وزارة التعليم العالي و البحث العلمي
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Dedications

This success of mine could not be achieved without the support of my parents. I dedicate this work to: My dear mother who has shared in all my joys and sorrows, my trials, failure and achievement; and whose love and courage have been the power of my striving. To my father, who gave me everything to be where I am standing today; whose constant warmth and endless support, I could never repay even with a life time . To all my sisters: Karima, Haoua, Nabila and Lydia and my brothers Ateman and Rabah who always stand with me. To my nephew Oussama and my lovely niece Yousra. To all my beloved cats.
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Abstract

The present study is concerned with investigating students' classroom participation. It aims at identifying the different strategies that are used by learners when participating in EFL classes and at evaluating them in terms of their effectiveness. It seeks also to highlight the different forms of classroom participation in the two secondary schools AIT BATA and LAADLANI AMAR (Tizi-Ouzou). Both questionnaire and interview are used as data collection tools. The questionnaire was distributed to seventy-four (74) third year students of the two secondary schools and the interview was conducted with their teachers of English. To this end, our investigation is based on a mixed method research combining both qualitative and a quantitative data analysis. The quantitative data are interpreted using The Rule of Three and Microsoft Office Excel. However, the qualitative ones are analyzed using the Qualitative Content Analysis (QCA). On the basis of the outcomes of the research, it is deduced that most of the students of the secondary schools AIT BATA and LAADLANI AMAR of Tizi-Ouzou use a variety of strategies when interacting in classroom discussion. Moreover, the majority of pupils argued that these strategies are effective when they participate in EFL classes. Besides, the study brings to the conclusion that classroom participation takes different forms in two secondary schools. This study is conducted under the light of Liu (2001) who suggested a variety of strategies used by learners while responding in EFL classes as well as certain forms of classroom participation.

Key Terms: Classroom participation, EFL classes, pupils' strategies, forms of participation

List of abbreviation and Acronyms

- A: Agree.
- AD: Strongly Agree.
- D: Disagree.
- EFL: English as a Foreign Language.
- H: Hypothesis.
- Q: Question.
- QCA: Qualitative Content Analysis.
- SD: Strongly Disagree.

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General Introduction

Statement of the Problem

Classroom participation plays an important role in learning a foreign language. Teachers need to deliver the teaching materials to their students effectively, and to ensure that students are learning successfully. Students are expected to be present on time and to participate actively in order to develop their language skills and assimilate the knowledge shared in the classroom.

Classroom participation can be defined as the students' *"comments or questions"* in the teaching/learning situation (Fassinger, 1995, cited in Siti, M. M et al, 2010:113). In classes, participation creates an area of interaction with the whole class, but it can also involve exchanges with the teacher. So, the teacher has also a significant role in the student' engagement during EFL classes. That is to say, she/he is not only expected to teach well but also by producing resources that support the right application of the approaches, techniques and patterns of English learning.

Learners' class participation has long been an interesting subject of research. Many practitioners and experts (Sibel Tatar (2005) and Abdullah et al., 2012) in the field of English language teaching have stressed the importance of students' oral participation in the classroom.

The present dissertation is carried out to investigate learners 'oral participation in EFL classes in the secondary schools of Tizi-Ouzou (Algeria). It endeavours to unfold some of the participation strategies adopted by students in order to get involved in EFL classroom discussion as well as evaluating these strategies in terms of their effectiveness. Furthermore, it seeks to acknowledge the diverse forms of classroom participation.

Numerous studies have been conducted about the factors that may affect students' participation such as 'Investigating the teaching techniques to integrate shy students in classroom' interaction which is presented by Hammour, N and Ould Ouali, L (2018). The major results of their research are the different techniques used by teachers to integrate shy students in class discussion. Thus, our focus was on the exploration of the different strategies used by students to get involved in class discussion.

Aims and significance of the Study

This dissertation aims at investigating students' class participation; hence, we are going to identify the different strategies used by learners while participating in EFL classes in accordance to the theory of Jun Liu (2001) and to evaluate students' strategies in terms of their effectiveness. In addition, it pursues to identify the various forms of classroom participation.

The results of this study will hopefully contribute to the improvement of the pedagogical practices in secondary schools, more precisely in EFL classes; they will also permit syllabus designers to come up with strategies which can help them to develop students' oral skills. It can serve as a spring broad for others who want to go further in this area of study.

Research Questions and Hypotheses

In order to investigate this topic, the following questions are set:

1-Do students of secondary schools of AIT BATA and LAADLANI AMAR follow specific strategies to participate? What are these strategies?

2- Are these strategies effective for their learning process or not?

3-Does students' participation take certain forms in EFL classes in AIT BATA and LAADLANI AMAR secondary schools?

Hypotheses

1- The students of both secondary schools follow specific strategies when they participate in EFL classes.

2- These strategies are effective.

3- Classroom participation takes certain forms in EFL classes.

Research Design and Methodology

In order to examine the topic of this study and to reach the outlined research purpose, the case study approach was chosen as a major research methodology. It opts a mixed method research, combining qualitative and quantitative research designs. The population that we have selected to achieve the result of our study is the third-year secondary schools' students of AIT BATA and LAADLANI AMAR (Tizi-Ouzo). In order to determine whether the students of these schools follow specific strategies when they participate in the classroom, questionnaire and interview serve as methodological tools. The questionnaire is addressed to (74) pupils of both secondary schools, and the interview is conducted with six (6) teachers of English of both secondary schools in the objective of improving our research study.

Structure of the Dissertation

The present dissertation follows the traditional simple model. It is expected to contain an Introduction, a Literature Review, a Research Methodology and Design, Presentation of the Findings, Discussion of the Findings and a General Conclusion. This work is initiated with a background to the study, stating the aims and the significance of the study, research questions and hypotheses and the methodology. Each chapter of this research contained the

following: Chapter one is the Literature Review which includes the definition of classroom participation and its importance in the learning process, as well the strategies followed by students when responding in EFL classes and the forms of participation. It contains also other additional concepts which are: types of participation, the influence of the instructor in students' participation and a short definition of classroom participation in EFL classes. Chapter two entitled: Research Design and methodology it shows the instruments used, and the data collection tools which are: an interview conducted with teachers of English and questionnaire distributed to the pupils of the third-year secondary students of AIT BATA an LAADLANI AMAR (Tizi-Ouzou). The third chapter is the Discussion of the Findings, where the results are discussed in relation to the theoretical framework and the research questions and hypotheses. Finally, a General Conclusion which sums up the whole work. It provides also answers to the questions raised in the General Introduction and authenticates or rejects the suggested hypotheses.

Chapter One:

Review of the Literature

Introduction

This chapter of our research is entitled Review of the Literature.It contains definitions of key concepts related to our study which are put forward by different scholars. It is therefore outlined to review the previous works which are related to our topic: Investigating Classroom Participation in EFL classes: strategies used by students while participating in the class and considering the effectiveness of these strategies in classroom interaction as well as the forms of participation. The first part describes the content of the study consisting of the definition of classroom participation, its importance, its types and forms, in addition to the role of the teacher. The second part places emphasis on the evaluation of the strategies used by students to get themselves involved in classroom interaction, this part undertakes the theory to be used in our research which is the theory of Jun Liu (2001).Additionally, we account to explain the instructor's in classroom participation.

1-1. Definition of Classroom Participation

Many researchers consider the topic of classroom participation as an integral issue in the field of educational research and countless number of works have been done about this topic. As it was defined by Gaylon, Balandin, Yaw, Nalls, and Williams (2012) who consider participation as"a *process measure and final exam grade as an outcome measure"* (cited in Tilo Li, 2011). In other words, participation is perceived in the questions asked by students, not only in their answers. Fassinger (1995) sees participation as "*any comments or questions that the students offer or raised in class"(*cited inSiti, M. M et al, 2010:113), Wenger on the other hand refers it in his definition of participation as "*a process of taking part in something and […] the relations with others that reflect the process. A complex process that combines doing, feeling and belonging". (1998:58)*That is to say, participation is a process where students communicate their ideas with their classmates and their teachers.

Moreover, Heyman and Sailors (2011) describe participation as an active learning phenomenon in which students openly discuss the course material. (as cited in Crosthwaite, Bailey and Meeker, 2015). Students expecting to participate in class discussion tend to read materials before class; Thus, they learn more. Furthermore, students have a greater enjoyment of their classes since they pay attention and listen not only to the teacher but to other students as well (O'Connor, 2013; Tilo. L, 2015). In the same way, Fritschner (2000:352) defines it in terms of *"talkers" who prefer "speaking out in class" and "non- talkers" who participate through "attendance, active listening, setting in their seats, doing the assignments, and being prepare for class"* (both cited in Peter, C et al, (2015). Therefore, it is inferred that there exist two types of participants (Active and passive).

Participation can be defined as a process of including things such as attending class or actively listening, students maximize their engagement and their learning when they verbally participate." *Students can and do learn simply by attending class and absorbing what they can, by being prepared for class, having completed homework and reading assignments, and by being active listeners—carefully adhering to the presentation of ideas and insights by their professors and their classmates*" (Howard et al 2005:05).

classroom participation reflects the process of active engagement involving; preparation, contribution to discussion, group skills, communication skills and attendance (cited in Rocca,2010: 87), Rotgans and Schmidt (2011:465) define it as "a *psychological state in which students put in a lot of efforts to truly understand a topic and in which students persist studying over a long period of time*". That is to say, we can perceive the student's knowledge and understanding through their efforts made to participate in class; Whereas Wade (1994) believes the optimal class discussion is where all the students participate and are absorbed with the topic and listen to others comments and suggestions (cited in Carolyne James, 2016).

Exceptionally, in the caseof EFL learning, participation is a processby whichstudents canexpress their attentiveness on the topic, and practice their learning abilities, as well as their writing, listening, and speaking skills (Czekanski& Wolf**,** 2013). Moreover, Shindler (2003) points out that there is a link between students' development and classroom interaction, where classroom participation helps them to keep to their task and engage in cooperative work (cited in Diana. I. S-H, Enrique. V-L &Yeraldi, G-B, 2021). From the given definitions, we come to deduce that participation has a fundamental role in students learning environment.

1-2 The Importance of Classroom Participation

Classroom participation is a crucial feature for an adequate learning environment, evolved in insightful comments and remarkable interactions being made by students with their teachers which can promote an excessive degree of energy and enthusiasm in the class. A considerable number of researchers draw attention to the importance of classroom participation. No matter how it is defined, participating in class has a great importance in both learning and teaching process.

According to Maryellen. W (2011:04), there are several benefits of getting students to participate in classroom discussion. First, "*It helps to hear another voice as well as an answerer another point of view*". In other words, participation brings students 'attention, a well asked question may capture their interest which will encourage them to interact to find out the answer, *"This benefit is magnified when teachers play a bit with the questions, when they repeat it, write it on the board and don't call on the first hand they see*". Second, Participation promotes preparation, when the teacher asks his students to participate and to give their notes from what they have already studied will get them coming to class prepared. Also, it provides both teacher's and student 'feedback; teachers letting their students know about the importance of a particular idea and information by asking them questions or seeking

their input over a topic (ibid). When the students answer or make efforts to interact, their teachers can recognize if they have understood and correct them if they haven't.

