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Faculty of Letters and Languages

Department of English



**The Importance of Teacher's Sociability in Enhancing EFL Learners'
Engagement in Oral Performance**

The Case of Second Year Pupils at Terkhouch Ahmed and Belhouchet Cherif Secondary
Schools

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in
Didactic Studies

Submitted by:

Rahima BOULAHBAL

Meryem BOULFRAKH

Supervised by:

Fouzia BENNACER

Board of Examiners

Chairperson: Messaouda ARZIM University of Mohammed Seddik Ben Yahia, Jijel.

Examiner: Chadia CHIOUKH University of Mohammed Seddik Ben Yahia, Jijel.

Supervisor: Fouzia BENNACER University of Mohammed Seddik Ben Yahia, Jijel.

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Dedication

We dedicate this work to our dear families and friends.

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Abstract

The present extended essay attempts at investigating the relationship between EFL learners' oral engagement and the teacher's sociability. In other words, it aims at stressing the teacher's sociability as an effective factor to enhance students' engagement in oral performance. The current study is based on the hypothesis that if there is a less threatening learning environment that can be provided by the teacher, more elaborate oral involvement from the part of the students would be shown. The descriptive method was followed in this study in order to stress the relationship between the three variables. Attempting to validate the hypothesis put earlier, three means of investigation were conducted; a classroom observation of second year secondary school classes at Terkhouch Ahmed and Belhouchet Cherif Secondary Schools (one hour devoted for each of the four classes) , a questionnaire addressed to second year students at these two secondary schools (sixty pupils), and an interview conducted with six teachers from the previously mentioned schools. The analysis of these means of investigation resulted in the conclusion that the teachers' sociability has a prevailing role in enhancing their students' oral participation and engagement. The findings showed also that sociable behaviours displayed by teachers dramatically boost their learners' involvement while performing orally in English. The results of the analysis confirmed that social and emotional programs foster the learners' willingness to express their minds and ideas using the English language in hand without feeling enchained by some psychological factors like fear, low self-esteem, low self-confidence or shyness. Additionally, engaging learners in interesting topics is really supportive and motivating. Thus, teachers' sociable behaviours in the class as well as their good choice of topics can noticeably affect positively the engagement of their pupils in oral performance.

List of Abbreviations

EFL: English as a Foreign Language

ENS: Ecole Normale Supérieure

FL: Foreign Language

FLT: Foreign Language Teaching

L.: Learner

LS.: Learners

PES: Professeur d'Enseignement Secondaire

Q: Question

T.: Teacher

TL: Target Language

%: Percentage

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General Introduction

1. Statement of the Problem

A high priority has been given to oral interaction in EFL classrooms. Besides, researches in the field of educational psychology have proved that oral engagement is the best reflection of an EFL learner's affective state and psychological stability since learners' oral competence is strongly related to their psychological state. Therefore, unsafe learning environment wherein learners feel uncomfortable will certainly deepen their unwillingness to speak in English. Although second year secondary school pupils have been exposed to English language curricula for five years, nearly all of them still have problems when communicating orally. Besides, some teachers seem to ignore the affective aspect and focus more on the cognitive aspect. It is now widely accepted by educational psychologists that, whatever the subject taught, the classroom climate is of vital importance. It is also accepted that teachers need to behave in certain ways for affective classroom climates to develop. Consequently, the teachers' role is of a great help to foster EFL learners' engagement in oral performance through establishing a less threatening environment and building more sociable relationship with the learners in order to make an English session (listening and speaking rubrics) more vivid and enthusiastic.

As EFL teachers at the secondary school, we have noticed and experienced the problem of learners' reluctance to speak in English. A high rate of learners show a tendency to keep silent for fear of making mistakes or being devalued by their teachers and their peers. Furthermore, classrooms wherein teachers are more engaging and involving are so encouraging to pupils to be more open to speech and oral expression.

2. Aim of the Study

The current study aims at investigating the possible affective methods and strategies and describe their influence on enhancing EFL learners' engagement in oral performance. In other words, we seek first to highlight how informal classroom atmosphere contributes in bettering learners' oral potential; second, to put forward some humanistic ways for teachers to help learners value themselves and their capacities while speaking in English by stressing the importance of teacher's sociability within the academic setting.

3. Research Questions

In this research, we aim at answering the following questions:

1. What is the relationship between EFL learners' oral language proficiency and the teacher's sociability?
2. What strategies are used by the teacher to establish a communicative, sociable and relaxed relationship with the learners?
3. To what extent could teacher's sociability increase learners' engagement in oral performance?

4. Hypothesis

On the basis of the previously asked research questions we hypothesize that if EFL teachers at the secondary schools provide a more sociable relationship with the learners and a less threatening environment in class; learners will show more engagement while performing orally.

5. Tools of Investigation

In order to check the validity of our hypothesis, we intend to administer a questionnaire to second year secondary school students in Jijel in which they will be asked about their attitudes towards performing orally in class and whether their teachers' sociability affects their engagement in oral performance. In addition, we will conduct an interview with second year secondary school teachers in an attempt to identify the possible strategies for establishing a more sociable atmosphere between the teacher and the learners. Moreover, we will observe second year secondary school classes to examine the atmosphere of teaching in an EFL classroom. This will open for us a large gate about what we think and judge how teachers' sociability can enhance learners' engagement in oral performance.

6. Structure of the Study

This extended essay contains two chapters. The first chapter deals with the theoretical part of our study. It is divided into two sections. The first one provides a definition of the speaking skill and an exploration of its importance and components. Besides, the section tackles some oral expression activities, the mistakes that occur when performing orally, and the psychological factors that affect oral performance. The second section provides, however, a more specific study to teacher's sociability and students' engagement. It tackles the definition of students' engagement- in general- and its components. In addition, we will see the definition of students' oral engagement and the different ways used by teachers to enhance students' engagement. Furthermore, this section entails the definition of sociability, investigates the impact of teacher-learner relationship on EFL learners' academic outcomes, and examines the correlation between the teachers' sociability and the learners' oral ameliorations.

The second chapter is devoted to the practical study. It is divided into three main parts. In the first part, we analyze the qualitative data we have collected from the observation we carried out in second year secondary school classes. In the second part, we analyze the quantitative data we have gathered from the questionnaire we conducted with second year students. The third part presents the qualitative data analysis we have collected from the interview we carried out with secondary school teachers.

Chapter One: Literature Review

Oral Performance, Engagement, and Teacher's Sociability

Introduction

This chapter is a review of literature on the role of teachers' sociability in enhancing EFL learners' engagement in oral performance. It is divided into two sections. The first section is devoted to the speaking skill and its importance, the psychological factors that hinder it and the different oral activities that can build a good affective atmosphere in the class. The second section, on the other hand, will tackle the definition of students' engagement; its components; and the ways used by teachers to enhance this engagement. In this section, there will be also a definition of sociability and its relation with bettering learners' engagement in oral performance. In addition to a large concern with the strategies that teachers can provide to elevate engagement in oral performance.

Section One: Speaking and Oral Performance

1. Defining the Speaking Skill

It is worth mentioning that the speaking skill is "at the heart of second language learning" (Egan, 1999, p. 277). Priorly, we should first ask ourselves the following question: what is speaking? Commonly, it is quite obvious that speaking is the act of conveying language orally in order to transmit messages, achieve goals, or to express intentions, hopes, and viewpoints. Yet, this definition can be useful to elucidate the act of speaking in general, likely in the mother tongue, and not sufficient enough to acquaint such a skill that most EFL learners wish to perfect. For the majority of EFL learners, speaking English is anything but simple. Brown (2001) stated that "when someone can speak a language it means that he can

carry on a conversation reasonably competently”. Moreover, he cited that “the benchmark of successful acquisition of the language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers” (as cited in Afriasari, 2014, p. 182). Hence, the speaking skill is an interactive process that requires the ability to plan and organize the message in the speaker’s mind before being converted into words, and adaptness to express his ideas fluently, coherently, and appropriately in order to serve his purposes.

There is a general consensus that speaking requires complete knowledge of the grammatical and lexical structures that govern the FL use. Yet, this is not sufficient to produce a correct FL speech. If we make a small analogy with a chef of restaurant kitchen, the picture would be clearer. In order for a chef to prepare a delicious, well-structured dish, he would obviously need to have a set of specific ingredients in addition to the kitchen stuff such as an oven, knives, plates, pan, etc. However, this cannot guarantee that the dish will be as expected. Certainly, the chef skill is required in order to manipulate what he has as materials to have outstanding outcomes by the end. Similarly, this is the job we make when we speak. Speaking does not merely consist of knowing the grammar and vocabulary of the FL, but also knowing how we can be flexible with the circumstances where the speech act is being delivered.

Many scholars and researchers attempted to define speaking as an indispensable language skill. Nunan (1991) stated that “to most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language” (as cited in Achour, 2015, p. 6). Thus, Nunan stressed the idea that learning a given foreign language depends heavily on the mastery of the speaking skill. In other words, a successful apprenticeship of the FL is measured by the ability to use it in authentic, real life situations like carrying out

conversations using the target language. Furthermore, Brown (1994), Bruns, and Joyce (1997) described speaking as being “an interactive process of constructing, receiving, and processing information” (as cited in Houhou, 2013, p. 5). Their view is shared by the one of Widdowson (1978) when he stated that “speaking implies a reciprocal exchange in which both reception and production play a part; and thus the ability of speaking entails both receptive and productive participation” (as cited in Wankhede, 2012, p. 3). Thus, speaking is not merely a production, but more interestingly, an outcome of reception, processing, and thinking.

2. Components of the Speaking Skill

To reach a perfect manifestation of the speaking skill, students must practice English as much as possible in order to sort out with a fluent and accurate oral performance. Therefore, to speak English, students have to be armed with the necessary components of the speaking skill. The components of the speaking skill are: fluency and accuracy.

Accuracy in foreign language learning, according to Bryne (1988), refers to “the use of correct forms where utterances do not contain errors affecting the phonological, semantic, or discourse features of a language” (as cited in Lan, 1994, p. 3). Goh and Burns (2012) defined accuracy as “speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms” (p. 43). Thus, the speaking accuracy covers the correct and precise use of the FL norms and rules of grammar, vocabulary, and pronunciation.

Fluency, according to the Oxford Dictionary definition, is the ability to speak or write a particular foreign language easily and accurately. Segalowitz (2003) defined it as “an ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately” (as cited in Bygate, 2009, p. 409) . Hartman and Stork (1976) added that “a person is said to be a fluent speaker of a language when he can use its structures accurately

whilst concentrating on content rather than the form, using the units and patterns automatically at normal conversational speed when they are needed” (as cited in Yang, 2014, p. 226). Thus, fluency requires producing pieces of speech quickly and smoothly with a much more concentration on the content. That is to say, the speakers spend little time looking for the language items needed to express the “content” or the message. More precisely, the speaker finds it easy to transmit his idea accurately with little focus on the form.

3. The Importance and the Significance of the Speaking Skill

The speaking skill, like the remaining skills, occupies great importance in learning a foreign language. However, since the basic purpose of the language learning is communication, speaking has been brought to the surface and given major concern. As a result, many assumed that the mastery of the FL equals the mastery of speaking that language. Accordingly, without speaking, language would remain a mere piece of writing i.e. the value of the language would be reduced to be barely a script.

Bygate (1987) described speaking to be “the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It [speaking] is also a medium through which much language is learnt and which for many is particularly conducive for learning” (p.7). Thus, the speaking skill is not only an instrument through which thoughts and desires can be conveyed, but also it is a means to establish effective social and economic status.

For many years, teaching the speaking skill was disparaged; the main concern was to teach the grammar of the FL, and speaking was based on repetition drills and memorizing some expressions and dialogues. However, with the embracing of the communicative approach, teaching speaking has become the core of teaching the target language. Basically, the importance of teaching the speaking skills lies in attaining the communicative competence. Analogous to what has been discussed above - students evaluate their success in

the target language by their ability to speak that language –teaching the speaking skill is of great importance to foster the ability of EFL learners to convey what is in their mind intelligibly with the minimum of mistakes if any. In an EFL classroom, teachers should make clear what the rationale they argue for to push their learners to speak. In other words, they should put straight forward the significance of the speaking skill for EFL students. For Harmer (2007), there exist three reasons for teaching speaking. He stated:

There are three main reasons for getting students to speaking in the classroom. First, speaking activities provide rehearsal opportunities-chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of the language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought. (p. 124)

Thus, the significance of teaching speaking lies in: providing students with a safe environment of real-life language situation, checking their areas of strength and weakness, examining the success of the teacher's methods, and enhancing students' autonomy and fluency.

4. Classroom Speaking Activities

Since the speaking skill is important and difficult to be perfected, its learning necessitates a high level of activities that promote communication. According to several teaching researches, the speaking skill must be developed through communicative activities

that call for communication such as: games, information gap, problem solving, role playing, jigsaw puzzle, classroom debates, discussions, etc. “Communicative activities can motivate the learners and establish a supportive relationship between the teacher and the students as well as among the students; thereby encouraging a supportive environment for language learning” (Oradee, 2012, p. 533). In other words, teaching speaking making genuine use of the target language paves the way for an amusing, supportive, and ultimately effective learning. Furthermore, low oral performance is not caused by any learning disabilities students might have but rather by non-communicative activities carried out in English classes. Nunan (2009) provided seven essential principles that make teaching speaking more effective since it is the most demanding productive skill. These principles are the following:

(1) Scaffolding: Good language production necessitates that learners should be equipped with enough supporting evidence from what has proceeded in their previous learning or what Nunan calls “supporting frameworks” to be able to manipulate the current processed task.

(2) Task-dependency: Each task exploits and builds on the one that has preceded it. Other principles have been mentioned here, one of them is the receptive-to-productive principle that deals with the learners’ exposure to more receptive skills namely reading and writing at the beginning than to productive skills (writing and speaking). The underlying conception is that we should expect speaking to subsequently emerge at a later stage in a learning process.

(3) Recycling: Learning’s unstable nature makes it a highly flexible process hard to be mastered all at once and the need for recapitulation and rehearsal in different content areas especially with spoken language which is permanently changing.

- (4) Active learning: Joining the speech act theory that views speaking as doing (Austin), optimal learning is where learners are provided enough opportunities to use the language and are actively involved in producing it.
- (5) Integration: Reintegrating both formal as well as functional aspects of language in class. Therefore, grammatical, lexical, and phonological components are taught in a communicative way that enables learners to make use of language.
- (6) Reproduction to creation: Models provided by teachers are designed to give learners form but learners are also given enough room to come up with new elements basing themselves on previous background.
- (7) Reflection: In processing information and learning, learners are encouraged to reflect on their learning and ponder on the rationale behind the undertaken classroom tasks. (as cited in Sakale, 2012, p. 1104)

Therefore, there is a variety of speaking activities that are used in the classroom, and the following list includes some of the frequently used ones:

The information gap activity, this communicative task, requires the students to synthesize the broken pieces of a material to have a complete picture through exchanging ideas and messages. Son (2009) defined it as “an activity where learners are missing the information they need to complete a task and need to talk to each other to find it” (as cited in Arung, 2014, p. 5). This kind of activity is very helpful for learners to build interpersonal relations between each other since they get from each other the information they are missing in order to complete a task. Information gap activities also play a key role in encouraging learners to speak. A research done by Asrobi, Seken, and Suarnajaya (2013) showed that “information gap technique encourages cooperative relationships among students. This further gives

students the chance to work on negotiating meaning and feel more comfortable to speak” (as cited in Arung, 2014, p. 5).

While information gap tasks help students bridge the gap between shattered ideas, problem-solving activities provide the opportunity for them to find possible solutions to a given situation collaboratively using the Target Language (TL).

Games help in establishing a non-threatening environment for speaking a FL. Students generally welcome the idea of using games in an oral expression session since those games release them from the “boring” habitual performances. Unintentionally, the students find themselves involved in the speaking task with a high degree of eagerness and interest. Dewi, Kultsum, & Armadi (2017) stated that:

Communicative game is a set of well-design activities which stimulates students’ interaction in the classroom. These games require students to take part actively in classroom by speaking and writing in order to express their own point of view or give information. Then, their confidence will be automatically formed due to its concept in building habits of interaction. (p. 64)

The most frequently used oral activity is discussion since it promotes a wide range of participation from the part of the students. It also “fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others” (Kayi, 2006, Par. 4). If the teacher wants to establish an environment of discussion and exchange of opinions, he must provide an interesting topic that goes with the interests and the needs of the students as well as their daily-life activities in order to give them more space for sorting out ideas and points of view. Moreover, many students find it difficult to express themselves in front of others, so setting them into groups

or pairs will definitely make the task easier with the condition that the teacher must inform the whole class that each student must participate in the discussion.

Role play is a favorable and quite enjoyable task to be performed in an oral expression session. Students generally like it and show enthusiasm to act or imitate a role in a play. This task can help shy students since the work is done within groups or pairs. “[...] the division into small groups (groups of four) promoted that students’ confidence in producing the language as a result of their language proficiency.” (Oradee, 2012, p. 534). The students are required in this activity to act out roles from ready-made scripts provided by the teacher, their own scripts extracted either from their imagination or their own experiences. The importance of this activity lies in the opportunity it gives to students to practice functions like greeting, requesting, thanking, apologizing, criticizing, etc.

Classroom debate is also a very effective oral activity that requires a high level of participation and speaking. The results of Omelicheva’s study (2007) showed that classroom debate “helped the learners get involved in the intellectual practices which illustrate critical thinking skills”. The participants of the same study also assured that “classroom debate provided an opportunity for them to practice and promote their presentation and teamwork” skills”. Kennedy (2007) further stated that classroom debates can positively engage the learners in the learning processes (as cited in Zare & Othman, 2015, p. 161). In this type of activities, the teacher simply provides a debatable topic which can raise the students’ diversity of opinions. Then, the teacher guides the flow of ideas with a minimum teacher talk.

