Learner's Shift from a Passive Observer to an Active Participant in EFL Classes: a Case Study of First-Year Classes at Dr.Moulay Tahar University, Saida

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Declaration of Originality

I herbely declare that this submission is my work and that, it contains no material

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I dedicate this work to my beloved parents, my mother Karima and my father Ali who have

given me strength and provided me with moral, spiritual, and financial support ,

to my lovely sister Manel for her motivation and encouragement,

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Abstract

Learners' passivity in foreign language classes has received increasing attention in recent decades, since classroom participation and involvement is thought to be a practice that has a great influence on learners' performance and development, the purpose of the present study is to shed light on learner's participation and involvement in EFL classes. It investigates the difficulties that prevent students from being active in classrooms and suggests solutions to enhance learners' participation and engagement in the classroom. In order to complete this research and achieve accurate results, both quantitative and qualitative approaches are used. Data are collected using two different data collection instruments: questionnaires and classroom observation, the first questionnaire is addressed to EFL teachers and the second questionnaire is addressed to first year EFL learners at the University of Dr. Moulay Tahar - Saida. Results indicates that both EFL educators and learners hold responsibility toward students' passivity and reticence in the classroom; teachers' and learners' attitudes in EFL classes have great impact on the level and the quality of participation and involvement during the course. On the other hand, results revealed that most EFL learners remain passive during the course because they suffer from various psychological and linguistic problems that prevent them from being active participants in EFL classrooms and pushes them towards passivity and reticence which created a passive learning atmosphere. It is recommended that both EFL educators and students work hand in hand and make more efforts to elevate the level of participation and performance in the classroom and create a stimulating and encouraging learning environment, some teaching techniques, and activities were suggested to make

learners more productive in the classroom.

Keywords: Learners' passivity, classroom participation, EFL.

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List of Abbreviations

CA: Communicative Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ICT: Information and Communication Technologies

LMD: Licence, Master, and Doctorate

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General Introduction

General Introduction

The English language possesses a higher level in the field of foreign language learning, most learners chooses to study English because it is the language of the world. The majority of learners study English in order to develop their speaking and communicative skills. So as to succeed in the domain of English language learning, students should actively participate in various classroom activities and involve in the course through participation in different classroom discussion and debates, express their opinions and thoughts, and interact with their classmates. However, Learners' passivity and reticence in EFL classes represents a big problem repeatedly reported and noticed in the classroom; most learners do not play an active role during the lesson and they passively receive information from their teacher, this phenomenon may be the result of various reasons. Foreign language learning is an interactive process that demands active participation and involvement in the classroom, learners are asked to use the language and practice it in order to develop a higher proficiency level in English that is why most EFL educators try to figure out some solutions to motivate their learners to be active participants in the classroom but, they may face situation in which learners are not willing to speak or participate which is a great problem.

The main objective behind studying the English language is to learn how to communicate correctly and effectively using the language and in order to do so learners should actively participate in various classroom activities in order to be able to use the language and practice it through classroom interactions, debates, and discussion which will elevate their language proficiency level. Enhancing EFL learners' participation and involvement in the classroom is one of the main challenges that most educators try to solve. Classroom participation is almost neglected among EFL learners; they prefer to be silent during the lesson and passively receive knowledge from the instructor. In order to overcome this problem, EFL teachers should motivate their learners to interact, communicate, and participate in the different tasks presented in the classroom so as to create an active learning atmosphere.

The present research work aims at shedding light on the main reasons that lead EFL learners to passivity and help most EFL learners overcome all of the difficulties that prevent them from playing an active role in the classroom, the case study of first year EFL

learners at the University of Dr. Moulay Tahar- Saida. In order to achieve that the present questions were asked:

- ➢ What are the problems that contribute to learners' passivity in EFL classrooms?
- ➢ What are the possible solutions that may help EFL learners become active participants in the classroom?

In order to answer the above questions, the following hypotheses were formulated:

- ➢ EFL learners are passive during the course because they suffer from various linguistic and psychological problems.
- ➢ EFL educators' attitudes in the classroom influence the level of participation in the classroom.

In the present research work, descriptive methods were use in order to collect relevant data, questionnaires addressed to both EFL teachers and learners and classroom observation of first year EFL classes at the university of Dr. Moulay Tahar – Saida were used as tools of collecting information.

The study is divided into three chapters; the first chapter is a review of literature, it includes an overview about English language teaching and learning in addition to the reasons why should learners be engaged in EFL classes and the difficulties that hinder learners from being active participants in classrooms.

The second chapter includes the findings and the results which were collected using questionnaires and classroom observation, the results are analyzed and interpreted using descriptive statistics and graphs.

Finally, the third chapter contains some suggestions and recommendations that may help to shift learners' attitudes from being passive recipients into active participants in EFL classes.

1.Chapter One : Review of Literature

1.1   Introduction

Learners' involvement and participation in the classroom are very important aspects for a successful language learning process, it requires learners to speak and use the language through discussions, debates and actively participate during the course. In EFL classes learners are asked to practice the language through interactions with their teacher and their classmates by asking questions and expressing ideas and opinions about a given topic. It is noticeable and repeatedly reported that most learners are passive during the lessons and they are not engaged in the EFL classes and the majority of learners face some barriers that prevent them from being active participants in the classroom.

This chapter includes a review of literature of the different learning styles which are the active and the passive learning, the speaking skill; its definition and importance in EFL classes. It tackles the communicative language teaching approach and the communicative competences in addition to some barriers that prevent learners from being actively involved in EFL classes, the role of the teacher to engage the learners and motivate them to actively participate in EFL classrooms.

1.2   English as a Foreign Language

It is remarkable how English become an international language during the last few years. It is the language of globalization (Gnutzman and Inteman, 2008). The term English as a foreign language refers to English as an additional language in non English speaking countries, where it does not play an important role in social life. Since the English language became an international language, individuals gave it more importance and started teaching and learning it.

English is a tool of interaction that has facilitated the communication process between individuals from different backgrounds; it helped to reduce the barriers of color, race, and creed that may prevent people from different nations from communicating and exchanging ideas and thoughts (Broughton, Brumfit, Flavell, hill and Pincas, 1980).

Most linguists indicated that the English language simplicity is the reason why it became a national language whereas Ellis suggested that learning a foreign language depends on the learner himself and not on the language being learnt.

Many studies and investigations in the field of English as a foreign language learning and teaching has emerged, the results of these studies suggested a verity of methods and approaches in order to facilitate EFL learning and it indicated some factors that may influence and affect the EFL learning process.

The process of learning the English language demands more than relying on its simplicity, it requests that learners make more efforts in order to acquire the language easily and elevate their language proficiency level; EFL learners must be very interactive and communicative in order to be able to practice the language and use it in real situations. Learning the English language requires more than memorizing words and expressions, it demands the use of language through participation in different communications, debates, and interactions.

1.3   Active Learning

Keeping learners engaged and actively involved are important points in the EFL learning process. Active learning methodology is an essential element in learning, where

learners have opportunities to apply concepts and knowledge they have through discussions, debates, practical activities, etc. where learners are the leaders of discovery rather than uninvolved data receivers. Active learning is not only a theory, but a teaching and learning method; it focuses mostly on debates and discussions among learners, problem solving activities in addition to the use of technology to support the activities presented by the teacher and create a practical learning atmosphere where learners are totally engaged in the process of learning. Studies indicate that active learning improves language comprehension and maintenance, students' performance in classes improves using the active learning methodology compared to passively receiving information from the instructor (Freeman, 2014). Bonwell and Eison (1991) described the active learning strategies as an instructional classroom tasks that helps learners engage in learning through participating in the activities and reflecting about its content and importance. It includes class discussion, small group discussion, debate, posing questions to the class, etc.

Constructivist learning theory confirms that individuals learn through connecting new ideas to existing information to build new knowledge (Branford, Brown, and Cocking 1999). Active learning also asks students to connect their prior knowledge with the new one in order to extend their understanding which means that active learning promote cognitive work and mental development.

Active learning is a proven method that supports knowledge building and students' total involvement in the learning process it motivates them to shift from being passive recipients into the leaders of the learning process. Whereas Gureckis and Markant (2012) assert that dynamic exploration is basically linked to the level of students and their comprehension of the task being studied which means that if the illustration is poor, then self directed studying is insufficient and unsuccessful. Active learning is a successful language learning method it encourages learners to be active in the classroom and participate in various classroom activities rather than passively receiving knowledge from the teacher as long as it is guided by the teacher, and learners are aware of the course content and goals.

1.4 Passive Learning

Passive learning is another teaching style which describes the traditional classes where the teacher is the main authority figure in the classroom; he verbalizes information to passive students which are seen as empty vessels. According to Dean (2001), in the passive learning environment students are expected only to ingest and register information presented by the teacher.

In passive learning environment students are not engaged in the learning process which leads learners to lose attention during the course therefore, some students drift off to speak with their mates or play games because during the course they do nothing but receiving information through listening to their teacher's explanation, reading and observing in order to obtain good grades in examination. Passive learning prevents learners from absorbing the knowledge presented by their teacher on their own, and no opportunities are given to learners to express their input (Wingfield and Black, 2005) in this situation learners tend to be individualistic because they have fewer opportunities to interact or think aloud. Many scholars agreed that passive learning may appear boring and it gives no opportunities for the teacher to assess his learners' comprehension of the lecture, and learners do not speak-up in case of a misunderstanding. On the other hand, using the passive learning method in teaching helps teachers to present a large amount of knowledge in a short period of time (Miner, Das, and Gale, 1984). In passive learning environment the teacher is the leader of the learning process, it provides the educators with more control of the flow of the course, and learners are comfortable in the classroom; learning in a stress free environment since they are not required to participate in the classroom.

The implementation of passive learning in EFL classes kills learners' imagination, creativity, and willingness to be active participants in the learning environment; it prevents learners from interacting and exchanging their ideas, opinions, and point of views with their teacher and their classmates which will create an obstacle for a successful language learning process.

1.5   The speaking Skill

The importance of the speaking skill cannot be deniable; individuals can express their thoughts and ideas through a proper use of language. The speaking skill influences

learners' performance especially in the domain of foreign language learning so, in order to be able to communicate successfully and effectively with others, a good level of the speaking skill must be acquired.

1.5.1   Definition of speaking

Speaking is the action of expressing thoughts through words. It is considered as a productive skill, it allows learners to convey ideas, express thoughts and opinions. According to Clark (1977), individuals speak by translating ideas into words so as to express their feelings, thoughts, and opinions; they ask question to assert if others have correctly understood their message.

The speaking skill is an important element in both EFL teaching and learning processes, speaking English helps learners to develop their language proficiency level and according to Baker and Westrup (2003), it also helps learners to be involved in the EFL learning process; since they can understand the language and know how to ask questions, express their opinions and ideas, and interact with their teacher and classmates that will enhance their chances to be academically successful.

1.5.2   Teaching Speaking in EFL Classes

The mastery of speaking skills is a very important element in the field of EFL learning, most of language learners view the ability to accomplish a good spoken communication as a sign of a successful progress in language learning. Spoken language teaching is the process of facilitating language practice for a group of learners, in other words it is the act of teaching learners the communicative competency and fluency in a language. Nunan (2003) describes teaching speaking the English language as teaching learners:

➢   How to use sentences and words intonation, and stress patterns along with the English language rhythm.

➢   How to select appropriate expressions and sentences according to social situation, setting and audience; taking into consideration who is speaking to whom, about what and why.

➢   How to speak the English language with fluency.

➢   How to use the language to express thoughts, ideas, and opinions.

➢   How to organize their ideas and thoughts in a meaningful way.

EFL teachers' role is not limited only to teach English, but it is also their duty to motivate their learners to speak out and express themselves using the English language. They should create opportunities for simple communication in English lessons that will help the learners to develop a sense of interaction and discussion. Teachers should chose real life topics to be discussed, since learners are familiar with the topics that will attract their attention to the discussion and they will not face any difficulties of misunderstanding; learners' motivation and interest will increase which will encourage them to actively participate and create a dynamic learning environment.

1.5.3   The Importance of Speaking in EFL classes

According to Nunan (1991), people learn a foreign language so as to adapt how to speak and communicate with it and they assume their success when they are able to accomplish an understandable conversation in the foreign language. Learners speak English in EFL classes in order to express their thoughts, ideas, and opinions; many teachers agreed that when learners speak and express themselves in EFL classes that will increase their motivation and competence, erases any kind of ambiguity or misunderstanding during the course as long as they keep asking questions, discussing the topic being studied and participating; learners will no longer be afraid to be involved in conversation, debates, and discussions. Harmer (2007) indicated that practicing speaking provides teachers with feedback about the level of their learners and help them notice their language problems and weaknesses in order to be fixed in the future; he added that classroom discussions and speaking activities give learners opportunities to face real life situations in a safe environment. Speaking in EFL classes provides learners with the ability of speaking English automatically, discusses and interacts with classmates, share opinions and feedback.

1.6   Communicative Language Teaching (CLT)

communicative language teaching is an approach to foreign language teaching which focuses on teaching foreign languages through communication. It appeared as a reaction to previous approaches which focused only on grammatical structures or phonetics and neglected its function; it aims to achieve communicative competence rather than linguistic competence by engaging learners in situations of interaction, authentic communication, and negotiation of meaning using real-life situations which learners may face in their lives. Students' motivation to learn a foreign language increases from their desire to communicate in meaningful ways about real topics. CLT is sometimes called "the communicative approach". Berns, an expert in the field of CLT declared that "Language is interaction; it is interpersonal activity and has a clear relationship with society. I n this light, language study has to look at the use of language in context, both its linguistic context and its social or situational context*"* (1984).

In fact, communicative language teaching motivates learning a foreign language through interaction and communication where learners are the leaders of the course: they exchange ideas, opinions, and thoughts rather than being passive during the course and only receiving information and rules delivered by the teacher without practice. Students often engage in discussions or role –play in order to adjust their use of the target language to different social contexts which provides them with ample opportunities to develop their communicative abilities and enhance their performance level. Moreover, Prieto (2008) stated that when applying the CLT approach in teaching teacher is seen as an element in the classroom and not the main authority in it and the teaching- learning process should be in collaboration between the teacher and his learners. The CLT approach provides foreign language learners with chances to be active in the classroom, it motivates them to use the language and practice it which will help them develop their language proficiency level and maintain higher communicative skills and boosts students' confidence to participate in classroom debates and discussions.

1.7   Communicative Competence

Communicative competence is a linguistic term coined by Dell Hymes in 1972 on the basis of Noam Chomsky's linguistic competence concept; it describes the ability to produce a language respecting its grammar and structure; it is the foundation of the CLT approach. Communicative competence is defined by Hymes as the ability to use the language and its grammar, especially in various communication situations (1972). On the other hand, Brown described the communicative competence as the ability to communicate in different contexts through expressing ideas and thoughts (2007). The communicative competence enables learners to express ideas and opinions, negotiate and interpret messages appropriately and in a comprehensible way. It is divided into four categories which are: the sociolinguistic competence, the grammatical competence, the discourse competence, and the strategic competence (Canal and Swain, 1980). The grammatical or linguistic competence refers to the grammatical knowledge of the language; it means grammatical structure, pronunciation, and spelling. It helps learners produce and practice the language appropriately using correct grammar. Sociolinguistic competence is the ability to produce the language respecting its social rules and norms; taking into account who is speaking to whom, the topic being discussed, and the setting. Discourse competence describes the ability to connect phrases in order to build a comprehensible meaning (Brown, 2007); it is the ability to produce coherent, unified, and understandable sentences. The strategic competence deals with the strategies used for a successful communication such as using techniques to overcome language gaps. Most researches agreed on the importance of the communicative competence in foreign language classes; it enables learners to interact correctly and successfully in the classroom, learn from their mistakes and flaws, and encourages them to actively participate in the course.

1.8   Learner-centered Approach

A learner centered approach is a teaching approach that focuses on developing students' learning abilities in which learners actively construct their knowledge by analyzing and critically assessing certain situations. It views learners as active participants during the course; it shifts the focus of instruction from the teacher to the learner. Learner centered approach is defined by Kennedy as a dynamic classroom in which the learners actively participate during the course whereas the teacher takes a passive role; it encourages group work and classroom interactions, debates, and discussions. This shift

gives the learners better opportunities to acquire the foreign language; it encourages the students to be deeply involved and engaged during the course. Learner centered approach encourages learners to be more active during the course rather than being passive listeners.

The implementation of the learner centered approach in learning allows the application of different methods and techniques which will help to create a collaborative, supportive, and interactive learning environment where reflection, creation, discussion, inquiry, and accountability take place (Kafai & Resnick, 1996; Piaget, 1963; Vygotsky, 1978). It encourages learners to be actively involved in the learning process by learning how to solve problems, think critically, discuss ideas and thoughts, work in groups, analyze situations and make decisions which are the keys for a successful learning; according to Lambert &McCombs (2000), successful learners are the once who are actively involved during the learning process, responsible for their own learning, and think about what they are learning.

1.9   The Importance of Learners' Engagement in EFL Classes

Students' engagement and active verbal participation are essential components in EFL classes. It is assumed that when learners are involved and actively engaged in the context of learning English as a foreign language they are encouraged to speak and use the foreign language with their teacher or their classmates, negotiate meaning and clarify their opinions and thoughts. Active participation in EFL classes give learners opportunities to practice the foreign language, express their ideas and comments; it develops the sense of co operational work among students which encourage them to work together in order to debate, discuss, and solve problems. Allwright and Baily (1991) stated that interaction is an act that learners do together and in groups.

Moreover, EFL classroom interaction helps learners to acquire different language patterns and forms which is going to help them detect their weaknesses and gaps in the foreign language and be corrected during communication. Classroom involvement and participation promote learners' vocabulary and grammatical rules knowledge and provides them with opportunities to practice them in appropriate contexts; from this perspective Liu (2005) stated that participation in language classes' communications and interactions

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provides learners with chances to enrich their vocabulary and language structure knowledge through the exposure to various classroom debates and discussions.

In addition, Learners' involvement in EFL classes motivates them to be more productive and active during the lessons. Nunan (1989) stated that classroom interaction helps improving learners' critical thinking in terms of manipulating, analyzing, and interpreting information and he defined a successful classroom as the one in which learners work together and in collaboration to create its events. Learners' collaboration and involvement in EFL classes offer them great opportunities to practice the language and develop their level of communication, at the same time it teaches them how to express themselves in an understandable ways and understand what others say. So, progress in foreign language learning cannot be achieved without classroom interaction.

