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LANGUAGES ENGLISH BRANCH.**



# **The impact of Teachers' Rapport on Enhancing Students' Oral Engagement.**

## **A Case Study of First Year English Students – Mohamed Khider Biskra .**

**Dissertation submitted to the department of foreign languages as a partial fulfillment  
of the requirements for the degree of Master in Science of Language**

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## **Dedication**

This work is dedicated to my dear family, my parents **Djouama Ahmed** ,  
**Matmat Ismahane** and my beloved siblings **Amine** , **Anis** , **Sirine** and  
**Acil** . Also to my cousins **Jihane** , **Sara** , **Hanane** and my mate **Oumaima** .

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**All the praise is due to God Almighty**

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## **Abstract**

The current research work is about the investigation of the relationship between teachers' rapport and students' oral engagement. Based on the hypothesis that if the teacher provides a non-threatening environment using the needed methods and attitude, will help students on engaging them orally on the different activities. In order to confirm or negate the hypothesis put earlier, we used two means of investigations, a questionnaire addressed to first year students at Mohamed Khider , Biskra University . In addition to an interview held with four oral expression teachers from the same University. The results analyzed from both the questionnaire and the interview, confirmed that teachers' rapport has a crucial impact on enhancing students oral engagement.

## **List of Abbreviation**

**EFL: English as a Foreign Language**

**FLL: Foreign Language Learner(s)**

**MT: Mother Tongue**

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## **General Introduction**

Nowadays, teacher has become the manager of his classroom, in other words, through the set of behaviors and reactions he shows inside the classroom, students will diagnose how the personality of the teacher will mark the learning process. As it is known, students will get disinterested if the teacher is boring or out of control.

Learning a foreign language is not that hard anymore, but when it comes to large number classes, teacher may face some difficulties that might slow down the process. Regardless of the importance of the speaking skill in learning a foreign language, students tend to show how it is complicated to use a language on its oral form. Teachers should take into consideration the different usages of the target language i.e. they need to apply the four skills appropriately. Through practice, students will get used to spend more time speaking that language, the more they practice it, the better.

However, mastering the speaking skill depends, not only on the cognitive ability of the student, but also on how much he is engaged and involved in classroom activities. One of the factors that affects the process of learning , is the teacher – students' rapport, and how the teacher controls and makes classroom' environment on his favor.

In order to enhance students orally and make them more involved on the speaking tasks, teachers have to build a respectful, strong relationship with their students. Teachers should teach their students to face them and express their point of view freely with no fear or shyness.

### **1. Aims and objectives**

This study is meant to shed light on whether teachers' rapport has a direct influence on students' oral competencies and to find out how teacher can get EFL students involved in oral classroom activities without making them afraid or shy to express their ideas. Besides the possible methods that teachers may rely on to facilitate the improvements in the learning process of the learners.

### **2. Research Questions**

In the current study, I aim at answering the following questions:

- What are the main reasons behind the students' reluctance in participating and expressing their ideas in oral discussions and classroom activities?
- Do teachers' attitudes and behaviors have a direct influence on students' oral engagement?
- What strategies can teacher provide to build a sociable and communicative relationship between the teacher and the students?

### **3. Research Hypothesis**

- If teachers show a non-threatening environment to students, they will be more involved orally and perform better.
- Teachers' interactions during the session may influence students' performance, because teachers' have the role of controllers and students may be affected easily by teachers' attitudes.
- It all depends on students' self confidence even if the teacher does not show any will to teach.
- Teachers' rapport with students' has an influence on enhancing students' oral engagement

### **4. Research Methods**

The choice of the means of investigation and research methods is determined by the nature and the aim of the study. I will use a questionnaire for fresh man English student at Mohamed Khider Biskra University in order to check students' perception of teachers' rapport and how they see it in influencing their oral fluency and their competences.

In addition, to get more data about a more knowledgeable people, I interviewed some English language teachers from the same university in an attempt to suggest the possible strategies to build a more sociable atmosphere for students to better express themselves orally and to discuss the effects of teachers' rapport on students.

### **5. Structure of The Research**

The research structure will be as follows, the first chapter will be devoted to the theoretical part, in which there will be a review of literature on the effects of teachers rapport on students oral involvement. I will take into consideration what other researchers have tackled concerning the effect of self esteem and self confidence on speaking competences in particular.

On the other hand, the second chapter, will deal with the practical part which will be a description and analysis of different data gathered from questionnaire and interviews.

## **Chapter one**

### **Review of Literature**

#### **Introduction**

This chapter is a review of literature on the impact of teachers' rapport and classroom interactions on the oral engagement of EFL. It is divided into two parts. The first one tackles the speaking skill as being the vital skill that students have problems with. Some literature will be revealed about the importance of the speaking skill, teaching the speaking skill, difficulties faced during the speaking skill. On the second section, some literature has been reviewed about oral engagement, definition, types, strategies to boost students oral engagement, different types of mistakes and last but not least, the reflection of students' self confidence and self esteem on oral participation. Concerning the second part, We defined the notion of teachers' rapport and its impact on EFL learners' academic outcomes in general and their oral engagement on particular.