5. Types of Mistakes and Error Correction

What makes the speaking skill hard to be attained is that it requires from the FL learner instant and spontaneous responses. Hence, they make mistakes of different types when speaking. They are usually grammatical and lexical.

Grammar is one of the most difficult aspects for an EFL learner to master. Since speaking requires immediate answers, most learners concentrate on delivering the intent message rather than paying attention to grammar rules. In other words, they focus on fluency instead of accuracy. However, most grammar mistakes are done out of ignorance; i.e. students are not aware of them. Researchers found that the three most recurrent grammatical mistakes are associated with tenses, prepositions and the misuse of articles.

Lexical mistakes are related to the misemployment of vocabulary and the use of the inappropriate words or expressions that may cause incomprehensibility. This type of mistakes is mainly due to the lack of exposure to the target language which puts the EFL learner in a situation where he is run out of words; thus, he tries to compensate for his deficiency by adopting unsuitable words for that situation.

“Practice makes perfect”, a statement often recited by teachers in order to encourage their students to speak inside the classroom. However, it is a hard task for educators to spot and correct every mistake done by their EFL learners. In fact, there are two extremes when it comes to correcting speaking mistakes. Either the teacher will correct every mistake and then faces the danger of breaking the flow of the learner’s ideas and losing the motivation to speak inside the classroom, or shut an eye and ignore the mistake while concentrating on the meaning and the message itself leading to fossilization of such mistakes.

Yet, the key to successful foreign language learning depends largely on the feedback that EFL learners receive from their teachers. What teachers should keep in mind is that correcting

speaking mistakes must be optimal without discouraging the learner from communicating. The typical way of correcting EFL learners' speaking mistakes is to have students correct themselves or correct one another. By adopting this method, teachers will create a positive atmosphere and keep learners motivated. As the last resort, the teacher could provide his feedback if the learners cannot reach the appropriate answer.

6. Some Psychological Factors that Affect Oral Performance

Many FL learners show their interest in developing the speaking ability and rank it as a primary goal for learning the language. However, for most of them it can be very stressful when performing orally in front of their teachers and classmates because of some psychological factors like anxiety, self-esteem, and self-confidence.

According to Arnold (1999), "anxiety is possibly the affective factor that most prevasively obstructs the learning process". Brown (1993) defined anxiety as "subjective feelings of tension, states of apprehension, nervousness, and worry" (as cited in Goh & Burns, 2012, p. 26). Anxiety can contribute to poor oral performance of FL learners because of worry and self-doubt. It can also reduce learners' desire of participation, causing declined motivation, negative attitudes and language performance difficulties. That is why many learners feel uncomfortable when they speak in a foreign language. Some learners tend to show negative anxiety in answering questions or taking part in some language activities like oral presentations, discussions, or role plays. Thus, teachers should attempt to establish a relaxing learning environment to reduce learners' anxiety through the use of some activities like playing games, group discussions, role plays, etc. In addition, teachers should treat every student in the class equally (Minghe & Yuan, 2013, p. 59).

Rosenberg (1965) stated that "self-esteem, as noted, is a positive or negative attitude toward a particular object, namely, the self...High self-esteem [...] expresses the feeling that

one is good enough” (as cited in Mruk, 2006, p. 10). In other words, self-esteem is the way in which we perceive ourselves; that is to say, the portrait we draw about ourselves and about the person we think we are. This self-perception can be either negative or positive. It can be influenced by a variety of factors such as failure, success, social abuses and in general by the different experiences we live that can affect our psyche.

Ignoffo (1999) defined self-confidence as “having faith in yourself” (p. 8). i.e. it is the belief in one's personal capacities and likelihood of succeeding. Beginners often say, ‘I’ll learn enough grammar to be able to speak in english’. This thought often goes back to their feeling of insecurity and lack of confidence. Frequently, they have learnt that fluency will not be perfected unless they understand the technical aspects of the language forgetting the human element of confidence that can only be realized and developed through the courage to open the mouth and make mistakes. Whether you are a beginner, intermediate, or advanced learner, perfection is not nearly as important as believing in who you are as a human being, and feeling okay with your place in a language learning process.

Several studies stressed self-confidence as an affective aspect that influences language learning. Krashen (1985) claimed that “foreign language learning process involves four different affective domains such as motivation, anxiety, attitude and self-confidence” (as cited in Martinez & Villa, 2017, p. 25). In other study, MacIntyre, Baker, Clement, & Conrod (2001) highlighted the impact of self-confidence on students will to speak in L2. According to them, “affective factors such as motivation, personality, intergroup climate, and self-confidence underlie willingness to communicate and the factor of self-confidence— including overall self-confidence in L2 and situational self-confidence in communication — play an important role in determining the learner’s willingness to communicate” (as cited in Nazarova & Umurova, 2016, p. 48).

Section Two: Teacher's Sociability and Students' Oral Engagement

1. Students' Oral Engagement

1.1. Defining Students' Engagement

In recent years, the term “student engagement” has become very popular in the field of education. Historically, the focus of student engagement was mainly on “increasing achievement, positive behaviours, and a sense of belonging in students so they might remain in school” (Willms, Friesen, & Milton, 2009, as cited in Taylor & Parsons, 2011, p. 4). With time, student engagement has been developed and has become one of the means to control classroom behaviours because the more students are engaged in learning the more their behaviours are controlled. A more recent definition stated that “student engagement is a term used to describe an individual’s interest and enthusiasm for school, which impacts their academic performance and behaviour” (Gallup, 2013, as cited in Olson & Peterson, 2015, p. 1).

Student engagement is described more thoroughly by the Great Schools Partnership’s definition (2014):

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of “student engagement” is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise “disengaged.” Stronger student engagement or improved student engagement are common instructional objectives expressed by educators. (as cited in Olson & Peterson, 2015, p. 1)

Therefore, students are engaged when they are attracted to their work and when they feel that their teacher cares for them as well. According to Anderson, Christenson, Sinclair, and Lehr (2004), “student engagement involves positive student behaviours, such as attendance, paying attention, and participation in class, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and part of the school environment” (as cited in Olson & Peterson, 2015, p. 1).

1.2. Components of Students’ Engagement

Fredricks, Blumenfeld, and Paris (2004) recognized three different components of student engagement: behavioural engagement, emotional engagement, and cognitive engagement (as cited in Marzano, 2007, p. 99).

Behavioural engagement is linked with students’ respect of regulations, involvement in the classroom and a conduct with positive behaviour. Trowler (2010) explained that “students who are behaviourally engaged would typically comply with behavioural norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behaviour” (p. 5).

Emotional engagement refers to the feelings, attitudes, and perceptions that students have towards school. It also deals with learners’ sense of belonging, interest, willingness to learn, and general sense of liking school. Trowler (2010) stated that “students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging” (p. 5).

Cognitive engagement is related with the cognitive functions involved in a student’s learning process. Mahatmya et al. (2012) assured that “when students are cognitively engaged, they begin to develop their own beliefs and interests which, in turn, drive future engagement. Teacher enthusiasm and teacher support can also predict cognitive engagement in students” (as cited in Goodman, 2016, p. 27).

1.3. Students' Oral Engagement

Students' oral engagement is the ultimate result of their total psychological and mental involvement in the learning environment. When the learners feel an absolute will to participate and take part in the learning process, their oral engagement and performance would be incredibly powerful. Since learners are more actively involved in doing a certain task by themselves, their sense of responsibility and belonging augments. Dewey (1938) expressed the notion of experiential learning or "learning by doing" and gave much focus to the importance of experience and involvement (engagement) in fostering the value of what is learned (as cited in Mollaei & Rahnama, 2012, p. 268). Students, through their continuous and constructive interaction with their surroundings including teachers, peers, school staff, parents, etc., show emotional inclination to perform well in the oral activities that take place in the classroom. In other words, the collaboration and cooperation work that learners may perform with their surrounding gives them more confidence to endeavour and engage more deeply in their school activities. They feel the need to contribute in enriching class discussions with plenty of opinions and ideas. Creating authentic, real-life situations for learners to perform will increase their oral involvement and engagement. It is even needed to transport the knowledge beyond the classroom and make the learning even more motivating through meeting and discussing with native speakers. Learners need to know how far they can use the TL in a real life situation. Brown (2000), defending this idea, said: "learning becomes situated in action; it becomes as much social as cognitive, it is concrete rather than abstract, and it becomes intertwined with judgment and exploration" (as cited in Taylor & Parsons, 2011, p. 12).

1.2. The Role of Teachers in Improving Students' Engagement

Nowadays' students are very different from those of the past in terms of needs, goals, and learning preferences. That is why, it is very important for teachers and educators to understand these youth so as to be able to determine how to best engage them in learning. There are many ways that can be used by teachers to engage today's learners.

Windham (2005) recommended that in order "to engage learners in learning, new educational curriculum and activity must include – interaction, exploration, relevancy, multimedia and instruction" (as cited in Taylor & Parsons, 2011, p. 7). Hence, respectful relationships and interaction between the teacher and his/ her students are amongst the useful strategies used to elevate student engagement since students today are much more social and interactive learners. A survey made by *Imagine a School, Design for Learning, and What did you do in school today?* repeatedly showed that:

- Students want stronger relationships with teachers, with each other, and with their communities – locally, provincially, nationally and globally. They want their teachers to know them as people.
- Students want their teachers to know how they learn. They want their teachers to take into account what they understand and what they misunderstand, and to use this knowledge as a starting place to guide their continued learning.
- Students want their teachers to establish learning environments that build interdependent relationships and that promote and create a strong culture of learning. (as cited in Taylor & Parsons, 2011, p. 8)

Furthermore, affectionate, helpful, and caring relationships between teachers and learners help to a large extent in promoting the latter's engagement. These kinds of teacher-learner relationships play a key role in keeping learners involved and engaged in learning. In this respect, Dunleavy and Milton (2009) assured that "open, caring, respectful relationships

between learners and teachers are essential to develop and support social and psychological engagement in learning” (as cited in Taylor & Parsons, 2011, p. 9). Students themselves always say that what helped them the most to survive the challenges of studying throughout middle and secondary schools was the quality of relationships they have developed with adults in their schools. Those adults –including teachers- who owned a great spirit of caring, empathy, generosity, respect, reciprocity and a genuine desire to know students personally contributed a lot in making learners build self-confidence and adapt easily with learning (Dunleavy & Milton, 2009, as cited in Taylor & Parsons, 2011, p. 10).

Moreover, student engagement is also related to teacher support (Akey, 2006; Garcia-Reid et al., 2005, as cited in the Center for Comprehensive School Reform and Improvement [Center for CSRI], 2007, p. 2). Teacher support means taking care and showing interest in learners’ success and academic achievements. Learners get engaged in the classroom and perform well academically when their teacher supports them and cares about their success (Heller et al., 2003; Akey, 2006, as cited in Center for CSRI, 2007, p. 2). Akey (2006) ensured that students who lack self-confidence in achieving success are not likely to try to do the work. Thus, teachers are required to “create collaborative, supportive environments with high but achievable standards” because it greatly effects students’ engagement in school and learning (as cited in Center for CSRI, 2007, p. 2).

Additionally, teacher enthusiasm is also of great deal of importance in enhancing learners’ engagement (Bettencourt, Gillett, Gall, & Hull, 1983, cited in Marzano, 2007, p. 11). Zhang (2014) mentioned that:

An enthusiastic teacher often spices the class with excitement, enjoyment, and anticipation; engages students to participate; and stimulates them to explore. Thus, teacher enthusiasm sparks the curiosity of students and jumpstarts their motivation to learn. Teacher enthusiasm can lead to better teaching evaluations, positive

attitudes toward teachers, better student performance, and improved classroom behaviour. (para. 1)

So, it is very important for teachers to keep their enthusiasm in class as it helps a lot in engaging learners to participate and behave well in class. Besides, it elevates their motivation, stimulates their curiosity to learn, and leads to better oral performance in class.

2. Teacher's Sociability

2.1. Definition of Sociability

Before tackling the teachers' sociability, we have to put a clear definition on the notion of sociability. Buss and Plomin (1984) recognized sociability as "a particular temperament we all have at birth" (as cited in "Psychology Developmental Psychology Intermediate 1 and 2", 2000, p. 22). Definitely, sociability is innate and hereditary; humans are by nature sociable and they have that gregarious inclination and continuous need to want and to be wanted by others to ensure their well-being. A definition was put forward explained sociability to be "our ability to interact, or mix with others. Sociability is related to our developing realization that life is so much more enriched when we are with others in a family, class, work or community situation" ("Psychology Developmental Intermediate 1 and 2", 2000, p. 22). Accordingly, sociability is the ability of building up human, social interactions and interpersonal relations.

One of the principle assumptions about learning is that it is a process of social interaction and communication between individuals (generally teacher and learner), as Weades (1992) stated "joined together to construct and conduct the events and activities and the routines and the rituals that define their daily lives. As individuals they interact, they observe, monitor, and interpret the behaviours and actions of others" (as cited in Ponti &

Ryberg, 2004, p. 2). In this view, teaching and learning make up a social process of interaction and daily communication that occurs in a social and cultural environment which is the classroom.

2.2. Teacher-learner Relationship

The quality of relationship between the teacher and the learner is clearly important for establishing healthy academic development for teachers and students alike. Evidently, teachers and learners know that positive teacher-students relationship highly contributes to the students' progress and learning. Conversely, problematic connection between the two can be detriment to the attainment of students' outcomes and development (Breeman, Tick, Wubbels, Maras, & Van Liar, 2014). Warm interpersonal relationships established inside the classroom play a vital role in establishing happiness and buffering stress and uneasiness. A long line of research emphasized the substantial role that interpersonal relations play in students' academic success and engagement and motivation at school (Martin, 2014). Ryan and Deci (2000) stated that "relatedness in the academic domain teaches students the beliefs, orientations, and values needed to function effectively in academic environments" (as cited in Martin, 2014, p. 10). These beliefs would later serve to orient their behaviours and choices in a way that boosts their persistence and success striving. Furrer and Skinner (2003); Martin and Dowson (2009) emphasized the idea that positive relationship between the learners and the teacher results in an energy that will provide "an important pathway to motivation and engagement" (Martin, 2014, p. 11). O'Hara (2015) explained thoroughly the extent to which good interpersonal teacher-learner relations can affect the lives of both. She stated:

Their transcendent relationships are characterized by mutual trust, mutual care and mutual respect. As a result of the process of going beyond the ordinary, not only have their experiences with teaching and learning become more deeply

meaningful, but participants' perceptions of the world and lives have expanded positively as well. (p. 2)

Thus, a good teacher-learner relationship leads not only to better experiences in teaching and learning but also to a better understanding of life for both teachers and learners.

2.3. Teacher-Learner Relationship and EFL Learners' Academic Outcomes

Considerable literature has been written giving evidence that the supportive teacher-learner relationship gives a vital impetus to the learners' academic achievements and psychological well-being. "[...]the social quality of student-teacher relationships contributes to both academic and social-emotional development" (as cited in Hamre & Pianta, 2003, p. 49). As such, teachers' sociability may contribute widely in opening the doors for learners to free themselves from external restraints that might affect their performance in learning. Gregory and Weinstein (2004) indicated that "student-perceived teacher connection was the factor most likely associated with growth in achievement" (as cited in Hamre & Pianta, 2003, p. 50). Churchill (2011) argued that the teachers who are likely to provide an involving and encouraging environment in their classes, their learners would focus more on the perfection of their learning since it is challenging and engaging (as cited in Liberante, 2012, p. 3).

Attempting to draw a clear image of the teacher sociability, several theorists, pedagogues, and psychologists gave very elaborated definitions and explanations to this notion. On the first inspection, teacher sociability is obviously the teacher's ability to interact and connect with his students. It may mean also a relation built upon high expectations, caring, and mutual trust. This concept was affirmed by McEwan (2002) when he stated that "effective teachers appear to be those who are [...] "Human" in the fullest sense of the word. Their classrooms seem to reflect miniature enterprise operations in the sense that they are

more open, spontaneous, and adaptable to change” (as cited in Knoell, 2012, p. 10). His view was shared by Hargreaves (1994) when he argued:

Good teaching is charged with positive emotions. It is not just a matter of knowing one’s subject, being efficient, having correct competences, or learning all the right techniques. Good teachers are not just well-oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy. (as cited in Knoell, 2012, p. 10)

Senior (2006) demonstrated the importance of maintaining an informal classroom atmosphere when she stated:

language teachers... commonly seek to establish informal atmospheres in their classrooms. They prioritise the establishment of informal atmospheres for a number of reasons. Firstly, common sense tells them that students will be more willing to practise speaking the target language in situations in which they feel relaxed and at ease. (p. 81)

2.4. Teachers’ Sociability and Learners’ Oral Ameliorations

The role of the teacher sociability is undoubtedly needed to realize a noticeable amelioration of the EFL learners’ speaking skill. The teacher is required to prepare the most suitable environment for unstressed classroom interaction. For example, an empirical survey of motivational strategies in language classrooms in Hungary (Dornyei & Csizer, 1998) resulted in some recommendations for motivating language learners: “Teachers should set a personal behaviour example, make sure that the class atmosphere is relaxed and pleasant, present lessons properly for the learners, have good teacher-student relationships, work on

increasing learners' self-confidence" (as cited in Bahous, Bacha & Nabhani, 2011, p. 34). In this respect, the teacher is not only required to perfect the pedagogical luggage, but also he must take into account the psychological facts in order to deal appropriately with the learners' wants and needs.

Maintaining a feeling of friendly intimacy inside language classroom is so vital to encouraging students to be communicatively active. Despite its risky nature, classes with extended sense of humour and friendliness are said to be harmonious social units. Senior (2006) explained:

A further way in which language teachers maintain a sense of community in their classrooms is by emphasising that their class is a social unit composed of a collection of unique individuals, each with their own personality and personal foibles. Just as a family members get to know one another –so it is the same in language classes: the teacher and the students become intimately acquainted with one another as the course progresses. (p. 217)

The same idea was stressed by Height (1963) when he claimed "when a class and its teacher all laugh together, they become a unit, feeling pleasure and an ease for a time to be separated by individuality, authority, and age. They become joying the shared experience" (as cited in Senior, 2006, p. 217).

