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Option: Linguistics

The Influence of Implementing Workshop Strategy on Improving Student's Classroom Participation: The Case of Second Year Students of English at the University of 8 Mai 1945. Guelma

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DEDICATION

In the Name of Allah, the Most Merciful, the most Compassionate

We dedicate this work

To our greatest parents with gratitude and love

To our dearest sisters and brothers

To our lovely teacher Mrs. Himoura Kawther

To all our families

To our dear friends

ABSTRACT

The objective of the present study is to investigate the impact of implementing workshop strategy on students' classroom participation. It also attempts to examine the relationship between using workshop strategy and evolvement of classroom participation. Accordingly, teachers complain about students' low classroom participation; thus they are strongly recommended to use workshop strategy to promote classroom participation. Therefore, this study has hypothesized that if teachers apply workshop strategy, classroom participation would raise. Furthermore, to check the credibility of this hypothesis a quantitative descriptive method is conducted. Additionally, a questionnaire has been administered to second year students at the department of letters and the English language at the University of 08 Mai 1945 Guelma; in order to figure out students' attitudes towards the influence of workshop strategy on classroom participation. Finally, general recommendations have been suggested for both teachers and students to encourage the use of workshop strategy as new teaching strategies to develop classroom participation.

Key Words

Classroom participation, Workshop strategy

LIST OF TABLES

LIST OF FIGURES

LIST OF GRAPHS

CONTENT

GENERAL INTRODUCTION

CHAPTER ONE: CLASSROOM PARTICIPATION

CHPTER TWO : WORKSHOP STRATEGY

CHPTER THREE: FIELD OF INVRSIGATION

Appendix 1: Students' Questionnaire

SUMMARIES

1. Statement of the Problem

Generally English foreign language learners when graduate, they become competent communicators as they speak fluently, deliver courses orally, respond to interviews easily. But it's not the case of undergraduate Students of English language who have problems with oral performance; because they tend to rely more on written activities rather than standing on the stage and presenting something orally. Thus, this fear may become an obstacle for them when they will be teachers or when they do interviews in the future. For overcoming learners' unwillingness to speak freely, workshop strategy such as role plays, simulations, storytelling may be the probable solution that will help them. So, the question that will be answered throughout our research is whether workshop strategy would enhance second year learners' classroom participation.

2. Aims of The study

Workshop strategy is among the activities that teachers ask students to perform in the classroom, hoping that it would be the reason which motivates them to participate more. So, the main aim is :

-To encourage the use of workshop strategy inside the EFL classroom.

3. Research Hypothesis

There are a lot of types that fall under the workshop strategy such as; simulations, information gap, storytelling, and role plays are the one to be tackled in this research. So, the hypothesis is that:

H1. If teachers use workshop strategy, students' classroom participation would be increased.

4. Research Methodology and Design

4.1. Research Method

A quantitative descriptive method is used through which a questionnaire for students is conducted to furnish us with steady information i.e. a primary data gathering tool. This tool may assort us with consistent information about how workshop strategy may affect students' classroom participation, and help us discover whether this study goes hand in hand with its goal.

4.2. Sample of the Study

Second year students at the department of English at university of Guelma are the sample of this study which is chosen randomly. Precisely, thirty four (34) students are just a representative number; hopefully this questionnaire gives us different views and perspectives toward the use of workshop strategy in the EFL classroom.

5. Structure of the Dissertation

The current research will be divided into three chapters:

The first chapter is entitled: "Classroom Participation". It covers definition, aspects related to classroom participation, Importance, factors which could increase and decrease students' classroom participation.

The second chapter will be devoted for "Workshop Strategy". It includes definition, the importance of the speaking skill, types of speaking activities. Also, it tackles learners' role in improving the speaking skill, and teachers' role in developing students' speaking skill.

Chapter three is "Field Investigation". It covers the analysis of students' questionnaire results. In addition to general conclusion that encompasses study recommendations for both teachers and students.

CHAPTER ONE: CLASSROOM PARTICIPATION

Introduction

Acquiring language is the primary goal of any foreign language learner. The classroom is the atmosphere where students exchange knowledge and learn different information. In the light of this, learning is a method based on using previous knowledge to form new concepts, ideas and it is what shapes perception of individuals .Indeed, learning differs from one field to another; for instance, for foreign language learners learning means to acquire pronunciation, vocabulary and grammar; however, there are important elements to be taken into consideration in order to make the learning process effective such as classroom participation. Thus, the current chapter discusses different definitions of classroom participation; also it sheds light on some aspects related to it. More specifically, it examines the importance and forms of classroom participation; finally, the chapter explores factors that may encourage and discourage classroom participation.

1.1. Definition of Classroom Participation

Classroom participation receives a great attention especially for second language learners who are expected to be active participants in the classroom, critical thinkers, and good communicators. Hence, specialists provide different definitions to classroom participation but all of them focus on learner's contribution in the classroom.

kasim (2015) argues that "traditionally, the classroom was a place where students passively received explicit grammatical, vocabulary, pronunciation and explanation from their teachers " (p.98). In different way, the traditional classroom is the teacher- centered role where students are passive receivers of knowledge, while it should be a free space for students to participate and to actively engage in classroom' discussions. However, Precourt and Gainor (2018) claim that there are different definitions of classroom participation and all of them agree that it is "two -way street" which means it is both teacher and learners' role; they also

add in order for participation to take place learners need to be enthusiastic to participate and teachers need to support their learners' engagement in the classroom (p.4).

In addition, There are five main types of participation: preparation, contribution to discussion, group skills, communication skills and attendance, all of these types they reflect students' full integration; moreover "the ideal class discussion" is when most of all students are active, respond, listen, and interpret the message appropriately; more precisely student's act of asking and answering questions is part of classroom participation (wade, 1994; Fassinger, 1995; Dancer & Camvounais, 2005, as cited in Rocca, 2010, p.187).

Correspondingly, classroom participation is very significant for learners' education and for the development of the learning process in general; teachers should help learners engage in the classroom and encourage them when they do mistakes; also they should create a suitable atmosphere so that learners feel comfortable and ready to speak up in the classroom (Ankita & Richa , 2017, pp.46-47). Plus, within classroom discussion students communicate, share their thoughts, and develop their critical and problem solving skills which will help them to analyze and to process information easily. Consequently, students develop good relationship with both teacher and classmates, all of these develop the learning process in general (Ankita & Richa, 2017, p.42).

1.2. Aspects Related to Classroom Participation

1.2.1. Group Work

Group work is one of the effective and new techniques in language teaching, Kasim (2015) defines it as "…learning together in a small group of four or five to work with language; through group work, students can have more chance to practice the use of language in the classroom" (p.97). Basically, group work is the collaboration of two or more learners in a given task; it gives students the opportunity to speak up and to learn new knowledge from other students, but the teacher should organize groups carefully in order not to lose the

advantage of this activity. Furthermore, group work helps learners acquire the appropriate use of language, feel free and responsible to express their ideas, and to provide positive atmosphere of learning (Kasim, 2015, p.105).

Moreover, the use of group work is very important for second language learners, since it makes good learning environment, it boosts learners' motivation, it makes pedagogical learning special and it develops the quantity and the quality of learners' language (Porter & Long, 1985, pp.207-208). Also, Cramer (2006) confirms that cooperative learning encourage students to work together and to develop sense of group collaboration, yet group work can be in real meetings such as classroom or it can be in internet (p.53).

1.2.2. Discussion

Howard (n.d) defines discussion as "One way in which faculty members can actively engage students in the classroom" (p.4).In other words, classroom is a vivid environment where students share and learn new information either from their teacher or classmates, one of the effective teaching strategies that help learners actively participate in the classroom is discussion. Yet, teaching in general takes time and effort; teachers need to work hard in order to facilitate the use of effective discussions in the classroom; because discussion needs planning and structure, and if it is well organized both process of teaching and learning will be enjoyable (p.3).

Equally important, Howard (n.d) insists on the benefits of discussion and he states "a thoughtful discussion erupts in class seemingly spontaneously. Students get excited about a topic and engage with energy and enthusiasm. They may not always be the most well-informed on the topic, but at least they are showing interest" (p.2).This means that students involvement in discussion can be spontaneous, they may not be familiar with the topic; but they can be enthusiastic and excited to discover new knowledge; thus, discussion is very

6

important for the success of the learning process, it makes students unconsciously entertain and learn more easily (Howard, n.d, p.2).

1.2.3. Communication

Lunenburg (2010) defines communication as "communication is the process of transmitting information and common understanding from one person to another" (p.1). Simply put, communication is what humans do every day; it is to create a common understanding or to share specific information. Additionally, Lunenburg (2010) insists that if there is no common understanding between the sender and the receiver, communication does not happen (pp.1-2).
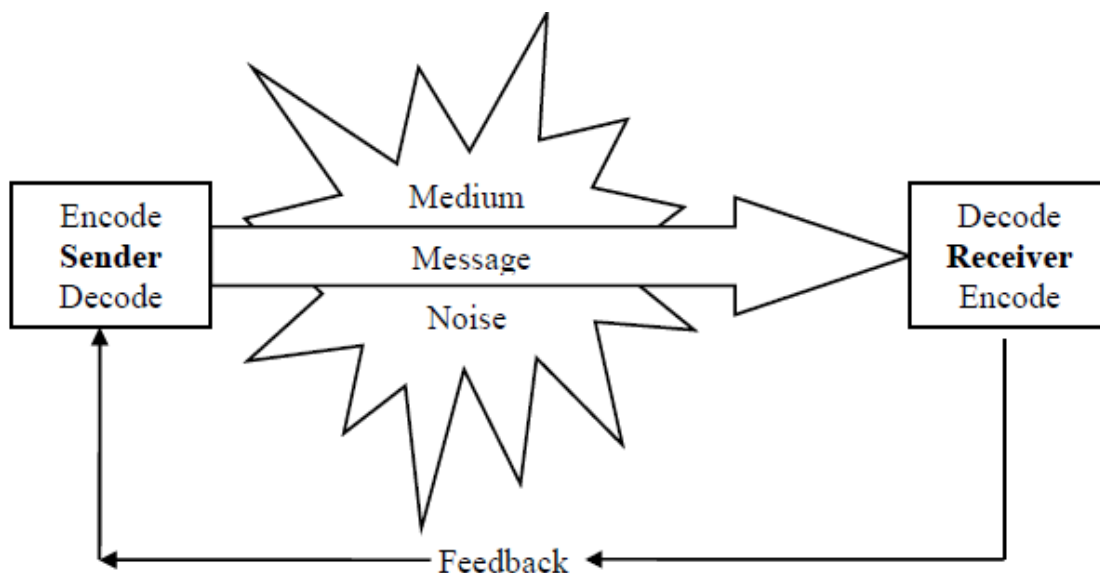
Figure1.1: reflects the definition and identifies the important elements of the communication process (adopts from Cheney, 2011, as cited in Lunenburg, 2010, p.2).

