

University Mohammed Seddik Ben-Yahia University .Jijel

Faculty of Letters and Foreign Languages

Department of The English language and Literature



**Teachers' Classroom Management Difficulties in Oral
Expression Classes**

**The Case Study of Second Year EFL Students at Mohammed
Seddik Ben Yehia University**

-Jijel-

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

Submitted by:

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Examiner: Hadji Sabrina (Mohamed Seddik Ben-Yahia University-Jijel)

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Dedication

We dedicate this work to our parents who are confident that we would pursue our academic career, despite the difficult times we went through, they helped us in every step in our life and gave us the willingness to overcome everything in life .

We also take this opportunity to dedicate this dissertation to our adorable sisters and brothers.

To our lovely parents who taught us to never give up

And to all our family members.

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Finally, we would like to express our special regards to our excellent lecturers in the Department of English at Mohammed Seddik Ben Yahia .

Abstract

The purpose of this dissertation is to investigate teacher's classroom management difficulties in Oral Expression. It is hypothesized that if teachers have planned for an effective classroom management, they will be successful in teaching speaking, and if they control the students behavior then they would create a positive environment in classroom and they would prevent students behavioral problems .In order to check this hypothesis, an investigation has taken place. The process went by administrating a questionnaire to 60 second year students of English and another one to 07 Oral Expression teachers .The findings revealed that teachers are expected to manage class effectively to motivate students to speak and to prevent students' misbehavior. Also, teachers face some problems during the teaching process such as: problem with class time management, lack of creativity, inhibition, and low participation.

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Résumé

ملخص

1. Background of The Study

Classroom management difficulties that face teachers are among the factors affecting the teaching/ learning process. To overcome these difficulties, teachers should create a positive and suitable learning environment. Classroom management is not an easy task in the process of education especially in oral class because it is the most important skill that learners should gain in foreign languages in order to communicate and speak fluently. So, the teachers should be competent and highly proficient in speaking and use the most important materials, procedures and techniques. This will help them to manage their classroom easily from one side and to motivate the learners to speak English fluently from other side.

2. Statement of the Problem

This research deals with classroom management difficulties faced by oral expression teachers. It will also show how to deal with different kinds of behavior .Besides, the work will present some effective techniques that teachers may apply in teaching speaking process in classroom, in order, to have a good and a motivating oral expression session.

3. Aims of the Study

This research aims at investigating how teachers can manage oral classroom and to control the students behaviors. Additionally, we are going to identify teachers difficulties in managing classroom.The study intends to look into:

1. The essential problems and difficulties in oral expression classes.
2. The effective rules and procedures for a good classroom management in oral expression classes.

4. Research Questions

Many questions could be answered in this research:

- 1) To what extent is classroom management perceived as a problem for oral expression teachers?
- 2) Which classroom management difficulties do oral expression teachers face?
- 3) What are the strategies used by oral expression teachers to overcome classroom management difficulties?

5. Hypothesis

It is hypothesized that:

- If classroom management difficulties in oral expression are identified, a positive learning environment can be created.
- If classroom management difficulties are identified, teacher can succeed in their teaching process.

6. Research Methodology

In order to test the hypothesis and obtain the necessary information from this subject, our work will be a descriptive research that focuses on the quantitative method,

we have decided to use questionnaires for both teachers and learners as a research tool that can be helpful in gathering information.

We have decided to choose second year LMD students the Mohamed Seddik Ben Yahya University.

To follow up this study, we have chosen our respondents among teachers and students from the same university. Our sample is made up of 7 Oral Expression teachers and 60 second year students of English.

8. Structure of the Study

This dissertation contains three chapters. Chapter one deals with the effectiveness of classroom management in which we have focused on the main definitions, importance, theories and goals, while in the second chapter, we have discussed factors behind students' speaking difficulties and the techniques that teachers may implement during the teaching process.

The third chapter "practical study" mainly works with the description and analysis of teachers' and students' questionnaires, then we will examine and discuss the results gathered, after that, results and interpretation will be given.

Chapter One:

Classroom Management

Introduction

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Introduction

Classroom management is a cardinal feature of the total education process. It contains all the steps through which interaction between the teacher and the student takes place. Classroom management is the process of ensuring that classroom lessons run smoothly despite of disruptive behavior by students .The term also refers to the prevention of disruptive behavior of students (Berliner, 1988). Classroom management refers to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere .It includes planning and preparation of teaching and learning materials, organization of the materials , decoration of the classroom , creation of expectation and establishment and enforcement of rules and routines in the classroom(Tan , Parsons ,Hinson and Serdo-Brown,2003) (as cited in Ahmed, Rauf, Zeb, Rahman, Khan , Rachid & Ali, 2012, p. 173-174).

Classroom is considered as the most important place where the teacher and student could interact effectively. Effective teachers create a sound, supportive and friendly environment in classrooms where students feel safe, respected, cared and secured. For this purpose effective teachers create conditions of cooperation, discipline and responsibility for themselves and for their students (Riaz, 2009)(as cited in Ahmed, Rauf, Zeb, Rahman, Khan, Rachid & Ali, 2012, p.174).

Additionally, the teachers' role is crucial in influencing the students' behavior. It also defines the role of the students, their behaviors, choices, and the overall targets and tone of the school. Strong and consistent management and organizational skills have been identified as leading to fewer classroom discipline problems (Froyen and Iverson 1999).

Our concern in this chapter is to have various definitions of the concept of classroom management including its importance for an effective teaching and its goals.

Moreover we will mention the main three approaches of classroom management and their focus. Furthermore, we are going to present the essential roles for both teachers and students. Then we will state the rules and procedures that the teacher implement in his classroom. In addition to that, we are going to speak about the difficulties that every teacher faces in managing their classes.

1.1 Classroom Management: An Overview

1.1.1 The Conceptual Definition of Classroom Management

Researchers have given a variation of definitions for classroom management. In the most general terms classroom management refers to “ The action and strategies that teacher use to maintain order” (Doyle, 1986) which means the techniques and the reactions of the teacher to control student’s behaviors and methods that he follows to find solutions for different classroom problems.

According to Proctor (1987) classroom management is “a set of teaching behavior by which the teacher establishes and maintains order in classroom.”This means that teacher puts rules inside the classroom to order the student how to behave and to mention the forbidden attitude that makes him confused.

According to Martin, Yin & Baldwin (1998) it is “a broader and comprehensive construct that describe all teacher efforts to oversee multitude and activities in classroom including learning social interaction and student behavior.” (As cited in Yasar, 2008, P. 8). In other words, it refers to the ability and capacity of the teacher to guide students’behavior

for a successful result of the instructional outcomes. In addition, it facilitates student's communication and interaction with classmates and outside society.

On the other hand, classroom management is "All things that teacher does to organize students, space, time, and materials so that student's learning takes place. It consists of a plan, a set of procedure that structure the classroom so that students know what to do, how to do it and when to do it in classroom." (Wong, Wont, Rogers & Brooks, 2012, P. 67). This that means classroom management is the use of various activities and materials in classroom to create a comfortable atmosphere for an effective teaching.

Classroom management according to Brophy (2006) is "the actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)". (As cites in Kadir, 2015, p .11)

Classroom management includes different rules, procedures and strategies that help teachers to handle with student's disruptive behavior and design his expectation for future behaviors that create more peaceful and helpful climate for a better productive academic environment.

Definition varies from one author to another ,and the more focused is on the action of teacher to create a supportive and suitable atmosphere to facilitate the perception of instructions and to achieve the content objectives.

The effectiveness of classroom management appeared through teacher's skills, capacities, and abilities to control their students' misbehavior inside class. Generally, classroom management is interested in how things are carried out and done in classroom (Walters& Frei, 2007, p. 13).

Therefore, classroom management includes different skills such as the arrangement of the classroom, the establishment of class rules, student's activity monitoring, selection of rewards and reinforcements, the uses of daily routine to maintain supportive, efficient and productive climate.

1.1.2 The Importance of Effective Classroom Management

Classroom management is very important for the teacher to ensure that lessons run smoothly in spite of student's disruptive behavior.

According to Emmer & Stough(2001), “ the ability of teacher to organize classroom and manage the behavior of their student is critical to achieving educational outcomes.”(As cited in Oliver & Reschly, 2007, p. 1)

In other words, teacher's ability in controlling student's misbehavior has an effect on instructional and educational outcomes. For Berliner (1988), classroom management comprises the essential activities that are important to maintain a climate that generates positive conditions for learning.

According to Doyle (2011), “the underlying assumptions is that classroom order encourages student engagement which support learning without order. A teacher is hard pressed to promote student learning.” The implication of this according to him is that “classroom management results in the coupling of order and learning.”(As cited in Austin & T.A 2014, p.311) meaning that classroom management is a technique that the teacher uses to enhance order, student's engagement and learning that leads to the improvement of the learning outcomes.

It is obvious that classroom management is important in the student's academic achievement and this is in relation with the teacher's ability for a successful engagement and the capacity to handle with student's disruptive behavior, which is the particular problem in class. According to Emmer & Stough (2001), highly effective instruction regulation reduces but does not eliminate behavior problem inside classroom.

As Oliver and Reschly (2007) stated, classroom management is important for achieving instructional objectives. First, it creates a suitable environment for the learning and teaching process, and the lack of effective teaching results in disorganized classroom. This means that teacher needs to have powerful skills to control and reduce disruptive behavior inside classroom. In addition, a teacher needs a suitable planning that is efficient for time allowed because it gives student a perfect view about ideal learning environment. Furthermore, consistency is created and founded as soon as teacher is effectively managing the classroom. This results in a better learning outcomes and achieving the instructional objectives.

1.1.3 Classroom Management Goals

Classroom management is a complex process of education. It requires talent, skills, energy and ability for managing class. The basic purpose of classroom management according to Froyen and Iverson (1999) is to encourage students toward learning and to enhance their positive learning (as cited in Ahmed, Rauf, Zeb, Rehman, Khan, Rashid, Ali, 2012, p. 175).

Canter and Canter (2012) stated that there are two major goals of classroom management. First, it seeks to maintain and create supportive learning environment.

Secondly, it has to promote a safe classroom community so that student's interest, motivation and involvement in learning process is preserved.

Classroom management is the socialization of the student. In other words it is to make the student able to intervene with outside situations by integrating activities that help him to develop his interacting and communicating skills. According to Dreikurs, Grumwald and Pepper (1998), the goals of managing classroom effectively is to satisfy student's developmental needs by creating a conducive learning atmosphere. It has to enhance the learning environment and physical interaction between the teacher and the student that helps to maximize and increase the achievement of the instructional objectives.

According to Tak and Shing (2008) the main goal of an effective managing of classroom is to prepare students to become self discipline but not to control them. Everston and Weinston (2006, as cited in Garret, 2014, p. 02) stated that there are two major goals of classroom management which are to create an environment for academic learning and creating an environment for social-emotional learning.

So classroom management aims to orient and guide student's behavior inside classroom, to increase teaching and learning time, to create an environment where learning proceed without interruption, to increase student's confidence and security, to improve satisfaction and achievement, and moving to high level of interaction and performance of teacher and student.

