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The Role of Effective Classroom Management in Improving EFL Students' Oral Production
The case of First Year Students at Djilali Bounaama University- Khemis Miliana

A Dissertation Submitted in Partial Fulfillment of the Requirements for a Master Degree in Sciences of the Language

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Dedication
This work is dedicated to

Firstly and for most, our thanks are to the Almighty Allah for providing us with blessings and

patience to finish this work.

To our lovely parents

To our lovely sisters

To our lovely brothers

To our lovely friends we will never forget you. Those who sincerely supported us with their

prayer, kindness, and efforts

To all of you, I gladly dedicate this work and these words

Thank You

Abstract

Classroom management is an effective factor in enhancing the oral production of students because it gives them with the opportunity to use the target language fluently. In addition, a well managed classroom gives learners a chance to use the language naturally and to play a greater role in building students oral abilities. According to this study, we hypothesize that EFL learners need to have a well managed classroom that will help them certainly to develop their oral performance. So in order to confirm this hypothesis, we investigated this study through questionnaires to first year LMD students and an interview with teachers of oral expression at the department of English at Djilali Bounaama University-Khemis Miliana. Moreover this study aims at showing the impact of a well managed classroom on developing the learners' oral production. Our present study is divided into two main parts a theoretical part that includes two chapters in which it made a general overview about classroom management and some important elements and equipments that include it. In the second chapter it shed the light on the different aspects of the speaking skill, and gave a detailed description of the difficulties that EFL learners face during their oral production. Moreover, from the analysis and data obtained of the students' questionnaire and teachers' interview showed that both learners and teachers consider classroom management as an important factor in enhancing their oral production. So, EFL learners need a well managed classroom that helps them to find the suitable atmosphere in order to get their speaking weaknesses.

Key words: Classroom management, Teachers role, EFL students, Speaking skill, Classroom arrangement.

List of Abbreviations

EFL: **E**nglish as a **F**oreign **L**anguage

LMD: **L**icense **M**aster **D**octorate

FL: **F**oreign   **L**anguage

L1: **F**irst **L**anguage

L2: **S**econd **L**anguage

Q: **Q**uestion

%: Percentage

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ملخص العربية

Introduction

    Leaning any language demands enough exposure to the language; the main factor is to learn how to speak that language. The aim of teaching and learning this language at schools and universities is to bring up learners to better understanding and then a better communication of this foreign language, most learners aim at master the English language for many aims, either to chat with native speakers, or to do researches. EFL learners face many difficulties when acquiring English as a foreign language because of many reasons such as, poor motivation, difficult strategies adopted by teachers, poor materials, poor equipments classroom, this later is an important factors in teaching a foreign language .If students are disorderly and disrespectful without any rules and procedures guide behaviour, in this situation both student and teachers suffer. So the role of teacher is to facilitate to students their problems and help them to face it also to speak fluently the English language. In order to discover this language there are many technique to create a useful classroom atmosphere.

    Moreover, learners who have diagnosed of English paucity are certainly have problems of speaking such words, and in a dire need to more listening materials that help them. A lot of researchers have asserted that oral production research is often efficient when students consider it as more than a source of information; speaking strategy is one of the most important approaches that provide entertainment to the listening task. This may change students' attitude towards speaking since the large exposure of speaking in a long duration enables them to meet enormous range of words, in which they enhance their speaking in particular and language proficiency in general.

1. Background of the study

    Our research subject is a topic that has been widely the concern of many studies and many academic researches and from different angles which focused on the key term classroom management, their only focus was about how can use this term in order to develop students' oral production. Harmer (2001) in his book "The Practice of English Language Teaching" was one of the most attractive sources that have mentioned different views about practical tools that help teachers to manage well their classrooms and how students enhance their speaking skills. Also it focuses on that procedures and strategies that affect positively the progress the EFL learners 'oral production. According to Harmer (2001,p26) 'Classroom management is the way that you manage students learning by organizing and controlling what happens in your classroom, it plays a large part in creating the individual working atmosphere of your class' . Moreover, Tricia Hedge makes a research based on classroom managements;

he said that 'In many state schools systems now where the pupils future use of English is uncertain, a primary aim is to build communicative potential.'(Tricia Hedge ,2000, p.10) thus teachers nowadays are looking for establishing ways of making their classroom well managed and useful to achieve student's oral production In addition, Marzano and Pickering (2003, p. 55) claims that , "Effective teaching and learning cannot take place in a poorly managed classroom... In contrast, well managed classrooms provide an environment in which teaching and learning can flourish". Therefore, classroom management plays a significant role in improving students' oral production, for this reason most teachers need to teach and learn speaking skill. Moreover, Martin and Sugar man (1993,p. 9) see that 'Classroom management refers to those activities of classroom teachers, that create a positive classroom climate within effective teaching and learning can occur. From this explanation we can deduce that teachers use certain procedures, rules, disciplines and behaviour in order to facilitate learning process and create an effective climate.' We can deduce that through having a well managed classroom, students can improve their oral proficiency and their speaking difficulties can be reduced.

2. Statement of the Problem

Within research studies and language teaching contexts, speaking is a very significant skill to learn, and is considered to be a very fruitful means in enhancing L1 (first language) and L2/FL (second or foreign language) language proficiency. However, we have noticed that first year LMD students at Djilali Bounaama university have a serious problem with speaking due to a bad managed classroom with a more technological equipments that may help them to enhance their learning process , and both students and teachers have a dissatisfaction about the setting of the classroom . Learners are in a dire wish to a clear way to master English language. This issue , promote the significance of effective classroom management to improve student oral production , our research attempt to shed the light on the important role of classroom management in language learning in general and students oral production in particular .

3. Significance of the study

Our research can be an interesting topic which focuses on a new field of classroom management in improving oral production, we also shed the light on solving the problems that teachers face inside the class, and how teachers introduce their capacities to reduce the difficulties that students suffer from when improving their oral production.

4. Aims of the study

Classroom management is considered to be one of the effective ways to foster learners' oral production. Firstly, we will try to find out why do many learners have difficulties to speak English fluently; secondly we will try to check whether the techniques used by teachers in managing the classes really helps improving students oral production .Our main aim is to examine to what extent classroom management can be a good method in improving students' oral proficiency.

-To find procedures that improves learners' oral production.

-To help teachers motivate their students, to practice and develop their oral production.

-Shed the light on the role of teachers.

-Suggest the appropriate ways that improves students' oral production inside and outside the classroom.

-To show the effective role of classroom management that helps student's oral production.

5. Research questions

Throughout this research we will attempt to investigate the role of classroom management in enhancing oral production of EFL learners and how teaching and learning in relation to classroom management. We propose questions that summarize our aim of research topic.

Q1.Do teachers manage their classes?

Q2.To what extent will classroom management help students to improve their oral production?

Q3.What are the problems that students face when they speak English?

6. Research Hypothesis

Classroom management is the context in which students learn English and gives a lot of opportunities for learning speaking English from different aspects. This leads us to suggest the following hypothesis:

H1. If teachers efficiently manage well their classrooms, English foreign language learners oral production will be enhanced and students' mistakes will be reduced.

H1. If EFL teachers use different strategies and methods to manage well their classrooms

H3. If EFL students face many obstacles in speaking activity during the course

7. Research methodology

According to several factors, we have decided to treat our research adopting the descriptive method which is appropriate for collecting data, describing the learning state, checking out the validity of our research, analyzing the results, and suggesting solutions. Our

current study is concerned with first year LMD students and English teachers at Djilali Bounaama University. We have focused on students of first year because they chose to study English as specialty. As a result, they are in a deer need to learn more how to produce language to express themselves in speaking.

Population

To achieve the stated objectives, both teachers and students at Djilali Bounaama University at the English Division will be consulted. Our participants are forty (40) students, and eight (8) teachers. In addition to this research we indicate the most useful method we propose, that is to say the quantitative method is regarded as the basic for investigating on the percentage of students that can show their attitude towards classroom management and oral production, questionnaires and interview are the most helpful guides to achieve the learners' abilities toward this topic.

First, a questionnaire will administrate to First year students , second an interview will be directed to teachers of Department of Foreign Languages at Djilali Bounaama University of , in order to consider their opinion and to gain insight from their answers about the subject under investigation. The questionnaire results will be commented and analyzed.

8. Structure of the dissertation

This research is divided into three main chapters:

Chapter one: deals with general issues about classroom management its definition, principals, and other factors related to it .

Chapter two: deals with general overview about speaking skill ; starting by giving the different definitions of speaking and its importance, effective strategies of teaching speaking , and the link between classroom management and oral production .

Chapter three: deals with the analysis of the data obtained from the questionnaires given to first year LMD students and the interview with teachers. Also it is provided with guidelines in which speaking is recommended to be integrated into curriculum to develop teaching process.

Chapter One: Probe on Classroom Management

Introduction

   We do believe that classroom management is a very significant factor for better setting to learn; it opens the door of receiving knowledge and enriches people with a wide range of information through well managed classroom. Generally, learners look out the classroom management for a suitable place that helps them to relax and be motivated to gain information that serves their need, academically, classroom management is an essential part of learning; it enables students to improve their language proficiency in general, and expands their abilities in learning English as a foreign language.

   Besides, learning is taken place in the classroom. But often teachers face many problems in managing their classrooms .Therefore; teachers should use an effective procedure in order to solve problems that may occur while teaching by using the successful technique and skills for managing classrooms. This is being said, "classroom management is the way that you manage students learning by organizing and controlling what happens in your classroom".(hedge , 2000, p, 46) .So, this chapter focuses on the importance of classroom management in order to create the most engaging and useful learning environment . This occurs through using new techniques or perhaps enhancing familiar ones. In addition to emphasize the areas in which classroom management affects the teaching and learning process.

   We start this chapter by demonstrating the definition of classroom management .After that we will mention the objective of classroom management. The other points that will be discussed in the chapter are the principles of classroom. For managing classroom we focus on teachers' classroom skills and teachers' role in this chapter, and then we will discuss classroom rules. We conclude our chapter by speaking about relationship between classroom management and classroom discipline.

1.1.Definition of classroom management

   Classroom management includes teachers' use of all the strategies and equipments in the classroom in order moderate students' misbehavior to create well managed atmosphere that help learners enhance their learning skill. In addition, Marzono and Pickering (2003,p55) claim that 'effective teaching and learning cannot take place in a poorly managed classroom … in contrast, well managed classroom provide an environment in which teaching and learning can flouring.' According to Oliver, R. and Reschly , D. (2007,p.22) , "the ability of teachers to organize classrooms and manage the behavior of their student is a critical to achieving positive educational outcomes". In the same context Ginott (1922, p 150) claims

that "classroom management means the involvement behavioral and instructional techniques to generate a good learning environment that facilitates and promote fruitful understanding in both educational and social perspective". This definition includes a number of elements. Establishing strong relationship with students with clear and orderly aims, Moreover, implementing instructions that offer clear learning tasks in an educational environment which takes into account to a smooth learning process that is significant to students, spotting students' strengths and weaknesses to precise students' issues and responds to their needs, enhancing capacities for self-organization and positive social environment by promoting and supporting interventions for weak students with problematic behaviors.

According to Martin and Sugar man (1993, p.9) 'Classroom management refers to those activities of classroom teachers, that create a positive classroom climate within effective teaching and learning that can occur. From this explanation we can deduce that teachers use certain procedures, rules, disciplines and behavior in order to facilitate learning process and create an effective climate.' From what they said we can deduce that through having a well managed classroom, students can improve their oral proficiency and their problems will be reduced.

1.2. The objective of Classroom Management

The main objective of a good classroom management is to flourish the teaching and learning process which is the teachers' responsibility to play the role in creating the right conditions for effective learning. In addition, in the well managed classroom teachers can work easily and can make the students focus more on learning and be able to understand the input effectively. Moreover, classroom management focuses on what students need in order to have the flexible atmosphere for communicating fluently without any difficulties that disturb the learning process. According to Scrivener (2012,p.61) in order to create an effective environment in which the teacher helps the student to learn effectively ;in addition, Teachers must use useful techniques and skills such as; giving instructions, organizing the setting , listening to the students, talking to them , so, all of these strategies when used by the EFL teachers help will constructing a positive learning atmosphere where students are motivated to learn.

1.3. Principles of classroom management

Classroom management plays a major role in creating a good atmosphere which facilitates both foreign language teaching and learning processes .For that teachers need to do all the best in order to involve learners in the learning process. This latter has relationship with

several principles that they have applied in the classroom in order to have the appropriate climate that achieve the learners' abilities.