Advocates of awarding class participation note that classroom participation nourishes critical thinking, active learning, listening and communication skills (Bean & Peterson, 1998; Dalimore et al, 2010; Steel. L & Huggins, 2013, cited in Tilo L, 2015:03). In the meaning that, it supports students in developing their communication and presentation skills. Goldberg & Ingram (2011) assert that learner's engagement in learning his participation in class discussions develop higher learning in Bloom' taxonomy. Instead of recalling materials taught by teachers, students are trained skills in synthesizing, applying and analyzing materials through participating in class discussion. Class participation is "*a way to bring students actively into the educational process"* and to assist in "*enhancing our teaching and bringing life to the classroom*" (Cohen, 1991: 699).

Enhancing the Target language is another benefit of classroom participation (Arafat. H, 2013; Vez. L et al, 2021). Thus, students who actively participate and get themselves involved in class discussions have the opportunity to develop and to practice the language effectively. So, students will have the chance to practice their language through using different vocabulary. Swain declares (1985:235). "*I agree with the view that student* 's *improvement in the language learning process is reflected in what students can say in the target language, as opposed to what they want to say* "That is to say, that student's ability to perform as easily in the T.L will reverse his language leaning advancement. Indeed, Arafat, H (2013:18) states that

> When students respond to the teacher's or other students 'questions, raise queries and give comments they are actively involved in the negotiation comprehensible input and the formulation of comprehensible output, which are essential to language acquisition.

So, participation is very important for learners when they are acquiring a foreign language, they directly exposed to the language meaning and its production.

According to Peter, R. C, Daniel, R. B and Ashley, M (2015) assure that participation represents a significant role in all in-class activities. In an emblematic EFL context, such activities might include "*brainstorming activities, games, quizzes, surveys, group debates, role plays, simulations, collaborative creations, writing, presentations and speeches"*.

Especially group working activities which accommodate the students' developing of collaborative and team-working skills through their interactions with peers and their teachers. Smith (1977) found that student' participation, encouragement, and peer-to-peer interaction was consistently and positively related to the development of thinking skills. Pica et al (1996:59-60) affirm that *"Participation in verbal interaction offers language learners the opportunity to follow up on new words and structures to which they have been exposed during language lessons and to practice the in context* ".

Class participation is not only important to students learning but also important to teachers. Fassinger (1995, cited in Siti, M. M et al, 2011:20) notes that "*both students and teachers can see the benefits of students' participation, though teachers see them greater* ".It provides excellent feedback to teachers who can, based on students' questions and answers, track progress of teaching and students learning. That is to say, students' participation helps teachers in providing feedback which marks the teaching and learning development. As students answer questions, instructors can gauge whether the students understand the materials or not. If a student answers the question incorrectly, instructors can then help him correct his answers. Tilo Li (2015:20) affirms that "*Class participation can also avoid embarrassingly silent moments when students do not respond"*. The fact that students participate actively makes the class environment an energetic one. If a student is not paying attention in class, the instructor can call upon them so they can focus on the course better.

Therefore, students become more aware to what happening during the lecture and discussion time. Fakhra Aziz and Asma Shahid Kazi (2018:10) state that

> The goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints. Some students will raise their voices more than others; this variation is a result of differences in learning preferences as well as differences in personalities.

Active classroom participation will play an important role in the success of education and students' personal development in the future (Tatar, 2005). Students, who are actively involved, reporthigher satisfaction and higher persistence rates (Astin, 1999).

Liu (2001:93) in his book states that:

> …It was clear to him that he could benefit from active classroom participation in several ways, namely, exchanging opinions, enhancing comprehension, and improving his English…I think first of all, we can learn a lot of knowledge and also English through participation. I think the major idea is to get knowledge so I can exchange my opinions and share opinions with others, which can make us to have a better understanding of the course, and I think it is also a good way to improve our oral English.

Which means, participation helps students to gain knowledge through sharing their ideas and informations with their mates. It also develops their understanding of the course, and builds on their language.

1-3 Strategies used by Students while Responding in the Classroom

There are not many researches conducted on the strategies which are used by students when they participate in classroom discussions. Indeed, the studies developed by Liu (2001) and Tatar (2005) have enabled us to perceive some of these strategies.

1-3-1. Preparation

Liu (ibid) describes preparation as an effective strategy used by students in order to actively engage in classroom discussion. He finds that some students tend to do some preparation before the class, by doing some reading from their assignments, making some researches and even making some notes. Moreover, some students will prepare some questions to be asked during the class. Liu (ibid: 76) demonstrates: "… *the Geologist* [one ofthe participants] *told me that this was a pretty normal type of class. He would prepare*

questions *from reading assignments before class and he would ask them when there was* an opportunity.*"*

Liu (ibid) emphasizes that preparation prior to entering a classhas a significant importance. He claims that preparation is not only just helping students to understand better the content of the lesson better, but it also enables them to have enough ideas on what to contribute during classroom conversation and enhances their chance to participate according to him. Liu (ibid: 74) follows by describing one of his respondents. "… The *Geologistwill definitely participate if he prepares for the lesson well, he will probably participate more, and if not well, probably less, so good preparation before class has become his goal."*

Through his research Liu (2001) indicates that the students who prepare before the class are more confidents when they respond to the questions asked. They tend to react unconditionally to the teacher's questions. After that, whenever they find difficulties to understand the subject matter, they are more willing to seek for clarifications from the instructor. Liu (ibid:108) observes that "*His* [one of the participants] *thorough preparation for class also allowed him to point out mistakes the instructor made in class, which would have been totally inappropriate in Asian culture*".

1-3-2. Internal Rehearsal

Throughout his research, Liu (ibid) indicates that some students need more time to think carefully and organize their ideas especially for students under the conditional participation and the marginal interaction categories who need more time in order to do some internal rehearsal before trying to participate in the classroom. Liu (ibid: 124-125) declares about one of his participants as follow "To *use her* [one of the respondents] *words I think if the teacher asks our opinions. I will not volunteer to speak up immediately. I cannot organize fully my thought because English is my second language. Evidently, she needed more time to think about issues and react to discussion".*

So, before they ask questions or react in the classroom they would always rephrase and rehearse their questions several times. As a result, their participation is well thought and free from errors. Lim (2003) observes that Korean students, for instance, in order to produce correct sentences they tend to speak to themselves silently when they have to speak in turn.

1-3-3. Content vs. Language

Students focus on the content rather than on the language and the structure. Liu (ibid) points out that, students under' total integration ' are more self-generated when they take part in classroom engagement. For these students, what is really important is the content which they contribute, they do not worry about the mistakes they made while speaking. That is to say, "*they do not emphasize on the grammar or on the structure of the language"*. In this study, Liu (2001:102) observes that

> The biophysicist [one of the participants] could be very articulate when he asked questions, and he did not really care about his grammar mistakes when he spoke, but still, but still he was hesitant before he opened his mouth. It was not his language problems that led to his silence in class, it was his caution in formulating a question which he expected to demonstrate his knowledge or ability.

1-3-4. Listening to Others

Tatar (2005:289) asserts that "*the majority of participants associate learning with listening"*. Many students relay on the answers and the ideas that are given by the instructor and other students to masterbetter the content and improve their own answer. One of the students from Tatar's (ibid) study commented that *"I don't like to speak in the class, I like to listen. While I am learning something, I listen instead of speaking…Since I miss a lot while trying to organize my sentences; I prefer to listen to understand better*". Liu (2001) in the same way finds that students use this strategy while participating in the class, because they make benefits from others 'responses to clarify their ideas and to answer their questions. As one learner from Liu's (ibid: 83) study asserted: *"If I am in a class, I would tend to be the lastspeaker. I would see what others can contribute, and then I tend to conclude not only my*

conclusion, but also try to add my idea, sort of synthesizing the ideas"According to Liu (ibid) this strategy is commonly used by students who have insufficient knowledge. They consider the others' responses as a chance to confirm their knowledge and to correct their mistakes.

Tatar (2005) emphasized that the learners also believe that they can improve their language skills, by observing other learners taking part in classroom discussion. As one of his participants argued (ibid: 289-290) *"I listen not only to hear and understand but to see how people construct sentences. Sometimes they produce such perfect, beautiful sentences I pay attention to where they place the stress, how they open a statement and try to do the same in my own speech."*

1-3-5. Asking Friends

Another strategy which is brought by Liu (2001) is 'asking friends'. During the classroom discussion, some students seek to help from their classmates in order to clarify their ideas and their questions sometimes. Because English is not their native language, some students when they are not sure about their wording, they usually ask for help from their friends. Liu (ibid: 107) states about one of his participants: "…*When he participated in class […] sometimes I asked them (peers*) *how to spell and how to pronounce a word; for* example, *they would help me and help my friends."*

1-**3-6. Writing and Speaking**

According to Liu (ibid), before sharing their points and ideas with the whole class, some students prefer to put their ideas and thoughts into a written form, and then they say them out loud. This strategy enables them to reduce anxiety and to feel more confident when they want to participate in the classroom. As Liu (ibid: 106) describes one of his participants "*In order to compensate for his weakness in speaking clearly in class, he tried to go over the question he was about to ask several times or even write the question down if he was not sure about it*"

.Students take time to think and write their questions and ideas down, when they engage in the classroom conversation in order to avoid making mistakes.

1-4.Forms of Participation

In general, classroom participation can be divided into two types: "*verbal participation* and *non-verbal participation and both greatly influenced by the culture of each speaker"*. (ibid: 28) Verbal or oral participation refers to the students' engagement in the classroom by discussing with mates and asking and answering questions, giving judgments and also commenting. In contrast, the students who do not participate in the ways mentioned above are usually consideredsilent. On the other hand, on-verbal participations related to behavioral responses during the class, this includes head nodding, raising hands, eye contact and body movements (Zainal, Abidin,2007, as cited in Abdullah et al.,2012).

Liu (2001) elaborated four forms of classroom participation.

1-4-1. Total Integration

In this type of participation, according to Liu (ibid), the students follow the movement of the class, they know exactly when is the appropriate moment to speak up and what to say. They actively engage in classroom participation spontaneously, naturally and appropriately. *"Total integration can be considered as a high level of acculturation in classroom settings"* (ibid: 80). In this form of participation, they know what a student should do to support the success of a class. Moreover, it liberates them from being stereotypically considered as silent in class, it shows also high motivation to engage in classroom participation without being afraid of making mistakes, and they do not really care about their grammar at the moment of speaking.

1-4-2. Conditional Participation

Although their high motivation to take part in classroom discussion, students' participation under conditional participation according to Liu (ibid) is constrained by a variety

of factors such as socio-cultural, cognitive, affective and linguistic or environmental Furthermore, these students are still careful when to speak and what to say in the class. Thus, their interaction with their classmates and with the teacher is less. They are often habituated to their own social identities and their perceptions of what is appropriate classroom behavior in their own cultures. On many occasions, they also show careful reflection on their classroom participation after each attempt, mainly to each discussion topic that they think is hard for them.

1-4-3. Marginal Interaction

Instead of actively engage in classroom participation, the students in this form prefer to beattentive listeners that to speak in the classroom. Which means, listening, taking notes and group discussion is preferable for them, then engaging in classroom conversation. Moreover, students under this form are less adventurous they are very confident when they occasionally speak up in classes because each attempt is a result of careful thinking and internal rehearsal. (Liu 2001)

1-4-4. Silent Observation

The student in order to avoid oral participation,they accept whatever being discussed in the classroom. They use different sorts of compensation Strategies in order to help digest and confirm what has been communicated in class. Such as top recording and small group discussion in addition to taking notes. (Ibid)

1-5. Types of Classroom Participation

Many studies have been conducted on the types of classroom participation, but the one elaborated by Jones (2008) has enabled us to take a glimpse on some types of classroom participation. The types are the following.