1.2 Classroom Management Approaches

“It is probably no exaggeration to say that classroom management has been a primary concern of teachers since there have been teachers in classrooms” (Marzano & Pickering, 2003, p. 04)

Classroom management is very important for all teachers. So, most researchers agreed that the teacher should be careful in creating and implementing management strategies and approaches to deal with behavioral problems. They categorized different approaches based on different principles and aspects of classroom management. According to the continuum framework of Wolfgang and Glickman (1980) and Martin & Sass (2010), classroom management approaches can be classified as Interventionist, Non interventionist and internationalist (as cited in Sowell, 2013, p. 25). Also they present a classroom management model that is showed in a chart (see table 1.1, p.13)

1.2.1 Interventionist Approach

According to Unal and Unal(2012, p. 44), interventionist refers to “ those who are considered to be teacher oriented and tend to control the situation by implementing immediate a disciplinary tactic to control the behavior”. In other words, interventionist approach focuses on discipline problem for both instructional and behavioral management; so that external conditions such as reinforcement and punishment effects learner development. Teacher seeks to manage classroom by intervening to shape student’s behavior with consequences. The followers or the leaders of this approach are behaviorism by Skinner, social learning theory by Bandura, Rudolf Dreikurs, Lee Canter and many others.

According to Skinner (1974), interventionist classroom management approach is providing consequences for student action. It is reactive in nature.

1.2.2 Non Interventionist Approach

Non-interventionist is a proactive in nature. It is more constructive. It leads to positive behavior and develop self-discipline. Students have primary responsibility to control and correct their bad behavior.

Wolfgang (2005) stated that children have an inner drive to find out their expression in real life world. According to Ritter and Hancock (2007), students should be allowed to exert significant influence in classroom and teacher is less involved and adjusting student's behavior (as cited in Unal & Unal, 2013, p. 44).

It is considered as student-oriented and tends to employ tactics considered to use minimal teacher power (Witcher et al, 2002). It aims to socialize children with the outside world, to construct their own value and to act on their basic, and to help them to be cooperative with others. Some of the most popular proponents of this approach are Carl Rogers, Jacob Kounin and Harry Wong.

1.2.3 Interactionalist Approach

Interactionalist approach is a mixture or a combination of non-interventionist and interventionist styles. It employs some of each. According to Unal and Unal (2013, p. 44), it seeks to find solutions that are satisfactory for both teacher and student. The initial focus

of interactionalist is on behaviors followed by thoughts and feelings. It emphasizes on individual differences in students. William Glasser was the major proponent of this management technique.

Interventionist	Interactionalist	Non-interventionist
Teacher has primary responsibility for control	Student and teacher share responsibility for control	Students have primary responsibility for control
Teacher develops the rules	Teacher develops the rules with some student input	Students develop the rules with teacher guidance
Primary focus in on behavior	Initial focus in on behavior, followed by thoughts and feelings	Primary focus is on thoughts and feelings
Minor emphasis on individual differences in students	Moderate emphasis on individual differences in students	Major emphasis on individual differences in students
Teacher moves quickly to control behavior	Teacher allows some time for students to control behavior, but teacher protects right of the group	Teacher allows time for students to control behavior
Types of interventions are rewards, punishments, token economy	Types of interventions are consequences and class meetings	Types of interventions are non-verbal cues and individual conferences

*Table1: Classroom Management Models*Source: Wolfgang and Glickman (1986)

1.3 Teacher’s Role

Teachers’ roles vary depending on different situations and contexts that they have to cope with. According to Delamont’s (1976), “much teacher behaviors in accordance with the role expectations held for them by their pupils and society at large”. They attempt

to control their classes and then to teach them something.(as cited in Bezzina and Fenech, p. 66). In other words, a teacher can take the role of a controller and conductor inside classroom to have a better presentation of knowledge.

According to Richard and Rogers (2011), a teacher can be a need analyst, a counselor, and group process manager. Mcleod, Fisher and Hoover said, “The basic role of the teacher is to be an instructional leader. In order to fulfill that role, the teacher must deal with the social, intellectual, and physical structure” (2003, p. VI).

Furthermore Harmer (2001, p. 57) stated that the role of the teacher can change from one activity to another. For him, a teacher should be a facilitator, controller, an organizer, an assessor, a prompter, a participant resource, a tutor, and an observer. All the roles mentioned previously aim to facilitate the student’s progression in learning.

Teacher’s role is different from the past to present. According to Hall (1994),“more than being an enforcer or punisher, teacher today get better result by serving as a coach, a cheerleader and a champion excellence”(p. 2). The teacher needs to know and expect the action and reaction of his student in specific situation, which foster teacher’s student’s relationship. A teacher also has to be self-aware and empower learners in order to enhance the learning outcomes. For Ornstein (1990) successful teaching depends on teacher’s ability to manage student; so the teacher needs to be competent and have skills to create a good learning environment.

Harmer (2007)cited a list of characteristics of a good teacher. For him, a good teacher must love his job, have a strong personality that appears to everybody, the one who has a lot of knowledge about everything, who have a positive sense and many other characteristics. In addition to that, for him, a teacher can have an effective classroom

management when he has the ability and capacity to handle with many variables including classroom space and time organization.(p. 34)

Marzano and Pickering (2003) gave the teacher three main roles. The first one is to make wise choices about the most effective instructional strategies to employ. The second one is to design classroom curriculum to facilitate student learning. The last one is to make effective use of classroom management techniques.(p. 3)

The teacher has to perform different roles in the stage that is chosen carefully, in order to bring student's attention to ensure that the lesson goes in the right path.

1.4 Student's Role

The students have a potential role in managing and preserving classroom organization because they are a part of the classroom. Students' role is clarified in their ability to control their behavior, to participate in class activities and to be a listener for teacher's explanation and an implementer of class rules. According to Harmer (1998, p. 10), a good student is the one who is willingness to listen, to experiment, to ask question, to think about how to learn and accept correction. Students should be respectful, tolerant, friendly, motivated, active and confident to cooperate with other.

1.5 Rules and Procedures

The teacher takes the responsibility for classroom organization by implementing some rules and procedures to have effective teaching and learning process. Also, researcher

differentiated between rules and procedures. Rules identified general expectation, whereas procedure communicates expectation for specific behaviors . Emmer, Evertson, and Worsham(2003) explain their importance of these rules saying:

Vary in different classrooms, but all effectively managed classroom have them. It is just not possible for a teacher to conduct instruction or for students to work productively if they have no guidelines for how to behave or when to move about the room or if they frequently interrupt the teacher and one another. Furthermore, inefficient procedures and the absence of routine for common aspects of classroom life, such as taking and reporting attendance, participating in discussion, turning in materials, or checking work, can waste a large amount of time and cause student's attention and interest to wane.

(As cited in Marzano and Pickering, 2003, p. 13)

1.5.1 Rules

Classroom management rules should be brief, stated in behavioral terms, deal with observable behavior, measurable and enforceable (Hall, 1994, p. 3). According to Dunbar (2004), “teacher must make sure that rules are designed to support a concept of consequences for inappropriate behavior rather than punishment.”(p. 3).

Classroom rules are not negotiable, a teacher applies them to avoid and limits student's misbehavior. These are some rules that could be implemented in class:

- 1- Share respect, no hitting and no using bad language.
- 2- Demand respect for talking or changing place.
- 3- Not allowed to speak with each other or make disruption.
- 4- No cell phones in class.
- 5- Raise hand when you want something.
- 6- No chewing gum in class.

The aim of rules inside class is to cover a variety of situation and to reduce disruptive behavior. It provides a sense of regularity for both teacher and student.

1.5.2 Procedures

Procedures are considered with “how will you do things”. According to Moran, Stobble, Boran, Willer & Moir (2009) “ creating procedures helps to think through your behavioral expectation for any given activity that way you are able to communicate those expectation clearly to the students and thus to prevent disruption.” (p. 46). In other words procedures are only limited to behavior because it changes depending on student’ needs. Some of the procedures include how to make transition from one activity to another, how to collect homework, how to ask them to do home works, how to turn in late work, and how to participate in discussions.Procedures are very necessary because they create equilibrium for both student and teacher.

1.6 Teacher's Difficulties in Classroom Management

Classroom management is a very difficult exercise for every teacher in all levels. Teachers should be successful in it, in order to have an appropriate academic environment for the learning and teaching process, consequently, the achievement of the instructional objectives. Many teachers face difficulties in managing classroom because the majority of classes are affected by serious misbehavior problems and disrespectful attitude from student's ; they may not be expected and taken into account.

Paul Waddon and Sean McGovernjj (1991) made a list of problems such as: disruptive talking, mandibles responses, sleeping in class, tardiness and poor attendance, failure to do homework, cheating in test and so on (as cited in Harmer, 2001, p. 126). Teacher has to be ready to deal with many such disruptive behaviors.

According to Bloom (2013),“children and youth with problematic behavior can bring a variety of challenges to schools and classroom. These students may struggle with academics and relationships with peers and teachers. They seem unmotivated and unengaged in school and classroom communities and they may exhibit negative behavior that can be irritating, disruptive or verbally and physically aggressive” (P. 1).In other words, the main reason behind student's disruption in classroom is that they feel excluded and unwanted in the classroom, and unaccepted in the environment. Therefore, they try to improve their existence with various bad manners that could lead to the physical aggression.

So, the teacher has to have a high level of understanding of student's attitude, taking into account the environmental situation, without underestimating the role of parents, family and colleagues in a trying to reduce undesirable behavior. Because of these

behaviors, teachers become stressed and have negative emotions (Blase, 1986; Emmer, 1994; Feitler & Tokar, 1992; as cited in Nie & Lau, 2009, p. 1).

Alplby (1990) sorted behavior into three categories. The first category is the imitator behavior such as talking during lecture, creating disturbance and being late. The second category is called inattentive behavior like; being unprepared, packing books and materials before the class is over and acting bored or pathetic. The last one is called miscellaneous behaviors such as cheating, asking 'will it be on test' and expressing more interest in grade than in learning (as cited in Sorcinelli, 1994.p. 1).

Many other researchers and educators listed a big list of disruptive behavior inside class that obstruct the teaching and learning process such as making noise with papers and books, listening to music or answering phone calls during sessions, interrupting teachers during the discussion or when someone express their point of view by laughing or making bad comments and so on. According to Wong and Wong (1998), students who cause behavioral problem are those who are aggressive, resistant to work, distractible, or dependent on help (as cited in Walters and Shelley 2007, p. 110)

Researchers refer to different causes of those attitudes such as family, previous bad expectation of class experiences, lack of attention and motivation, boredom and other various reasons. Walters and Shelley (2007, p. 110) generated five major causes of student's misbehavior that are boredom, need of attention, power, revenge, and self confidence. For each reason they try to guide the teacher to the strategy to follow to cope with or to deal with such similar situation of misbehavior.

Teachers sometimes hesitate whether to deal with such disrupt behavior or to ignore it in some way; because they do not know what to do or how to handle with it. This

ignorance led to student's attention dispersion, low their motivation to participate, decrease their lecture understanding and lead to educational failure and bad results.