1.3.1. Classroom climate

Classroom climate plays a major role in developing learning and teaching process .For that climate in every classroom should consist of central focus of teachers ,because it is beneficial for students learning .In the other words , classroom climate refers to the learning environment as well as it includes several components such as social system organization , social attitudes , instructional practice , guidance, evaluation and students' morals ,from regarding components we can say that, classroom climate implies procedures that maintain a positive context that determine classroom behavior and learning . According to Babad and Lazarus (2009,p.56) the concept classroom climate is a global summary of the psycho/social/emotional and organizational/managerial state of the classroom. From this, it can be deduced that classroom climate plays a virtual role in learning and teaching process.

1.3.2. Classroom arrangement

The way that teachers arrange their classrooms has a great impact on what the learners receive and produce inside the classroom. Teachers have to manage the physical setting of the classroom for a suitable progression in learning. In order to have a good classroom discipline and classroom management systems and you need to plan how your classroom should work. Moreover, teachers' should organize their classroom setting arrangement considering to all characteristics and needs of students regarding others who have exceptions, for example, students who have body deficiencies like impaired vision and impaired hearing. .Some teachers prefer to use group arrangements, others how to arrange desks, they can be put in rows, circles, semicircles, small group, or U shaped.

 According to (Kohn, 1996)

Classroom organization is evident in a room even if no one is present. Furniture arrangements, location of equipments, displays, and fixed elements are all of organization. Effective teachers decorate the room with student work, they arrange the furniture to promote interaction as appropriate, and they have comfortable areas for working.(cited in strong et al ,(2004,p.68) . In the same context Scrivener (2012) claims that the way that the classroom is arranged has a great impact on students' learning and their aptitudes ; therefore, teachers must spend time deciding how to organize the classroom environment to accommodate the various classroom activities. Here are five type of classroom arrangement suggests by Scrivener for small classes (2012,p.8)

1. Semi-circle or U shape: this type of setting helps students to make eye contact and communicate with each other.

2. Tipped U: in reducing the rigid right angles of most classroom, it help student to feel more informal, yet still provide desk space.

3. One large table: this type focus on putting tables together to form a large table, And learners sit around it, So it increases learners feeling to cooperate together on a single task.

4.Zones : this type works well in large classes , so you can arrange different areas within the room – alone of seats up front , facing the board , others around tables at the back , a share open discussion /mingling area in the middle in certain stages of a lesson , students are able to move from zone to zone , depending on what they need to do .

5. Full circle : this kind is very democratic arrangement it allow students to see each other , notice the learners expectation that you will sit in the front most seat .it lead student to interact and discuss together.

1.3.3. Considering students needs and styles

Teachers should bear in mind the needs and learning styles of their students .Each learner has got weaknesses and strengths .Therefore , they target to learn some skills , knowledge he/ she fell the need to . This is why the teacher has to be intelligent in responding to what their students are eager to learn in order to have a well managed classroom. In other words when the students find their needs answered and their learning styles takes into consideration they will feel at ease and, thus, obey the classroom rules.

Moreover students have different needs that help them to enhance specific weakness, according to Hitomi Masuhara (2011 quoted from Spartt, Pulverness and Williams (2005,p.57)presented three types of learners needs:

LEARNER NEEDS	
Kinds of o needs	Where the needs come from
Personal needs	Age gender culture background interests educational background motivation

Learning needs	Learning styles
	Past language learning experience
	Learning gap (i.e. gap between the present level and the target level of language proficiency and knowledge of target culture)
	learning goals and expectations for the course
	learner autonomy
	time of availability
Professional needs (future)	Language requirements for employment, training or education

Table 01: Students' Needs adopted from Spartt, Pulverness and Williams (2005,p.57)

Masuhara (2011) showed in this table that needs differ from one another , for example one it comes to personal needs learners have different needs according to their age (adult student differ from young students),also , those needs are differ in terms of goals each one wants to learn language according to their aims , in addition to that motivation play a major role in students needs ,because if they are motivated , they will learn more .Moreover teachers have to take in their consideration that they should know their students' needs to facilitate the learning process.

Also willing (1987) suggests four main learners' styles which presented in this table:

Learners' styles	Explanation
Coveragers	These are students who prefer to work individual and avoid interacting with groups .also they trust in count their own skills.

Conormists	These are students who have competence on learning about language to use. They prefer to work in calm and silent atmosphere.
Concrete students	These are students who prefer to learn from direct experiment and conclude results from their own experiment; they enjoy working in groups in the classroom.
Communicative students	These are students who learn from communication, they are comfortable out of the class and they have confidence on their abilities. They are interested in speaking in the class because they do not have any difficulties when they speak.

Table 02: Learning style based on willing (1987), (cited in Harmer 2001,p.88)

1.3.4. Getting students' attentions

One of the essential teachers' roles in the classroom is to create the suitable atmosphere for learning, and this will be realized by encouraging the students and raising their sensitivness and awareness to learn. Teachers have to use several signals, each one used for a different task, In order to get attention of their students and lead them to focus more on learning. According to Walters and Frei, (2007,p.64) point some signals that you could use in your classroom. The list is separated into visual and auditory signals. Some of the suggestions could be combined. The teacher might consider one teacher signal to get attention and one student signal to show they are ready for further instruction.

Moreover, signals divided into two types the first one is called Visual Signals and Auditory Signals such as:

Visual Signals
• Turn lights on and off quickly
• Red light
• Hold up your hand and wait
• Thumbs up
Auditory Signals
• Squeaky toys
• Tap on wind chimes or xylophone
• Create a classroom chant
• Count backwards from five
• Small bell
• Hotel bell
• Hold up rain stick and shake it
• Clap your hands twice while the students mimic your clap
• Hold up one hand and slowly count to three

Table 03: Possible Classroom Signals prepared by Walters and Frei, (2007,p.64)

1.3.5. Teachers motivation of students

Teachers' duty is to show their students accurate ways to develop their learning and thoughts, thus; the principles or the resources that could make that happened is the teachers' motivation to their students' .from this; motivation is the main issue that teachers do in order to develop students' ability of learning process. Thus, Motivation is a simple term to understand but it is a complex term that covers a variety of meanings. According to Dornyei (2001,p.07) 'motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity'. Motivation from this point of view is the energy that moves you to reach a goal or a task. within the same context Wiseman and Hunt (2014,p.09) define motivation as 'an internal state that arouses students to action, directs them to certain behaviors, and assists them in maintaining that arousal and action with regard to behaviors important and appropriate to the learning environment. In the same path Harmer (2001, p.51) argues that "motivation is some kind of internal drive which pushes someone to do things in order to achieve something.

Bencharef (2009, p.109-111) lists some motivational strategies which are utilized by

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teachers in order to help students to learn effectively, they are presented as follows:

-Create an atmosphere that is open, helpful and positive in the school. The teacher should provide a physically and emotionally to safe climate. Hence, students will learn more from making mistakes.

-Help students to feel that they are valued members of the learning community and teach them how to evaluate themselves; help them to be realistic in evaluating themselves.

-Ensure opportunities for students' success by giving tasks that are neither too easy nor too difficult.

-Help learners to find personal meaningful values or goals of the materials that have been selected to develop higher self-concepts.

-"Make it real": try to create activities that are based on topics which are related to students' lives, try to use local examples; their outside interests.

-Offer choices: learners who do not participate in a classroom that decreases motivation. As a matter of fact, the teacher has to give options and choices which can help them to determine their own grading scale.

-Balance the challenge: do not give your students tasks that are too simple because they feel that their teacher belief is that they are not capable for better work, hence it promotes boredom to the class. Also, giving them complex tasks that are unattainable may weaken self efficacy and create anxiety.

-Provide varieties that encourage real communication: the variety in topics, activities, materials, the teaching methods, etc. For example, use peer models and role models or invited guest speakers as well as the use of visual aids. This plays an important function in students' achievement of the task and development of their communicative competence.

-Have a sense of humor: it is described as a teaching technique for developing the learning milieu, for instance: telling jocks, riddles, funny stories and humorous .commends this is helpful in attracting attention, facilitating comprehension and enhancing motivation.

-Establish a sense of belonging, that is, make students feel welcome and needed. They need to feel that they are connected or related to each other and to the task in itself. This can be done through making research in library, rearranging chairs for group work and offering help to facilitate activities.

-Adopt a supportive style that allows for students autonomy and develop students' interact with each other also with the teacher. This can increase their interest, enjoyment, engagement and performance.

1.4. Teachers classroom management skill

A well managed classroom increases the learning process, thus teachers always look for effective strategies and skills that facilitate learning and create a successful learning environment. For that teachers look for ways to create a suitable context in which the students inside the classroom feel relaxed and motivated all the time. Also teachers will feel satisfied with their styles and techniques that use it in controlling their classrooms. What Baekmile represent in Peace Corps, Classroom management, Idea Book: Using Participatory Analysis for Community Action M0088 (p.49) teachers have to find appropriate strategies that create a successful environment for learning:

1-Create an attractive, enriched environment. Get students involved by asking them to decorate their own classroom. Use student work to decorate when possible, to validate the work and to show examples of good work.

2-Develop lessons at a level that challenges students but is not too difficult or confusing.

3- Give clear directions. Ask student to repeat the directions.

4- Engage all students actively. For example, while one student

5-Makes a presentation, other students take notes or use a rubric to assess the presentation.

6-Demonstrate consistently that you believe all students will learn. For example, use short positive words to praise good work and behavior (e.g., great idea, fantastic, good job, sensational, super). Better yet, if you teach in a local language, brainstorm with students words of praise in their language and use them.

7-Teach to different learning styles. For example, write key words on the board or use a diagram or visual, and so on.

8-Make learning intrinsically interesting by relating lesson content to the students' life and local environment, for example, make connections between the lesson and local current events or common life experiences in that region.

9-Use vivid, novel, or different attention getters at the beginning of the lesson, use objects or pictures, have students read a poem or quotes, have a diagram on the board, or play some music.

10-Vary lesson presentations to keep teaching from going stale. Limit lectures or presentations to 15 minutes before directing a student activity. Break the class period into two or three different activities (e.g., lecture, group work, and report out). Be sure each activity segues smoothly into the next.

1.4.1 Teachers role in classroom management

EFL Teachers have a significant roles to promote students learning process by encouraging students with challenging climate and motivate them for the best conditions for learning successful, all those tasks related to teachers responsibility . Thus teachers need to play a numbers of different roles during lecture to help students in learning process mentioned by Harmer. (2001,pp 60) , teachers as a controller is to take the care about of their students and the classroom materials in teaching and learning process . Harmer (2001,p61) suggests that teachers are responsible here to transmit knowledge to the learners . So teachers are most responsible in giving decision about all the things that happen inside the classroom.

In addition, teachers as an organizer have to guide learners about all the point that they are going to do in order to answer easily the activities. According to Harmer (2001,p62) the teachers acts in the classroom where may things must be set up such as organizing pair- group work, in giving learners instruction about how will they interact in order to have desired success and involves students in the activity. Teachers as a resource should answer all the student's questions and facilitate their ambiguity in order to rise hands on learning in the classroom for example in any activity students may not understand how to work , or answer , the teachers play the role of source to avoid misunderstanding.

1.5. Classroom rules

Classrooms are the learning world of students in which the teaching-learning process should follow an orderly disciplined set of procedures. Therefore, teachers should implement rules that govern the well managements of the class and guarantee the fulfillment of the learning targets. For that teachers look for effective ways to create discipline plans including rules with clear instruction in order to have an effective climate for learning. Here are some general rules for classroom:

1. Respect your classmates and your teachers.

2. Take care of your classroom by keep it clean.

3. Be polite and helpful student during the course.

4. Be in your class on time.

5. Always sit down properly on your chair.

6. Bring your own materials and have them ready to use.

7. Students should respect all the instruction at the first time they are given. (Maxom ,2009)

1.5.1. Managing classroom interaction

Classroom communication based on involving interaction .For that classroom interaction is important in building knowledge and improving skill. According to (Wagner, 1994,p.8) 'classroom interaction is reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events naturally influence one another.' interaction in the classroom plays a significant role in developing and acquiring the learned language. Thus, the main role of interaction in the classroom is to push learners to speak and communicate effectively ;therefore; learners will listen and understand to each other and help them to produce the second language .Thurmond(2010,p.4)defines interaction as ' the learners engagement with the course content other learners , the instruction and the technological medium used in the course . True interaction with other learners, the instructor and technology results in a reciprocal exchange of information intended to enhance knowledge development in the learning environment.' (Cited in Parker, A, and Parker, S, 2013,p. 5) From what Thurmond said we notice that there are four type of interaction, learners-learners interaction, learners –technology interaction, learners- course content interaction , learners-teachers interaction .Also, Ellis and Fotos (1999,p.55) says that 'Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output.' So it's clear that through interaction students could learn more, know new vocabulary, exchange ideas and show your view with others .it helps students to learn and facilitate difficulties of speaking in front of people, and enhancing your oral production.