1.10 Obstacles that prevent Learners from being Active Participants in EFL Classes

Learners' participation and involvement in EFL classes are the most important elements to enhance their language proficiency level, but most of EFL learners face difficulties that prevent them from being active participants. Students hesitate to express their ideas and thoughts and they prefer to stay passive. The difficulties that prevent learners from being active in EFL classes are divided into two types which are the linguistic and psychological barriers.

1.10.1 Linguistic Hurdles

In EFL classes learners are asked to communicate and interact using the English language so as to enhance their language proficiency and be able to use the language with ease, but most of them hesitate to do so because they face some linguistic barriers for instance lack of vocabulary, poor grammar and pronunciation, and the use of the mother tongue. Lukitasari (2008) discovered that most EFL learners face speaking difficulties due to the weaknesses they have in vocabulary, grammar, and pronunciation.

1.10.1.1 Lack of Vocabulary

Limited vocabulary knowledge presents a major issue among EFL learners; it restrains them from participating and being actively involved in the language learning process. Thonbury (2005) assumed that language has a great collection of different expressions and words. In order to communicate freely and express themselves easily learners need to have a reach vocabulary background, but unfortunately EFL learner face difficulties to find the proper and the appropriate word to use in order to transmit an idea in a particular context due to their poor vocabulary repertoire so, most learners prefer to remain passive and avoid interfering in any debate, discussion or conversation.

1.10.1.2 Poor Grammar

According to Perez Liantada,(2012), in order to communicate in English correctly and appropriately one should be aware about English grammar. Mastering the English grammar is the key for a clear and correct communication; it is needed to build the sentence correctly by respecting its rules. However, since EFL students have some weakness when it comes to English grammar mastery they hesitate to participate in the course because they are afraid of making grammatical mistakes. So, to avoid any kind of negative feedback from the teacher in addition to any comments from their classmates learners choose not to participate which creates a passive learning environment.

1.10.1.3 Pronunciation Problems

Words' pronunciation and articulation is a problem that most non native speakers face when learning the English language, which is the case of learners in EFL classes. Genc and Ozkan (2011) stated that pronunciation is an important element when speaking a foreign language. EFL learners face difficulties in pronunciation and articulation of words because they have limited knowledge about the English words' rhythm, sounds, and stress; due to the lack of practicing listening to native speakers and totally relying on teachers' pronunciation which is in some cases not as a native. Most of EFL learners prefer to not participate in the course to avoid any embarrassment and they remain passive during the lesson.

1.10.1.4 Weak Listening Abilities

Mastering the art of effective listening is the key for a successful foreign language learning, it enables learners to collect information and correct prior knowledge through observation. Listening is e very important skill that helps learners develop a successful communication in a foreign language (Wallace, 2004). Listening skills make learners more productive, it allows them to comprehend what others are saying and enables them to respond to it easily; EFL learners who tend to listen carefully to their teacher and classmates when using the English language are more likely to promote their level of communication performance in a short period of time. Scholars found that most EFL learners face some difficulties when listening to a speech or a discussion delivered by their teacher or their classmates, such as the fear of misinterpretation of other's message (Wheeless, 1975), and lack of concentration. Lack of listening abilities leads most EFL learners to avoid participation or interaction in course discussions and choose to be passive observers.

1.10.2 Psychological Hurdles

Thonbury (2005) defined the psychological barriers that most EFL learners face in oral English communications as the negative feeling that prevent students from actively participate in EFL classes. Shyness, anxiety, lack of motivation, low self confidence, and the fear of making mistakes are the hindrances that restrain EFL learners' active involvement in EFL courses.

1.10.2.1 Anxiety

Anxiety is one of the psychological difficulties that prevent learners from actively participate in foreign language classes. As a psychological term anxiety is defined by Spielberger (1983) as the feeling of stress, doubt, worry, and uneasiness as cited in Wilson (2006). Anxiety appears under certain circumstances and sometimes it is difficult to control. There is a strong relation between the term anxiety and communication especially

when communicating using a foreign language such as the English language. EFL learners are asked to use the foreign language during the course in order to enhance their proficiency level; they are obliged to focus on organizing their ideas and thoughts in an intelligible way in addition to produce a correct language structure, grammatical function, and pronounce words in a comprehensible manner; learners are under a great amount of pressure which creates a sense of anxiety in them. To avoid this feeling of stress and pressure learners remain passive during the course and prefer to keep silent rather than interacting with their teacher or their classmates. Anxiety has a great negative effect on EFL learners' language performance and academic achievements, it limits their opportunities to use the language and enhance their language skills.

1.10.2.2 Shyness

Shyness is an emotional feeling associate with the sense of stress, worry, and apprehension; it appears during social encounters or public performances. According to Crozier (2004) shyness is "… low self-efficacy beliefs about one's social performance" whereas Juhana (2012) defined shyness as the feeling that most learners experience when speaking in English classes. A successful EFL learning environment includes active interaction and participation in the classroom in which learners interact with each other, express opinion and ideas but, learners who are shy hesitate to work with others and they do not like activities that demand expressing ideas and speaking in front of an audience which creates a passive learning environment. In other words, shy learners do not like to be the center attention of the class they prefer to be passive during the course rather than making mistakes and being laughed at. Shyness effects learners' engagement and participation in the class, as a result EFL learners fail to gain opportunities to practice the English language and they do not enhance their skills which are important for successful foreign language learning.

1.10.2.3 Fear of Making Mistakes

The fear of making mistakes is one of the barriers that prevent EFL learners from actively engage in the classroom, learners hesitate to engage in a classroom discussion or debate, reluctant to ask questions and share ideas and opinions and choose to passively

observe due to their tremendous fear of making mistakes and receiving negative feedback from their teacher or their classmates. Generally most foreign language learners are anxious when producing the language because they are afraid of making mistakes, and worried about receiving critiques besides being the main focus attention of the classroom (Penny, 2000). The fear of making mistakes effects foreign language learning progress, learners do not have the courage to use the language, interact and share their thoughts and opinions.

1.10.2.4 Lack of Motivation

Motivation is an essential element for successful learning; it determines the extent and the quality of learner's achievements. According to Brown (1987) motivation is what makes one achieve his goals, but without motivation individuals cannot attain their goals even if they have higher abilities (Dornyei, 2005). Lack of motivation is one of the barriers that push learners towards passivity during EFL courses; it may appear in forms of disinterest, boredom, tiredness, absence of concentration from the part of the learners. Since learners have no interest in learning the English language without any doubt they simply remain passive during the course, they are unlikely to engage in learning and attain any useful language.

1.10.2.5 Low Self Confidence

Self confidence is the heart of success especially in learning. It is the act of believing in the possessed abilities and the acceptance of weakness with a desire to strengthen them. Low self confidence is one of the difficulties that EFL learners face when trying to interact and engage in the learning process, students always doubt and question their abilities, never take risks and prefer to avoid any debates or discussions during EFL classes and passively observe the course content and activities which reduces their chances to speak, practice, and enhance their language proficiency level. Learners with high self confidence trust their capacities and abilities to reach their goals and they are more successful in foreign language learning, easily overcome all the obstacles they face (Kakepoto, 2012). Students' self confidence indicates their language performance quality; learners with high self confidence tend to be more creative and successful during language

performance and delivery whereas, students with low self confidence tend to poorly perform the foreign language (Hale, 2004).

1.11   EFL Teacher's Role in Engaging Learners

Keeping learners engaged in EFL classes is one of the difficulties that most teachers face. According to Mercer (2000), teachers strive to engage all learners and make them fully participate in the lessons. Teachers have a great impact on their learners in classroom; they can foster students' participation by engaging them in discussions and debated in topics that interest the learners, follow different techniques and strategies to create a positive stimulating learning environment, etc.

One of the keys that teachers use so as to engage EFL learners is to relate the topics being taught to real life, that makes learners feel personally connected to the course since they are learning relevant information and they can easily engage in the lesson because they already have a prior knowledge about the discussed topic which encourages them to exchange their ideas, thoughts, and opinions freely and actively participate in the classroom.

Creating a positive learning environment is another way to increase learners' engagement in EFL courses, an environment that make learners feel comfortable to learn and encourages them to actively participate and interact for instance, assuring that all ideas, point of views, and comments are acceptable and corrected if necessary; teachers create a good atmosphere in which learners can communicate, interact and speak in English without hesitation.

Teachers should create language learning opportunities for learners to use the foreign language, communicate, interact, and participate in the classroom through avoiding interrupting learners when communicating and encouraging them to speak in English even though they make mistakes the teacher should encourages them and provides them with positive feedback to enhance their language performance level.

Teachers in EFL classes hold a great responsibility to engage learners and encourage them to actively participate during the course, their role is not limited only to course delivery, but also encourage and motivate learners to use the English language,

develop their language performance, provide them with a positive and stimulating learning atmosphere, and encourage them to play an active role in the classroom.

1.12   The Use of ICT in EFL Classes

ICT stands for Information and Communication Technologies. ICT describes all technological tools used to exchange, store, deliver, and share information including internet, computers, projectors, etc. The existence of ICT simplifies all life conditions including learning (Belgium and law, 2000).

The integration of information and communication technologies in all areas of English language teaching and learning benefits both teachers and students because it creates large sources of knowledge and information which help learners develop their speaking, communicating, and pronunciation skills. It also develops teachers' proficiency in the field and offers them new teaching methods and techniques to enhance their learners' performance in the classroom. Worldwide researches proved that ICT has a great positive impact on learners' academic achievements concerning comprehension, presentations, and language practice especially in the field of English language learning.

Use of ICTs in EFL classes develops team work among EFL learners, gives learners opportunities to communicate and interact with native speakers of the English language, it motivates both learners and teachers to do their best in the field since they are equipped with resources of knowledge and information; ICTs makes the teaching and the learning processes more enjoyable since it integrates real world in the classroom which positively enhance learners active engagement in EFL classes and encourage them to participate in classroom activities, debates, and discussions. Whereas, other scholars declared that even with the advantages that ICTs has in the field of foreign language teaching and learning it also has a negative impact on it as well, they suggested that the use of ICT in learning creates obstacles, barriers, and health problems that may present a new problem in the field of foreign language learning (Blatchford and Whitbread, 2003).

1.13 Conclusion

The aim behind this chapter was to give a review of literature about some concepts which are related to the topic. The chapter investigated the different learning styles active and passive learning, the communicative language teaching, the speaking skill and its importance in EFL classes. In addition to the barriers that prevent EFL learners from actively participate in the classroom; they were divided into two types: the psychological and the linguistic hurdles along with the role of the teacher in engaging EFL learners to be active participants rather than passive recipients.

2.Chapter Two: Data Analysis

2.1 Introduction

This chapter reflects the practical part of the research. After the conduction of the questionnaires for both teachers and learners, observing and taking notes about EFL classroom sessions data collected will be interpreted and analyzed using both analytical and descriptive methods. This chapter provides an accurate description of the questionnaires and classroom observation regarding their aim and design in addition to the population of study. It also includes the interpretation of the information collected and a summary of the findings obtained from the results of the questionnaires and the observation.

2.2 Research Objectives

The aim behind this research is to collect the needed information in order to enhance learners' participation and involvement in EFL classes and shift learners' attitude from passive recipients into active participants. Recognizing the main reasons behind EFL learners' passivity and helping first year EFL learners overcome all the difficulties they face when learning the English language in order to be involved and actively participate during the course are the major concerns of this research. The opinions of both EFL learners and teachers about the topic were taken into consideration for an accurate fulfillment of the research.

2.3 Population of Study

The participants in this research were first year EFL learners and teachers at the department of English language and Literature at the University of DR. Moulay Taher - Saida. The population of study consists of (70) first year EFL students which were chosen randomly and (07) teachers which were chosen carefully by targeting only those who teach first year learners.

2.3.1 Learners Profile

Learners involved in this study were first year LMD students in the department of English language and literature at the University of Dr.Moulay Taher – Saida. From a population of (120) learners a sampling of (70) learners was chosen randomly to participate in this research. The gender and age range factors were not significant in the study. Respondents participated in this research by answering a questionnaire which helps to collect the needed information. First year EFL learners were chosen as the population of the study because they are totally new, and have no experience which means that they are more likely to face difficulties and problem coping with the new environment. Giving opportunities to freshman student to express their opinions and thoughts help to collect reliable data which is a key point of research accuracy.

2.3.2   Teachers' Profile

In addition to first year EFL learners, seven EFL teachers from the department of English language and literature at the University of Dr Moulay Taher- Saida were also involved. The gender and the age range were not taken into consideration since they are not significant to the study. The participants were both magister and doctorate holders with different specializations and more than five years of teaching experience. EFL teachers were involved in this study because they are always in direct contact with learners, so they are familiar with student' degree of participation and engagement during the course, and they are aware of the problems and the difficulties learners face during EFL classes which means that teachers are a trusted source of reliable information.

2.4   Research Instruments

Two research tools were used in order to gather authentic data needed and to collect both teachers and learners' view points and thoughts concerning the problems that prevent first year EFL students from actively participate in the classroom which leads them to passivity; in addition to the solutions they found suitable to be active participants during the course rather than being passive recipients. This study was conducted by the application of two different research tools which are questionnaire and classroom observation. Two questionnaires were formulated; one was addressed to first year EFL learners and the other to EFL teachers in addition to the observation of the teaching and learning processes.

2.4.1   The Questionnaire

The questionnaire is a popular research instrument; it is a tool of collecting data that comprises of a series of questions addressed to a sampling in order to obtain relevant information. Nunan (1992) defined the questionnaire as the most common tool used for data collection among researchers; it enables the researcher to gather information from a large population in a short period of time.

It facilitates the process of generating data since it enables the researcher to collect large amount of information in a short time (Brown, 1988), in addition to the ability of retrieving information that the researcher may not achieve using another tool of data collection. The questionnaire gives the participants the opportunity to express their ideas and thoughts freely without any restrictions.

2.4.2   Classroom Observation

Classroom observation is another tool of data collection; it is a direct research instrument that helps gather relevant and authentic information and feature about teaching and learning situations. According to Berger (2010), observation is a research technique that provides the research with opportunities to study individuals in real life situations.

Classroom observation is the process of gathering information by observing and analyzing the teaching setting including the course content and behavioral patterns of both teachers and learners. It reinforces and ensures gathering reliable and relevant data and a better understanding of the teaching situation which leads to an accurate and successful investigation.

2.5   Data Analysis Procedures

Mixed techniques and methods have been used for data collection and analysis in this study. Both quantitative and qualitative methods took place in this research in order to achieve accurate results. According to Dornyei (2007), there are two separated phases in

the process of data analysis which are the qualitative and the quantitative phases however; in the interpretation stage the mixture of the two methods occurs.

Classroom observation results were interpreted using qualitative methods due to the collected information. On the other hand, quantitative analysis was used to interpret the results of both questionnaires which were addressed to first year EFL teachers and learners therefore the results will be presented in forms of graphs, pie-charts, tables, etc.

2.6   Description of Learners' Questionnaire

The questionnaire was addressed to first year LMD students from the English department at Dr Moulay Tahar University- Saida, from a population of (120) learner, a sample of (70) students were chosen randomly to participate in this research and answer the questionnaire. It aims at obtaining learners' opinions and thoughts concerning the reasons behind their passivity in EFL classes and their suggestions and requirements for a more active learning environment and how to overcome all these difficulties and problems for a better EFL learning experience. The respondents were very collaborative, they have answered the majority of the questions formulated in the questionnaire whereas; others did not answer some open-ended questions.

Learners' questionnaire was a mixture of different types of questions; multiple choice questions, open-ended questions, and close-ended questions. The multiple choice questions gave the participants opportunities to choose one or more preferable answers from the given suggestions in addition to the ability to add their own point of views and suggestions. The open- ended questions were direct questions without any suggestions which gave the learners the opportunity to express their thoughts and ideas freely and without any limits whereas, the close-ended questions were questions that obliges the respondents to choose only one answer from the suggested responses.

The questionnaire addressed to first year EFL learners was divided into three sections. The first section consisted of four (04) questions; it was devoted to collect general information about the learner; their English level, the reason behind studying the English language, and their motives. In the second section three questions were formulated in which learners' participation and involvement in EFL classes was measured in addition to

the difficulties that prevent them from participation. The third section consisted of five questions; it was devoted to collect information about learners' opinions concerning the impact of the teacher on their engagement and involvement in EFL courses.

2.6.1 Analysis of Students' Questionnaire

As it has been stated before the questionnaire was addressed to first year EFL student at the English department of Dr.Moulay Tahar University- Saida. Seventeen (70) participants out of (153) learners carrying out their studies were chosen randomly to answer the questionnaire. This part of the research paper includes the interpretation and analysis of first year EFL students' questionnaire.

2.6.1.1 Section One: Information about The Learner

Question 01:

First year EFL learners were asked about their level of English, their answers varied which were stared and organized in the following table and chart.