Harmer (2001) suggested various strategies that a teacher can use to avoid problems. For him, the teacher has to deal directly with the misbehavior and not to ignore it. The first strategy is creating a code of conduct; meaning that a teacher has to create point of discussion with student's about what both they expect from each other "an effective way of establishing code of conduct is to include student's own opinions in the code"(p. 127).The second is teachers and students; this means that there should be a good relationship between teacher and student to prevent problems. This includes student's interest and enthusiasm and teacher professionalism.

Researchers developed many and various strategies to deal with, prevent or limit those behaviors, so that the teacher may use the perfect technique that suits the situation he faces.

Conclusion

To conclude this chapter, we have discussed the main important points of classroom management. Classroom management is the implementation of procedures and teaching techniques that facilitate teaching and provide students with a suitable environment for learning. Teachers should establish clear rules that help them to create safe and efficient context for the educational process and to prevent or avoid the disruptive behavior of their students. Establishing an effective classroom management free of disruption result on the achievement of the instructional objectives and to completes learner's needs.

Chapter Two:

Oral Expression

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Conclusion

Introduction

There are four skills in language teaching and learning which are listening, speaking, reading and writing .But the most important one is speaking because it is considered as an effective tool to interact and communicate for both teachers and students in a foreign language. Also, it should be practiced and applied in classroom in order to enable the students to make a relationship between what they know and what they are learning.

This chapter is concerned with the speaking skill, its features, and its importance. In addition, it describes techniques used for teaching oral expression, the main causes behind the difficulties of the speaking skill and their factors. Finally, we are going to talk about types of speaking performance.

2.1 The Speaking Skill

2.1.1 Definitions of Speaking

Since speaking has different definitions, according to the experts. Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.” (Chaney 1998, p. 13). Lewis and Hill (1993) state that speaking is a process that covers many things in addition to the pronunciation of individual sounds. Mackey (2001) define that speaking as an oral expression that involves not only the use of right patterns of rhythm and intonation but also the right order to convey the right meaning. All in all, speaking is a communicative process used to express the meanings of things.

Ur (2002) wrote “Speaking seems intuitively the most important: people who know a language are referred to as “Speakers of that language . . . many if not most foreign language learners are primarily interested in learning to speak” (p.120). Richards and Renandya (2004) were of the same view when they stated “a large percentage of the world’s language learners study English in order to develop proficiency in speaking” (as cited in Adhikari. 2010, p.1). Hornby (1995, p. 37) stated that through speaking a language, learners will be judged upon most in real life situation. (As cited in Riyaz and Mullick, 2016. p. 59).

2.1.2 Features of Speaking Skill

Teaching learners speaking a foreign language in classroom should be characterized by fluency and accuracy both of them are considered as the basic features of speaking performance.

According to Mazouzi (2013) ,student’s activities should be designed based on an equivalence between fluency and accuracy which are important elements of communicative approach .Classroom practice can help learners develop their communicative competence ,they should know how the language system works appropriately .

2.1.2.1 Fluency

Fluency is one of the main aims that the teacher tries to achieve in teaching the speaking skill .According to Hughes (2002), fluency is the learner’s ability to speak in under stable way in order not to break down communication because listeners may lose their interest .Hedge (2000) expressed that fluency is the ability to answer coherently by

connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

Brumfit (1984) treated fluency as a natural language use like the native speakers. Speaking fluency is also an important component of communicative competence, because the ability of speaking fluently can help the speaker to produce continuous speech without comprehension difficulties for the listener and to maintain the communicative ideas more effectively. (As cited in Yang, 2014, p .226).

2.1.2.2 Accuracy

Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process .Learners should pay enough attention to the exactness and the completeness of language from when speaking such as focusing on grammatical structures ,vocabulary , and pronunciation (Mazouzi ,2013).

According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable context. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things .So learners should be able to use words and expressions correctly.

Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to. In order to speak the English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciation. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

2.1.3 The Importance of the Speaking Skill

Humans are programmed to speak before they learn to read and write .In any given language. They spend much more time interacting orally with language rather than using it in its writing form. Speaking is the most important skill because it is one of the abilities that are needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency and comprehension .Learners should have enough English speaking abilities in order to communicate easily and effectively with other people .

Rivers (1981) studied the use of language outside the classroom situation and understand that speaking is used twice as much as reading and writing combined. According to Brown (2001), listening and speaking are learner's language tools .Efrizal (2012) and Pourhosein Gilakjani (2016) expressed that speaking is of great significance for people's interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

Richards and Rogers (2001) stated that in the traditional methods, the speaking skill was ignored in classrooms where the emphasis was on reading and writing skills. For example, in the grammar translation methods, reading and writing were the important skills and speaking and listening skills were not of great significance. According to Ur (2000) of all the four language skills called listening, speaking, reading, and writing; speaking is the most important one for an effective communication.

The importance of the speaking skill is integrated with the other skills; this means that each skill completes the other one. So we can say that teaching students and developing their ability of speaking help them to know much more vocabulary and grammar better than the writing skill. Students can describe their emotions, ideas; say stories...Etc. Speaking is of a vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrupe (2003) who said that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion.

Previous researches approve that persons cannot learn a language without many opportunities for meaningful repetition. Oral language interactions and the opportunity to produce language in meaningful tasks provide the practice that is very important to internalize the language. Asher (2003) supported the idea that very soon after teachers model the language, learners like to imitate what have been said.

Krashen (1988) examined the relationship between listening and speaking. He stated that when students speak, their speaking provides evidence that they have acquired the language. This idea led some teachers to move fast from speaking teaching to reading and writing teaching.

When students learn English, speaking is significant to support their ability to apply the language. Speaking has been very important to the success of human beings. The significance of speaking skill is observed in the daily activities of persons. Speaking is an interactive activity and it occurs under the real time constraints. Persons can use words and phrases fluently without very much conscious thinking. Speaking skill enables individuals to produce sentences for the real communication in language, in other words they actually like to communicate in language to get specific objectives (Mc Donough & Shaw, 1993).

2.2 Some Techniques of Teaching Oral Expression

In order to enable students to speak and develop their ways of thinking in the learning process in classroom, the teachers should have multiple roles, they should encourage and motivate the learners to describe their thought through classroom tasks and activities, in order to approve their aims and achieve their objectives. The aim here is not to enable students to speak only, but also to make them able to learn through speech and ignore all speaking obstacles that may face the learners during the learning process.

Additionally, teachers may face many difficulties and problems to know learner's need, particularly in their communication abilities. One way that may help the teachers to know the different kinds of difficulties and problems that learners face during the learning process of acquiring a foreign language is through giving them the freedom to use the language in classroom. For that reason, teachers should use different speaking activities in the classroom play. In order to create classroom speaking activities that will develop communicative competence, teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression. Here are some activities that can be done in the speaking class to promote speaking according to kayi (2006) (as cited in Febriyanti).

2.2.1 Group Work

Group-work is one of the interactional techniques of language classroom; it is for shy students and their fear from making mistakes during the learning process. It is considered as a class management strategy, and the teacher is considered as a facilitator; however, the role

of teacher in a group work is very difficult and at the same time it is very important role too. (as cited in Raja, 2012, p. 155).

In traditional classroom, the teacher has the authority in class; there is no active role of students during the teaching / learning process. But group-work makes students as independent learners who work collaboratively for their own learning. Language classroom is the place where teachers and learners come together for interaction and can learn in natural settings .Group-work is a teaching strategy at all levels of education and researchers observed that group based assignments and discussion are a common feature of tertiary education (All Wright & Bailey , 2004).

According to Nation (1988) , group work can help learning in the following ways : learning the content matter in the activity , learning new language items from other participants in the activity , development of fluency in the use of previously met language items , learning communicative strategies , and development of skill in production of comprehensible spoken discourse . All these serve as learning goals which can only be achieved through speaking activities in group work. (as cited in Fanshao Meng, 2009, p. 2009).

Harmer (1991) claimed that group-work allows students to work in a conducting and facilitating environment .Group-work claims a number of advantages as Gower (1987) has noted that it stimulates the learner's experience of various types of interaction and help to generate a more relaxed and cooperative classroom atmosphere. However , teachers who are not qualified cannot teach effectively .According to Tiberius (1995), was of the opinion that group-work can fail due to several reasons ; he mentioned students being exam oriented , teacher's authoritative role in class and their lack of interest due to incompetence to handle group-work .

According to Beebe and Masterson (2003), there are advantages and disadvantages to work in groups. By understanding the benefits and potential pitfalls, a group can capitalize on the virtues of group-work and minimize the obstacles that hinder success.

Advantages, like:

- 1) Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of background and experiences.
- 2) Groups stimulate creativity .In regard to problem solving, the old adage can be applied that “two heads are better than one.”
- 3) People remember group discussions better. Group learning fosters learning and comprehension .Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley , Cross & Major ,2005;Darvis , 1993).
- 4) Decisions that students help make yield greater satisfaction .Researcher suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved.
- 5) Students gain a better understanding of themselves .Group work allows people to gain a more accurate picture of how others see them .The feedback that they receive may help them better evaluate their interpersonal behavior.
- 6) Team work is highly valued by employers; well developed interpersonal skills were listed by employers among the top 10 skills sought after in university graduates (Graduate Outlook Survey, 2010). (As cited in Alison Buke, 2011, p. 88).

Although working in groups has its advantages, there are also times when problems arise. Beebe and Masterson (2003) listed four of them:

- 1) There may be pressure from the group to conform to the majority opinion .Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict.
- 2) An individual may dominate the discussion .This leads to members not gaining satisfaction from the group because they feel too alienated in the decision making process.
- 3) Some members may rely too heavily on others to do the work .This one of the most salient problems that face groups .Some members do not pitch in and help and do not adequately contribute to the group (Freeman & Greenacre, 2011) .One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member.
- 4) It takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others .However, the time spent taking and analyzing problems usually results in better solution. (As cited in Alison Buke, 2011, p. 89).

Overall, effective students' participation in group work is an important learning outcome for higher education courses. Although many students feel as though they can accomplish assignments better by themselves rather than in a group, instructors apply knowledge (Elgort, Smith & Toland, 2008).

2.2.2 Role-Play

Role play is another activity used by the teacher to enhance learners' speaking skill, in other words, role play is another way of getting students to speak. In role play, the teacher gives information to the learners as who they are and what they think or feel with other learners or in a group, and learners in their turn have to live the role.

According to Yardley Matwiejczuk (1997), role play describes activities where participants are involved in "as- if" situation, by way of stimulated actions and circumstances. The participants are expected to act "is – if" specific conditions and situations exist, with different roles implying various types of behaviors, goals and arguing. The distinct role descriptions and perquisites for those who take part are set up in the preparatory work of the role play (Grysell and Veinka, 20100).