1.5.2. Managing students' misbehavior

Effective teachers are the ones who use many tools in order to prevent the occurrence of misbehaving of their learners and looking for strategies that deduce their problems. Sakizli (2006) claims that 'these problems may be caused by the students, teachers as well as the physical environment in which teaching and learning takes place. In the same path , (Burden and Byrd, 2013) 'misbehavior is behavior considered to be inappropriate and unwanted and includes any student action that is perceived by the teacher to compete with or threaten the classroom environment at a particular moment' (cited in Wiseman and hunt, 2014,p.11). From this point we can deduce that teachers spent a lot of time through using different tools and techniques that can help them to prevent misbehavior in the classroom, thus students will learn effectively and they will be more motivated to learn.

Charles (2011) point out that classroom misbehavior occurs intentionally, not inadvertently

and that learners do things on purpose that they know they should not do it , so all students know the rules and instruction of learning , but sometimes they do things out of this rules and because of many personal aims , the table below suggests by Charles which consists of thirteen types of student misbehavior that may be happen during the course .

Teachers usually have a clear view of how students are expected to behave .for that teachers use several technique and procedure in order to have a well managed classroom that create a positive environment , in addition to that ,teachers have to look for appropriate strategies that can help them to control and prevent students misbehavior , here are some of them.

1.5.3. Managing discipline problem

The educational context presents an interesting duality because a major task of the educational system is to develop self-disciplined autonomy, therefore, to manage a classroom effectively, with few disruptions, can be a cause of major stress for a new teacher. The focus of positive classroom management should be on problem solving and not on punishment. The responsibility of the teacher is to create a positive learning environment. For that, Teachers in the EFL classrooms have a significance role that could help students find the appropriate atmosphere to develop their learning abilities as Duke says: 'the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur' cited in Yi (2012,p. 128). Thus Disciplines are ways which teachers use when students disturb the smooth running of the lesson or create problems inside the classroom to impede the teaching process accordingly. Any teacher has his / her own procedures and rules to reduce discipline problem, which they are not acceptable to be broken down by the students. Therefore teachers have to manage their student's problems in order to enhance learning and have the suitable atmosphere to show students abilities , Yi (2012,p. 128-130) mentions that teachers should manage physical environment , learning , managing activities , and creating a peaceful classroom , he explains them as follows:

1.5.4. Managing physical environment

Both teaching and learning process can take place only in the classroom. Thus it will be a good procedure for successful learning to manage the environment, moreover teachers and learners progression cannot take place without an appropriate atmosphere and well managed classroom that can help them to achieve their capacities, furthermore, each teacher has to find an useful techniques to create a good environment for better learning .In other words in well managed environment student will learn more effectively such as focus more on lessons , can

show their capacities , creative learners , participate more , reduce their misbehavior , interact with each other , be polite with the teachers and classmates , enhance their weaknesses

1.5.5. Managing learning activities

The main role that teachers play is to manage learning in which students can show their abilities, for that teachers have to put a successful plan for learning through preparing validity lessons with effective materials and tools that help students to develop their weaknesses as well as managing learning includes managing activities which is one of the principles that make students interact and involve in the classroom. The most effective way to develop learning process is that teachers have to choose the appropriate learning activities that is useful to promote students engagement , for that when teachers present an useful instruction and apply all the needs material students will be involved and motivated in the classroom ,so they help them to concentrate and interact easily during the course . Teachers should use different activities in one lesson which can be a good method to point out the needs of the learners, so they help students to prevent their failure, weaknesses on learning process.

1.6. Classroom management and classroom discipline relationship

Classroom management refers to how things are generally carried out in the classroom, whereas classroom discipline is the specific management of student behavior. In the other words Classroom discipline is about all the rules that teachers apply in order to decrease students' misbehavior and create a positive classroom environment for the smooth running of the teaching and the learning process, thus; classroom discipline is part of the classroom management that teachers focus on. So, the classroom management is about teachers skills and techniques in controlling classrooms and classroom discipline is about students' misbehaving inside classrooms and the way teachers deal and react on these misbehaviors. Marshall (2003) explains, 'Classroom management deals with how things are done; discipline deals with how people behave.

Classroom management has to do with procedures, routines, and structure; discipline is about impulse management and self-control. Classroom management is the teacher's responsibility; discipline is the student's responsibility.' Cited in (Walters and Frei, 2007,p.13). In the other hand Wong and Wong (1998,p.57) claim that 'classroom management includes the organization of students, space, time, and materials so that the teacher can then allow the students to learn the intended content'. So, when teachers feel that they need to discipline students, it is often because there was a lack of procedures and routine in place. From this explanation effective teachers manage their classrooms with procedures

and routines. And they have to set up how the classroom functions in order to expect the students to behave, In addition , classroom discipline is absolutely necessary for instilling a sense of responsibility and maturity in the students. Each time a teacher works with children effort to modify their behavior

Conclusion

This chapter is a brief discussion on the important role of classroom management on speaking skill, so teachers take a great part in creating the appropriate atmosphere to develop student learning abilities; this significance role is about managing effectively the classroom by using techniques and appropriate tools, also teachers should take different roles to manage their students by knowing their needs and styles. A well managed classroom attempts to facilitate student learning by providing suitable physical environment and developing student responsibilities. Classroom management has a great impact on learning process in which teachers should make their effort to manage effectively their classrooms by having the appropriate skills and experiences needed in this domain that help learners enhancing their oral proficiency, Moreover CM characterized by many principle such as: classroom climate, classroom arrangement, regarding students needs and styles, getting students attentions and teachers motivation of students. Finally classroom management has a great impact on speaking skill.

Chapter two: General overview about speaking skill in relationship with classroom management

Introduction

In spite of the four skills, speaking skill is important in any language to improve learners' abilities to communicate fluently. For that, all learners who are studying English have to develop their speaking skill and should have a good atmosphere that may help them to push out different linguistic and psychological problems and speak freely with others. From that, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions in front of their classmates. A lot of researchers shed the light on using different strategies and tools to promote learners speaking skill. Thus the speaking skills is considered to be the most essential and useful part by EFL learners' oral participations and presentations.

In the following chapter, we will attempt to define speaking skill oral skill and interaction. In addition, we will shed the light on the importance; include the relationship between speaking and the other skill. also, it focuses on students challenges in learning speaking skill in the classroom ; moreover , practising the speaking skill in classroom, types of speaking performances, aspects of speaking skill , teaching speaking and functions of speaking, the last points will discuss characteristics of speaking, oral production strategies , speaking skill through a set of language methods , we conclude speaking about the contribution of classroom management in oral production achievement followed by a conclusion .

2.1. Definition of speaking skill

Second Language Learners speech is characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004 ,p.1) argues that "speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop." The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing.

Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury 2005). Hedge (2000 ,p. 261) defines speaking as "a skill by which they [people] are judged while first impressions are being formed." That is to say speaking is an important

skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

According to Brown (2000,p.13), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context". In the whole, speaking is to express, every day, occurrence for most of us, and it's usually requires little thoughts, efforts or preparation. In the same path , Burns & Joyce (1997) cited in Luoma (2004 ,p. 2)define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking.

2.2. The Importance of speaking

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening.

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language, in the same context , Baker and Westrup (2003, p. 05) support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion."Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies.

2.3. The relationship between speaking and the other skills

The main objective of language teaching is to promote learners needs, thus EFL teachers use the four skills depending on the type of tasks in order to enhance student's communication .Thus in one lesson special attention is on speaking, in another is on writing and so on. The four skills speaking, listening, reading and writing are related to each other, from that Byrne (1976, p.87) presents a diagram shows how all the four skills are related:

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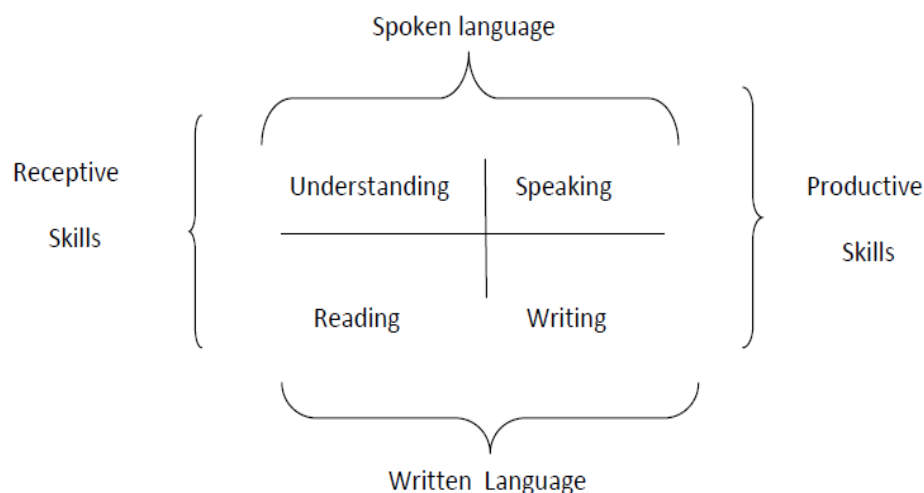
Figure 01: Inter-relationship of the four skills Byrne (1976,p.87)

From what the figure shows we can see that the four skills are divided into two categories the receptive skills which consist of listening and reading, while the other type is productive one which consist of speaking and writing.

1) Speaking and listening

In fact, both speaking and listening are essential skills to communicate in language learning .So, in order to become a proficient speaker you need to listen to oral language and understand what is said, in this light Redmond and Vrchota (2007,p.120) see that 'speakers are at the mercy of listeners.' Therefore, it can be said that the tow skills strengthen one another. Moreover listening is the right input for enhancing speaking ,in the same context Harmer (2007,p.133,134) point out that 'one of the main reasons for getting students to listen to the spoken language is to help them acquire language spontaneously; so that students get vital information about grammar, vocabulary, pronunciation, rhythm, intonation, pith and stress.' For that, both a speaker and a listen have to take part through interacting.

In many cases, listening should lead naturally into speaking; there is "a natural link between speaking and listening" (Brown, 2000,p.275). That teacher should pay attention to and not hesitate to incorporate these two skills in the teaching process. In fact; both skills listening and speaking happen to gather the link is so clear in almost all the activities used to teach speaking they both strengthen each other.

Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling**,** and reaction to the speakers. Therefore, listening will not occur in isolation as well, there must be a speech to listen to. Finally, for communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating

verbally. The speaker produces comprehensible output, and the listener pays attention and then tries to process these output effectively.

2)Speaking and writing

When it comes to productive and receptive skills we can see that are totally different , each one of them have its role .receptive skills include skills that the learners acquiring knowledge (input) through them , however productive one include learners output. Moreover, productive skills are speaking and writing; Brown (2001,p.303) states that 'speaking and writing are different in various ways". So speaking is different from writing for that each one is specific from the other, the spoken language is dealing with performance using simple vocabulary and it disappears when the conversation is ended .however; in written language, writers have to use complex vocabulary, well organized sentences and paragraphs, Also speaking deal with real audience and real listeners, but in writing, the writer does not know his/her audience; he/she just deal with the paper he/she writes on'.

As Johnson (1995) declares, in speaking and listening we tend to be getting something done, explore ideas, working out some aspect of the world, or simply, being together. In writing, we may be creating a record, committing events or moments to paper.(Cited in Richards 2008,p.19) The oral production is ephemeral; it disappears as one finishes speaking. However the written language is enduring, one can read what was written centuries ago. The other difference is orthography; the spoken language contains phonemes, stress, rhythm, intonation and verbal cues. Whereas; writing contains only graphemes.

At the same path Harmer (2005) finds it is important to define some differences between speaking and writing for better understanding of their nature. He claims that because the audience to whom we are writing is not always present and most of the cases are unknown audience. When we write, all the information have to be on the page. The reader can not stop and ask a question to make things clearer, whereas in speaking, we have the advantage of interacting with "co-participants", whether we know them or not. This is, of course, is highly beneficial because the speaker may modify his speech according to his co-participant reactions. Another important difference between the two productive skills lies in the concept of durability. Writing is more durable. However, when we speak, our words just live to few moments. When we write, our words may live for years or even centuries. For this reason, writing is used to provide a record of events.

There are also similarities between writing and speaking. Lindsay and Knight (2006,p. 60) state that we speak differently depending on whom we are speaking to and for what

reason. Similarly with written language, the type of writing varies depending on whom it is written for and why.Furthermore, in spoken language learners have the ability to change the subject that they discuss in one conversation, so you can talk in different topics but in the written language you have to write one subject of the context and rules.

2.4. Students problems in speaking skill

In meaning any language, students need to develop specific skills to enhance their learning, however the EFL students face many difficulties within the classroom during their learning process among them, those difficulties summarized into two problems as following:

2.4.1 Linguistic Problems

Is the ability to communicate correctly in English is the main goal of any speaker.