The teacher should also seek for getting students' trust by attempting to know their views and perceptions. One way to stimulate the learners into interaction is to actively engage in conversations with them about their views and interests. This point was expressed by Hamre and Pianta (2003) when they stated "teachers who try to make the curriculum meaningful to students, by incorporating aspects of their and the students' real lives and going

with the flow of students' ideas during discussions, also indicate a greater regard for their students" (p. 54).

2.5. Teachers' Sociable Behaviours in Class

Character strengths have been found to be substantially related to children's and adolescents' well-being. Initial evidence suggests that they also matter for school success. A close relationship with a teacher brings adolescents strong and persistent benefits. Ladd and Burgess (2001) stated that "with the teacher warm support, pupils adjust better at school; they like it more and participate more actively in the classroom (as cited in Alvarado, 2011, p. 2). More importantly, the role of positive behaviour in the classroom is so vital in facilitating attaining higher grades. High scores in good character do not automatically and directly lead to high levels of school achievement, but they will predispose students to show a set of more proximate behaviours, which in turn predispose for higher grades later on. Thus, if certain character strengths are identified as being related to school achievement, it is of course interesting to examine potential mechanisms involved. One likely candidate for explaining this link is positive behaviour in the classroom, since the grading of students is largely depending on the behaviours that teachers can observe in the classroom, and especially such behaviours that they value (e.g., showing a high motivation to learn, adhering to classroom rules). Positive behaviours shown by students in the classroom are mere reflection to their teachers' positive behaviours. This implies that teachers may demonstrate types of behaviour that are based on different combinations of the various teaching approaches which can be related to student outcome measures. Researchers have observed behavioural improvements in settings where students are taught to attribute their success or failure to their personal effort. In these situations, students have learned to: "(1) check their own behaviour and judge its appropriateness; (2) talk themselves through a task, using detailed, step-by-step

instructions; and (3) learn and apply problem-solving steps when confronting classroom issues” (Dunbar, 2004, p. 7).

Brophy (1983), Gottfredson (1986) and others have also noted that the use of cooperative learning structures can increase student task engagement, acquaint students with the benefits of working together, and ease the tensions that sometimes arise among different groups—all of which are related to reductions in the incidence of misbehaviour.

Additionally, the use of humour in English class can enhance understanding and attract learners’ attention till the end of the session. Hence teachers are recommended to have a sense of humour in class to make the classroom environment a more affective and interesting one. “It is the duty of a teacher to create a relaxed, pleasant and positive attitude in their teaching so that the students take much interest, learn more and more and have a lot of fun” (Abdullah & Akhter, 2015).

Other set of behaviours can be summarised as follow:

Eliciting students’ contributions and praising their work as well as their improvements is a very sociable behaviour. “[...] praising the more noteworthy all become useful techniques that correlate positively with learning gains” (Brophy, 1979, p.36).

Self-regulation and good learning management may not seem to be very sociable but they surely contribute to settle a good learning environment that is based on clear and well-expressed rules known by both the learner and the teacher, thus, establishing the most effective learning setting for bettering and improvement. Ivcevic and Brackett (2014) stated that “at school, it is often demanded and expected to control one’s own feelings and to conform to what is expected” (as cited in Wagner & Ruch, 2015, p. 5).

Establishing love of learning and motivation displayed by the teacher before the learner must be present during each learning procedure. Positive feelings, funny moments, relevant

real life situations are all motivating factors that establish positive sociable behaviours inside the classroom (Wagner & Ruch, 2015).

Flexibility in dealing with inappropriate acts done by learners put the teacher's sociable behaviour on test. Dunbar (2004) stated:

Effective teachers discover appropriate ways to help the student learn the correct way to spell the word. A like approach should be taken to address inappropriate behaviour. The approach should have as its major tenet ways in which the student might learn from the mistake. This approach takes the perceived personal affront toward the teacher from the student and replaces it with an objective approach that will allow students to learn from the mistake. Schools should and must be environments where mistakes are made and students are provided caring opportunities to learn from them. (p. 4)

Conclusion

For many years there has been an overemphasis on the cognitive aspect of the learners with less concern with their affective facet which plays a major role in the learning process especially language learning. The speaking skill has come into the surface as an important skill to be learnt and has become the core of EFL learning; however, the lack of practice may hinder the learning progression.

Anxiety, low self-confidence and self-esteem are among the major problems that most EFL learners encounter throughout their learning. These psychological factors are vital affective elements in the process of educational achievements in general and oral performance in particular. Hence, their absence leads learners to perform less or inefficiently. The teacher can lift his students' oral performance by providing a positive atmosphere. Teacher sociability and affability leaves an undeniable trace in enhancing language learning, particularly oral performance.

Chapter Two: The Practical Part

Introduction

In the previous chapter, we presented a literature review on the role of teacher's sociability in enhancing EFL learners' engagement in oral performance. In this chapter, we shall investigate the validity of the theories already discussed and the hypothesis stated earlier by using three means of investigation: a questionnaire, an interview and an observation. They would enable us to gather information from both learners and teachers about how the learners perceive themselves as learners of English, whether they value themselves and their linguistic abilities while speaking, and if friendly learning environment has an effect on their oral engagement. In addition, we shall investigate the teachers' perception and attitude toward learners with some psychological barriers and the alternatives they opt for to foster their students' engagement in oral performance. Besides, we shall observe some classes wherein both teachers and learners take place in the learning process in order to arrive at exact and valid conclusions that would strengthen our hypothesis.

Section One: The Observation

The observation is one of the most useful instruments carried out in the field of research to collect qualitative data. It is a direct observation of the learners' activities in a specific setting. In this research, we conducted classroom observations. We adopted a naturalistic approach to studying teachers' sociability and its role in enhancing learners' oral performance. We wanted to gain insights into the various methods applied by secondary school teachers to establish a friendly atmosphere in class that increases learners' engagement in oral performance and the importance of teachers' sociability in raising learners' participation in class. Through this method, we could observe what is actually happening in the classroom when learners have to perform orally, and which strategies teachers use to make the speaking experience more comfortable.

We systematically recorded what we observed. We observed four lessons with four different teachers -one hour per lesson- for a week. The advantage of classroom observations was that they helped us to actually see what the teachers were doing rather than what they said they were doing. During classroom observations, we used an observation grid as a guide (see appendix 1). Having an observation grid of classroom observation criteria assisted us to focus on aspects we wanted to investigate in the classroom atmosphere more thoroughly. This grid consists of fourteen questions according to which we will analyse the observation.

Our observation consists of four tables, and each table indicates the date, the time of the observation and a description of the four lessons we have observed. It also includes the lesson's steps, the interaction pattern, the teacher's role, and the learners' role. Each of the four tables includes also a profile of the observed lesson; the unit of the lesson, the sequence to which it belongs, in addition to the number of learners of the class. All the observed classes

were studying the last unit of the textbook. This unit is entitled “No Man is an Island” and it talks about solidarity during natural and man-made disasters.

1. The Analysis of the Observation

1.1. Lesson One

Table 01

Presentation of Lesson One

Level: Second Year Class		Number of Learners: 26 Ls.		
Unit: No Man is an Island		Sequence: Listening and Speaking		
		Lesson: Asking and Giving Advice about Earthquake Safety Measures Orally		
Lesson's Steps	Interaction Pattern	Teacher's Role	Learners' Role	Date and Time
Warm up	T –Ls	T asked Ls about the different natural disasters that exist.	-Just 03 learners raised their hands to participate orally.	Monday, April 23 rd , 2018 13:30 to 14:30
T asked: Read the earthquakes safety measures and rank them according to their order of importance	T – Ls	-T asked Ls to rank safety measures from the most important to the least important.	-Only 05 Ls raised their hands to speak and responded orally.	
-listening to an interview and picking up pieces of advice about safety measures before, during, and after an earthquake	T- Ls	-T set Ls to the task.	-Ls did the task.	
- Pair work: Ask for and give advice about what to do before, during and after an	Ls- Ls	-T set Ls to act dialogues out about safety	-Only one pair acted the	

earthquake.		measures taken before, during and after an earthquake.	dialogue out.	
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Note: T: Teacher, Ls: Learners

The teacher started the lesson through interactive questions to warm the class up. Not all the students were engaged in the lesson presentation at the beginning of the lesson; ten out of twenty six learners were participating. However, the majority were silent and did not take part in the lesson. In addition, there were students who were afraid to speak; they had the answer but they said it to their peers and not to the teacher. And the teacher did not use any strategy to try to make them engaged. During this lesson, the teacher used two speaking activities which were: class discussion and acting out dialogues but only one pair of learners acted out the dialogue; they others did not raise their hands to act the dialogue out because they were shy to do so. Students were praised verbally –words like “excellent” and “good” were used- whenever they gave a correct answer. The teacher did not try to make a friendly atmosphere in the class and just a few learners were participating. The reason for the reluctance of the majority of the class to speak and participate was the serious mood that prevailed the atmosphere as the teacher did not use humour at all. Interaction was also scarce in this classroom and the teacher asked questions and the learners answered automatically. The teacher did not try to comfort stressed and shy students and she dealt only with the engaged ones. In this way, silent students were overlooked. By the end, we noticed that the class was not a very large one and that is why the teacher managed it perfectly.

1.2. Lesson Two

Table 02

Presentation of Lesson Two

Level: Second Year Class		Number of Learners: 33 Ls.		
Unit: No Man is an Island		Sequence: Listening and Speaking		
		Lesson: Asking and Giving Advice about Earthquake Safety Measures Orally		
Lesson's Steps	Interaction Pattern	Teacher's Role	Learners' Role	Date and Time
Warm up	T- Ls	-T asked Ls about earthquake safety measures which they saw in the previous lesson.	-04 Ls raised their hands and answered	Tuesday, April 24 th , 2018 10:00 to 11:00
Pair work: Ask for and give advice about what to do before, during and after an earthquake.	T – Ls	-T asked: “Can we stop earthquakes?”	-05 Ls raised their hands to answer.	
	T – Ls L – L	-T sets Ls to act dialogues out about safety measures taken before, during and after an earthquake.	- 10 pairs of Ls raised their hands to act the dialogues out and because of time restrictions T chose only 04 pairs.	
	T- Ls	-T set Ls into groups of four in order to discuss together the topic.	-All the class was engaged in this activity and Ls felt at ease when discussing in small groups.	
-Write it up: writing an announcement about earthquake safety measures.				

Note: T: Teacher, Ls: Learners

The teacher greeted the students and reviewed with them the previous lesson as a warm up. Most of the students were engaged in learning but only some of them were participating and engaged to speak. While a few learners were participating, at the beginning of the lesson, others were afraid to speak and give their answers even if they had the answer; they tried to say it only to the classmates next to them. The teacher used group work and pair work activities to engage learners to speak. Thus, the teacher varied between oral activities and it was a good and beneficial way to engage students since they felt more at ease when they talked to each other. The teacher praised learners verbally when they performed orally. The teacher tried to make a friendly atmosphere with her learners through asking them some personal questions. She asked one of her learners about his health and she told them a joke which changed the classroom atmosphere and more learners got engaged. This teacher was always smiling and she had a great energy and enthusiasm. Although the teacher used sense of humour to make the atmosphere more relaxing, she did not approach some students who seemed to be shy to speak. The teacher managed her class well and all the class was silent as they were interested in the lesson. The other reason why the teacher could manage the class was that the class was of an average size. One of the strategies that the teacher used to manage her class was to always get them do something in order not to leave them space for having personal chats between each others.

1.3. Lesson Three

Table 03

Presentation of Lesson Three

Level: Second Year Class		Number of Learners: 28 Ls.		
Unit: No Man is an Island		Sequence: Putting Things Together		
Lesson: Oral Presentation of the Project Workshop				
Lesson's Steps	Interaction Pattern	Teacher's Role	Learners' Role	Date and Time
Warm up	T- Ls	-T set the calm atmosphere for the group to present.	-Ls prepared their note books to follow with the group that was going to present. Ls also wrote questions to be asked in the discussion.	Tuesday, April 24 th , 2018 14:30 to 15:30
The group's oral presentation.	Ls – Ls	- T listens to the group as they present.	-The group presented with a high self-confidence and fluency.	
Discussion	Ls- Ls	- T Guided the flow of interaction. -T encouraged interactions. -T helped enriching the discussion.	-Ls asked questions to the group that presented and the latter answered them.	

Note: T: Teacher, Ls: Learners

The teacher started the lesson by greeting her learners and inviting two of them to help her setting up the data show. She organized the presentations as who to start first according to a list she had. And then, she asked the others to take notes and prepare questions for later discussion as the session was a presentation of the project workshop. Almost all the learners were motivated and engaged in learning. It was a talkative and energetic class. The group members who presented their project were really engaged. They expressed their ideas and information openly without fear or embarrassment. The others who were not presenting were listening and writing some questions for discussion; these questions really made the discussion fruitful and rich. Among 28 learners only 10 of them were silent. The teacher used a variety of activities: watching a video, listening to each other's presentations, discussions and debates. The teacher rewarded her learners verbally by saying: "good", "excellent", "great", etc. She sometimes applauded for those who made perfect oral performances. In the whole, the class atmosphere was friendly and relaxing; the students were speaking fearlessly. The teacher was moving around the rows to encourage silent learners to talk. She was always smiling. She even tolerated some talk beyond the topic. She also used some humour during the session. This proves that the teacher was really enjoying her class. Concerning interaction, she interacted with her learners all the time. She also comforted stressed students by reformulating their answers and helping them to form questions to enrich the discussion. All in all, this teacher was always approachable to her students. The class was a little bit noisy but this was because they were all vivid and engaged to talk.

1.4. Lesson Four

Table 04

Presentation of Lesson Four

Level: Second Year Class		Number of Learners: 30 Ls.		
Unit: No Man is an Island		Sequence: Discovering the Language		
		Lesson: Introduction of the unit + Reading a Text and Responding Orally		
Lesson's Steps	Interaction Pattern	Teacher's Role	Learners' Role	Date and Time
Warm up	T – Ls	T interacted with learners about pictures of some natural disasters.	The majority of Ls raised their hands to answer.	Sunday, April 29 th , 2018
Before you read: questions about the Red Cross and the Red Crescent Organizations.	T- Ls	T asked about the symbols of the organizations, their duties, and kind of people work for them.	Most of the Ls raised their hands and gave different answers (they did not have problems if the answer was correct or not; they were so involved and interested).	15:00 to 16:00
Text reading and answering comprehension questions orally	T – Ls	T asked Ls to read the text silently to answer the questions. Then she asked them to read it aloud.	Most Ls wanted to read the text loudly and the T chose three because of time restrictions. The majority raised their hands to answer the questions orally.	

Note: T: Teacher, Ls: Learners

The teacher started the lesson through pictures' interpretation. Learners were attracted to the pictures, and thus, the warmer was successful in getting their attention to the lesson. The majority of students were interested and engaged in learning and most of them raised their hands and participated in speaking and giving answers. Just few learners were not speaking and this was not because they were afraid but because they seemed weak. In this session, the teacher used class discussion and all the class was involved in the discussion. Learners of this class were all active. The teacher praised them verbally and through adding extra marks after performing orally. The teacher called her learners with their first names in order to make a friendly and relaxed atmosphere. Even learners were close to their teacher who appeared genuinely happy to be teaching. Even her class was vivid and sense of humour was constantly used. When the teacher noticed that there were students who were shy or being stressed while speaking, she comforted them by saying: "we are here to learn and even I sometimes make mistakes so take easy!" The teacher kept moving around rows and made private talks with shy learners. The teacher managed her class through asking her learners each time to keep silent and generally speaking the class was interested in studying and no odd behaviours seemed to appear.

Summary

From the observation analysis, we come with the conclusion that teachers' sociability really affects learners' oral engagement. Sociable teachers make learners more involved in speaking in class. The friendly atmosphere in classes is very helpful to engage learners to speak and perform orally even if they do not really have a correct answer. The affability of teachers builds self-confidence in learners and enhances their will to learn and thus to speak without any psychological barriers. We have noticed that learners were afraid and reluctant to speak and participate in the class where the teacher was serious and not approachable to

learners. So, teachers are required to be friendlier with their learners as this will bring benefits to both sides – the teacher and the learners.

Most of the teachers show positive behaviours which reflect positive behaviour to learners themselves. The majority support their learners when they notice their shyness and hesitation to speak. They even use humour to create a relaxed, pleasant and positive attitude in their teaching and thus raising their learners' interest and engagement to participate and speak with a high self-confidence. Praising students is also a very important sociable behaviour and it is shown in most of the observed classes.

Section Two: The Learners' Questionnaire

Introduction

The questionnaire is one of the most beneficial instruments to gather quantitative data. According to Dornyei (2003), "one of the common methods of data collection in second language (L2) research is to use questionnaires they are easy to construct, extremely versatile, and uniquely capable of gathering information quickly in a form that is readily processable" (p. 1). In this paper, we have chosen the questionnaire method because it allows us to investigate the learners' attitudes towards performing orally in English classes and if their teacher's friendly behaviour helps them to engage them and be at ease while speaking.

2.1. Description of the Questionnaire

The questionnaire includes 12 questions of different types (multiple choice questions, yes/no questions, rank question, open-ended questions, and Likert scale). They are divided into three sections:

Section One is about learners' perceptions towards learning English as a foreign language, in addition to the level of easiness and difficulty they encounter while learning English.

Section Two is concerned with oral performance and psychological barriers. It aims at investigating the levels of self-confidence and motivation for the EFL learners, and the attitudes they tend to show when they speak and participate orally in the English class.

The final section aims to cover the element of teacher's sociability. The questions target the learners' perception of the role of the teacher in motivating them to speak, and providing non-threatening environment wherein every student feels comfortable.