1-5-1. Initiate-Respond-Evaluate

This type of participation as it is highlighted by Cazden (1988, cited in Jones, 2008), suggests that the instructor in this type starts discussion by raising questions and the students respond to them. After that, in order to indicate whether the answer that is given by the student is right, the instructor evaluates and comments. (For instance, "Good, Shauna", or "Can anyone help Jon out?). The teacher always centers and controls the discussion.

1-5-2. Cold-Calling

Bean and Peterson (1988, as cited in Jones, 2008) indicated that Cold-Calling can be explained as calling on students randomly to answer the questions that are given by the teacher generally this type of classroom participation called on students that remain silent during the classroom conversation. Reducing the number of targeted students against how much time is spent listening to their answers is a serious limitation of Cold-Calling. *"If we are not able to call on all students, then they are encouraged to gamble about the like hood of being cold calling; also, once they have been called on, they know that there will be a respite from accountability before they will be targeted again".* (Cazden 1988, cited in Jones, 2008)

1-5-2. Open and Unstructured Talking

While using open and unstructured discussion, the teacher throws away a deeper or more explanatory question and waits for the students to answer more thoughtfully and completely. The energetic class sessions are often characterized by this kind of thoughtful interplay between the instructor and the students. (ibid)

1-5-3. Stimulated Discussion

During this type of classroom participation, the teacher may feel that their students do all kinds of thinking but they are not thinking about the class or what they are reading from the assignment. Therefore, the instructor uses simple ways to stimulate the thinking of their learners during the class. "*Stimulated discussion usually involves a prompt or a task completed by all students"* (ibid: 61) examples of this type include the following:

1-5-4-1. Note Cards

A note card is another type of classroom discussion. The students write a question or a reaction to what they are reading in the assigned passages, that is to say, learners use note cards to take notes in an organized manner. This type may encourage them to pay more attention, attend class, discuss ideas and listen to others' responses. (ibid)

1-5-4-2. Sticky Notes

Students can note questions, compose summaries of main ideas; determine the meaning of significant vocabularies. They can also agree or disagree with the writer's thesis, and note connections to concepts or experiences outside the text. (ibid)

1-5-4-3. Three Column Notes

Based on the idea suggested by Santa, Havens, and Maycumber (1996, as cited inJones, 2008) the students might elaborate on their Cornell/two-column notes to three: the left column would be for key thoughts or the main questions; the middle column is for notes from the readings; the right column is restricted for what can be added during class conversation. A three-column note makes the connection of readings beforehand to the class conversation more likely and clearer. (Cazden 1988, cited in Jones, 2008)

1-5-4-4. Writing Prompt

After that the teacher gives an issue the students are required to write for three to five minutes. This will bring their thoughts to their brain's front burner and records them on paper for reference in the conversation that follows. Cazden (1988, cited in Jones, 2008)

1- 5-4-5. Brainstorming

The teachers use a simple prompt; they ask their students what they know about something for instance. Students list associated ideas which are grounded in the reading or based on their thoughts about huger meanings. The brainstorming can be approximately

structured or the teacher can use a brainstorming strategy such as ABC brainstorm, where students can list some words or phrases associated with the topic. (Ibid)

1-5-4-6. Structured Discussion

Structured discussion encourages the students in participating in class. Students should sharetheir thoughts instead of remaining silent, both teacher and other classmates should make profit of the contributions of individual students. We may say that Frank Lyman's think-pair-share is an example of the structured discussion. First, the teacher asks the students and they give them time to think about the question for a minute, then they pair up to share and compare their answers. Finally, the teacher can call on different pairs to share their combined ideas. (ibid)

1-6. The Role of the Teacher

For a greater and a successful learning take place, we must highlight the role of the instructor in increasing the participation in class. As a teacher, he has to figure out why his students are reluctant to engage in classroom discussions. According toFakhra Aziz and Asma Shahid Kazi(2018:03) state that:

> Traditional teachers' role is to facilitate students in applying knowledge through classroom instructions and presentations. Their role is also to prepare lessons, marks papers, manage the discipline in classroom…teachers build a healthy and active environment, act as a counselor and support students, become role models and handle conflicts. Their role takes an innovative turn in mixed ability classrooms where differentiated instruction prompts teaching and learning.

The citation above explains the traditional role of the teacher which consists of being a facilitator. The teacher is also the classroom' organizer, as Harmer (2001:59) clarifies"*If we don't explain clearly the ways pairs or groups should be organized, for example, the classroom will be chaotic".*There should be a considerable time to organize the classroom to capture the students' interest and to ensure their participation, the activity may be wasted. Another teacher's role is being a controller"*when teachers act as controller they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups"* (ibid:52). Thus, the teacher assumes the responsibility of managing and controlling the classroom environment.

Also, the teacher is can be considered as a knowledge builder and an observer "*Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future*"(ibid), as well as a counselor with whom students feel safe and learn how to deal with daily conflicts.Indeed.Teachers' behavior and characters are the factors that affect the students' motivation to participate actively in the class.

Furthermore, teachers need to behave as supportive, understanding, approachable through positive nonverbal behavior; smiling and nodding for appreciating students' answers (Dalimore, Hertenstein& Platt, 2004, Fassinger (1995; 2000), he needs to motivate his students and foster their active participation in the classroom (cited in Fakhra. A &Asma. Sh. K 2018).According to Fakhra. A &Asma. Sh. K (ibid*:10)* "*Teachers can improve students' participation by devoting time and thought to shaping the environment and planning each*

class session". In other words, teachers have to organize their classes in a way that encourages their students to participate. Fakhra. A &Asma. Sh. K (2018:10) proclaim that:

> The instructor's goal is to create conditions that enable students of various learning preferences and personalities to contribute. To reach this goal teacher will need to take extra steps to encourage quiet students to speak up and occasionally ask the more verbose students to hold back from commenting in order to give other a chance.

Therefore, managing the classroom environment by making it suitable, safe, respectful and supportive is a major step that should be carried by the teacher. "*Teacher should reduce students' anxiety by creating an atmosphere in which they feel comfortable 'thinking out loud', taking intellectual risks, asking questions and admitting when they do not know something"*.(ibid: 11).

It is mandatory for teachers to bear in mind that in order to promote active participation a safe environment is a continuous process that should begin from the first day of classes (Michael & Modell, 2003). Maintaining a positive and tight environment fosters a positive teacher-student interactions; it grabs appropriate students' behavior, classroom management, and active classroom participation (Reifman, 2008). "*The physical space in the classroom stimulates and facilitates students' use of the target language they have previously been introduced to and practiced with the teacher*" (Robinson & Kang, as cited in Schwartz, 2018:07). According to Michael and Modell (2003:68) "*students will not participate in an active learning environment if they do not feel safe doing so"*. The effective use of physical space, where students spend most of their learning time, has a notable outcome on their classroom participation. (Hue & Li, 2008; Crawford, 2004) (Cited in Diana. I. S-H, Enrique. V-L &Yeraldi. G-B, 2021:152).

Conclusion

To conclude, this chapter has dealt with the Review of Literature which have shed light light onsome of strategies which are used by students during their classroom participation in

EFLclasses.It has highlighted the different forms and types ofclassroomparticipation and its and its and its importance. It has included also the role of the teacher in the classroom.

Chapter Two:

Research Design

Introduction

This chapter is methodological; it deals with the research design of the present study that will serve to describe the context of the study, and to give details about the participants involved in this investigation; It provides as well a general idea about the techniques and the procedures of data collection and data analysis used in our research, to fulfill our aim which is to identify the strategies used by EFL students of two secondary schools of Tizi-Ouzou, then evaluating them in terms of their effectiveness. In addition it seeks at the recognition of the various forms of participation. It comprises three sections; The first one is labeled *"Procedures of Data Collection"* which includes detailed description of the research design and the population mentioning the setting of the investigation and the participants who took part of our research. Furthermore, it portrays the tools which are used to collect the data needed to complete our research including a questionnaire distributed to the third-years students of LAADLANI AMAR and AIT BATA secondary schools as well as an interview done with the teachers of those schools. The second section called *Procedure of Data Analysis"* which explains the data analysis methods which are he quantitative and qualitative research designs also called *the "Quantitative and Qualitative Content Analysis".*

1. Procedures of Data Collection

1-1. Description of the Setting and the Participants

Our investigation took place in two different secondary schools of Tizi-Ouzou (Algeria) which are LAADLANI AMAR and AIT BATA schools. The population involved in our research study is (74) pupils out from (200) have been chosen randomly from two secondary schools of LAADLANI AMAR and AIT BATA schools (Tizi-Ouzo). The target population is chosen since they are baccalaureate candidates and have more motivation to participate in class. Classroom participation either with teachers or among each other is significant for them to be able to understand and remember the information. Additionally, we

have interviewed six (6) English language teachers of first, second and the third level at the two secondary schools of Tizi-Ouzou where each of them has his or her own opinions and experiences that vary from the others.

2. Data Collection Instruments

To carry out our study, we decided to rely on two data collection instruments which are: a Questionnaire and an Interview. In fact, using mainly a questionnaire is not enough to collect valid data needed for our research as the participants may respond in a subjective way, so we added interview as an additional tool so that our results will be more reliable.

2-1. Questionnaire

According to S. Roopa &MS. Rani (2012:273), *"A questionnaire is simply a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion".* A questionnaire is the main means of collecting quantitative primary data which enables them to be collected in a standardized way, so that they are internally consistent and coherent to be analyzed (Roopa &MS. Rani, 2012:273). As it is also argued by Dörnyei Zoltan (2003) that the questionnaire is the suitable tool for second language research because of time constraints, the researcher's efforts as well as the financial resources.

The designed questionnaire composed of four sections and (13) items; which are divided into closed-ended questions which contain pre-planned answers so that the participants will choose the appropriate one and open-ended questions that allow participants to answer in their own words. The first section provides general information about the participants, the second section deals with students' strategies for classroom participation, the third section named the effectiveness of students' participation strategies and the last sections developed the forms of participation. The aim of the questionnaire is to identify the strategies that the learners use when participating in classroom, as well as to evaluate them if they are

effective or not. In fact to guarantee more reliable data, participants are insured that their answers are anonymous.

2-2. Interview

To complete our study and to have more credible results we have conducted (6) structured interviews with (6) teachers of English in the two secondary schools of T.O. The interview composed of (8) open ended questions which aim to obtain the teachers view about the student's participation strategies, forms and their role as teachers in achieving a successful learning environment. Richards (2001:61) asserts that *"interviews allow for a more in-depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups".* Therefore, the interview is used as an extensive survey to complete the results gathered through the questionnaire.

3. Piloting of the Questionnaire addressed to Students

Before starting the phase of data collection, we have opted to pilot the questionnaire that we have designed to the third-year students of the two secondary schools of T.O. This stage of our research took place on 27 of September 2022. We have distributed (6) questionnaires to six students of those schools to check the clarity of the questionnaire items. Indeed, this piloting helped us to modify and to simplify some items and make them more understandable for the participant and easy to be responded by them.

4. Procedure of Data Analysis

This research was designed by adopting mixed method approach in order to assure the effectiveness of the research and reliability of the findings. It combines quantitative and qualitative research methods for both data collection and analysis.

4-1. Qualitative Content Analysis

As argued by Dörnyei (2007:24) *"qualitative research involves data collection procedures that results primarily in open ended non numerical data which is then analyzed by*

non-statistical method". Qualitative content analysis (QCA) then is a method used by qualitative researchers to collect data. In our present study is used to analyze and interpret the open-ended questions of the questionnaire as well as those of the interview.