-Fluency: It's the ability to produce speech without hesitation. According to Hedge (2000,p.261),Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation.

Through here, we can notice that the most difficult challenge in learning English is speaking fluently following certain features which give the students' speech a sign of being normal and natural with clear logical connection of ideas. Moreover, the proficiency to use the items of the conversation coherently without hesitation, and this is the challenge that most of our students cannot rich it. According to Trunbury(2005,p.93) "fluency is a skill, it is the ability to process the language speedily and easily". In fact most of students misrepresent and confuse their ideas when they attempt to perform their own practice.

-Accuracy: Accuracy is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar and vocabulary and other skills. To achieve accuracy the learner needs to devote some attention to the form i.e. "getting it right". It is often difficult for the learners to focus on the form and meaning at the same time. Accuracy requires attention and this latter needs time. Researchers suggest that learners are more accurate the more time they have available (Trunbury , 2002, p.93).Among other difficulties have a relation with pronunciation; the words that are difficult to pronounce are more difficult to learn. Potentially; difficult words will be those that contain sounds which are unfamiliar to some groups of learners. (Trunbury, 2002,p.27).so intelligible comprehensible pronunciation of speech is important and it's considered as a key to avoid pronunciation errors which frustrate successful communication.

2.4.2. Psychological Problems

In fact these problems are originated from the great diversity of the learners within the same class and inhibition is one of many psychological problems. The problem of inhibition is related to the students themselves because of shyness and fear of making mistakes, this latter will lead to the criticism of their peers, as well as; their teachers and they think that whenever they make mistakes/errors are in their views signs of ignorance. This proves by Ur (1991,p.121) who claims that " Learners are often inhibited about trying to say things in foreign language in the classroom worried about making mistakes, fearful of criticism, or losing face or simply shy of attention that their speech attracts". We can claim that inhibition is a bridge to the psychology of the students to be shy. Another problem is Anxiety problem during the oral expression module, anxiety is very famous and familiar among students thus , Brown (2001,p. 51) suggests that , anxiety is "trait anxiety" which is permanent feeling; so students may feel anxious about something in life , also its is "state anxiety" which is temporary according to such situation and circumstances". The problem anxiety is the feeling of unsatisfied about students her/ his self or her/his work.

Another psychological problem that has a wide influence on the learners is lack of self confidence, the students cannot share their thoughts and ideas with their classmates, so students hesitate to participants the discussion because they are not sure about their abilities to show in the classroom. According to Brown (2000,p. 145) 'there is no successful cognitive or affective task can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own abilities for that activity.' Thus, teachers should be aware of their students when they managing classrooms by encourage them to learn .Another common psychological problem that disturbs EFL students to communicate effectively during an oral presentation is lack of motivation, if students are not motivated to learn they will not participate or show their abilities in the classroom. According to Little wood (1984,p.53) 'Motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers.'

2.4.3. Cultural Problems

Speaking over laps with other areas which control and determine our structure of the conversation, According to Harmer (2001) speakers from the same cultural back ground know how to speak with each other, and kind of language they can use. Such cultural habits that are shared by all people determine behaviours in such conversation situation. It also determines how women and men speak to each other, how conversation is framed when the participants

are of different social or professional status. This leads to guide our behaviour in number of well recognized speech. Socio cultural rules and habits change overtime but at any a given moment they exist in the public conscious. Through here, we can say that the cultural back ground determines the perspective, personalities, and the conversation style, and attitudes; this leads to find out differences types of students such as; talkative one, silent, and others who feel shyness to speak in front of their classmates.

2.5. Practising the speaking skill in classroom

Practising the speaking skill outside the classroom is the role of listening. In a foreign country, the students will hear the spoken language regularly and then without any conscious efforts they will imitate and perform their own utterances on the basis of what they have heard. Progressively, they will come at a stage where they can speak like people around them.

In the mother country, SL students need to practise the language regularly inside the classroom through performing different activities. O'Mlley and Pierce (1996 ,p. 59) assert the American Council of Teachers of Foreign Language (ACTFL) suggests that "different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency." So, learners should be given sample practice in classroom at all levels to express themselves in situations where they can use spontaneous language.

Practice activities may serve the learning/teaching goal of speaking proficiency. Richards and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of a given model. For example, dialogues may be used to perform sentence patterns. Richards, Platt and Weber (1985,p.289) add that "the use of variety of different tasks in language teaching is said to make language teaching more communicative[…]since it provides a purpose for classroom activity" (cited in Lee, 2000 ,p.31). Tasks, then, are also used to achieve communication beyond that of practising the language itself.

2.5.1. Types of speaking performances

Brown (2001,p.271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative: This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive: This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive: Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue): It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue): It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue): Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.5.2. Aspects of speaking skill

a. Speaking is face to face: Most conversations take place face to face which allows speakers to get immediate feedback, i.e. "Do listeners understand? Are they in agreement? Do they sympathize (Brown 2001 ,p. 16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (cited in Hughes,2002,p.76).

b. Speaking is interactive : Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet& Carter, 2001,p.27) **.** Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signalled differently across different cultures, thus causing possible

communication difficulties in conversation between people of different cultures and languages (cited in Hughes,2002,p.76)

c. Speaking happens in real time: During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000 ,p. 368). These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001,p.27).

This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties**.** The use of formulaic expressions, hesitation devices, self correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (cited in Hughes,2002,p.76). Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

2.6. Teaching speaking

Teaching speaking skill is not an easy task, it need more concern and focus on student abilities during the lecture that EFL teachers should take care about their student level, through implementing effective strategies that help the EFL students to progress in their speaking skill, and perform better in the oral presentation session. In addition students need to practice the English language regularly through performing different tasks that prepared by the teachers. Moreover, teaching speaking skill need to achieve many goal of speaking proficiency and help learners to practice speaking skill in the classroom at all levels through expressing themselves in situations where they can use spontaneous language. According to Brown (2000,p.7) affirmed," Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand".

It is clear that teacher need to use balanced activities approach which help the learner to distinguish between language input, structured output, and communicative output, thus those strategies may help the EFL learners to produce language by themselves and deduce their difficulties. During the lesson, the teacher should be aware of the problems which occur in the

class. The problems which occur may come from the students themselves, their friends or the teacher. There are several problems which occur during speaking activities that influence students' speaking fluency. Lawtie (2004) offers three problems which often occur during speaking class. Those problems are: (1) students do not want to talk or say anything because they are afraid of making mistake or because they are not interested in the topic, (2) when students work in pairs or groups, they just end up chatting in their own language, and(3) when all the students speak together, it will be too noisy and out of hand, and sometimes the teacher loses control of the classroom.

2.7. Functions of speaking skill

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking (in which it serves to establish and maintain social relations), and the transactional functions (which focus on the exchange of information). In workshops with teachers and in designing my own materials I use an expanded three part version of Brown and Yule's framework: talk as interaction, talk as transaction, and talk as performance. Each of these speech activities are quite distinct in terms of form and function and require different teaching approaches.

1-Talk as Interaction: This refers to what we normally mean by "conversation" and describes interaction which serves a primarily social function. When people meet , they exchange greetings , engage in small talk and chit chat , recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal depending on the circumstances and their nature. (Brown and Yule , 1983, p33).

2- Talk as Transaction : This type of talk refers to situations where the focus in on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transactions, talk is associated with other activities. For example, students may be engaged in hand-on activities to explore concepts associated with floating and sinking

In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding (Jones 1996,p.14). Burns distinguishes between two different types of talk as transaction. One is situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved.

The second type of are transactions which focus on obtaining goods or services, such as checking into a hotel.

3- Talk as Performance : The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is , talk which transmits information before an audience such as morning talks, public announcements, and speeches.Spoken texts of this kind according to Jones (1996,p.14), often have identifiable generic structures and the language used is more predictable because of less contextual support, the speaker must include all necessary information in the text. Talk as performance tends to be in the form of monolog rather dialog, often follows as recognizable format and is closer to written language them conversational language.

2.8. Characteristics of speaking skill

Learning how to speak is very difficult for second language learners, Brown (2000,p.270-271) identified some problem that May students face in their learning process:

1. Clustering : According to Brown the fluent speech is phrasal not word by word, students tends to divide their speech into words phrases; for that reason teachers have to help their students to produce fluent speech.

2. Redundancy: The spoken language is redundant which means that it is possible for the learners to repeat, rephrase, and use these expressions such as; "I mean" or "you know" from time to time during their oral performance in order to make their meaning understood.

3. Reduced Forms: The spoken language has several reduced forms; it might be phonological, morphological, and syntactic. Such reductions might be hard for students who have been studying "full forms" of the language.

4. Performing Variable: Second language learners are subject to hesitation, false starts, correction, teachers should help their students to think at the same time of their oral performance using (uh, um...etc.).

5. Colloquial Language: It is very difficult for students to get used to the colloquial language (idioms, slang, and cultural knowledge.) the role of the teachers is to get his students communicate using these forms.

6. Rate of Delivery: Another problem which may face second language learners is to communicate fluently using the target language, here, the teacher have to speak the language rapidly and fluently

7. Stress and Rhythm and Intonation: These are characteristics of English pronunciation and they are considered to be very important to convey meaningful speech.

8. Interaction: Interaction helps the student to develop their language when they are negotiating meaning. (Giving feedback, asking for explanation) they learn new words and structures.

2.9. Oral production strategies

The ultimate aim of learning a second language in classrooms should be the acquisition of the oral communicative competence, i.e. the ability to speak appropriately and confidently. However, learners may find difficulties in taking parts in interactions. So, the best way to overcome these problems of communication is through using communicative strategies. Ellis and Barkhuizen (2005,p.170-71) define communicative strategies as "Speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have."These strategies help learners to avoid the breakdown of the oral communication. Hughes (2002) also defines this term as the ability of the learners to manipulate a conversation and negotiate interaction in an effective way. Such strategies are particularly important where there are problems of expression and communication.

Also Bygate (1987, p.98) classifies two main types of communicative strategies. First, achievement strategies which include: guessing strategies, paraphrase strategies and cooperative strategies, second, reductions strategies which involve avoidance strategies.

●**Achievement Strategies:** Learners use such strategies to compensate for language gap by using a substitute; they try to find a way to convey their messages without losing or changing it. Achievement strategies involve the following sub strategies.

● **Guessing Strategies:** There are different types of guessing strategies the speaker might use. He can foreignism his mother tongue word and pronounce it as it belongs to the target language like a Frenchman who is speaking English and who uses the word „manoeuvre as it is an English word. The speaker might also use a word from his mother tongue without changing it hoping that the interlocutors will understand them. For example, an English speaker says , il y a deux candles sur la cheminée. A lastguessing strategy can be used to coin a word, i.e. a learner creates a new target language word on the basis of his knowledge of the language, such as using air ball for balloon.

●**Paraphrase Strategies:** This mainly involves looking for an alternative to the word or the expression that the speaker needs in the target language. He might use a synonym or a more general word; this is called a lexical substitution strategy. The speaker can explain a concept or a word by making some sort of phrases to express his meaning, this is also called circumlocution. For example, a mixing of beige and brown: light brown.

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●**Co-operative Strategies:** These are used when the speaker gets help from the other interlocutors. He may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the target language, or through indicating the object that he means.

●**Reduction Strategies:** Learners reduce their communicative objectives through giving up the topic or abandoning specific message.

●**Avoidance Strategies:** The learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, „the" in English. Some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown or unsure for them. In using this kind of strategies, the learners may sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinions too, because of the lack of vocabulary, so, they avoid some of the message content and look for something else to talk about or simply they keep silent.

2.10. The contribution of classroom management in oral production achievement

Generally, the classroom is the experimental lab when the EFL learners introduce their abilities and show their thoughts among their classmates. Therefore, the EFL learner spend a a major part of time and formative years at schools and universities for this aim classroom needs more management and care.

Moreover classroom management is important element in student experience and success in learning , thus teachers should focus more on preparing a positive climate in the classroom that help the students to perform and enhance their oral production. To control the classroom environment is essential and effective step for learning, especially for pupil to decrease the major problem of speaking during the lecture.

In fact, classroom management has virtual role in the extension of the learning process in general and for oral performance in particular, because the learners need to be order in the classroom. "Classroom order is using a simple means and useful materials for the students to follow the program and practice activities for a particular classroom climate to be realized in the situation" (Doyle, 1986, p. 396). Through this the student can take well the input , so they will be able to communicate fluently .

To conclude, teachers must prepare, plan, reflect, and apply effective management strategies, just as their students need. The teacher should not stand alone for establishing and maintaining classroom well organised classroom for communicate effectively , all teachers , students and administrators , faculty staff, parents have to cooperate together for creating a

better place for learning the foreign language naturally .