2.2. The Administration of the Questionnaire

The current questionnaire (see appendix 2) was administered to sixty second year students at Terkhouch Ahmed and Belhouchet Cherif Secondary schools. They were chosen randomly. The selection of second year students is more useful as they have studied English for more than six years and they still have another one to study next year. The students responded to the questionnaire in the classrooms with the presence of their teachers.

2.3. The Analysis of the Questionnaire

Section One: General Information and Learners' Perception towards Learning English

Item 1: Gender

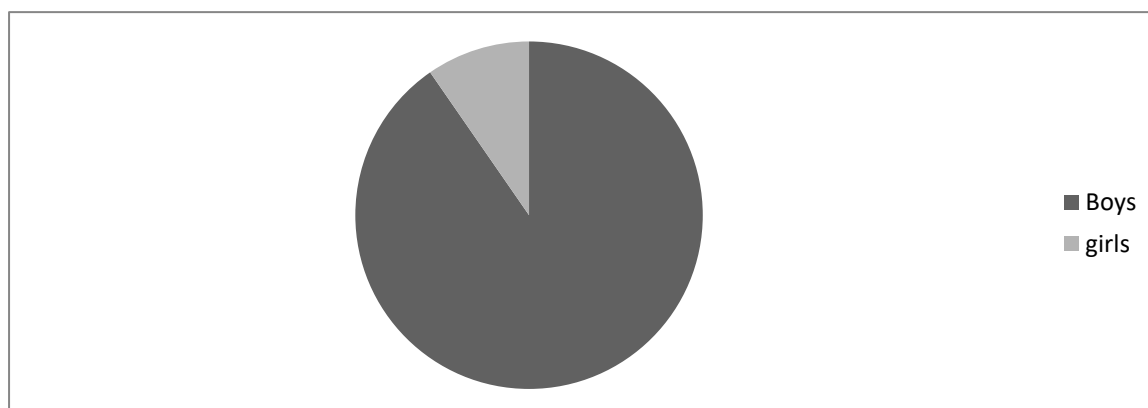
Table 05

Gender

Option	Number	Percentage
Boy	18	30%
Girl	42	70%
Total	60	100%

Figure 01

Gender



Most of the pupils asked were girls; they represent 70% while only 30% were boys. Difference in gender may explain the difference in mentality and thus their engagement in an English session.

Item 2: Do you like learning English?

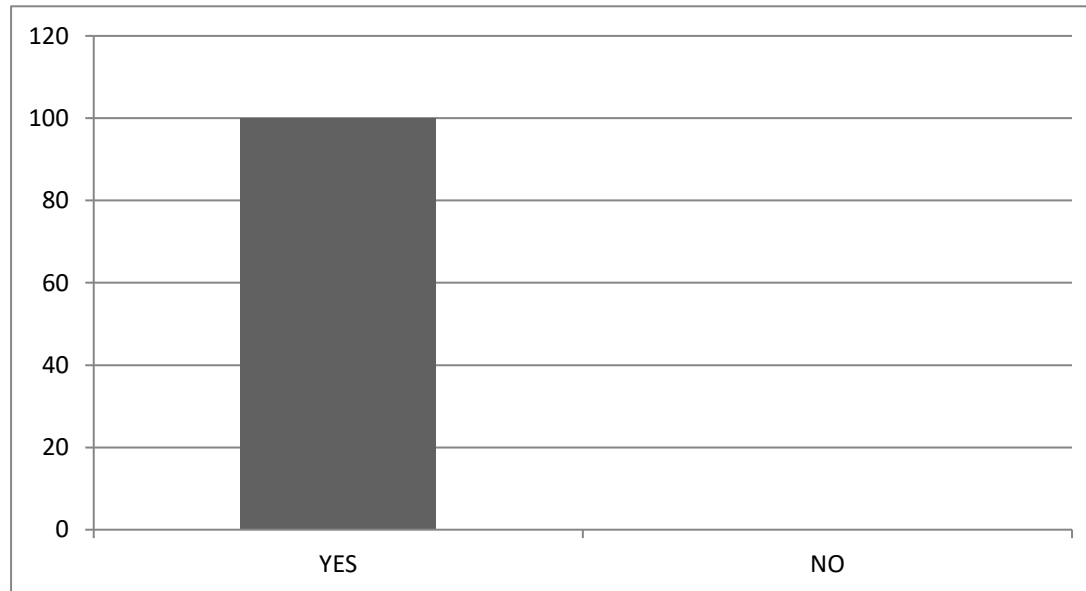
Table 06

Learners' Inclination to Learning English

Option	Number	Percentage
Yes	60	100%
No	00	0%
Total	60	100%

Figure 02

Learners' Inclination to Learning English



This section includes two questions on the learner's opinion about learning English. The first question (do you like learning English?) requires students to answer by "yes/no". Surprisingly, all those being questioned answered by "yes", 100%.

According to the results, we can say that the students being surveyed have an inclination towards learning this language.

Item 3: How do you find learning English?

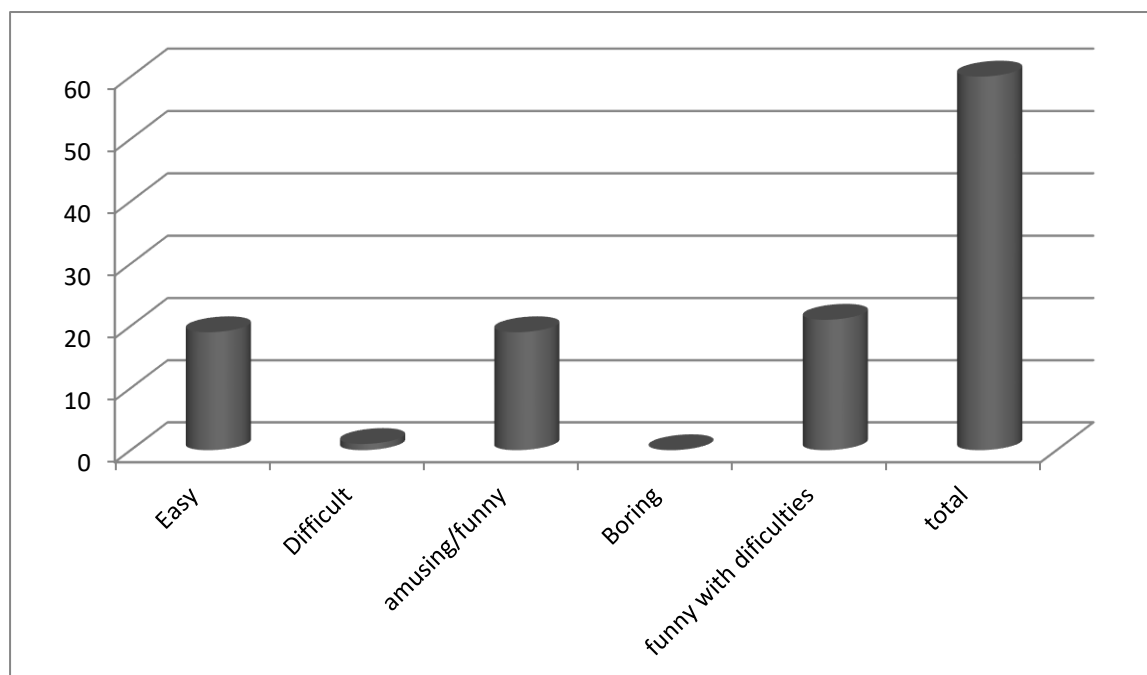
Table 07

Learners' Opinion towards Learning English

Option	Number	Percentage
Easy	19	31.66%
Difficult	1	1.6%
Amusing/funny	19	31.66%
Boring	0	0%
Funny with difficulties	21	35%
Total	60	100%

Figure 03

Learners' Opinion towards Learning English



The second question is about how students find learning English; the learner is requested to pick one choice from the list of adjectives provided (easy, difficult, amusing, boring and fun with some difficulties). The results were as the following: 31.66% of the

respondents said that learning English was easy. 1.6% of the participants said that it was difficult, while 8, 33% said it was amusing. 31.66% of them indicated that learning English was boring, whilst 35% of learners stated that it was fun, with some difficulties.

According to the results obtained, the majority of the participants find that learning English is fun, yet with some difficulties. Those challenges that most EFL students face might be due to the grammatical structures of English, vocabulary and pronunciation; in the sense that they may lack pronunciation techniques and a set of vocabulary that enables them to communicate properly.

Section Two: Oral Performance and Psychological Barriers

Part One

Item 1: Do you compare yourself to other classmates in English speaking sessions?

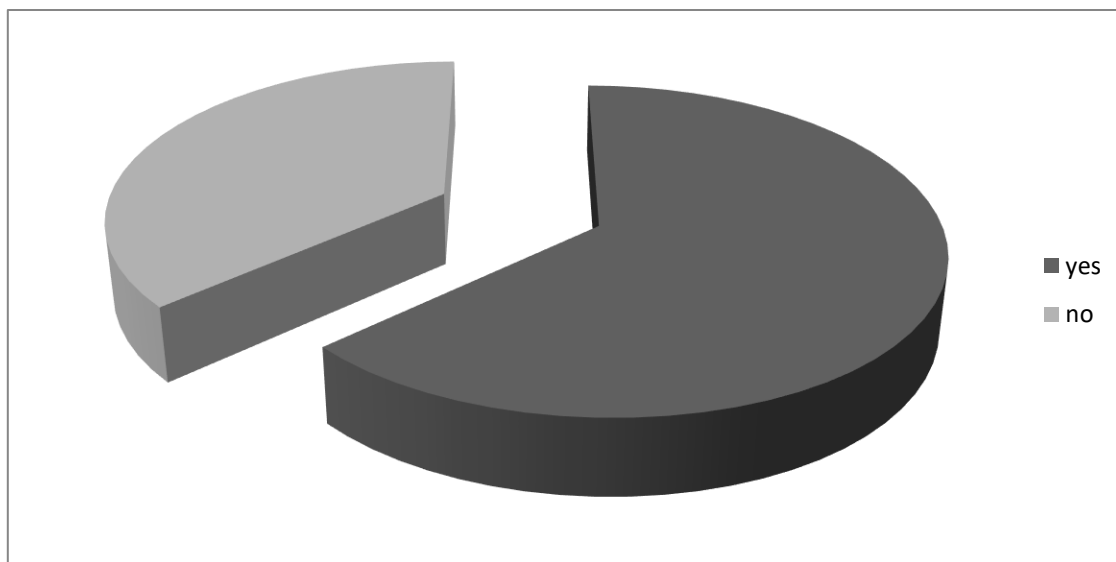
Table 8

Learners' Self-Image in Comparison to their Classmates

Option	Number	Percentage
Yes	38	63.33%
No	22	36.67%
Total	60	100%

Figure 4

Learners' Self-Image in Comparison to their Classmates



38 out of 60 students (63.33%) answered with “yes”, meaning they do compare themselves to their classmates while speaking in English sessions, while 36.67% of them answered with “no”.63.33% of the participants, which is a large percentage, do actually compare themselves to their classmates in oral performance. This may reflect a lack of self-confidence which may lead EFL students to doubt their linguistic capabilities and oral performance.

Item 2: Are you concerned with what others say about your oral performance?

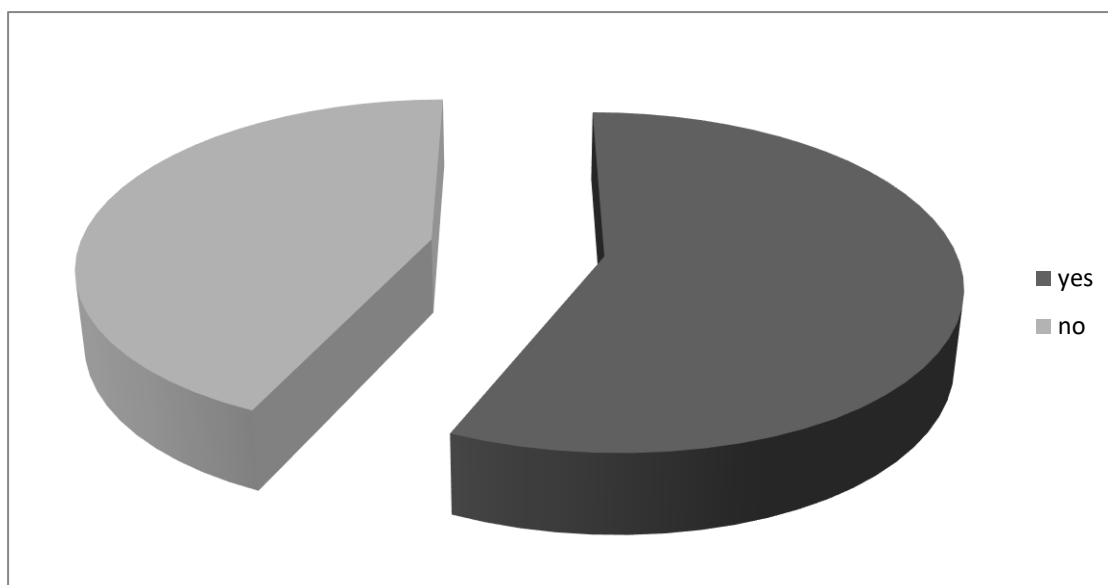
Table 9

Learners’ Concern about the Other’s Opinion

Option	Number	Percentage
Yes	34	56.66%
No	26	43.33%
Total	60	100%

Figure 5

Learners’ Concern about the Other’s Opinion



Concerning this question, 56,66% of the learners answered that they did worry about what their classmates said about their oral performance. The remaining 43,33% stated that they were not concerned with what others said about their oral performance.

This is another symptom for hesitation, shyness and lack of self-confidence. This latter may hinder a good engagement in oral performance as learners may feel intimidated and ashamed.

Item 3: Do you focus on your failure instead of your success?

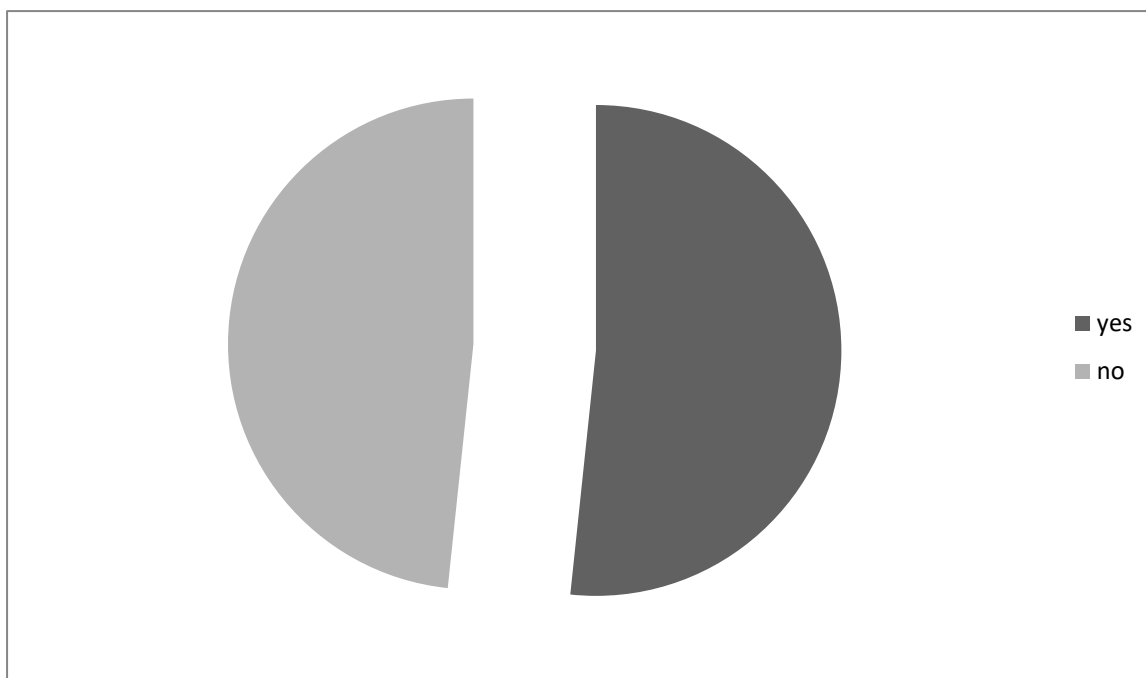
Table 10

Learners' Attitudes towards their Achievements

Option	Number	Percentage
Yes	31	51.67%
No	29	48.33%
Total	60	100%

Figure 6

Learners' Attitudes towards their Achievements



51.67 of those questioned answered with “yes”; while 48.33% concentrated on their success. This may be traced back to the way the students’ low achievements were dealt with. In other words, the negative attitude is linked to a low level of self-confidence.

Item 4: Do you think yourself capable of handling any unexpected situation during an English speaking session?

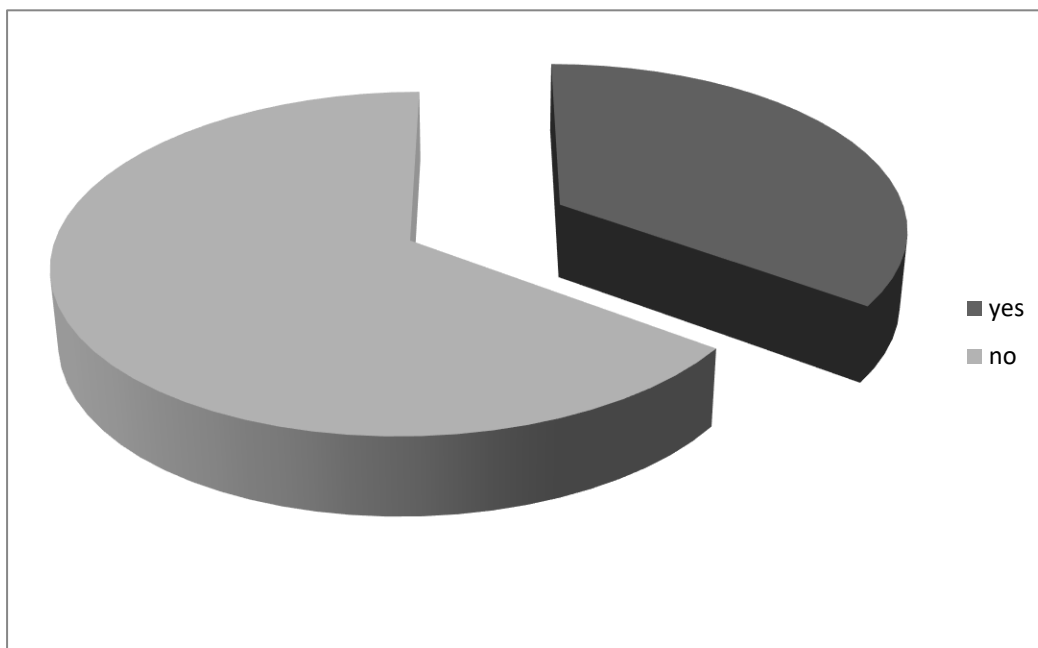
Table 11

Learners’ Attitudes towards their Capacities

Option	Number	Percentage
Yes	21	35%
No	39	65%
Total	60	100%

Figure 7

Learners’ Attitudes towards their Capacities



The results were as the following: 21 out of 60 students, i.e. 35% said that they were able to handle unexpected situations during English speaking sessions. While the other 65% stated that they were not.

