry, for example, by raising their voice (high pitch), they can also use stress in some words in the beginning or in the middle of a sentence to focus on this part. They may also drop their voice then raise it at the end of the sentence to show threatens. In the other hand, students should learn how to use the paralinguistic features in order to express their feelings in some situations; for example, using some gestures or using their facial expressions.

1.2.3.3. Vocabulary, Grammar, and Pronunciation Features

Other features of spoken English are vocabulary, grammar and pronunciation which are important issues students need to know in order to be fluent in the target language. Students have to have enough vocabulary to use these features when necessary and to order them in correct sentences using correct rules of grammar as well as when producing them, students must master how to pronounce those words appropriately. There are some factors that could help teacher teach pronunciation:

- The first is talking about teaching pronunciation using words sentences better than focusing on sounds and syllabus.
- Second, involving students in teaching pronunciation is the best way to learn correct pronunciation.
- Third, teachers must help students practice pronunciation in order to store and acquire better.
- Teachers must prepare pronunciation lessons in order to facilitate the smooth running of the lesson. (Department of Education Training and Youth Affairs [DETYA], 18).

To sum up, this third pattern is about having a good amount of vocabulary, mastering the grammatical rules and having the ability to pronounce effectively any word as well as uttering and talking as native speakers of English.

1.2.3.4. Negotiation Language Feature

The definition that we find to the term negotiation is: “Communication between people, in which participants pursue their goals in order to reach an agreement, can be described as negotiation.” (Sokolova and Szpakowicz 01). Then negotiation is about two or more people communicate together with attempt to achieve their objectives that could serve all the parts.

According to Harmer, although teachers work hard to clarify and explain efficiently all the lessons’ aspects but students could not sometimes understand and they have not accurate expressions to call teachers attention to them; so for him, teachers must teach students some expressions to express their ideas and opinion about the ambiguous part of the lesson. He says that: “They use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they

can see that they are not being understood."(270). In Other words, students need to have the ability to express their ideas to their teachers easily and they need to be understood from their teachers so they have to learn some expressions which are taught by teachers in order to have not any problem inside the classroom.

1.2.3.5. Accuracy and Fluency Feature

Accuracy is about the mastering of all the linguistic aspects and fluency is about the correct use of the linguistics aspects and the good use of language; so students must be competent in the target language especially in vocabulary, grammar and phonology. Kouichi Ano set some criteria to deduce the level of any students like "grammar, vocabulary, pronunciation, sociolinguistics competence, and pragmatic competence" (02).

In the other hand, Fluency which is , if we can say it is the real action of accuracy because "Fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication, despite limited proficiency in English." (Richards 02).fluency's criteria are also different from accuracy criteria; for example we can deduce the fluency of a students from:

1) "The total number of words spoken in a fixed time.
2) The number of silent pauses for thinking.
3) The number of repetition of words, phrases or clauses.
4) The number of repair or reformulation for correction.
5) Mean length of utterance (MLU)."(Kouichi 02).

All in all, we can say that accuracy about knowing the language (competence) and fluency is about knowing about language or knowing how to use (performance).

1.2.4. Student's Speaking Difficulties

Speaking skill is a complex skill to be mastered in easy way so students face many barriers and difficulties. These difficulties could be about the subjects, about students' background, or the teachers' manners and ways of teaching. Therefore, Teachers are the responsible for the teaching and the learning process so they must be aware of all this difficulties and find the appropriate ways to decrease them. Here we will presents some problems that could be found inside the classroom such as:

1.2.4.1. Lack of Interest in the Subject Problem

Students sometimes feel uninterested in the subjects teachers suggest in the classroom because they have dealt with these subjects many times before or they have not any ideas about these subjects which ambiguous in some parts of them ; in this case, students may could not perform or talk about these subjects and keep them-selves off-task. Twomey argues that:

> Many of these students avoid participating verbally during lessons, do not appear to take an interest in the subject matter, and do not perceive class discussions as learning opportunities. Their attitude serves as a defense mechanism which protects them from possible humiliation from giving the wrong answer and exposing their academic inadequacies. (qtd in Westwood 03)

1.2.4.2. Lack of Vocabulary and Interference of Mother Tongue Problems

The lack of vocabulary is one of the most reasons that makes students could not interact effectively in the classroom. They feel that they could not find the appropriate vocabulary

to express their thoughts about the subject matter so they sometimes try to use some words from their mother tongue or other languages as French as the case here in Algeria; Baker and Westrup note that: “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” (qtd in Kouicem 40).

1.2.4.3. Poor listening practice Problem

According to behaviorist view, students can learn through imitation and repetition, for that reason listening practice is the cause behind the fluent speaking. In order to speak accurately and fluently, students must listen well to native speakers as much as possible to acquire the correct way of pronunciation and the correct use of grammatical rules as well as new vocabulary. In contrast, when students do not listen well they would not be good speakers because of the lack of experience and practice in the target language.

1.2.4.4. Poor Grammar Problem

Learning of a new language requires learning its basic rules that allow students to arrange correct sentences and build accurate utterances. Thus, grammar is considered an important issue in learning and teaching process but if students do not acquire it, they will face problems in their learning carries and they will not be accurate and fluent in the target language. “knowledge of English grammar is necessary in order to communicate accurately, meaningfully and appropriately…” (Carmen Pérez-Llantada 40) because without grammar students will not be able to produce complete and clear sentences so they will not master the target language.

1.2.5. Students’ psychological problems.

In addition to the previous cognitive difficulties, students may have other problems that hinder them to interact in the classroom this problems are Students’ psychological

problems which also have a great impact on the learning process. Many researchers have just emphasized on the other difficulties which are related to the learning process but they neglect the psychological side in which students may feel boring and uninteresting in learning or integrating in the classroom. Some of the psychological problem that we can present here are famous one which are: anxiety, Shyness, and self-esteem and self-confidence.

1.2.5.1. Anxiety Problem

This case is very famous and familiar it is, as Scovel says: “it associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry” (Brown 151). We can say that anxiety is about when a person may feel pessimistic about his/her self and his/her work. Douglas Brown suggests that there are: “trait anxiety” which is permanent feeling; so students always feel anxious about anything in life and “state anxiety” that is not temporary according to such situation and circumstances. (151).

1.2.5.3. Shyness Problem

Some students have ability to work and make effective efforts in the classroom but they could not express their-selves because of shyness. Shyness is feelings of fear of making mistakes and to be criticized from the others or feelings that can hinder students from participating, talking, enjoying tasks, and even engaging with others. Students suffered from this problem do not like to work neither with others nor in public; they may like loneliness and salience as well as they do not prefer interacting with others they do not know just the ones who are relatives or very close to them.

1.2.5.4. Self-esteem and self-confidence Problem

Learning process requires from students to trust in their abilities and never be negative toward themselves. Self-esteem and self-confidence are extremely important and “it could

easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity." (Brown 145). Hence, it is quite clear that low self-esteem and when students lose their self-confidence, they will absolutely fail in engaging in the lessons and they will lose their disposition in participating and involving in the activities.

1.2.6. Speaking activities in Oral Expression Course

Students are the responsibility of teachers until they learn effectively the target language, so teachers must make sure that their students learn and get the intended information. Teachers should be aware that "Learners are not neutral pawns in the teacher's game, but individuals with positive and negative feelings about themselves and others."(Lynch 113). From this quotation we explicit that students are the responsibility of the teachers so they must work hard and do their job effectively in attempting to promote students' level and ability to master the target language. Then, teachers are asked to choose and manage appropriate speaking activities in order to motivate students' interaction in the classroom and enhance their engagement in the presented activity.

The advantages of preparing and presenting speaking activities are explained in the book of "How to Teach English" by Jeremy Harmer who gives three main reasons that speaking activities are beneficial for the students' learning development. The first reason is about "Reharsal" in which students experience everyday in every speaking activity a new situation that could happen in the real life. The second reason is about "Feedback" in which students and even teachers are able to be aware of their progress and the effect of the presented activity. The last presented reason is about "Engagement" in which speaking activities could enhance students' participation and interaction in the classroom; so as Harmer says: "if all students are participating fully- and if the teacher has set up the

activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it".(87-88).

1.2.6.1. Warming up Activities

Warming activities could come at the middle or at the end of a lesson when students have missed or lost the ability to follow any more (Maxom 184). There are numerous warming up activities; for example, "last letter, first letter" in which teachers could propose a word and one student proposes another word but beginning with the last later of the first word, then another student should find another word beginning with the last letter of the second word and so on. "The supermarket game" in which students are asked to build a list of supermarket item but the next student must remember what his/her colleagues have mentioned. "assemble a sentence", this activity it requires cards to write different words of a single sentence, then the teacher give students card and make them work together in order to give the right order of the sentence. "Current affair" is about discussing now-day subject which the teacher proposes or have give students a hint of it. (Maxom 184-185). Warming-up activities could be used when the teacher want to know his/her students or to know about them so when using these activities, he /she will have the ability to ask questions or make students ask each other about personal information.

1.2.6.2. Information Gap Activities

This kind of activity talks about grouping students into groups and give each group some information about anything: a story or an important event and students are required to find the gap between the data presented to them and complete the story or the event; those kind of activities defined by O"Malley and Pierce as "the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner." (qtd in Kouicem 40). In this

activity, teachers must be creative and use any materials that could help him/her when working on it; for example, as Harmer states, we can use pictures as information and students must explicit the results like the activity of “Describe and Draw” in which each group of students have one picture and one principle from each group should describe the picture and then other students have to explicit what the picture talks about. Finally, when all pictures are described they will present a story or an event. (88). Accordingly, it is about the teacher methods of working and the use of materials.

1.2.6.3. Surveys Activities

Surveys are about talking any subject chosen by teachers or even better if students do that then students are asked to work in group of two or three and prepare a questionnaire about the chosen subject. Then teachers choose one student from each group to move around the classroom and ask other students from the list of the prepared questions. (Harmer 89). This kind of activities give students the opportunity to work effectively and to move around the classroom as they are teachers as well as they feel free and enjoy when working such tasks because the teachers role here in only correcting mistakes and providing students with the help they need when preparing questions.