3-2. Quantitative Content Analysis

According to Kevin, C and Joshua (2017:01) Q.C.A "*is a research method in which features of textual, visual or aural material are systematically categorized and recorded so that they can be analyzed. Widely employed in the field of communication, is also has utility in a range of other fields".* We proceeded in the calculation of the percentage using the rule of three which was applied as follows: x=z * 100/y. For better readability we have used diagrams and tables as visuals in our research.

Conclusion

This chapter has enlightened the Research Design of the study. It presented first the procedures of data collection tools which are the questionnaire for students and the interview with teachers. It has described as well as the procedures of data analysis which consist of quantitative and qualitative data. The results obtained from these procedures will show the different strategies used by pupils while participating and if they are effective or not, forms and types of participation and the role of the teacher in the learning process.

Chapter Three:

Presentation of the Findings

Introduction

This chapter is empirical. It discusses the findings that are obtained from the questionnaires administered to the third-year pupils of two secondary schools AIT BATA and LAADLANI AMAR (Tizi-Ouzou). In addition to the questionnaire, we conducted an interview with the teachers of English of the two secondary schools. This chapter aims to shed light on the strategies used by students while they participate in EFL classes and to evaluate them if they are effective or not, as well as to identify the forms of classroom participation. The results are presented and shown in diagrams, bar charts and tables. The chapter is divided into two sections. The first section is devoted to the presentation of the findings obtained from the questionnaire and the second section is devoted to the presentation of the findings obtained from the interview.

1-Presentation of the Results of the Questionnaire

1-1-Section One: General Information about the Participants

The section one has to do with general information about the participants in terms of their interest to learn English as a foreign language and their desire to study it as a first choice at the university.

Q.1 To what extent are you interested to learn English as a foreign language?

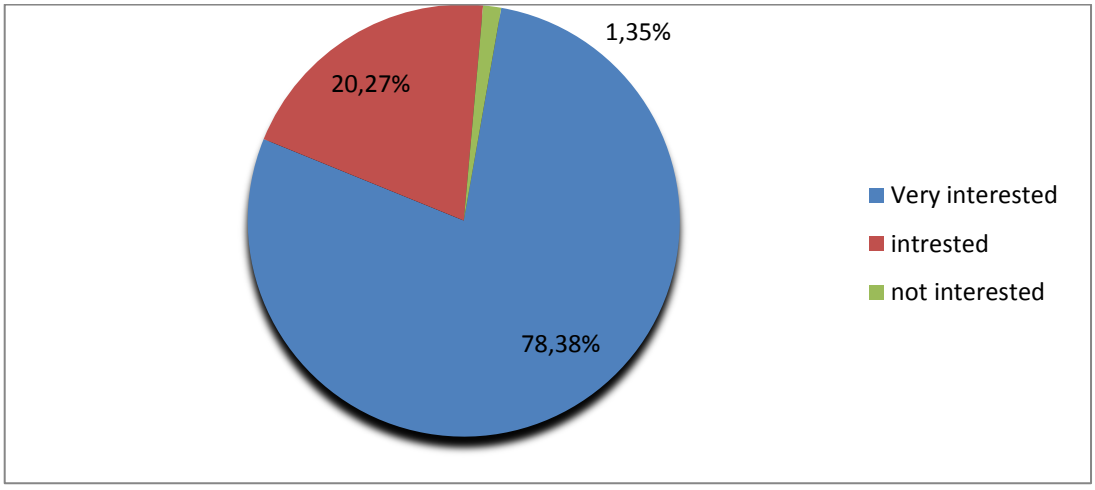

Diagram01: Pupils' Interest to learn English as a Foreign Language

The diagram shows that the majority of pupils (78. 38%) are very interested to learn English as a foreign language. An acceptable percentage (20.27%) asserts that they are interested to learn English as a foreign language. However, the minority of the population (1.35%) claims that they are not interested at all to learn English as a foreign language.

Q2- If you pass your baccalaureate exam, will English be your first choice

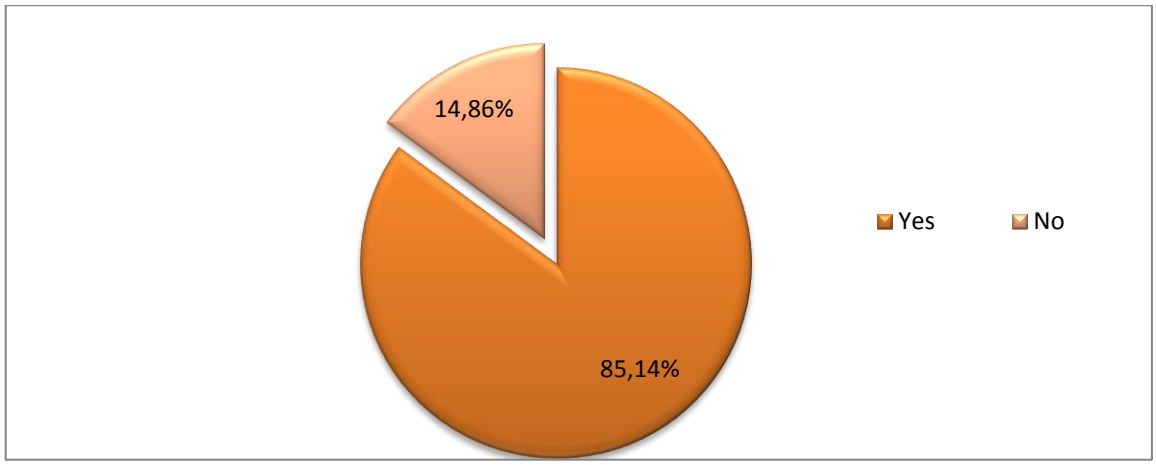

Diagram 2: Choosing English as a First Choice by pupils

As highlighted in diagram 02 the majority of the pupils (85.14%) have chosen English as a first choice, whereas, only (14.86%) denied that.

Section Two: the Strategies Used by Pupils in Classroom Participation

This section has to do with the strategies used by pupils in order to get involved in the classroom conversation.

Q3-Use the scale of strongly agree (AS), agree (A), disagree (D), strongly disagree (SD) to what extent do you agree with the following statements?

	SA	A	D	SD
A -I take time to think carefully before making sentences and saying them out	**45.95%**	**48.65%**	**2.70%**	**2.70%**
B- I ask my friends in order to check whether my answer is correct.	**25.68%%**	**39.19%**	**16.22%**	**18.92%**

C- I write my points and ideas down then I say what I have written.	**20.27%**	**43.24%**	**18.92%**	**17.57%**
D- I focus on the content and on what to say rather than on the language structures.	**20.27%**	**28.38%**	**32.43%**	**18.92%**
E- I think in kabylian language (or in another language) then I translate my ideas into English	**22.97%**	**35.14%**	**21.62%**	**20.27%**
F- I listen to my friends responses.	**32.43%**	**54.05%**	**08.11%**	**08.11%**
G Before the class begins, I prepare some questions for participation.	**29.73%**	**36.45%**	**20.27%**	**14.08%**

Table01: the Participation Strategies Used by Pupils in EFL Classes

The table presents the strategies used by pupils in EFL classes. On the basis of the gathered data, the majority of students (48.56%) agree that they 'take time to think carefully before making sentences and saying them out' (A). A considerable percentage of the participants (45.95%) claim that they strongly agree for statement (A), while the two remaining variables (D and SD) have been chosen by a minority of the participants (2.70%) for each. Regarding the statement B, (39.19%) of the respondents stated that they agree that they 'ask their friends in order to check whether their answer is correct', and (25.68%) advocate that they strongly agree for statement (B), the remaining variables (D and SD) respectively differ slightly in the percentage obtained, in the former (16.22%) disagreed, and (18.92%) claimed that they strongly disagree for the statement (B). As far as statement (C) is concerned, (43.24%) which represents the majority of the participants, agree that they 'write points and ideas down then saying what they have written', (20.27%) strongly agree for statement (C), while Insignificant difference is remarkable in the remaining percentages 18.92% disagree whereas only 17.57% strongly disagree.

The participants representing (20.27%) and (28.38%) have chosen the following variables respectively; strongly agree and agree that they 'focus on the content rather than language structure' (D) while (32.43%), (18.92%) disagree or strongly disagree with this statement. The results of statement (E), which is to think in Kabylian language (or in another language) then to translate the ideas into English, are nearly the same ranging from 22.97% for (S), (35.14%) for (A),(21.62%) for (D), and (20.27%) for SD. Regarding statement (F), the majority of the participants (54.05%) agree that 'listen to their mates' responses' when they participate in the classroom (32.43%) of then strongly agree to do that, while the rest of the variables (D, SD) gained the same percentage of respondents (8.11%). The result of the last statement denotes that the highest percentages (29.73), (36.45%) represent respectively the two following variables (SA) and (A) which state that 'before the class begins, they prepare some questions for participation'. The lowest percentages (20.27%) and (14.08%) disagree or strongly disagree with this strategy.

Section Three: The Effectiveness of the Pupils' Participation Strategies

Q4-To what extent do you participate while you use these strategies: 'Taking time to think", 'asking friends,'' writing and speaking', and 'focusing on the content rather than on language', 'listening to others responses and 'preparation'.

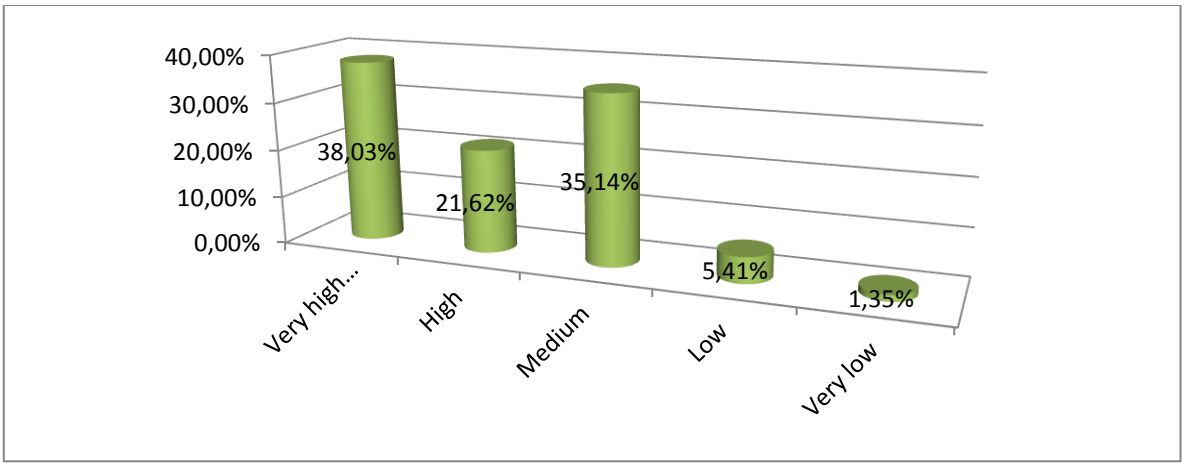

Diagram03: The Frequency of Participation while Using these Strategies by Pupils

We can see from this diagram that the majority of pupils which represents (38. 03%) answer with 'very high participating' and (21.62%) of them answer with 'High'. Twenty-six of the pupils which present (35.14%) have answered with 'Medium' and four of them which presents (5.41%) of them have answered with 'Low'. Only '1.35%) of them answered with 'very low'.

Q05-To what extent are these strategies: taking time to think, asking friends, writing and speaking, focusing on the content rather than on the language and preparation effective for classroom participation?