Communication needs key elements to occur. First, the sender is the one who delivers the message. Second, the receiver is the recipient of the message. Third, the message is the idea, opinion, belief of the sender. However, the process of communication occurs when the sender encodes the message either verbally or non –verbally, and the receiver decodes the message using his own way of processing information. Medium is the channel where the

message moves from the sender to the receiver, it can be real conversation, social media, and books. Noise means anything that can interrupt the communication. Feedback is the receiver turn to reply to the sender's message.

Furthermore, Wahyuni (2018) states that verbal communication is more about conversations, talks, opinions , and ideas; however for the non-verbal communication is more about body language like gestures, postures, eye contact , and many other forms (p.80).

In addition, Len (2018) insists on students' communication and he explains that class communication means the students interaction with each other in the classroom environment; thus teachers' job is to create an appropriate atmosphere for learners to communicate; also they should simplify, monitor, encourage, and support their students to communicate with each other (p.535).

1.2.4. Motivation

Motivation means persons' willingness to achieve his/her goal, it needs effort, engagement, and resistance; Motivation is significant for any learning situation (Ushioda, n.d, p.31). Following the same view, Coyle (n.d) claims that "Motivation becomes inextricably linked to achievement often described by a simplistic cause-effect formula such as low motivation leads to low achievement and vice versa" (p.53). Put in different way, motivation has direct effect on achievement whether negatively or positively, both interrelated and necessary. Besides, he adds that motivation is a must in any learning atmosphere (p.53).

Moreover, there are two main types of motivation intrinsic and extrinsic motivation, intrinsic motivation is to do a task for the satisfaction of the task itself; it is non instrumental in nature and it is not related to the outcome of behavior; thus, it is always associated with interest and enjoyment. On the contrary, extrinsic motivation is to act according to certain behavior that depends on achieving a given result not related to the act itself; besides,

extrinsic motivation is multidimensional and it can be fully external or internal, and it is the performance of a given behavior to get a certain outcome (Legault, 2016, p.1).

1.3. Forms of Classroom Participation

Classroom participation is what makes students active participants in the learning process, with class interaction learners become able to communicate and to share different ideas .Therefore, there are four dimensions of class participation mentioned in the following; Lui (2001) argues that classroom participation has four types including; full integration, participation in the circumstances, marginal interaction and silent observation; But, he declares that these categories of classroom participation are not permanent and may change according to a specific period and space (as cited in Abdullah, Abubaker, & Mahbob, 2011, p.62).

According to Zainal Abidin (2007), these types of classroom engagement are not fixed since learners may be either active or passive participants in a given talk; firstly, he explains that full integration is when class interaction is innate, accurate and meaningful; In addition, he adds that in this type of class participation students involve directly in the class conversations and rely more on what they have to say and what they have not to say; secondly, he states that participation in the circumstances happens when students consider the appropriate chance to express themselves precisely when they discuss difficult topics ; besides, he claims that if learners are affected by elements such as; socio cultural, cognitive, affective and linguistic or environmental aspects which lead students to talk and interact with each other then it is participation in the circumstances (as cited in Abdullah et al., 2011, p.62).

Thirdly, he mentions that marginal interaction is the third type of classroom participation that is about learner's role which is to listen rather than to express themselves freely; however, he points that there is another kind of students who engage directly in the

class talks relying on what has been said and on their personal notes; fourthly, he declares that silent observation occurs when students agree on any subject shared during the course where they do not speak up; therefore, he assumes that tape recording, taking notes and group discussions are the effective solutions that facilitate the learning process for passive learners (as cited in Abdullah et al., 2011, p.62).

Furthermore, Abdullah, Abubaker and Mahbob (2011) suggest two other types of classroom participation; Active participation in which learners involve directly in the class talks, conversations and dialogues from a student to a teacher or from a student to a student; in addition, they approve that passive participation occurs when students attend different courses not for the sake of being active participants, but rather to attend as silent observers who usually focus on written or printed information which is the old method of learning rather than to rely on the spoken information(p.64).

1. 4. Importance of Classroom Participation

The learning process cannot be fulfilled without all its conditions, classroom participation is one of the influential conditions that denotes the quality of teaching and learning as well ; thus, class interaction has various benefits or positive points as mentioned in the following.

Mahdikhani, Hamzehloo, Shyestefard, and Mahdikhani (2016) declare that classroom participation is an essential factor that attracts the students 'concentration since they become able to share their views and to speak up (p.1426).

Also, Mahdikhani et al. (2016, pp.1426-1427) confirm that class interaction is the key element that refreshes students' memory and their way of thinking and what makes them engage in different subjects during various courses; the thing that pushes students to develop

their cognition since they answer both easy and difficult questions and to become skillful enough when they link separate information.

Additionally, they assume that through classroom participation the teacher can correct students' mistakes easily ; also, they confirm that class interaction denotes to what degree students get what is said by the teacher ; furthermore, they assert the fact that with participation teachers can know the level of each student; this enables learners to discover new points that are questionable. More precisely, they mention that participation makes students always ready to answer any question, because they are familiar with various information which are in their memory and they become able to use them (p.1427).

Correspondingly, they clarify that participation creates equilibrium between students in the classroom by which the teacher forms views about the students' level and can assess them later. Besides, they emphasize students' participation is what gives the teacher an opportunity to be aware of what is going on in the classroom; for instance, if they commit a mistake or if they do not focus with her/him carefully in order to manage any situation he/she faces with them (p.1427).

Moreover, they explain that class interaction builds a mutual respect between learners; they can communicate smoothly with their classmates and not to judge them disrespectfully; also they confirm that class participation helps students to improve their acquisition and become able to give and to take information in the class, by exchanging data from a student to a student or from a student to a teacher, and help learners to acquire confidence and high self -esteem while they work together (p.1427).

Consequently, they consider that participation is a means that facilitates using the language by learners; through using it each time during the process of interaction; also, they

affirm that classroom participation enables them to gain numerous vocabularies specific to a particular subject or field (p.1427).

1.5. Factors that Hinder Classroom Participation

1.5.1. Students' Factors

Students' participation in the classroom is the essence of the learning process; however, students may become passive, quite, and inactive in the class due to many factors some factors are related to students contribution in the class such as; different students' learning styles, anxiety, attitude, low motivation, level of second language and personality traits; all of these factors discourage students' participation in the class.

1.5.1.1. Students' Learning Styles

Mai (2019) argues that learning style differ from one person to another since each individual has his own way of how to understand and to keep in information; students through learning from their personal experience or others experiences can detect what suitable strategy for them; hence, good learners are successful when they are able to discover their favorable learning strategies (p.86). Additionally, he adds that "learning style is an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills"(86). Indeed, individuals' learning styles are not similar; they receive, save, and recall information differently, it is related to preference and natural born habits.

1.5.1.2. Students' Attitude and Motivation

Many researches and studies ensure the important role of attitudinal or motivational factors on learning, there is a relationship between how students think and their attitude and motivation; both are essential for the development of second/ foreign language learning (Ghazvini & Khajehpour, 2011, p.1209). Motivation plays a major role in learning any language especially if learners have a specific goal to accomplish; it affects how much

learners participate in oral activities; the more learners' motivation is high the more their interaction is high (Mai, 2019, p.86).

1.5.1.3. Students' Second Language Level

It is clear that students' level differ in class from good, average, weak; and this affects participation, Mai (2019) claims that "another factor related to students' language level that may hinder students' participation in speaking activities is their pronunciation of the second language, Most of the students who are learning English have difficulties in pronunciation, which makes it difficult to communicate in the target language" (p.86). That is to say, student's participation is related to their capacities of communication, they should have good pronunciation in the target language; because, it is not achievable by everyone and can cause uneasiness during classroom.

1.5.1.4. Personality Traits

Humans all over the world they have different qualities and that is what shapes the uniqueness of individuals, personality is how one thinks, acts, feels; it means the existence of different qualities deeply rooted in persons' character (Geramian, Mashayekhi, Niggal, 2012, p.4374). In the same line, Ghazi, Shahzada, and Ullah (2013) states that "personality determines a set of important characteristics and that how people interact with others, human Personality is the combination of a number of traits" (p.438). In other words, individual personality is a set of features and traits shapes his/her difference, it is a very important determinant factor in human nature.

Moreover, Mai (2019) argues that "according to many language teachers, the personality of their students considers a major factor contributing to the success or failure in language learning" (p.86). This means teachers in   language teaching courses face difficulties with

students due to their variant personality traits, students with good personality traits are more successful than other students with bad personality traits.

1.5.1.5. Students' Anxiety

Anxiety is the feeling of fear, stress and uncertainty about a given task or a situation as Merriam-Webster (2020) defines anxiety as "a strong desire sometimes mixed with doubt, fear, or uneasiness". Besides, most of students suffer from anxiety problems, their fear of speaking in the classroom decreases their participation, and teachers may help learners overcome such problems through the use of effective strategies, one strategy is to suggest topics familiar to students, which make them more free and relaxed to speak up; thus teachers need to encourage students even when they do mistakes, and to accept all students attempts; it is teachers' job to create friendly and good learning atmosphere (Mustapha, Rahman & Yunus, 2010, p.1083).

1.5.2. Teachers' Factors

Teachers are the controllers of the classroom environment; they can influence their students' participation negatively through their lack of knowledge about the subject, their bad characteristics and competences, also their low self-esteem and emotions.