1.2.6.4. Discussion Activities

According to Maxom, when it comes to discussion activities, teachers must choose an accurate subject that can get students interest and make them feel enjoy when talking about this subject, also teachers should create steps of the lesson and guide students to move on in this activity, but at that time teachers should pay attention to students talk and make comments when necessary. (193-194). Harmer goes to that teachers must give students the opportunity to arrange their thoughts about the subject then teachers begin to ask students about any subjects which could be about for example a TV show.(90-91).

1.2.6.5. Role-play Activities

Students here practice their language by acting and presenting different situations in the classroom. (Harmer 92). Students could use their imagination to choose the topic of the role-play or teaches could suggest different subjects and divide students into groups and each group should select a subject to present it in the role-play. Teachers in this kind of activity may prepare different subject to be acted and group students in which each group must select one subject and prepare it for the next session. Each Student may have a role in the play try to convince the audience with accurate and fluent speaking as well as well done performing. In this time teachers could take notes about each one performance and the mistakes they have done. At the end of the role-play, teachers could discuss the performance with the other students; so they make useful discussions and let students speak and express their opinions. Role-play is a useful activity which allows students talk and in the same time enjoy the activity as Harmer says: “Role-play is more than just play-acting: it offers chances for rehearsal and engagement that some other activities fail to give.” (94).

Conclusion

Teaching and learning speaking skill is a difficult process regarding to the students speaking and psychological problems in addition to all the required activities that teachers should present and students should engage in. Furthermore, speaking skill entails the superior master of grammar, vocabulary, pronunciation, negotiation and all the aspects of the spoken language; so this learning process will not be easy for both teachers and students. Consequently, the effective master of a language could not be achieved unless students have mastered the speaking skill. For that reason, teachers and even students should work hard in order to find suitable solutions to all these difficulties that could hinder the progression of teaching and learning speaking skill.

Introduction

In this chapter we will deal with the field work in which we attempt to make experiments to test the validity of our hypothesis. In the first part we presents students' questionnaire in which students were asked to answer some question about the research subject and then teachers' questionnaire that include also questions that could teachers help us according to their experiences in the teaching and learning process.

2.1. Research Questions and Hypothesis

2.1.1. Research Questions

The effective role that the classroom management could take to help students learn their target language is very observable, but not all the EFL teachers are knowledgeable about this point. Many students could not talk fluently even they have a good experiences in studying English; also there are teachers who are suffering when presenting the courses to their students. We are now in a position to ask the following questions:

1- Why could not some teachers control their classrooms and present their lessons effectively?
2- At what extent are EFL teachers of M. K. University of Biskra aware of the importance of classroom management in improving students' speaking skill?
3- Why are some students not able to speak in the EFL classes of Biskra University?
4- How can classroom management play an effective role in improving students' speaking skill?
5- What are the effective roles of teachers in the EFL classes of Biskra University?
6- Are the students able to manage the class with the teacher?
7- How can the Algerian administration help teachers in managing the classrooms?

2.1.2. Research Hypothesis

EFL teachers might solve all the problems that students may face in improving their speaking skill by managing effectively their classrooms, so our hypotheses of this research can be formulated as bellow:

* If EFL teachers of English manage effectively their classrooms, they will assist students for improving their speaking skill.

* If teachers play their roles effectively, the learners will interact in the class.

* If the Universities Administrations and students are aware of the importance of classroom management in enhancing students' speaking skill, they will integrate together with teachers in the enhancement of their speaking.

2.2. Research Design

In order to fulfill any study, the researcher must choose appropriate procedures and make sure that these procedures will help him/her in discovering the effective results to the problem. There are many types of procedures to collect the suitable data, but in our study we choose two types which are Questionnaire and Observation because of the aim of the study and the limitation of time. In this study, we have made two questionnaires: Students' questionnaire and teachers' questionnaire. The first one aimed to invite students to describe their learning circumstances and try to fit their answers with the one collected from teachers. In the second questionnaire we asked teachers to illustrate their methods in managing classrooms and their strategies in motivating students to speak. The two questionnaires were clear and well prepared in order to help students and teachers understand the questions and provide us with the appropriate information. The students' questionnaire administered in suitable environment in which students were ready to help us; for that the 50 questionnaire were answered and returned in the same day. Unlike students, teachers were somehow onerous because when we administered to them the

questionnaire we have asked to seek for them one by one in order to bring back the answers.

The second type of the procedure we have used is the observation in which it takes place on May 2nd, 2012. The teacher Of Oral Expression helps us in providing suitable circumstances in order to gather the appropriate data; she presents discussion activity that is related to speaking skill which is the concern of our study by giving students handout full of questions about "Internet" to answer them as well as she guided students when necessary and when they have no idea to say. In the class in which we attend, the number of students was about 60 students but the teacher divided them into 30 students in each group. The number of students who attend that session was 20 students; they attempt to fill the gaps of the absentees and they succeed because the session was active and students was motivated and interested with the subject. At the end of the session, even students do not answer all questions about the subject matter but they were good and we were pleased to work with them.

2.3. Sample

As we mentioned before, in our study we work with both students and teachers who help us in fulfilling the research by answering the questionnaires administered to them.

2.3.1. Sample One: Students

The chosen sample was chosen randomly from the Mohamed Khidher University of Biskra the department of English Language. In order to test the validity of our hypothesis we dealt with second year LMD students who have get their Baccalaureate exam in Jun 2010 and they have experienced learning English as a foreign language in university since two years. The whole population of the second year is about 685 and we have tested only 50 students. The reasons behind choosing second as a sample in this research is about that they could be more or less motivated to speak the target language for that teachers must be

effective and try to present different methods and strategies in order to motivate them. The third reason is about that students of second year are somehow they still young and they face and even produce some serious problems which teachers must find appropriate ways to decrease them.

2.3.1.1. Average Age of Second Year LMD Students

19	**20**	**21**	**22**	**23**	**25**	**Do not mention**	**total**
2	29	7	7	1	1	3	**50**
4%	58%	14%	14%	2%	2%	6%	**100%**

table 7: Students' Age

From this table we notice that the majority (58%) of second year students are aged twenty years. 34% aged between twenty one and twenty two; and 4% aged between 23 and 25 they may failure in the study or they stop studying and then complete it this year. 4% of students at age of 19 because they may study in earlier age. Unfortunately three of students (6%) they did not mentioned their age.

2.3.1.2. Second Year LMD Students Gender

Male	**Female**	**Total**
3	47	**50**
6%	94%	**100%**

table 8: Students' Gendre

The previous table shows that 94% of the chosen sample is girls and only 6% are boys. consequently, these results because the girls' rate of success in the baccalaureate examination is higher than the boys rate as well as because that boys prefer to study in technical and scientific domain not like girls which are expected to be interested in studying foreign languages.

2.3.2. Sample two: Teachers

The chosen sample is teachers of Oral Expression Module of Second Year LMD; their number is seven (07) teachers. The selection of such sample was based on the consideration that the teachers of Oral Expression will benefit us more than other teachers since they teach students how to develop the oral skills which are our concerns.

2.3.2.1. Average of Oral Expression Teachers Gender

Male	**Female**	**Total**
2	5	**7**
28,57%	71,43%	**100%**

table 9: Teachers' Gender

From this table, we can notice that the number of females is the double of males because, as we considered before, male do not interest with studying foreign language as females do. So female are about 71.43% and male are about 28.57%.

Q1: How long have you been teaching English at University?

One to five	**Five to ten**	**More than ten**	**Do not mention**	**Total**
3	2	1	1	**7**
42.86%	28.57%	14.29%	14.29%	**100%**

table 10: Period of Teaching at University

From this table we observe that 42.86% do not have enough experience in teaching at university in which the period is between one and five. 28.57% of the chosen sample have taught at university between five to ten and just 14.29% which means one teacher have more than ten years in teaching at university which means that he/she have the experience about dealing with students and managing classrooms. Unfortunately, one teacher (14.29%) do not mention the period of teaching at university.

Q3: How long have you been teaching Oral Expression Module?

One to five	Five to ten	More than ten	Total
4	3	/	**7**
57.14%	42.86%	/	**100%**

table 11: Period in Teaching Oral Expression Module

A quick look to the table we can observe that no one of the teachers have more than ten years in teaching Oral Expression Module so they are new teachers in this field. The majority of the chosen sample 57.14% have only between one to five years since they begin teach Oral Expression Module and 42.86% of them have from five to ten years which is enough to have a good experience with controlling classes and dealing with students effectively.

2.4. Research Instruments

At the aim of answering research questions that we proposed at the beginning of our research we try to find suitable instruments that could help us finishing the research with the appropriate results. We first administered a questionnaire to Second Year LMD students, then questionnaire to teachers of Oral Expression of the same year of study and finally using observation method to extract the daily class situations of students and finding out the problem they face in improving their learning process.

2.4.1. Surdents' Questionnaire

This questionnaire is aimed to investigate students' knowledge and background about the impact of classroom management in enhancing their ability to speak fluently in the target language. The questionnaire encompasses of 31 questions which are multiple choice questions in which students should put a tick in the appropriate box and may give justification when necessary. Students may ask for any help from the researcher in addition

to that difficult words and technical terms were explained as footnotes in the last page of the questionnaire.

2.4.2. Teachers' Questionnaire

The teachers' questionnaire is mainly used to see to what extent teachers and students have the same perceptions and opinions and to investigate whether or not Second Year LMD teachers at the Department of English at the University of Biskra are aware of the important of classroom management in enhancing students speaking. The questionnaire is about 26 questions which are divided into open-ended questions, yes-no questions and multiple choice questions as well as it divided into three main sections about general information about the sample, teachers' perception about classroom management and finally their perception about speaking skill.

2.4.3. Observation Method

It aims to extract the different problems, which we can observe inside the classroom, may both teachers and students face when they are attempting to develop teaching and learning process. In the observation process we face some obstacles that hinder us focusing more in some details such as the limitation of time. Consequently, we attend one session and try to elicit the general information that could help us showing the validity of our hypothesis. Before attending the session, we prepare a kind of work sheet that includes some instructions to guide us when making observation. These instructions are related to our subject matter and serve the general objectives that we need to achieve.