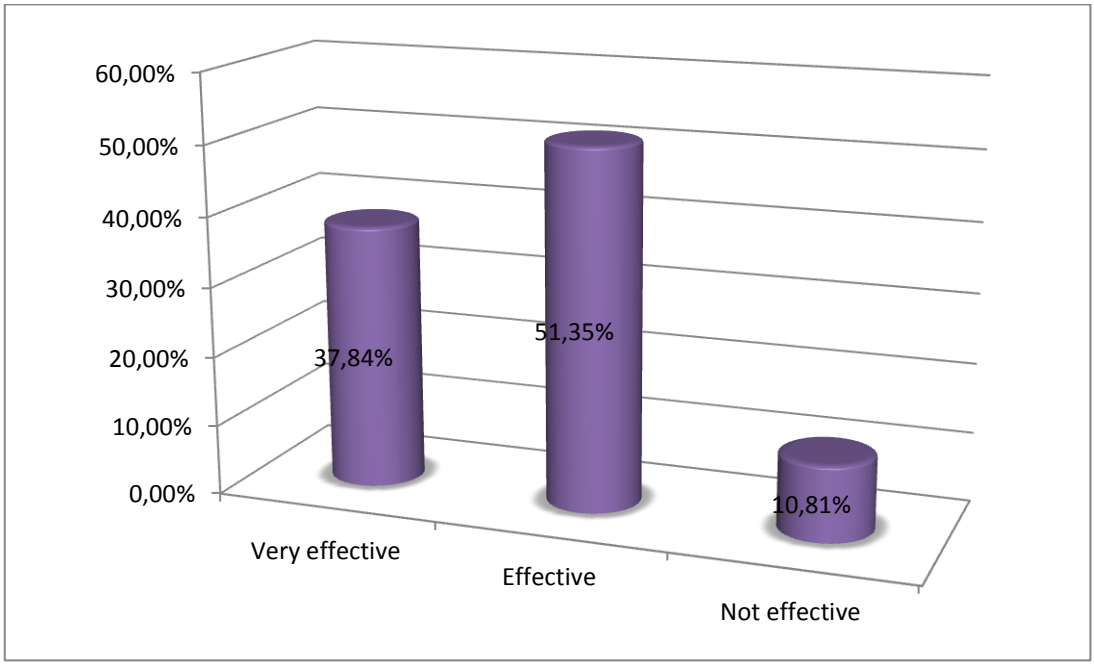

Diagram 04: The Pupils' Views toward the Effectiveness of Participation Strategies

The aim of this question is to know whether the use of these strategies: "Taking time to think asking friends, writing and speaking, focusing on the content rather than on the language and preparation". The results show that the majority of pupils (51, 35%) view these strategies as effective and (37.84%) view them as very effective. Eight (8) of the participants representing (10.81%) see them as being not effective.

Section Four: Forms of Participation

Q7: How often do you participate in class discussion?

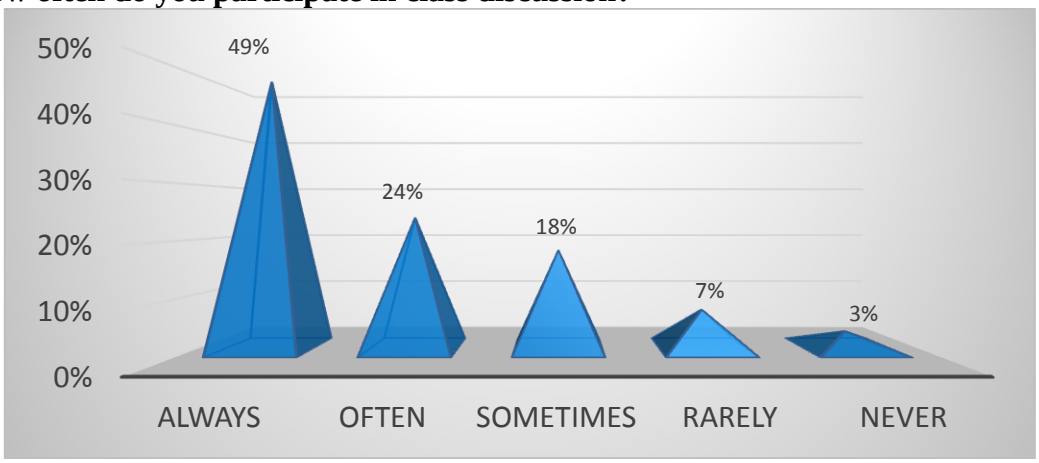

Diagram 05: Full Integration as a Form of Participation Used by Pupils

It is clearly illustrated in this diagram that a great number of learners that represent (49%) answer with "always", eighteen (24%) answered "often", thirteen of them (18%) responded "sometimes", and the other remaining choices which are ‘rarely’ and ‘never’ have gained only (7%) and (3%) ".

Q8: Do you choose the appropriate moment to participate in the class?

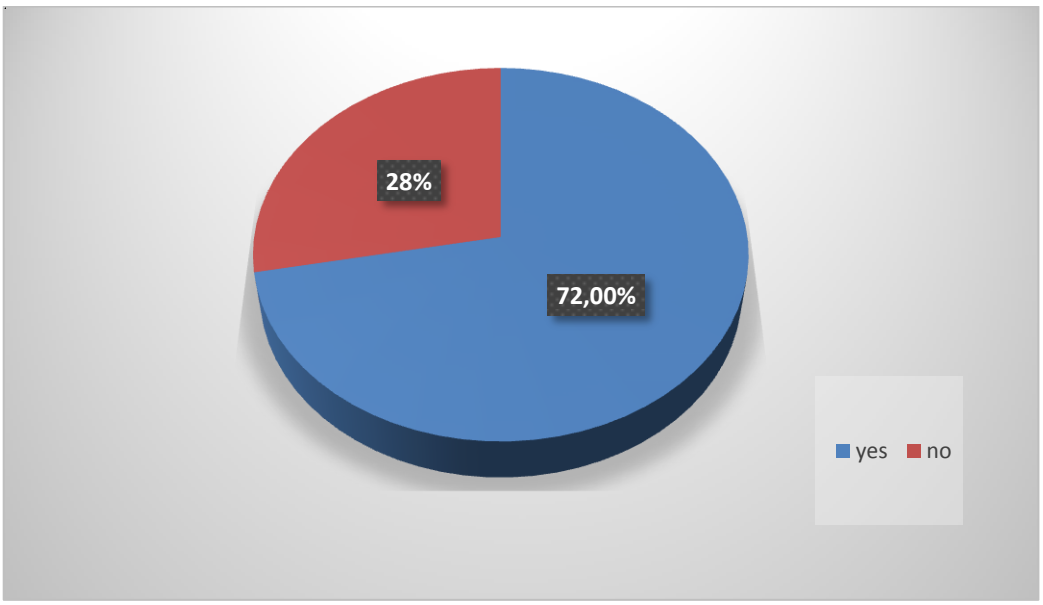

Diagram06: Students' Participation on the Appropriate Time

The diagram above mentions that fifty-three (53) participants representing (72%) of the total claim that they wait for the right moment to give their answers in EFL classes, while twenty-one (21) of them presenting (28%) respond that they do not need a right time to give their responses.

Why

a- The reasons that push pupils to choose the right moment to participate

Pupils wait for the right time to give their answer because a variety of them they feel shy to participate actively and others they need time to think and to listen to their mates' responses. Moreover, a minority of the participants assured that they participate only if the topic is interesting while eight (8) of them claimed that they do not like to participate in noise and to avoid being judged.

b- The reasons why pupils prefer to participate without choosing the right time

From the pupils' answers, most of the participants agreed that they do not chose the right moment to participate because they are not afraid of making mistakes and also they may forget the answer. Only few of them affirmed that they engage actively in classroom discussion because they like to be part of the classroom interaction.

Q9: How often do you think carefully before speaking and giving opinions in the class?

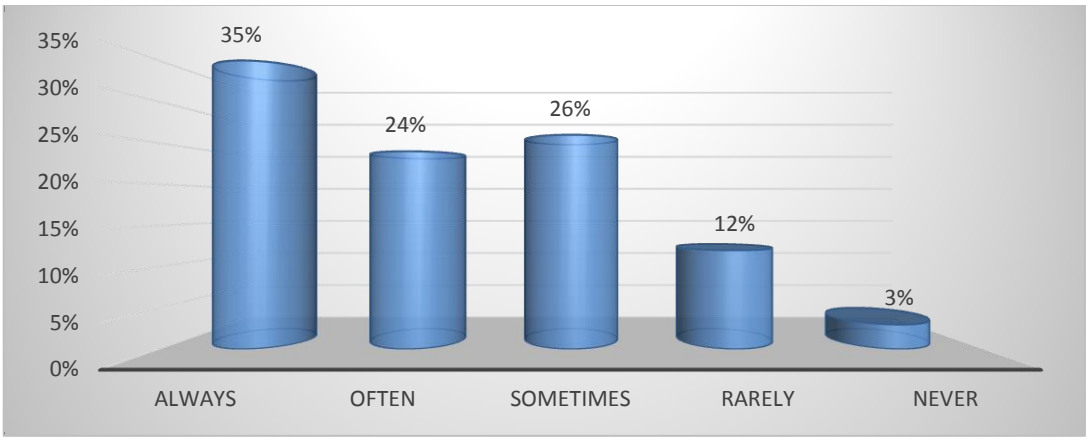

Diagram 07: Pupils and Conditional Participation

From the data gathered, we can say that (35%) of the learners "always" used to think carefully before speaking and participating in the class, (24%) of them answered with "often", (26%) opted to answer with "sometimes", (12%) of the pupils answered "rarely" and only two of them (3%) chose "never".

Q10: Do you prefer to keep silent and to listen rather than participating?

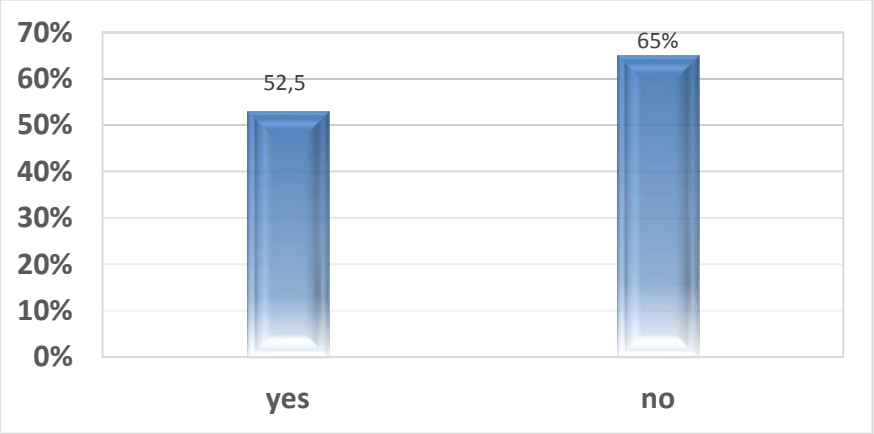

Diagram 08: Marginal Interaction as a Form of Participation Used by Pupils

As regards keeping silent and listening rather than participating in the class (Marginal interaction), most of the pupils (65%) answered "No" while (52.5%) of them answered "yes".

If yes, why?

a-The reasons why Pupils remain Silent and listen to their Mates rather than Participating in the Class.