According to Qing (2011) Role play is defined "as the projection in real life situations with social activities" (p.37) .Ments (1999: 5) said, "In a role play each players act as a part of the social environment of the others and provide a framework in which they can test out their repertoire of behaviors or study interacting behavior of the group." (As cited in Priscilla Islam & Tazria Islam, 2012, p.219- 220)

In addition, Alkin and Chrisitie (2002) described role play as a pedagogical method providing the opportunity for student- to- student and student –to – faculty partnership in the classroom. They call the students the participants, and the instructors the facilitators of learning, emphasizing that role playing is learning by doing in a safe environment. Role play needs some efforts from the teacher, through the learning process. Howell (1991) expressed this as follows: "whilst the preparation of a role play may entail some extra thinking beyond the actual content of the topic, it is nevertheless well worthwhile in terms of students' response and ongoing interest." (p. 71)

2.2.3 Discussion

Discussion can be defined as a topic or an idea presented by the teacher to the students to be discussed. It is considered as one of techniques of enhancing student's speaking in a foreign language. According to Dakowska, "discussion is another popular and useful form of classroom interaction, however, it must be stressed that the actual potential of this activity for developing individual learner's speaking ability can be implemented only under certain conditions", particularly that :

- The topic is conversational enough to open different perspectives and interpretations.
- Learners' participant in the choice of the topic and are given enough communicative autonomy to be able to express their personal opinions and ideas.
- Students are interested in the topic and their general knowledge is sufficient enough to discuss it.
- Discussion is planned as a complex activity which combines working in pairs or groups and open - class or panel forms of interaction. (as cited in Naaleksdrzak,2011, p .45)

Discussion is an important tool in the classroom, because through discussion the teacher will be able to identify the mistakes made by the learners during the speaking process. Additionally, this kind of activities gives learners the capability to speak more freely and express themselves. It is helpful to structure a discussion activity by giving learners enough information about what they will be talking about and giving them enough time to think about what they want to say.

Furthermore, according to kayi (2006)

For efficient group discussion, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on. (As cited in Febriyanti).

2.3 Speaking Difficulties

2.3.1 Learner's Difficulties

According to Tuan & Mai (2015). "There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. There are inhibition, lack of topical knowledge, low participation, and mother – tongue use." (As cited in Leong & Ahmadi, 2017, p. 10).

2.3.1.1 Inhibition

Inhibition is considered as the most difficult aspect that faces the students during teaching /speaking process in classroom. According to Ur (1996) "when students want to say something inside the class they may be inhibited, and that back for their worried of making mistakes and fearful of criticism". Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students. (As cited in Tuan & Mai, 2015, p 10) Additionally, kagan et al. (1988) pointed out that inhibition refers to a

temperamental tendency to display fearfulness, or restraint in response to unfamiliar people, objects and situations .These describe that inhibition affect student's language learning specifically in performing their language comprehension. (As cited in Humaera, 2015, p .32).

2.3.1.2 Lack of Topical Knowledge

Topical knowledge is defined as knowledge structures in long – term memory (Bachman & Palmer , 1996). In other words , is what the learners already know about relevant topical information , and that information enables the learners to use language with reference to the world in which they live and through topical knowledge they can express themselves . But, with lack of topical knowledge learners complain that they cannot remember anything to say and they do not have any motivation to express themselves.

This is supported by Rivers (1968) who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it. Baker and Westrup (2003) also supported the previous idea and argued that it is very difficult for learners to answer when their teachers ask them to tell things in foreign language because they have little opinions about what to say , which vocabulary to apply , or how to use grammar accurately .

2.3.1.3 Low Participation

Another problem in speaking class is low participation is very low. When the class includes a large number of students, they will not have the opportunity to talk, and there will be only one student's talking and the other ones they only try to hear him/ her .In the

speaking class, some learners controlled the whole class while others speak little or never speak.

2.3.1.4 Mother – Tongue Use

According to Tuam & Mai, 2005 “when some learners share the same mother – tongue, they try to use it in the speaking class because it is very easy for them.” (As cited in Leong & Ahmadi, 2017, p. 36-37). According to Harmer (1991), there are some reasons why learners use the mother tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that do not have enough knowledge, they will try to use their language. The second reason is that the application of the mother tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates.

The final reason refers to the fact that teachers regularly use their learners’ mother language; their learners will feel comfortable to do so in their speaking class.

2.3.2 Teacher’s Problem in Teaching Speaking

Teachers face some difficulties in teaching speaking .According to Kayi (2006), the problem the teacher found in teaching speaking “are related to classroom management which was response towards learners and proper environment in teaching and learning process.” (As cited in Ramdhani & Bahri Ys, 2017, P. 26). In other word, the main causes behind those problems are managing time successfully to give each student the opportunity to speak, and to comment on their mistakes. Furthermore, Greene & Peerty (1997) stated that the teacher faces problem with duration with the teaching and learning process is limited.

Teacher's problems are also with the number of students in class because the learner needs more attention in learning, so at least it should contain 20 students .While, the teacher find problems in lesson plan and select the activities that suit learners which is very different from using textbook, and lack of materials used to motivate learners to speak. In addition, Ur (1996) stated that the common problems that teacher face “are related to individual learners personalities and attitudes to the learning process and learning speaking in particular.” (As cited in Ramdhani & Bahri Ys, 2017, p. 29).

At the end most of the researchers agreed , most of teacher's problems are class time management ,material is not related to daily activity , lack of creativity , and limit time and chance for student to speak .

2.4 Factors behind Speaking Difficulties

There are different factors affecting teaching speaking such as: fear of mistakes, lack of confidence, shyness, anxiety, and lack of motivation. These factors may have some causes and these causes may have some solutions.

2.4.1 Fear of Mistakes

As argued by many theorists, fear of mistakes becomes one of the main factors of student's reluctance to speak in English in the classroom (Tsui in Nunan ,1999 ; Yi Htwe ,2007 ; Robly .2010).Aftat , (2008) added that this fear is linked to the issue of correction and negative evaluation .Also , students' influence on each other especially shy students, they fear to talk because they feel like they will be foolish , or they will be criticized by the teacher .As a result, students commonly stop participating in the speaking activity (Hieu ,

2011). So, here the teacher should inform his students that making mistakes is not a bad thing because through making mistakes they can learn. (As cited in Dalme, p. 21- 22)

2.4.1.1 Causes of Mistakes

The first reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how others will see them (Kurtus,2011).In addition , Hieu (2011) and Zang (2006) cited He and Chen (2010) explained that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistakes in speaking English.(As cited in Dalme , p. 21- 22).

2.4.1.2 Possible Solutions to Overcome Fear of Mistakes

In terms of possible solutions to overcome students' fear of mistakes, Zua (2008) gave several suggestions. First, she suggested that emotional bonds between students and teachers should be built .This way, the students are expected to feel comfortable with their teacher and believe that the teacher will help them if they make mistakes.

Second, Zua (2008) further stated that the teacher should improve the students' concentration when learning English .This can be done, as she suggested, by creating a supporting learning atmosphere .Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizing that mistakes are keys to carry out a communication. (As cited in Dalme, p. 22).

2.4.2 Shyness

Shyness is an emotional feeling that many students suffer from at some time when they are required to speak in class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the speaking class. Therefore, paying attention to this aspect is also quite important in order to help the students to do their best in their speaking performance in the classroom (Gebhard, 2000).

In line with this, Baldwin (2011) further explained that speaking in front of people is one of the most common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. (As cited in Juhana, p. 101).

2.4.2.2 Causes of Shyness

There are different causes of shyness. As Brown (2005) and Robly (2010) argued that some learners are shy by their nature and they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their teacher and classmates. In addition, Saurik (2011) identified that most students of English feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers.

2.4.2.3 Possible Solution to Overcome Shyness

There are possible solutions to overcome shyness. Pexé (2011) says that it is urgent that teacher creates a friendly and open classroom environment .By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry about their imperfect pronunciation and grammar. As a result, they dare to speak in their class .Solving the shyness problem, Chinmory (2007) suggested that in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success.

2.4.3 Lack of Confidence

It is obviously understood that student's lack of confidence usually occurs when students discover that their friends have not understood them or when they do not understand other speakers .In this case, they will prefer to keep silent while others do talking showing that the students lack confidence to communicate .In response to this, Tsui cited Nunan (1999) said that students who lack confidence their English necessarily suffer from communication apprehension. This shows that building students' confidence is an essential piece of teacher's focus of attention .This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

2.4.3.1 Causes of Lack of Confidence

He and Chen (2010) stated that the main cause of students' confidence is their low ability in speaking English. In this case , as they add , many students think that their English

is bad and feel that they cannot speak English well .The other cause of students' lack of confidence also with the lack of encouragement from the teacher (Brown , 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown added, students find the learning demotivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

2.4.3.2 Possible Solutions to Overcome Lack of Confidence

With regard to possible solution to overcome the students' lack of confidence, YeHtwe (2007) shared the strategy to build students' confidence .He said maximizing student's exposure to English is a good way to build the students' confidence .In line with this, Kubo (2009) added that to build students' confidence to speak in English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English .Therefore, teachers should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

2.4.4 Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et all cited in Naxente, 2001).Further, Naxente wrote that, among other effective variables, anxiety stands out as one of the main blocking factors for effective language learning .In other words, anxiety influences students

in learning language .Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991)(as cited in Syhvia and Tiono, 2004). Who believed that anxiety in speaking a can affect students' performance .It can influence the quality of oral language production and makes individuals appear less fluent than they really are .This explanation should suggest that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity .

2.4.4.1 Causes of Anxiety

Regarding the causes of anxiety, Horwitz and Cope (1986), based on the findings their study, found out three main causes of students' anxiety i.e. Communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the student's low ability to communicate in the target language .Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested .The last cause has to do with other student' evaluation . In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves.

In addition , fear of being evaluated by their teachers is also another factor affecting students' anxiety (liu, 2007; Zhou , et al 2004) .All these show that understanding students better and being skillful in managing classroom should be part of the teacher's concern. As suggested by Harmer (2007), to reduce this anxiety feeling, teachers need to pay attention to each student's strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

2.4.4.2 Possible Solution to Overcome Anxiety

In order to overcome anxiety, Koichi Sato (2003) in his research about improving students' speaking skills, he suggested that teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities. In addition, providing students with positive reinforcement (Keramida, 2009), motivating students (Christophel, 1990) and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate (Chan, 2002 cited in Noon-ura, 2008).

Dealing with anxiety in students' learning, Tsui (in Nunan, 1999) explained that to deal with the reluctant students, teachers should accept a variety of answers. This way, the students can feel more confident in answering the teachers questions and participating in every activities of the class.

2.4.5 Lack of Motivation

With regard to the issue, Nunan (1999) stressed that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further added that motivation is an inner energy. She said that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with strong motivation to succeed can persist in learning and gain

better scores than those who have weaker motivation of success showing that building student's motivation to learn is urgent for every teacher.

2.4.5.1 Causes of Lack of Motivation

With respect to the causes of lack of motivation ,Gardner in Nunan (1999) elaborated the causes of the students' lack of motivation e.g.: uninspired teaching , boredom , lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program .This four , as he further sais , very often become source of students' motivation .Uninspired teaching , for example , affects students' motivation to learn .In this context, monotonous teaching, in many cases , reduces the students' motivation due to their feeling of boredom .This shows that paying teaching to those four factors is vital. In response to the issue of motivation.

Babu (2010) argued that the lack of motivation in learning causes students' hesitation to speak English in the classroom .He said that the background of this situation is that students are not motivated by the teachers towards the communication in English .In line with what Babu said, Siegel (2004) believed that motivating students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance .Therefore, it is important that teachers also show enthusiasm in their teaching performance.