According to the results shown in table 11, a great number of students cannot handle unexpected situations because they probably do not trust their capacities and abilities.

Part Two

Item 1: On the whole, I am satisfied with my oral performances in the English class.

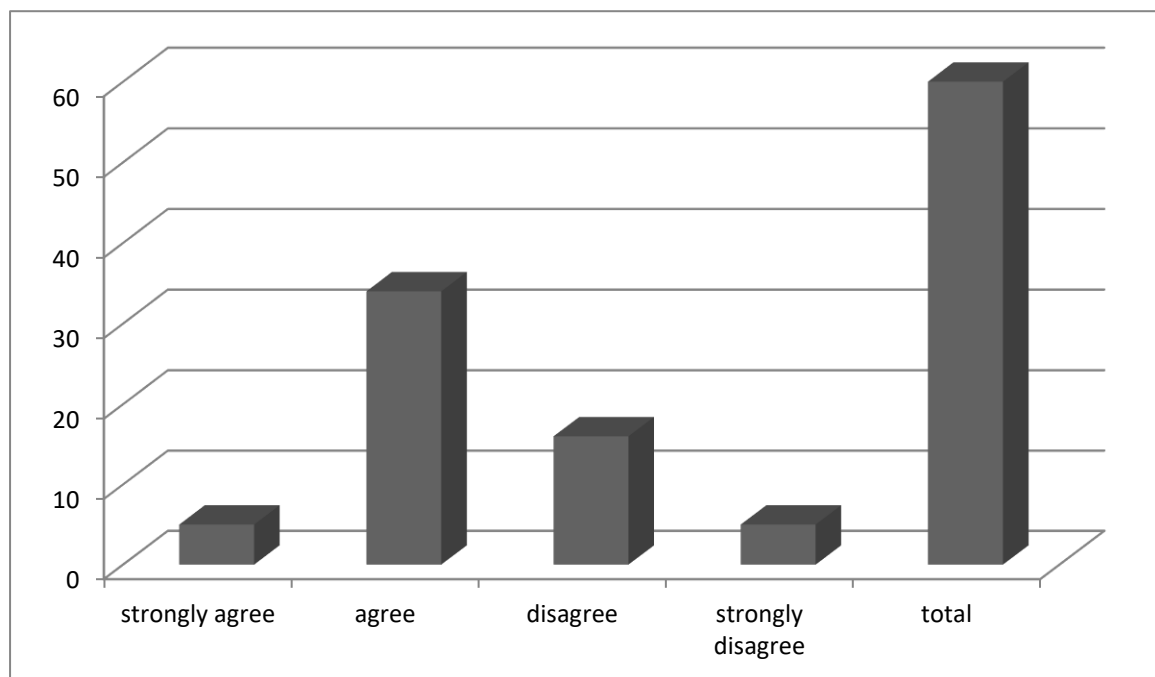
Table 12

Learners' Outlook over their Oral Performance

Option	Number	Percentage
Strongly agree	5	8.33%
Agree	34	56.66%
Disagree	16	26.66%
Strongly disagree	5	8.33%
Total	60	100%

Figure 8

Learners' Outlook over their Oral Performance



5 out of 60 students, which mean 8,33%, picked strongly agree for this statement. 34 out of 60, meaning 56.66%, agreed that they were satisfied with their oral performance. 26,66% of the respondents said that they disagreed with the statement, while the remaining 8.33% stated that they strongly disagreed that they were satisfied.

Item 2: I usually take a positive attitude towards myself when I am presenting orally.

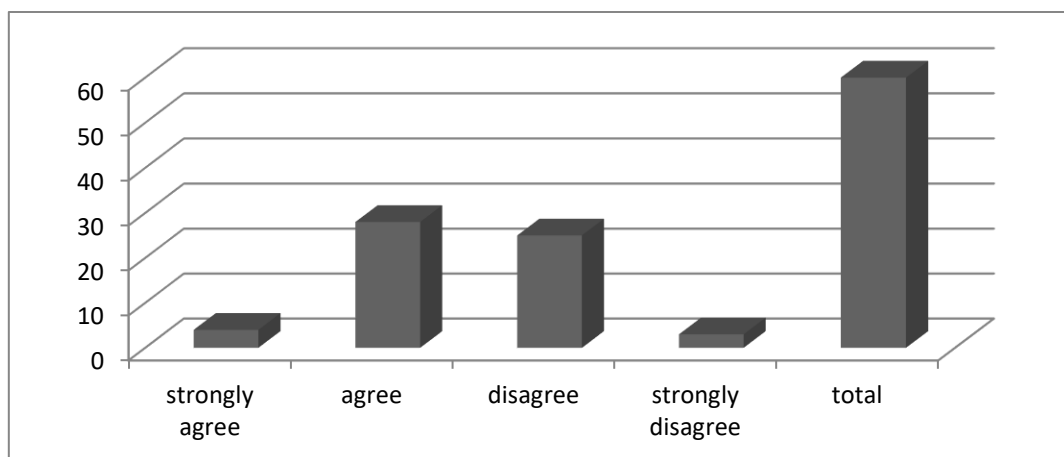
Table 13

Learners' Self-Image while Presenting Orally

Option	Number	Percentage
Strongly agree	4	6.66%
Agree	28	46.66%
Disagree	25	41.66%
Strongly disagree	3	5%

Figure 9

Learners' Self-Image while Presenting Orally



4 out of 60 students, i.e., 6.66%, stated that they strongly agreed with that statement. 46,66% agreed that they took positive attitude while presenting orally. 41.66% said that they disagreed while 5% strongly disagreed with it.

Item 3: I wish I have a better version of myself as a learner of English.

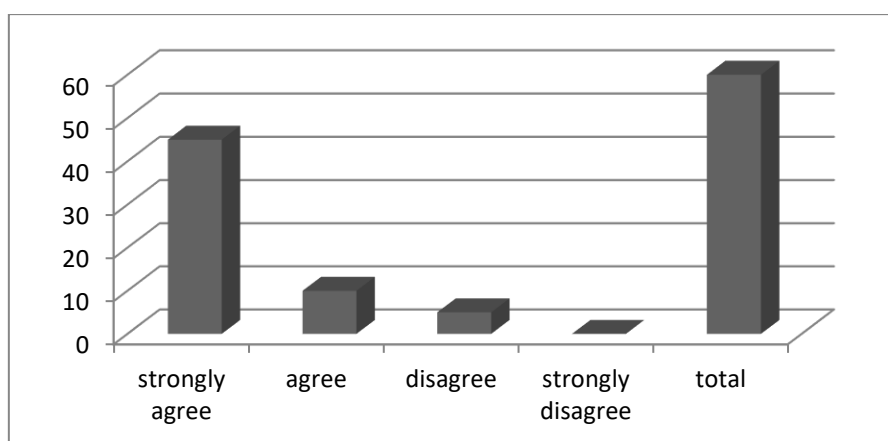
Table 14

Learners' Self-Perception about their Level as Students

Option	Number	Percentage
Strongly agree	45	75%
Agree	10	16.66%
Disagree	5	8.33%
Strongly disagree	0	0%
Total	60	100%

Figure 10

Learners' Self-Perception about their Level as Students



45 out of 60 students, (75%) answered that they strongly agreed with the statement.

16.66% agreed with it, 8,33% of them disagreed while 0% strongly disagreed.

Based on the previous three items, we assume that EFL learners are not really satisfied with their level as EFL students and they desire to be better. This may be due to low self-confidence, anxiety and shyness that the students may encounter especially when they communicate orally.

Part Three

Item 1: I hesitate when answering orally.

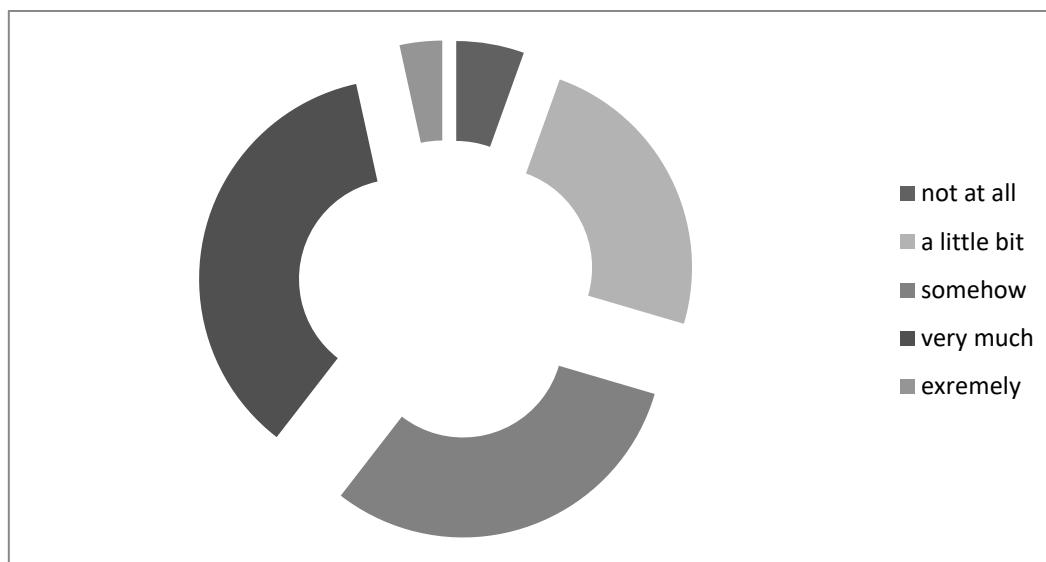
Table 15

Learners' Hesitation when answering Orally

Option	Number	Percentage
Not at all	5	5.33%
A little bit	14	23.33%
Somehow	18	30%
Very much	21	35%
Extremely	2	3.33%
Total	60	100%

Figure 11

Learners' Hesitation when answering Orally



5.33% of the students answered with “not at all”, 23,33% with “a little bit”, 30% with “somehow”, 35% with “very much” and 3.33% with “extremely” .

Very often, EFL learners hesitate when answering orally possibly because of a shortage in their vocabulary, the lack of information related to the topic being discussed, and their psychological state such as the lack confidence while interacting orally.

Item 2: I worry about what my classmates think on me.

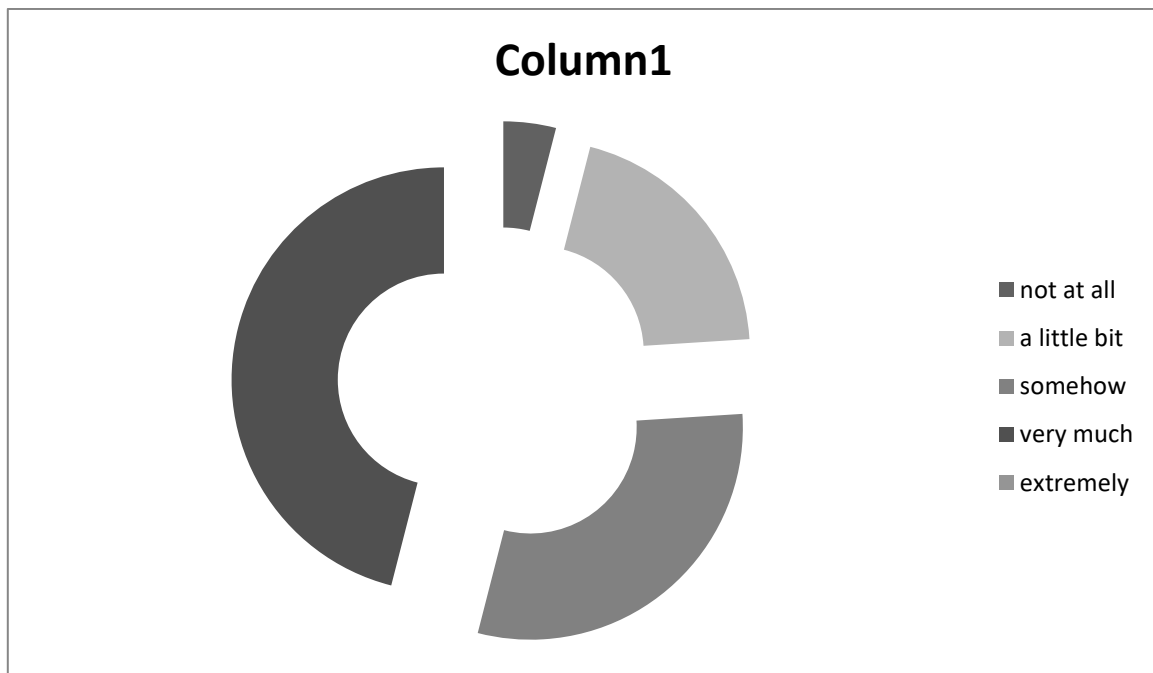
Table 16

Learners' Concern about their Colleagues' Opinion

Option	Number	Percentage
Not at all	2	3.33%
A little bit	10	16.66%
Somehow	15	25%
Very much	23	38.33%
Extremely	10	16.66%
Total	60	100%

Figure 12

Learners' Concern about their Colleagues' Opinion



3.33% of the participants stated that they did not worry about what their colleagues thought of them. 16.66% stated that they worried a little bit, 25% picked “somehow” and 38.33% said that they worried about their colleagues’ opinion about them very much and 16.66% said that they extremely counted their classmates’ opinion.

Shy learners and those with low self-confidence tend to pay much attention to what others think of their performance. The lack of self-validation may be the cause behind pushing

them to search what others may think of their oral performance in order to depict themselves according to their classmates' lenses.

Item 3: I start to panic when I have to speak without preparation in the English class.

Table 17

Learners' Estimation of Speaking when they Perform without Preparation

Option	Number	Percentage
Not at all	5	8.33%
A little bit	14	23.33%
Somehow	15	25%
Very much	20	33.33%
Extremely	6	10%
Total	60	100%

Figure 13

Learners' Estimation of Speaking when they Perform without Preparation



8.33% of the participants stated that they really did not panic when speaking without preparation in the English class, 14 out of 60; meaning 23,33% said that they panicked a little

bit. 25% somehow panicked, 33,33% panicked very much when speaking without preparation while the remaining 10% got extremely panic when speaking without preparation .

Most often, EFL learners need to prepare what they have to say. Most of the time, they need to be given much time to think of the answer. They also feel much relaxed to speak and present orally when they feel that their teacher is friendly and approachable to them.

Item 4: I get nervous and confused when I am speaking in the English class.

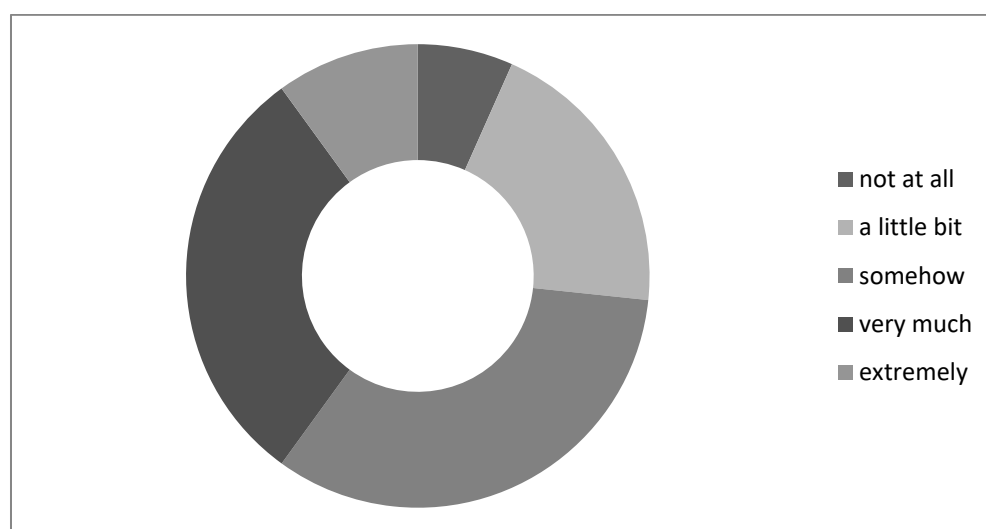
Table 18

Learners' Nervousness when Speaking in English

Option	Number	Percentage
Not at all	4	6.66%
A little bit	12	20%
Somehow	20	33.3%
Very much	18	30%
Extremely	6	10%
Total	60	100%

Figure 14

Learners' Nervousness when Speaking in English



The results were similar to those of the previous statement; 6,66% of the participants stated that they really did not get nervous when speaking in the English class, 20% said they

got a little bit nervous and confused, 33.33% stated that they somehow got nervous, 30% of them were pretty nervous when it comes to speaking in their language class while 10% got extremely nervous while speaking or presenting.