Conclusion

Overall, we have attempted through this chapter to shed some light on the speaking skill. As a productive skill, speaking is a very important process that helps to evaluate students' proficiency in the foreign language. Teachers have to follow certain aspects to teach speaking for the students, since it is the skill through which people evaluate your level in the English language. Oral expression course is an important module because it aims to provide for the students the best space to practice and develop their speaking abilities. In fact, the students have to participate and speak as well to achieve high level of proficiency in oral skill. However, many EFL students do not participate because of the above discussion problems that we have discussed with more detail in this chapter such as linguistic barriers, psychological barriers, and others.

Chapter Three: Field work and data analysis
Introduction

    This study is conducted to investigate the development of students' speaking skill through classroom management. To carry out this present research, a questionnaires is administered for first year LMD students and an interview with teachers at Djilali Bounaama University in order to collect data and examine this hypothesis, if teachers manage well the classroom, this will enhance students oral production . As a first step we are going to introduce the population of the research. Second we are going to describe analyze and interpret the questionnaire and interview results and finally, present our research findings about "The Role of Effective Classroom Management in Improving EFL Students' Oral Production".

3.1. Research methodology

    In fact, the type of the research methodology that will be used in this study is descriptive. In addition to this research we indicate the most useful method we propose, that is to say the quantitative method is regarded as the basic for investigating on the percentage of students that can support classroom managements, questionnaires and interview are the most helpful guides to achieve the teachers and learners' abilities toward this topic. The data will be collected through administrating a questionnaire with first year and interview with teachers of oral expression.

3.1.1. Data gathering Tools

    In order to ensure the validity of the research, we will use two main tools: questionnaires for learners and interview with teachers. The questionnaire will be administered to the 1st year students at the English division in order to investigate their stand points towards the topic. And the interview will be directed to teachers of oral expression at the English division as they have been exposed to various teaching; in order to examine their views and attitudes about the role of effective classroom management in improving EFL students' oral production.

3.1.2. Sample and population

    Since the aim of this study is to confirm about the importance and the efficiency of classroom management that will help the EFL learners to progress their oral performance, so here both students and teachers of English department are concerned by this study.

    It is defined that the population of research is all the members of research will be generalized. The population will be the first year LMD students of English at Djilali Bounaama University. We will deal with forty (40) students out of the total population which

is about (165) we choose them randomly. This sample of study is already been introduced to the course of oral expression and has an experience with its' nature. The teacher's interview, intended for the teachers of Oral Expression, aims at investigating the teachers' opinions about classroom management as a pedagogical strategy to enhance the learners' speaking skill. We will deal with the sample of eight (08) teachers of oral expression they will be selected randomly from the whole population to collect different views about our topic.

3.2. Students' Questionnaires

3.2.1. Aims of the questionnaire

The students' questionnaire is mainly designed to find out whether classroom management is a useful strategy to enhance speaking skill or not. Second, it also attempts to investigate the actual state of learning in relation to classroom management in Algerian education.

3.2.2. Description of the questionnaire

This questionnaire is addressed to first year English students at the department of English at Djilali Bounaama University for the academic year 2021-2022, the participants of this questionnaire are 40 students from different groups, thus they are chosen randomly to explore the efficiency of classroom managements in promoting EFL learners oral production. It also consists of 18 questions which are arranged in a logical way .They involve tow type of questions "Closed questions" and "open-ended questions". Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and or open questions demand the students to give their personal opinions about the subject or to explain their choices . The questionnaire prepared to seek information about classroom management in foreign classroom as an important factor in this research and the students' attitudes towards their oral production in the classroom, and the difficulties they suffer while improving their speaking skill.

3.2.3 Administration the questionnaire

This questionnaire was posted on line in first year students' facebook group; in we received a good amount of participation with the questionnaires.

3.2.4. Piloting of the Questionnaire

It should be noted that this questionnaire was piloted with 4 students of first year before to its administration; we did not change the questions because it was not ambiguous, in addition, the students answer the questionnaire and they confirm that all the questions suit our research.

3.2.5. Analysis of the results

The procedure of analyzing data from the questionnaire is as follows:

- The Statement of the questionnaires are used as they appear.

-The results of the questions are presented in the form of tables and figures.

Section one: Background Information

Q1. Gender?

Gender	Number	Percentage
Male	12	30%
Female	28	70%
Total	40	100%

Table 01: Students' gender
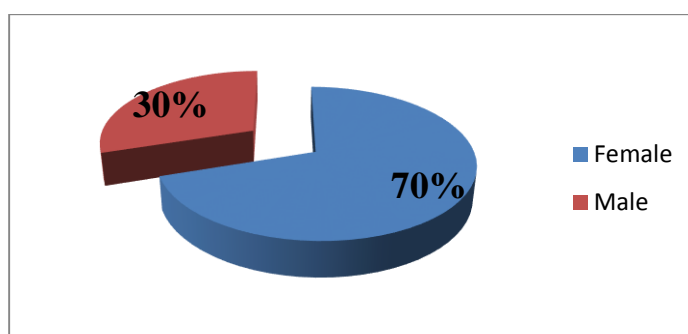
Figure 01: Students' gender

The results displayed in the table above show that the majority of students are girls (70%) who study English as a foreign Language in the first year LMD, and only (30%) that represent boys from the rest. Also as shown in the table, females (28) are about three times the number of males (12).

Q2. Age ?

Students' age are varying from 18 to 24 and more years old. It shows that the majority (57%) is 22 years old. The second part (25%) represents the students at the age 20 .the third one (13%) shows the learners who might repeat one or two years, they are 24 years old. Finally (5%) represents the aged students who may be repeat more than twice, changed their field of study or they get their Baccalaureate later on or they study English as additional diploma (24 and more).

Q3. Was the choice to study English your own choice?

Options	Number	Percentage
Yes	29	73%
No	11	27%
Total	40	100%

Table 02: Students' Choices for studying English
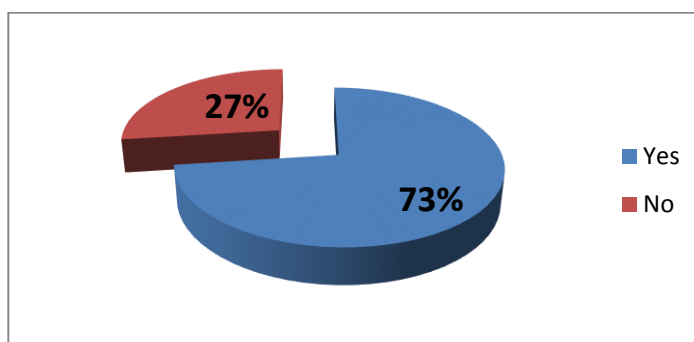
Figure 02: Students' Choices for studying English

From the above table, we can see clearly the choice to study the English language was the choice of the vast majority of students (29) out of (20) making up (73%). This means that they found the good atmosphere and techniques for learning effectively. However, the rest of the sample which consists of (11) students- making up (27%)-opted for 'No'. We suggest that their baccalaureate level did not give them the opportunity to study the specialty they wanted to follow.

Q4. How would you assess your present level at English

Option	Number	Percentage
Average	8	20%
Good	20	50%
Exellent	07	17%
Ido not know	5	13%
Total	40	100%

Table 03: The Students' consideration of their level in English

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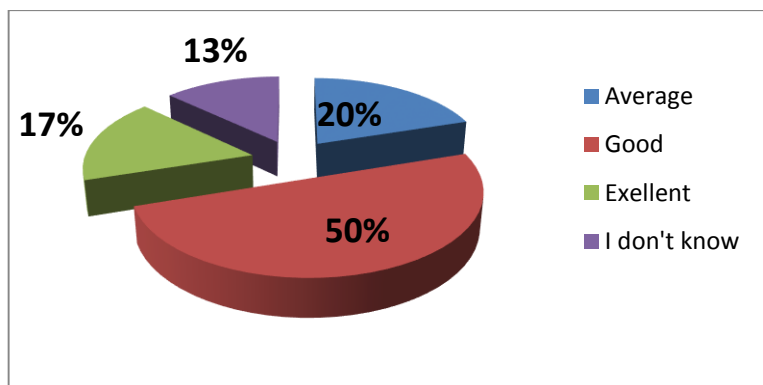
Figure03: The students' consideration of their level in English

We can notice from the table above that the highest percentage of students (50%) claim that their level in English is good. Others (20%) show that they are average in English. Some of them (17%) say that they are excellent in English. The least percentage (13%) of students shows that they do not know their level at all.

Q5. How do you find speaking English?

Options	Numbers	Percentage
Easy	8	20%
Very easy	4	10%
Difficult	20	50%
Very difficult	8	20%
Total	40	100%

Table 04: Students' attitude towards speaking

Figure 04: Students' attitude towards speaking

These results represent the evaluation of the level of students in English .half of students (50%) found speaking in English is very difficult .the second part(20%) they found that it is so easy to talk, but others (20%) they found it very difficult .the last part(10%) few students speak the English fluently because they found it very easy .

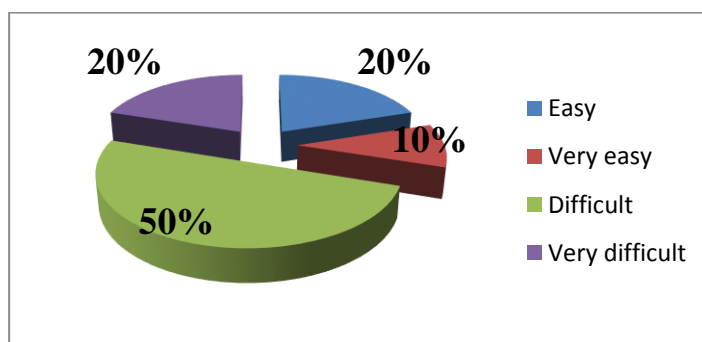**Section two: Students Attitudes about Classroom management**

Q6. Have you ever heard about classroom management?

Options	Number	Percentage
Yes	33	82%
No	7	18%
Totat	40	100%

Table 05: Students opinion about classroom management
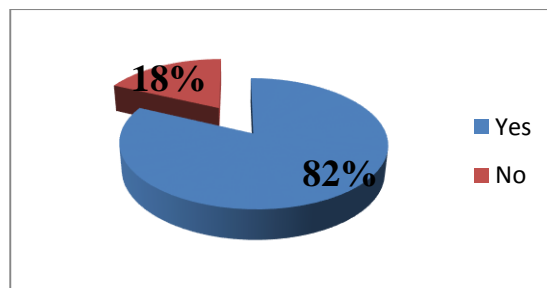
Figure 05: Students opinion about classroom management

It can be seen from the table above that (82%) from the EFL students know what is meant by classroom management i.e. they know some classroom techniques and how they build a well managed classroom, However; about (18%) from the rest of the respondents believe that they do not know classroom management or its characteristics.

Q7. Does your teacher manage well the classroom?

Option	Number	Percentage
Yes	36	90%
No	4	10%
Total	40	100%

Table 06: Students evaluation for teacher's classroom management
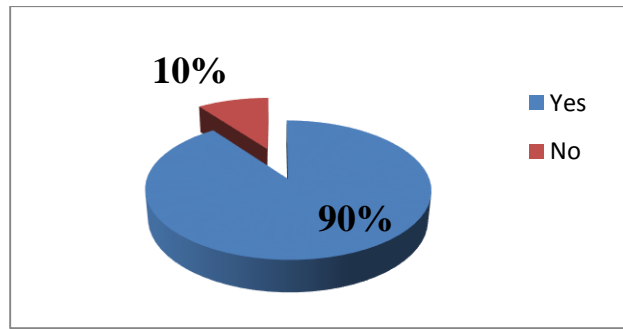
Figure 06: Students evaluation for teacher's classroom management

The results obtained from the above question show that (90%) of students state that their teachers use all the techniques and methods to manage well the classroom .On the other hand, (10) students say that their teachers did not give much care to the classroom.

Q8. How do you describe your classroom atmosphere?

Option	Number	Percentage
attractive	9	22%
boring	11	28%
normal	20	50%
Total	40	100%

Table 07: Classroom atmosphere
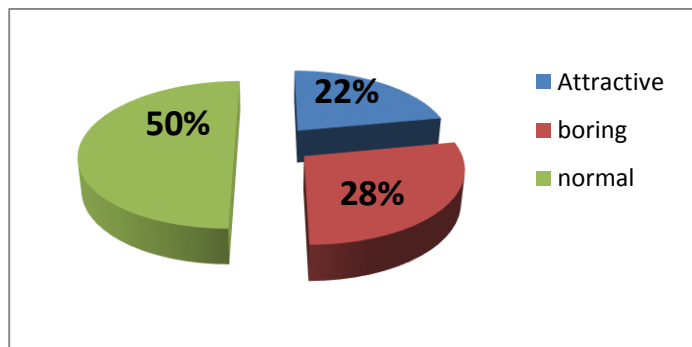
Figure 07: Classroom atmosphere

Half of the questioned students (50%) said that their classroom atmosphere is 'normal'. This indicates that most students feel relaxed during the learning process as results of having a well managed atmosphere. (28%) of the students, see that the classroom atmosphere is boring'. And the least part (22%) they see that classroom atmosphere is 'attractive' because of the method used by their teacher in managing the classroom.