1.5.2.1. Teachers' Knowledge

Teacher knowledge refers to the knowledge of teacher in relation to his/her field; it is teacher's amount of familiarity about subject matter knowledge, educational knowledge, and psychological knowledge; because, both scientific and cultural backgrounds are important; but experience is always a winning point for teachers, it helps them to avoid misleading, to choose effective teaching methods, and to promote effective teaching environment. Besides, teachers' knowledge of teaching is not enough; she/he should develop skills like problem solving skills in order to overcome difficulties that may occur inside the classroom (Zhao, n.d,

p.70).Therefore, Zhao (n.d) adds that "teachers knowledge can influence students understanding and learning" (p.68). Indeed, learning process needs effort for both teachers and learners; but, in most cases students' knowledge reflects teachers' knowledge.

Moreover, Zhao (n.d) in his investigation on EFL student teachers' knowledge structure, he concludes that teachers become more aware about their knowledge. They must develop their abilities to help learners psychologically and scientifically. Besides, teachers are class dominant leaders, if they develop good knowledge they will be able to uncover students' differences so that they figure out suitable strategy for them; however, teachers should update their knowledge according to school curriculum in order to change teaching and learning methods when necessary (p.82).

1.5.2.2. Teacher Characteristics and Competences

Mai (2019) states that teacher competences are his/ her knowledge about the educational system in general and about his/ her job as a teacher; however, he argues that professional characteristics are more about teacher' development such as values, principles and relationships; finally, he asserts that teachers' competences and characteristics influence students' participation and engagement in the classroom (p.87).

1.5.2.3. Teachers' Self-Esteem and Emotions

Teacher's ability to create a friendly atmosphere is very helpful for learner's motivation, because the teacher's self-esteem affects students' development of their self-esteem; teachers have many responsibilities in the classroom especially to develop a good relationship with their learners which is very important for the learning process in general (Mai, 2019, p.87). Hence, teachers' emotions are crucial in the classroom, students become less interested and lazy just because of their teachers negative traits, also teachers' emotions affects students' carrier development, academic performance, behaviors inside and outside the classroom, and

the whole classroom climate (Ruiz, 2016, p.74). Additionally, Ruiz (2016) assumes that the teacher should know when and where to use negative emotions, because not any negative emotions can cause harm to students, it differs from one situation to another, as he says "in situations where the student must be corrected, negative emotions (such as anger) can cause positive effects, and positive emotions (like pity or sympathy) can cause negative effects" (p.77).

1.6. Factors that Increase Classroom Participation

Classroom participation is a turning point which helps both learners and teachers; learners to engage in different talks in the class and teachers to know the level of each student when they interact with each other; therefore, class interaction needs four essential factors to rise up as indicated in the following;

Mustapha, Abd Rahman , and Yunis (2010) state that positive lecturer traits is the first factor which is a set of principles or characteristics that a teacher should hold and use in the classroom in order to make his students active ; to answer several questions without being afraid of whether the answer is relevant to the question or not ;additionally, they add that students feel very relaxed if they study in a class which is full of safety, love, and harmony where they can engage in the class discussions freely and become courageous enough to stand in front of the teacher and their friends (p.1081).

Moreover, they focus on another factor which is positive classmate trait which enables students to be active participants in the active learning process, where they feel more relaxed and comfortable, because they interact with each other without any feeling of fear since they are familiar to the class members; in addition, they assert that students become confident enough to present and to share their knowledge ; even if it is not well structured the classroom

is an environment where no one is better than the other ; all students are still learners and learn from each other(p.1081).

Furthermore, they emphasize that engaging class content is another important element which increases students' participation; they feel better if they are exposed to subjects and tasks that suit their ideas, preferences, and field of study; thus, this makes them creative and like to produce and to give more in the class discussions, because they are motivated enough and ready to participate and to make the class vivid (pp. 1081-1082).

Additionally, they state that physical setting is among the factors that has an effective impact on the students' classroom participation, since students like to engage in a class talk where each one listens to the other; thus, they confirm that dinky classes are the best solution which makes students appreciate learning, also teachers spend little efforts to know their students and each of the learners has a chance to participate (p.1082).

Conclusion

As this chapter shows, many researchers conduct several studies about classroom participation. Despite the fact that there are different definitions of classroom participation but all of them agree on its' importance especially for foreign language learners. Therefore, class participation is what gives opportunities to both teachers and learners especially students; because through class discussions and interactions they will be able to develop certain cognitive skills and some skills related to social life. To conclude, classroom participation is the core of any learning process and it should be organized carefully and taken into account by most of teachers.

CHPTER TWO: WORKSHOP STRATEGY

Introduction

In recent years, the focus of teaching a foreign language shifts from reading, writing, listening skills, to speaking skills. Moreover, acquiring the speaking skill means the ability to express thoughts, feelings, and opinions appropriately in the target language; however, achieving this goal is not easy since the process of being skillful in speaking needs certain capacities such as fluency, self-confidence, and a good background of grammar and vocabulary.

Teachers do several attempts to enhance learners' speaking proficiency especially in foreign language classes such as oral presentations and group works. In this concern, they try to neglect old teaching methods to move forward and to apply new techniques and strategies as a probable solution for learners' low speaking proficiency. In the light of this, the second chapter discusses how speaking activities are beneficial for learners, also it provides a sight about the nature of speaking activities in addition to its different types and how the contribution of both teachers and learners is essential for the success of these activities.

2.1. Definition of Speaking Activities

Novianda (2017) defines the speaking activity as "an activity required for oral communication and designed to activate the spoken communication, students are expected to actually do things with language and it is the doing that should be the main focus of such sessions" (p.388). In other words, speaking activities are learner-centered activities or tasks in which students focus on how to use the language differently to be fluent speakers who practice the language accurately. Thus, speaking activities are tasks directed for students in order to evolve their classroom interaction.

According to Gower, Phillip, and Walters (1995) "teachers can promote fluent speaking by means of different free or creative activities; it means the practice of fluency by using real-life language in different real situations…" (as cited in Sikder, 2016, p.52). That is to say, classrooms are appropriate spaces for learners to gain different skills in a specific language and to help them to apply those skills so that teachers suggest several oral activities to help learners practice the language accurately.

2.2.The Importance of Speaking Activities

Communication is a basis for any domain; one cannot express thoughts, feelings, and beliefs without the appropriate use of language. English as it is the international language spoken by most people all over the world; it is highly needed for communication. People need to learn different languages in order to communicate with people from other countries and nations. Moreover, speaking skills become an obstacle for many English learners; as a result of this, English teachers should teach EFL learners the necessary skills that help them in their daily life situations because communication skills are very significant in the modern world (Rao, 2019, p.8).

Furthermore, learners need to learn four basic skills but speaking is the most difficult one; because it needs to have good knowledge of grammar and vocabulary. Speaking means to use appropriate and comprehensible sentences in the moment of speaking; for this purpose, people try their best to acquire speaking skills in order to communicate perfectly (p.9). Accordingly, speaking skill is very important for learners' professional life and for all domains since they need it in job interviews; the more they are able to present themselves orally the more their chance of success becomes high; thus, for learners who want to enhance English as a foreign language, they need to develop their speaking skill because they need it in their carrier, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions (p.9).
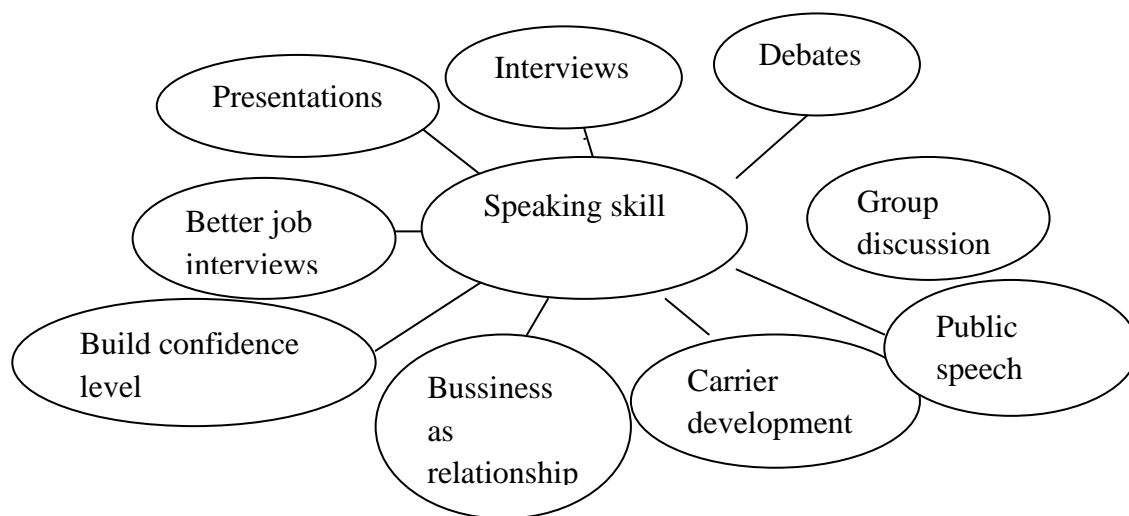
Figure 2.1: The importance of speaking skills (adopts from Rao, 2019, p.9).

Leong and Ahmadi (2016) assert that "speaking is the most important skill because it is one of the abilities that are needed to perform a conversation, speaking helps learners develop their vocabulary and better their writing skill" (p.35). In other words, speaking ability is a so valued skill that learners have to take into consideration when learning a foreign language since it is all about expressing one's self through speaking, discussing, and arguing with one person or with a group of people like in the classrooms; thus, students gain numerous words, terms, and expressions in order to use them to communicate and to write as well.

2.3. Types of Speaking Activities

There are different types of speaking activities that can be used in classrooms to practice speaking, such as: role-play, simulation, information gap, storytelling, brainstorming, and picture strip story.

2.3.1. Role-Play

There is no precise definition of role-play; different authors provide various definitions to the word "role-play".

Role-play is a speaking activity that occurs when someone plays an imaginary situation or develops a situation that represents someone else (Fadilah, 2016, p.211). Besides, Puyate and Eniekenemi (2017) define role- play as "the practice of having students take on specific roles and act them out in a case-based scenario for the purpose of learning course content or understanding complex or ambiguous concept" (p.50). In other words, role-play is a strategy or an activity in which learners perform a given role in accordance with a specific scene to acquire new vocabularies, ideas, and thoughts that enable them later to communicate with the target language appropriately. Similarly, Rahman and Maarof (2018) define role-play as "a well-known strategy that helps students to familiarize themselves with new social environments" (p.65). In other words, role-play is among the oral activities that enable EFL learners to live in communication with each other and to make use of the oral skills of a particular language.