Learners who see that their teacher is so serious and does not tolerate mistakes tend to feel nervous when they speak in their English class, and thus, need more time to think and a relaxing atmosphere in order to be able to speak in class.

Part Four: Among the following list of adjectives, which one best describes your attitude while performing orally in the English class?

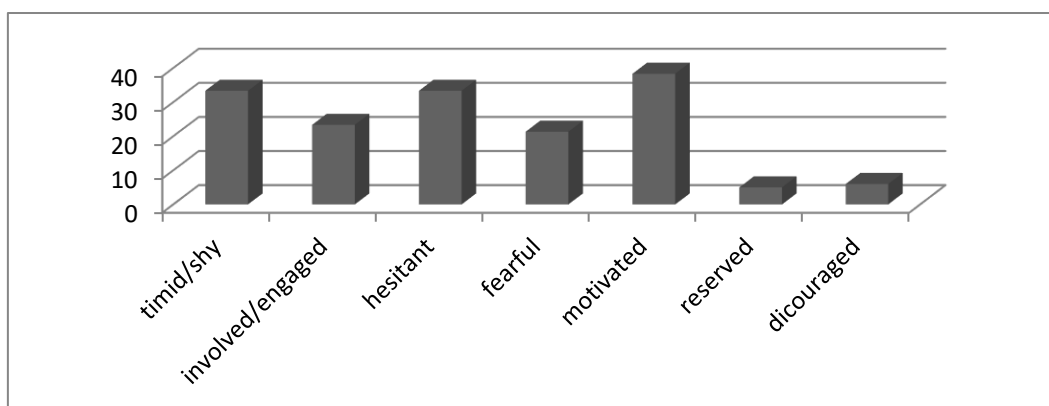
Table 19

Learners' Self-Description of their Attitude while Presenting Orally

Option	Number	Percentage
Timid/shy	20	33.33%
Involved/engaged	14	23.33%
Hesitant	20	33.33%
Fearful	13	21.33%
Motivated	23	38.33%
Reserved	3	5%
Discouraged	6	10%

Figure 15

Learners' Self-Description of their Attitude when Presenting Orally



Their answers were more often shifting from “timid”, “hesitant” and ‘motivated”. 20 of the participant picked” timid” representing 33.33%. 23,33% selected “involved”. 33.33% of them chose “hesitant”. 21.33% are” fearful”. 5% are “reserved”. 38.33% selected “motivated” and 10% are “discouraged”.

Hesitation is what best describes the oral performance of shy learners. The fear of failure and what others will think of them make them reluctant when communicating orally. However, motivation is always the element that pushes them to speak despite their hesitation.

Section Three: Teacher’s Sociability

Item 1: What is (are) the good quality (s) that you like in your teacher of English?

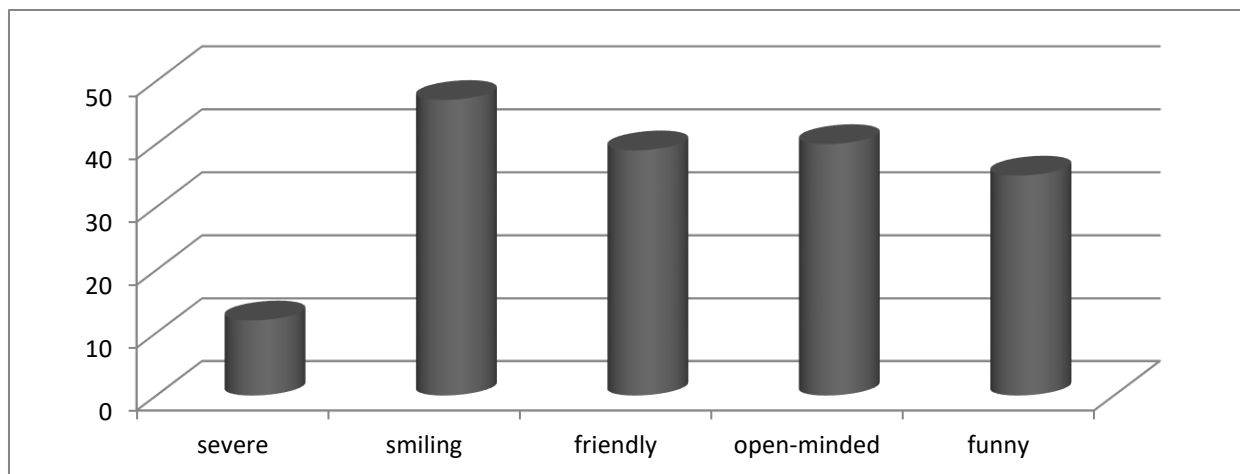
Table 20

Learners’ Depiction of the Characteristics of their Teacher of English

The quality given	Number	Percentage
Severe	12	20%
Smiling	47	78.33%
Friendly	39	65%
Open-minded	40	66.66%
Funny	35	58.33%

Figure 16

Learners’ Depiction of the Characteristics of their Teacher of English



Most participants selected the sociable qualities of their teachers. 20% of them chose “severe”, 78.33% selected “smiling”, 65% opted for “friendly”, 66.66 chose “open-minded”, and 58.33 selected “funny”.

The most chosen qualities for teachers of English are cool and funny. This would lead us to assume that EFL learners may favour a non-threatening teacher in order to set a welcoming environment for them to feel at ease.

Item 2: How does your teacher of English deal with your mistakes when performing orally?

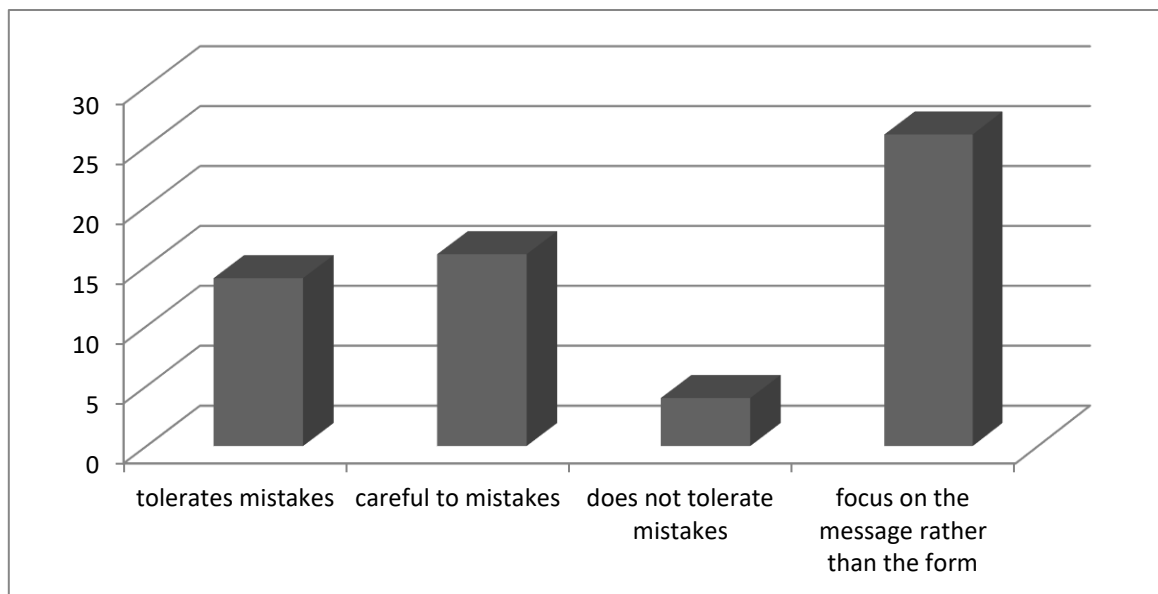
Table 21

Teachers' Attitude towards Students' Mistakes in Oral Performance

Option	Number	Percentage
Tolerates mistakes	14	23.33%
Careful to mistakes	16	26.66%
Does not tolerate mistakes	4	6.66%
Focus on the message rather than the form	26	43.33%
Total	60	100%

Figure 17

Teachers' Attitude towards Students' Mistakes in Oral Performance



The second question requires students to pick an answer from the given ones concerning how their teacher of English deals with their mistakes. 23.33% answered that their teacher tolerated their mistakes. 26,66% said that their teacher was careful with the mistakes. 6.66% said that the teacher did not tolerate mistakes and 43.33% said that their teacher focused on the message rather than on the form.

The largest percentage regarding this question reveals that some teachers opted for tolerating students' mistakes in order not to affect their self-confidence negatively. Yet, some others pay a great deal of attention to mistakes done by their students while performing orally. Besides, this percentage shows that some teachers totally overlook the mistakes and focus on the message which is- though not always a good way of dealing with students' imperfect performances- a great method to encourage shy and unsure students to speak despite their linguistic deficiencies.

3. Item 1: Does your teacher consider shy students?

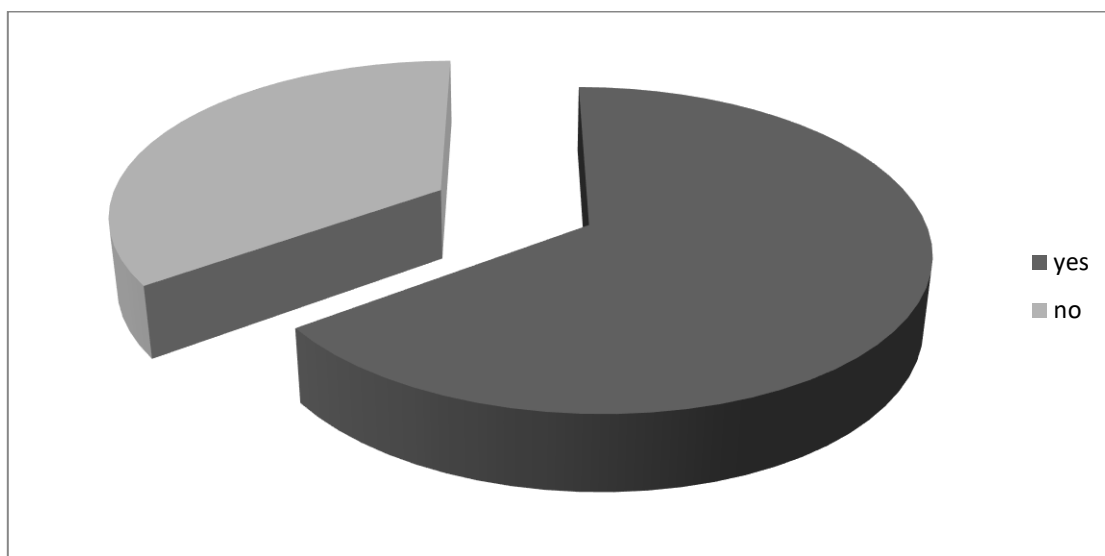
Table 22

Teachers' Consideration of Shy Students

Options	Number	Percentage
Yes	39	65%
No	21	35%
Total	60	100%

Figure 18

Teachers' Consideration of Shy Students



Concerning this question 65% said that the teacher considered shy students while the remaining 35% declared that the teacher did not consider shy students. Hence, the majority of teachers consider shy students in order not to affect their engagement negatively.

3. **Item 2:** Does your teacher give you time to think about your answers?

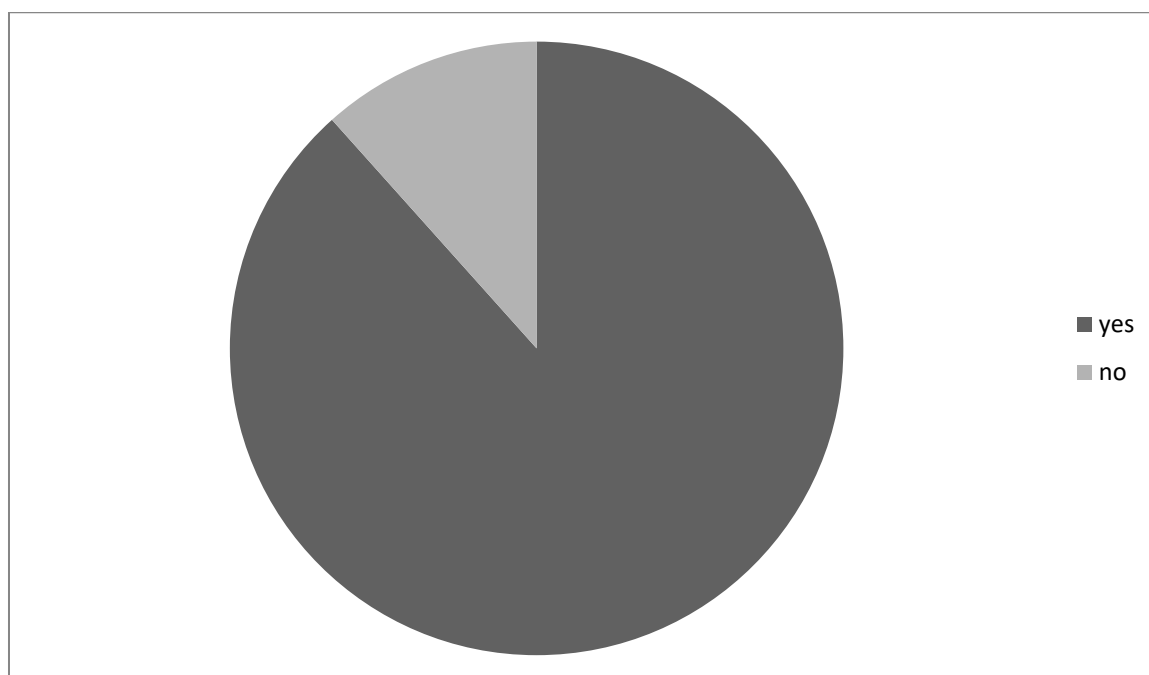
Table 23

The Time Allocated by Teachers for Learners to Think about Answers

Options	Number	Percentage
Yes	53	88.66%
No	7	11.66%
Total	60	100%

Figure 19

The Time Allocated by Teachers for Learners to Think of Answers



53 out of 60 students meaning 88.66% said that the teacher gave them time to think about the answer. 7 out of 60 students, i.e., 11.66% stated that the teacher did not allocate much time for them to think.

Teachers' awareness of their students' problems in learning English might oblige them to allocate some time for learners at least in order to organize their flow of thinking and prepare what they should say.

3. Item 3: Does your teacher provide you with different activities which correspond to your learning style?

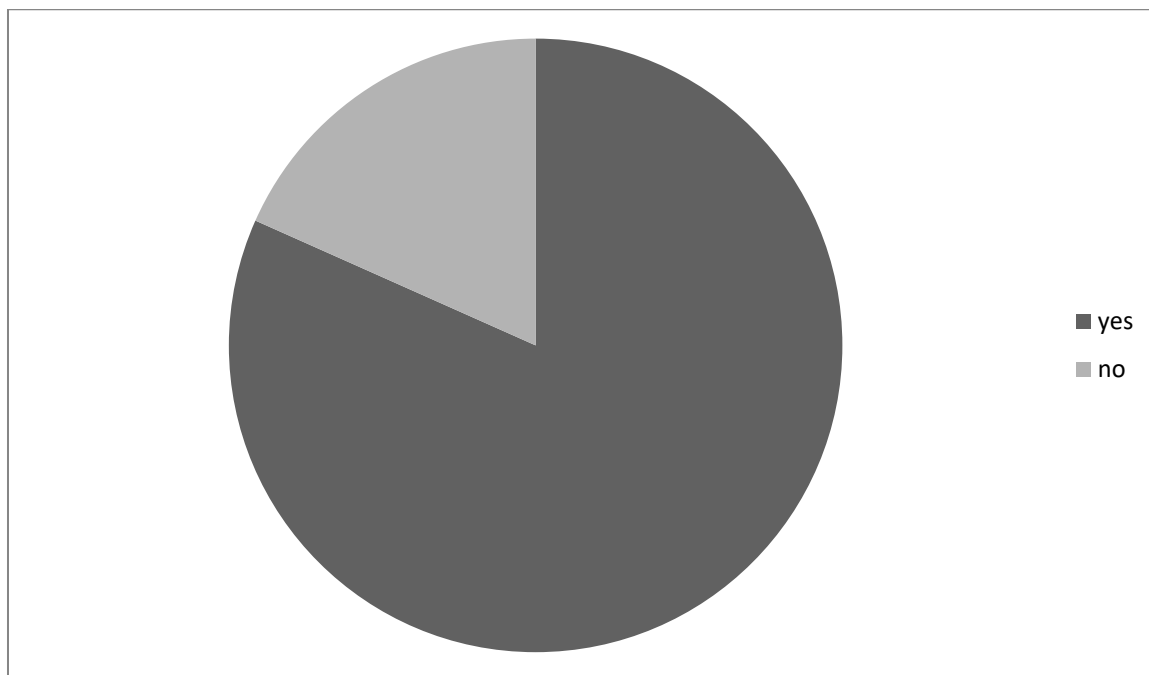
Table 24

Teachers' Consideration of Learners' Learning Styles

Options	Number	Percentage
Yes	49	81.66%
No	11	18.33%
Total	60	100

Figure 20

Teachers' Consideration of Learners' Learning Styles



A great number of the respondents said that their teacher provided them with different activities which corresponded with their learning styles.

Teachers should be aware of their students' learning styles in order to provide a variation of activities that could fit the learners. Selecting activities that require listening for given information, for instance, for auditory learners, other visual activities like videos for visual learners.