Q9. Do the techniques used by your teacher help you to enhance learning?

Option	Number	Percentage
Yes	23	58%
No	17	42%
Total	40	100%

Table08: Teachers' techniques that help student enhancing learning
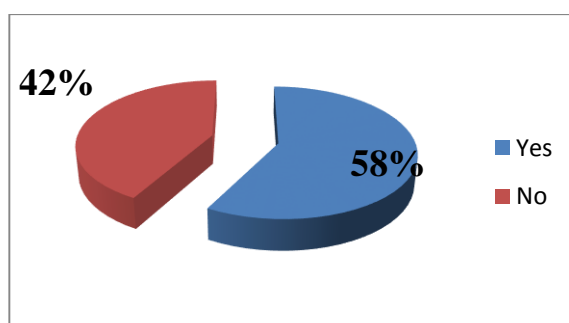
Figure 08: Teachers' techniques that help student enhancing learning

It can be seen from the table above that (58%) of students argue that their teachers' techniques help them to achieve their learning process, but the rest (42%) opted for' no', and this because of the poor techniques used by the teachers. In addition the answer of this correlation revealed that teachers use different techniques such as:

-Using pictures to describe what was shown

-Using songs and filing in the gaps the missing words

-Using videos

-Using games , cross words

Q10. Does your teacher change your seating arrangement for oral presentation tasks?

Option	Number	Pecrentage
Yes	31	78%
No	9	22%
Total	40	100%

Table09: Classroom seating arrangement
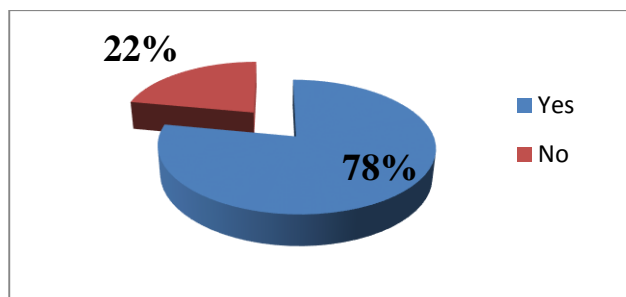
Figure 09: Classroom seating arrangement

The results as shown in the table above reveal that (78%) of the respondents claim that their teachers always change seating in each specific tasks. However, (22%) opted for students, who claim that their teachers did not change their seating at all.

-If yes, please tell me which kind of seating?

Option	Number	Percentage
U shaped	30	75%
One large table	6	15%
Full circle	4	10%
Total	40	100%

Table10: Type of seating arrangement
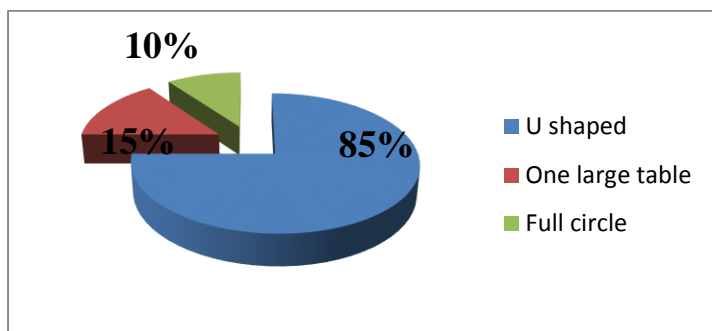
Figure10: Type of seating arrangement

The results show that the majority (75%) of the student's claims that their teachers change the seating arrangements to U shaped which suits the oral presentation activities. But the rest (15%) opted for' one large table ' which used for discussion and debates, and the least percentage is opted full circle seating arrangement used by the EFL teacher.

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Q11.   Does the way the teacher seat you help you to reduce your problems in the classroom?

Option	Number	Percentage
Yes	34	85%
No	6	15%
Total	40	100%

Table11: Preventing students problems in the classroom
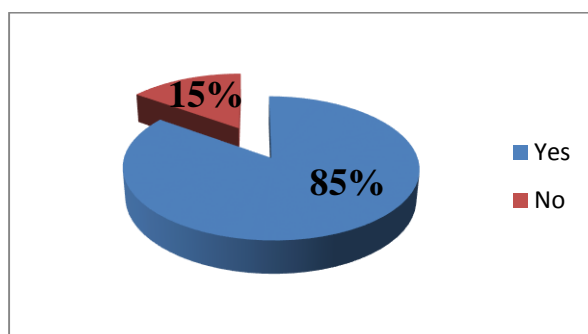
Figure11: Preventing students problems in the classroom

The results show that the majority (85%) of the students affirm that the way their teachers seat them can help them to decrease their problems in learning. But the rest (15%) opted for' no'. They see that the teachers seating did not help them to work in the classroom.

Section three: Students Views About Oral production (Speaking Skill)

Q12. Do you think that a well managed classroom can help you to improve your oral performance?

Option	Number	Percentage
Yes	38	95%
No	2	5%
Total	40	100%

Table 12: The effect of classroom management on students' speaking skill
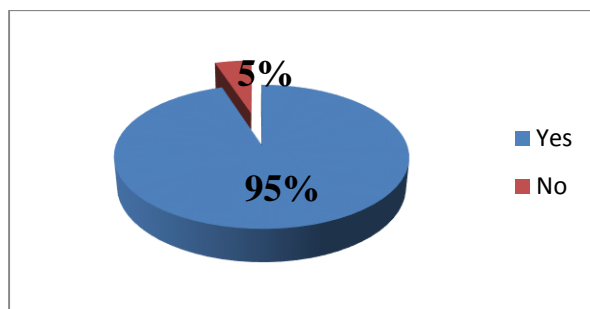
Figure 12: The effect of classroom management on students' speaking skill

We can notice that the highest percentage of students (95%) claim that when they have a well managed classroom they can learn better and achieve their speaking skill, while others (5%) said no, because they look at their failure due to another factors. In addition the answer to that correlation revealed that many EFL learners do not emphasize that having a well managed classroom is a way for achieving their speaking skill because having a well managed classroom take a lot of time   and managing classroom is very complicated process, in this case he/ she cannot progress their speaking skill, so they look for another ways to achieve their speaking skill.

Q13. Which of the four skills would you consider the most important?

Option	Number	Percentage
Listening	7	18%
Speaking	30	75%
Reading	1	2%
Writing	2	5%
Total	40	100%

Table 13: Emphasis in learning the skills
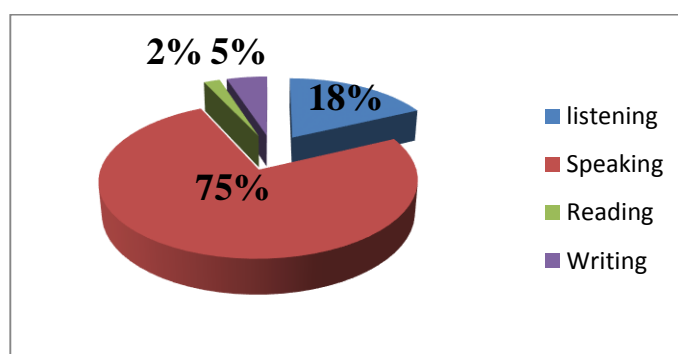
Figure 13: Emphasis in learning the skills

The table above indicates that (30) respondents (75%) prefer the speaking skill that is most important skill because if you want to learn a language you have to speak it, other (7) respondents (18%) state that the listening skill is the important one; while some others (2)

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respondents (5%) wish to master the writing skill. The remaining (1) respondents (2%) like to master the skill of reading.

Q14. Which kind of problems do you face during your Oral expression sessions?

Option	Number	Percentage
Lack of vocabulary	20	50%
Pronunciation mistakes	3	8%
Lack of motivation	5	14%
Shyness	8	20%
Anxiety	1	3%
Lack of self confidence	2	5%
Total	40	100%

Table14: Speaking difficulties
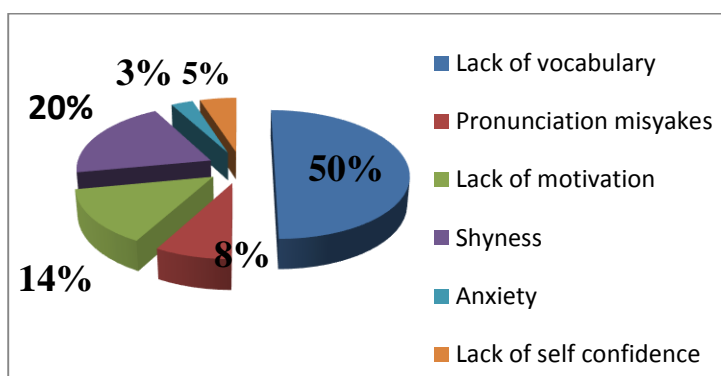
Figure14: Speaking difficulties

The choices come to discuss the learners' problems toward practicing speaking skills, and here the majority of the students (50%) who are suffering from the poor vocabulary that takes the first place among speaking difficulties ,in addition to that about (20%) from the students who suffering from shyness , they are not comfortable when they want to say something, also (14%) represents students who feel not motivated during their oral classes and here it could be as reason from the teacher method of presenting his /her oral courses to the students. In addition, (8%) Who are suffering from their pronunciation mistakes, finally (5%) EFL learners suffer from lack of self confidence and (3%) who feel anxiety on what they want to say.

Q15. Do you agree that in order to speak the language fluently you have to find a good atmosphere for successful learning?

Option	Number	Percentage
Strongly agree	21	53%
Agree	15	37%
Disagree	4	10%
Total	40	100%

Table15: Students speaking ability as a result of a good classroom atmosphere
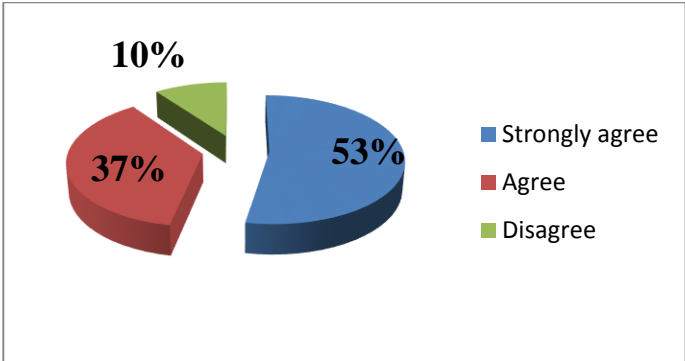
Figure15: Students speaking ability as a result of a good classroom atmosphere

It is commonly accepted that in order to learn a language and speak it fluently you have to prepare the right climate by having a good atmosphere for learning better. Most students (53%) strongly agree with this. Others (37%) say that they agree. But others they are disagree (10).

Q16. What is your favorite activity you prefer in order to enhance speaking in oral presentation?

Option	Number	Percentage
Classroom discussion	4	10%
Role-play	8	20%
Student presentation	14	35%
Story-telling	5	12%
Information gap activities	7	18%
Dialogue	2	5%
Total	40	100%

Table 16: Activities students prefer more to use
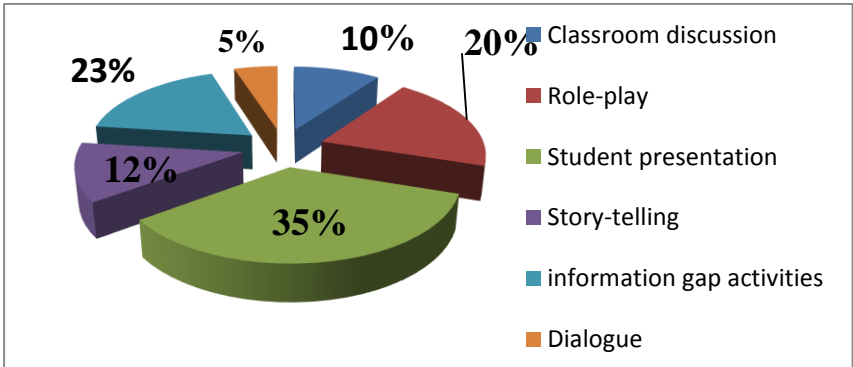
Figure 16: Activities students prefer more to use

The table above summarizes the choices of student's activities that teachers can use oral presentation course. It is noticed that, (35 %) of students who prefer the use of presentations in the sense that they feel comfortable when they present their works , also (17%) is given to the information gap activities that will help them to reach their vocabulary by getting new words , the (20%) represents they use of role play and only (12%) from students who prefer to tell stories, this latter enhance their speaking English, and (10%) is given only for

classroom discussion and this type of activities will help them to improve their daily oral performances , finally (5%) represent students who choose dialogue.