2.4.5.2 Possible Solutions to Overcome Lack of Motivation

Aftat (2008) suggested that to encourage students' motivation , teachers should provide constant encouragement and support as well as ask questions that reveal the basis of

a students' problems .Doing this becomes very important because encouragement also gives students' feeling of secure and welcome in their learning. Other suggestions to increase students' motivation are shared by Liu and Huang (2010).They said that to overcome students' lack of motivation , teachers can do activities like promoting students' awareness of the importance of English , enhancing students' interest in English, and developing their self -confidence .

2.5 Types of Classroom Speaking Performance

There are six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom .According to Nunan (2003, p. 271).

2.5.1 Imitative

A very limited portion of classroom speaking time may be spent generating on “human tape recorder” speech where, for example , learners practice an intonation contour or try to pinpoint a certain vowel sounds .Imitation of this kind is carried out not for the purpose of meaningful interaction , but for focusing on some particular element of language form.”Drills” offer students an opportunity to listen and orally repeat certain strings of language that may pose some linguistic difficulty either- phonological or grammatical. They can help to establish patterns and to associate selected grammatical forms with their appropriate context.

2.5.2 Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of

language .Intensive speaking can be self- initiated or it can even form part of some pair work activity where learners are “going over” certain forms of language .

2.5.3 Responsive

A good deal of student speech in the classroom is responsive : short replies to teacher or students initiated questions or comments .These replies are usually sufficient and do not extend into dialogues .Such speech can be meaningful and authentic.

2.5.4 Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language conversation, for example, may have more of a negative nature to them than does responsive speech.

2.5.5 Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:

- a) A casual register.
- b) Colloquial language.
- c) Emotionally language.
- d) Slang.
- e) Ellipsis.
- f) Sarcasm.
- g) A covert “agenda.”

2.5.6 Extensive (monologue)

Finally, students at intermediate or advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches .Here the register is more formal and deliberative .These monologues can be planned or impromptu.

Conclusion

This chapter was an attempt to present different aspects of the speaking skill starting from its definition alongside a distinction between fluency and accuracy as two main features of oral expression .Also, there was an explanation of the importance of speaking and some techniques of oral expression .Additionally, showing some problems encountered by students and should analyzed when they practice. Also, teacher's problems in speaking as well as some types of speaking classroom performance were mentioned.

Chapter Three:

Field Work

Introduction

3.1 Student's Questionnaire

3.1.1 The Aim of the Questionnaire

3.1.2 Description of the Questionnaire

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3.2 Teacher's Questionnaire

3.2.1 The aim of the Questionnaire

3.2.2 Description of the Questionnaire

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3.3 Suggestions and Recommendations

Conclusion

General conclusion

Introduction

The aim of this research work is to investigate classroom management difficulties in oral expression classes. This chapter which is the field work is going to be accomplished depending on the analysis of the questionnaires. In the first part we present student's questionnaire in which students were asked to answer some questions about the research subject. The second part is about the teachers' questionnaire including some questions that could help us according to their experiences in the teaching process. This chapter includes: the aim of questionnaire, the description of the questionnaire, data analysis, results discussion, suggestions and recommendations. This study has been conducted at Mohammed Seddik Ben Yehia University for second year LMD student.

3.1 Student's Questionnaire

3.1.1 The Aim of the Questionnaire

This questionnaire was given to sixty (60) second year students at Mohammed Seddik Ben Yehia University from a total of 285 students. The majority of the students answered two types of questions: closed question where students are supposed to tick up the appropriate answer or to choose "yes" or "no" , and open ended questions where it needs to give their opinions or to provide further explanation and justification. The questionnaire aims at investigating student's perceptions of classroom management in oral expression classes.

3.1.2 Description of the Questionnaire

The students' questionnaire includes twenty one (21) questions. The participants of this questionnaire are chosen randomly. It is divided into four (4) sections:

Section one: It includes three (3) questions which are based on gathering general information about participants.

Section two: It deals with student's perception toward classroom management. This section consists of eight (8) questions and some of them require justification.

Section three: This section consists of seven (7) questions with their explanation. It focuses on student's perception of oral expression.

Section four: this part deals with classroom management and oral expression. It contains three (3) questions.

3.1.3 Analysis of the Questionnaire

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

Q01: Your gender:

Gender	Number	Percentage
Female	47	78.33%
Male	13	21.67%
Total	60	100%

Table 2: Student's Gender

The findings of the first question have shown that the majority of students are females with 78.33% (47 out of 60) and the rest are males with 21.67 %. The findings led us conclude that females have a tendency to study languages more than males.

Q02: What is your Age?

Age	Number	Percentage
16-18	01	1.67%
20-22	41	68.33%
22-24	12	20%
More	06	10%
total	60	100%

Table 3: Student's Age

This question is about learners' age. It reveals that 68.33% (41 out of 60) of students are aged between 20-22 years and 20% (12 out of 60) are aged between 22-24. Students who are aged more than 24 years present 20% (12 out of 60). And only one student aged between 16-18 years. The results indicates that the high percentage was given to the first category which means that most of them do not repeat the year and the second category may be repeated only one time. Whereas the third category may have the chance to study at university recently. Also it indicates that all students are adult enough to not make disruptive behavior.

Q3: Was it you choice to study English?

Options	Number	Percentage
Yes	55	91.67%
No	5	8.33%
total	60	100%

Table 4: Student's Choice to Study English

The result of his question shows that 91.67% (55 out of 60) of students chose to study English at university because, as they mention, it is an international language and they would like to practice and learn more about it. The rest with 8.33% (5 out of 60) was not their choice to study English because they would like to study other foreign languages such as Germany or Spanish.

Q4: How usually the classroom looks like?

Options	Number	Percentage
Friendly	23	38.33%
Stimulating	10	16.67%
Boring	27	45%
Total	60	100%

Table 5: The Look of Classroom

In the above table, most of students with 45% (27 out of 60) unfortunately consider that their classroom environment is boring. In contradiction, 38.33% (23 out of 60) of them mention that it is friendly. As well as, 16.67% (10 out of 60) mention that it is stimulating. This result helps us to deduce that those who are not enjoying inside classroom because of many problems for example: they do not like the teaching method that teacher follows, they face difficulties in adapting with their classmates and they may face difficulties in participating in oral activities. Whereas other students adapt easily with teacher's method and classroom community.

Q5: How do you consider the relation between you and your teacher?

Options	Number	Percentage
Good	27	45%
Bad	01	1.67%
Neutral	20	33.33%
No relation	12	20%
Total	60	100%

Table 06: Students' Relationship with their Teacher

Above result, it found that 45% (27 out of 60) and 33.33% (20 out of 60) of student consider the relationship with their teacher as good and neutral relationship respectively. This is due to teacher's effort to build and create a suitable classroom atmosphere where students are able to express themselves freely. While 20% (12 out of 60) of students said that there is no relationship between them and their teacher. Only one student said that he has a bad relationship with his/ her teacher. This is because the student may have a disrespectful behavior with teacher and classmates or maybe there is no contact and interaction with the teacher.

Q6: How often do you integrate with your teacher to manage classroom?

Options	Number	Percentage
Always	0	0%
Sometimes	34	56.67%
Rarely	10	16.67%
Never	16	26.67%
Total	60	100%

Table07: Students' integration to manage classroom

The results of question 6 revealed that , 56.67% (34 out of 60) of students have agreed that their teacher sometimes integrate them to manage classroom through expressing their opinion, suggest topics of discussion, select the activities they want to practice during the session. In contrast 26.67% (16 out of60) of them disagree and mention that they were never integrated in managing oral expression classroom, perhaps do not give them the opportunity to choose what they want sometimes.

Q7: Does your teacher set certain rules to keep order in classroom?

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

Table 08: Students' opinions whether their teacher set rules in classroom

In the previous table, the majority of participants answered positively with 63.33% (38 out of 60) that their teacher set some rules to keep order in classroom. In order to avoid any behavioral problem in the future. Whereas 36.67% (22 out of 60) answered negatively because the teacher consider them mature enough to know what to do and what not to do inside classroom.

Q 08: Do you follow the rules set by your teacher?

Options	Number	Percentage
Yes	54	90%
No	4	6.67%
No answer	2	3.33%
Total	60	100%

Table 09: Students' acceptance of their teacher rules

From the findings of this question, it is noticed that 90% (54 out of 60) of students follow their teacher rule. This is due to their sense of responsibility, mutual respect between both teacher and student, as they mention also that classroom is a formal place, they came for learning not for playing, and fear of punishment and for them there is no reason to not follow those rules. In contrast 6.67% (4 out of 60) of students do not follow some of those rules because they do not like them.

Q9: How do you consider the role of teacher in the classroom?

Options	Number	Percentage
A controller	11	18.33%
A guide	33	55%
Neither (a controller) nor (a guide)	7	11.67%
Both	5	8.33%
No answer	4	6.67%
Total	60	100%

Table 10: Students' opinion about their teacher role in classroom

From the above table, 55% of students consider their teacher as a guide because of the instructions and advice he/she gave to them during oral expression activities and correcting their mistakes of pronunciation, vocabulary and grammar. Whereas 18.33% of them describe their teacher as a controller because he/she controls them, check home works and activities. However 11.67% of students do consider him / her neither a controller nor a guide. As well as 8.33% assume that their teacher takes the role of both a controller and a guide at the same time.

Q10: Do you misbehave in class?

Options	Number	Percentage
Yes	5	8.33%
No	53	88.33%
No answer	2	3.34%
total	60	100%

Table11: Student's misbehavior in classroom

This question is about students misbehavior. It shows that the majority of students with 88.33% (53 out of 60) never behave negatively in classroom. While, 8.33% (5 out of 60) of students stated that they misbehave sometimes when they get bored , when they do not like the activity or since they are talkative naturally; as they justify their answer. This result reveals that students are not interested in making disruption, but they focus more on understanding lessons.

Q11: What is the reaction of your teacher when you make disruptive behavior?

Options	Number	Percentage
Looks at you	26	43.33%
Makes you a remark	18	30%
Kick you out	0	0%
Nothing	3	5%
Both A+B	8	13.33%
No answer	5	8.33%
Total	60	100

Table 12: Teacher's reaction toward student's misbehavior

From the above table, the result shows that 43.33% (26 out of 60) of students answered that their teacher just look at them when they misbehave, and 30% (18 out of 60) answered that he/ she makes a remark. However, 13.33% (8 out of 60) of students stated that the teacher uses eye contact and give a remark at the same time. In contrast, no one of teacher expels their student also some others of teachers do not make any reaction toward student's misbehavior.

Q12: What is your level in speaking English?

Options	Number	Percentage
High	9	15%
Above the average	15	25%
Average	28	46.67%
Below the average	6	10%
Low	2	3.33%
Total	60	100%

Table13: Students' Level in English

The results from the above table show that 46.667% (28 out of 60) of participants consider their level in English as average. While other students stated that it is above the average making up 25% (15 out of 60). As well as 15% (9 out of 60) of students consider their level as high. In contradiction, only two students said that their level is low.

Q13: How do you participate in oral expression session?

Options	Number	Percentage
Often	23	38.33%
Sometimes	28	46.67%
Rarely	07	11.67%
Never	02	3.33%
Total	60	100%

Table14: Student's participation in oral expression

Quick looks at the above table reveals that frequency 46.67% (28 out of 60) of students sometimes participate in oral sessions. While 38.33% (23 out of 60) stated that they try to participate. In contradiction 11.67% (7 out of 60) said that they rarely try to do so. Only 2% answered that they never try to be a part of the oral expression activities. From this it can be deduced that majority of second year students have enough confidence and motivation to participate.