Students' level	Number of students	Percentage
Advanced	10	14%
Intermediate	35	50%
Beginners	25	36%

Table 01: First Year EFL Learners' Level of English
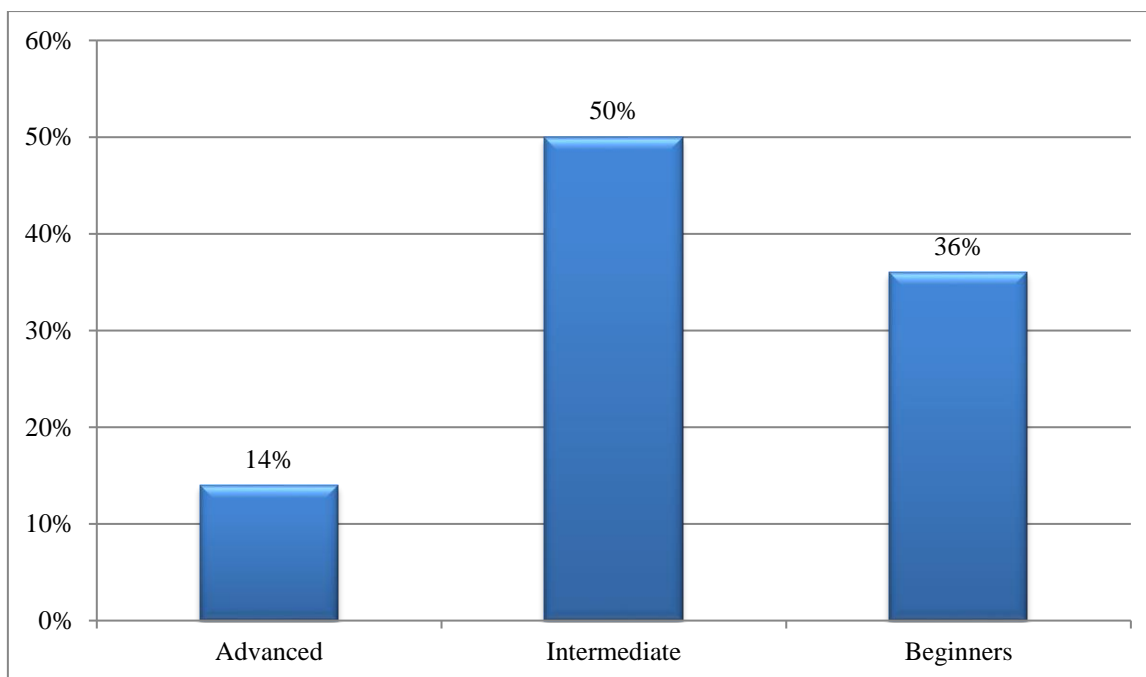
Figure 01: First Year EFL Learners' Level of English

These results indicate that half (50%) of first year EFL learners have an intermediate level of English whereas, (36%) of them declared that they are beginners and (14%) of the learners had an advanced level of English. It is noticeable that the majority of the learners have a humble level and only (14%) had an advanced mastery of the English language.

Question 02: why did students choose to study English at the University?

Participants were asked if their choice to study a foreign language at the university was a personal choice or they were obliged to study it because they did not have any other choices but English, as it is mentioned in the graph bellow (56%) of EFL learners declared that they have chosen to study the English language at the university out of their desire of the language whereas, (44%) of them choose to study English at the university because their choices were limited and they were restricted to choose to learn the English language at the university. These results indicate that most first year EFL learners are not obliged to learn the English language and they desire to learn the language.
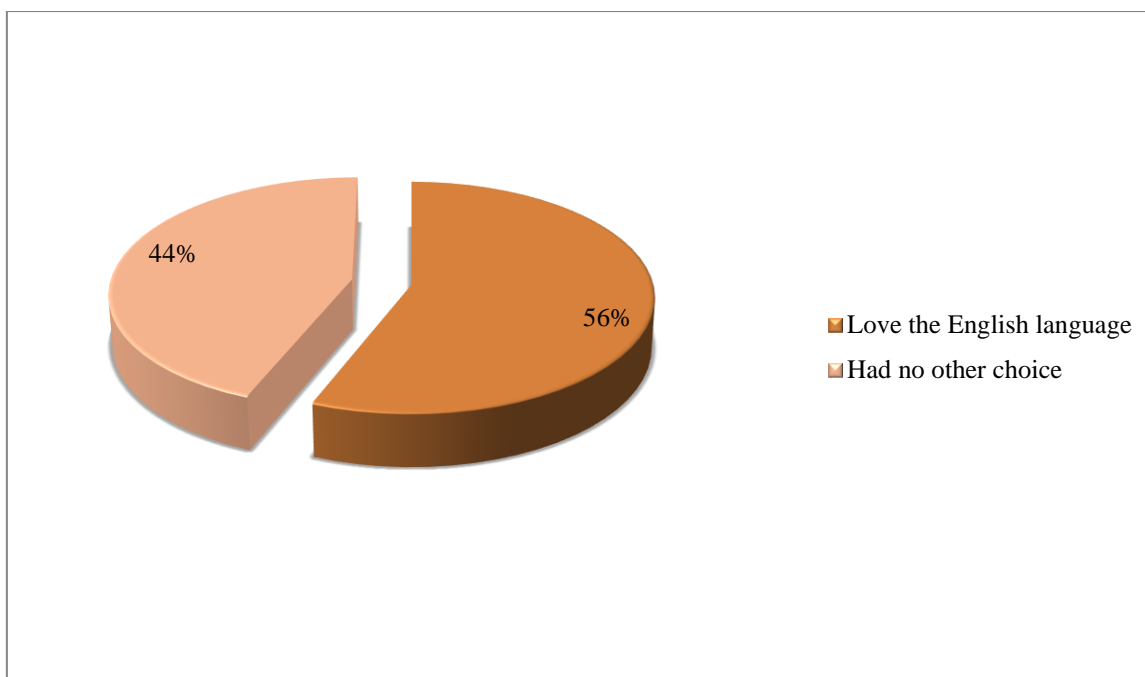
Figure 02: Reasons behind Studying English at the University

The results clearly indicate that the majority of learners' choice of studying English at the university was personal because they love the English language and they want to learn it since it became an international language which means those learners are motivated to acquire the language whereas the (44%) of learners who declared that they were obliged to study English at the university since they had no different choice ; those learners tend to be less motivated to learn the foreign language.

Question 03: Purposes behind studying English

This question aims at knowing why EFL learners study English, whether to be able to communicate easily and develop their communicative abilities in English or to be able to get a job. The results are formulated in the following graph.
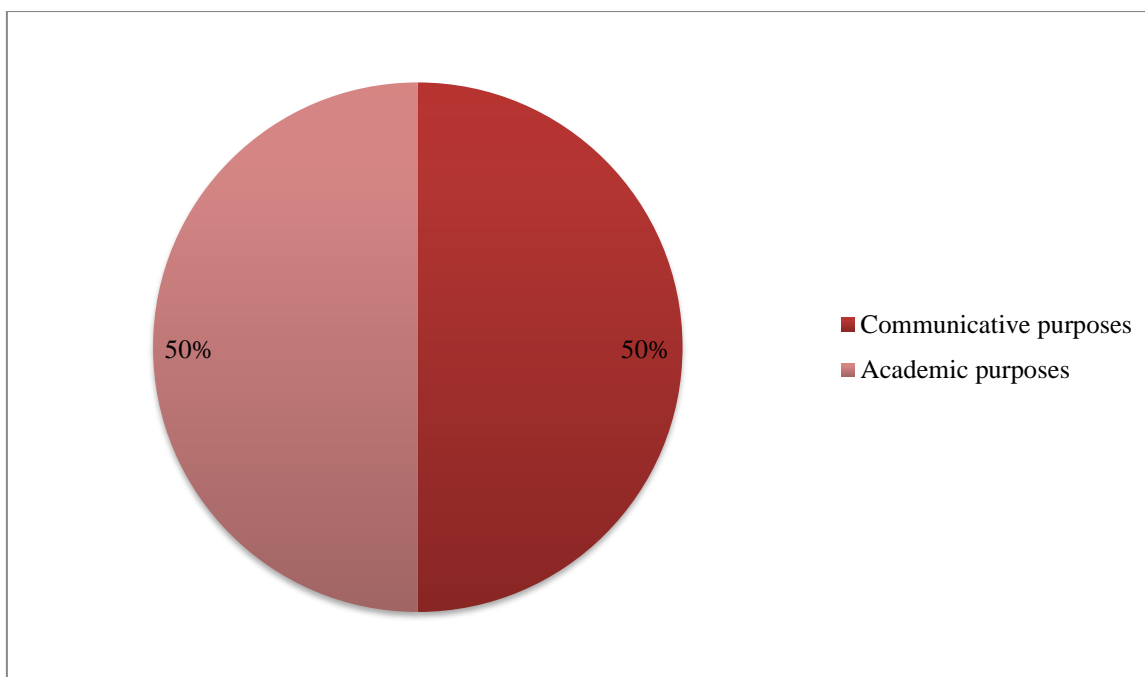
Figure 03: EFL Learners' Purposes behind Studying English

From the pie-chart above, it is noticeable that half of the learners (50%) agreed that they study English for communicative purposes; in order to develop and master speaking and communicative abilities, interact and express their ideas and thoughts using the English language freely. However, the other half (50%) mentioned that they study English for academic purposes for example to get a degree and a job. These findings tell that not all the learners study the English language in order to elevate their communicative skills and their language proficiency level.

Question 04: the elements that make learning English very stimulating

The informants were asked about the elements that make the EFL learning environment very exciting and stimulating, they were given some suggestions and had also the opportunity to add their comments and thoughts. Findings are presented in the following graph.
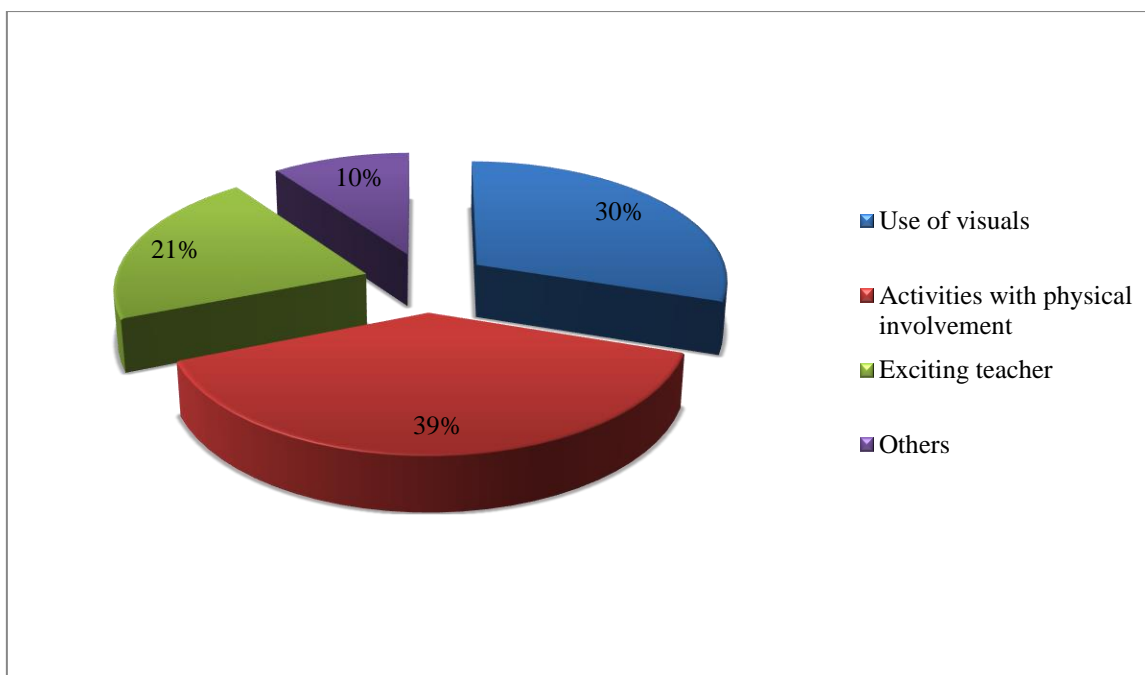
Figure 04: Elements of good EFL learning environment

The pie-chart indicates that (39%) of EFL learners preferred classes that includes activities with physical involvement whereas, (30%) of the participants considered the use of visuals as an amazing stimulating method to be used in EFL classes. On the other hand (21%) of the respondents declared that the teacher is the main element that creates a motivating and stimulating environment of English learning, while (10%) suggested that in order to create a motivating, exciting, and stimulating learning environment all the previous suggestions should be applied in addition to the use of interesting topics to be discussed; which means that the content of the topics and texts chosen by the teacher must be in the field of learners' interest. They added that EFL learners should be given opportunities to express their thoughts and ideas freely. The results revealed that all the learners are willing to actively participate in the classroom as long as the learning process takes place in a motivating, stimulating, interesting, and exciting environment; in which new technologies are used and teachers stay away of traditional ways of teaching.

2.6.1.2   Section Two: Learners' Involvement in EFL Classes

Question 01: Do you like oral expression subjects?

This question aims at knowing learners' attitudes toward oral expression subject; the pie-chart below displays the collected answers.
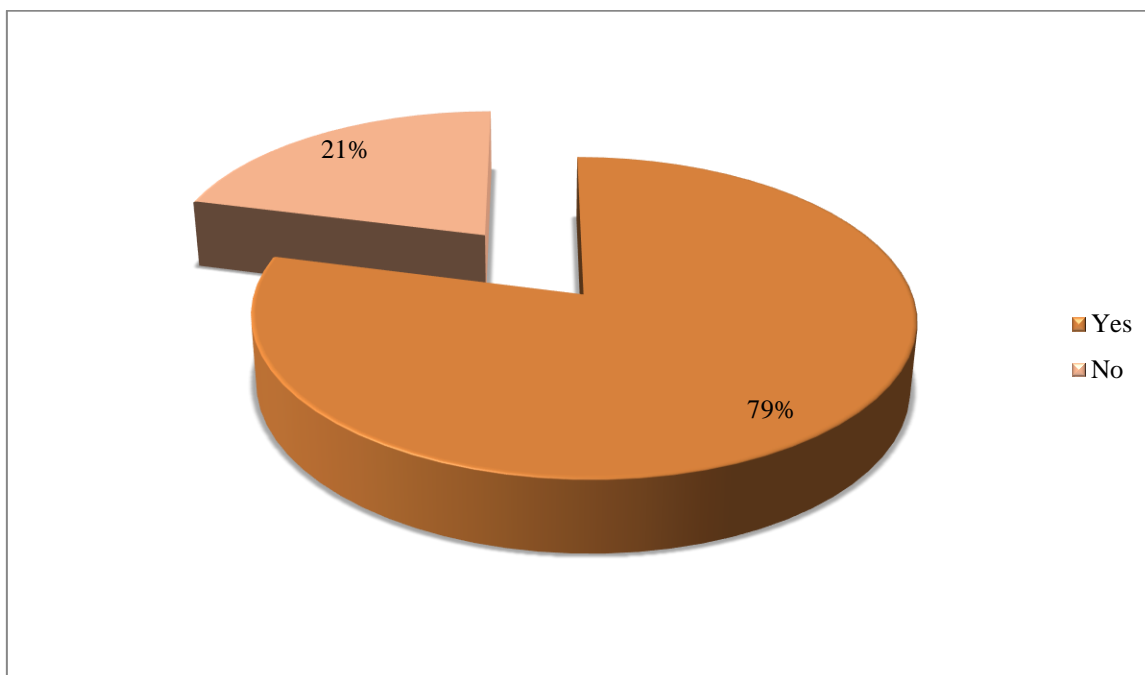
Figure 05: Learners' attitudes toward oral expression subject

As it is displayed in the pie-chart above, (79%) of learners declared that they do like oral expression module since it gives them opportunities to practice the language and speak freely in order to enhance their speaking abilities whereas, (21%) of the respondents mentioned that they do not like oral expression subject because they face many difficulties during the course. The results revealed that some learners do not like to speak and express their thoughts and ideas in the classroom because they suffer from various difficulties that create a barrier toward active participation in the classroom.

Question 02: How do you evaluate yourself in these points?

The attempt behind asking these questions was to evaluate EFL learners' level in certain points and gather relevant information about the difficulties that prevent them from active participation during the courses. The collected data are displayed in the following pie-charts.
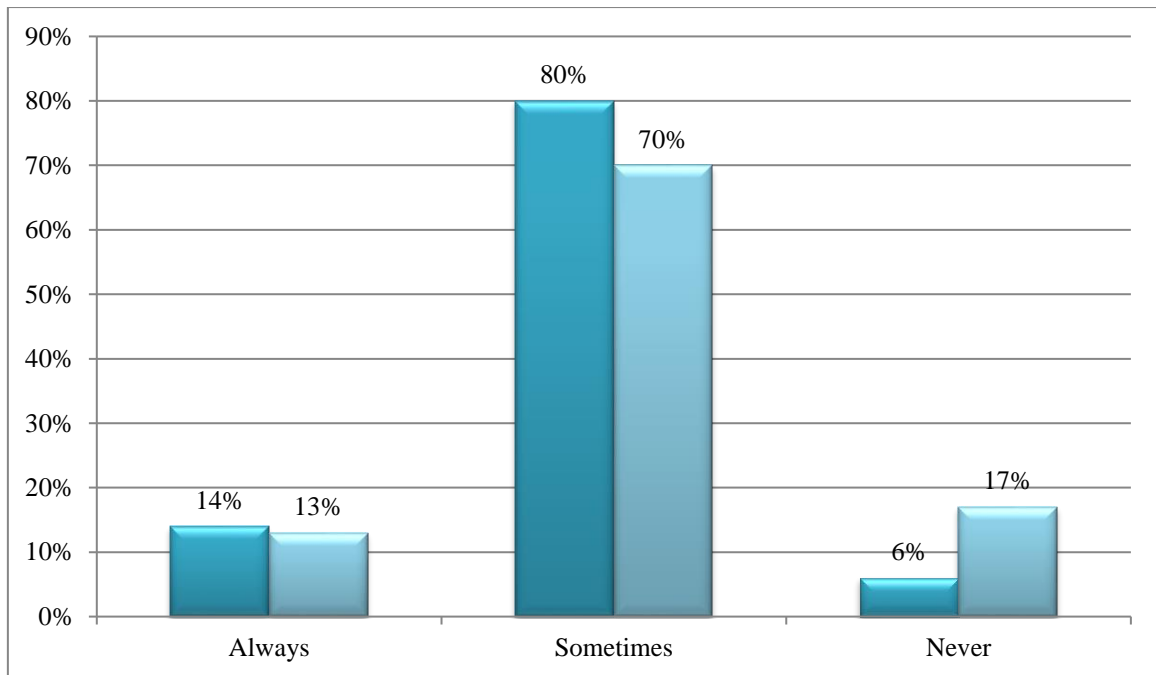
Figure 06: Learners' collaboration in the course

        The bar charts above indicate the average frequent of learners' collaboration during
the course. (14%) of the learners are motivated and always participate during the course
whereas, the majority of the participants (80%) declared that they do sometimes
collaborate and ask questions for a better understanding or when they are interested in the
course content. While (06%) of the informants never collaborate in the course and they are
always passive. These findings show that EFL learners are active during the course when
they are interested in the course content or the topic being discussed.
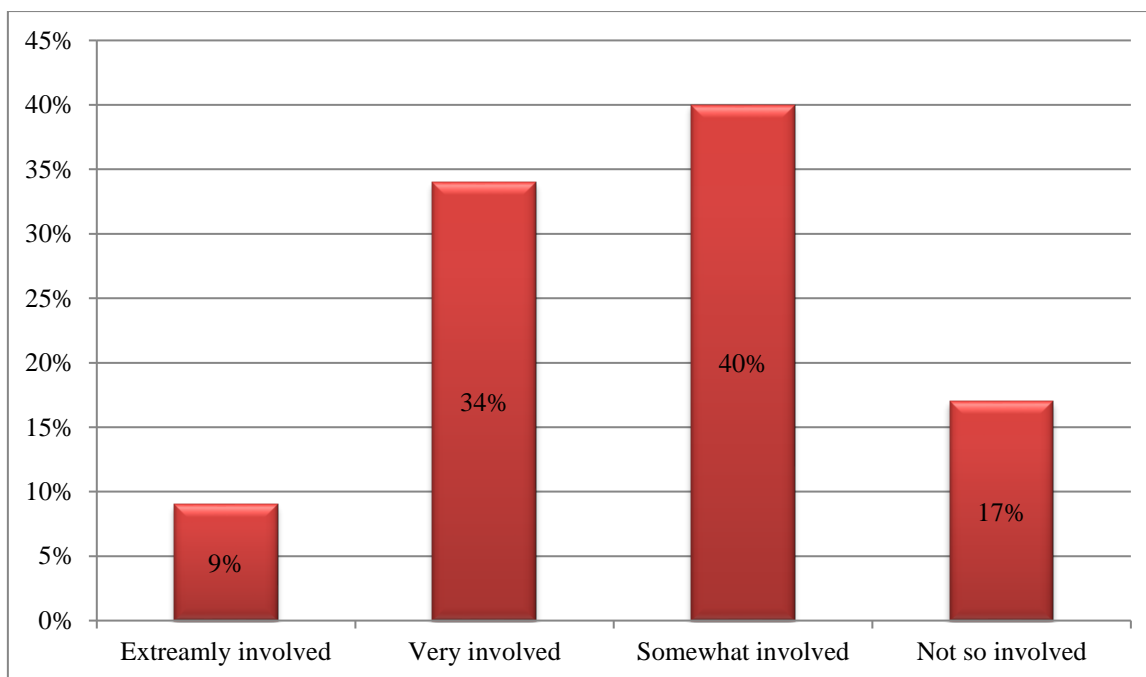
Figure 07: Learners' Involvement in EFL Classes

The bar-charts above display the results of learners' involvement and participation in EFL classes. A percentage of (9%) of the learners indicated that they are extremely involved during the course which means that they are totally motivated and face no difficulties whereas, (34%) of the respondents declared that they are very involved in the course. On the other hand (40%) of them claimed that they find themselves somewhat involved during the course and a percentage of (17%) are not so involved in the course, this category prefers to be passive during the lesson.