2.3.1.1. Types of Role-Play

According to krept (2017) there are three types of role-play they are; fully scripted role-play, semi-scripted role-play, and non-scripted role-play (p.865). In fully scripted role-play, students should learn by heart his/her role because everything is written; this type of role play can be useful for weak students because semi-scripted role play can be difficult for them (Byrne, 1986, Harper & Morris, 2005, as cited in Krept, 2017, p.865). In semi- scripted role play students are given a sample to follow with some missing parts and this type is very helpful for average students to develop their level of proficiency; thus, the design and the structure of semi- scripted role -pay is different from fully scripted role play (krept, 2017,

p.865). In non -scripted role play students can develop their way of thinking, acting in some situations based on their understanding, and form language of their own; basically non-scripted role play is for advanced students with high problem solving skills (Davies, 1990, as cited in krept, 2017, p.866).

On the other hand, Kusnierek (2015) argues that there are two types of role-play they are; real-plays and surreal plays; in real-plays students have chances to practice real situations which help them later in the real world. In contrast, in surreal plays or in the imaginative role playing students are free to express their feelings, thoughts, and dreams; furthermore, it is not similar to real plays that focus is on bringing reality into the classroom (p.82).

2.3.1.2. Advantages of Role-Play

Role play is an essential oral activity that students need to practice in the classroom as a step towards acquiring any language; in this regard role play is a strategy that has various positive effects on students' speaking skill taking into consideration a set of its advantages.

According to Alabsi (2016) role play is to act a specific role in order to be more realistic and original when students use a second language; besides, it is an entertaining means that makes students gain a set of vocabularies in a real environment (p.227). Similarly, role play is a valuable method that teachers should apply in the classroom to trigger students' minds and to pave the way for them to acquire a high sense of self-esteem and to learn with willingness. Also, it is an appropriate way for learners to learn different terms, concepts, and ideas when they use different information in debates and discussions (p.229).

Furthermore, Role play is an effective teaching strategy for the English classroom; it is the best way to improve students' speaking skills since roles are from real world situations. Teachers in role play divide students in pairs and give them time of ten minutes maximum to prepare their role; with teachers' motivation and positive feedback learners perform their roles

with the use of different grammatical sentences. Role play is a good strategy to introduce in the English classroom (Rao, 2019, p.14).

2.3.2. Simulation

Simulations are "instructional scenarios where the learner is placed in a world defined by the teacher, they represent a reality in which students interact. The teacher controls the parameters of this world and uses it to achieve the desired instructional results" (Bukar, Ibi, & Bello, 2016, p.113). In other words, simulation activity is when the lecturer plays the role of a guide and gives instructions to his/her students to do a specific task in the classroom, in order to let them communicate and speak up with each other during the course discussion.

"Simulation is an innovative teaching method which is a learner-centered, activity-oriented teaching strategy" (Uguma & Obiekezie, 2018, p.1). This means, simulation is a technique applied by teachers in a classroom setting, that is based on two main approaches the learner- based approach and the task- based approach.

2.3.2.1. Importance of Simulation

Simulation is a teaching strategy that helps learners to develop their speaking skills through different ways including the following;

Sottile and Brozik (2004) state that simulation enables students to trigger their minds to solve different activities and to acquire several important methods (p.2). Moreover, they emphasize that simulation helps learners to raise their involvement and to gain new skills that make them active participants during different courses; in addition, the writers point out that simulation is what puts in the application all the approaches and ideas that students take in the classroom (p.3).

Furthermore, they claim that through simulation strategy learners become able to link concepts and thoughts together and to differentiate between them as well in a suitable

23

classroom atmosphere. Additionally, they focus on the idea that with simulation teachers can differentiate between good elements in the classroom and those of overage level which creates a kind of competition between learners. Besides, they mention that simulation is a good strategy which makes students dependent, and become motivated enough to study and to contribute with a lot of information during the presentation of the course via answering several questions; also they add that when applying simulation' techniques learners directly engage in the classroom discussions (p.4).

2.3.2.2. The Difference between Role-Play and Simulation

Kusnierek (2015) argues that there is small attention given to the difference between role play and simulation since they may be similar in practice; however, there is a distinction between these two speaking activities (p.82).

The distinction between role-playing and simulation is a matter of degree; in role-play learners should know how and what to say in the role they adopt; however, in simulation learners are free to express their personal views and it is more about the reflection of real-life situation; additionally, simulation is a chance for learners to practice how to behave in real-life events; thus, role-play activity is to perform someone else' role as it should be but in simulation learners do not take in the role rather they imagine themselves in real position (Dummett,1994, Dakowska, 2005, Harmer, 2012, as cited in Kusnierek, 2015, p.82).

Equally important, the distinction between role-playing and simulation is not clear; simulation rules are structured and organized; however, both role-play and simulation games represent real-life situations. Participants in simulations are guided by background information; they must accomplish the task in a specific period of time. In contrast, role plays participants' main aim is to pretend to be someone else (Klippel, 1984, 121).

2.3.3. Information Gap

The communicative approach suggests many activities; one of them is information gap activity, it is one of the important techniques in language teaching that needs the involvement of the four skills. However, information gap activity is very significant for promoting students' participation in the classroom; learners focus more on meaning rather than grammatical structure, it makes students able to negotiate meaning with each other (Ismaili & Bajrami, 2016, p.613). Moreover, Abdul (2013) argues that "information gap activities take place between students, not between a student and a teacher, though a teacher can certainly demonstrate the activity. The two students will be asking each other questions to which they do not know the answer" (p.70). In other words, information gap activities are oral activities where only learners are concerned in which they form different questions for each other and answer them without the interference of the lecturer whose role is just a controller.

2.3.3.1. Advantages of Information Gap Activities

Information gap activities are an effective teaching strategy for English learners (Defrioka, 2017, p.120). Similarly, "Information gap activities gave valuable contributions to both students and teachers. In parts of students, these activities had a chance to speak with their partner or classmates because they have to complete the communicative tasks" (Defrioka, 2016. p.125). To simplify, information gap activities are tasks that learners fulfill in order to speak up in the classroom and to have discussions with the lecturer or with the other students to be effective communicators.

Furthermore, Information gap activities are very helpful for learners, it allows them to speak freely since it is just with their peers not front of all their classmates, and it makes them able to negotiate new meanings and concepts related to the target language; in addition to that, students in information gap activities are able to use linguistic forms in a communicative way;

also these activities help learners to develop their grammar while speaking (Abdul, 2013, p.71).

2.3.4. Story Telling

Storytelling is well-known art from history; it is to tell a story orally and not to read it from paper. Storytelling technique is beneficial for learners; it promotes their emotional intelligence, learners when they tell stories they automatically develop a good knowledge of vocabulary, grammar, and structure of sentences. Besides, the storytelling technique creates a warm atmosphere where learners' motivation becomes high and they are able to get rid of stress and anxiety problems (Samantaray, 2014, p.40). Additionally, storytelling technique is beneficial for learners of the English language; it is a technique that attracts students' minds when they try to expect the flow of story events; also it is what motivates students to participate and to involve more in the classroom environment (p.44).

In addition, Inayah (2015) concludes in his research that "storytelling technique works effectively in improving students' speaking skills. The result of the research proved that the students who were taught by using storytelling have better performance in speaking skill than those who were taught by conventional technique" (p.36-37). This means the effect of storytelling technique on students' speaking skill is highly progressive; their performance changes for better unlike when they use old teaching methods.

2.3.5. Brainstorming

According to Rizi, Najasipour, Haghani, and Dehghan (2013) brainstorming is a teaching strategy that pushes students to gather thoughts and points specific to a particular topic, and to link all the information obtained to form one single body to treat a specific issue in a given domain (pp.230-231). Moreover, Almutairi (2015) defines brainstorming as "Brainstorming strategy is one of the most important strategies in provoking creativity and

solving problems in the educational, commercial, industrial and political fields" (p.136). To express this in a different way, brainstorming technique is not just helpful for learners; it is very beneficial in all fields since it paves the way for everyone to be creative and to develop many skills related to each ones' field.

2.3.5.1. Rules of Brainstorming

According to Rizi et al (2013), brainstorming technique has rules must be applied by learners not to put them under pressure but to make the task successfully in order to gain a lot from it, those rules are as follows

"Withhold Criticism" is one of the principles in which learners have to show real respect for the ones presenting in order to correct mistakes and to benefit from the classroom discussion and there should not be any kind of judgment. In addition, they add "Flaying in Dreams" is another rule which is of a great sense of imagination and refreshes one's ideas Moreover, they mention that "Focus on Quantity" is a principle that learners should depend on in which they bring numerous thoughts and concepts to develop a good and fruitful oral presentation. Furthermore, they assert that" Documentation" is an important principle in which students ought to keep any concept or information to latter express it in front of the others. Also, "Combine and Improve Ideas" is a very essential part that is about to check all the information if there are points to mention or to correct mistakes to obtain a full accurate result (p.231).

2.3.5.2. Stages of Brainstorming

There are five stages of brainstorming that present structural headlines for EFL learners to develop their speaking ability in the classroom atmosphere including the following;

According to Rizi et al (2013), the first stage is "Introducing the Brainstorming Rules"; in this phase, the teacher plays the role of a director for the students where he puts all the principles needed for brainstorming on the board in order to be a guide for them. They assert that the second stage is known as" Stating the Subject of the Problem" at this level teachers should give learners subjects or themes that go hand in hand with their interests and desires in order not to feel bored or embarrassed and the teacher here offers the students some focal points about the subjects to form their own background. Moreover, the writers state that "Expressing Ideas" is the third phase where learners organize themselves knowing what to say and when to speak up and students can listen to each other to gain different information (p.231).

Furthermore, they claim that "Exhibiting Ideas for Combination and improvement" is the fourth stage where the teacher gives students different instructions including; to pay attention, not to repeat the same points, to avoid chaos just to select the suitable ones, and to delete what is odd (p.231). According to Fourouch and Sadeghi (1989), the fifth phase is known as "Evaluating Ideas" here comes the last phase that is to correct all the information in order to organize a work ready to be presented as a solution for a given issue (as cited in Rizi et al, 2013, pp. 230-231).