Q14: Which techniques do you prefer to work on during the learning process?

Options	Number	Percentage
Role play	03	5%
Solving problem	04	6.67%
Group work	21	35%
Discussion	15	25%
a-b-d	02	3.33%
a-d	06	10%
a-c-d	04	6.67%
c-d	05	8.33%
Total	60	100%

Table15: Techniques that student's prefer to work on

The above table, the most preferable activities in oral expression classes, are presented the majority 35% (21 out of 60) choose group work activity. In addition 25% (15 out of 60) prefer to work on discussion activities. Also some students prefer problem solving with 6.67% (4 out of 60). In contradiction some learners prefer to work on more than one activity like (a-d) with 10 % (6 out of 60), (c-d) 8.33% (5 out of 60), (a-c-d) with 6.67% (4 out of 60) and (a-b-c) with 3.33% (2 out of 60).

Q15: -Do you think that speaking is more important than the other skills (listening, reading, and writing)?

Options	Number	Percentage
Yes	36	60%
No	24	40%
Total	60	100%

Table 16: Students' Opinion

This question shows that the percentage of students agree that speaking is more important than the other skills making up 60% (36 out of 60) because they considered it as an important tool to communicate with each other. While 40% (24 out of 60) of them disagree because as they justified, that each skill works to improve the other one and helps them to master language better.

Q16: Do you face difficulties in speaking?

Options	Number	Percentage
Yes	37	61.67%
No	23	38.33%
Total	60	100%

Table17: Student's difficulties in speaking

In the above table, the proportion of yes answer is 61.67% (37 out of 60). Whereas, 38.33% (23 out of 60) of students answered negatively. This means that most of students do not face a lot of difficulties during learning process.

Q17: Are these difficulties due to:

Options	Number	Percentage
Lack of motivation	10	16.67%
Lack of confidence	8	13.33%
Shyness	7	11.67%
Fear of making mistakes	11	18.33%
c-d	5	8.33%
a-d	6	10%
b-c	5	8.33%
No answer	8	13.34%
Total	60	100%

Table 18: Student's Opinion about Reason behind Speaking Difficulties

In this question most of student's answers were based on fear of making mistakes with 18.33% (11 out of 60) because they feel like they lose their face in front of their colleagues or to avoid teacher and students' judgment about mistakes they made. Also 16.67 % (10 out of 60) of students stated that those difficulties are due to the lack of motivation because the teacher does not motivate them and classroom atmosphere is not suitable to help them to overcome this problem.

Additionally, others students said that they face problems because of lack of confidence with 13.33% (8 out of 60) and shyness making up 11.67 % (7 out of 60). Whereas some of them selected more than one reason such as 8.33% (5 out of 60) for both shyness and fear of making mistakes, also for lack of confidence and shyness. 10% (6 out of 60) present lack of motivation and fear of making mistakes.

Q18: Does your teacher encourage you to speak in classroom?

Options	Number	Percentage
Yes	42	70%
No	18	30%
Total	60	100%

Table19: Student's Encouragement to Speak

The results in the above table show that most of students with 70% (42 out of 60) agree that oral expression teacher motivates them to participate and speak through asking questions and using different activities to integrate shy students. In contrast, 30% (18 out of 60) of them disagree.

Q19: Do you respect your teacher rules during oral expression activities?

Option	Number	Percentage
Always	50	83.33%
Sometimes	9	15%
Never	1	1.67%
Total	60	100%

Table20: Student's Respect of Rules during Oral Expression Activities

From this table the result reveals that the majority of students respect teacher's rules while oral expression activities making up 83.33% (50 out of 60). Whereas 15% (9 out of 60) answered: sometimes. Only one student said never.

Q20: How a good classroom management enhance your level of speaking? (Increase your practice in oral expression)

Options	Number	Percentage
Answered	44	73.33%
No answer	16	26.66%
Total	60	100%

Table21: Student's Opinion about Role of Classroom Management in Enhancing their Abilities to Speak

From the statistics of this question bellow we found that the majority of students do not answer this question making up 73.33% (44 out of 60). This happens due to students' underestimating the importance of classroom management and they are just attending the oral session in order to not make a lot of absences that may decrease their mark. Only

26.67% (16 out of 60) stated that if the atmosphere is suitable and the teacher is serious competent and motivator they will be more encouraged speaking and participating.

Q21: Do you think that creating suitable atmosphere in oral expression is:

Options	Number	Percentage
Teacher 's responsibility	13	21.67%
Student's responsibility	6	10%
Both	41	68.33%
Total	60	100%

Table 22: Students' opinions about responsibility of teacher and student to create suitable oral expression atmosphere.

This table reveals that most of students agree that both teacher and student are responsible for the creation of a suitable atmosphere in oral expression classes with 68.33% (41 out of 60). Whereas 21.67% (13 out of 60) of participants agree that it is the teacher's responsibility; however some of them said that it is student's responsibility with 10% (6 out of 60).

3.1.4 Discussion of the Result

The analysis of student's questionnaire provides us with data about classroom management and its effectiveness in enhancing students' speaking skill.

Section one : Through personal information questions we find that female learners are more than males because girls are always interested in studying foreign languages. From question 2, the majority of students are aged between (20-22) a year, which means that

most of them start to take responsibility of their behavior. In addition to that, studying English at university was the first choice of the majority of students.

Section Two: It seeks to get an idea about students perception toward classroom management. Through question number 4, we deduce that 27 of students feel uncomfortable and bored inside classroom because their teacher of oral expression course presents the same teaching method and strategies , in contrast 23 of them stated that the teacher is friendly and stimulating. Also in question number 5, we explore that most of students (27) have a good relationship with their teacher. From question number 6, it is clear that most of teachers integrate their students in classroom management in some cases. Furthermore, in question number 7 it is obvious that the majority of students receive some rule from the teacher that could control their behavior and keep order in classroom. From the findings of question number 8, the majority of students consider themselves mature to follow teacher rules without his/ her instruction because they have no reason to do not so. Additionally, in question number 9, most of students describe their teacher as a guide for them. The results from questions number 10 and 11 show that the majority of students do not misbehave in class, but some of them do especially talking with classmates. The teacher deals with such kind of misbehavior with eye contact (looks at the student) or with verbally warning (makes a remark).

Section Three: it aims at investigating student's perception toward oral expression. From question 12 and 15 we found that students' level is average and they prefer to focus on developing their speaking abilities because they like to practice English more since they feel comfortable in speaking and expressing themselves Also from question number 13 and 14, we reveal that students do not participate always during lessons but they do more and better when they like the activity they prefer such as group work. This will help them to be more confident, learn more vocabulary and share ideas about different topics.

Through questions number 16 and 17, the majority of participants assume that they face many difficulties during the learning process of oral expression. The main reasons behind these difficulties are fear of making mistakes, lack of motivation, and confidence and shyness. During the speaking process, teachers try to encourage their students to speak in oral expression class through asking question and integrating shy student in various activities, this was noticed from the students' answers in question number 18.

Section Four: It deals with the importance of classroom management in oral expression class. The question number 19 reveals that most of students accept, respect and follow their teacher 's rules during oral expression activities; for example, to not interrupt or laugh when classmates express their opinions, to ask question at the end of classroom presentation and so on. From question number 20 we can analyze that the majority of students do not answer the question perhaps that refers to their lack of knowledge about the importance of classroom management in motivating them. The results of question number 21 show that the majority of students assume that creating classroom environment is both teacher and student responsibility, because each one has his particular role to create a positive atmosphere during learning and teaching process.

3.2 Teacher's Questionnaire

3.2.1 The Aim of the Questionnaire

The main goal of this questionnaire is to find different rules, and procedures used by teacher to create a positive classroom management, in order to enhance students speaking skill. This questionnaire will help to find teachers' difficulties faced in managing oral expression classes.

3.2.2 Description of Teacher's Questionnaire

The teacher's questionnaire consists of 21 questions; it is divided into three sections. It involves different types of questions, closed question requires the teachers to choose "yes, no" answers, or to pick up the appropriate one from the options and open ended questions where teachers are requested to give explanation or suggest other alternatives.

- **Section one:** It consists of 3 questions for gathering data about personal information. They are asked to identify their degree, gender, and also asked to state the years they spend in teaching English.
- **Section two:** Is entitled "Teachers' Perceptions towards Classroom Management." It includes 11 questions, which all of them are concerned with teaching in classroom; for example, teachers are asked to give their own definitions for the concept of classroom management, and how the relationship between them and their students is.
- **Section three:** Is entitled "Teacher's Perceptions of Oral Expression." It consists of 8 questions. All of them are around the roles of the teachers and activities during the teaching / learning process inside classroom. Thus, teachers are asked to show the main activities they used during teaching oral expression.

3.2.3 Analysis of Teacher's Questionnaire

Section one: Personal Information (Q1- Q3)

Q01: Gender

Options	Numbers	Percentage (%)
Male	01	14.29%
Female	06	85.71%
Total	07	100%

Table 23: Teacher's Gender

The table shows that, there are 85.71% teachers who are females, and 14.28% of them are males.

Q2: Degree

Options	Numbers	Percentage (%)
Master (MA)	4	57.15%
Magister(MA)	3	42.85%
Doctorate	0	0%
Total	7	100%

Table 24 .Teachers' Degree

From the results we noticed that, there are 57.15% of teachers who have the Master degree and the rest 42.85% have the Magister degree.

Q3: How long have you been teaching Oral expression?

Options	Numbers	Percentage
1 to 5	4	57.14%
5 to 10	0	0%
10 to 15	2	28.57%
More	1	14.28%
Total	7	100%

Table 25: Teachers' Experience

It is shown from the above table that the majority of the teachers are teaching English from 1-5 are (57.15%), whereas the others (28.57%) are from 10- 15, (14.28%) are more. So, we notice that, the majority of teachers who teaching English have the experience to teach students.

Q4: What is your definition for the concept “Classroom Management “?

From this question the majority of teachers' definitions of classroom management were based on the strategies and techniques that the teacher should use during the teaching process, also for creating a friendly atmosphere.

Q5: How often do you try to create a friendly atmosphere in classroom?

Options	Numbers	Percentage
a-Always	5	71.43
b-Sometimes	2	28.57
c-Never	0	0
Total	7	100

Table 26: Teachers' try to create a friendly atmosphere in classroom.

It is shown from the above tables that , there are (71.43%) teachers who are always trying to create a friendly atmosphere in classroom and the rest are (28.57%) they sometimes try .

Q6 : Is the classroom environment teaching/ learning important ?

Options	Numbers	Percentage
a-Yes	7	100
b-No	0	0
Total	7	100

Table 27: The Importance of Classroom Environment Teaching / Learning.

The table indicates that, 100% of teachers considered the classroom environment teaching / learning as important for an effective teaching.

Q07: What are the main purposes for classroom management?