Question 03: The difficulties that prevent EFL learners from participation

In this question EFL learners were asked about the participation difficulties they face in the classroom, they were given some suggestions and a space to add their comments and opinions. The figure bellow illustrates how informants reflected to this question in a form of a pi-chart.
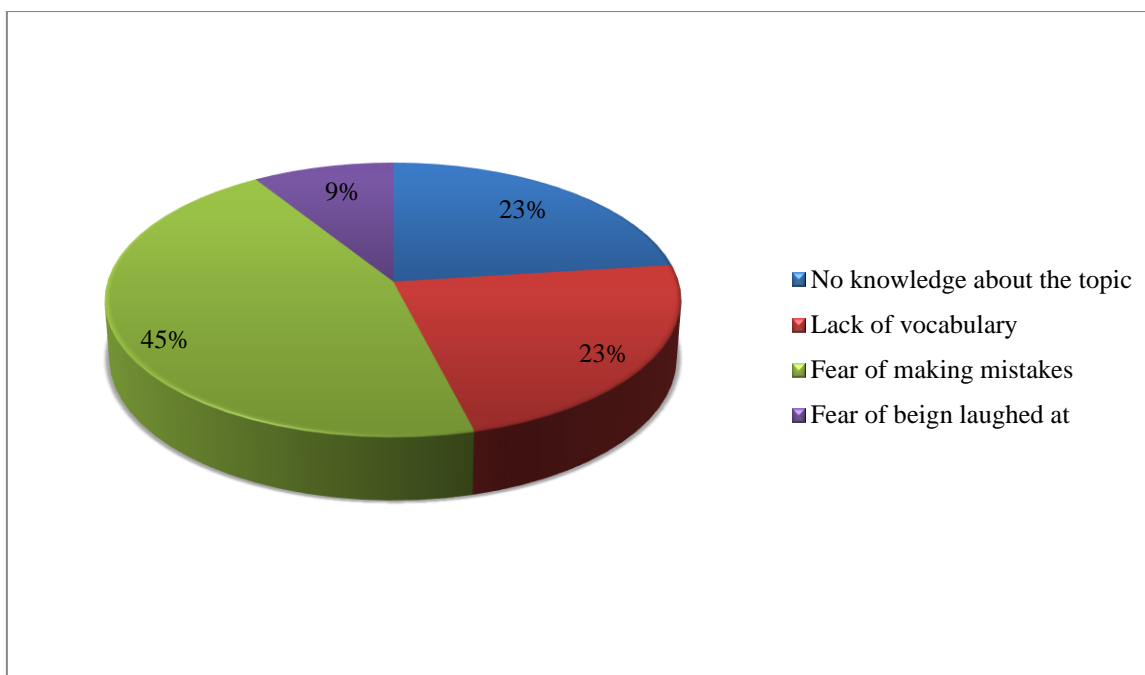
Figure 08: EFL Learners' Participation Difficulties

As it is mentioned in the pie-chart above, (45%) of the learners declared that the fear of making mistakes is the main reason behind EFL learners passivity during the course; some students illustrated their answers by adding that they avoid participation because they have a weak pronunciation and they avoid any kind of structural or grammatical mistakes. whereas (23%) of the participants agreed that lack of vocabulary is what creates an obstacle toward active participation, since they have a limited vocabulary knowledge, appropriate terms and words to use in order to express their ideas and thoughts correctly which creates a great problem. Another (23%) of the participants agreed that they do not participate in the classroom because they do not have any knowledge about the topic being presented by the teacher which is one of the difficulties they face in the class. According to the remaining (09%) of the informants, luck of self confidence, the fear of being laughed at is one of the problems that lead EFL learners to passivity. Some learners mentioned other factors that represents one of the reasons that prevent them from participation such as shyness, and in some cases they find the topics presented in the course very boring and not interested at all that is why they prefer to be passive, others mentioned that they do not participate in the course to avoid any kind of judgments or rejection from the part of the teacher since he only criticizes their ideas without any positive feedback or motivation. These results indicate that first year EFL learners suffer

from various linguistic problems such as lack of vocabulary, pronunciation difficulties, the fear of making mistakes; they do not have any prior knowledge about the topic being presented by the teacher. Learners also face some psychological difficulties that prevent them from being active participants in the classroom such as low self-confidence, the fear of being laughed at, shyness, and receiving negative feedback from the instructor. The results indicate that both teachers and learners are responsible for the low level of participation in EFL classrooms.

2.6.1.3 Section Three: Teacher's Role

Question 01: Does you relation with your teacher influence your involvement in EFL classes? How?

The majority of participants (95%) agreed that the teacher- learner relationship has a great impact on learners' involvement and participation in the classroom; they declared that if there is a good relationship between them that will create a stimulating and motivating learning atmosphere and positively influence their behavior in the classroom. Learners will focus only on studying and help maintaining students' interest and active participation in learning. Whereas if the good relationship between the learner and his teacher is lacking in the learning environment, learners will not respect the teacher and they will neither listen to what he has to say nor trust him which of course will create a negative atmosphere in the classroom and learners will be less interested and creates a passive recipients. According to learners' comments and opinions the existence of a positive relationship between the teacher and his learners, experiencing the sense of belonging within the walls of the classroom help to increase learners' performance in the course and motivates them to be active participation and maintains their interest and active engagement. On the other hand, (5%) of the informants declared that the teacher- learner relationship has no impact on their involvement in the classroom and have nothing to do with their educational achievements. They mentioned that their educational success or failure is the result of their own performance. They agreed that they are responsible for their studies; they should be motivated and actively involved in learning so as to succeed. The findings show that EFL learners give a big importance to their relationship with their

teacher and consider it as an important element that influences their performance and achievement in the classroom.

Question 02: How do you find the topics selected by your teacher?

This question aims at knowing if learners are interested in the topics selected by their teachers or not. The bar-chart below displays the responses of the participants.
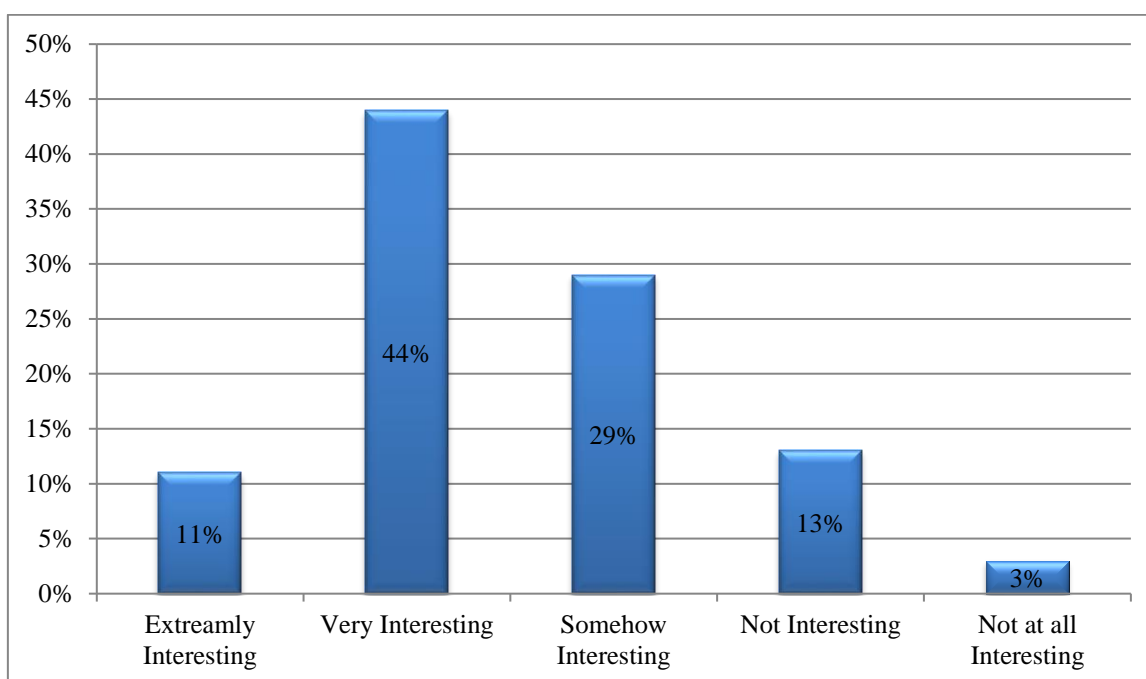
Figure 09: Learners' Opinions about the Topics Selected by Their Teachers

The bar-chart above illustrates that (44%) of the participants found the topics selected by their teachers very interesting. On the other hand, (29%) of them declared that the topics are somehow interesting, (13%) of the informants mentioned that the topics are not interested to them. Whereas (03%) declared that the topics chose by the teacher to be tackled in the course are not at all interested. The majority of EFL learners find the topics being presented by their teachers to be tackled during the course uninteresting and do not meet their field of interest.

Question 03: Do EFL learners prefer individual or cooperative work

In this question EFL learners were asked if they prefer individual, pair; or group work in the classroom, the responses of the participants were illustrated in the pie-chart below.
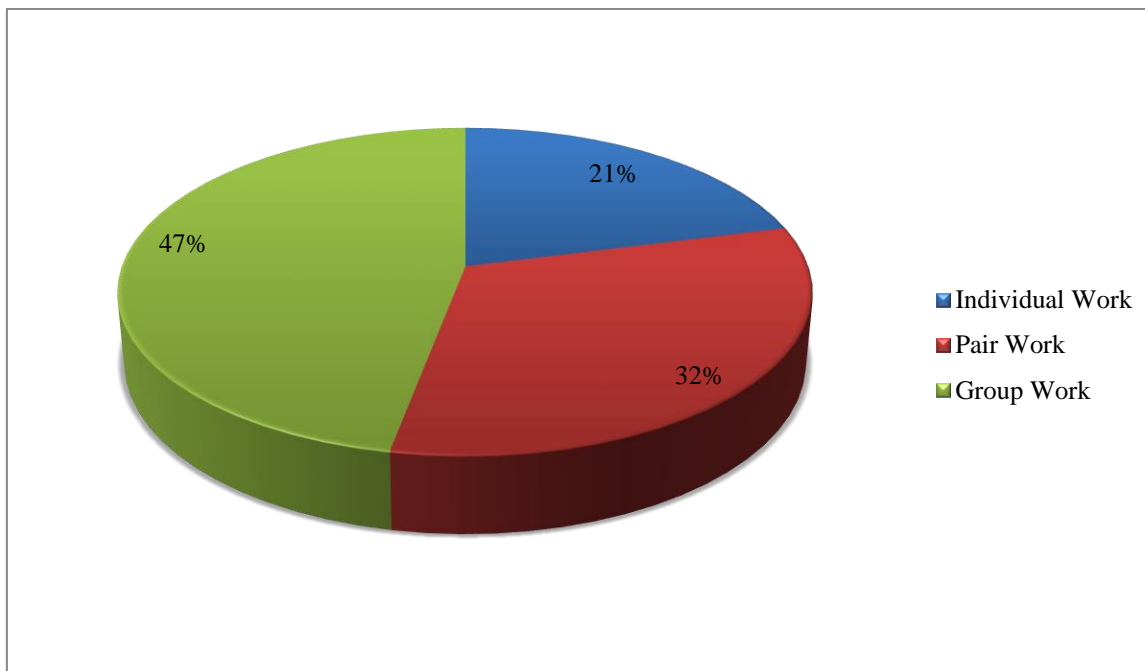
Figure 10: EFL Learners' Learning Preferences

As it is displayed in the pie-chart above, (47%) of the participants answered that they prefer to do classroom activities in groups. whereas (32%) of them preferred to work in pairs which means that the majority of EFL learners like cooperative work. On the other hand, (21%) of the informants declared that they prefer to work individually in the classroom. These results show that the majority of EFL learners prefer to work collaboratively in the classroom.

Question 04: Reasons behind learners' passivity in EFL classes

Participants were asked about the reasons behind their passivity in the classroom. All the respondents agreed on the following reasons:
  ➢ Lack of motivation
  ➢ Shyness
  ➢ Receiving negative feedback from the teacher

- ➤ Uninterested topics
- ➤ Being laughed at
- ➤ Fear of making mistakes
- ➤ Lack of knowledge about the presented topics
- ➤ Inappropriate teaching methods
- ➤ Lack of self confidence
- ➤ No speaking opportunities given to the learners
- ➤ Lack of vocabulary
- ➤ Absence of suitable learning environment
- ➤ Learners do not prepare for the coming lesson
- ➤ Inappropriate material use
- ➤ Bad learner-teacher relationship

Question 05: The activities that may enhance learners' involvement in EFL classes

This question was addressed to gather learners' opinions about the activities that may enhance their involvement in the classroom. The figure bellow illustrates how participants reflected to this question in a form of a pie-chart.
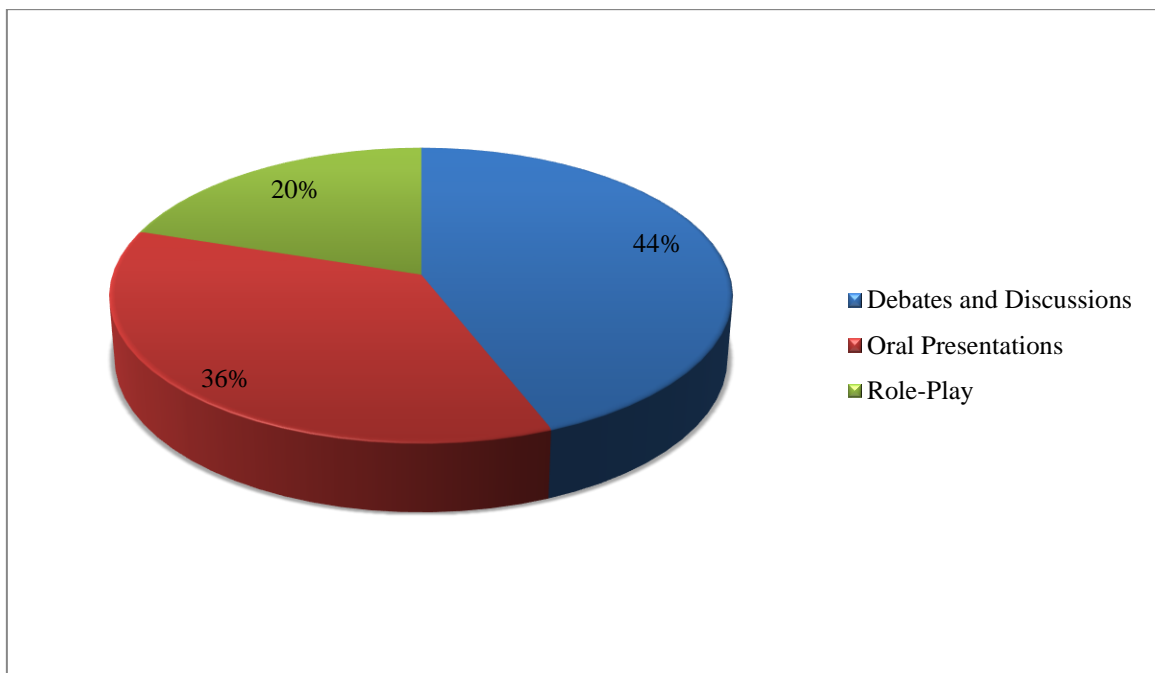
Figure 11: Learners' Opinions about The Activities that may Enhance their Involvement in EFL Classes

The results indicate that the majority of the learners (46%) have chosen debates and discussion as the best activities that encourage learners to be more active during the course in which learners interact with each other and exchange their ideas, opinions, and thoughts without any restrictions. (36%) of the informants agreed that oral presentations activities may increase learners' active engagement in the course since learners are given opportunities to speak using the English language freely. Whereas, (20%) of the participants confessed that role-play activities encourages learners to actively participate and engage in the classroom. most learners declared that they prefer activities that provides them with opportunities to use the English language through interesting and stimulating activities.