2.3.6. Picture Strip Story

According to Gibson (1975) picture strip story is one of the oral activities that teachers use in the classrooms aiming to raise learners' class participation, also picture strip story is a task in which teachers give different expressions or utterances to students and ask them to develop each utterance in one single paper, for each one to obtain a full story latter that is going to be chronologically structured so as to practice speaking along with sharing several thoughts to promote their fluency of English (as cited in Novianda, 2017, p.392).

Moreover, Novianda (2017) argues that picture strip story is a method from which students acquire several sorts of information and vocabularies since each one introduces his own knowledge and shares it with the whole class 'members depending on images, pictures, and graphs (p.389).

2.3.6.1. Advantages of Picture Strip Story

Vernon, Gerlach, and Donald (1980) state that picture strip story has both positive and negative effects; the teacher should pay close attention during the teaching profession. Moreover, they state that there are several advantages of picture strip stories including; firstly, picture strip stories are not difficult tasks and learners can do them without any matter; secondly, they affirm that through images and pictures the learning process goes appropriately because pictures cover subjects from all the edges; thirdly, they assume that this strategy helps learners to evolve their mental abilities and to get messages accurately; fourthly, they focus on the idea that this kind of activities is no longer pricey; fifthly, picture stories are key motivators that push students to participate; sixthly, they maintain that through the use of picture strip the members of the class can interact (as cited in Novianda, 2017, p.393).

2.3.6.2. Disadvantages of Picture Strip Story

Vernon, Gerlach, and Donald (1980) point out that picture strip story has a number of disadvantages; since the use of picture strip story can cause chaos in the classroom which is something not appreciated in the learning atmospheres. Besides, the pictures are not of large sizes which can be an obstacle for learners to acquire meanings from them; in addition, they assert that picture strip stories lead students to lose their concentration; thus, the majority of effective and meaningful pictures are expensive and cannot be found when needed (as cited in Novianda, 2017, p.393).

2.4. Learners' role in Improving Speaking Skills

According to Gudu (2015) students who prepare themselves well before they attend classes are able to express their ideas and views quickly towards any suggested topic. Besides, An EFL learner becomes able to communicate with English wherever they want in classes or in their daily lives; and this depends on their strong desires which push them to speak up and to contribute in the classroom discussions (p.61). Moreover, according to Hussain (2017) to acquire speaking skills learners should practice reading words in English with respect to all the phonetic rules and to learn by heart several terms, also they should be active in the classroom via interacting with the teacher; through asking for clarifications to avoid ambiguities; plus, they should participate in different debates with their classmates to gain numerous words and to be competent speakers (p.20).

Furthermore, EFL learners' autonomy does not mean complete separation from their teachers; learners need guidance and orders to follow in their learning process; also, they should rely on their classmates. However, in the past students are more directed to independently. Basically, learners' main role in the classroom is to follow up teachers' rules (Talley & Hui-ling, 2014, p.43). More precisely, Talley and Hui-ling (2014) summarize the role of learners' as the following, learners' first role is to obey teachers' guidance, and also they should be listeners, performers, and integrators. EFL learners' interaction is very important; it allows students to become more independent. Additionally, they should develop negotiation skills to communicate perfectly in the target language. Consequently, the role that learners take in the classroom is significant for the success of language speaking (p.44).

2.5. Role of Teachers in Developing Students' Speaking Skill

Koran (2015) states that teachers must play roles in the classroom in order to develop learners speaking skill, according to him the teacher should act as an " assessor" because the

assessment in most of the language classes is ignored; additionally, the teacher must design exams and quizzes in order to assess learners' speaking skill; furthermore, the second most important role of the teacher is the "organizer", the teacher should know which activities and methods are best for learners and when she /he should apply them; also the teacher should know how to organize such activities in order to increase her/his learners speaking skill (p.407).

On the contrary, Harmer (2001) argues that there are three important roles the teacher must play in order to improve students' speaking skill: the prompter, the feedback provider, and the participant. Firstly, the "prompter", the teacher helps learners when they find difficulty in expressing themselves or in speaking tasks in general, he/she gives them hints like proposing words or phrases; also the main purpose that the teacher should focus on in order to give prompts is how to motivate her/his learners. Secondly, the teacher as a "feedback provider", the teacher should provide positive feedback to her/his learners; also she/he may use feedback at the end of the oral tasks; however, she/he should be careful from over correction that may hinder students self-confidence and motivation. Thirdly, the teacher as "participant" she/he can participate with her/his learners in speaking activities which help her/him know more about the difficulties students may face ; also she/he may practice the task before it gives it to learners; thus, she /he will be able to figure out the obstacles of that activity and to manage them earlier; besides, she/he should not fully participate in any speaking activity in order not to diminish the main objective of speaking activities(as cited in Koran, 2015, pp.407-408).

Conclusion

Speaking is always a complex skill to acquire in comparison to reading, writing, listening skill. Speaking skill is very important for foreign language learners that need to be taken seriously. Moreover, to enhance learners' speaking skill teachers should apply various techniques and activities different from old methods of teaching such as role play, simulation, information gap so that learners may become exited to speak up, involve in discussions in order to overcome issue of low classroom participation; however, teachers need to play different roles such as organizer, participant, and monitor so that she /he can fulfill the purpose of such activities.

CHAPTER THREE: FIRLED OF INVESTIGATION

Introduction

The previous chapters present literature review about both classroom participation and speaking activities. This chapter deals with a questionnaire designed for students in order to know their views towards what kind of activities needed to enhance students' classroom participation.

Correspondingly, this chapter starts with a description of the population and the sample that has been chosen earlier. In addition, it discusses the questions of each section and and analyzes data in terms of graphs and tables; above each table there is the aim behind each question .Finally, this chapter provides suggestions and recommendations concerning the role of speaking activities in classroom participation.

3.1. Research Methodology and Design

3.1.1. Research Method

This research has been conducted using the quantitative method and it is designed to investigate the effect of implementing workshop strategy on classroom participation. The results of students' questionnaire are shown in terms of tables and graphs presented in percentages for both semi closed and multiple choice questions; however open ended questions will be interpreted in details.

In fact, due to the current unstable situation of the country (Pandemic Covid-19), conducting the experiment has been embedded because of the unavailability of sample at hand; teaching has been carried via online platforms, and no experimental and controlled groups could be found.

Moreover, the previously planned and described teachers' questionnaire had been canceled as well because of the absence of the teachers' responses on the planned

questionnaire (see Appendix 1) which has been sent to their professional emails many times; this lack of response is due to unknown reasons.

3.1.2. Population of the Study

The population of this research includes second year students of English at the department of letters and English language, in the University of 8 Mai 1945-Guelma.The population of the study consists of one group of second year students who are chosen randomly. The group contains thirty four students (34). The reason why this sample is chosen is that we conceive that second year students are in need of developing their speaking abilities in order to engage in classroom discussions, since they are still beginners.

3.1.3. Data Gathering Tool

Data is gathered through a questionnaire (Appendix 2), consists of four sections. The questionnaire contains sixteen questions (16) variant from open ended questions where students are free to write down sentences; while other questions are multiple choice questions where students need to choose the appropriate answer. Plus, some questions are semi closed where students need to pick up then to justify their choice. This questionnaire is devoted for second year students with the intention of investigating students' attitudes towards the use of speaking activities to improve classroom participation. In this regard, students' answers will help us to confirm or to reject the hypothesis.

3.2. The Students' Questionnaire Analysis

3.2.1. Description of the Questionnaire

The questionnaire is composed of sixteen questions (16); variant from open ended, semi closed, and multiple choice questions. There are four sections in the questionnaire, section one: background information (Q1-Q3) it deals with students' gender, their level of

English and their choice of learning English. Section two : classroom participation (Q4-Q8) it investigates students' frequency of participation, their attitudes towards the importance of classroom participation, frequency of teachers' encouragement of students' classroom participation, also their opinions towards statements related to classroom participation. Section three: workshop strategy (Q9-Q13) this section is devoted to know students' familiarity with workshop strategy, also it seeks to see students' opinions about the present techniques and methods used by teachers. In addition, it aims to find which speaking activity students prefer, and how often teachers apply it in the classroom. Plus, it attempts to see students' views about the importance of speaking activities inside the classroom. Section four the impact of using workshop strategy on classroom participation(Q14-Q15) it aims at investigating if students' exposure to speaking activities helps their class participation to increase or not, and it attempts to know which speaking activity motivates students more to speak up in the classroom, also it seeks information about teachers' ways to raise classroom participation.

3.3. Analysis of Students' Questionnaire Results

3.3.1. Section One: General Information

Q1: Specify your gender?

    a. Male

    b. Female

This question is intended to know how many boys and girls participated in the questionnaire. The results are presented in the following table:

Option	Number	Percentage
A	8	23.52%

B	26	76.48%
Total	**34**	**100%**

Table 3.1: Students' Gender

According to the results shown in table one the majority of participants 76.48% are females; however only are males 23.52% , this indicates that female students are of a large number and dominate English classes
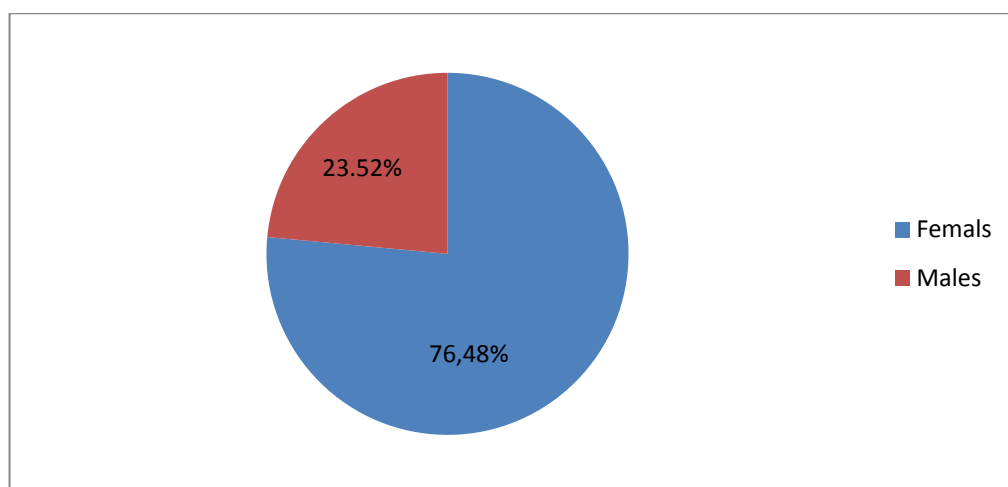
Graph 3.1: Students' Gender