2.5. Data Collection and Analysis/procedures

2.5.1. Students' Questionnaire

2.5.1.1. Description of Students' Questionnaire

This questionnaire is consist of 31 questions which are either closed questions, requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions where students are asked to give explanations or suggest other alternatives. The questionnaire were divided into three main sections:

Section One "General Information"

The first one deal with general information of the students, the second is about the students' perception of classroom management and the third deals with their perception of Oral expression course especially in the speaking skill. The first section contains age of the students, the gender, and the choice of English language if it was free choice or not. The last two questions in this section are about the students' level in English language and whether their levels enable them to express their-selves orally.

Section Two: Students' Opinion about Classroom Management

The second section (q4-q17) talks about the students' perception of classroom management in which includes about fifteen questions. Question 4 deals with the different strategies use in order to enhance students learning process and question 5 is about the feeling of students inside the Oral Expression classroom with the justification of the answer. In the question 6 students are asked to describe their classroom and then to tell us if their teacher of Oral Expression course try to manage effectively the classroom with explaining the strategies used in the management. In the next question (8) we shed light on whether the teacher of Oral Expression try to give his/her students some procedures at the

beginning of the class or not. Question 9 deals with describe if the atmosphere of the classroom and then (10) if the teachers arrange the sitting of his/her students.

In the question 11 we focus on the relationship between the teacher and his/ her students and next (12) how students could describe their teacher of Oral Expression course. Question 13 is about whenever the teacher tries to involve his/her students in the presented activities. But question 14 deal with the problems students create sometimes when they are off-task and 15 is about the strategies teachers do in order to deal with those problems. Question 16 high lights on the students responsibility toward the management of the classrooms and the last question in this section is about the teacher motivation of students in the Oral expression course.

Section Three: Students' Opinion about Oral Expression "Speaking Skill"

The third section is about the students' perception of the Oral Expression in specifically speaking skill. The questions are from 18 to 30. Question 18 talks about the priority of speaking if the students want to learn the language. Question 19 is put to know how often they participate in the Oral Expression course with giving the justification to their answer and then in the question 20 we attempt to know the feeling of students when they participate in the Oral Expression course. In the question 21students are asked if their teacher encourage them to speak and give the justification for that. Question 22 is designed to generate information about if teachers give feedback to their students or not. Question 23 is devoted to know the students opinion of the Oral Expression course and then in question 24 to describe their speaking level.

In question 25 students are asked whether they face problems when speaking and what are these problems. Question 26 is about the students' point of view of the best way in which they could learn better the target language. In the question 27 we try to focus on the teachers methods in letting students work in groups or not and then in question 28 if

students like that method or not. The question 29 are devoted to know the different activities teachers of Oral Expression focus on and then (30) the most activity students prefer to practice. Finally the last question deal with whether the teacher of Oral Expression use different authentic materials to present these activities and to meet all the students needs and objectives.

2.5.1.2. Administration of Surdents' Questionnaire

Students' questionnaire administered in a good situations because students was so helpful and ready to answer the questions easily. At the first time we find some difficulties to find students but fortunately when sessions end, students start to exist from classrooms. We choose an empty class and we try to invite students to enter and answer the questionnaire. Students were given identical instructions, before they complete the questionnaire, on how to do so and if they do not understand any question they could ask for help. The questionnaire took the students nearly 15-20 minutes of their time so we administered the questionnaire for 50 students in one day and we get them back all of them in the same day.

2.5.2. Teachers' Questionnaire

2.5.2.1. Description of Teachers' Questionnaire

The teachers' questionnaire consists of 26 questions which were divided into three main sections. The questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives.

This questionnaire is divided into three main sections; the first is about general information, the second deals with Teachers perception about classroom management, and finally the thirds talks about teachers' perception about Oral Expression "speaking skill".

Section One: General Information

Section one includes the question of gender and four question in which deals with the long time teachers use to teach at university, and if this is motivating or not with the explanation of their answers. Then, teachers are asked to state how long they teach Oral Expression and if they like teach this module or not.

Section Two: Teachers' Perception about Classroom Management

Section two, which deals with the perception of teachers about classroom management, contains 12 questions from 5-16. Question 5 talks about the different strategies and methods teachers use in order to improve students' learning process. In the question number six, teachers are inquired to answer if their students integrate in managing classrooms and then (7) if the Algerian Administration should help them in managing classroom and if they do it or not. Question 8 deals with the teachers' management of physical environment and in the question 9 if they present some rules and procedures at the beginning of the class with giving some examples. In the question 10, teachers are required to state if they face problems when managing classrooms and (11) if they are comfortable in the Oral Expression with a clarification of what make them feel so. Question 12 is about the kind of relationship between the teacher and his/her students and question 13 is about teachers' feedback to their students. Then, question 14 which deals with the effective roles of EFL teachers and in the question 15, teachers are asked to clarify if the face misbehaviors from students as well as explaining how they deal with them. The question number 16 deals with the teachers' motivation of students to interact in the activities and how they do that.

Section Three: Teachers' Perception about Oral Expression "Speaking Skill"

Section three includes 10 question which deals with the teachers' perception toward Oral Expression "Speaking skill". The first question (17) deals with the teachers' opinion about learning language through speaking and (18) if they enhance students to speak inside the classroom. Question 19 talks about the one who most talks in the classroom and 20 that deals with students' participation. Question 21 is related to the previous one in which teachers are asked to choose reasons behind students" participation and if there are other reasons they should add them. In the question 22 deals with the teachers that if they use strategies of grouping students in order to facilitate the teaching process.

Question 23 is divided into two parts; the first one is about knowing whether students face problems in speaking and the second part deals with the kind of these problems if they are linguistic or psychological. The question 24 is asked to know if teachers' of Oral Expression use different speaking activities and in the question 25 which is linked to 24 talks about the most activities teachers focus on with suggesting others if necessary. The last question 26 is about teachers' opinion if their students enjoy these activities with giving explanation for their answer.

2.2.2. Administration of Teachers' Questionnaire

The administration of teachers' questionnaire was so difficult more than students' questionnaire because we were supposed to look for teachers of Oral Expression and be aware of their program. In addition, when we give teachers questionnaires they asked us to return to them either for the next day or even for the next week, so we lose a lot of time only searching for them. Even though we face problems with teachers in administering questionnaire but we get them back all of them.

2.3. Description of the Observation

In order to fulfill our study and test the validity of our hypothesis we make an observation as a method. First of all, we prepared an observation work-sheet which includes some notes that could help and guide us when making the observation. The notes are about twenty (20) one deal with the subject of the importance of classroom management in enhancing students speaking skill. This observation method takes place at the second semester of the academic year 2011/2012 at the University of Biskra, Department of English, with Second Year LMD Students, group number six in the module of Oral Expression. The teacher of oral Expression was grateful and helpful in receipting us to make the observation with group six which encompass of sixty students; consequently, because of this large number, the teacher divides the class into two groups each one includes thirty (30) students.

The first note is about the classroom situation and if students accept it or not. The second one is about the physical environment of the classroom if it is clean and makes students comfortable or not. The third note talks about the number of students in each class and if it fits the size of classroom and help the teacher in the teaching process. A fourth note deal with students sitting if is arranged well and who is the responsible for that. In the sixth not, we talk about the teacher use of materials that could help him in presenting and facilitating the activities. In the note number seven, we aimed to know the different strategies teacher use in order to improve her students interaction and motivation. Note eight deals with the teacher's language if it fits with students' levels and if students face problem in understanding the teacher talk. The note nine talks about the teachers use of rules and procedures to control students' behaviors and in order to create a suitable atmosphere in the class.

In the note number ten we attend to check whether students will create a disruptive behavior or not. This note number eleven relate to the previous note in which we need to know how the teacher will deal with the students when he/she create misbehavior. Twelfth notes deals with describing the relationship exist between the teacher of Oral Expression and her students. In the next note (thirteen), we aimed to explicit all the roles that the teacher plays in that session in order to present effectively the lesson to her students. The note number fifteen talks about students participation; in other words, if the students was interested with the subject and they participate all of them effectively during the session. In the next note which is about students speaking difficulties is aimed to verify if students have problems and to explicit what are they these problems.

In the next note of teachers' use of speaking activities was mentioned to know what is the kind of speaking activities teacher's choose in order to present the lesson in that session. This note (eighteen) is about noticing students' reaction about the teachers' choice of activity and if they enjoy this kind of activities. In the note number nineteen talks about students ways and manners in working on the activity and if they follow the teacher's instruction or not. The last note (twenty) is about any extra notes that could help us in answering our hypothesis and serve our research questions.

Introduction

In this chapter we will deal with analyzing and explicating results from the procedures we have used in our research. We will deal first with results from students' questionnaire, then the results from teachers' questionnaire and at the end of this chapter we will explicit results from the observation we have done before.

3.1. Results of Students' Questionnaire

In this component we will try to analyze the data presented by students and give each question in the previous questionnaire its real size.

Q 1: The choice of English

Yes	**No**	**Total**
42	8	**50**
84%	16%	**100%**

table 12: Students' Choice of Studying English

The table illustrates that 42% of the students choose to study English because, as they mention, it is the language of the world and they like to study it and becoming in the future teachers of English language as well as another reason is because they get a good mark in English language in the Baccalaureate Examination. The rest 16% do not chose English because of being studying in scientific branch or choosing to study French instead.

Q2: What is your level in English?

Very good	**Good**	**Average**	**poor**	**Total**
1	31	18	/	**50**
2%	62%	36%	/	**100%**

table 13: Students' Level in English

Students consider their level in English is good are about 62% because they may could understand it, they may utter some sentences and they are somehow good in writing, 36%

consider their selves average because they have some linguistics and communicative problems. Finally, only 2% consider their level is very good in English, but no one consider themselves have a poor level in English.

Q3: Does your level enable you to express yourself orally?

Yes	**No**	**Somehow**	**Total**
14	1	35	**50**
28%	2%	70%	**100%**

Table 14: The Ability of Students to Express Themselves

The table presents that 35% of the students they could somehow express themselves orally because they master some linguistics rules that enable them to express some thoughts. 28% of sample could effectively express themselves and only 2% write that they could not do that because of the linguistics and psychological barriers.

Section Two: Students' Opinion about Classroom Management

Q4: Does your teacher use different teaching methods and strategies to make you learn better?