Options	Numbers	Percentage (%)
a-To prevent disruptive behavior	0	0
b-To maintain order in classroom	0	0
c- To promote learning	0	0
d-To have better space and time organization	0	0
A+b+ c+ d	3	42.86
B+ c	4	57.14
Total	7	100

Table 28: The Main Purposes of Classroom Management

The table shows that, the majority of the teachers choose b c with 57.14%, and the rest select a b c d with 42.86%.

Q8: What is your role as a teacher in managing classroom?

Options	Numbers	Percentage (%)
a-Controller	0	0%
b-Guide + manager	0	0%
C-Facilitator + manager	3	42.86%
d- Information provider	0	0%
e- Others	0	0%
a +b +c+ d	2	28.57%
b +c	1	14.28%
A+d	1	14.28%
Total	7	100%

Table 29: The effective role of the teacher in managing classroom

The results from the table show that the frequency of teachers' answers based on (a b c d) with 42.68%, and others choose (b c), (a d) with 14.28%.

Q 9: How do you consider your relationship with your students in class?

Options	Numbers	Percentage (%)
a-Very good	1	14.28%
b-Good	6	85.71%
c-Bad	0	0%
d-Very bad	0	0%
Total	7	100%

Table 30: Teachers' Relationship with their Students in Class.

The table stated that the majority of the teachers consider their relationship with their students in class good with 85.71% and the rest consider it very good with 14.28%.

Q10: Do you set rules at the beginning of the academic year?

Options	Numbers	Participants
a-Yes	7	100%
b-No	0	0%
Total	7	100%

Table 31: Teachers' views of Rules at the Beginning of the Academic Year.

Through the statistics obtained, we find that all teachers' response were "yes" (100%). They have insisted on the fact that they present some effective rules and procedures, because it is considered to be an effective strategy to maintain order and control students' behavior in class.

Q11: How often do your students misbehave in class?

Options	Numbers	Percentage (%)
a-Always	0	0%
b-Sometimes	5	71.43%
c-Never	2	28.57%
Total	7	100%

Table 32: Students' Misbehavior

(71.43%) of teachers' reported that their students' misbehave in class, whereas (28.57%) said never.

Q12: What is your reaction when your students misbehave?

Options	Numbers	Percentage
a-Just look at the student	2	28.57%
b-To make a remark and ask the student to keep quiet	2	28.57%
c-To expel student	0	0%
d-To ignore the behavior	0	0%
A+b	3	42.86%
Total	7	100%

Table 33. Teachers' reaction towards students misbehave

From the above statistics, it was deduced that the majority of teachers with a percentage of 42.86% (3 out of 7) have the same reaction when their students misbehave which is looking at their student and making remarks, whereas the same number of teachers' ticked option b with 28.57% just to look at the students' or to give his/her a remark, we notice that some teachers expel their students' or they just ignore their behavior.

Q13: What are the main reasons behind students' disruptive behavior?

Options	Numbers	Percentage (%)
a-Lack of interaction	2	28.57%
b-Lack of confidence	1	14.28%
c-They feel failure	0	0%
d-They feel lost	1	14.28%
A+ b	1	14.28%
A+ b+ c	1	14.28%
A+ b+ c+ d	1	14.28%
h-Total	7	100%

Table 34: The Main Reasons behind Students' Disruptive Behavior.

The results of the above table indicate that 28.57% (2 out of 7) of teachers think that the lack of interaction is the main reason behind the students' misbehavior in classroom .While 14.28% (1 out of 7) for the rest of each option (a & b) .Also, some agree that lack of confidence, lack of interaction, and their feeling of failure is the cause of disruptive behavior.

Q14: Do you face difficulties in teaching?

Options	Numbers	Percentage (%)
a-Yes	1	14.29%
b-No	6	85.71%
Total	7	100%

Table 35: Teachers' difficulties in teaching

From this question, we result that 85.71% (6 out of 7) teachers do not face any problems in teaching oral expression because of their ability to build a good relationship with students, the variation of the strategies and techniques they use to present the lesson .Only one teacher answered yes because some topics discussed or the activities chosen by the teacher are not interesting.

Q15: Do you focus more on developing students' oral skill?

Options	Numbers	Percentage
a-Yes	7	100%
b-No	0	0
Total	7	0

Table 36: Developing students' oral skill.

The table shows that all teachers agree and work to develop student's speaking because as they mention to make student more confident while discussion or a debates to improve their pronunciation, to develop their communication and interaction skill and it is the main goal for the learning process.

Q16: What is the level of your students in the speaking skill?

Options	Numbers	Percentage
a-Good	1	14.29%
b-Above the average	2	28.57%
c-Average	4	57.14%
d-Poor	0	0%
Total	7	100%

Table 37: The Level of Students in the Speaking Skill.

In this question we deduce that 57.14% (4 out of 7) of teachers consider their students speaking abilities as average .In addition, 28.57% (2 out of 7) considered their students' level above the average .Only one teacher reported that his/her students' level is good. Some teachers stated that his/ her student level differs from one to another.

Q17: In teaching, do you focus more on:

Options	Numbers	Percentage
a-Fluency	1	14.29
b-Accuracy	0	0
c-Both	6	85.71
Total	7	100

Table 38: Teaching Focus.

It is shown in the table that the majority of teachers with 85.71% (6 out of 7) focus on both fluency and accuracy .In contraction only one teacher focus on fluency.

Q18: Do you motivate your students to speak?

Options	Numbers	Both
a-Yes	6	85.71%
b-No	1	14.29%
Total	7	100%

Table 39: Student's Motivation in Speaking.

In the table above we notice that most of teachers answered positively with 85.71 % (6 out of 7) that they tend to motivate their students to speak through using different activities, ask their opinion (agree or disagree) about different perspective rewarding, reformulating questions if there is no answer, encourage them and give them chance to talk freely without interruption, whereas, only one teacher do not motivate his/her students to speak and to participate.

Q19: Which activities do you use most in teaching oral expression?

Options	Numbers	Percentage (%)
a-Role play	0	0%
b-Group work	0	0%
c-Discussion	0	0%
d-Problem solving	0	0%
e-Classroom presentation	0	0%
A+ b+ e	1	14.29%
b +c +d+ e	4	57.13%
A+ e	1	14.29%

A+ c+ d	1	14.29%
Total	7	100%

Table 40: The Most Activities Used in Teaching Oral Expression.

In this table , it is clear that teachers use a variation of activities in teaching oral expression 57.13 %of teachers vary in using role play , group work ,discussion and classroom presentation .In contrast 14.29% use role play , group work and classroom presentation , and only one teacher uses group work , discussion and problem solving . From this we can say that all teachers use different activities in order to motivate student and to not get bored in classroom.

Q20: Which of these speaking difficulties you face in oral class?

Options	Numbers	Percentage (%)
a-Inhibition because of anxiety and shyness	2	28.57%
b-Low participation	0	0%
c-Nothing to say	1	14.29%
d- a b c	4	57.14%
Total	7	100%

Table 41: Difficulties in Teaching Speaking in Oral Class.

In this question above we found that 57.14% agree that inhibition, low participation and nothing to say are the main difficulties that they face during oral expression activities, while 28.57% agree that it is inhibition and only one teacher say that nothing to say is the

problem that their student face .Teachers mentioned other difficulties such as using mother tongue (Arabic).

Q21: Is it possible to overcome these difficulties?

Options	Numbers	Percentage (%)
a-Yes	7	100%
b-No	0	0%
Total	7	100%

Table 42: The Possibility to Overcome Difficulties.

The results of this question indicate that all teachers agree that all the difficulties mentioned previously are possible to overcome by encouraging and advising students to work on themselves, provide them with help, managing classroom taking into account lesson objectives and student needs.

Q22: In your opinion, what are the characteristic of a successful oral expression teacher?

The characteristics of a successful oral expression teacher are: he should be confident, motivator, guider, facilitator, and controller. He should care about his/her students' needs and interest, patient, competent, and tolerant.

3.2.4 Discussion of the Result

The analysis of teachers' questionnaire provides interesting data about classroom management and the difficulties faced by the teachers during the oral expression classes. The aim of this questionnaire is to identify and analyze the main difficulties and the

activities that teachers use in order to manage their classroom and prevent students' misbehavior.

The first section is concerned with personal information. First we have noticed that there are 7 teachers. "6" teachers are females, and only "1 male teacher ". Teachers' degree differentiates from one to another , we have 4 teachers have the master degree and 3 teachers have the magister degree .As well as , their teaching experiences ,we find out four teachers who are experienced from 1- 5 ,2 teachers from 10- 15 years and only one teacher is more.

Concerning second section, which is concerned with teachers' perception towards classroom management .According to question number 4 we analyze that all the teachers agreed that they use different techniques, strategies, and activities in order to enhance students' learning process and facilitate the difficulties and barriers that may face students' learning .

In question 5-6 teachers point out that they always try to create a friendly atmosphere in classroom, as well as, they give importance to the classroom environment teaching/learning process. Through question7 we found that the main purpose for classroom management is to maintain order , and promote learning in class , from question 8 and 10 we explicit that all teachers agreed that they must post effective rules and procedures at the beginning of academic year , this may help teachers to impose themselves as controller and guider .In question 9 most of teachers (6) described that they build a strong relationship "good" with their students which make their students feel safe and secure , and 1 teacher described their relationship as " very good " .

In questions 11-12-13 we discuss the teachers' reaction towards students' misbehavior and the reason behind it, we result that most of the teachers use for example: contact and giving a remark to warning students. In addition, they agree that lack of interaction between teacher and student is the main reason for misbehaving in classroom. In question number 14 we can see that few teachers struggle with student needs in teaching oral expression. In question 15 and 17 teachers' aims to develop oral skill focus on fluency and accuracy because it is the main goal of learning process.

From question 16-18-19 we can say that their student's level is above the average this is due to their efforts to motivate them through using a variation of oral expression activities; such as role play, group work, discussion, and classroom presentation.

We observed from question 20-21 that inhibition, nothing to say are the main problems they face while the teaching process. They suggest many possibilities to deal with such difficulties such as advising and encouraging them. Also, students willingness to overcome is the main step towards avoiding those difficulties to feel more confident, free to talk and express themselves. In question 22 teachers stated how a good teacher should be such as competent, guide, advisor and so on.

3.3 Suggestions and Recommendations

The following recommendations are made to help Oral Expression teachers to gain more appropriate knowledge about classroom management in order to avoid any difficulties and to enhance the students' participation during oral sessions. Therefore, the following suggestions are given:

- Teachers' should increasing classroom activity engagements.
- Teachers' should to minimize the psychological problems i.e. the students should be self confident while speaking within their classmates and teachers in the other hand, they should establish a healthy atmosphere to make their students trust them .Consequently, and students will be able to speak freely and confidently with their teachers and classmates.
- Teachers should provide a relaxing and supportive atmosphere for students to help them present effectively.
- Teachers establish good teacher / student relationship.
- Teachers should give time to each student in oral expression.
- Teachers should be active, funny, humorous to help student to overcome their speaking difficulties.
- Teachers should pay attention to students' speaking difficulties.
- Teachers' should choose the appropriate materials and strategies that suit the oral expression activities.
- Teachers' should focus on managing classroom effectively by preparing well the topics to work on.
- Teachers' should involve students in the process of making the rules and procedures for the classroom.

- Give students opportunity to select activities.