3. Item4: Does your teacher allocate some time to discuss subjects beyond the lesson for the sake of relief?

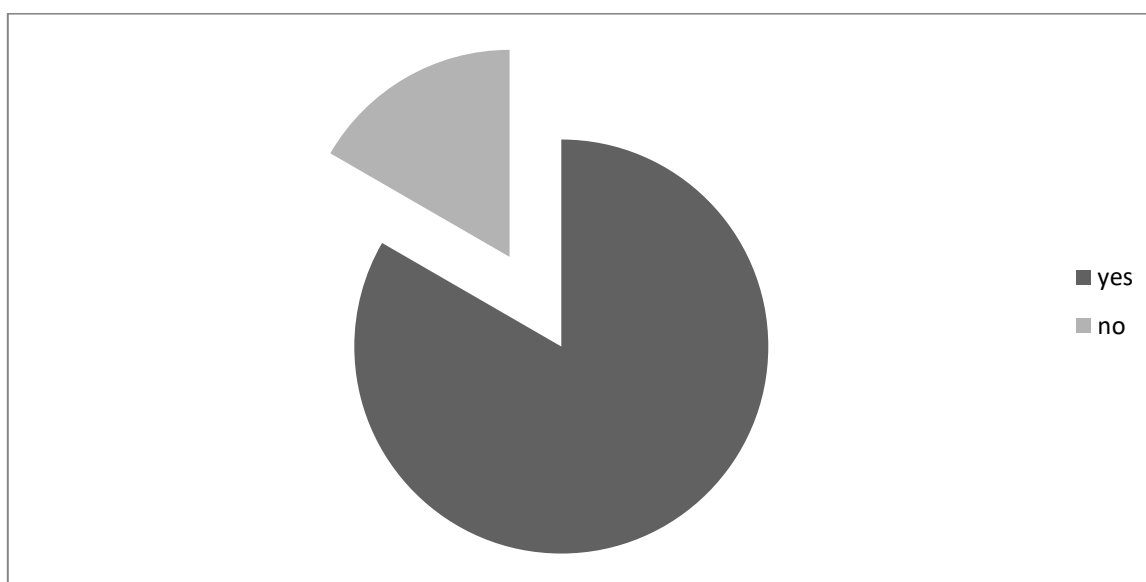
Table 25

Teachers' Attempt to Refresh the Learning Atmosphere by Selecting Subjects beyond the Lesson Subjects

Options	Number	Percentage
Yes	50	83.33%
No	10	16.66%
Total	60	100%

Figure 21

Teachers' Attempt to Refresh the Learning Atmosphere by Selecting Subjects beyond the Lesson Subjects



50 out of 60 students meaning 83.33% stated that their teacher of English allocated some time to discuss subjects beyond the lesson while 16.66% of them denied that.

The teacher should allocate some time in order to discuss real life events in order to motivate the learners. For example discussing the topic of friendship; by doing so, the teacher is providing an authentic topic that confers learners' real life happenings.

3. Item 5: Do you think your teacher of English provides a non-threatening environment?

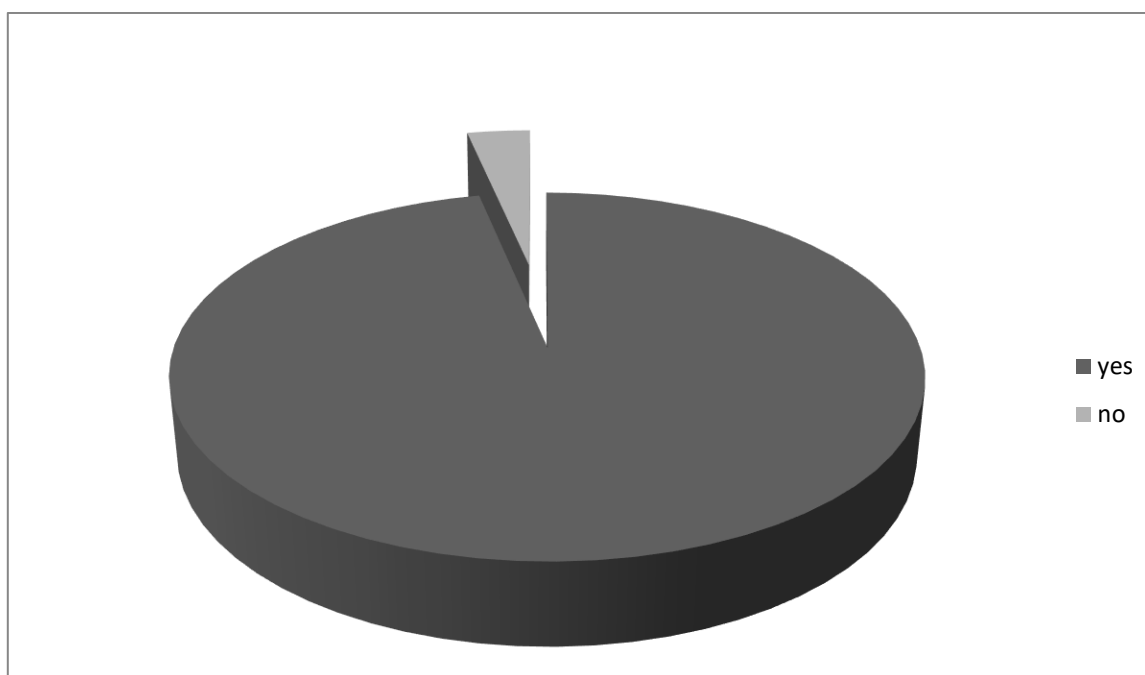
Table 26

Teachers' Arrangement of a Non-Threatening Environment

Options	Number	Percentage
Yes	58	96.66%
No	2	3.33%
Total	60	100%

Figure 22

Teachers' Arrangement of a Non-Threatening Environment



Regarding this question, a large number of the participants, i.e., 96.66% said that the teacher of English provided a non-threatening environment. The remaining 2 out of 60 stated that their teacher provided a threatening environment.

The promotion of a low-stress language learning environment should be an important priority for the teacher. If the classroom environment is non-threatening to the learners, they would not be afraid of failure and they would get more authentic learning through trial and error.

3. Item 6: Does your teacher of English vary oral activities that help non active students to participate?

Table 27*Teachers' Variation of Oral Activities*

Options	Number	Percentage
Yes	32	53.33%
No	28	46.66%
Total	60	100%

Figure 23*Teachers' Variation of Oral Activities*

53.33% of the students claimed that their teacher of English varied oral activities which help passive students to participate whilst 46.66% negated this.

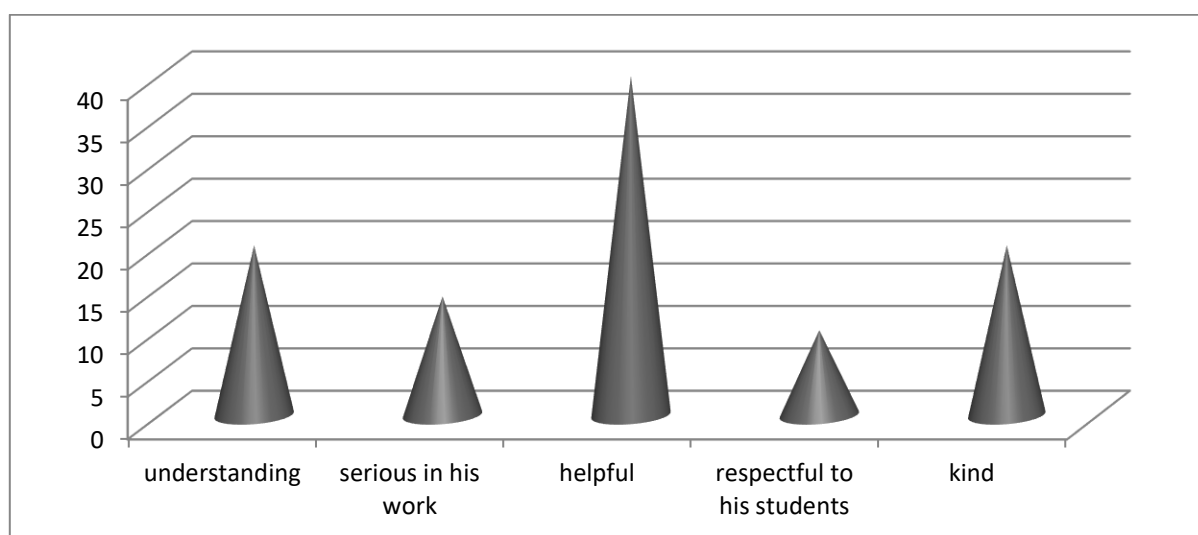
Item 4: What do you like about your teacher of English?

Table 28:*Learners' Perceptions about their Teachers of English*

The answer	Number
Understanding	20
Serious in his work	14
Helpful	40
Respectful to students	10
Kind	20

Figure 24

Learners' Perception about their Teachers of English



The majority of the participants looked up at their teachers to be helpful. 40 out of 60 answered as such. 20 of them saw them as kind and understanding, 14 others like their teachers because they are serious in doing their job, while 10 of them adored their teachers since they were respectful to them.

Regarding these results, students prefer their teachers to be close to them, to know their weakness and thus help them overcome them through respect each other's imperfections and hard work.

Item 5: What kind of activities does your teacher of English provide in a speaking session?

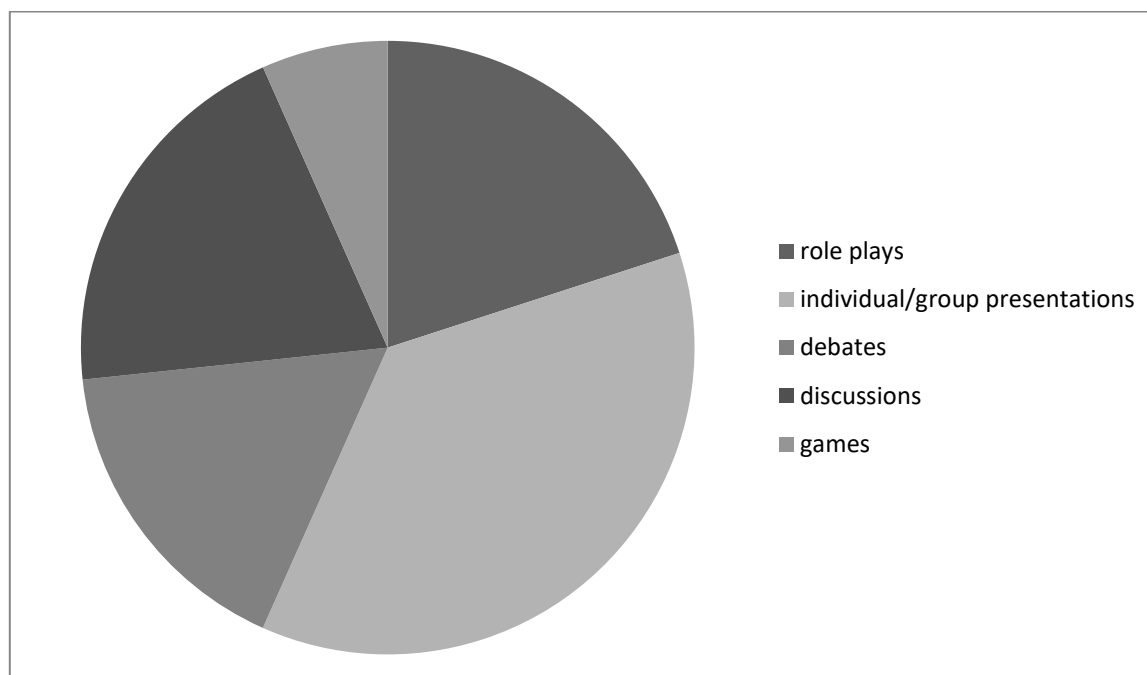
Table 29

The Activities Provided by Teachers of English in a Speaking Session

The answers	Number	Percentage
Role plays	12	20%
Individual /group presentations	22	36.66%
Debates	10	16.66%
Discussions	12	20%
Games	4	6.66%
Total	60	100%

Figure 25

The Activities Provided by Teachers of English in a Speaking Session



The last question in this questionnaire is an open ended one which requires the participants to list the kind of activities that their teacher of English provides in his/her session. The most common answer was “individual/group presentations” with a total of 36.66%. “role plays” and “discussions” with the same degree i.e. 20%, debates with a percentage of 16.66%, while 6,66% of the participants mentioned games.

The activities provided by the teachers of English are varied and are the ones that necessitate oral involvement. This would help all learners to participate. In addition to that they raise motivation among students.

Section Three: The Teachers' Interview

The interview is one of the major means for data collection. It allows more in-depth exploration of information, and it can be conducted face to face, over the telephone, or even through the internet. We have chosen the interview because its collected data functions as complementary to what we have got from the observation we carried out in second year secondary school classes. The advantage of using the teachers' interviews for this study was to enrich the data gathered from the interviewees.

The interview is designed to investigate the teachers' attitudes towards their learners' engagement in oral performance and if their close relationship to the learners contribute in raising the level of participation and speaking in class.

The interviews were carried out with six secondary school teachers of English: two of them are teachers at Belhouchet Cherif Secondary School; the four others are teachers at Terkhouch Ahmed Secondary School. All the interviews were conducted after school and not during school hours in order to avoid disturbing the teaching schedule. The interviews were face-to-face and took a semi-structured, in-depth form, as the intention was to gain access to teachers' experiences of dealing with learners. We used open-ended questions to avoid getting "yes" or "no" answers as they do not yield much information in connection with the subject at hand.

The teachers' interview is made up of seventeen open-ended questions (see appendix 3) which are categorized under four groupings: general information, types of activities, the way of correcting the students' mistakes, and the teachers' strategies. The first grouping deals with personal information about the interviewees: years of experience and kind of training. The second grouping of questions entails questions about types of activities, topics, and their

effectiveness in raising learners' oral performance. The third grouping tackles questions related to error correction of learners' oral performance and the best method used to correct students' mistakes. At the end, a set of six questions that deals with teachers' strategies to involve learners to speak and the importance of their sociability in doing so.

1. The Analysis of the Interview

General Information

Table 30

Teachers' Experience and Qualifications

The teacher	School	Years of teaching English	qualifications
Teacher 01	Belhouchet Cherif	06 years	ENS graduate (PES)
Teacher 02	Belhouchet Cherif	06 years	ENS graduate (PES)
Teacher 03	Terkhouch Ahmed	15 years	Licence degree
Teacher 04	Terkhouch Ahmed	07 years	Master degree
Teacher 05	Terkhouch Ahmed	06 years	Master degree
Teacher 06	Terkhouch Ahmed	05 years	ENS graduate (PES)

The table 26 shows that teachers' experience at teaching English varies from 05 till 15 years. Three of the respondent teachers hold ENS degree; they were graduated from Teachers' Training School. Two teachers have a Master degree. And one teacher from the respondent teachers holds a Licence degree in English.

Types of Activities

Q1. What are, in your opinion, the most convenient communicative activities to enhance students' oral performance in English? Justify.

Teacher 01 strongly agreed on the importance of role plays, oral discussions and interactions in enhancing students' oral performance in English because, according to her, they are motivating and learners like to involve in such activities. Teacher 02 said that the most important activities for elevating students' oral performance are listening activities because they develop their listening skill and thus speaking; the more they listen to native speakers the more they become fluent at speaking English. The other three teachers all agreed on the significance of dialogues in developing students' oral performance because learners do not feel shy when they interact with each other. The last teacher insisted on the value of situations in which learners express points of view as they motivate learners to interact orally about real life issues.

Q2. What topics are, in your opinion, the most influential when it comes to boosting learners' will to talk and be engaged?

All the respondent teachers agreed that the most influential topics that boost learners' will to talk and make them engaged are those topics related to their interests, age, level and culture like; social media, internet, sports, fashion, music, TV programs, and society problems. "These kinds of topics motivate learners to talk and express their ideas," said one of the respondent teachers.

Q3. How do you share your enthusiasm with your students?

Teacher 01 said that she shares her enthusiasm with her students through smiling with them, moving between rows. She also tries to get closer to her students through sharing some of her ideas with them. She even uses songs and videos. Like this, according to her, her enthusiasm would be transmitted to her learners. Teacher 02, on the other hand, shared her enthusiasm through encouraging and praising learners. Two teachers agreed that giving

learners the freedom to discuss about a given topic is a good way through which they share their enthusiasm with their learners. The two remaining teachers said that they organize motivating and interesting activities- sometimes different from those found on the book- to share their enthusiasm with their learners.

Q4. Do you use different types of speaking activities? Would you explain?

The six teachers all confirmed that they use different types of activities. The activities include: role plays, individual oral presentations, group works, dialogues, and class discussions.

Q5. Are they beneficial, fruitful?

All the respondent teachers affirmed that the activities that they use are beneficial and fruitful since they foster learners speaking and raise their will to speak.

Correction of the Students' Mistakes

Q1. What is the best way of dealing with students' mistakes while speaking?

One of the ways that is common among all the respondent teachers is that they do not correct their students' mistakes during the process of speaking but they postpone the correction of mistakes till the learner finishes his/her oral performance in order not to interrupt him/her and break his/her line of thoughts. One of the respondent teachers added that she does not really concentrate on the learners' grammatical mistakes but rather on the message. She does so because she does not want to make her students lack self-confidence in themselves while talking because of the mistakes they make. She prefers to attract the class to the mistakes by the end of the speaking session in order not to make the same mistakes again.

The other teachers all shared a point that they highlight the mistake on the white board and correct it with all the class only if it is recurrent in many students' speeches.

Q2. Do you consider your students' psychological barriers while correcting their mistakes? How?

All the teachers answered with yes and they gave different reasons. Teacher 01 said that in a class we find different categories of students: there are shy students, self-confident ones, introvert and extrovert students, etc. So, we have to deal with the mistakes they make according to their psychological characters. Teacher 02 assured that we should consider that they are adolescents who have their own world and correcting their mistakes in front of their peers may hinder them from talking again. The four remaining teachers insisted on not being harsh or offensive when correcting the mistake because this may affect learners' will to speak negatively.

Q3. Do you believe that the teacher's method can affect the learners' willingness to participate in class?

All the respondent teachers answered with yes because, according to them, the teacher affects her students to an extreme way and if she does not insist a lot on the mistakes, students will get rid of their shyness and be engaged more in talking and participating in class.

Teacher's Strategies

Q1. How would you involve students in the lesson presentation?