Yes	**No**	**Total**
20	30	**50**
40%	60%	**100%**

table 15: Teachers' Use of Different Strategies and Methods

From this table**,** we deduce that 60% of the thought that their teacher do not use different because teachers may present the same activities that make students get bored and lose the concentration. but only 40% think that their teacher work hard to make them

learn better methods and strategies when teaching like using authentic materials and attempting to meet students needs and levels.

Q5: Do you feel comfortable in the Oral Expression class?

Yes	**No**	**Somehow**	**Total**
26	5	19	**50**
52%	10%	38%	**100%**

table 16: Students feeling in the Oral Expression course

The table presents that 52% of students feel comfortable in the Oral Expression because this course make them feel free and it is not like the other session boring and there is not energy to move and be active, 38% of them feel somehow comfortable and 10% of them do not feel comfortable because of the physical environment and the fear of being in front of the audience

- **Does the phisical environment (setting) of the classroom makes you feel comfortable?**

Yes	**No**	**Total**
5	45	**50**
10%	90%	**100%**

table 17: The Enhancements of Physical Environment in Making Students Feel Comfortable

In the second part of the question students 90% write that the physical environment do not make them feel comfortable because the classroom is not comfortable and the tables

are not in their places but only 10% make them feel so because of the teacher who attempt to fix things in classrooms.

Q6: Does the classroom always look?

Very good	**Good**	**Acceptable**	**Unclean**	**Total**
/	/	15	35	**50**
/	/	30%	70%	**100%**

table 18: The Look of the Classroom

We notice that no one of the students consider their classroom very good or even good but unfortunately 30% of them accept it as it is because it is the only place where they can learn and they have not any other solution to do about their classroom but 70% of them consider their classroom unclean and not organized as they need.

Q7: Does the teacher of Oral Expression course tries to manage (organize) well the classroom?

Yes	**No**	**Total**
23	27	**50**
46%	54%	**100%**

table 19: The Teacher Management of the Classrooms

The table illustrates that 46% of the students agree that their teacher of oral expression try to manage try to manage well the classroom by organizing the sitting, making students sit in a circle, giving different activities, ordering rules, controlling students or make students feel comfortable and enjoy the lesson. In contrast 54% of them disagree and write that their teacher of Oral expression course do not mange well the classroom because the classroom always look unclean and the teacher do not have the ability to do everything.

Q8: Does your teacher present to you some rules that should you respect at the beginning of the class?

Yes	**No**	**Total**
15	35	**50**
30%	70%	**100%**

table 20: Teachers' Rules and Procedures at the Beginning of the Class

The previous table shows that 70% of the students affirm that their teacher of Oral Expression do not presents to them rules at the beginning of the class because the only present lesson and guide students in the activities but only 30% of the teachers presents some rules to be respected from the students like not being late and bringing all the materials we need.

Q9: How would you describe the atmosphere of your class?

Very good	**Good**	**Average**	**Bad**	**Very bad**	**Total**
/	9	20	18	3	**50**
/	18%	40%	36%	6%	**100%**

table 21: The Description of the Atmosphere of Students' Classroom

From this table we notice that the majority of the students 40% admit that their atmosphere of their class is average; whereas 36% of them admit that it is bad because of the physical environment and fear of being in front of audience. Some students 18% write that the atmosphere of their class is good because of the teacher who try to make them work and create a challenge atmosphere but 6% of them write that is very bad because sometime they get bored of the same activities and the situation of classrooms make them off-task.

Q10: Does your teacher arrange your sitting inside the classroom?

Yes	**No**	**Total**
17	33	**50**
34%	66%	**100%**

table 22: Teachers' Arrangement of Students' Sitting inside the Classroom

In order to know the effectiveness of the teacher of Oral Expression inside the classroom we ask this question that to see if the teacher help making the atmosphere of the class suitable by arranging the sitting of students. The answers revealed by 66% of the students were negative because they think they are the responsible for making the classroom suitable for studying. Only 34% were positive because the teacher gives students instruction to work and create suitable atmosphere.

Q11: How is the relationship between you and your teacher of Oral expression?

Good	**No relation**	**Bad**	**Total**
28	22	/	**50**
56%	44%	/	**100%**

table 23: the Relationship between the Teacher and the Students

From the table we notice that students have not bad relationship with teachers but 44% of them have not any kind of relationship in which it mean they have no dealing with the teacher who even do not know all the names of his/her students; whereas, 56% have a good relationship with their teacher of Oral Expression in- which they could ask him/ her anything they need.

Q12: How do you describe your teacher of Oral Expression course?

Controller	Guider	A friend	manager	Guider+ manager	Total
6	27	13	3	1	**50**
12%	54%	26%	6%	2%	**100%**

table 24: Teachers' Roles inside the Classroom

From this table we observe that the majority of the students 54% describe their teacher of Oral Expression as a guide because he/she give them instruction about how they should work and some of them describe him/ her as a friend who help them in solving even personal problems. Other students 12% describe the teacher as a controller who nobody could talk with whereas others 6% describe him/her as a manager but the minorities of them 2% describe the teacher as guider and also a manager. Some of the students add some comments that their teacher of Oral Expression do not respect them and prefer to work with group of students not with all of them but others write that their teachers is very helpful and she/he likes all the students.

Q13: Does the teacher of Oral Expression try to make you work and involve you in the activities?

Always	Often	Rarely	Sometimes	Never	Total
15	**8**	**6**	**20**	**1**	**50**
30%	**16%**	**12%**	**40%**	**2%**	**100%**

table 25: Teachers' Involvement of Students in the Activities

From the table, 40% of the students affirm that their teacher of Oral Expression sometime involve them in the activities whereas 30% of them affirm that they involve always in the activities. The minority of the students 16% state that they often are involved

12% state that they rarely be involved in the activities. The rest of the students 2% affirm that the never be involved in the activities. The students comments that some teachers of Oral expression does not introduce an interesting subjects that could benefit them and some write that the teachers is always the one who talks almost of the time so they are not involved in the lessons as well as they add that the huge number of the students hinder them to be involved all of them in the activities. In contrast some students commented that their teachers of Oral expression try to make them work by encouraging them and asking them questions about the subject matter and by differentiating in the activities.

Q14: Have you or one of your classmates face problems with the teacher of oral expression because of?

Total	**50**	**100%**
a-Talking with a classmate	15	30%
b-Using phone	7	14%
c-Fighting with a classmate	/	/
d-Not concentrating with the teacher	9	18%
A+B	3	6%
A+D	10	20%
A+B+C	3	6%
A+B+D	3	6%

table 26: Students' Misbehavior inside the Classroom

The table presents that the misbehave students may usually create is talking with classmate (30%); it may be because they try to understand from their classmate or they neglect the lesson and talk about personal concerns. But other students state that they often do not concentrate with the teacher (18%) in which it could be because they are interested with presented topic or they are getting bored. About 14% of the students state that they

may face problems with the teacher when they use phones or when they forget to shut it off or make it in silent mode. 20% of students affirm that they face problems when they talk with classmates and do not concentrate with the teacher and others 6% when talking with classmates and using phones. 6% of students state they face problems when they talk with classmates, using phones, and fighting with classmates as well as others 6% also add that they face problem when they talk with each other, use phones and do not concentrate with the teacher explanation.

Q15: How does the Teacher of Oral Expression Deal with the misbehavior?

Total	**50**	**100%**
a-Just warning verbally	13	26%
b-Just looking at the student	12	24%
c-Making the student leave the classroom	5	10%
d-Shouting on the student	10	20%
A+B	4	8%
A+C	1	2%
A+D	2	4%
B+D	2	4%
C+B	1	2%

table 27: Teachers' Dealing with Students' Misbehavior

From the table we can explicit that teacher of Oral Expression's strategies in dealing with misbehavior is generally just warning verbally according to the majority of the answers of the students 26%. Other students 24% state that their teacher just look at students when creating problems inside the classroom so the students may feel shy and do not repeat the misbehavior. In other hand some students 20% affirm that their teacher shout on them but 10% of them affirm that he/she make them leave the classroom. Some students

8% write that their teacher may use two ways in dealing with the misbehavior in which he/ she may just look at them and warn them verbally. Another category 4% state that the teacher may use warning and shouting at them but others 4% state that their teacher uses to look and shout at them. Another group states that the teacher may either (2%) warn verbally and make them leave the classroom or (2%) shout on them and also make them leave the classroom.

Q16: do you integrate with the teacher in managing the classroom?

Always	**Sometimes**	**Rarely**	**Never**	**Total**
4	12	6	28	**50**
8%	24%	12%	56%	**100%**

table 28: Students Integration with Teachers in Managing Classrooms

From the previous table we can note that students 56% never mange the classroom with the teacher they may just enter the class and let the responsibility of the classroom on the teacher. Other students 24% state that they sometimes help the teacher of Oral Expression in managing the class by either arranging the sitting or making the circle but others 12% state that they rarely do that. The minority of the students 8% affirm that they always help their teacher in managing the classroom by either choosing topics, arranging their sitting or participate when necessary.

Q17: Does your teacher motivate you to interact in the activities?

Yes	**No**	**Total**
20	30	**50**
40%	60%	**100%**

table 29: Teachers' Motivation to Students

The table shows that students 60% are not motivated from their teachers of Oral expression because as they stated the teacher give them the activity and make them work

and discuss it alone without any comments or control and they work because they want to learn not because of the teachers' motivation. In the other hand 40% of students state that their teacher of Oral Expression motivate them by create challenge atmosphere between students, ask them question and they should to answer, use different activities and present interesting topics and sometimes obliging students to participate.

Section Two: Students' Opinion about Oral Expression "Speaking Skill"

Q18: Do you agree that in order to learn the language you have to speak it?

Strongly agree	**Agree**	**Disagree**	**Strongly disagree**	**Total**
28	21	1	1	**50**
56%	42%	2%	2%	**100%**

table 30: Learning Language through Speaking

From the table we can see that many students 56% strongly agree about in order to learn a language we need to speak it. Others 42% just write that they agree because the need to practice and to be active in order to be fluent in the target language. While the rest of them 2% write strongly agree and another 2% write disagree.

Q19: How often do you participate in the Oral Expression class?

Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
8	6	27	9	/	**50**
16%	12%	54%	18%	/	**100%**

table 31: Students' Participation inside the Class

A quick look to the table, we notice that 27 students, who make up 54%, participate sometimes in the Oral Expression, but others 18% rarely participate; they may have linguistics or psychological problems and the teacher do not motivate them to talk because

of the huge number of students in each class as well as it depends on the topic if it is interesting and students have enough information about it. Unlike the previous group, 16% of the students always participate in the classroom in order to improve their English and 12% of them they often participate because they want to correct their mistakes and increase their self-esteem and self-confidence.

Q20: How do you feel when you participate in the Oral Expression class in front of your teacher and classmates?

comfortable	**Less comfortable**	**Uncomfortable**	**Total**
18	15	17	**50**
36%	30%	34%	**100%**

table 32: Students' Feeling When Participating in the Activities

This question is related the previous question in which the students who wants to improve their English and always speak in the Oral Expression, they (36%) feel comfortable when participating in front of the audience. The ones 30% who sometimes participate feel less comfortable because all the barriers the face. Finally the students (34%) who have real problems could not or rarely participate in the sessions feel uncomfortable when participating.

Q21: Does your teacher encourage you to speak?

Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
16	5	10	18	1	**50**
32%	10%	20%	36%	2%	**100%**

table 33: Teachers' Encouragement of Students to Speak

As it is presented in the table, we notice that 36% of the students affirm that their teacher of Oral Expression encourage them rarely to speak inside the class and 20% of the

students also write that he/she just sometimes encourage them because of the huge number of the students in each class and because the teacher prefer to work with some students and neglect the rest. In contrast, 32% write that their teacher always motivate them to speak and 10% of the rest write the teacher encourage them often in the class because they need to improve their English and their speaking skill in addition the teacher can assess their level and progression when they try to speak. The minority 2% say that their teacher of Oral Expression never motivates them because he/she does not care about them.

Q22: Does your teacher appreciate (thank) you when you answer correctly?

Always	**Sometimes**	**Rarely**	**Never**	**Total**
9	12	12	17	**50**
18%	24%	24%	34%	**100%**

table 34: Teachers' Feed-back to their Students

This question is aimed to know if the teacher of Oral Expression gives feedback to his/her students or not. From this table we explicit that 34% of students affirm that their teacher never appreciate their work just in the official examination. 24% is the percentage that obtained by the students who answer that their teacher sometimes and rarely gives them feedback. The minority of the students 18% write that their teachers always appreciate their works.

Q23: Do you think that Oral Expression course is?

Very interesting	**Interesting**	**Less interesting**	**Not interesting**	**Total**
21	24	3	2	**50**
42%	48%	6%	4%	**100%**

table 35: Students' Opinion about Oral Expression Module

We notice from the table that 48% of the students believe that the module of Oral Expression is Interesting and also 42% of the students agree that it is a very interesting

course because it is the only module students feel free to speak and to express their ideas; in addition, students enjoy the activities that the teacher present in order to develop their ability to speak. As well as in the Oral Expression module the teacher could evaluate and correct the students' mistakes. 6%of the students write that this module is less interesting. Also other students 4% write that the oral expression is not interesting at all because it could not add new knowledge because the teacher does not differentiate in the activities and he/she does not concentrate on the four skills. They also add that this module depends on the teacher in which he/she the only one responsible to make interesting or not by choosing interesting and fashion topics that motivate students to participate in the lesson.

Q24: Do you think that your level of speaking is?

Excellent	**Good**	**Average**	**Poor**	**Total**
/	12	25	13	**50**
/	24%	50%	26%	**100%**

table 36: Students' Level in Speaking English

From this table we conclude that 50% of the students have an average level in speaking English whereas 24% of them have a good level in speaking English because they could express their thoughts easily without any misunderstanding from the listener. While 26% of the chosen sample has poor level in speaking English because they could not convey the message or the idea to the listener; in addition, to that they do not have accuracy and in fluency in the target language.

Q25: Do you face problems in speaking?

Yes	No	Somehow	Total
19	2	29	**50**
38%	4%	58%	**100%**

table 37: The Possibility of Students to Have Difficulties in Speaking

From this table we observe that the majority of the students have somehow problems when speaking in English and 38% of them agree that they have problems in English. While 4% of the students who make up two students think that they do not have any problems and they could easily talk in English without any mistakes and misunderstanding from the others.

Total	**50**	**100%**
a-Lack of vocabulary and grammar	4	8%
b-the interference of the mother tongue	/	/
c-Fearing of making mistakes	/	/
d-Low self-esteem and self-confidence	/	/
A+B	7	14%
B+C	3	6%
B+D	4	8%
C+D	6	12%
A+C+D	9	18%
All of them	15	30%
None of them	2	4%

table 38: Students' Speaking Difficulties

We can notice from this table that 96% of the students face either linguistic or psychological problems or even both of them. There are 30% of students who face all the proposed barriers and 18% who suffer from the lack of vocabulary and grammar, the interference of the mother tongue and the low of self-esteem and self confidence. Whereas 14% of them face problems in the lack of vocabulary and grammar and the interference of the mother tongue and others 12% who suffer from psychological problems which are fearing of making mistakes and low self-esteem and self-confidence. 8% is gave to both who face only one problem of lack of vocabulary and grammar and to the ones who face problems of the interference of the mother tongue and the low of self-esteem and self-confidence. The remaining students 6% suffer from the interference of the mother tongue and fearing of making mistakes.

Q26: Do you learn speaking better when?

Total	**50**	**100%**
a- the teacher talk	11	22%
b-the teacher let you talk	8	16%
c-The teacher and you both join in the lesson	29	58%
A+C	2	4%

table 39: Ways Students Possibility to Speak Better

From the table we deduce that the majority of students prefer to learn effectively the target language when the teacher and the student integrate together and each one have his/her opportunity to talk in the lesson. Others 22% state that they will learn to speak better when they hear the teacher utterance so they prefer to listens to teacher pronunciation and the way of uttering words. Whereas some students 16% prefer to talk in order to learn effectively the language so they can practice it and correct their mistakes easily. The minority of the sample 4% choose when the teacher talks and when he /she explain the lesson and give the students the ability to speak when necessary.

Q27: Does your teacher of Oral Expression course let you work in groups?

Always	**Sometimes**	**Rarely**	**Never**	**Total**
20	29	1	/	**50**
40%	58%	2%	/	**100%**

table 40: Teachers' Use of Grouping Students

In this question we need to know if the teacher uses the strategy of dividing students to groups in order to help him/her in evaluating them. From the table, we observe that 58% of the students affirm that their teacher of Oral Expression use sometimes grouping

students but 2% state that their teachers use this strategy rarely. While 40% of the students affirm that they always work in group in the Oral Expression course because of the huge number of students in each classroom.

Q28: What do you prefer?

More than two	**Pairs**	**Individual**	**Total**
20	22	8	**50**
40%	44%	16%	**100%**

table 41: Students Preference of Working in the Activities

This question is related to the previous one in order to know if they prefer the strategy of grouping them when presenting activities or they prefer to work individually. We can notice that 44% of the students prefer to work individually whereas 40% of them prefer to work in more than two members in each group. Consequently, 84% of the chosen sample prefers the strategy of grouping students when working in the activities because students help each other to understand the activity and they have the freedom to talk and express themselves without any psychological problems in front of the teacher and other classmates. The minority of students 16% prefer to work individually because they trust in their abilities and they do not need other because they consider themselves competent.

Q29: Which activity does your teacher of Oral Expression most focus on?

Total	**50**	**100%**
a-Language games	4	8%
b- Discussion	3	6%
c-Problem solving	2	4%
d-Plays	10	20%
e- All of them	20	40%
f-None of them	2	4%
B+D	2	4%
A+D	7	14%

table 42: The Most Activities the Teacher of Oral Expression Focus on

From the table we deduce that 40% of the students state that their teacher of Oral expression present different speaking activities in order to improve their speaking skill but there are 20% of that affirm that they most work in role-plays because they enjoy them. Whereas 14% of them write that they focus on language games and role-plays, 8% focus only on language games and 6% focus on discussion activities.4% is submitted to the ones who focus on both discussion and problem solving activities and to the ones who focus only on problem solving activities. Unfortunately also 4% of the students affirm that their teacher of Oral Expression do not use any of the presented choices of activities.

Q30: Which activity do you like most?

Total	**50**	**100%**
a-Language games	6	12%
b- Discussion	12	24%
c-Problem solving	4	8%
d-Plays	18	36%
e- All of them	/	/
A+B	4	8%
A+D	1	2%
C+D	2	4%

table 43: Students' Preference of the Activities

From the table we observe that the majority of the students 36% prefer role-plays activities because they enjoy it and a group of students integrate together in order to make the play work and please the audience. 24% of the students prefer discussion activities that enable them to express their thoughts and feeling in addition to talking about interesting subjects that they could choose them with their owns. 12% of the students affirm that they prefer language games activities in which they play with words and learn new vocabulary in each session while 8% of them writ that they prefer both language games and discussion activities. Also 8% was given to problem solving activities in which students learn experiences about solving problems in the future the rest of students which are divided into 4% who prefer language games and role-plays activities and 2% who prefer problem solving and role-plays activities.

Q31: Does your teacher of Oral Expression use authentic material in order to present the activities?

Always	Often	Sometimes	Rarely	Never	Total
1	5	11	25	8	**50**
2%	10%	22%	50%	16%	**100%**

table 44: Teachers' of Oral Expression Use of Authentic Materials

From the table, we notice that 50% of the students affirm that their teacher of Oral Expression use rarely authentic material and 16% of them state that their teachers never use authentic material or any audio-visual aids. 22% of the chosen sample affirm that their teacher sometimes use authentic materials which are usually videos presented always in the teacher s' lap top which students get bored easily. 10% of the students write that their teacher of Oral Expression often use these materials while the minority 2% state that they always work in authentic materials.

2.4.2. Results of Teachers' Questionnaire

Q2: For you, teaching at university is?

Very motivating	Motivating	Not motivating	Total
2	3	2	**7**
28.57%	42.86%	28.57%	**100%**

Table 45: Teaching at University

From this table, we can notice that 42.86% of the teachers consider teaching at university is motivating because they could grasp new knowledge and experiences as well as this opportunity opens new horizons to teachers self- esteem. 2% of the teachers state that is very motivating because at University they do not just teach but they could make researches but another 2% of teachers state that teaching at University is not motivating

because of problems they face as consequent to the bad situations in the classrooms and the huge number of students in each class.