Q2: Was it your choice to study English?

a. Yes

b. No

This question aims at investigating whether English as a field of study is the first choice of learners or they are obliged to choose it. The following table shows the results obtained:

Option	Number	Percentage
A	23	67.64%

B	11	32.36%
Total	**34**	**100%**

Table 3.2: Students' Choice of Learning English

Table 02 shows that 67.64% of total number of students claim that English is their first choice, while 32.36% of students do not choose English; this means that most of students has achieved their desire of learning English.
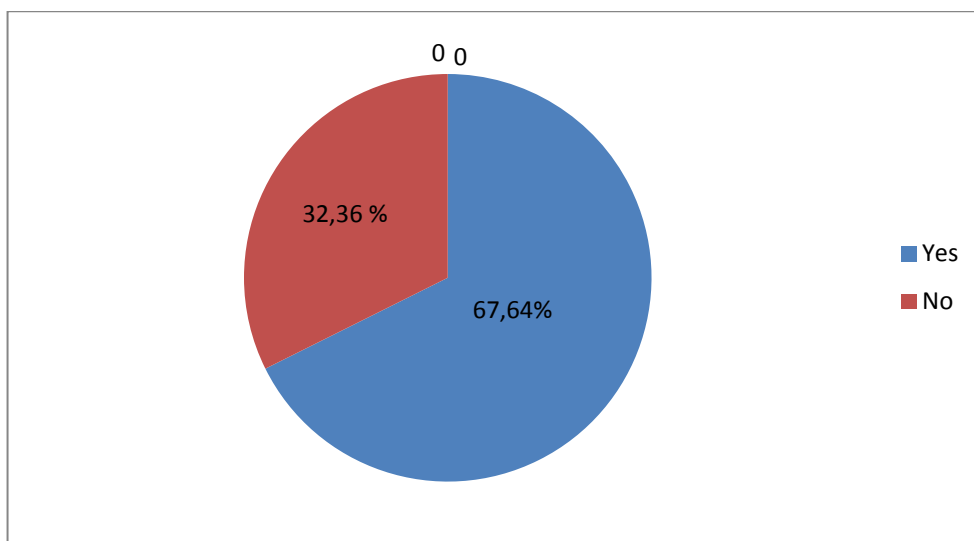
Graph 3.2: Students' Choice of Learning English

Q3: How could you describe your level of English?

    a. Good

    b. Average

    c. Bad

This question shows the level of students in their field of study (English), as illustrated in the following:

Option	**Number**	**Percentage**

A	9	26.48%
B	25	73.52%
C	0	0%
Total	**34**	**100%**

Table 3.3: Students' Level of English

The results from the table above illustrates that majority of students describe their level in English as average with percentage of 73.52% ; while 26.48% of students claim that they are of a good level; however none of them pick the choice " bad". This means that most of them are of a moderate level and just few of them are good.
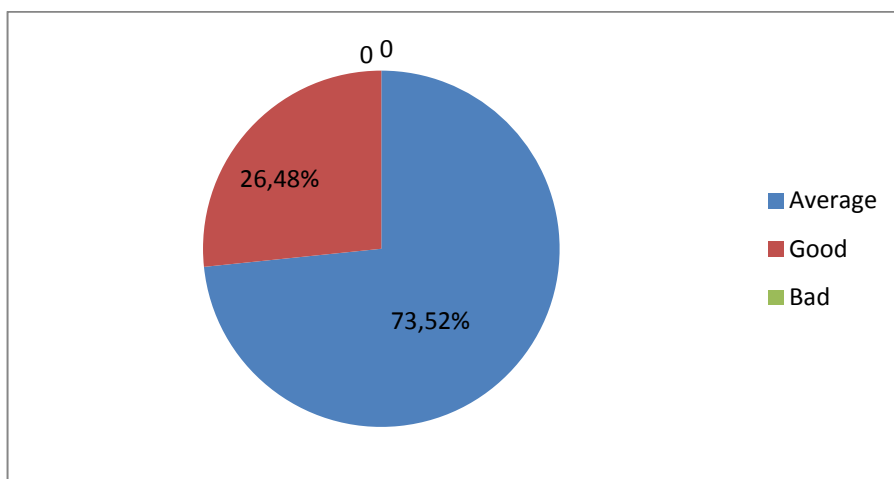
Graph 3. 3: Students' Level of English

3.3.2. Section Two: Classroom Participation

Q4: How often do you participate in the Classroom?

    a. Always

    b. Sometimes

    c. Rarely

    d. Never

This question is intended to figure out how many times students engage in the classroom participation as presented in the following table:

Option	Number	Percentage
A	9	26.47%
B	18	52.94%
C	7	20.59%
D	0	0%
Total	**34**	**100 %**

Table 3.4: Frequency of Students' Classroom Participation

Table 04 indicates that most of students 52.94% say that they sometimes do participate in the classroom, students consider themselves as active participants in the classroom environment with percentage of 26.47%; but students who rarely participate are of 20.59% from the total number; no one of them claim that he never participates. This means that all students participate but the difference is only in how many times they participate.

Q5: Is classroom participation important for EFL learners?

a. Yes

b. No

This question aims at knowing whether students are aware of the importance of classroom participation as the table shows, for the justification of their choice it comes under the table with the analysis:

Option	Number	Percentage
A	34	100%

B	0	0%
Total	**34**	**100%**

Table 3.5: The Importance of Classroom Participation for EFL learners

The majority of students 100% are aware of the importance of classroom participation, some of them say that classroom participation helps them to learn more by realizing their errors, also through engaging in the classroom participation they feel appreciated and become more confident, besides others say that classroom participation is an opportunity for them to learn from each other in an enjoyable atmosphere and it develops their thinking skills, in addition they state that classroom participation make them gain more marks that help them to succeed. This implies that classroom participation is really beneficial for EFL learners and it has different positive edges.

00

100%

■ Yes
■ No
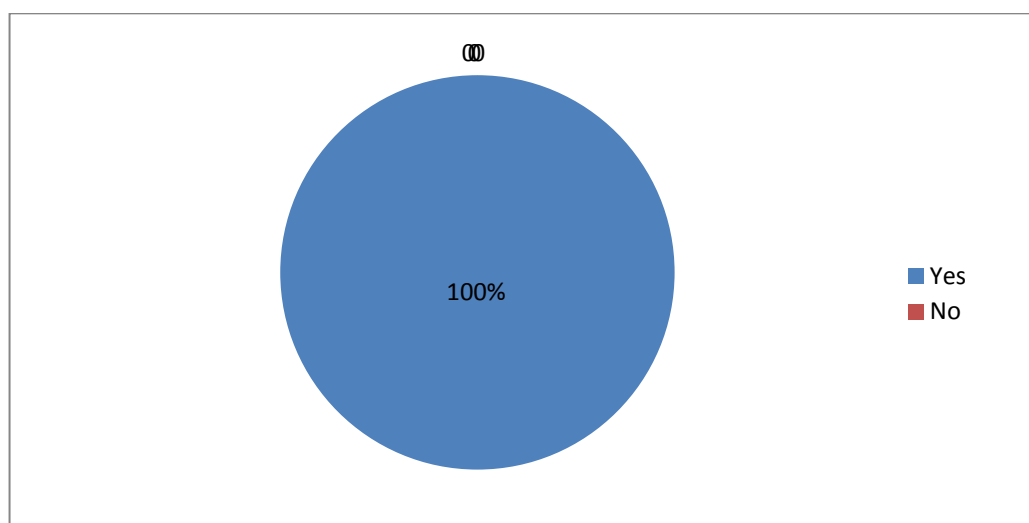
Graph 3.5: The Importance of Classroom Participation for EFL Learners

Q6: How often do your teachers encourage you to participate in the classroom ?

a. Always

b. Sometimes

c. Rarely

d. Never

This question is planned to see the frequency of teachers' attempts to raise class participation, and whether they do encourage classroom participation or not. The results are identified in this table:

Option	Number	Percentage
A	6	17.64%
B	17	50%
C	11	32.36%
D	0	0%
Total	**34**	**100%**

Table 3.6: The Frequency of Teachers attempts to raise Classroom Participation

This indicates that 50% of the students claim that teachers do sometimes encourage them to participate, while other students with percentage of 32.36% say that teachers rarely motivate them to engage in classroom participation, whereas 17.64% of students state that most of the times their teachers encourage them to speak up in the classroom, no one says that teachers never ask them to participate. From this we can notice that teachers from time to time push their students to participate.

Q7: Which of these factors could decrease your classroom participation?

a. Anxiety

b. Shyness

c. Lack of self esteem

d. Lack of motivation

e. Other

This question is intended to know the reasons behind students' low classroom participation, and to figure out which factor is most threatening students' participation in the classroom as the following table indicates:

Option	Number	Percentage
A	3	8.82%
B	5	14.70%
C	13	38.23%
D	11	32.36%
E	2	5.89%
Total	**34**	**100%**

Table 3.7: Factors that Hinder Classroom Participation

This table is interpreted as the following; lack of self –esteem is what prevents students from participating with percentage of 38.23%, then the second factor "lack of motivation" is chosen by 32.36% of students, shyness is considered to be the third factor behind students' low participation with percentage of 14.70%, however some of students say that anxiety decreases their willingness to participate with percentage of 8.82%. Moreover, student with percentage of 5.89% pick the choice "other" and they justify their point saying that the lack of knowledge is behind her low classroom participation. This means that low self- esteem is the most factor that threatens students' classroom participation.

Q8: Indicate the extent to which you agree or disagree with the following statements?

a. Classroom participation is very essential for EFL learners because it enables them to acquire the language.

b.   Through classroom participation learners engage actively in group discussions.

c. Active classroom participation makes learners more confident.

d. Teachers play a major role in creating a good atmosphere for classroom participation.

e. Active classroom participation improves oral proficiency.

f. Classroom participation helps learners to be open minded and critical thinkers.