2.7   Description of Teachers' Questionnaire

The questionnaire was addressed to seven (07) EFL teachers from the department of Dr.Moulay tahar University- Saida. It was divided into two sections; the first sections consisted of three (03) questions, it aims at collecting information about EFL learners' level of participation and involvement during the course, the difficulties they suffer from during participation in the classroom and prevent them from being engaged in the course. The second sections consisted of four (04) questions designed to collect EFL teachers' opinions about the solutions that may encourage EFL learners to be active participants in addition to the teaching methods and techniques teachers use in order to motivate learners to actively engage in the course.

2.7.1   Analysis of Teachers' Questionnaire

As it has been stated before the questionnaire was addressed to seven (07) EFL teachers at the English department at the University of Dr. Moulay Tahar- Saida. The questionnaire consisted of seven (07) questions; this part of the research paper includes the analysis and interpretation of EFL teachers' questionnaire.

2.7.1.1   Section One: Classroom Participation

This section aims at collection data about EFL learners' participation and involvement in the classroom; it consists of three (03) questions.

Question 01: Are your students active participants?

This question is addressed to first year EFL teachers to know if their learners are active or passive during the course. The results are displayed in the following pie-chart.
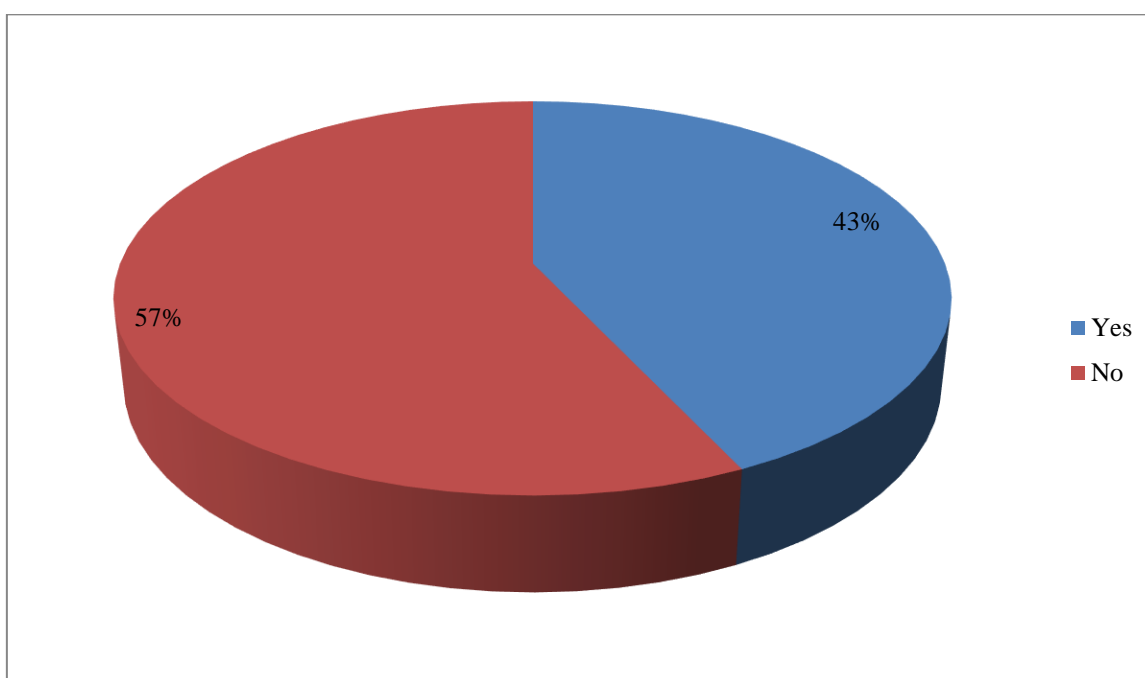
Figure 12: Teachers' Perceptions about First year EFL Learners Participation

As it is displayed in the pie-chart above, the majority of the teachers (57%) agreed that their learners are not active participants and they are passive during the course whereas, (43%) mentioned that their learners are active participations in their classes. The findings revealed that the majority of first year EFL learners are passive in the classroom.

Question 02: What are the difficulties the prevent EFL learners from being active participants?
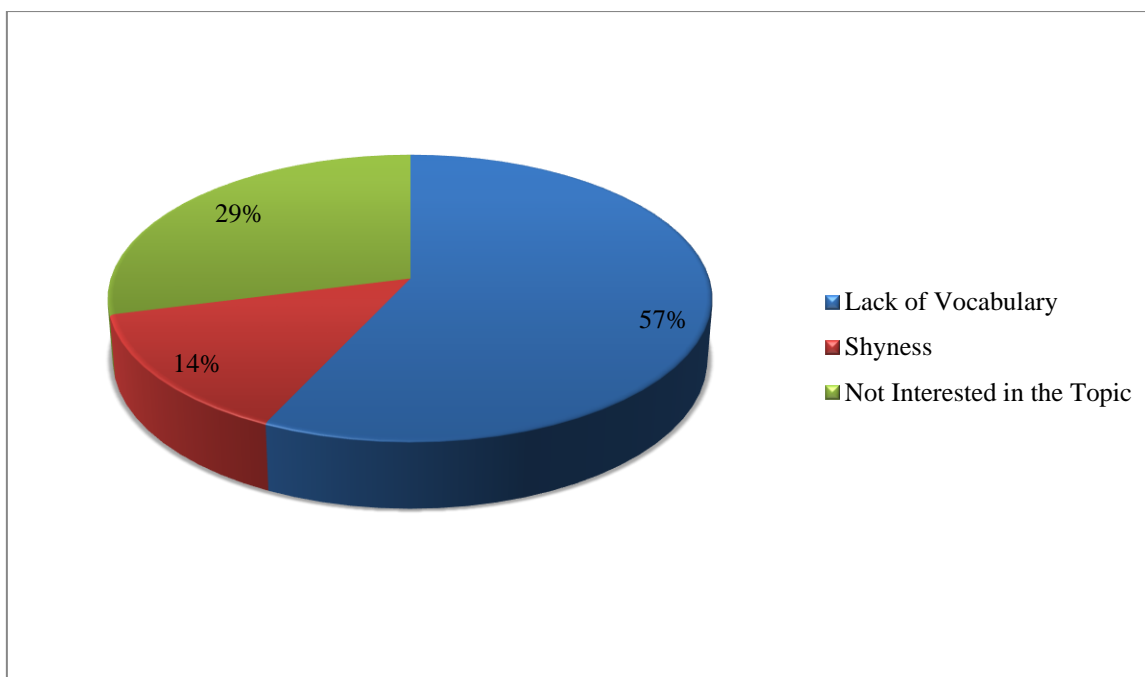
Figure 13: The difficulties that learners face during participation

The majority of the informants (57%) agreed that lack of vocabulary is the main reason behind EFL learners' passivity in the classroom which means that learners suffer from some linguistic problems that negatively affects their classroom participation. Whereas (29%) of the participants mentioned that EFL learners remain passive during the course because they are not interested in the topics being presented and tackled in the classroom. On the other hand (14%) of the teachers believed that psychological problems such as shyness are the main reasons behind EFL learners' hesitation and passivity in the classroom. These results reveal that speaking is the main problem that most EFL learners face during participation in the classroom.

Question 03: How often do your learners participate?

Teachers were asked if learners are always involved in the learning process or not. The pie-chart below illustrates how informants respondent to this question.
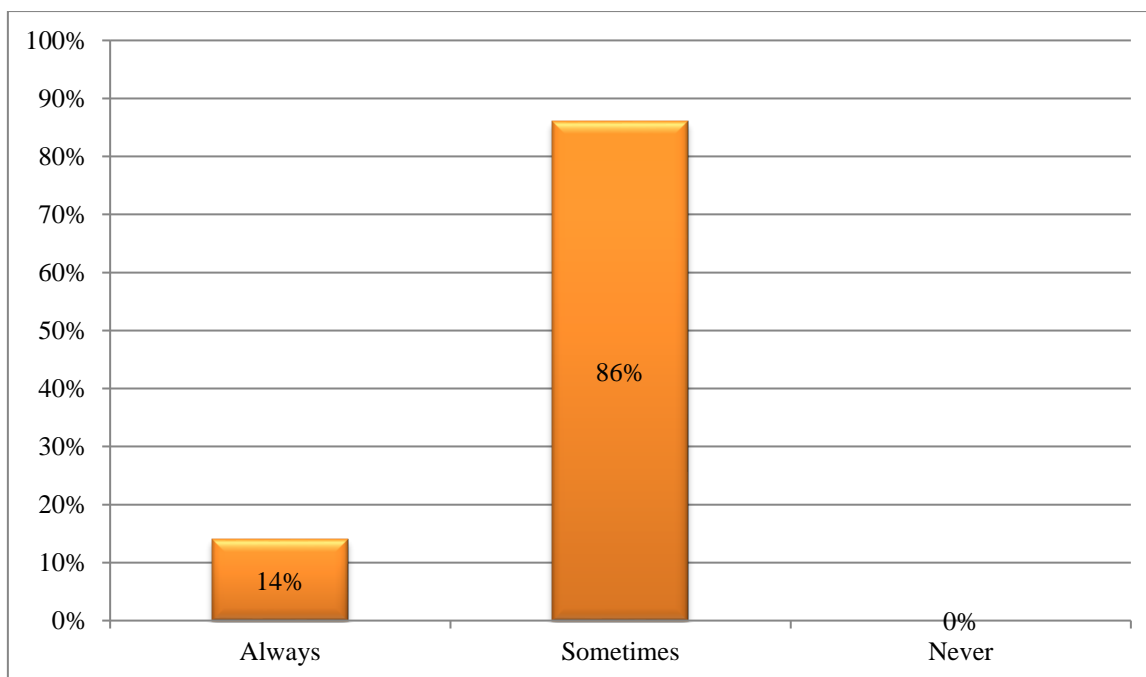
Figure 14: Learners' Involvement in EFL Classes from Teachers' Perspective

The majority of EFL teachers (86%) declared that their learners are sometimes involved in the learning process because they are not totally motivated and interested in learning, or maybe because they lack prior knowledge about the discussed topic. Whereas, (14%) of them agreed that their learners are always involved and face no problems. Learners' motivation and interest are the main factors that influence their level of participation and involvement during the course.

2.7.1.2   Section Two: Solutions to make Learners Active Participants

This section aims at collecting information and teachers' opinions about the solutions that may enhance EFL learners' participation and involvement in the classroom.

Question 01: What are the activities that you use in order to make your learners more active?

In order to enhance EFL learners' participation and engagement in the classroom teachers suggested some activities that they find very helpful to involve EFL students in the learning process. The participants agreed that the implementation of discussions and

debates in the course increases learners' participation and motivates them to be active participants; the topic chosen to be discussed should be related to real-life situations that most learners are familiar with. Oral presentation activities also give the learners opportunities to use the foreign language freely, learners are asked to speak out loud, express their ideas and thoughts about a chosen topic which encourages them to be active during the course. Role –play activities are very useful to shift learners from being passive to active participants, it encourages learners to face their fear, enrich their vocabulary, and improve their speaking skill. Problem solving is another activity that most learners suggested in order to encourage learners to be active during the course; it encourages learners' critical thinking that creates an exchange of ideas and thoughts among learners. Information gap activities and gaming activities were another type of classroom exercises suggested by most teachers as successful tasks that keep EFL learners actively involved in learning, they described these activities as the best ways to motivate students to play an active role in the classroom, participate, and create an active learning atmosphere.

Question 02: In which learning environment should English be taught?

In this question teachers were asked about the content of the English course; the following results were found.

Teachers declared that English as foreign language should be taught in classes were:

> ➢ Pictures and videos are used in order to facilitate and illustrates things to first year learners.
> ➢ Teaching the foreign language in its own context where learners meet with native speakers of the language.
> ➢ Implementation of meaningful and purposeful context in addition to the use of authentic topics and activities.
> ➢ Ample opportunities must be given to the learners to express themselves meaningfully in a stress free environment.
> ➢ Teachers must be aware of different teaching sources and materials in order to facilitate learning and avoid boredom.

Question 03: Do you think that the use of ICT technologies in EFL classes may keep learners actively involved?

This question aims at knowing teachers' opinions about the impact of ICT technologies on EFL learners' involvement in the classroom. The figure below displays how participants answered to the question in a form of a pie-chart.
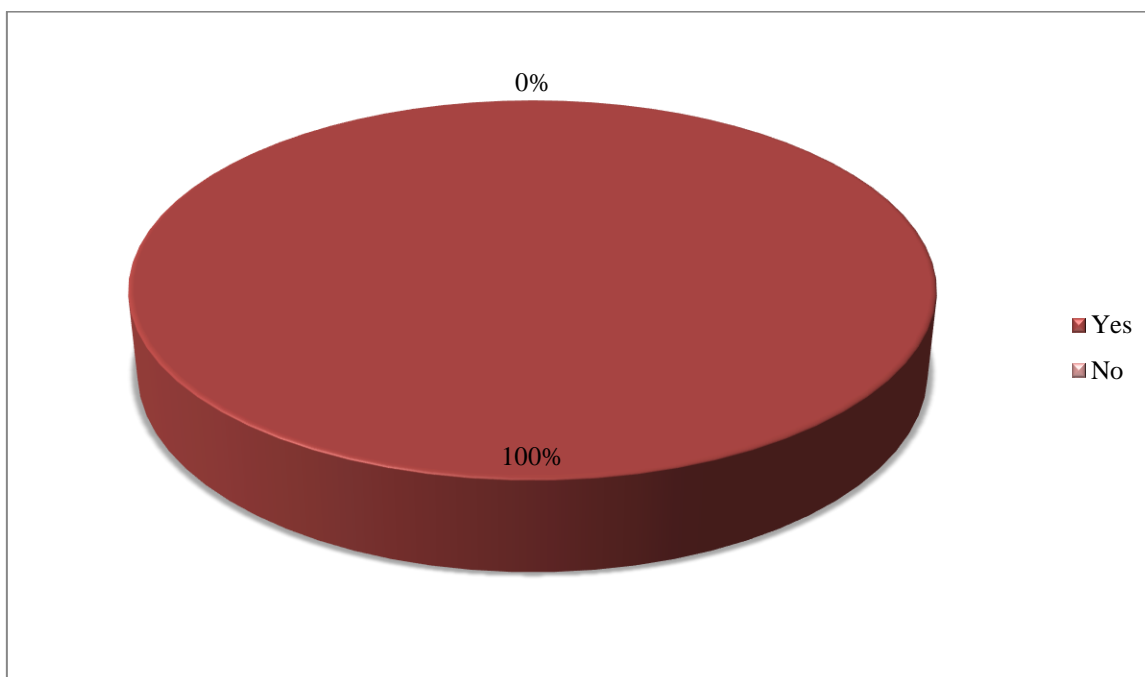
Figure 15: Teachers' opinions about The Impact of ICT Technologies on EFL Learners' Involvement in The Classroom

As it is displayed in the pie-chart, the majority of the participants (100%) agreed that the use of ICT technologies in EFL classes keep learners actively involved during the course. They mentioned that first year learners represents a new generation which demands a lot of entertaining methods and tools in order to remain motivated and involved during the course and that cannot be achieved without the implementation of ICT technologies as long as they are used strategically and purposefully.

Question 04: What are the methods and techniques you use in order to shift your learners from being passive to active participants?

Teachers were asked about the techniques and the methods they opt for in order to encourage their passive learners to engage in the course and be active participants.

Teachers declared that in order to keep learners actively involved in the classroom they should be interested and motivated to learn the language. They mentioned that they give the learners some control over their learning for example to choose the topics to be dealt with and discussed in order not to be bored and feel the importance of the course. Present the lessons in a concise and a clear manner in addition to the implementation of relevant engaging and suitable activities in order to provide the learners with opportunities to practice what they have learnt. Relate the course content to real life situation and objectives in order to stimulate the learners to use their prior knowledge and actively participate in the course. Graded practice is another method to motivate passive learners to participate in the classroom, value learners' efforts through positive feedback or help them notice how it affects their grades positively. Group work; teachers consider it as a successful technique that gives each member of the group access to others' knowledge and minds, it allows students to learn from each other and it creates a sense of collaboration which can be very motivating and interesting. The application of the communicative language teaching approach in teaching can increase learners' participation and involvement in the classroom, it provides the learners with ample opportunities to practice the language, it develops their communicative skills, and helps them express their ideas correctly. The implementation of CLT in EFL classes booster learners' confidence to speak and actively participate in the classroom.

2.8   Description of The Classroom Observation

In addition to the questionnaires, classroom observation also took place in this research. As it has been stated before classroom observation is a tool of data collection that enables the researcher to gather accurate information in a real life setting. Classroom observation was carried with first year EFL classes at the University of Dr. Moulay Tahar-Saida and it took place in five days. Three groups with different teachers were observed in order to obtain relevant information. The aim of classroom observation was to identify the problems and the difficulties that prevent EFL learners from participation in the class and

to observe the teaching methods and techniques EFL teacher adopt during the lessons, activities, course content, etc.

The observation was divided into three sections, the first one was devoted to the student in which learners' attitudes, interest, motivation, involvement and participation, problems were observed. The second section focused on the teacher, teaching methods and techniques used during the course, the presented activities, the course content, etc. The third section dealt with classroom setting and environment and its impact on learners' participation and engagement in EFL classes.

2.8.1   Analysis of The Classroom Observation

As it has been stated before, classroom observation is a direct tool of data collection it enabled the researcher to gather relevant and authentic information about the learning and teaching processes. Five (05) sessions were attended with first year EFL classes at the University of Dr.Moulay Tahar-Saida in order to observe the learning and teaching situation, and also to investigate the difficulties that most EFL learners face during participation in order to find solutions for this phenomenon.

2.8.1.1   Section One: First Year EFL Learners' Participation and Involvement in The Classroom

During the observation of first year EFL learners' behavior and attitude during the courses many points relevant to their participation and engagement were noticed, these points are concluded as follows:

➤ Learners' participation and engagement in the classroom was very limited, they would not interact with their teacher or their classmates, express their ideas and thoughts unless the teacher asked direct questions. Most learners were passive during the lesson, only listening to the teacher and passively receiving information.

➤ Lack of interest: it was very noticeable how learners were not interested in the course at all; most students were speaking and using their phones all the time. Most learners were not interested in participation or engaging in the discussion.