Q17. How often does your teacher give you the turn to speak?

Option	Number	Percentage
Always	11	27%
Often	12	30%
Sometimes	8	20%
Rarely	8	20%
Never	1	3%
Total	40	100%

Table17: The Students and the teachers' amount of speaking
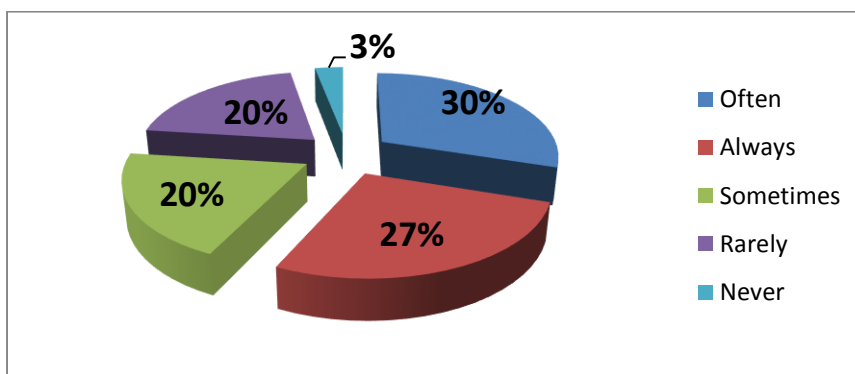
Figure17: The Students and the teachers' amount of speaking

The results as shown in the table above reveal that (30%) of the respondents claim that they are often encouraged to speak by their teachers. (27%) opted for 'always'; (20%) is the percentage obtained by the participants who opted for 'sometimes' and 'rarely'. However, the rest of the students (3%) opted for 'never', because the teachers always guide the learners.

Q18. Do you think that your weaknesses in speaking are due to?

Option	Number	Percentage
The lack of practice	24	60%
The poor listening	4	10%
The methods used by your teachers	5	12%
Poor vocabulary	2	5%
Psychological problem	5	13%
Total	40	100%

Table 18: The Causes behind the Students' Difficulties in Speaking
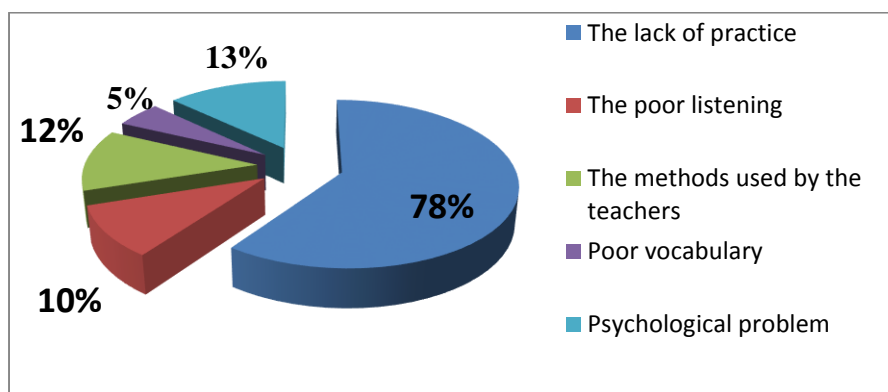
Table 18: The Causes behind the Students' Difficulties in Speaking

As we notice in the table, (60%) of the students declare that their difficulties are due to the lack of practice, because their teachers did not give them much activities in order to fulfill the answers, others (12%) found that the methods used by the teachers is the most weak point. And (13%) opted for psychological problems, also (10%) it represents students said that their weaknesses due to the poor listening, the least one is (5%) showed the participants who choose poor vocabulary.

2.2.6. Discussion and findings

First of all, all the results shown in the tables above in order to test our hypothesis and knowing if a well managed classroom can be an effective factor to enhance oral proficiency, from the table (1) we deduce that females (70%) are dominant over males (30%), this may be because of the fact that females are more interested in studying a foreign languages and they are so serious in their learning process. It is also important to note that from the findings of table (2) the vast majority of the students (57%) are studying at the age of (22) , then student at the age of (18-20) making up of (25%) , after that students who have (23) years old making up of (13%) , but just a few number (5%) of students at the age(24) and more . Also from the table (3) shows that most of the students (73%) answered that their first choice was to study the English language, because they like it, but only a few number (27%) who said that it is not their choice. In addition most students are good in English making up of (50%), others are average, but just a few number who have an excellent level (17%) ,because they found the right climate for better learning ,then the majority of the students affirm that they like English but they found it very complicated and difficult(50 %) to speak it , others they found it very easy and those are the excellent students .The majority of the students affirm in table (5) that they know about the value of classroom management(82%), but (18%) they did not know any information about it, most students (90 %) say that their teachers manage well the classroom and they have the suitable environment for learning effectively . Moreover, half of students (50%) consider that the classroom atmosphere is normal, but others claim that it's boring making up of (28%) and just a few numbers see that it is attractive. In addition to that the teachers' techniques help students to practice more the speaking skill. Furthermore, the overwhelming majority of students agree that they participate in class because they have a well managed classroom. Most of students (78%) affirm in table (9) that their teachers change their seating from time to time and according to some specific tasks, however only (22%) is opted for no. Also (85 %) of the students see that the way their teachers seat them can be a good method that help them to face and deduce their problems. The results of table (12) show that a huge number of the students affirm that only if they have a well managed classroom they can achieve their learning English language and enhance speaking skill .in addition table (13) shows that (75%) of students consider that speaking is the most important skill to learn a language ; in other words, mastering this skill means mastering all the other skills because if you can speak fluently, you can transmit your message effectively, there for , the aim of any language is communication after all. Then they can achieve listening skill. Moreover, students

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(50%) claim that they found the most difficulties that they face in learning language is poor vocabulary, so they have not rich background and this is a big problem, because when they want to speak they did not found the right words to show their opinion and send messages. Also most (53) students are strongly agree that they can develop their speaking only if they have the right atmosphere to learn more. Because classroom atmosphere is the stronger part of a well managed classroom, and it is importance process in developing the oral production. In addition students prefer practicing the presentation (35%), because it helps them to speak fluently by showing their thoughts and preventing fear of talking. Moreover, students (30%) claim that, the teacher often give them the turn to speak, and others say that they always have a chance to speak and express their views .Table (31) shows some weaknesses that students face in performing the English language such as: lack of practice (60%),poor listening(10%) , the method used by the teacher(12%) ,poor vocabulary and psychological problems .As a conclusion we notice that the majority of Students' affirm that classroom management can be an efficient way to help them to enhance their speaking skill and facilitate learning process .

3.3. Teachers' Interview

3.3.1Aims of the Interview

The teachers' interview is intended to investigate the teachers' opinions about "The Role of Effective Classroom Management in Improving EFL Students' Oral Production". It also aims at investigating the teachers thought of how speaking is being taught and the problems being encountered with teachers in their teaching career.

3.3.2. Description of the interview

The teacher's interview distributed to eight (08) teachers. The questions were divided into two types either closed questions, requiring teachers to say yes"or"no answers and open questions where teachers are requested to give explanation to their answers. The teachers interview consists of (14) questions.

3.3.3 Administration the interview

The interview was done with (8) teachers who teach oral expression module, they were in different places such as teachers room, EFL classrooms , in the faculty ……, all the teachers

were very cooperative in that some of them handed back the answered copies in three days and others they answer the interview directly .

3.3.4. Piloting of the interview

It should be noted that the interview was piloted before to its administration with tow teachers, all the teachers did not do any modifications; they answered the questions without any ambiguities or misunderstanding.

3.3.5. Analysis of the interview

Q1. Gender

This question aims at asking the teachers to specify their gender, from the interview results the number of both male and female teachers is Equal, in other words the interview was done with four males and four females.

Q2. How long have you been teaching English language?

In this question the teachers to give the number of the years that they were teaching English language. Three affirm that they teach English from 7 years, while five teachers claim that they teach English more than 7 years, so the interview teachers are experienced.

Q3. How many years have you been teaching oral expression module?

The aim of this question is to elicit the teacher's teaching experience in teaching oral expression module. The four first teachers claim that they have been teaching oral expression module for ten years and from this we can notice that they are experienced teachers. While the rest teacher affirms that they teach English since five years, so they are novice teachers.

Q4.How often do you encourage your students to speak?

This question is designed to ask the teachers if they encourage students to speak. All the interviewed teachers claim that they always encourage the student to participate and speak in oral expression module, in which they enhance their speaking skill in particular and language proficiency in general, in addition, students are in a dire wish to their level in speaking. So, our duty is facilitate for them speaking and taught them sufficient quantity of words through various activities and making assessments that support group work. Also , teachers claim that encouraging students to speak is a useful step in order to succeed in learning .

Q5.Do you think that classroom management is important in learning process?

From this question , the claim that classroom management is very important for facilitating learning process. In addition the answer to this correlation revealed that most of teachers see that classroom management an efficient way and important factor that help them to facilitate both teaching and learning and it works as a guide that lead learners to show their

abilities and enhance skills .Because a well managed classroom let them found the right atmosphere and climate for better learning.

Q6.According to you, which role(s) does an oral expression teacher has in the classroom?

Teacher duty is to play different roles that suits the learners need and style , from the analysis of the interview , it can be noticed that teachers affirm that teachers should be guides and help learners to learn effectively , in addition the teacher should be organizer and manager for the learners to be active in their learning process. Also they mention different roles such as , controller , facilitator , assessor , planer , monitor , friendly.

Q7.How do you describe your students' level of oral proficiency in English?

Teachers, here, are asked to describe their students' level of oral proficiency. From the results (5) teachers claim that their students have good level in oral proficiency, however, (3) teachers believe that their student's level in oral proficiency is average.

Q8. Do you tend to establish a motivating atmosphere to have a well managed classroom?

This question asks the teachers if they create a motivational climate to prepare a well managed classroom, from the results teachers affirm that they always attempt to create a motivating atmosphere to have a well managed class and raise students' curiosity, and this strong step that can be a positive factor to develop learner's oral proficiency. also, motivational climate help students to understand the input.

Q09. According to your experience, where do you find most difficult for teaching speaking?

All the interviewed teachers affirm the most difficult part in teaching spoken English are in terms of grammar and pronunciation, the sentence structure and vocabulary, thus the teacher use different strategies to reduce those strategies for better teaching and help the students to understand.

Q10. Which techniques do you use in oral expression course?

In this question the teachers varying in answering this question, the three first teachers prefer using Presentations in order to train their learners to practice the language and to build their confidence. On the Other hand one teacher prefer the classroom discussion activity that will solve the learners speaking difficulties and reduce students shyness .and four teachers focus on role- plays and story-telling, simulation, dialogues, interview, and debates.

Q11. How often you evaluate your learners' oral performance?

The interviewees answered that most they always evaluate the oral performance students in order to check their progression , in addition help them through preparing activities that is useful and make them feel comfortable, relaxed, self confident, excited and ready to participate and speak.

Q12. Do your students face problems during an oral presentation?

The aim of this question is to ask teachers about the difficulties that students face in English language. All the interviewees answered that the majority of students face many problems that may hinder their progression in speaking tasks such as pronouncing difficult words, spelling, lack of vocabulary knowledge, grammatical difficulties, inhabitation, lack of self confidence, and un-motivation. Thus they need more practice more and have well managed classroom for achieving oral production.

Q13. Do your students show interest in helping you to manage the class?

According to this question the two EFL teachers say that their students show interest when they are asked to manage the classroom for better speaking in the classroom; however, six teachers claim that their students did not show any interest in managing the classroom during the course. For that teachers stated that they always motivate their students to manage the classroom, because a well managed classroom can help them to be engaged with the speaking activities, and show their ideas, their point of view, express themselves, so classroom management can take the attention and be attractive for the learners to have high level in motivation to speak.

Q14. If you have further suggestions or comments concerning The Role of Effective Classroom Management in Improving EFL Students' Oral Production", please indicate them.

-Different answers derive from this Q we conclude them:

1. Classroom management is certainly an effective component in FL mastery.

2. Give more time and space in TEFL (Teaching English as a Foreign Language) programs especially in oral expression module.

3. Students should be aware about their speaking difficulties which give them a good opportunity to correct and avoid fail.

4. Teachers should advise their learners to practice more the speaking skill.

5. Teachers have used different speaking techniques in teaching speaking skill.

6. The EFL learners should have a wide range of vocabulary and become familiar with a

variety of speaking strategies in different context and this helps them to practice and speak the language.

7. Teachers role is crucial to the improvement of the speaking skill and help students to reduce their weakness for developing strong and confident language learners.

8. Both students and teachers should know about the value and effectiveness of classroom management for better performance of the speaking.