Conclusion

This chapter is concerned with getting real data about learner's attitudes, opinions and teachers' perception concerning the importance of classroom management as well as about enhancing student's speaking in the oral expression module. The present study reveals that teachers know about the importance of classroom management in enhancing students' speaking skill, and try to find solutions to prevent classroom misbehavior which is considered to be real challenge that is facing the teachers' teaching process. In addition, this study shows that students have few amount of knowledge about the importance of classroom management.

To conclude, we say that the results of questions showed positive outcomes which confirm that when teachers manage their class effectively and motivate their student, they will prevent disruption, encourage students to speak, develop their speaking skill and overcome students' difficulties in speaking.

General Conclusion

The aim of this study is to investigate teacher's difficulties in oral expression classes. Through this research, we hypothesized that if teachers have planned for effective classroom management than they will be successful in teaching speaking, and if the teacher controlled the student's behavior than they will create a positive environment classroom and then they will prevent student's behavioral problems.

In order to investigate the hypothesis of the research we divided the study into three chapters .The first chapter mainly focus on the understanding of the concept of classroom management in EFL classes concerning its overview , its approaches , teacher's and student's role , and teacher's difficulties in managing classroom .

The second chapter concerned with oral expression .This chapter tries to gather general information about speaking skills, some techniques, speaking difficulties and factors behind them, teacher's difficulties, and some types of speaking classroom performance.

The last chapter is the practical part of the study which devoted to the student's and teacher's questionnaire .They were given to second year LMD students , and oral expression teachers at the Department of English at Mohammed Seddik Ben Yahia university .The aim of this questionnaire is to obtain teachers and students point of view about effectiveness of classroom management in teaching the course of oral expression and difficulties that face teacher .From the results of the two questionnaire we deduce that the most difficulties faced by the teachers during teaching speaking in classroom are : inhibition , low of participation , and nothing to say .

Overall, this study provides clear answers to the research question and achieved its aims .Also; the tool used in the investigation confirmed the hypothesis of this research. Through, planning to manage classroom effectively teacher will be successful in teaching speaking, and to prevent students misbehavior by creating positive environment.

At the end we wish hopefully that suggestions and recommendations implied in this research could be useful and helpful for teacher to manage oral expression class successfully.

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Appendixes

Students' Questionnaire

Dear students,

The present questionnaire is a part of our research work entitled "Teacher's Classroom Management Difficulties in Oral Expression Classes". It aims at investigating classroom management difficulties in oral expression classes for second year students at Mohammed Seddik Ben Yahia University.

We would be grateful if you answer the following questions. Your answers are very important for the validity and reliability of the research. Please read the questions carefully; tick the appropriate answers and give a full answer wherever necessary. We appreciate your help and cooperation.

Note: some questions may have more than one answer.

Section one: Personal information

1-Your gender:

a) Female

b) Male

2-What is your age?

a) 16-18

b) 20-22

c) 22-24

d) More

3-Was it your choice to study English?

a) Yes

b) No

Justify your answer

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Section two: Students' Perception towards Classroom Management

4-How usually the classroom looks like?

a) Friendly

b) Stimulating

c) Boring

5- How do you consider the relationship between you and your teacher?

a) Good

b) Bad

c) Neutral

d) No relation

6- Do you integrate with your teacher to manage the classroom?

a) Always

b) Sometimes

c) Rarely

d) Never

7-Does your teacher set certain rules to keep order in classroom?

a) Yes

b) No

8- Do you follow the rules set by the teacher?

a) Yes

b) No

Justify your answer, please

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9-How do you consider the role of the teacher in the classroom?

a) A controller

b) A guide

c) Neither (a controller) nor (a guide).

If others, please clarify

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10- Do you misbehave in class?

a) Yes

b) No

Justify your answer

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11-What is the reaction of your teacher when you make disruptive behavior?

a) Looks at you

b) Makes you a remark

c) Kick you out (expel you)

d) Nothing

Section three:Students' Perception of Oral Expression.

12-What is your level in speaking English?

a) High

b) Above the average

c) Average

d) Below the average

e) Low

13-How often do you participate in oral expression sessions?

- a) Often
- b) Sometimes
- c) Rarely
- d) Never

14-What are the techniques you prefer to work on during the learning process?

- a) Role play
- b) Problem solving
- c) Group work
- d) Discussion
- e) Others

Others please specify

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15-Do you think that speaking is more important than the other skills (listening, reading, and writing)?

- a) Yes
- b) No

Clarify your answer

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16-Do you face difficulties in speaking?

a) Yes

b) No

17-Are these difficulties due to:

a) Lack of motivation

b) Lack of confidence

c) Shyness

d) Fear of making mistakes

If there are others, please mention them

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18-Does your teacher encourage you to speak in the classroom?

a) Yes

b) No

If yes, explain how

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Section four : Oral Expression and Classroom Management

19- Do you respect your teacher's rules during oral expression activities (eg: discussion , classroom presentation)?

- a) Always
- b) Sometimes
- c) Never

Justify your answer please,

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20-How a good classroom management enhances your level of speaking? (increase your practice in oral expression).

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21- Do you think that creating suitable atmosphere in oral expression is?

- a) Teacher's responsibilities
- b) Student's responsibilities
- c) Both

Thank you for your cooperation

Teachers' Questionnaire

Dear teachers,

The present questionnaire is a part of research work entitled “ Teacher’s Classroom Management Difficulties in Oral Expression Classes” for second year students at Mohammed Seddik Ben Yahia university .We would be very grateful if you could answer the following questions. Your answers are very important and will be of much help for completion of this work.

Please use a tick (√) that present your answer and specify your option when needed.

Note: some questions may have more than one answer.

Section One :Personal Information

1-Gender :

a) Male

b) Female

2- Degree held:

a) Master (MA)

b) Magister (MA)

c) Doctorate (PHD)

3- How long have you been teaching English?

a) 1-5

b) 5-10

c) 10-15

d) More

Section two: Teacher’s Perception towards Classroom Management.

4-What is your definition for the concept “Classroom Management”?

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5-Do you try to create a friendly atmosphere in classroom?

- a) Always
- b) Sometimes
- c) Never

6-Is the classroom environment teaching/ learning important?

- a) Yes
- b) No

Please , justify your answer

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7-What is the main purpose for classroom management?

- a) To prevent disruptive behavior
- b) To maintain order in classroom
- c) To promote learning

d) To have better space and time organization

8-What is the effective role of the teacher in managing classroom?

a) Controller

b) Guider+ manager

c) Facilitator +manager

d) Information provider

e) Others.....
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9-How do you consider your relationship with your students in class?

a) Very good

b) Good

c) Bad

d) Very bad

10- Do you set rules at the beginning of the academic year?

a) Yes

b) No

11- Does your student misbehave in class?

a) Always

b) Sometimes

c) Never

12-What is your reaction when your students misbehave?

- a) Just look at the student
- b) To make a remark and ask the student to keep quiet
- c) To expel student
- d) To ignore the behavior

13-What are the main reasons behind student's disruptive behavior?

- a) Lack of interaction
- b) Lack of confidence
- c) They feel failure
- d) They feel lost

14- Do you face difficulties in teaching?

- a) Yes
- b) No

If yes; please mention some of those difficulties

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Section Three: Teacher's Perception of Oral Expression

15- Do you focus more on developing student's oral skill?

- a) Yes
- b) No

Please justify,

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16- What is the level of your students in the speaking skill?

- a) Good
- b) Above the average
- c) Average
- d) Poor

17- In teaching, you focus more on:

- a) Fluency
- b) Accuracy
- c) Both

18-Do you motivate your students to speak?

- a) Yes
- b) No

If yes, please explain how?

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19-Which activities do you use most in teaching oral expression?

- a) Role play
- b) Group work
- c) Discussion
- d) Problem solving
- e) Classroom presentation

20-which of these speaking difficulties you face in oral class?

- a) Inhibition because of anxiety and shyness
- b) Low participation
- c) Nothing to say

Other problems, please identify them

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21- Is it possible to overcome these difficulties?

- a) Yes
- b) No

Please, explain how?

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22- In your opinion, what are the characteristics of a successful oral expression teacher?

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Thank you for your collaboration

Résumé

Le but de cet mémoire d'étude on est d'élaborer les difficultés que l'enseignant d'expression orale pourra confronter lors de la gestion de sa classe. Il a émis l'hypothèse dans cette recherche que si les enseignants ont planifié une gestion efficace de la classe, ils réussiront à enseigner la langue, et si les enseignants contrôlent le comportement des étudiants, ils créeront un environnement positif dans la classe, aussi pour parvenir les problèmes de comportement d'étudiants. Pour prouver cette hypothèse, une étude a eu lieu. Notre mémoire est divisé en trois chapitres, le premier et le deuxième chapitres couvrent la partie théorique. Le troisième chapitre couvre la partie pratique. L'objectif principal de ce travail est d'enquêter alors que les difficultés de gestion de class pour l'enseignant dans l'expression orale. Pour recueillir des données, le travail sur le terrain a eu lieu dans le département d'anglais avec les étudiants de deuxième année. Le processus s'est déroulé en administrant un questionnaire à 60 étudiants ainsi qu'à 7 enseignants. La conclusion de l'étude note que les enseignants doivent gérer efficacement la classe pour motiver les étudiants à s'exprimer et les empêcher de se comporter d'une façon inappropriée. En outre, les enseignants rencontrent certains problèmes au cours du processus d'enseignement tels que: le problème de la gestion du temps en classe, le manque de créativité, l'inhibition et bas de la participation...etc.

المخلص

تهدف هذه المذكرة إلى دراسة الصعوبات التي يواجهها الأستاذ في إدارة حصة التعبير الشفوي لأفواج السنة الثانية ليسانس بقسم اللغة الانجليزية . ولقد قدمنا فرضيتان أولهما انه:إذا خطط الأستاذ لإدارة القسم بفعالية فسوف يكون ناجحا في تدريس التعبير الشفوي، و ثانيهما انه: إذا سيطر الأستاذ على سلوك الطلبة فانه سيخلق محيطا ايجابيا في القسم وبذلك يمنع السلوكيات السيئة للطلبة . ومن اجل التحقق من صحة هاتين الفرضيتين قسمنا هذه الدراسة إلى ثلاثة فصول،حيث يضم الفصل الأول والثاني الجزء النظري أما الفصل الثالث فيضم الجانب التطبيقي ، و يكمن الهدف الرئيسي لهذه الدراسة في الكشف عن الصعوبات التي يواجهها الأستاذ في تنظيم قسم التعبير الشفوي وجمع المعلومات فالجانب التطبيقي اخذ مكانه في كلية اللغة الانجليزية مع طلبة السنة الثانية وتمت العملية عن طريق توزيع استبيانين احدهما استهدف ستون طالبا والآخر لسبعة أساتذة . وكشفت نتائج هذه الدراسة انه من المتوقع إن يقوم الأستاذ بإدارة القسم بفعالية لتحفيز الطلبة على الكلام ولمنع السلوكيات السيئة .و قد وصلت الدراسة أن الأستاذ يواجه الأستاذ أيضا بعض الصعوبات خلال عملية التدريس منها: مشكلة تنظيم الوقت في القسم قلة الإبداع الكبت ونقص المشاركة ... الخ