> Lack of vocabulary: learners had an acceptable speaking ability but they were not fluent and faced some difficulties in using the correct expressions and terms, learners were not able to create a complete sentence, in some cases they could not convey their message correctly because they did not know how to say that specific idea or word in English and remained silent unless the teacher suggested the needed word and they never used their mother tongue in the classroom until the teacher asked them to do so for more elaboration.

> Shyness: during the observation it was noticed that shyness was one f the psychological problems that prevent learners from participation, when the teacher asked a question to the learners most of them lowered their heads and avoided eye contact with the teacher and most of them preferred to be passive during the lesson.

> During activities that demanded cooperative work learners were more active and exchanged their ideas and thoughts freely without any restriction, they corrected their mistakes cooperatively and came up with good ideas.

> Another remark which has been observed is that learners were not physically involved in the course, for example to do the task or to write on the board and so on; the teacher was the one who do everything in the classroom. Learners entered the class set in their places and passively received information as they were empty recipients.

> Learners were passive during the course because they had no prior knowledge about the topics presented by their teachers so they could not exchange any ideas, interact, or discuss the content of the course.

> The majority of students faced pronunciation difficulties, and sometimes they had to repeat the word several times to be understood and they were frustrated.

2.8.1.2   Section Two: The Role of The Teacher in The Classroom

During the observation of teachers' attitude and behavior in EFL classes it was noticed how teachers did their best to create an interesting learning/ teaching environment. The following points were collected during the observation:

> Teachers always motivated their students to participate, share their ideas, and interact.

➢ Teachers provided their learners with either positive or negative feedbacks.

➢ It was noticeable how teachers motivated their learners using some supporting expressions like "good" "excellent" and also encouraged silent students to interact and involve in the task or the discussion.

➢ Teachers often declared how learners are positively progressing, which increased students' efforts and willingness to participate to develop their language proficiency and in order to be praised by their teachers.

➢ Another remark which has been observed is that teachers rarely asked the learners to work in groups or in pairs.

➢ The observation revealed that teachers always checked if learners were attentive and focused on the task or the discussion.

➢ It was noticeable how teachers gave some directions and guidelines to direct the learners; they also provided them with an explanation of the course content.

➢ Teachers corrected their learners' grammatical and pronunciation mistakes and gave them some advices in order to develop their language proficiency level, vocabulary, and their communicative skills.

➢ Teachers tried to create a motivating, stimulating, and an interesting learning environment in order to make their learners feel unstressed, comfortable and motivated to make efforts, participate, and interact in the classroom.

➢ In some cases, teachers interrupted their learners' unconsciously during their participation and did not let them complete their answer because they consider it as an incorrect answer which affects students' motivation and willingness to participate.

➢ Some teachers had pronunciation problems that created difficulties for learners to understand their teachers and in other cases they imitated their teachers' pronunciation which was incorrect.

➢ Some teachers obliged learners to participate in the classroom by the use of graded tasked and presentations.

➢ Teachers tried very hard not to use the mother tongue in the course but, in some cases they were obliged to use Arabic in order to explain a particular word which learners could not understand.

➢ The absence of new material implementation in the course.

> A heterogeneous class management was observed, teachers did everything in the classroom, explaining the course, talking all the time and the learners passively received information as empty vessels.

2.8.1.3 Section Three: Classroom Activities

Classroom activities implemented in EFL classes vary from a teacher to another; it aims at making learners actively involved in the learning process in order to develop learners' language level, communication abilities and skills. During the observed sessions teachers used debate and discussion activities, oral presentations, and role-play activities so as to engage all learners in the course and encourage them to participate, interact, and communicate using the English language.

Debates and Discussions

Debated and discussions were among the activities that teachers used in EFL classes. They started presenting the topics they have chosen to be discussed then they gave some interactions and guidelines to the learners and brainstormed their knowledge about the chosen topic. Some teachers divided the class into small groups in order to do the task cooperatively and others did not and learners had to work individually; learners who worked in pairs and in groups were more active than those who did the task individually.

Another remark which has been observed is that only few learners were active participants during the discussion, they had an acceptable level of English and a good pronunciation; they could manage to speak freely and express their ideas and thoughts about the topic without any problems whereas, more than half of the students remained passive during the course, they passively received information and instructions from their teachers, they seemed uninterested and unwilling to interfere, to interact or share their ideas. When the teacher asked his learners questions about the topic being discussed they hesitated to answer and seemed very stressed and anxious, sometimes they did not understand the content of the topic and had no knowledge about it. Other learners were not attentive to their classmates' answers and comments, they were uninterested, bored, unmotivated to engage and interact in the classroom.

Some teachers did not suggest the topics to be discussed in the course, they gave the learners opportunities to choose the topics they prefer and have knowledge about to tackle in the course, in these classes learners were more active and interactive, they seemed very interested and motivated to share their thoughts and ideas about the topic creating an engaged, interactive learning environment.

Oral Presentations

Oral presentations were another type of activities presented by teachers in EFL classes; it focuses on developing learners' speaking and communication abilities and provides them with ample opportunities to practice the language. During the observation it was noticeable how learners were very anxious and stressed during their presentations, most of them were reading from a paper and they did not present their work orally. Some learners faced some pronunciation problems and made many grammatical and structural mistakes but they corrected their mistakes and in some cases their classmates were the once who corrected them.

Teacher tried to encourage the learners to express their thoughts orally, they asked learners to not read from the paper and try to summarize what they have written orally in a short passage the majority managed to convey the message correctly which mean that they were able to express their ideas but they faced some difficulties such as shyness anxiety, and anxious. Other teachers obliged their learners to participate and present their work orally by making the task graded. There were some learners who were very uninterested, they kept making noise during their classmates' oral presentations and laughing on their mistakes.

Role- Play

Role –play is another activity that some learners implemented in their EFL classes in which learners are asked to play different real life roles and try to imagine a real life situation that may occur outside the classroom and act as it really occurs, try to imitate various characters in order to learn new vocabulary and became familiar with the language.

Learners were asked to work in groups or in pair according to the situation which created a cooperative learning environment. During the observation it was noticeable that learners were interested in this activity since it included real life scenes and situations, some learners were stressed and anxious, but their performance was acceptable. Teachers provided their learners with supportive expressions in order to motivate them to do more efforts.

2.9   Conclusion

This part of the research was devoted to analyze and interpret the results of both questionnaires and the classroom observation. It sheds light on the difficulties that prevent EFL learners from participating and engaging in learning. The outcomes were interpreted using both quantitative and qualitative methods. The following chapter will provide some tentative solutions that will help EFL learners overcome their reticence and passivity problems in order to be more active and involved in the classroom.

3.Chapter Three:

Proposal of Tentative Solutions

3.1   Introduction

After the analysis and the interpretation of the results of both questionnaires and classroom observation in the previous chapter this chapter will provide answers for the questions being asked before, the reasons behind EFL learners' reticence and passivity in the classroom and introduce some solutions and suggestions to improve learners' participation and involvement during the course in order to be actively engaged in EFL classes.

3.2   Reasons Behind EFL Learners' Passivity in The Classroom

Learners' reticence and passivity is a very common phenomenon that most EFL instructors observe during the course and since it is a frequent problematic behavior among EFL learners, data were collected in order to shed light on the main reasons behind this problem. The results of the collected information indicated that there are many factors that had negative impact on EFL learners' participation and involvement in the classroom which leads to passivity.

3.2.1   Students' Attributes

The results revealed that low self confidence is one of the elements that had negative impact on learners' participation in the classroom; learners are always afraid of making mistakes and being laughed at or rejected which increases the level of stress, anxiety, and nervousness among learners so they prefer to not participate and remain passive during the course.

Lack of motivation and interest in the course is another element that leads learners to passivity. As it has been said before, motivation controls once abilities to be attentive and influences learners' attempt to receive and understand given information during the course. Learners declared that they are not totally motivated to study the English language; they mentioned that they like learning the English language since it is the language of globalization but they feel bored and uninterested in the content of the course along with

the methods and the techniques used by their teachers to deliver it which pushes learners towards passivity.

Learners do not participate actively in EFL classes since they do not have a sufficient knowledge about the topic being discussed because they do not prepare the lessons in advance which means that they cannot share their ideas and opinions about the topic since they are not familiar with its content and since learners have limited knowledge about the course content they do not involve in the course and remain passive to avoid any kind of irrelevant interference in the topic.

In EFL classes learners are asked to communicate and express their ideas and thoughts using the English language but most learners remain passive and do not get involved in the course because they face some language barriers such as pronunciation difficulties and lack of vocabulary. Learners are not familiar with the English language and face some pronunciation difficulties which create a difficulty for the listeners to understand the message being delivered since people face difficulties to understand speakers who have bad pronunciation even if they use broad and comprehensible vocabulary and correct grammar rules so, the speaker is enable to express his ideas freely and correctly and that pushes learners to remain passive in order to avoid misunderstanding which creates an ineffective communication. Lack of vocabulary is another language obstacle that prevents EFL students from participation during the course which creates a passive learning environment; learners face some problems when it comes to express their ideas and thoughts freely because they have a weak linguistic luggage which creates a barrier for them to find the proper word needed to express their ideas and thoughts correctly.

3.2.2   The Impact of The Instructors

Educators have a great impact on learners' participation and involvement in the course. The results indicated that EFL students do not participate during the lesson because they receive negative feedback from their teachers and in other cases they are interrupted by their teachers so they prefer to remain silent and passive rather than receiving only negative comments which decrease learners' motivation and willingness to achieve a higher level in English.

Course content is another element that influenced learners' involvement in the course; teachers have to be very selective in preparing the topics to be discussed and the activities taking into consideration their learners preferences and domain of interest for example when learners were given opportunities to choose the topics they prefer to discuss during the course, students were very motivated and actively participating, sharing their thoughts and opinions, exchanging ideas and point of views freely which means that when learners were given opportunities to speak about things which are related to real life situation and they were able to apply their prior knowledge in the discussion they were actively involved in the course whereas, when learners were obliged to deal with a particular topic which was not in their domain of interest which decreased their motivation to learner the language and make efforts to elevate their proficiency level in English and they remained silent and passive during the course.

Another element was noticed during data collection faze, the way of course delivery effected classroom participation. The methods and the techniques used by teachers influenced learners' involvement in the classroom. Teachers' ways of course content delivery varies, and it was noticeable that in some cases in which learners' were active whereas in other classes they were passively receiving information from the instructor. In other words, learners were active when the teacher explained the content of the course by relating it to real life events and situations then he gave them ample opportunities to debate and discuss their ideas freely but when he did not follow any specific strategy to transmit the course content to his learners properly learners' appeared confused and not engaged in the course which created a passive learning atmosphere.

Absence of stimulating teaching materials was another cause of learners' reticence and passivity in English classes. Implementation of limited course materials made course presentations predictable which mean that learners could easily anticipate the course flow which created a sense of boredom and kills students' curiosity and inspiration leading to passivity and reticence among EFL learners.

3.3   Suggestions and Recommendations

After the examination of the learning and teaching situation in EFL classes at the University of Dr.Moulay Tahar- Saida, collecting the needed information, analyzing the

attained information, and identifying the problems that contributed to students' passivity and reticence, it is important to provide some suggestions and recommendations in order to boost EFL learners' level of participation and involvement in the classroom and eradicate the negative learning and teaching attitudes that creates a passive learning environment.

3.3.1   Good Teacher / Learner Relationship

Teacher / learners relationship has always been an essential element for a successful learning and teaching processes. In fact, a good learner / teachers relationship effects positively learners' performance and academic progress in the classroom, increases learning effectiveness and students' attentiveness during the course. Positive relationship between teachers and their learners make students feel safe and comfortable in the class which encourages them to participate actively in the course.

Supportive relationship between teachers and learners develop students' sense of belonging and motivates them to take place in different classroom activities by encouraging learners to overcome all of the psychological barriers that prevent them from being actively involved in the course which creates a dynamic learning environment. It creates a safe learning environment, provides learners with ample opportunities to be confident, work with no pressure or stress, and motivates them to engage and actively participate and collaborate in the various classroom activities presented by the teacher.

The existence of such academic relationship promotes learners' academic and social development. Learners with supportive, close, and positive relationships with their teachers are more likely to achieve higher academic levels and show more interest and attentiveness during the course. This positive and healthy relationship makes learners more attached and connected with their instructors, learners will behave respectfully; trust their teachers, and frequently receiving guidance and instructions from their teachers which contributes to the development of a dynamic learning setting.

When learners are comfortable in a stress free environment their desire to learn arises, they become more motivated to reflect, analyze, create, discuss, and exchange their ideas with their teacher and classmates without hesitation, ask for help, elaboration and guidance when needed. The presence of a good relationship between the teacher and the

learner between EFL classroom walls will boost learners' productivity and engagement in the classroom, they won't be afraid to speak in front of their teachers and classmates and they will be able to overcome all communication problems they suffer from contributing to the construction of an active learning environment.

The good teacher and learner relationship is that of a motivated, willing learner and a devoted teacher. Positive relationship between the teacher and the learners is defined by the existence of many factors that help to create a powerful, stimulating learning environment. These factors include safe and comfortable learning environment, reciprocal respect and trust, equality among learners, patience, and consistent communication and interaction between learner and his classmates, learner and his teacher. Since this relationship between teachers and learners has an immense impact on students' self development and socialization it also effects their participation and involvement in the classroom so in order to construct a dynamic classroom, positive teacher and learner relationship should be formulated attentively.

3.3.2   Positive Classroom Environment

Classroom environment is where the teaching and learning processes take place, it plays an important role in keeping learners involved and actively engaged during the course. A positive learning climate is where all of the psychological, physical, and instructional elements are taken into consideration in the classroom.

First, the classroom psychological environment describes learners' psychological state when being between the four walls of the classroom, students should be learning in a stress free environment where they feel comfortable and confident to participate in different classroom exercises and activities without any fear, an environment where all of the psychological barriers they are afraid of does not exist. Positive psychological classroom environment is where learners feel respected, appreciated, validated and accepted; it contains positive relationships and interactions between the learners and the teacher that helps students overcome all the problems that contribute to students reticence and passivity in the class, it boosts learners confidence and motivation to exchange their thoughts and ideas without the fear of being judged or rejected.

Second, the physical classroom environment effects learners' morale and academic performance so, it should be very inviting and stimulating for students in order to be comfortable for learners' to be in, it includes positive physical layout, furniture arrangement, existence of various materials to use during the course, the classroom should be clean, painted with beautiful and brightening colors. The classroom setting should be arranged in a way that help teacher make eye contact with every student in the class and decrease noise level in the classroom. These factors and details influence learners' level of performance and engagement in the classroom, when learners feel comfortable in a safe, positive environment their academic performance level elevates and they are more likely to participate actively in the course which creates a dynamic learning environment.

Third, the instructional environment refers to the ways teachers' use in order to facilitate the communication and delivery of information for a better learning. Instructors' classroom instructions should be organized and executed appropriately in order to meet learners' needs and develop their skills. Providing students with instructions has a great impact on learning especially in EFL classes, it helps learners understand the course flow and what they are supposed to do during the course for example first year EFL learners should be exposed to the use of the English language from the first class, they should understand that English is not only a foreign language and a subject to be learnt but it is a tool of communication. Instructing-giving is an important area that must be mastered since it has a major influence on students' performance in the classroom and how well they are able to participate and carry out activities. Clear instructions are the key for a positive classroom environment, teachers should be very careful and precise when providing their learners' with instruction in order to facilitate the learning process for them and not to make it more difficult, classroom instructions should be properly delivered to learners because it helps learners understand the course content and gives them guidance for a successful learning process. Providing learners with clear instructions helps them understand the course content and stream; provides them with opportunities to interact, discuss, and actively participate in its activities and exercises which give them occasions to speak and use the language in order to elevate their level in English and develop their communication skills.

3.3.3   Motivation as a Critical Aspect in EFL Classes

Learners' motivation is an important element that has a great influence on the extent and quality of student' achievements and academic success; it is a main factor that determines the success or failure of the foreign language process. Motivation is the attribute that pushes as to do something or not (Broussard and Garrison, 2004). Motivation controls EFL learners behavior in the classroom, it defines the level of learners' involvement and participation during the course so, most EFL educators pay a great attention to this aspect and they consider it as a challenge to be completed in order to help all learners overcome the passivity problem and motivates them to play an active role in the classroom. According to Gardner and Lambert (1972), motivation can be divided into two different types, instrumental motivation and integrative motivation whereas, Deci & Ryan employ the terms intrinsic and extrinsic motivation (1985).

3.3.3.1   The Intrinsic Motivation versus The Extrinsic Motivation

Motivation determines the content and the quality of learners' achievement. In intrinsic motivation, the learning goals and desires set by each learner determines the level of efforts presented during the learning process, which means that the desire to learn is validated by a curious interest in learning itself whereas, extrinsic motivation is determined by external factors that influence individuals' attitude and behavior, mainly the desire to obtain a reward or avoid punishment. In other words, extrinsic motivation appears when a learner is willing to do a task and actively participate and involve in it in order to get something in return such as getting better grades or to avoid something unpleasant on the other hand, intrinsic motivation describes the situation in which a learner actively participate in different classroom tasks and activities because he finds it very important, enjoyable, and interesting action that has a great impact on his personal goals and achievements (Carreira and Dornyei,1998).

Learners who have intrinsic motivation are more likely to use strategies and present higher efforts in order to deeply process information and enrich their knowledge to achieve their goals. On the other hand, extrinsically motivated students tend to make minimal efforts to achieve maximal rewards (Leeper, 1988). According to Dornyei, without the

existence of enough degree of motivation, individuals cannot achieve their goals even the once with higher abilities (2005). So, in order to help EFL learners achieve their goals and elevate their proficiency level in English both intrinsic and extrinsic motivation should be taken into consideration; EFL teachers should keep learners intrinsically motivated by making students understand the importance of the English language and present for them suitable and interesting topics and activities to make learning enjoyable and stimulating, provide learners with opportunities to develop autonomy and membership in the classroom. In order to foster EFL learners' extrinsic motivation, educators should use course contents which support memberships and autonomy developments in the classroom, implement interesting and attractive topics and activities, the appropriate use of rewards.