The aim of this question is to know why some learners prefer to remain silent and to listen to their mates' answers rather than engaging by themselves in the class. So, fifteen (15) of pupils have assert that they remain silent during the class in order to benefit from the answers of our classmates. Six (6) of them I prefer to remain silent to learn as well as to understand better the lesson. Five (5) of the participants have the fear of embarrassment and others' negative judgments, therefore they participate rarely. Also three (3) of the pupils assert that is because they prefer to be more prepared before giving their answers. Whereas few of them (2) and (3) claimed that they remain silent and to be passive in the class because of shyness and

loss of Interest.

Q11: Do you accept whatever topic being discussed in the classroom?

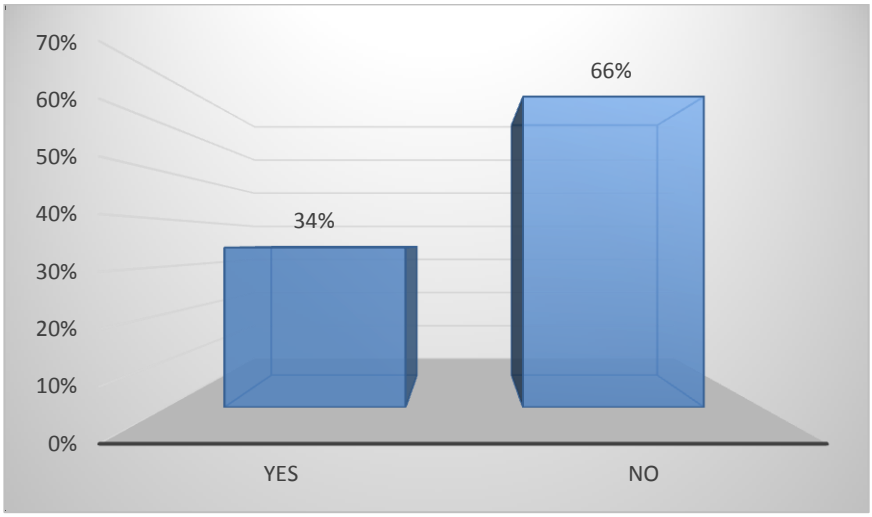

Diagram09: Silent Observation as a Form of Classroom Participation

This diagram shows that (66%) of pupils do not accept whatever topic being discussed in the class so they answered (No). However, (34%) answered (Yes).

If yes, why?

a-The reasons why learners accept whatever being discussed and used their own strategies instead.

The purpose of this question is to know why some learners tend to accept whatever being discussed in the class and avoid oral participation. In fact, some of them (14) affirmed that in the class, they avoid participating but instead they prefer to take notes, so that at home they understand better. Five (5) of them declared that they organize group discussionsat home to understand better the lesson**.** Only two (2) of the learners tend to take records with their phones and listen to them at home**.**

Q12: To what extent does participation increase your motivation to learn English?

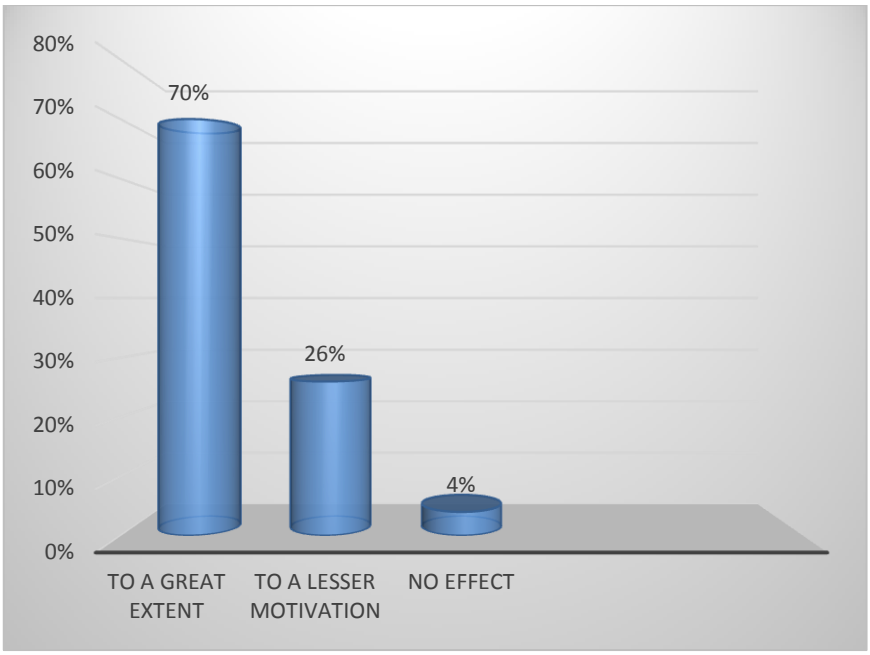

Diagram 10: Increasing Pupils'Motivation to Learn English through Participation

In this diagram most of the students with the average of 70% agreed that participation "increases their motivation" to learn English to a great extent. Nineteen of the pupils (26%) answred " to a lesser motivation" while three of them (4%) argued that it has "no effect" on their motivation to learn English.

Q13: How important is participation in the teaching and learning processes?

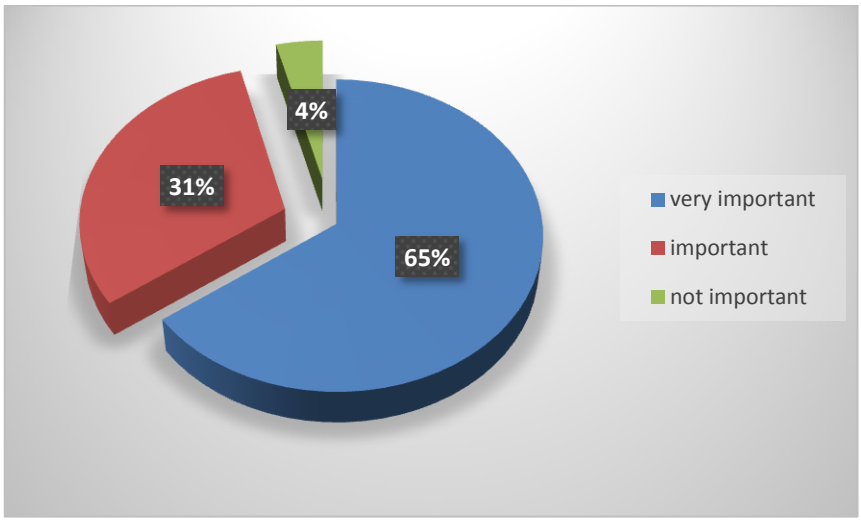

Diagram 11: Pupils'Views towards the Importance of Participation

As it is demonstrated in diagram (13) the majority of the learners (65%) approved that participation is "very important" in the teaching and learning processes. Twenty four (31%) of them concur that participation is "important" while mainly3 pupils (4%) argued that it is "not mportant" in the teaching and lerning processes.

2- Presentation of the Results of the Interview

Item 01: Could you explain the importance of classroom participation?

From all the teachers answers, we see that all of them recognize the importance of classroom participation. For instance, the first teacher declared that classroom participation creates a safe environment for learning, it helps every learner to interacte and contribute in the learning process… and inside the classroom, it makes pupils feel their importance. Other teachers argued that "*classroom participation is a vital aspect of the learning process where students get engaged and involved… express themselves clearly and confidentaly, learn to give and get information… Being active learners will enable them to memorize most of the content faster and easier*". That is to say, all the teachers are aware of the importance ofparticipation that helps the learners to become more engaged and involved in classroom discussions.

Item 02: What would you say about asking mates as a participation strategy to be used by learners?

As regards the teachers' views about this strategy are divided into two categories. Some have valued this strategy asking mates and others do not. For instance, one of the teachers who are in favor of this strategy stated that asking mates is a useful strategy, because when they use it they become more confident about their answer, it enhances communication skills between the pupils especially during group work discussion. Another teacher declared that this strategy encourages dialogues between learners and it promotes the importance of speaking skills, and the same point of view shared also by the third teacher who stated that it enhances group work… collaborative learning. However, the three other teachers were against this strategy and

this is the case of the fourth teacher who assumed that it may create a kind of reliance on others, hesitation, low self-esteem and low self-confidence. Therefore, students should be encouraged to be self-reliant, show their own thoughts. And the same idea was shared by the others.

Item 03: How can students benefit from preparation as a participation strategy?

All of the teachers favored this strategy (preparation) and considered it as a crucial one. For instance, the first teacher declared that learners benefit from preparation in a way that makes them ready for everyday lesson, by having the required background they will contribute to the good unfolding of the lesson. The second teacher also stated that" *preparation betters their understanding of the lesson*".

The third teacher confirmed that preparation helps learners to understand better the content. The third teacher confirmed that preparation enables students to have an idea and background knowledge about topics to study; this motivates them to take part in the learning process and contribute something meaningful to the group.

The fourth teacher as well proclaimed that *"it enables the learners correct their mistakes i.e.: they test accuracy of their knowledge*". The fifth teacher stated that preparation makes students or pupils more prepared; they overcome stress and become more self-confident. Furthermore it enables them to have an idea about what going on during the class. Likewise, the sixth teacher said that" *preparation helps the learners to understand the content of the lesson and to have the amount of ideas they need to share during classroom discussions*". Thus, all of them agreed about the value of preparation as a participation strategy in the EFL classes.

Item 04: What could you say about the forms of participation (full integration, conditional participation…?)

All of the teachers preferred (full integration) as a form of participation and considered it as an effective one comparing to the other forms (conditional, marginal interaction and silent

observation). According to them it is the form in which the learners are fully involved in the learning process. As it is stated by the fourth teacher that full integration is the best form of participation… it helps pupils to participate without trouble, this means that they get involved actively in classroom discussion, their language is correct, the grammar is correct, the teacher does not need to correct them. And for the conditional participation here pupils make some mistakes sometimes so the teacher has to correct them. Indeed, in total integration we may recognize the learner's motivation to learn a language.

Q5- As a teacher of English, could you explain your role in the class so that effective participation takes place?

The aim of this question is to find out the role of the teacher in the classroom. Almost all of the participants agreed that their role in the classroom is being a facilitator and a guider as one of them declared "*well, the role of the teacher in this phase I think is to be a facilitator, for sure the teacher needs to explain the lecture, facilitate the tasks so that the pupils understand better and get better involved in the classroom discussion*".

Another teacher stated that they should be a good manager and leader of the class, their role is to guide pupils and create a good atmosphere in the class to grab the best from the pupils, this means the teachers are supposed to make as many students as possible in order to get involved in the class. The same idea is shared by the fourth teacher who claimed that the role of teachers to guarantee effective participation is to provide opportunities and supporting environment for students to contribute in the class since they show learning differences related to their preferences and personalities. Thus, creating a suitable environment in the class is one the teachers' responsibilities so that an effective participation takes place. The sixth teacher added "*besides of being a motivator, guider and a facilitator the teacher should give positive feedback to his students and encouraging them to express their ideas*".

Q6: How can teachers involve their students in effective participation?

All of the teachers asserted that the tasks and the instructions are the best way to help pupils to engage in the classroom discussion. For instance, the first teacher affirmed "I *used to give them tasks, homework to get ready to the lesson, giving them instructions to be prepared at home to get them involve in classroom interaction*". The second teacher added that the tasks and the instructions should suit their level and needs and increase the learner's assessment.

The third teacher also proclaimed that "*teachers can involve their students in effective participation by organizing group work, designing engaging activities, using ICTs and giving them clear instructions*".

Q7- What type of tasks should teachers stress to give their students the chance to participate?