This question aims at knowing to what extent students agree or disagree with the different statements, also it help us to figure out students opinions about what classroom participation is beneficial for. As the table below shows:

Option	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Number of Students and Percentage
A	13 38.23%	17 50%	4 11.77%	0 0%	0 0%	34 **100%**
B	11 32.36%	17 50%	0 0%	6 17.64%	0 0%	34 **100%**
C	13 38.23%	21 61.77%	0 0%	0 0%	0 0%	34 **100%**
D	23 67.64%	11 32.36%	0 0%	0 0%	0 0%	34 **100%**

E	21	7	0	6	0	34
	61.77%	20.59%	0%	17.64 %	0%	**100%**
F	11	15	7	1	0	34
	32.36%	44.11%	20.59%	2.94%	0%	**100%**

Table 3.8: The Extent Students Agree or Disagree with Statements Related to the Importance of Classroom Participation

As presented in table 08, there are six statements and each statement is analyzed alone. Students agree that classroom participation is very essential for EFL learners because it enables them to acquire the language with percentage of 50%. For the second statement half of students with percentage of 50% agree on the fact that through classroom participation learners engage actively in group discussions.

In the third statement, the majority of students 61.77% agree that active classroom participation makes learners more confident. Whereas, 67.64% of students strongly agree that teachers play a major role in creating a good atmosphere for classroom participation. Moreover, students strongly agree that active classroom participation improves oral proficiency with percentage of 61,77%. For the last statement 44.11% of students agree that classroom participation helps learners to be open minded and critical thinkers.

The obtained results reveal that the majority of students agree that classroom participation is beneficial for oral proficiency and self confidence; whereas half of the participants argue that classroom is a suitable atmosphere that helps them to acquire the language and to engage actively in group discussions. Few of them believe that classroom participation enables students to be open minded and critical thinkers. Thus, classroom participation is essential for learners since it helps them to learn different capacities with the help of teachers.

3.3.3. Section Three: Workshop Strategy

Q9: Are you familiar with the term workshop strategy?

a. Yes

b. No

This question is intended to see whether students are familiar with the umbrella term "workshop strategy". The following table provides us with clear answer:

Option	Number	Percentage
A	0	0%
B	34	100%
Total	**34**	**100%**

Table 3.9: Students' Familiarity with Workshop Strategy

This table implies that 100% of students are not familiar with the term "Workshop Strategy", this means that all of them ignore what comes under this umbrella term.

Q10: Are you satisfied with the methods and techniques used by your teachers?

    a. Very satisfied

    b. Satisfied

    c. Neutral

    d. Unsatisfied

    e. Very unsatisfied

This question illustrates students' views about teaching methods applied by their teachers in the classroom as the table shows:

Option	Number	Percentage
A	0	0%
B	4	11.76%
C	21	61.77%
D	9	26.47%
E	0	0%
Total	**34**	**100%**

Table 3.10: Students' Views about Teaching Methods Applied by their Teachers

According to the results shown in this table, students' views about teachers' techniques applied in the classroom were neutral with percentage of 61.77%; however for students who are unsatisfied presents 26.47% from the whole population, Students who are satisfied about teachers' ways of teaching are of 11.76%. This means that the majority of students are in between when it comes to appreciating teachers' methods and techniques in the classroom.

Q11: Which of these speaking activities you like more?

a. Role play

b. Simulation

c. Brainstorming

d. Picture strip story

e. Story telling

f. Information gap

This question enables us to know which kind of speaking activities students prefer in the classroom, also it helps us to know the most preferable one in order to advice teachers of applying it in the future, as the following table illustrates:

Option	Number	Percentage
A	11	32.36%
B	0	0%
C	6	17.64%
D	0	0%
E	11	32.36%
F	6	17.64%
Total	**34**	**100%**

Table 3.11: Students' Preferable Speaking Activity

This table indicates that both role play and story-telling are the most chosen speaking activities with percentage of 32.36%; whereas information gap and brainstorming are of the same percentage 17.64%, no one chooses simulation and picture strip story as preferable speaking activities. We may see that the most suitable speaking activities are role play and story-telling.

Q12: How often do your teachers apply speaking activities in the classroom?

a. Always

b. Sometimes

c. Rarely

d. Never

This question is intended to know how many times teachers use speaking activities in the classroom, as the table below shows:

Option	Number	Percentage
A	11	32.36%
B	13	38.23%
C	7	20.59%
D	3	8.82%
Total	**34**	**100%**

Table 3.12: Frequency of Teachers' Application of Speaking Activities

According to the table results, 38.23% of students reveal that teachers from time to time apply speaking activities in the classroom; while 32.36% of students claim that teachers do always use speaking activities; however students with percentage of 20.59% say that speaking activities are rarely designed by teachers. Moreover, only 8.82% of students do not use speaking activities in the classroom. This implies that not all of teachers apply speaking activities as a teaching method in the classroom.

Q13: Indicate either you agree or disagree with the following statements?

a.   Speaking activities help learners overcome stress and shyness.

b. Speaking activities make learners active participants in the classroom.

c. Learners acquire new skills from each other when they are exposed to speaking activities.

d. By using speaking activities learners will enjoy the lesson and respond easily with the teacher.

e. Learners become fluent and proficient speakers when practice speaking activities.

f. Through speaking activities teachers can assess learners easily.

This question is intended to figure out students' views about the importance of speaking activities, as the table below illustrates:

Option	Agree	Disagree	Total Number of Students and Percentage
A	23 67.64%	11 32.36%	34 **100%**
B	34 100%	0 0%	34 **100%**
C	19 55.89%	15 44.11%	34 **100%**
D	21 21.77%	13 38.23%	34 **100%**

E	27	7	34
	79.41%	20.59%	**100%**
F	21	13	34
	61.77%	38.23%	**100%**

Table 3.13: The Importance of Speaking Activities

As shown in this table, each statement is going to be analyzed separately. For the first statement 67.64% of students agree that speaking activities help learners overcome stress and shyness. All of students 100% agree that speaking activities make learners active participants in the classroom; however students with percentage 55.89% agree that learners acquire new skills from each other when they are exposed to speaking activities, Students agree on the idea that by using speaking activities learners will enjoy the lesson and respond easily with the teacher with percentage of 38.23%, The highest percentage in the statement four shows that 79.41% of students agree that learners become fluent and proficient speakers when they practice speaking activities. In the last statement 61.77% of students agree that through speaking activities teachers can assess learners' easily. We may notice that speaking activities are of great importance in the EFL classroom.

3.3.4. Section Four: The impact of using Workshop Strategy on Classroom Participation

Q14: Do you think that being exposed to speaking activities help you to speak up in the classroom?

a. Yes

b. No

This question aims at knowing whether speaking activities help students' to speak up and participate in the classroom or not, as the following table indicates:

Option	Number	Percentage
A	28	82.36%
B	6	17.64%
Total	34	100%

Table 3.14: The effect of Speaking Activities on Students' Classroom Participation

The majority of participants with percentage of 82.36% say that speaking activities are helpful for their participation in the class; however only 17.64% of students claim that speaking activities are not effective for class participation. Therefore, speaking activities are efficient for classroom participation.

Q15: Which of these speaking activities motivate you to participate in the classroom?

a. Role play

b. Simulation

c. Brainstorming

d. Picture strip story

e. Storytelling

f. Information gap

This question is intended to figure out which speaking activity boosts students' motivation in the classroom, the results are shown in the following table:

Option	Number	Percentage
A	12	35.30%
B	5	14.70%

C	5	14.70%
D	0	0%
E	12	35.30%
F	0	0%
Total	**34**	**100%**

Table 3.15: The most Speaking Activity that Motivates Students to Participate

This table indicates that both role play and story –telling are the most speaking activities that motivate students to participate with percentage 35.30%, for simulation and brainstorming rank as a second speaking activities that motivate students' engagement in the class with percentage of 14.70%; however for both picture strip story and information gap no one chooses them. Thus, among all speaking activities role play and story -telling are best activities that boost students' motivation.

Q16: What do teachers do to make you participate in the classroom ?

According to students' answers, teachers do several attempts to convince their students to speak up in the classroom, some of them say that teachers give them a chance to talk about their personal experiences; others add that teachers oblige them to do oral presentation, besides they insist that teachers do not blame them when they commit mistakes, and sometimes give them extra marks to encourage them to participate.

3.4. Interpretation of Students' Questionnaire Results

The analysis of students' questionnaire results and data analyzed presents different facts summarized in the following

First, section one contains three questions, question one (Q1) reveals that 76.48% of the participants are females; which confirms the fact that most of English second year

students are girls; Therefore, The majority of students when they get their baccalaureate examination they choose English as a field of study and it is their first choice as question two (Q2) reveals. Furthermore, in question three (Q3) more than the half of population claim that their level of English is average with percentage of   73.52%; which is a sign that English students of second year are of moderate level and just few of them are weak, and this is because most of them   fulfill their willingness to study English as a field in university.

Second, section two is about classroom participation and it consists of five questions. According to data gathered from question four (Q4), not always students participate in the classroom; however 52.94% of the population say that they sometimes participate, although all of them consider classroom participation important with percentage of   100% as question five (Q5) reveals and they justify that classroom participation is very beneficial for acquiring the language (English), they develop certain cognitive skills, and they become more confident when they participate. Thus, students are aware of the importance of classroom participation but they do not participate a lot and this is due to some factors that will be shown in the coming interpretation.

Question six (Q6) is designed to figure out the frequency of teachers' encouragement of students' classroom participation. The results show that 50% of students say that teachers not always support them to participate, which could be the reason behind their low classroom participation since there are some factors related to teachers competences, characteristics, and self -esteem and emotions; they hinder students' classroom participation.

The results from question seven (Q7), clarifies that there are factors related to students learning styles and individual differences, they are considered to be obstacles for their classroom participation. As table 07 indicates that 38.23% of students say that self -esteem is what decreases their classroom participation, whereas 32.36% students say that they are less

motivated that is why they do not participate. Thus, lack of motivation and low self -esteem are the major factors that affect students' classroom participation and to overcome these obstacles teachers support is highly needed.

Question eight (Q8) goes hand in hand with question five (Q5), since it is devoted to investigate the importance of classroom participation, most of students confirm that classroom participation is highly significant for their oral proficiency since classroom is the appropriate place where they can acquire the language appropriately, also by engaging in classroom participation students feel appreciated which makes them more confident and motivated to provide more.