3.3.3.2   Enhancing EFL Learners' Motivation

Motivation is an important element that has a great influence on the teaching and learning processes since it is the main factor that determines the success or the failure of learning. Keeping EFL learners motivated is a challenge that most educators face during their career. According to Harmer, a part of educators' role in the classroom is to initiate, maintain, and foster learners' motivation; teachers are responsible for the extension of learners' motivation (2001). So as to sustain learners' interest and motivate them to lose their fear of participation, various strategies that EFL teacher may use in the classroom are presented:

➢ The implementation of interesting and stimulation topics, activities, and materials.
➢ Create a safe, supportive, relaxed, and positive learning atmosphere so that learners are not afraid of participating in the classroom.
➢ Establish good relationships in the classroom in order to raise the sense of belonging, acceptance and respect among learners.
➢ Develop a trustful and positive relationship with learners.
➢ Reduce anxiety and stress in the classroom through humor, playing games and having fun during learning.
➢ Promote learners' autonomy and make students feel responsible over their learning.
➢ Make the course and the syllabus flexible in order to meet learners' needs.

➢ Provide students with constructive and positive feedback in order to boost their confidence and help learners be aware of their language gaps.

➢ Make the process of foreign language learning vivid by helping learners know its culture and understand its importance.

➢ Make learners aware of the importance of participation and playing an active role in the classroom.

➢ Expose learners to the use of English language in order to help them acquire the speaking and communicative skills for a successful and effective English communications.

➢ Provide learners with opportunities to select activities and topics that interest them to be dealt with in the classroom in order to keep learners actively involved.

➢ Adopt various teaching methods and techniques that encourage learners to speak and practice the English language.

➢ Set a personal example of commitment and motivation.

➢ Ask learners to speak regularly and use the language in the classroom in order to encourage them to take risks and defeat shyness.

3.3.4   Teacher' Role in Promoting Learners' Participation

Teacher's traditional role in the classroom is to deliver information to his learners in a very simple way via classroom presentations and instructions. He prepares the lessons and manages classroom discipline; he builds a positive and healthy classroom atmosphere, supports his learners in order to create an active learning environment.

Educator has great impact on learners' academic progress and engagement in the classroom. Students cannot learn only by sitting in the class and passively listening to the teacher and receiving information that is why engagement and active involvement during the course are the key for a successful learning process. There are many factors and teaching methods and tips that influence learners' participation and engagement that teachers should be aware of and incorporate in their teaching arrangements.

In order to keep learners actively engaged and involved in EFL classes, stimulate them to be active participants rather than being passive recipients, first of all teacher

should focus on his learners' prior knowledge, and link the course content and program to what they already know because most learners are rarely interested in topics that they do not have any information about and they prefer to remain silent and passive during the course. Investigating learners' prior knowledge my help the teacher understand many other factors about his learners such as their level in English, preferences, skills, and to identify their language problems which will help the teacher prepare a better teaching plans. For instance, teacher may ask questions about the topic based on his learners' prior knowledge, build the course using the gathered information and then provide them with additional ideas. Focusing on learners' prior knowledge is an effective way to keep learners actively involved in the course, it encourages them to share their ideas and participate without any hesitation because they are familiar with the presented information which means that they have plenty of thoughts and insights about it to be shared with others.

Another factor that enhances EFL students' participation is getting them interested in the course. Teacher must know how to keep his learners interested in the courses' contents, activities, materials, methodologies and techniques used during the lessons. Educator must use materials that meet his learners' interest and preferences which will help increase their motivation to engage in learning, actively work and participate in the course, and take part in the deferent classroom activities and exercises. For instance, teacher may include authentic materials that meets and matches learners' interest such as use of topics from learners' choice, implementation of projectors, audio-video equipments, and many other different stimulating materials that increases EFL learners interest in the course, encourages them to actively engage in the lesson, and develops their opportunities to elevate their English language proficiency level. Implementation of interesting classroom activities is another factor that keeps learners actively involved in the course, teacher should take into consideration his learners' interest before designing course activities in order to be sure that it will encourages his students to be active participants during the course for example connecting the activities to their prior experiences and motivate physical movements which makes learners feel engaged in the learning process. The integration of the new technology can also encourages learners to involve and actively engage in learning, motivates them to make more efforts in the classroom , take place in various classroom activities, improve classroom interaction and communication creating a dynamic classroom environment.

Effective teacher helps his learners build ownership over their learning, he allows his learners to take part in their learning so as to develop a sense of belonging in the learning process and empower them to be significantly active participants in the classroom. Teacher should provide his learners with opportunities to choose in order to feel belonged in learning for example providing learners with open –ended projects and assignments in which learners will develop the same skills, but they feel free to choose topics of their interest that will make learners more motivated and encouraged to take part in the learning process. Learners are more productive and active in the classroom when they develop a sense of belonging and they have some control over their own learning that will encourage them to participate and take part in the different academic tasks during the course.

Creating a positive learning environment immensely influence learners' performance and involvement in EFL classes. Teacher's main role is to make his learners feel safe in the classroom. Before judging learners' classroom involvement and academic success teacher should make his learners feel accepted, welcomed, supported, respected, and not judged in his classroom. Learners who feel secure and safe are much likely to make efforts in the classroom and practice the foreign language. A healthy classroom environment allows students to experiment and encourages risk taking and develops positive attitudes toward language.

Providing learners with positive constructive feedback is one of teacher's roles that has an important impact on learners' involvement in the classroom, it encourages them to be more productive and motivated to participate so teachers should be very careful and mindful when providing their learners with feedback in order to encourage, enhance, and increase their students' motivation, involvement and participation in the classroom rather than decreasing it. It should be clear, purposeful, and meaningful in order to assist learners' engagement, comprehension, and motivate learners to develop a strong and active attendance in EFL classes, it boosts learners' confidence and motivation, helps them to develop their skills and encourages them to be actively involved and engaged in the course, creating a dynamic classroom atmosphere.

EFL Educator nowadays teaches different types of learners who suffer from various linguistic and psychological problems especially in first year classes so; his main role in the classroom is to help them overcome all of these problems for the sake of a successful learning process. EFL teacher should be a language model for his students in

order to help his learners overcome all of the linguistic challenges which create a hurdle for them towards a successful interaction and communication, strong engagement and active participation in the classroom. first of all, EFL teacher should maintain a higher proficiency level in English because he represents a language model in his classroom whom most first year EFL learners observe in order to notice and discover the correct English language patterns and then imitate him. EFL educator should master the correct pronunciation of words and the correct grammar rules in order not to transmit the incorrect pronunciation and grammar to his learners which already represents a barrier that pushes learners towards passivity in the classroom so, In order to promote learners participation in EFL classes, teacher should teach his learners correct grammar, pronunciation, and enrich their vocabulary. Then, all of learners' psychological problems should be solved therefore, EFL teacher should maintain psychological knowledge in order to know how to deal with his learners in certain situations and help them overcome any kind of psychological hurdles that may create a barrier toward a successful learning; as it has been said before EFL teacher should create a positive and safe classroom atmosphere free of stress, anxiety, nervousness, and fear in order to help learners be more productive and encourages them to be active participant in the course; he should motivate his learners to speak and make efforts even if they do mistakes he should teach them how to see their mistakes as a source of improvement and learn from them.

As a conclusion, learners' participation is a very important element in EFL classroom. Instructors are responsible for encouraging their learners to overcome all of their fears and motivate them to speak, involve, interact, and participate in the course. Providing learners with non- threatening and supportive learning environment would make EFL learners feel save and help them defeat all of the psychological problems that lead them to passivity. Accept all classroom differences and provide learners with opportunities to use the language and communicate without any restrictions, make course content and materials very stimulating and interesting by the implementation of new technology, relate the course content and topics to real life situations to meet learners' experiences and prior knowledge, provide learners with clear instruction and guidelines will facilitate the learning process for EFL students and increases their speaking and communicative skills which will boost their self confidence and motivation to actively participate creating a dynamic learning environment.

3.3.5   EFL Learners' Role in Enhancing their Classroom Participation

According to Rebenius (2007), learners are required to develop planning abilities to carry out their language learning successfully in addition to the development of an understanding and responsibility towards the learning process. Learners should hold responsibility towards their language learning starting by setting goals and defining working methods and materials.

EFL learners are asked to make efforts in the classroom and not passively receiving instructions and information from their teacher, they should hold some responsibility over their language learning. First of all they should prepare the coming lessons at home before entering the classroom in order to build an understanding about the course content and objective, construct knowledge about the topic so as to be able to interact in the classroom, discuss the course content with their classmates and their teacher, share ideas and opinions and actively participate in different classroom activities.

In fact, learners should work hard to develop their English language proficiency level by focusing on the four main skills, reading, writing, speaking, and listening in order not to face any linguistic difficulties in the classroom which may pushes them toward passivity or reticence during the course.

The ability to communicate accurately, correctly, and clearly is an important skill in EFL classes, learners should elevate their communication skills in order to be able to communicate effectively, transmit a message correctly and understand the received information. Learners should learn how to transmit their ideas clearly in order to be understood easily without any difficulties because poor communication decreases learners' motivation and willingness to take part in classroom discussion and debates. Learners should learn how to actively listen to their classmates when taking part in classroom interactions and respect their ideas and opinions. They should understand that making mistakes is a normal act in language learning classes, and a temporary obstacle in the path of a successful EFL learning process so, learners must be very respectful, react positively to their classmates' mistakes and make effort to help them rather than mocking and embarrassing them. That will make learners feel safe and comfortable which will boost their confidence and encourage them to try, make efforts, and take part in various activities.

Vocabulary enrichment helps EFL learners improve their communication abilities and provides them with opportunities to express themselves appropriately and correctly. Learners can enrich their vocabulary through extensive reading and listening; it is unquestionable that voracious reading is the most effective method of new vocabulary knowledge rather than only memorizing word lists and the key for a beneficial reading is to make it enjoyable task. Use of dictionaries is another method for vocabulary improvement and takes notes of new words. Rich vocabulary baggage helps improve learners' speaking and communication skills which facilitate the process of interaction and engagement in the course and promote learners' active participation in EFL classes.

EFL learners tend not to pay a sufficient attention to English pronunciation, believing that it has no importance compared to English grammar and vocabulary. Incorrect pronunciation creates a difficulty for the listener to understand the message being delivered correctly which creates a linguistic barrier that prevent effective communication in the classroom and create a problem that pushes learners toward passivity. So in order to be effective communicators, EFL learners should give it more importance and priority and try to learn proper pronunciation through listening to native speakers via different conversational programs. Correct pronunciation elevates learners' confidence and motivation to communicate using the English language, exchange ideas and thoughts, and actively participate in the various classroom activities which creates a dynamic classroom environment.

When learners take responsibility over their foreign language learning process they would be able to understand that the ability to succeed or fail is only in their hands and that develops in them the sense of participation and involvement in the course in order to be able to show their efforts, and progress by expressing their thoughts and views and taking part in the various classroom exercises.

3.3.6   Teaching Techniques

Keeping learners actively involved during the course is one of EFL teachers' challenges in the classroom; EFL educators strive to keep their learners attentive, engaged with the teaching materials, collaborated with each other, and actively participating in the

classroom so they adopt various teaching techniques in order to create a dynamic learning and teaching atmosphere.

3.3.6.1 Cooperative Learning:

Cooperative learning is an instructional teaching method that encourages classroom interaction and cooperation among learners. It develops various learning skills needed to achieve higher academic goals. Cooperative learning requires that learners work with each other in order to benefit from each others' knowledge, skills, and thoughts. According to Richard (2001), cooperative learning helps foster learners' cooperation and develops their communication competences and critical thinking via classroom interactional activities.

It is considered as a form of active learning that encourages learning via classroom interactions and discussions, EFL teachers apply it in order to enhance classroom communication since it provides EFL learners with ample opportunities to develop both social skills and learning skills, and it elevates learners' proficiency level in English leading to a successful English language learning process. Since first year EFL learners are new in the field with deferent backgrounds they face some difficulties to cope with the new environment but through the implementation of cooperative learning in the classroom students will be able to work with each other because it creates positive relationships among learners which boost their motivation and confidence to take part in the classroom activities without the existence of any kind of restrictions, learners will respect, trust, and help each other which develop a sense of solidarity in the classroom and give all learners chances to take active parts in classroom activities which will promote their level of participation, interaction, and communication during the course; collaborative learning can help shy learner feel more comfortable to participate and take part in classroom activities.

Moreover, classrooms include various types of learners with different skills and knowledge so, in cooperative EFL classes students will be able to learn from each other and it gives them the ability to access to each others' thoughts and knowledge which will open their minds and provide them with the opportunity to see things from different perspectives. Being heard and able to share ideas and opinions among classmate without any fear make EFL learners feel valued and respected boosted learners confidence and motivation which make learners eager to learn and to make more efforts in the classroom.

3.3.6.1.1 Group Work

Is a form of cooperative learning that encourages classroom collaboration and interaction, it require that learners split in small groups and work together in order to complete a given task. It has a powerful impact in language classes since it provides learners with opportunities to practice the language and promote their social and communication skills. Through the implementation of group work in EFL classes learners will be able to practice the English language and develop their language proficiency level since they are asked to not only listen to their teachers' explanation of the course but they have to interact, discuss, and exchange thoughts with their classmates. Group work increases EFL learners' active participation in the classroom, learners start working collaboratively in order to solve problems, do classroom activities, interact and exchange their ideas and opinions; it gives every member of the group access to various classroom activities and exercises which will increase learners' level of participation and performance in the classroom creating an active classroom atmosphere.

Group work is considered as a useful technique that promotes EFL learners' participation and involvement in the classroom; it encourages them to take an active part in the learning process rather than passively receiving information from the instructors. The implementation of group work in EFL classes has a great influence on learners' language performance and fluency; it is an effective teaching method because it provides EFL learners with large periods of times to use and practice the English language, and it provides learners with opportunities to interact not only with their teacher but also with their classmates. In addition, group work minimizes learners' anxiety and stress that prevent EFL learners from participating and interacting in the classroom; it also encourages learners to be more independent since they will be able to teach their group members and also learn from them which will extend their way of seeing things since they will be able to perceive knowledge from different perspectives.

3.3.6.1.2 Pair Work

Pair work is another learning activity that requires learners to work in pairs so as to achieve certain academic goals. Working in pairs allows EFL learners to exchange ideas

and opinions, promote learners' communication and speaking skills, make learners more confident to actively participate and involve in the classroom, express ideas and negotiate, receive and share knowledge. It enables learners to interact, and join classroom activities with less stress and fear which will develop their confidence and motivation to perform any task successfully, it is considered as a reliable technique that enhances EFL learners motivation and willingness to actively participate and involve in the classroom.

According to Byrne, pair work has a powerful influence on language learners and he had stated many of its advantages; he said that pair work make learners more independent in learning which means that students are given great opportunities to speak and practice the English language (1989). The language produced during pair work is authentic and more natural which make it more personalized and memorable for learners, he added that during pair work activities learners express themselves freely without any fear or inhibition, helps learners exchange their thoughts and point of views which helps learners see things from different perspectives, creates a good relationship among learners which creates a positive and supportive classroom atmosphere. A successful learning cannot take place unless the learners are actively involved; pair work is an active and a dynamic process that keeps learners active in the classroom which increases their willingness to take part in different classroom activities.

3.3.7   Implementation of ICT Technologies

During the last decades technologies had witnessed a great evolution that had a great impact on education, especially in the domain of foreign language learning. It made enormous changes that cannot be deniable in the world and the educational system. In fact, the integration of technology in language classes is a necessity since learners became frequent users of technology starting from an early age.

The use of ICT technologies in EFL classes improves learners' ability to acquire the language and motivates them to be passionate, creative, engaged, and actively involved in the classroom. the implementation of new technology in EFL classroom encourages verity and diversity in learning, it provides learners with a stimulating learning environment, improves the learning quality by making course content and materials more

interesting, varied, and easily accessed by learners which make every learner engaged in learning and ensures active participation and involvement among students.

ICT aides includes various communication devices that facilitates the process of communication and learning such as computers, audio devices, videos devices, projectors, the internet, etc. the implementation of these technologies in learning is believed to develop stronger attendance in the classroom, it creates more interaction and activeness in EFL classes. ICT tools help learners elevate their proficiency level in English since it develops their linguistic and communicative skills, broaden their way of thinking and seeing things which makes them more creative, innovative, and productive.

ICT give EFL learners access to various and large amount of knowledge needed in language learning domain, it offers learners opportunities to communicate in English and practice it, makes the English language learning process more enjoyable and interesting which boosts their motivation and eagerness to achieve proficiency in English, it provides learners with chances to listen to native speakers which helps them obtain perfect pronunciation, learn new vocabulary, perceive better speaking and listening skills.

Information and communication technology promotes and enhances learners' interaction and authentic communication in EFL classes; it boosts learners' independent learning and autonomy and help learners develop efficient academic skills needed for a successful language learning process. The use of various technologies aids in EFL classes promotes learners motivation and interest to interact and communicate in English, according to Lee (2005), technological innovations do not promote only the quality of education and learning, but also provides learners and teachers with new of learning and facilitates discussions and interaction in the classroom. EFL students feel more involved in learning when the teacher uses authentic materials in learning such as the use of sounds, videos and pictures because it provides learners with opportunities to be exposed to various linguistic experiences and authentic language needed in EFL classes. Moreover, the use of multimedia in the classroom help teacher address EFL learners' various learning styles, it helps learners benefit from classroom materials and then actively participate and take part in different classroom activities, whether they were auditory, visual, kinesthetic or tactile they will still be involved and actively engaged in learning which creates a dynamic EFL classroom atmosphere.

The appropriate implementation of ICT technology in EFL classes encourages classroom interaction and communication, motivates students to engage in learning and elevates their performance in the classroom, encourages autonomous learning, and it provides learners with a stimulating and interesting learning environment which is needed to ensure active participation and engagement in EFL classes.

3.3.8   Activities to Enhance EFL Learners' Active Participation in The Classroom

EFL learners active participation and involvement in the classroom is an important element for a successful foreign language learning process , so teachers use different teaching activities in order to keep learners actively involved in learning and encourages them to interact an communicate using the English language. Teachers implement these activities in their classes in order to provide their learners with opportunities to use the English language, participate, interact, discuss their thoughts and ideas, and communicate with each other. Activities that motivate learners to communicate and express themselves create an interactive and an active learning environment and helps learners overcome all of the problems that prevent them from taking an active part in the classroom.