Q4: Do you like teaching Oral Expression Module?

Yes	No	Total
6	1	7
85.71%	14.29%	100%

table 46: Teachers' Attitude toward Teaching Oral Expression Class

Consequently, from this table it is quite obvious that the majority of the teachers 85.71% like teaching Oral Expression Module because they are free in presenting different activities and they enjoy with students when they integrate in working on the activities.14.29% of the teachers do not like teaching Oral because it requires massive work and concentration.

Section Two: Teachers' Perception toward Classroom Management

Q5: Teachers' Use of Methods and Strategies in order to Enhance Students' Learning Process

In this question, one of the teachers does not give us an answer and the rest differentiate in answering. Some of them state they use different strategies which focus more on motivating students and some of them state that they use visual- aides' materials while others use material design. One of the teachers writes that he/she use different activities that could please classroom atmosphere with considering students' levels and their difficulties whereas someone who use communicative language approach in order to improve students' language.

Q6: Do your students have the responsibility toward managing classrooms?

Yes	**No**	**Somehow**	**Total**
1	2	4	**7**
14.29%	28.14%	57.14%	**100%**

table 47: Students' Responsibility toward Managing Classrooms

This table shows that 57.14% of teachers agree that students somehow responsibility toward managing their classrooms; for example, they could make some choices in choosing activities and topics that could interest them and make them involve in the lesson. In other word, students have a word to say and free chance to suggest what is helpful to their progression. 14.29% of teachers believe that students completely have the responsibility because they could be interested and motivated only when the class is well managed, but 28.14% of them see that students have no responsibility because teacher is the only responsible and students do not show any interest in managing classrooms just come to class they have a sit waiting the teachers do everything for them.

Q7: In your opinion should the Algerian Administration help teachers in managing classrooms?

Yes	**No**	**Total**
7	/	**7**
100%	/	**100%**

table 48: The Algerian Priority of Managing Classrooms

From the table, it is clear in this first part of the question that all the teachers 100% believe that one of the effective roles that could the Algerian Administrations play is helping teachers in managing their classroom to provide for students the suitable atmosphere in order to develop their learning skills.

Part 2: Does the Algerian Administration help teachers in managing classrooms?

Yes	**No**	**Total**
1	6	**7**
14.29%	85.71%	**100%**

table 49: The Algerian Administrations' Management of Classrooms

In the second part of this question, we can notice that is unfortunately the majority of the teachers 85.71% write that classroom management is a task shared between the teacher and the administration but the Algerian Administrations do not do that because when it is it duty to provide the necessary working conditions, limits the number of students per group, build equipped classrooms with the all teaching aids and provide safe classrooms with necessary furniture or lightening as well as organizing courses for teaching dealing about psychology of learners, but they deal only with administration subjects and let the teacher have all the responsibility. Whereas, 14.29% of the chosen sample agree that the Algerian Administration do their role in managing classrooms because they apply some strict regulations should teachers respect at the Universities.

Q8: Do you think that is you responsibility to manage the physical environments of classrooms?

Yes	**No**	**When necessary**	**Total**
/	4	3	**7**
/	57.14%	42.86%	**100%**

table 50: Teachers' Responsibility in Managing the Physical Environment of the Class

This table demonstrates that no body with the management of the physical environment unless there is a necessary because 57.14% of teachers believe that it is not their

responsibility to manage the physical environment of classrooms because it is the administration responsibility, so they mange it only when the students have disturb it. 42.86% of the teachers also against the management of the physical environment by their own.

Q9: Do you present some rules and procedures at the beginning of the academic year?

Yes	**No**	**Total**
7	/	**7**
100%	/	**100%**

table 51: Teachers' Presentation of Rules and Procedures at the Beginning of the Academic Year

Obviously from the table, all the teachers 100% make some rules and procedures at the beginning of the academic year in order to save the rights of each student in the classroom. Some examples of presenting rules are respect the timing of sessions, respect teacher and classmates, working seriously, and respecting the instruction about their behavior inside the classroom. Students must arrange tables in U form and clear the board before the teacher comes in addition to be active and dynamic with participating in the lessons. Another example is that students will be punished by repeating what have teacher said when they does not follow and concentrate with the lesson.

Q10: Do you face problems when managing classrooms?

Yes	**No**	**Somehow**	**Total**
5	/	2	**7**
17.43%	/	28.14%	**100%**

table 52: Teachers' Problems in Managing Classrooms

From the table, it is obvious that all the teachers face problems when they manage their classrooms but 17.43% of them agree totally because some students do not attend the course from the beginning so they are likely to break the rules when other students break the rules as well as it is not easy to make students listen and work the way teachers wish. 28.14% of the teachers state that they somehow face problems especially when students lack the concentration because the noise and dray sitting because they required to arrange their tables and their seat by them-selves. Another reason is because it is not easy to motivate students and when the teachers use the strategy of group work, students tend to forget them-selves and start talking about personal concerns.

Q11: Do your students feel comfortable in the Oral Expression Course?

Very comfortable	**Comfortable**	**Less comfortable**	**Not Comfortable**	**Total**
4	2	1	/	**7**
57.14%	28.57%	14.29%	/	**100%**

table 53: Students Feeling in the Oral Expression Course

The table shows that 57.14% of the teachers that their students feel very comfortable in the Oral Expression course because of the teachers' attitude toward the course and the ways they deal with students in addition to the variation of the activities and the well organized classrooms. Some of the teachers 28.57% write that their students feel comfortable in that module especially when teachers prepare activities and topics that

interest them. Unfortunately, 14.29% of the teachers state that their students do not feel comfortable because Oral Expression must be context characterized by freedom, authenticity, and suitable environment but we miss all of them.

Q12: What kind of relationship you make with your students?

Very good	**Good**	**No relation**	**Bad relation**	**Total**
4	3	/	/	**7**
57.14%	42.86%	/	/	**100%**

table 54: Relationship between Teachers and Students

When we take a look to the table, we can notice that there is no bad relationship between the teachers of Oral Expression and their students. It is clear that 57.14% of the teachers have a very good relationship with their students because they let them express themselves and free to perform and do whatever they want without crossing the limits. The minority of the teachers write that they have good relationship with their students and they integrate together in creating suitable environment inside the classroom.

Q13: How often you give feedback to your students?

Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
3	2	2	/	/	**7**
42.86%	28.57%	28.57%	/	/	**100%**

table 55: Teachers Feedback to Students

This question is about the teachers' feedback to their students. From the table we observe that 42.86% of teachers always give feedback to their students in order to motivate them and make them knowledgeable about their progression in mastering the language. 28.57% of them often give feedback and also the same percentage is given to the teachers who sometimes give feedback to their students.

Q14: In your opinion, what is the effective role of EFL Teacher?

All of them	Guider	Controller + Guider	Guider + Manager	Guider+ Manager+ Friend	Total
2	2	1	1	1	**7**
28.57%	28.57%	14.29%	14.29%	14.29%	**100%**

table 56: Teachers' Effective Roles in Oral Expression

Teacher of Oral Expression has a great role to do in order to improve students levels in learning the target language; therefore, 28.57% of the teachers state that the effective roles of the teacher of Oral Expression is to be a controller, guider, a manager, and a friend. The same percentage was given to the ones who agree that the teacher of Oral Expression should be guider to his/ her students and help how to work effectively. 14.29% is repeated three time for the ones who believe that the teacher should be controller and guider, Guider and manager, the last one is should be guider, manager and friend with his/her students. The chosen students also added some characteristics that teachers of Oral Expression should have like knowledge provider, advisor, assessor, facilitator, participant, motivator and helper.

Q15: Do you ever face misbehaviors from students in Oral Expression Course?

Always	Often	Sometimes	Rarely	Never	Total
/	/	2	5	/	**7**
		28.57%	17.43%	/	**100%**

table 57: Students' Misbehavior in the Oral Expression Course

From the table, we explicit that 17.43% of the teachers rarely face misbehaviors from their students especially when they lose concentration and stop following the instructions and 28.57% of them face these problems sometimes. Teachers use some strategies in order

to deal with misbehaviors such as just looking at the misbehave students and smile at them so they feel shy stop misbehaving. Another strategy is when teacher react at the same time of misbehaving by giving advice or putting remarks in addition to remind students of the rules and the punishment when broking rules. Generally, the effective strategy to deal with misbehavior starts in friendly way but when it exceeds the limits the teacher should strict to manage his/her class.

Q16: Do you motivate your students to interact in the activities?

Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
3	3	1	/	/	**7**
42.86%	42.86%	14.29%	/	/	**100%**

table 58: Teachers' Motivation of Students

The table illustrates that 42.86% of the teachers always motivate their students in the lessons by preparing different activities and using different strategies which go with students' interest, needs, and level of linguistic proficiency. 42.86% of the teachers also often motivate students to interact in the activities by persuade them that they have to make effort in order to improve their level. The minority of the chosen sample 14.29% sometimes motivates students in the activities by choosing interesting topics and encourages them orally to speak even when they make mistakes.

Section Three: Teachers' Perception about Oral Expression "Speaking Skill"

Q17: Do you agree that in order to learn a language students have to speak it?

Strongly agree	**Agree**	**Disagree**	**Strongly Disagree**	**Total**
5	**2**	**/**	**/**	**7**
71.43%	**28.57%**	**/**	**/**	**100%**

table 59: Learning Language through Speaking it

From the table above, we find that all the teachers agree with the idea that in order to learn the language we must speak it. But there is diversity in the percentage of the agreement; 71.43% of the teachers are strongly agree while 28.57% of them are agree because they see that developing speaking skill is important in learning the target language.

Q18: Do you urge your students to speak?

Always	Often	Sometimes	Rarely	Never	Total
3	4	/	/	/	**7**
42.86%	57.14%	/	/	/	**100%**

table 60: Teachers' Urge of Students to Speak

From this table, we notice that all the teachers try to urge their students to speak in order to improve their level in English. Therefore, we deduce that 57.14% of the teachers often urge students to speak inside the classroom. In addition, 42.86% of them state that they always work hard to urge their students.

Q19: In the Classroom, you are the one who talks?