The third section contains five questions, and it is designed for workshop strategy. According to results of question nine (Q9), all students 100% do not know what does it mean workshop strategy; this term is an umbrella term that comes under it different speaking activities. Additionally, students when they are asked to tell their views about teaching techniques and strategies applied by their teachers as question ten (Q10) reveals, most of them with percentage of 61.77% are neutral and 26.47% are unsatisfied; this means that students look for new teaching techniques to be applied in the classroom such as speaking activities. In fact when they are asked about which speaking activity do they prefer in question eleven (Q11), 32.36% of them choose both role play and storytelling.

The data gathered from question twelve (Q12), which is devoted to shed light on frequency of teachers application of speaking activities, the majority of students with percentage of 38.23% say that sometimes teachers apply speaking activities. Thus, not all teachers apply speaking activities as a teaching method in the EFL classroom. In fact students' views about the importance of speaking activities in question thirteen (Q13) confirms that these activities are helpful for learners to be active participants in the classroom

since they allow them to get rid of stress and shyness, this last is considered to be the major factor behind students' classroom participation, also through speaking activities learners become fluent and proficient speakers, since they learn from their classmates without stress and fear.

The last section is composed of three questions; it is devoted to figure out the impact of speaking activities on classroom participation, the majority of students 82.36% in question fourteen (Q14) argue that speaking activities help them to speak up in the classroom. Students when they are asked in question fifteen (Q15) which speaking activity motivates them to participate in the classroom, results are similar to question eleven (Q11) of section three; students with percentage 35.30% choose role play and storytelling. Thus, storytelling and role play seem to be the preferable and most speaking activities that boost students' motivation.

The last question (Q16), students are free to tell what their teachers do to encourage them to participate, this question is intended to know teachers' attempts to raise classroom participation. The results show that teachers do not use speaking activities to prompt students' participation; most of students say that teachers always motivate them by giving extra marks or by encouraging them to speak up without fear of making mistakes and to talk about free topics in form of oral presentations.

Conclusion

This chapter collects more specified data from students' questionnaire which helps to confirm the hypothesis. The results indicate that speaking activities increase classroom participation. Moreover, classroom participation is a key element in learning English as a foreign language; however there are factors that decrease classroom participation related to both teachers and students. Correspondingly, teachers play a major role in developing classroom participation; it is better not to emphasize the use of old teaching techniques and focus more on new strategies such as speaking activities. In addition, for students to be active participants in the classroom they should overcome their constrains and by doing so the whole learning process will be successful.

General Conclusion

Learning a foreign language is not an easy task to accomplish. Lately many students choose to learn English as a field of study; however they face difficulty of participating in the classroom and it is very essential for their learning process. Students' participation in the classroom is effected by different factors related to both teachers and students.

The current study investigates the impact of speaking activities on students' classroom participation. Since speaking activities are alternative teaching strategies to promote classroom participation which directly enhance students' speaking skill. The results obtained are related to the hypothesis; if teachers apply speaking activities classroom participation would be developed. Additionally, the hypothesis is confirmed using a questionnaire as a data gathering tool, second year students of English are the sample chosen for this study.

The majority of students in the questionnaire believe that classroom participation is important. However, their willingness and ability of participating decrease because there are factors that affect students' engagement in the classroom. Specifically some factors are related

to teachers' characteristics, competencies, emotions while other factors related to students personality traits and individual differences; most of students reveal that shyness and low self-esteem are the major factors behind their hesitation to participate.

According to the results obtained from this research, teachers play a major role in developing classroom participation since they represent different roles such as; assessor, feedback provider, and prompter. However, teachers need to look up for alternative teaching strategies such as speaking activities that catch students' attention and prompt their classroom participation. Additionally, students should work hard to control their weaknesses when they face speaking activities, and to except teachers' feedback as a step towards developing classroom participation.

General Recommendation and Implications

At the end of this research some recommendations are suggested in order to help both teachers and students and to shed light on the importance of speaking activities, the role of classroom participation for better teaching and learning environment; On one hand, it is better for teachers to look up for new teaching techniques and strategies to build up learners' speaking skills and to prompt classroom participation, they may also encourage the diversity of speaking activities so that all learners find a chance to participate since not all of them prefer the same activity. Besides, having a careful attention when they apply speaking activities in the classroom is a good step in order not to lose the advantages of these activities, finally, it is something appreciated if teachers provide a positive atmosphere when applying speaking activities to help boosting students' participation and engagement in the classroom.

On the other hand, students should be really interested when it comes to learn English and to get rid of any obstacles that may hinder their classroom participation since it is highly significant for the success of their learning process as a whole, additionally, they may engage

actively in speaking activities in order to gain numerous benefits and to develop certain capacities related to speaking skill, and to follow teachers' guidance and instructions and to except their feedback as a step towards a good learning process.

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<div align="center">**APPENDICES**</div>

Appendix 1

Questionnaire for the students

Dear students,

This questionnaire is distributed to students in order to figure out their attitudes towards the effect of implementing workshop strategy on students' classroom participation which is conducted at the department of English, university of 8mai 1945-guelma.

You are kindly requested to answer this questionnaire. Your answers are crucial for the validity of our research. Please, feel free to cross the appropriate box (x) which indicates your choice and to justify your answer when needed.

Thank you in advance for your collaboration

Racha TALHI

Chaima BOUCHRIBECHA

Depertement of English language

University 8 Mai 1945/ Guelma

Section One: General Information

1. Specify your gender:

a. Male	
b. Female	

2. Was it your choice to study English?

a. Yes	
b. No	

3. How could you describe your level in English?

a. Good	
b. Average	
c. Bad	

Section Two: Classroom Participation

4. How often do you participate in the classroom?

a. Always	

b.Sometimes	
c. Rarely	
d. Never	

5. Is classroom participation important for EFL learners?

a. Yes	
b. No	

Please, justify your answer

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6. How often your teachers encourage you to participate in the classroom?

a. Always	
b. Sometimes	
c. Rarely	
d. Never	

7. Which of these factors could decrease your classroom participation?

a. Anxiety	
b. Shyness	
c. Low self -esteem	
d. Lack of motivation	
d. Other	

If other specify please,

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8. Please, indicate the extent to which you agree or disagree with the following statements:

Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. Classroom participation is very essential for EFL learners because it enables them to acquire the language					
b. Through classroom participation learners engage actively in group discussions					

c. Active classroom participation makes learners more confident					
d. Teachers play a major role in creating a good atmosphere for classroom participation					
e. Active classroom participation improves oral proficiency					
f. Classroom participation helps learners to be open minded and critical thinkers					

Section Three: Workshop Strategy

9. Are you familiar with the term workshop strategy?

a. Yes	
b. No	

10. Are you satisfied with the methods and techniques used by your teachers?

a. Very satisfied	
b. Satisfied	
c. Neutral	
d. Unsatisfied	
e. Very unsatisfied	

11. Which of these speaking activities you like more?

a. Role play	
b. Simulation	
c. Brainstorming	
d. Picture strip story	
e. Story telling	
f. Information gap	

12. How often do your teachers apply speaking activities in the classroom?

a. Always	
b. Sometimes	
c. Rarely	
d. Never	

13. Please, indicate either you agree or disagree with the following statements:

Statements	Agree	Disagree
a. Speaking activities help learners overcome stress and shyness		
b. Speaking activities make learners active participants in the classroom		
c. Learners acquire new skills from each other when they are exposed to speaking activities		
d. By using speaking activities learners will enjoy the lesson and respond easily with the teacher		
e. Learners become fluent and proficient speakers when practice speaking activities		
f. Through speaking activities teachers can assess learners easily		

Section Four: The Impact of using Workshop Strategy on Classroom Participation

14. Do you think that being exposed to speaking activities help you to speak up in the classroom?

a. Yes	
b. No	

15. Which of these speaking activities motivate you to participate in the classroom?

a. Role play	
b. Simulation	
c. Brainstorming	
d. Picture strip story	
e. Story telling	
f. Information gap	

16. What do teachers do to make you participate in the classroom?

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Thank you for your Cooperation

الملخص

تهدف الدراسة الحالية الى معرفة مدى تأثير استعمال استراتيجية حلقة الدراسة الحرة في تفعيل المشاركة في القسم.

زيادة على ذلك ينص هذا البحث على معرفة العلاقة بين استراتيجية حلقة الدراسة الحرة وتطور المشاركة في القسم. وعليه

فان الأساتذة يشتكون من تدني مستوى المشاركة في القسم. إذا عليهم بتطبيق استراتيجية حلقة الدراسة الحرة. بالإضافة الى

ان فرضية هذا البحث تنص على انه إذا تم تطبيق استراتيجية حلقة الدراسة الحرة، ستتطور نسبة المشاركة في القسم.

وللتأكد من مصداقية الفرضية تم استعمال الطريقة الكيفية الوصفية المتمثلة في استبيان تم توزيعه على طلبة السنة الثانية

شعبة الآداب واللغة الإنجليزية من جامعة 08 ماي 1945 بقالمة. بهدف فهم الاتجاهات المتعلقة بتأثير استراتيجية حلقة

الدراسة الحرة على المشاركة داخل القسم. وعليه تشجيع استعمالها كتقنية جديدة في التعليم لرفع مستوى المشاركة في القسم.

الكلمات المفتاحية

حلقة الدراسة الحرة. المشاركة في القسم

Résumé

L'objectif de cette étude c'est d'enquêter l'influence d'utilisation de la stratégie d'atelier sur la participation des étudiants dans la classe. En plus, cette recherche sert à examiner la relation entre la stratégie d'atelier et le haussement de la participation en classe. En accordance, les enseignants plaignent beaucoup concernant le niveau bas de la participation des étudiants ; Alors, ils sont fortement conseilles d'appliquer la stratégie d'atelier pour promouvoir et encourager les étudiants à participer en classe. Donc, cette

recherche fait l'hypothèse que si les profs appliquent la stratégie d'atelier, la participation en classe va être améliorée ; En outre, pour vérifier la crédibilité de cette hypothèse, la méthode qualitative et descriptive est conduite. D'une autre part, un questionnaire a été distribué pour les étudiants de deuxième année en département des lettres et la langue Anglaise à l'université de 08 Mai 1945 Guelma ; afin de comprendre les orientations concernant l'effet de la stratégie d'atelier sur la participation en classe. Finalement, des conseils et des recommandations ont été proposé pour les enseignants et les étudiants, a fin de leur encourager d'utiliser la stratégie d'atelier comme une nouvelle technique d'enseignement pour augmenter la participation en classe.

Mots Clés La participation en classe, La stratégie d'atelier