Teacher 01 said that she involves students in the lesson presentation through tackling interesting topics, calling up silent students to talk, and bringing interesting teaching materials. Three teachers insisted on the importance of the warm up in involving students in

the lesson presentation; whenever the warm up is interesting and attractive, the students get involved in the lesson. The fifth teacher believed that praising the learners through adding extra marks makes them involved in the lesson. The last teacher gets her learners involved in the session through making them interact (questions/ answers), interpret pictures, and take part in writing on the board.

Q2. How do you deal with shy students?

Teacher 01 encourages shy students to talk through setting activities that correspond to their character. One of these activities is group discussion. Teacher 02 deals with shy learners by getting closer to them and building a friendly relationship with them. One of the ways she uses to do so is to sit with them in the same table and tries to involve them in the talk smoothly. Three teachers among the respondents said that they encourage and motivate shy students to speak through rewards and praise. The sixth teacher uses praise and rewards to encourage shy students to participate and speak in class and tries to be friendly with them as well.

Q3. Do you think that a less friendly class environment affects negatively the engagement and the participation of EFL learners? In what ways?

All the respondent teachers strongly agreed that a less friendly class environment affects negatively the engagement and the participation of EFL learners. According to the first teacher, the teacher should establish an atmosphere in which the students feel at ease and not fearful from the teacher. She added that a friendly environment inside the class is so encouraging for speaking especially for shy students. Three teachers all shared the point of view that a less friendly class environment makes students feel bored, lose their interest and enthusiasm to study and hence to participate in class. For the fifth teacher, a less friendly class

environment makes learners feel that there is a distance between them and their teacher. She also confirmed the fact that students will not feel at ease if the class lacks a friendly atmosphere. The sixth teacher said that a less friendly class environment will lead to passive learners and the teacher will find herself the only one who speaks in the class.

Q4. Do you believe you should build an affable relationship with students? If yes, how will you establish and foster relationships with students? If no, why?

All the respondent teachers strongly believed that they should build an affable relationship with their students. Teacher 01 builds a good and safe relationship with her learners through being sociable with them. Teacher 02, however, tries to ask her learners especially shy ones questions about their personal experiences and problems. She, most of the time, does that at the end of the lesson. The third teacher tries to open topics and asks them personal questions and let them speak. She sometimes asks them about their mood and health. The fourth teacher, on the other hand, affords help to her learners whenever they need it in order to build a strong relationship with them. The fifth teacher fosters relationships with her students through a “smile”. She also keeps telling them that she is always proud of them especially when they participate in class, do their homework and achieve better results. The sixth teacher promotes relationships with students from the beginning of the year; she tells her learners that she is ready to help them whenever they need.

Q5. How do you make your classroom a safe learning environment?

Teacher 01 makes the classroom a safe learning environment through interaction and seriousness as well. Two teachers build a safe learning environment through being a monitor and a guide at the same time in order to let their learners feel at ease in class. The fourth teacher believes that understanding learners’ needs and accepting their differences will lead to

a safe learning environment. She also tries to make them laugh or give them time to rest when they are bored. The fifth and sixth teachers build a secure learning atmosphere through focusing on friendly relationships while doing classroom tasks.

Q6. How do you see teachers with less sociability with their learners?

Teacher 01 thought that less sociable teachers will suffer a lot and their lessons would be mechanical and boring as well. Both teacher 02 and 03 agreed with the first teacher on the fact that less sociable teachers will face boring sessions. Teacher 03 added that teacher's lack of sociability will kill creativity and students will hate classes and even learning English. The fourth teacher affirms that being less sociable with learners does not give them the will to love and make efforts in studying the language. Teacher 05 said that less sociable teachers have to change their personality because "when you give you get; you give love, you get respect and good results." Teacher 06 believed that less sociable teachers are authoritative and harsh. Students will feel panic and hesitate to provide answers. They will even hate the English subject matter and the teacher as well.

Summary

From the analysis of the interviews above, we conclude that most secondary school teachers use different types of speaking activities -role plays, dialogues, group discussions- that are closely related to the learners' interests, age, level, and culture. According to them these activities are very important to elevate learners' oral performance. All of them agree that error correction of learners' oral performance should be delayed till the learner finishes speaking in order not to interrupt him/her. For the majority of teachers, interesting warm ups are the best way to involve the students in the lesson presentation. All the teachers believe that less friendly classrooms lead to boredom in classes and less enthusiasm to speak; thus,

teachers should build an affable relationship with students. In the end, all teachers believe that the teacher should be sociable with his/her learners because sociability leads to better oral performances as it makes learners feel safe and secure in their class.

Section Four: Discussion of the Results

The analysis of the observation showed that teachers' sociability really influences learners' engagement in oral performance. Teachers who tend to be more sociable and close to their learners make them more involved in speaking in class. The friendly positive atmosphere in their classes is very helpful in order to involve learners in speaking and performing orally even if they do not really have a correct answer. The cordiality of teachers builds self-confidence in learners and enhances their will to learn and thus to speak without any psychological barriers. We noticed that learners are afraid and unenthusiastic to speak and participate in the class where the teacher is severe and not approachable to learners. So, teachers are required to be friendlier with their learners as this shall bring benefits to both sides – the teacher and the learners.

Further in the questionnaire destined to the learners themselves, we came to approach their thoughts and perspectives about English as a language and teachers of English. The findings revealed that the great majority of them are fun of this language and they have intrinsic willingness to learn it. However this willingness is easily gone when it comes to speak it in front of the class because of some psychological barriers that might hinder their improvement in oral skills (listening and speaking). However those learners see the relief in their teachers. In other words, they think that the mentality of their teachers is the key to their engagement in oral sessions. More funny, smiling, friendly teachers are the ones that encourage their learners to speak and overcome their fear, reluctance or lack of motivation.

Lastly, from the analysis of the interviews, we come to the conclusion that most secondary school teachers make use of different types of speaking activities -role plays, dialogues, group discussions- that are closely related to the learners' interests, age, level, and culture. According to them these activities are very vital to lift up learners' oral performance.

All of them are of the same mind that error correction of learners' oral performance should be delayed till the learner finishes speaking in order not to break off their flow of thoughts being expressed. For the majority of teachers, interesting warm ups are the best way to involve the students in the lesson presentation. All the teachers believe that less friendly classrooms lead to boredom in classes and less eagerness to speak; therefore, teachers should build a pleasant connection with students. In the end, all teachers consider that the teacher should be sociable with his/her learners because sociability leads to better oral performances since it makes learners feel safe and secure in their class.

General Conclusion

The present study has investigated the teacher's sociability and its influence on second year secondary school pupils at Terkhouch Ahmed and Belhouchet Cherif Secondary Schools. It has examined the relationship between teacher's sociability and pupils' engagement in oral performance.

After observing some samples and analyzing the observation, the questionnaire and the interview, we have figured out that some psychological factors among the subjects of this research really do exist. The results indicate that teacher-learner relationship affects the progress of learners' speaking competence; therefore, a considerable number of language educators seem to be aware of the crucial necessity to boost EFL students' engagement in oral performance by being sociable, caring and sympathetic which would lead to a non-threatening atmosphere where learners would not be afraid of making mistakes; by providing an environment in which the learners would feel non anxious and consider criticism as an indication of progress.

In addition to the set of qualities that the teacher should possess, the analysis of the interview has revealed that teachers use variation of oral activities that could fit the EFL students' learning styles which could help the learners, including the shy ones, to participate.

Moreover, the choice of the topics being dealt with in oral expression sessions has a tremendous impact on raising learners' motivation to speak.

It has been emphasized earlier that the concept of teacher's sociability acts as a crucial factor for affecting classroom engagement and oral performance. First, establishing social and emotional programs can foster the learners' readiness to talk about their difficulties and psychological problems by providing more chances for them to be expressive and brave enough to speak up.

Second, teachers involved in closer social conversations with students can profoundly help to destroy barriers hindering speaking. For instance, asking students about their likes, dislikes, their after-school activities, and their relations with other peers can be ways to excite learners to engage without devaluing themselves in front of others.

Third, the challenge for teachers dealing with low oral performance is how they can guide their learners to revalue themselves. Therefore, trying to praise them after a minimum performance can give great results.

Fourth, engaging learners to discuss interesting topics within small groups is a brilliant way to increasingly ripe them from their hesitation and fear. It can take time, but at least it frees the learners from their psychological restrains. Generally, isolation can be a symptom of low levels of self-confidence. Thus, through encouraging a sense of belonging within the group, the learner is likely to be at ease in front of the audience.

Fifth, showing students the rate of their progress is definitely encouraging and challenging. Whatever the degree of progress, students can slowly be convinced that they are doing good and thus become willing to carry on trying. On the other hand, this would push other students who are non-active to do their best since knowing one's progression will definitely make him afford efforts in order to notice his advancement.

Sixth, reconsidering the immense positive role of teacher's sociability in building close interpersonal and respectful relations, and establishing good rapport with the students in the learning place, in a professional sense is a key concept to foster engagement in a classroom. In other words, educators should help anxious, shy, and demotivated students cope with the existing anxiety-provoking situations and try to make the learning atmosphere less stressful.

Based on the findings and limitations of the present study, the results have given evidence about the existence of unwillingness to perform orally among secondary school learners, with the urgent need of teachers' sociability to raise their engagement and optimize their performance. It is advisable for secondary school teachers of English to give more speaking opportunities for shy learners through the use of different speaking activities. It is also very important for teachers to be fair to every student instead of giving chances to just the already engaged ones. By doing this, every student should feel the support and concern from their teachers and become more cooperative in classes. Consequently, students may gradually become willing to participate in classroom activities and risk using English in speech communication. Meanwhile, continuous care and interest from the part of the teacher can gradually enhance students' self-confidence, which in return results in more use of English.

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Appendix 1

THE OBSERVATION GRID

1. How does the teacher present the warmer?

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

2. Are students interested and engaged in learning?

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

3. Are students in the majority engaged and interested in some of the speaking?

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.....
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4. Are there students who are afraid to speak?

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

5. Are students consistently engaged through a number of strategies?

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

6. Are a wide range of oral activities used in the lesson?

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

7. Are the activities in the majority repetitive?

.....

.....

.....

.....

8. Are all the students praised, rewarded and encouraged after performing orally?

.....

.....

.....

.....

9. Does the teacher try to make a friendly and relaxed atmosphere in the class?
How?

.....

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.....

.....

10. Does the teacher appear genuinely happy to be teaching?
Does he use humour in class?

.....

.....

.....

.....

11. Does the teacher interact with the students at all time?

.....

.....

.....

.....

12. Does the teacher try to comfort the stressed students?

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.....

13. Is the teacher always approachable to students who are not relaxed while speaking?

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.....

14. How does the teacher manage his/her classes especially with large ones?

.....

.....

.....

.....

.....

Strongly agree Agree Disagree Strongly disagree

➤ I usually take a positive attitude towards myself when I am presenting orally.

Strongly agree Agree Disagree Strongly disagree

➤ I wish I had a better version of myself as a student in the English class.

Strongly agree Agree Disagree Strongly disagree

Part Three: Tick the right option.

1. I hesitate when answering orally

Not at all A little bit Somewhat Very much Extremely

2. I am worried about what my classmates think of me.

Not at all, A little bit Somewhat Very much Extremely

3. I start to panic when I have to speak without preparation in the English class.

Not at all, A little bit Somewhat Very much Extremely

4. I get nervous and confused when I am speaking in the English class.

Not at all, A little bit Somewhat Very much Extremely

Part Four: Among the following list of adjectives, which of the following describe (s) your attitude while performing orally in the English class? Tick your answer. You can tick more than one answer.

- Timid /shy
- Involved/ engaged
- Hesitant
-

- Fearful
- Motivated
- Reserved
- Discouraged

Section Three: Teacher's Sociability

1. Among the following list of adjectives, what is (are) the good quality (s) that you like in your teacher of English?

- severe
- smiling
- friendly
- open-minded
- funny

-mention other qualities:.....

2. How does your teacher of English deal with your mistakes when performing orally?

- Tolerate mistakes
- Careful to the mistakes
- Does not tolerate any mistakes while speaking
- Focuses on the message rather than on the form

3. Answer with Yes or No.

- | | Yes | No |
|---|--------------------------|--------------------------|
| • Does your teacher consider shy students? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Does your teacher give you time to think about your answers? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Does your teacher provide you with different activities which | <input type="checkbox"/> | <input type="checkbox"/> |

correspond to your learning style?

- Does your teacher allocate some time to discuss subjects beyond the lesson

for the sake of relief?

- Do you think your teacher of English provides safe and good

environment for better oral performance?

- Does your teacher vary oral activities that help non active students

to participate?

4. What do you like about your teacher of English?

.....

5. What kind of activities does your teacher of English provide in a speaking session?

.....

Thank you for your cooperation

Appendix 3

The Teachers' Interview

This interview is oriented to secondary school teachers of English. They are the best who can give us valid information concerning the topic of our paper. They have come to closer contact with the students and they genuinely evaluate the learners' oral participation and measure their improvement levels accordingly. In order to facilitate and organize the process of interviewing, we categorized the questions into four groupings: general information, types of activities, the way of correcting the students' mistakes, and the teacher's strategies.

I. General Information

1. How long have you been teaching English?
2. What kind of training did you receive to become a teacher of English?

II. Types of Activities

1. What are, in your opinion, the most convenient communicative activities to enhance students' oral performance in English? Justify.
2. What topics are, in your opinion, the most influential when it comes to boosting learners' will to talk and be engaged?
3. How do you share your enthusiasm with your students?
4. Do you use different types of activities? Would you explain?
5. Are they beneficial, fruitful?

III. Correction of the Students' Mistakes

1. What is the best way of dealing with students' mistakes while speaking?
2. Do you consider your students' psychological barriers while correcting their mistakes? How?

3. Do you believe that the teacher's method can affect the learners' willingness to participate in English?

IV. Teacher's Strategies

1. How would you involve students in the lesson presentation?
2. How do you deal with shy students?
3. Do you think that a less friendly class environment affect negatively the engagement and the participation of EFL learners? In what ways?
4. Do you believe you should build an affable relationship with students? If yes, how will you establish and foster relationships with students? If no, why?
5. How do you make your classroom a safe learning environment?
6. How do you see teachers with less sociability with their learners?

ملخص

يحاول البحث الموسع الحالي التحقق من العلاقة الموجودة بين المشاركة في الأداء الشفوي والنزعة الاجتماعية للأستاذ. بعبارة أخرى، يهدف إلى التشديد على اجتماعية الأستاذ كأداة فعالة في تعزيز الأداء الشفهي للطلاب. تعتمد الدراسة الحالية على فرضية أنه إذا كانت هناك بيئة تعلم أقل تهديدا والتي بالإمكان للمعلم توفيرها، فستكون هناك مشاركة شفوية أحسن من قبل التلاميذ. اتبعت الدراسة المنهج الوصفي للتأكيد على العلاقة بين المتغيرات الثلاث. في محاولة للتحقق من صحة الفرضية السابقة، تم إجراء ثلاث أدوات للبحث العلمي: استبيان موجه لتلاميذ السنة الثانية من ثانويتي ترخوش أحمد و بلهوشات الشريف ، مقابلة مع ستة أساتذة للغة الإنجليزية في المدارس المذكورة أعلاه، بالإضافة إلى ملاحظة فصولهم. و أسفر تحليل نتائج وسائل التحقيق هذه عن استنتاج مفاده أن مؤهلات المعلمين و طبيعتهم الاجتماعية لها دور سائد في تعزيز مشاركة التلاميذ الشفهية. كما أظهرت النتائج أن السلوكيات الاجتماعية التي يعرضها المعلمون تعزز بشكل كبير من مشاركة المتعلمين أثناء أدائهم الشفهي للغة الإنجليزية. و تؤكد نتائج التحليل أن البرامج الاجتماعية و العاطفية تعزز رغبة المتعلمين في التعبير عن أفكارهم باستخدام اللغة الإنجليزية دون الشعور بالخوف، فقدان الثقة بالنفس أو الخجل. بالإضافة إلى ذلك، فإن إشراك التلاميذ في موضوعات مثيرة للإهتمام هو حقا داعم و محفز. و بالتالي، يمكن للسلوكيات الاجتماعية للمدرسين في القسم بالإضافة إلى اختيارهم الجيد للموضوعات أن تؤثر بشكل ملحوظ على مشاركة تلاميذهم بشكل إيجابي.

Résumé

Cette étude tente de présenter et d'étudier la relation entre l'engagement oral et la sociabilité de l'enseignant. En d'autres termes, il vise à souligner la sociabilité de l'enseignant comme un facteur efficace pour améliorer l'engagement des élèves dans la performance orale. L'étude actuelle est basée sur l'hypothèse que si l'enseignant peut fournir un environnement d'apprentissage moins menaçant, une participation orale plus élaborée de la part des élèves serait montrée. La méthode descriptive a été utilisée dans cette étude afin d'identifier la relation entre les trois variables. En tentant de confirmer l'hypothèse mise en avant, trois moyens d'investigation ont été menés; une observation en classe des classes deuxième année secondaire à Terkhouch Ahmed et Belhouchet Cherif, un questionnaire adressé aux élèves de deuxième année de ces deux écoles secondaires, et une interview réalisée avec six enseignants des écoles mentionnées précédemment. L'analyse de ces moyens d'investigation a abouti à la conclusion que la sociabilité des enseignants joue un rôle prédominant dans l'amélioration de la participation et de l'engagement oral de leurs élèves. Les résultats ont montré que les comportements sociables manifestés par les enseignants stimulent considérablement la participation de leurs apprenants tout en s'exerçant oralement en anglais. Les résultats de l'analyse confirment que les programmes sociaux et émotionnels favorisent la volonté des apprenants d'exprimer leur esprit et leurs idées en utilisant la langue utilisée (l'anglais dans notre cas) sans se sentir enchaînés par des facteurs psychologiques comme la peur, la faible estime de soi ou la timidité. De plus, engager des apprenants dans des sujets intéressants est vraiment encourageant et motivant. Ainsi, les comportements sociables des enseignants dans la classe ainsi que leur bon choix de sujets peuvent affecter positivement l'engagement de leurs élèves.