Always	Often	Sometimes	Rarely	Never	Total
5	2	/	/	/	**7**
71.43%	28.57%	/	/	/	**100%**

table 61: Teacher Talk in the Classroom

We can notice from the table that the majority of the teachers 71.43% prefer always to talk in Oral Expression session because the listening skill is so important to learn a language. But 28.57% of the teachers often talk in the classroom but according to the chosen activity or task in addition to the important of students speaking for practicing the language and correcting students' mistakes.

Q20: How often your students participate in the Oral Expression Class?

Frequently	**Sometimes**	**Rarely**	**Never**	**Total**
4	3	/	/	**7**
57.14%	42.86%	/	/	**100%**

table 62: Students' Participation in the Oral Expression

From the table, it is obvious that 57.14% of the teachers see that their students participate frequently in the Oral Expression class because of many reasons such as developing their communicative abilities and teachers make them understand that errors is part of learning as well as because they want to express ones' capacities in language skills. Furthermore, 42.86% of the teachers notice that their students sometimes participate because they are sometimes reluctant to some topics and they face some speaking and psychological problems in addition to that some teachers add that the same students participate the others are passive but talkative only when they are obliged or in the exam.

Q21: Do you think that they participate because of?

Total	**7**	**100%**
a- they are motivated	/	/
b- they are risk-takers	/	/
c- they like the teacher	/	/
d- they want extra marks	/	/
All of them	2	28.14%
a + d	3	42.86%
a + b + d	1	14.29%
c + d	1	14.29%

table 63: Students' Reasons of Participation

This question is related to the previous one it is about suggesting reasons about students' participation in the Oral Expression Class. From the table, we conclude that 42.86% of the teachers agree that students' participation is because they are motivated and they are risk-takers. 28.14% of the teachers see that the reasons are all the suggested ones which are they are motivated, they are risk-takers, they like the teacher, and they want extra marks. Other teachers 14.29% agree with they are motivated, they are risk-takers and because they want extra marks. The last one 14.29% agree with they like the teacher and they want extra marks.

Q22: Do you make your students work?

In groups + in pairs	**In group + individually**	**In groups + in pairs + individually**	**Total**
3	1	3	**7**
42.86%	14.29%	42.86%	**100%**

table 64: Teachers' Strategies of Group Work

From the previous table we notice that 42.86% of the teachers use the strategy of grouping students so they group their students sometimes in pairs and other times in more than two because of the large number of students in each class. Also 42.86% of the teachers use this strategy but sometimes students work individually in order to assess the progress of each students. 14.29% of the teachers depends on the task when using the strategy of grouping students; for example, when it is a role-play activity he/she divide students in more than one students in each group but when it is discussion activity, students work individually.

Q23: Do your students face speaking difficulties?

Yes	**No**	**Total**
7	/	**7**
100%	/	**100%**

table 65: Students' Possibility of Having Speaking Difficulties

From this table we find that 100% of the teachers agree that their students have difficulties in the speaking skill. These difficulties could be either linguistic problems or psychological barriers or even both of them.

Total	**7**	**100%**
a- Psychological problems	/	/
b- Lack of grammar and vocabulary	/	/
c- the interference of the mother tongue	/	/
All of them	2	28.14%
a + b	3	42.86%
a + c	1	14.29%
b + c	1	14.29%

table 66: Students' Speaking Difficulties

The table illustrates that all the teachers agree that all the students have more than one problem when speaking English in the class. 42.86% of the chosen sample writes that students have psychological problems (low self-esteem and self-confidence, they are afraid of making mistakes and they are shy) and lack of grammar and vocabulary. 28.14% of the teachers see that their students face problems in the interference of the mother tongue, the lack of grammar and vocabulary and also psychological barriers. 14.29% is devoted to either students have psychological problems and they use their mother tongue when they

try to speak or students have lack of grammar and vocabulary and they use some words from their mother tongue.

Q24: Do you use different activities in teaching speaking skill?

Yes	**No**	**Total**
7	/	**7**
100%	/	**100%**

table 67: Teachers use of Different Speaking Activities

The previous table shows that 100% of the teachers of Oral expression Module use different speaking activities in order to enhance students speaking skill and to make them practice the English language.

Q25: What are the speaking activities you most focus on?

Total	**7**	**100%**
a- Warming up	/	/
b- Discussion	/	/
c- Survey	/	/
d- Role-play	/	/
e- All of them	3	42.86%
f- none of them	/	/
a + c + d	3	42.86%
b + d	1	14.29%

table 68: The Most Activities Teachers Focus on

This question is about teachers most use of activities. From the table it is clear that 42.86% of the teachers focus on all the suggested activities which are warming up activities, discussion activities, survey activities, and role-play activities. The same percentage of the teachers (42.86%) focuses on warming up, survey, and role-plays

activities; whereas, 14.29% of them focus on discussions activities and role-plays activities.

Q26: Do your students enjoy when you present these activities?

Yes	**No**	**Somehow**	**Total**
3	1	3	**7**
42.86%	14.29%	42.86%	**100%**

table 69: Students' Enjoinment Of Activities

From the above table, it is clear that the majority of students enjoy the presented activities in which 42.86% of teachers state that their students enjoy the activities so they show their interest and enthusiasm toward the activities and always involve in the classroom participation; in addition, students are guided so they feel sense of achievement and they feel themselves familiar with language and they learn language through language but in funny manner but in general using authentic materials is very motivating. In the other hand, 43.86% of them state that their students somehow enjoy the activities because students if they do not like the activities teachers should change them. Unfortunately, 14.29% of the teachers state that their students do not enjoy the activities because some of them do not always participate and they participate only when they are obliged.

3.3. Results of the Observation

As we mentioned before, this observation includes twenty notes taken during the second semester of the academic year with second year LMD students groups six. The number of students who attend the session was 20 students. The notes are concerning the importance of classroom management in enhancing students' speaking skill.

3.3.1. Classroom Situations: the class was unclean and the tables and chairs was not in their right places so the class was in real shambles.

3.3.2. Classroom Physical Environment: as we said before the class could not be acceptable because of bad situations so the physical environment do not make students feel comfortable and loose time in arranging the environment.

3.3.3. Number of Students in the Class in which the supposed number of students in this class was sixty, but the teacher could not work with this huge number so she divide them into two groups; one study on Tuesday morning and the other study at Wednesday morning. So the number of students was supposed to be thirty but attend only twenty students; 18 of them are girls and 2 of them boys.

3.3.4. Students Sitting: Before the teacher enters the class, students try to manage their sitting and try to arrange the tables in form of "U" but because of the little number of students there was some tables in the middle of the class which students do not arrange them.

3.3.5. Teacher Management of Learning: the teacher try to help us in doing our research and she prepare a lesson about speaking skill, her starting of the lesson was good because she tells them that they need to talk about something and then she submitted to them handout about topic and she read loudly the question to them and give them a time to think of that questions.

3.3.6. Teacher use of materials: She gives students handouts includes different questions about "Internet" which is the subject they will deal with in that session.

3.3.7. Teacher's Methods and Strategies in presenting instructions to her students; she first start to read the questions loudly and then order students to think of the questions for ten minutes. She also told them to ask for any help when they need it.

3.3.8. Teacher language which was simple, clear and students could understand it without any ambiguity.

3.3.9. Teacher's Use of Rules and Procedures. At the beginning of the class the teachers when she saw the situation of the physical environment of the classroom she blame students about that she told them before to arrange and manage the classroom when they find it in bad situation so we can deduce that she use to give them instructions and rules.

3.3.10. Students' Misbehavior. It was clear that students respect the teacher but while the teacher was giving instructions to students of how they should work, student's cell-phone ringed and this is the only case of misbehavioring.

3.3.11. Teacher's Deal with Misbehavior; when the misbehavior occurs, the teacher stops talking and smiling to the student then she said to them about her warning of making this phone silence.

3.3.12. Teacher and her Students Relationship; it was clear that there is good relationship between them because some students talk freely and feel comfortable when working on the activity and because the teachers knows the names of the majority of students.

3.3.13. Effective roles of the teacher, in that session we observe that the teacher play the role of guider, facilitator, helper, motivator, participant, and instructor.

3.3.14. Teacher's Motivation: We can write that at the beginning of discussion of students' answers about the questions there was some fear and shyness but because of the teacher who motivate them by giving some hints about the subject and guide students to give their opinion about the subject, step by step students talk and start to make a conversation with each other without even looking to the teacher.

3.3.15. Students' Participation: The presented subject is about the internet which is the most famous and interesting topic nowadays; consequently, students was interested and participate easily in the discussion but not all of them but the teacher notice that so she

tried to make all the students participate by asking a question and ask all the students to give their opinions one by one.

3.3.16. Students' Speaking Difficulties: As we mentioned before, some students do not participate or talk because they do not prefer to talk or they shy or afraid of make mistakes, but the others who talk some of them have good accent and rarely make mistakes such as grammatical or lack of some expressions in English so they use the mother tongue.

3.3.17. Teacher's Use of Speaking Activities in which the teacher choose discussion activity in order to make all the students talk and express their ideas about an interesting topic which shows the experience of the teacher in teaching Oral Expression.

3.3.18. Students' Reaction of the Chosen Activity. Choosing such activity and such topic motivate students to interact and participate easily in the class so it was clear that students enjoy the activity and most of them was comfortable when answering the questions.

3.3.19. Students' Manners in Working on the Activity: was by working individually but sometimes they discuss with each other and sometimes they use dictionaries to explain some difficult words.

3.3.20. Extra Notes that could help us in our research which it includes that the teacher was effective even with the bad situation of the classroom; and although students was somehow not motivated in the activity but after a while they began to feel comfortable and speak even they have some problems in pronunciation.

Conclusion

As we mentioned before, this chapter dealt with the different results we could conclude from students and teachers questionnaires that includes some questions which could help us discover the results we aim to find. In addition to the results from the observation method which includes some notes that we focus on when we make our observation.

Introduction

In this chapter we will deal with the discussions of both students' and teachers' questionnaires and compare the results to the ones concluded from the observation method. In addition to that we will suggest some recommendations and solutions to our research questions. Finally, we will present the limitations and the problems we have faced throughout working on the research.

4.1. Discussion

In order to make a clear discussion to the findings and exploring the final conclusions and solutions we must make discussion to students' questionnaire, teachers' questionnaire and a discussion to results of the observation method.