This question asked to highlight the different activities used by teachers in EFL classes to encourage their learners to participate in the classroom. The first type of tasks mentioned by the teachers is initiate- respond- evaluate as the first teacher said that they used to ask them question by first then they give them answers and they check whether the answer is either correct or not. The same task mentioned by two other teachers. Another task mentioned by three of them was 'Cold Calling' as the third teacher claimed" *I used to call on my pupils in a random way especially the extroverts ones*". The other tasks mentioned were: Brainstorming, Unstructured Discussion and Note Cards.

Conclusion

This chapter presented the results obtained from the questionnaires answered by Third year students of LAADLANI AMAR and AIT BATA secondary schools as well as the interview designed accordingly to the teachers of English of these schools. The results were represented in terms of bar charts, diagrams and tables. The tools we used allow us to gather aconsiderable amount of data that will be clarified and interpreted in the following chapter.

Chapter four:

Discussion of the Findings

Introduction

The present chapter is devoted to the discussion the findings collected from the data collection tools (questionnaire and the interview) handed to the third-year secondary schools of Tizi-Ouzou and their teachers of English. The results are going to be discussed with reference to Liu's (2001) theory about classroom participation and will be discussed in response to the research questions and hypotheses advanced in the general introduction. This chapter is divided into two parts. The first one discusses the questionnaire's results; the second part is devoted to the discussion of the results obtained from teachers' interview.

I. Discussion of the Findings Resulted from the Questionnaire Answered by Pupils

1-General Information about the Participants

The results obtained from the questionnaires addressed to the pupils of the third year of AIT BATA and LAADLANI AMAR secondary schools (Tizi-Ouzou).The findings show that the majority of the participants(78,38%) (See diagram 01) are very interested to learn English as a foreign language, this interpret their desire to learn this language. Besides, the findings reveal that most of the pupils (63) (see diagram02) have chosen English as a first choice at the university, this reveal the importance that is given to English by these participants.

I.2-The Strategies used by Participants in Classroom Participation

One of the main objectives of this research is to identify the strategies which are used by learners when participating in EFL classes. The outcomes of this investigation reveal that, a significant number of the respondents think carefully and take time to form their responses before they contribute to class conversation. As shown in table (1) the majority of participants either 'strongly agree' (45.45%) or 'agree' (48.65%) they claim that they take a moment to think carefully and to reformulate their thoughts before saying them out. Therefore, the use of

internal rehearsal enables them to produce perfect sentences when participating in classroom interaction as is in file with what is claimed by Liu (2001:124-125): "…*She* (one of the participants) *needed more time to think about issues and react to discussion then*".

The second strategy deduced from the participants' responses is asking friends. During the classroom conversation, some students ask for help from their mates. (64.87%) (table01) of the participants would ask their mates who were sitting next to them what to say before they could interact in the classroom. This strategy enables them to check if the answers or ideas that they wanted to share with the whole class are correct and to be more confident about their answers. This is in regard with what one of the students in Liu's study, who affirmed that during a small group discussion, they listened to her carefully and helped her with a few sentences when she was not sure of the wording.

Another strategy used by pupils according to the participants' responses is writing and speaking. The findings showed that (63.51%) of the respondents either 'strongly agree' or 'agree 'that they tend to put their ideas into a written form before saying them out loud (see table01). This enables them to overcome stress and feel more confident. Considering the content as the primary concerned when it comes to class participation enables the students to be part of the classroom discussion. However, the strategy of focusing on the content rather than on the language structures is not widely used by many students. The respondents argued that the structure is very important as the content when they contribute in class, so they pay attention to their grammar, their wording, their spelling and so on.

The data gathered from the questionnaire shows that (48.65%) of the respondents focus on the content rather than on the language. Although the majority of students (58.11%) believed that knowing what to say is important as knowing how to say, so the majority either 'strongly agree' or 'agree' that they think in kabylian language or in another language then they translate their ideas into English. This is in accordance with what is argued by Liu (ibid 104)

"What concerned him the most in participation was not his language skills but his preparedness for the class as his interest level".

Another interesting finding of this research was related to how some students rely on other students' participation before they themselves could take part in class discussion. This strategy is used by pupils who are not really sure about what they want to say. Therefore, they make benefit from their mates' opinions before they could form theirs by comparing their opinions and analyzing their answers. Listening to others is also used to avoid any repetition of ideas or answers provided by others. Furthermore, as it is shown in the table (1) a vast majority of the respondents (86.48%) affirmed that they use this strategy when they participate in the classroom conversation. This is in line with what one of the participants from Liu's (2001:90) research argued. "…*when others ask questions, I can recall, and synthesize my knowledge relevant to the topic to see whether I know the answer or whether I have thought about it before…"*

The habit of preparing notes and questions is another strategy used in classroom discussion by the participants. The table (01) shows that the majority of the respondents claimed that in order to ensure that they have the necessary knowledge and therefore would be able to contribute to class conversation, (66.18%) of the pupils either 'strongly agree' or 'agree' that before the class begins, they prepare some questions for participation. Liu (2001) argues that some students participate only if they are well prepared. Accordingly, an adequate preparation is highly important for the students. This is in line with what Liu (2001) proclaimed that adequate preparation is important to participate in class discussion simply.

The results of the study confirm the first hypothesis advanced in the General Introduction that students of both secondary schools AIT BATA and LAADLANI AMAR follow specific strategies when they participate in EFL classes.

1-3- The Effectiveness of the Students' Participation Strategies

The second objective of this research is to evaluate these strategies used by learners when they participate in EFL classes in term of their effectiveness. From the fourth (4^{th}) question of the questionnaire the majority of the pupils of both secondary schools (38. 03%) believed to an extent of 'very high participating' when they use these strategies: Taking time to think, asking friends, writing and speaking, focusing on the content rather than on the language, listening to others and preparation. Only (6.76%) (5.41%+1.35%) answered with either 'low or very' 'low' (diagram03). The findings from this question affirm that pupils of both secondary schools believe that the use of these strategies enables them to get more involved in the classroom interaction.

Furthermore, in the question number five (5), most of the respondents agreed that these strategies are effective for classroom participation. As sixteen (16) of them answered 'very effective' and thirty-seven (37) of them answered 'effective' and mainly eight (8) participants responded not effective. As concerned the question number six of the questionnaire (90, 54%) of them proclaimed that these strategies increase their interaction in the classroom, while only seven (7) of them said 'No'. Thus, we come to deduce that the following strategies :"Taking time to think, asking friends, writing and speaking, focusing on the content rather than on the language, listening to others and preparation" can be considered as effective strategies for classroom participation and this confirm the second hypothesis raised in the General Introduction.

1-4 Forms of Participation

As far as our investigation is concerned, we have asked the participants some questions to confirm the four forms of participation that were suggested by Liu (2001) whether they really exist in EFL classes. From the results presented in the previous chapter, it appears that pupils of LAADLANI AMAR and AIT BATA secondary schools actively react

in classroom participation in a spontaneous way more than they don't (Diagram 06).

Indeed, the first form of participation which is full integration or total integration is considered as the form of participation the most deduced from the questionnaire as (49%) of the participants affirmed that they get always part of classroom discussion. According to Liu (2OO1: 72) *"Total integration can be considered as a high level of acculturation in classroom settings*". This means that in this form, the student is highly motivated to participate without being afraid from making mistakes. Liu (ibid) also proclaimed that "*students with this pattern understand what constitutes normal classroom behaviour in this culture, what is considered an appropriate role in class discussion, and what a student should do to contribute to the success of a class*".

The participants were also asked whether they choose the appropriate time to participate. The majority of the pupils (72%) answered with 'yes' and they cited some reasons why they do so (see diagram 07). This collaborates with the second form of participation which was stated by Liu (2001) which is conditional participation. Although their high motivation to take part in classroom discussion, students' participation under conditional participation are constrained by a variety of factors such as socio-cultural, cognitive, affective and linguistic or environmental (ibid). From the reasons why the participants tend to wait for the right time to give their answers; shyness, the fear of embarrassment and to be judged (socio-cultural factors) as one of them said" *yes, I wait for the right time before I give my answers because am the kind of persons who feel embarrassed and fear of being judged by others*", noise (environmental factor) as one of them justified his view by "I *don't like when everyone give their answers at the same time I may feel confused so I wait until the teacher asks me to* respond ", thinking carefully (cognitive factor) as one of the participant answered "*I prefer to take my time and to think carefully and I listen to my mates answers before I give mine*".

As regards the marginal interaction and silent observation which are the two other forms of participation elaborated by Liu (ibid) where the participants avoid any kind of oral participation and instead, they rely on their own strategies as Liu (ibid) argued that Instead of actively engage in classroom participation, the students in this form prefer to be conscientious listeners that to speak in the classroom. Which means, listening, taking notes and group discussion is preferable for them, then engaging in classroom conversation.

From the questionnaire addressed to the pupils we have come to recognize three strategies in which they rely when they do not participate; (14) participants out of (21) whom agreed that they prefer remain silent rather than participating, use to take notes, (5) of them tend to organize group discussions as one of them declared "*in the class I accept whatever being discussed and I avoid to interact but me and my friends we organize group discussions to talk about the lesson of the day*", only two of them affirmed that they take vocal records with their phones so that they listen to them attentively at home so that they understand better the lesson . This is in line with what has been already explained by Liu (*2001*:72) "*these students use various sorts of compensation strategies (e.g., tape recording, note- talking or small group discussion after class*".

From the data gathered and after the discussion of the findings, we deduce that there are four forms of participation which are full integration, conditional participation, marginal interaction and silent observation. Thus, the third hypothesis raised in the General Introduction is confirmed.

1-5. Importance of Classroom Participation

The last question of our questionnaire has to deal with the importance of participation in the teaching and learning processes. As the findings demonstrated that the majority of the pupils (65%) agreed that participation is very important in the learning and teaching, (31%) of

them agreed that it is important and mainly (4%) of the pupils agreed that participation is not important in learning (see diagram 12). Thus, we come to recognize that participation has an important role in the teaching and learning processes. This finding is in accordance with Tatar's (2005) idea that active classroom participation played an important role in the success of education and students' personal development in the future. Students, who are actively involved, reported higher satisfaction and higher persistence rates (Astin, 1999).

Ⅱ-Discussion of the Findings Resulted from the Interview answered by Teachers

The second data collection tool used in our research study is the interview. It is conducted with six (6) teachers of English of two secondary school AIT BATA and LAADLANI AMAR (Tizi-Ouzou).

The findings of the interview disclose important points that require further discussion. Actually, three (3) of the teachers argued that 'asking mates' is a useful strategy used by learners when they interact in EFL classes; they claimed that it facilitates and helps pupils to perform better by giving them the chance to communicate. As one of the teachers proclaimed that asking mates encourages dialogues between students and it develops the importance of speaking skills. They also assumed that this strategy helps students to overcome stress and anxiety, thus it raises self-confidence as one of the teachers added that this is a very useful strategy, because when they use it… this makes them more confident about their answer, it enhances also the communication skills between the pupils especially during group work discussion. The three other teachers disfavoured the use of this strategy by learners. They considered this strategy as a kind of reliance on others which means that the pupils would not rely on themselves when they want to express their ideas, instead they are dependent on others' answers and thoughts.

The results of the question number three (3) reveal that all the teachers agreed that agreed that preparation is an important and crucial strategy for pupils. They affirmed that preparation helps students to understand better the lesson and enables them to know what is going on during the class, as one of the teachers argued Preparation enables students to have an idea and background knowledge about topics to study, this motivates them to take part in the learning process and contribute something meaningful to the group. This corroborates with the idea suggested by Liu (2001) that preparation help learners to have enough ideas about what to contribute during the class discussion and to enhance their chance to participate in the classroom.