2.3.5. Discussion of the results

Based on the analysis of the teacher's interview , it obtained data about their attitudes towards the relationship between classroom management in improving speaking skill, throughout these results of data collection tools, we find answers of our research questions. In addition, the teachers show interest about the impact of classroom management, in helping students to participate in the classroom activities, represent their thoughts, and learn effectively. This can be explained by the fact that, they have well managed classrooms that help them to show their abilities during the course and enhance their oral production. For that, teachers should employ skilful strategies to manage the classroom and prepare effective activities to increase speaking instruction because, the use of effective strategies for valuable speaking lead to fruitful oral performance. In fact, we observed that first year students have a serious lack of speaking because of a serious gap of well managed and prepared classroom thus they provides positive attitude towards speaking in which that large exposure of effective materials in the classroom in a long duration will certainly improve students' learning in general and speaking skill in particular . At the end of the research, we expect to have a clear and comprehensive view about the importance of classroom management on speaking English language proficiency.

Conclusion

All in all, one can say that students show a high awareness about the value of classroom management that leads them to practice the language which has a great impact on the development of oral proficiency. This means that there is a positive relationship between well managed classroom and students' oral production. On the other hand, the analysis of the teachers' interview and students' questionnaire also affirm that they show strong agreement with what we have assumed in our piece of research. Moreover, classroom management is one way of facilitating learning and teaching process, according to many years of research and practical application by hundreds of thousands of teachers, now exist for virtually every

imaginable instructional purpose. Furthermore, we now know a great deal about the effects of a well managed classroom on students and the condition necessary for effective classroom management, especially for teaching speaking. Consequently, it affirms the results of both students questionnaires and teachers interview.

General Conclusion

Enhancing the speaking skill for foreign language learners is a difficult task in teaching process .It requires directing the teachers' attention to the a significant affective factor namely, 'classroom management' and the role it plays in boosting students to practice speaking English. The present study has dealt with the strong relationship that exists between classroom management and oral production. The main concern in our research was investigating whether classroom management helps students to perform better orally. The present study is composed of three chapters, the first one is an over view of classroom management and its main characteristics and equipments that built a well managed classroom , and its vital role in the learning process in general and for developing the speaking skill in particular. Then, the second chapter investigates the speaking skill, its main objective; moreover, it highlights some speaking problems and a set of speaking activities that helps learners to come over the deficiencies they face in their oral production, then it focus on the relationship between speaking and other skill . Finally the third chapter is devoted for the analysis of the data obtained from the students' questionnaire and teachers' interview, as a matter of fact, 'classroom management   is a crucial element that helps learners to come over the difficulties they face in the oral production. As a result, they develop their oral skill. This is confirmed after the analysis of the questionnaire of first year LMD students and the interview of oral expression teachers at Djilali Bounaama University .The discussion of the students' questionnaire results demonstrates that the majority of students show a great deal of interest and willingness to participate in oral expression classes for the sake of improving and developing their speaking skill. Classroom management gets learners engaged in the various activities and taking pleasure in doing so. A well managed classroom has a great impact on students to have the chance to achieve oral proficiency better than others since they are interested to learn and show volition and willingness to participate. This provides them with

more opportunities to practice the language and use it. The results obtained from the analysis of the teachers' interview and students' questionnaire answers our research question , the first research question : do teachers manage their classes? The finding shows that teachers manage well their classrooms through implementing different strategies. The second research question: To what extent will classroom management help students to improve their oral production? The data displayed that classroom management give students the opportunity to speak effectively, the last research question: what are the problems that students face when they speak English? As the results show , the EFL learners face different problems when speak classified as following linguistic problems , psychological problems like fear of making mistakes , anxiety .... and, cultural problems. Also, from the qualitative and quantitative evidence we test the validity of our hypothesis if teachers efficiently manage well their classrooms, English foreign language learners oral production will be enhanced and students' mistakes will be reduced. Hence, classroom management has a virtual role in fighting students' reluctance to speak by providing them with opportunities to speak English. so our hypothesis is accepted that the well manage classrooms helps the English foreign language learners to enhance their oral production and students' mistakes will be reduced.

Recommendations

In our present study, we suggest that in order to develop students' speaking skill, it is quite important to focus on managing well the classroom by having the suitable climate for learning better the language , well prepared lessons and activities. In addition to that we have to provide the classrooms with the appropriate tools such as light, furniture, and audio-visual aids, seat students in the suitable arrangement , teachers also have to vary in their classroom activities ,so this could help teachers of oral expression in presenting effectively their lessons.

1. Recommendations for EFL teachers at Djilali Bounaama University

-Teachers should focus more on students' speaking difficulties which could hinder their progression in learning English.

-They should play the role of guider and controller who encourage them to take part in their lectures.

-Teachers must make sure that their classrooms are managed well, and their students will follow all the rules that they have presented before at the beginning of the academic year.

-Teachers have to create a good classroom environment to make students feel Free in order to contribute in their learning success.

-Teachers have to prepare different speaking tasks that will motivate students.

-Teachers should understand the important of well managed classroom through preparing effective equipments that will motivate their students to enhance their speaking skill.

-Teachers have to invite their students to speak more by encourage them during the oral course.

-Teachers should vary the students' speaking activities that develop their communicative abilities such as: role play, discussion and debates and some games.

-Teachers must give the chance to their students to give their opinion and practice the language.

2. Recommendations for EFL students at Djilali Bounaama University

-Students should practice more speaking skill through the activities in oral expression course so this will help them to increase their ability and enhance learning a foreign language.

-Students should understand the important of classroom management that will help them to reduce their difficulties and practice more the language.

-The students' role is to focus more on teachers' instruction and take it as a facilitating step to achieve their speaking proficiency.

To end with, Teachers' could not take all the responsibility alone; they need the help of the administration and even from their students. As a result, it would be useful step if both teachers and administration work together in managing effectively the classrooms with the

help of students of course. For example, Teachers help in preparing effective lessons and controlling students and classrooms, the University Administration can help in providing useful classrooms and different equipments and appropriate tools. Finally, the students' role is to respect the teachers' procedures and keep classrooms clean and well organized for better learning and teaching.

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Appendix I: Students' Questionnaire

The People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Djilali Bounaama University – Khemis Miliana
Faculty of Letters and Languages
Department of Foreign Languages
Branch of English
The Students' Questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire as a part of a master dissertation entitled "The Role of Effective Classroom Management in Improving EFL Students' Oral Production" .Your answers and opinions will help us to accomplish this research project. Please put a tick (√) for the appropriate choice or full answer whenever it is necessary.

Thank you for your cooperation

Section one: Background Information

Q1. Gender?   a. Male? ☐   b. Female? ☐

Q2. Age ? ……………………………………………….

 Q3. Was the choice to study English your own choice?

 a. Yes ☐   b. No☐

Q4. How would you assess your present level at English?

 a. Average☐ b. Good ☐   c. Excellent   ☐   d. I do not know☐

 Q5. How do you find speaking English?

a. Easy☐   b. Very easy ☐   c. Difficult ☐   d. Very difficult☐

 Section two: Classroom management

Q6. Have you ever heard about classroom management?

 a. Yes☐   b. No☐

Q7. Does your teacher manage well the classroom?

   a. Yes ☐   b. No ☐

Q8. How do you describe your classroom atmosphere?

   a. Attractive ☐   b. Boring ☐   c. Normal ☐

Q9. Do the techniques used by your teacher help you to enhance learning?

   a. Yes ☐   b. No

If yes, please what is your favorite technique?

……

………………………………………………………………………………………………

Q10. Does your teacher change your seating arrangement for oral presentation tasks?

   a. Yes ☐   b. No ☐

If yes, please tell me which kind of seating?

   a. U shaped ☐   b. One large table ☐   c. Full circle ☐

Q11. Does the way the teacher seat you help you to reduce your problems in the classroom?

   a. Yes ☐   b. No ☐

Section three: Oral production (Speaking Skill)

Q12. Do you think that a well managed classroom can help you to improve your oral performance?

   a. Yes ☐   b. No ☐

Q13. Which of the four skills would you consider the most important?

   a. Listening ☐   b. Speaking ☐   c. Reading ☐   d. Writing ☐

Q14. Which kind of problems do you face during your Oral expression sessions?

   a. Lack of vocabulary ☐   b. Pronunciation mistakes ☐   c. Lack of motivation ☐

   d. Shyness ☐   e. Anxiety ☐   f. Lack of self confidence ☐

Q15. Do you agree that in order to speak the language fluently you have to find a good atmosphere for successful learning?

a. Strongly agree ☐   b. Agree ☐ c. Disagree☐

Q16. What is your favorite activity you prefer in order to enhance speaking in oral presentation?

a. Classroom discussion ☐   b. Role play ☐   c. Student presentation ☐

d. Story-telling ☐   e. Information gag activities☐   f. Dialogue ☐

Q17. How often does your teacher give you the turn to speak?

a. Always ☐   b. Often ☐ c. Sometimes ☐   d .Rarely ☐   f. Never☐

Q18. Do you think that your weaknesses in speaking are due to?

a. The lack of practice☐ b. Poor listening ☐ c. The methods used by your teacher ☐

d. Poor vocabulary ☐   e. Psychological problem ☐

Thank you for your collaboration

STUDENTS:
Miss. MESSADIA Chahrazed
Miss. LALAHOUINE Rania

The People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Djilali Bounaama University – Khemis Miliana
Faculty of Letters and Languages
Department of Foreign Languages
Branch of English

Teachers' Interview

Dear teachers,

This Interview is an attempt to collect information for the accomplishment of a Master's dissertation about"The Role of Effective Classroom Management in Improving EFL Students' Oral Production" .Therefore; you are kindly requested to answer the following questions. Your contribution is of a great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

Q1. Gender

Q2. How long have you been teaching English language?

Q3. How many years have you been teaching oral expression module?

Q4. How often do you encourage your students to speak?

Q5. Do you think that classroom management is important in learning process?

Q6. According to you, which role(s) does an oral expression teacher has in the classroom?

Q7. How do you describe your students' level of oral proficiency in English?

Q8. Do you tend to establish a motivating atmosphere to have a well managed classroom?

Q09. According to your experience, where do you find most difficult for teaching speaking?

Q10. Which techniques do you use in oral expression course?

Q11. How often you evaluate your learners' oral performance?

Q12. Do your students face problems during an oral presentation?

Q13. Do your students show interest in helping you to manage the class?

Q14. If you have further suggestions or comments concerning The Role of Effective Classroom Management in Improving EFL Students' Oral Production", please indicate them.

Thank you for your collaboration

ملخص العربية

تتناول هذه الدراسة الحالية إدارة القسم الجيدة في تطوير متعلمي اللغة الانجليزية كلغة أجنبية على الكفاءة الشفوية في قسم الانجليزية بجامعة الجيلالي بونعامة-خميس مليانة . في بداية بحثنا اعتمدنا على الفرضية انه لو كان أساتذة اللغة الانجليزية يديرون أقسامهم بفعالية فإنهم ربما يساعدون الطلبة في تطوير مهاراتهم الكلامية ، لهذا يجب على الأستاذ القيام بدوره الحقيقي من اجل أن يتفاعل الطالب في القسم ، وآخر فرضية انه إدارة الجامعات ، الأساتذة و جميع الطلبة مدركون لأهمية الكبيرة التي تلعبها إدارة القسم في تطوير الكفاءات الشفوية ، لاتحدوا في تشجيعهم على تطويرها .وللتأكد من صحة الفرضية قمنا بالبحث على مجموعة طلاب السنة الأولى (ل،م، د) قسم الانجليزية بجامعة الجيلالي بونعامة -خميس مليانة وليضل فئة من الأساتذة مدرسي مادة التعبير الشفوي من نفس المستوى .و الهدف من هذه الدراسة هو معرفة مدى أهمية إدارة القسم في تطوير المهارات الكلامية لدى الطالب أثناء حصص التعبير الشفوي . إن عملنا هذا ينقسم إلى قسمين، القسم الأول ويتضمن مفهوم إدارة القسم والعناصر المهمة التي تتضمنه.والقسم الثاني يحتوي مهارة الكلام أو الخطاب مفهومها والصعوبات التي يواجهها الطالب أثناء تعلمه.أما الجزء الأخير فيحتوي على الجهة التطبيقية للبحث ويتضمن التحليل المفصل لاستبيان الذي قمنا بتوزيعه على طلبة السنة الأولى وأساتذة التعبير الشفوي في قسم اللغة الانجليزية .وقد تحصلنا من خلال بحثنا هذا على أن للإدارة القسم دور فعال وكبير في مساعدة الطلبة في تطوير كفاءاتهم الشفوية، كما أن الإدارة الجيدة تساعدهم في التقليل من الصعوبات أثناء تطويرهم لمهاراتهم الكلامية في حصص التعبير الشفوي.