4.1.1. Discussion of students' questionnaire results

From the analysis of students' questionnaire, we find that they do not have any idea about the importance of classroom management and its importance in enhancing their ability to speak. From the question number 4 we explicit that students sick of the routine they live inside the classroom because their teachers' of Oral Expression course always present the same teaching methods and strategies. In addition to that from the questions 5,6,7,9, and 10, we explore that students do not like the physical environment of their classroom which are always unclean and full of tables and chairs which no body, even the teacher do not arrange them or ask for administration help; wherefore, they always feel uncomfortable but after time they use to accept it as it is because it is the only place they have to study.

From the question number 8, it is clear that the majority of students do not receive any kind of procedures from the teacher that could guide them and control their behaviors. Furthermore, from question11 it is obvious that the relationship between the oral expression and his/her students is good even though there are some students who writ the

contrary focusing on that their teacher do not know their names. In the questions 12, 13, 17, 21, and 22 the majority of students describe their teachers as guide to them but not motivator because they state that their teacher of Oral Expression rarely motivate them and the majority of them state that the teacher do not give them the feedback to know their level in which it could be as motivator factor to improve their ability to speak and to correct their mistakes they only motivate them sometimes when they have to work on activities.

From 14 and 15 question we observe that students create misbehaviors especially when talking to classmate but the teachers only the most strategy he/she use to deal with misbehaviors is warning students verbally. The results from the question number 16 show that students never mange the classroom with the teacher they may just enter the class and let the responsibility of the classroom on the teacher and if they do something they only arranging the sitting (making the circle) or sometimes choosing topics to discuss. As well as in the question number 23, we explicit that students like the Oral Expression module because they describe it as an interesting module.

Questions 24, 25, and 26 also show that students level in speaking is average and need a lot of work to improve it by giving them a chance and suitable time in each session to speak with the instruction of the teacher of course . Also they have speaking problems which could be both linguistics and psychological problems. 27, and28 questions state that students like the teachers' strategy of using group work because they enjoy it and they could express their ideas freely without any fear. Finally, questions 29, 30, and 31 illustrate that teachers differentiate in using activities although when students prefer to work only on role-play activity which motivate them and enjoy them.

4.1.2. Discussion of Teachers' Questionnaire results

In addition to discuss students' questionnaire, we need to discuss teachers' questionnaire to compare the results together with the results taken from the discussion of the observation. from the question 5 we see each teacher of the chosen sample have his own strategy in teaching; for example, one use material design , one sometimes use visual-aids materials, another use communicative language approach, and some use different strategies in motivating students.

The answers to question number 6, we explicit that students have some responsibility toward classroom management. Especially when making some choices about choosing some the activities and topics. In the question number 7, we explicit that teachers make sure that the administration have to help teachers in managing classroom by providing all the necessary materials that make the classroom atmosphere pleasant. But they do not do that. In the question number 8, we find that teachers must manage the physical environment. From question 9 we find that all teachers present some rules and procedures in order to control the students.

From the answers about question number 10 we report that some teachers face problems and difficulties when managing classroom like: some students break the rules, waste of time just in arranging the tables and chairs when using group work, students start talk to each other about personal concerns. We observe from question 11 that students like the Oral Expression module and they feel very comfortable in that course because they are free to talk about whatever they want and do different activities that make them enjoy and then from 12 we find that the relationship between the teacher and his/her students is very good. From question 13 teachers give feedback often to his/her students and in questions 14 and 16 the effective roles of the teacher of Oral Expression are controller, guide, manager, friend, especially guide with other s like assessor and motivator. We find From question 15

that teachers rarely face misbehaviors from students and the teacher most strategy he/she generally warn in friendly way but when students exceed the limits the teacher should strict to manage his/her class.

From 17, 18, 19, 20, and 21 questions we notice that teachers see that students have to speak in order to learn effectively the language so they often urge them to participate and practice their language. In the question number 22 teachers state that they use grouping students when they see that the task will be worked effectively if students are grouped. Question 23 reports that all the teachers know that their students have speaking problems which differentiated between linguistics and psychological problems. In the last questions 24, 25, and 26 we can see that teachers differentiated in using speaking activities like discussion, warming-up, surveys and role-play activities and they write that their students somehow enjoy these activities.

4.1.3. Comparison the Results of Questionnaires and Observation

As we stated before this discussion of the results will be taken into account to compare it with teachers and students questionnaire. From the four first notes we can explicit that both teachers and teachers was right about the classroom situations because when we attend the course we observe that the classroom was in bad situation and students just to see this bad image of their place of study. Sometimes students try to arrange their sitting and make the atmosphere pleasant but this is not enough because the huge number of the students in each class is a serious problem that can hinder the effective improvement of the teaching and learning processes.

When we take a look to results from fifth, seven and eight notes, we illustrate that the teacher use some strategies to make students get involved in the activity like giving instructions about the lesson and how they will work by using simple and clear language. Consequently, that is what has been mentioned before in teachers' questionnaire that they

use strategies each one with his/her own way but not the same opinion got from students' questionnaire because they was negative about this point. The note number six report that the teacher uses the handout as a material to present a lesson but according to students' opinion the teacher do not only use handout but they also use videos and songs (lap top). In other words, teachers do not have the necessary materials that could help them in presenting lesson; they just present what they could by using their own materials.

According to the note nine and teachers' questionnaire discussion, we explicit that the teachers use to give them some instructions to follow but according to results of discussing students' questionnaire, the students have stated that their teachers do not present to them rules and procedures. From the note number ten and eleven as well as also results from both teachers' and students' questionnaire we find that all the teachers face misbehaviors created from their students and they all start dealing with that misbehavior in kindly way like looking to the students and warning him/her verbally. The note number twelve tell us that there is a good relationship between the teacher and her students and also that is what the results of both teachers' and students' questionnaires could tell us.

In this note (thirteen), we also find a similarity in the opinions of students and teachers and what we have found in the observation about the effective roles of the teachers which is a guide but they disagree in a point that a teacher is motivator because students do not somehow consider their teacher of Oral Expression as motivator. But when we come to note number fourteen we deduce that the teacher try to use some strategies to make students speak even in obliging them. From the notes fifteen and sixteen we observe that teachers and students were right in their opinion in which the majority of students have speaking problems which could be either linguistics and psychological problems or even both of them. Although these problems but students sometimes participate as teachers also have stated but depending on the topics or the activity. The notes seventeen, eighteen, and

nineteen talk about the speaking activities. According to teachers and they use different activities like discussion which is the activity presented in the attended lesson. The students ‘reaction of this kind of activity is somehow a difficulty in starting a discussion and then they just talk and enjoy talking about the topic and this is what the teachers and students agree with both of them.

4.2. Recommendations

In our case of study, we suggest that in order to enhance students' speaking skill, it is quite important to focus on managing well the classroom by well prepared lessons and activities. In addition to provide the classrooms with the appropriate materials such as lightening, furniture, and audio-visual aids this could help teachers of Oral Expression in presenting effectively their lessons.

Teachers should focus on students' speaking difficulties which could hinder their progression in learning English. Therefore, as answers demonstrated that all teachers seem to agree that in order for their students to feel relaxed and less inhibited; they should play the role of guides who encourage them to take part in their lectures.

Teachers must make sure that their classrooms are managed well and their students will not break the rules they have presented before at the beginning of the academic year. Consequently, they will take the control of the class and they will be able to present the lessons easily without any obstacles.

To end with, Teachers' could not do all the work by their own they need the help of the administration and even from students. As a result, it would be useful if both teachers and administration integrate together in managing effectively the classrooms with the help of students of course. For example, Teachers help in preparing effective lessons and controlling students and classrooms, the University Administration can help in providing useful classrooms and different materials. Finally, the students' role is to respect the teachers' procedures and keep classrooms clean and well organized.

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4.3. Research Limitation

Our study of the impact of classroom management in enhancing students speaking skill needs a long time of research and using different methods and materials to verify its hypothesis' correctness; therefore, we was unable to explore the issue at a deeper and in more profound level. As a result we have faced many problems in doing this research because we do not have the time and do not have the experience to know which methods that could help us in finding solutions to our research questions. In addition to that some teachers of Oral Expression were not helpful when we administered the questionnaire to them; some of them refuse to answer the questionnaire because either they do not have time to that or they have other questionnaires to answer. Unfortunately, this study has only been able to scratch the surface of the issue; it set out to explore the importance of the problem and the priority to be aware of it.

Conclusion

This chapter is concerned with getting real data about students' attitudes and opinions and teachers perception concerning the important of classroom management as well as about enhancing students' speaking skill in the Oral Expression Module. The present study reveals that teachers know about the important of classroom management in enhancing students' speaking skill but there some problems that hinder this process such as the lack of the necessary materials and the lack of University administration help to manage the classrooms.

General Conclusion

This study aims at studying the impact of classroom management in enhancing students speaking skill in second year English students at the Department of Foreign Languages at University of Biskra. To test this hypothesis, we divide it into three hypotheses: the first one is if EFL teachers are aware of the importance of classroom management in enhancing students' ability to speak, the second one is if teachers play their roles effectively; the students will interact in the class and the third one is about if the Universities Administrations and students are aware of the importance of classroom management in enhancing students' speaking skill, they will integrate together with teachers in the enhancement of their speaking.

Basing our research on investigating these three hypotheses, we begin by a chapter of Literature review composed of two parts; the first part is about an over view of classroom management and the second part is about the speaking skill. In the second chapter, we presented Research methodology. We first present research questions and hypothesis, research design, sample, research instruments, and data collection and analysis/ procedures. In the third Chapter, we analyze students' and teachers' questionnaires and the observation we made in the classroom. The last chapter deals with the results gathered from both students and teachers questionnaires and compare them with the results deduced from the observation method. We conclude this chapter by presenting some recommendations and enumerating the limitations of the study.

The analysis of students and teachers‟ questionnaire showed that the teachers of Oral Expression are aware of the importance of effective classroom management in enhancing students' speaking skill but they do not have the capacity to do all the work by their own; they need the help from University administration and even from the students. In addition

to that, the effective role that could motivate students to participate effectively using English is to be guides to them.

As a final point, the present dissertation has shed some light on the significance of Classroom Management in Enhancing Students' Speaking Skill. Accordingly, this work may be as trigger that can motivate other researchers to make further researches for the sake of improving teaching/learning at the level of university.

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