3.3.8.1   Discussions and Debates

Classroom discussion and debate are speaking practices in which ideas and views about a given topic are presented and argued, these activities usually take place in group because it requires sharing information and knowledge from one another. It increases learners' participation and encourages them to play an active role in the classroom. The implementation of discussions in EFL classes provides learners with opportunities to interact, exchange ideas and thoughts, participate, and involve in the learning process which enables learners to imagine, create, invent, take risks, and play an active part in the classroom.

Classroom discussions and debates help shift the work from the teacher to the learners, instead of passively receiving information from the instructor learners will take an active part in the classroom and actively participate in the different classroom activities

and tasks. It enables students to think critically, defend and elaborate their ideas and opinions, and take an active position in the course. Learners are required to speak, and use the English language to transmit a message in order to elevate their language proficiency level, discussion ensure the use of the language meaningfully and interactively especially when learners are familiar with the topic being discussed or they have some prior knowledge about it which motivates them to actively participate in the discussion and encourages them to share their ideas and knowledge about the topic creating a rich learning atmosphere and helps them see the situation from different perspectives.

It helps EFL student build discussion and communication skills especially for first year students who are new in the field; they learn how to listen effectively to their classmates, respect their opinions and view points, and accept their mistakes and help to correct them. It encourages learners to practice the language and learn how to formulate the message they want to deliver correctly in order to be understood and succeed to transmit the information to their classmates. It creates a positive relationships between learners which creates a safe and comfortable, friendly, and supportive learning environment so that learners are not afraid of making mistakes or speak and participating in front of their classmates, that motivates learners to take risks and work hard to elevate their linguistic competences which creates a dynamic learning environment.

Discussion and debates are the most successful speaking activities that motivate learners to be active in the course, it encourages learners to use the English language freely without any fear or hesitation, it promotes learners productivity and willingness to take an active role in the classroom and helps learners defeat all the problems that lead them to passivity. EFL teachers should choose topics related to real life situations and within learners' domain of interest in order to make these activities more interesting and stimulating so as to motivate all students to actively participate in these tasks and ensure more engagement and involvement in the classroom.

3.3.8.2 Role-Play

Role-play is a speaking activity that invites students to play a role of a character in an imaginary situation in order to present a message. It is considered as a communicative activity because it provides learners with opportunities to speak and use the language,

according to Larsen Freeman, role-play is an important communicative activity that gives learners chances to practice the language and accesses to various social contexts.

It is an effective task to use in foreign language classes in order to get students familiar with language use and encourages them to produce it and practice it; role-play provides learners with higher opportunities of interaction in the classroom which develop their speaking and communicative skills and elevates their language proficiency level. Hence, it helps learners experience real life situations because they imagine themselves in various situations that may occur in real life which develops their social and communicative skills and enriches their vocabulary about that specific situation, develops their knowledge about the appropriate language use in different contexts, and open their minded to various real life experiences and situation they may need in the future.

Role- play practice in EFL classes helps students see things from different perspectives and boosts their creativity and imagination; it creates a stimulating and interesting learning atmosphere which encourages learners to overcome all of their fears and problems in order to take part in this activity and play an active role in the classroom. It is considered as a successful classroom activity that encourages EFL learners to interact with their classmates which will approve their speaking, listening, and understanding abilities, and encourages them to actively participate in the course. It provides them with opportunities to use the language and practice its use in real life situations which creates an interesting and stimulating learning atmosphere that encourages learners to try and take part in it. It brings liveliness to the classroom atmosphere and provides learners with more realistic and practical learning experiences so; they build a better understanding of the usefulness of the English language in real world.

3.3.8.3 Problem Solving Activities

Problem solving activity is a teaching and learning practice that requires analyzing, discussing; and solving a problem. It is a technique that encourages learners to interact and improve their learning, it encourages learners to work corroboratively, think critically, and share their ideas and thoughts in order to find answers and solutions for a specific problem.

According to Barker and Gaut (2002), problem solving is a cooperative learning process in which learners are asked to collect data about that problem, review their findings, and discuss the final results with their classmates. The examination of difficult situation in order to understand the problem and find the solution develops EFL students learning skills and positively influences their lives. This classroom activity stimulates learners' cognitive abilities and motivates them to think critically to find solutions and overcome any difficulty, it also encourages classroom discussion and interactions since learners are asked to work collaboratively to find answers, they have to communicate with each other to reach their goal.

Problem solving activities encourages classroom participation and involvement, EFL learners are required to communicate and interact with their classmates to solve the problem, practice the language, and play an active role in the e classroom rather than passively listening to the teacher and that will develop learners' communicative skills and elevate their English language proficiency level. Learners will develop self confidence and overcome all of the hurdles that prevent them from playing an active role in EFL classroom because they will learn how to work as a team and respect each other's suggestions and ideas, help each other, and correct each other's mistakes creating a safe and supportive learning atmosphere needed for a successful learning process.

This classroom activity will broaden learners' way of seeing things and help them learn from each other and see the situation from different perspectives and improves their creativity and imagination which makes learning very interesting and motivates learners to take part in it and participate in its different activities and tasks that will create an active learning atmosphere.

3.3.8.4 Oral Presentations

Nowadays, most EFL teachers strive to make their learners actively involved in the course and actively participating in its different tasks and activities by encouraging them to communicate, think critically, and use the English language interactively, and purposefully. Oral presentations are part of classroom activities used to improve learners' interaction and involvement, it is considered as an effective way to encourage EFL students to communicate in English, elevate their language proficiency level, and develop

their communicative competence. According to Chen, one way of keeping EFL learners actively involved in learning is the implementation of oral presentations in the course since it provides learner with opportunities to connect with English language use in the real world (2001).

Oral presentation is the discussion of a given topic delivered to an audience in order to transmit knowledge and information, it is considered as an activity that permit learners to speak freely using the English language and it can be supported using visual aids. It is an important and powerful activity that increases the level of EFL learners' participation in the course through providing students with chances to interact and exchange ideas and thoughts with classroom members, it helps learners develop their speaking and communicating skills which help them overcome all of the problems that prevent them from playing an active role in the classroom.

Oral presentations are student-centered; learners are the controller of both the flow and the content of the classroom course which means that the learner is active in the classroom. It also requires the use of all of the four skills, learners will be able to practice the writing and reading skills when doing research about the topic being discussed and they practice the speaking skills when they perform and deliver knowledge in front of their classmates and finally they are given opportunity to practice the listening skills when they are the audience in other learner's oral presentation, In other words learners are always active and busy in the classroom.

Oral presentations encourage collaborative work and boosts learners' confidence and willingness to learn and actively participate in the course. It does not only develop learners' language skills, but it also motivates learners to involve in learning and study English because oral presentations give learners chances to teach their classmates new information. When their mission complete successfully and they secede to transmit beneficial knowledge to their classmates so, for this purpose they will be encouraged to deliver en effective oral presentations and eager to participate in this activity and make efforts to make it effective and successful. That will motivate EFL learners to actively participate in the course and keep them involved in it which creates a dynamic learning atmosphere.

3.3.8.5 Information Gap Activities

Achieve higher proficiency level in English and communicate effectively are the main goals that most EFL learners want to accomplish, and in order to do so EFL teachers apply different activities that provides students with ample opportunities of communication and interaction. Information gap activities are one of classroom tasks that motivates learners to communicate with each other and use the language to exchange ideas and information, it was defined by Gower as a classroom activity in which only few students have the information and the remaining learners try to fill the gap with collecting data and using the language to communicate with their peers (1995). There is information gap needed to be filled in order to know the correct information and in order to do so learners need to interact with each other, communicate, and exchange ideas and thoughts to grasp knowledge.

Information gap activity is a classroom task in which each learner has limited amount of information about the topic so learners has to share and explain the information they have to their classmates in order to define the biggest idea and understand the concept of the course. It has a great positive impact on EFL learners, it provides students with opportunities to practice the language and develop both language and communicative skills; learners will be able to enrich their vocabulary, learn concept explanation and language of description, ask for more elaboration and explanation which helps them to be active during the course and involved in it.

The implementation of information gap activity in EFL classes can create more active and engaging learning atmosphere, since there is information gap learners will be eager to know about what other students already know so, learners will be attentive in the classroom to the information and knowledge being delivered by their classmates and try to involve and engage in the discussion in order to retain new data, this classroom activity promotes learners awareness and critical thinking and provides them with great chances to speak and participate in the course. Information gap activity encourages collaborative learning because it can be performed in pairs or in groups, they will learn from each other which creates a supportive learning atmosphere, learners will be more confident and able to speak and participate freely without any fear or hesitation which means that more participation, involvement, and communication is more likely to appear in the classroom.

Information gap activity is a successful task that boosts EFL learners involvement and active participation in the classroom, it shifts learners from being passive recipients into active participants, it encourages learners to interact and communicate with their classmates which will elevate their speaking, listening, and understanding abilities and motivates them to engage in the course which creates a positive and active learning environment.

3.3.8.6   Gaming Activities

It is naturally believed that all teaching and learning processes should be serious but it undeniable that the implementation of games in learning is a powerful teaching tool that positively influences students' performance and academic achievement in the classroom. It is a classroom activity that helps educators add more entertainment and challenges to their classes. The implementation of games in language classes especially for beginners is a very beneficial act that facilitates the process of foreign language learning. Gaming activities are tasks that EFL teachers use in order to raise the level of participation and communication in their classrooms.

The implementation of games in EFL classes has a great positive influence on learners, it provides EFL learners with an interesting and stimulating course context, encourages learners to use the language, motivates classroom interaction and communication, provide learners with ample opportunities to elevate their language skills, boosts learners' confidence and reduces stress and anxiety, create a comfortable and an interesting learning environment, and encourages learners to be actively involved in the course which increases classroom active participation. According to McCallum, during classroom games learners are less self-conscious this means they are free from any stress and fear so they are more likely to be active and participate in this task freely and use the foreign language (1980).

Gaming activities offers both EFL educators and learners a break from the daily routine of language classes, it makes English language learning process more interesting and entertaining which is important for increasing learners' involvement and participation during the course. There are many different types of games that may be implemented in EFL classes, for example communication games will provide EFL learners with

opportunities to practice the language and speak with their classmates creating interactive classroom atmosphere so, teacher should be very careful and selective when choosing classroom games in order to present proper and beneficial activities.

The use of games in EFL classes makes learning more fun and interesting; it helps learners overcome all of the problems that prevent them from playing an active role in the classroom. Gaming activities creates a safe and less threatening learning atmosphere in which learners feel comfortable to express themselves, participate, and take an active part in this activity and encourages learners to be more involved in the course, it motivates learners to be active participants rather than passively receiving knowledge from their teacher.

3.4   Conclusion

As a conclusion, in the third chapter the reasons behind first year EFL learners' passivity and reticence were demonstrated, and some pedagogical solutions and recommendations were suggested in order to overcome these problems and make EFL learners active participants in the classroom. Good relationship between teachers and their learners and the creation of a positive learning environment are important elements that have great impact on learners' participation and involvement in EFL classes; they are considered as successful methods that make learners feel comfortable in the classroom which encourages them to interact and play an active role during the course. EFL teachers and learners have great significant responsibilities they should held in the classroom in order to increase the level of participation and involvement, and some teaching techniques were suggested in order to motivate learners to be active and productive participants. In addition to that, some communicative activities were highlighted in order to create a stimulating and interesting learning atmosphere that encourages learners to interact and communicate with their classmates and participate in the classroom without any restrictions.

General Conclusion:

General Conclusion

Learners' passivity in EFL classes is a noticeable phenomenon that most educators suffer from in their classes. Most English learners remain silent in the classroom and passively receive information from their teacher, which creates a passive and boring learning atmosphere. Educators are in a continental research of what may help their EFL learners overcome this problem through the implementation of various procedures in order to elevate the level of participation and involvement during their courses. Since the English language learning and teaching is an interactive process that request active participation via discussion of information and the exchange of ideas and opinions but, learners may be unwilling to participate and simply remain passive and silent.

The present research work aims at identifying the main reasons behind EFL learners' passivity and reticence in the classroom as well as discovering some solutions for this problem and help EFL learners overcome all of the difficulties they encounter when learning the English language, so as to increase learners' participation and involvement during the course and shift their attitude from being passive recipients into active participants. The participants were first year EFL students and teachers from the English language department at the University of Dr. Moulay Tahar- SAIDA, two different research tools were used in order to collect relevant information and to gather both EFL educators' and learners' point of views were questionnaires addressed to both first year EFL teachers and students along with classroom observation.

The study has revealed that both EFL educators and learners hold responsibility toward the level of classroom participation and involvement. results has indicated that EFL learners suffer from different linguistic and psychological obstacles such as lack of vocabulary, pronunciation problems anxiety, stress, low self confidence, lack of motivation which create barriers that prevent them from playing an active role in the classroom. EFL educators are also responsible for their learners' passivity; the use of uninteresting topics and activities, providing learners with negative feedback, unsuitable methods and techniques used for course delivery and explanation. Therefore, some solutions were proposed in order to shift EFL learners' attitude from being passive recipients into active participants and create an interactive and a dynamic learning atmosphere.

Various solutions were suggested in this research work so as to help both EFL teachers and learners overcome this problem. good classroom relationships is the first

element towards the instruction of an active learning environment, positive classroom environment free of stress, anxiety, supportive, and comfortable in which learners feel safe and confident to involve and participate. In addition to that, EFL teachers are recommended to implement interesting topics, activities, and materials that meet their learners' preferences and prior knowledge. It is also suggested that they provide students with constructive feedback in order to encourage learners and develop a strong attendance in the classroom. EFL teachers should help their learners overcome both psychological and linguistic barriers, first they should be aware of the domain of psychology in order to be ready to deal with any situation they may face in their classes, and then they should represent the image of language models in their classes; they should maintain correct pronunciation and grammar and teach their learners correct grammar, pronunciation, and help them enrich their vocabulary. Motivation is the main important factor that has an immense impact on EFL learners' participation in the class, teachers should focus on this element and try to keep learners intrinsically and extrinsically motivated in order to promote their willingness to achieve higher proficiency level in English and perform well in the classroom.

It is suggested that the implementation of cooperative learning in EFL classes help learners be active participants in the classroom, it encourages classroom interaction and communication among learners, it helps learners communicate and exchange their ideas and opinions providing them with ample opportunities to use the language. The proper use of ICT technologies in EFL classes is also another way that enhances learners' active participation in the class; it makes the learning process more interesting and stimulating and encourages EFL learners to be actively involved in the classroom and participate in various classroom activities and tasks which promote the quality of learning.

It is recommended that EFL teachers implement various activities in their classes that may enhance the level of learners' participation and encourage them to play an active role in the classroom, interact, and communicate with each other using the English language such as debates and discussions, role-play, problem solving activities, gaming activities, oral presentations, and information gap activities.

On the other hand, EFL learners should also make efforts in the classroom and try to be active rather than passively receiving knowledge from the instructor, along with all the efforts that teachers are making in order to keep them actively involved, students

should hold responsibility toward their learning for example they should prepare the lessons before coming to the class, make efforts to elevate their level in the main four skills in language learning, develop their communicative skills, and enrich their vocabulary.

Finally, this study untitled" Learners' Shift from a Passive Observer to an Active Participant" at the English department has brought some answers but, it is high time for more investigations, studies, and researches to find out more answers and solutions for the problem of learners' passivity in English classes in special and other classrooms in general.

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Appendices:

1. Appendix 01 : Students' Questionnaire:

Dear students,

We are undertaking a research about learner's involvement in EFL classes, you are kindly asked to answer the following questions. Please note that all responses will be treated confidentially. Thank you for your collaboration and cooperation.

Insert name: ……………………

Please tick (√) the most appropriate response :

Section One: Information about the Learner

1.   How is your English level?
☐ Advanced
☐ Intermediate
☐ Beginner

2.   Why did you choose to study English at the university?
☐ You love the English language
☐ You did not have any other choices
☐ Others (specify)
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………

3.   The reasons behind studying English are :
☐ Communicative purposes
☐ Academic purposes
☐ Other purposes (specify)
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………

4.   In which learning environment would you like to study English?
(you may tick multiple choices)
☐ Use of visuals
☐ Activities with physical movement

☐ Exciting and active teacher
☐ Others (specify)

………………………………………………………………………………………………………
………………………………………………………………………………………………………
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Section Two: Learner's involvement in EFL classes

1.   Do you like oral expression subject?
☐ Yes
☐ No

2.   How do you evaluate yourself in these points?

•   Collaborating in a course
☐ Always
☐ Sometimes
☐ Never

•   Asking questions about the topic
☐ Always
☐ Sometimes
☐ Never

•   Being involved in the learning environment
☐ Extremely involved
☐ Very involved
☐ Somewhat involved
☐ Not so involved

3.   You do not participate in EFL classes because:
☐ You do not have knowledge about the topic
☐ You luck vocabulary
☐ You are afraid of making mistakes
☐ You are afraid of being laughed at
☐ Others (specify)

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Section Three: Teacher's role

1.   Does your relationship with your teacher influence your involvement in EFL classes? How?

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2.   How do you find the topics selected by your teacher?
☐ Extremely interesting
☐ Very interesting
☐ Somewhat interesting
☐ Not so interesting
☐ Not at all interesting

3.   In classroom courses do you prefer:
☐ Individual work
☐ Pair work
☐ Group work

4.   According to you what are the reasons behind learner's passivity in EFL classes?
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5.   What are the activities that may enhance your involvement in EFL classes?
☐ Debates and discussion
☐ Oral presentations
☐ Role-play
☐ Others (specify)
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Thank you

2.   Appendix 02: Teachers' Questionnaire:

Dear educators,

We are undertaking a research about learner's involvement in EFL classes, we would be very grateful if you help us by answering the following questions. Thank you for your collaboration and cooperation.

Please tick (√) the most appropriate response .

1.   Do you feel that your students are involved in the learning process?
☐ Always
☐ Sometimes
☐ Never

If not. Why?
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2.   Are your students active participants?
☐ Yes
☐ No

3.   If "no" what are the difficulties they face?
☐ Luck of vocabulary
☐ Shyness
☐ They are not interested in the topic
☐ Others (please specify)
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4.   What are the activities do you use in order to make your learners more active?
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5.　　In your opinion, in which learning environment should English be taught?
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6.　　Do you think that the use of ICT technologies in EFL classes may keep learners actively involved?
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7.　　What are the methods and the techniques you use in order to shift your learners from being passive to active participants?
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**Thank you**