Furthermore, it is clearly shown from the interview that full integration is the best form of participation preferred by all the teachers that we have interviewed. As one of them affirmed full integration…enables pupils to participate without any obstacles…they engage actively in classroom discussion, their language is correct, the grammar is correct, the teacher does not need to correct their mistakes. This means that, in this form the student is highly motivated to participate without being afraid of making mistakes. The majority of the teachers are aware of the importance of participation in EFL classes. As one of them declared "*it creates an adequate classroom environment… it makes every learner participate and contribute in the learning process… and it makes pupils feel their importance inside the classroom*". This statement corroborates with what is said by Asma. Sh. K and Fakhra (2018:10) "the *goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth*".

Another teacher proclaimed that "*classroom participation is a vital aspect of the learning process where students … express themselves clearly and confidently, learn to give and get information… Being active learners will enable them to memorize most of the content*

faster and easier''. In this regard, one of Liu's (2001:93) participants stated that "*I think first of all, we can learn a lot of knowledge and also English through participation. I think to the major idea is to get knowledge so I can exchange my opinions and share opinions with others, which can make us to have a better understanding of the course*" . That is to say, participation is considered as the best place where EFL students get and share knowledge.

Another point being discussed in our research was the teachers*'* role in the class so that effective classroom participation takes place. The results obtained from the teachers' interview indicate that the majority of the teachers consider themselves as facilitators as one of them declared "*the role of the teacher in this phase…is to be a facilitator, the teacher needs to explain the lecture, facilitates the tasks so that the pupils understand better and get better involved in the classroom discussion*". This is in accordance with what is proclaimed by Fakhra. A and Asma. Sh. K (2018:03) statement "*traditional teachers' role is to facilitate students in applying knowledge through classroom instructions and presentations* "Indeed, every teacher is asked to make the lessons clear by facilitating them to their students so that they will be able to participate in daily lessons.

Moreover, most of the teachers argued that one of their roles in the class is being a manager and a leader as one of the teachers said the teacher should be a good manager and leader of the class, their role is to guide pupils and create a necessary and a good atmosphere in the class to grab the best from the pupils. That is in line with what has been proclaimed by Fakhra. A and Asma. Sh. K (2018:03) "their *role is also to prepare lessons, marks papers, manage the discipline in classroom…teachers build a healthy and active environment*". That is to say, the teacher administers the classroom environment by controlling the discipline of the class so that a good learning process takes place. Harmer (*2001:52*) added in this concern "*when teachers act as controller they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on*

their own in groups"

Furthermore, being a motivator is another role of the teacher that was presented by the participants. They affirmed that the teacher should support their students during the classroom discussion through giving them positive feedback that encourages them to speak.

The outcomes of the seventh question demonstrate the different types of classrooms participation which are used by teachers to help their students to actively engage in EFL classes. The three (03) of the respondents mentioned 'initiate- respond- evaluate'. Where the teacher asks questions and the students are required to answer them. The teacher evaluates and comments in order to know whether the pupils' answers are correct as this corroborates what is described by Cazden (1988, cited in Jones, 2008:60) *"The instructor initiates a discussion or dilemma; a student respond, the instructor evaluates or comments…"*.Another type of tasks that is mentioned by the teachers was 'cold calling' as the third teacher claimed" *I used to call on my pupils in a random way especially the extroverts ones"* .In this task the teacher calls on pupils randomly especially those who remain silent during the class this is in accordance with what is said by Bean and Peterson (1988, as cited in Jones, 2008:60) "*Cold-Calling involves calling on students at random to answer a question posed by the instructor."* The other tasks mentioned were: brainstorming, unstructured discussion and note cards. As one of the teachers added *"I stress on brainstorming, structured discussion, note cards, cold calling".*

Brainstorming is when the teacher asks their students what they know about something for instance; students then contribute ideas spontaneously (Ibid). Unstructured discussion is when *"The instructor tosses out a deeper or more probing question and waits for a student to respond thoughtfully and fully*". (Cazden.1988) cited in Jones, 2008:60). The last task is Notes cards where the students write a question to what they are reading in the assigned passages.

Conclusion

This chapter has discussed and interpreted the results obtained from the two research instruments used in this current study. The questionnaires are distributed to the pupils, as well as the Interview that is conducted with teachers of English. From the discussion provided above, it becomes clear that the research questions are answered and the hypotheses that are raised in the introduction are confirmed. Relaying on the questions which are answered and the hypotheses raised in the introduction are confirmed. Relaying on the whole results; we conclude that pupils of the both secondary schools AIT BATA and LAADLANI AMAR use a variety of strategies when they participate in EFL classes. Moreover, the findings confirm the second hypothesis that is mentioned in the general introduction that these strategies: Taking time to think, asking friends, writing and speaking, focusing on the content rather than on the language, listening to others and preparation are effective for students when they interact in the classroom discussion. Additionally, the results show that classroom participation takes different forms in EFL classes. That is to say the third hypothesis mentioned in the general introduction which says that classroom participation takes different forms during EFL classes is confirmed.

General Conclusion

General Conclusion

The present research study investigates the classroom participation in EFL classes. The case study is third year pupils of both secondary schools AIT BATA and LAADLANI AMAR (Tizi-Ouzou). This study sought to identify first the various strategies used by pupils in EFL classes. The second objective is to evaluate these strategies whether they are effective or not. The last objective is to explore the different types of classroom participation. To fulfill these objectives, we have relayed on Asian students' Classroom communication Patterns in U.S. Universities: An Emic Perspective Contemporary Studies in Second Language Learning that is written by Jun Liu in (2001) who suggested that EFL learners follow some specific strategies when participating in the classroom; which are Preparation, asking friends, Reading and Writing, focus on the content rather than on the language, listening to others and internal rehearsal. He also elaborated four types of classroom participation which are Full integration, marginal integration, conditional participation and silent observation.

To realize this investigation and to answer the previous research questions those are cited in the introduction and to confirm the hypothesis. We have adopted the mixed method approach; combining the quantitative and the qualitative methods for data collection and analysis. Seventy-four (74) participants answered our questionnaire which consists of thirteen (13) questions. Besides, to ensure the validity of the results collected from the questionnaire we used a structured interview consisting of seven (7) questions that is conducted with six (6) teachers of English of the two secondary schools. The discussion of both the findings of the questionnaire and the interview has provided responses to the research questions. They have demonstrated that there are many strategies followed by the pupils of the two secondary schools of Tizi-Ouzou during EFL classes which are: Preparation, asking friends, Reading and Writing, focus on the content rather than on the language, listening to others and internal

rehearsal. Then, the results show that the majority of the learners argued that these strategies are effective during classroom discussion. As far as our investigation is concerned, the data gathered from the two data collection tools reveal that classroom participation takes four different forms which are; Full integration, marginal integration, conditional participation and silent observation.

Moreover, from the results of the findings and the evidence from the students' questionnaire and the teachers' interview, the present research determines the importance of classroom participation for both learners and teachers. Besides, the discussed results of the interview indicate the different types of tasks that teachers should stress on to give their students the chance to participate. As well as, the teacher's role in the class is also deduced from the interview results.

Suggestions and Recommendations for Further Research

This research dealt with the issue of students' strategies to get themselves involved in classroom discussion and whether these strategies are effective or not. So, we gathered data by using a questionnaire distributed to third year secondary schools and an interview with six teachers of English as research tools. And we related the findings to Liu's theory about classroom participation (2001).

While the investigation of our research, we have noticed that many students prefer to keep silent in class rather than participating and this considered as a form of participation which is labeled (silent observation). Therefore, further studies can be conducted regarding the reasons behind students' low participation and why they prefer to keep silent rather than participating in EFL classes using observation as a data collection tool.

General Conclusion

There are some limitations to this research study .First, we wanted to deal with other classes in different secondary schools in Tizi-Ouzou (Algeria) but due to limited time we have just worked only with some of them in two secondary schools. Additionally, the interviews are only obtained from six (06) teachers due to the lack of time. Finally, this study is limited to third year pupils therefore; other investigations are possible with other levels. Hopefully, the findings of this study have contributed to the field of research in general and will open opportunities to further investigations in this area.

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Appendices

QUESTIONNAIRE

Dear students:

The present questionnaire is set to identify the strategies that the learners use when participating in classroom, as well as to evaluate them if they are effective or not. In addition, the questionnaire aims to find out the forms of learners' classroom participation. Your answers will be used only for academic purposes.

Thank you very much for your cooperation!

SECTION One: General Information about the Participants

1- To what extent are you interested to learn English as a foreign language?

- Very interested ☐ Interested ☐ Not interested ☐

2- If you pass your Baccalaureate exam, will English be your first choice?

- Yes ☐ -No ☐

Section Two: the Strategies Used by Participants in Classroom Participation

1-Use the scale of 'strongly agree' (As), 'agree' (A), 'disagree' (D), 'strongly disagree' (SD)

to what extent do you agree with the following statements :

When I participate	SA	A	D	SD
A-I take time to think carefully before making sentences and saying them out.				
B-I ask my friends in order to check whether my answer is correct.				
C-I write my points and Ideas down then I say what I have written.				
D-I focus on the content and on what to say rather than on the language structures.				
E-I think in Kabylian language (or in another language) then I translate my ideas into English.				
F-I listen to my friends' responses.				
G-Before the class begins, I prepare some questions for participation.				

SECTION Three: The Effectiveness of the Pupils' Participation Strategies

4- To what extent do you participate while you use these strategies: ″ taking time to think,

asking friends, writing and speaking, focusing on the content rather than language, listening to others responses and preparation"?

- Very high participating ☐
- High ☐
- Medium ☐
- Low ☐
- Very low ☐

5- To what extent are these strategies: ″taking time to think, asking friends, writing and speaking focusing on the content rather on the language and preparation″ effective for classroom participation?

- Very effective ☐ Effective ☐ Not effective ☐

6- Do these strategies: ″ Taking time to think, Asking friends, writing and speaking, focusing than on the content rather on the language and preparation″ increase students' participation in the class?

- Yes ☐ -No ☐

Section four: Forms of Participation

7- How often do you participate in class discussion?

- Always ☐
- Often ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

8- Do you choose the appropriate moment to participate in the class?

- Yes ☐ -No☐

Why?……
……

9- How often do you think carefully before speaking and giving opinions in the class?

- Always ☐

- Often ☐

- Sometimes ☐

- Rarely ☐

- Never ☐

10- Do you prefer to keep silent and to listen rather than participating?

- Yes ☐ -No☐

If yes, why?

……
……

11- Do you accept whatever topic being discussed in the classroom?

- Yes ☐ -No☐

If, yes why?

……

……

12- To what extent does participation increase your motivation to learn English?

- To a great extent ☐

- To a lesser motivation ☐

- No effect ☐

13- How important is participation in the teaching and learning processes?

- Very important ☐ -Important ☐ - Not Important ☐

Appendix 2 : Interview Question

This interview is a part of our research, it aims at highlighting the different forms and types of classroom participation as well as the importance in the learning and teaching processes. It seeks also at identifying the role of the teacher in the classroom and evaluating some the participation strategies which are used by pupils in EFL classes in terms of their effectiveness.

Thank you for your collaboration

1-could you explain the importance of classroom participation?

2-What would you say about asking mates as a participation strategy to be used by learners?

3-How can students benefit from preparation as a participation strategy?

4-What could you say about the forms of participation (full integration, conditional …

.participation)?

5-As a teacher of English could you explain your role in the class so that effective

Participation takes place

6-How can teachers involve their students in effective participation?

7-what type of tasks should teachers stress to give their students the chance to participate?