#### **I.1. Speaking and Oral Engagement**

##### **I.1.1. Definition of the Speaking Skill**

Simply, it is common that speaking is how each of us converts his own thoughts into well formed and meaningful utterances that used to communicate.

From educational perspectives, teachers should give speaking attention just as other three skills (listening, reading and writing) whether on the first or second language learning. As in EFL classrooms, mastering the speaking skill helps students to enhance their oral engagement. Classroom is the only place – so far - where students practice and use the spoken form of the second or foreign language, because it allows students to connect their prior knowledge with what they are currently learning. “Many if not most foreign language learners are interested in learning to speak” (Ur 1984. p 120 - as cited in Guettal, 2008 p.43), it is common that when someone's has the intentions to learn a new language is only for communication and specific needs. Students think that using a foreign language to speak is a hard task to achieve, because they seek for perfection, they are afraid to make mistakes in front their peers, however, teachers here should simplify the learning process and make it easier in order to achieve academic purposes.

Landouse ( in Nunan ,1991.p23) defined speaking as follows “speaking is described as the activity as the ability to express oneself in the situation or the activity to report acts , or

situation in precise words or the ability to conserve or to express a sequence of ideas fluently” ( as cited in Rachman ,2017.p 8 ) . In other words, it is how a person uses the ability of speaking in his daily life, to express what he is aiming to say in an appropriate, meaningful way.

In addition, Wallace (1978 p 98) stated that “Oral practice becomes meaningful to students when they have to pay attention to what they are saying” (as cited in Rachman, 2017. p 10). Students through practice they will be more aware of their speech and learn better how to converse their thoughts fluently and correctly.

### **I.1.2. Components of the Speaking Skill**

Speaking components differs from one scholar to another, according to Syakur (1987) speaking skill is concerned with at least grammar, vocabulary, pronunciation and fluency (as cited in Adiani 2013).

- Grammar: The different grammar rules are meant to help students to arrange meaningful sentences when speaking.
- Vocabulary: Simply it is the words needed to form the aimed message in order to convey well ones’ ideas there should be enough vocabulary of that language to make sure that the listener could understand the speaker effectively.
- Pronunciation :According to oxford learner’s dictionaries , it is the way in which individuals pronounce the words of the language (producing sounds )
- Fluency: It is how fast a person could speak a language without making pauses or saying – uum – or –aaa- which indicates that the speaker is fluent enough and able to use that language whenever he needs to.

In other resources, researchers argue that accuracy is also one of the components of the speaking skill. According to oxford, accuracy is the quality of being correct and precise. In other words, it is when the speaker forms correct utterances without errors and with using exactly the needs vocabulary, grammar rules and correct pronunciation.

### **I.1.3. Functions of the Speaking Skill**

Brown and Yule (1983) made a clear difference between the how we use speaking for interactions, transactions and performance. Each of the mentioned functions of speaking has its own teaching approaches.

### **I.1.3..1. Talk as Interaction**

It simply refers to usual conversation we have daily in order to interact with people and seem friendly and sociable. The focus here is on how people present a good image on themselves rather than the message itself.

Some students lack the ability to talk for interaction. For example , when a student is talking to a teacher after the session about the course , he may lose the words and feel anxious just because he is talking to a higher power than him .

### **I.1.3..2. Talk as Transaction**

In this type, the emphasis is on the communicated message; the talker should be clear and well understood.

We can find this type of talk on the classroom discussions where the focus is on the information given, asking or answering a question, giving an opinion, (agree or disagree )...

### **I.1.3..3. Talk as Performance**

This type of talk is in form of monolog in which the speaker presents a speech to a certain kind of audience and expects it to leave an impact on them. .

Some kinds of performance might be seen on schools such as giving a lecture, a public speaking to motivate students ...

## **I.1.4. The Importance of the Speaking Skill**

According to Gillis (2014) speech is an effective way of communication; it has a crucial role rather than using gestures or express one's thoughts through writing. Moreover, to communicate effectively and own the capacity to form a meaningful range of interconnected words supplied the speaker with different advantages.

People around the world; especially those who occupy a position that needs to speak fluently should develop their communicative skills and the speaking skill in specific. For instance, if someone is talking fluently with high self-confidence shown, he will attract people's attention since he is using a good choice of words and present it in a way where everyone could get effectively the willing addressed message.

In addition, a wide number of people got panicked when they face others; they do not have enough courage to face the audience in public speaking. Others could make it out in a

miracle way and state directly their ideas into sentences. Only through practice and application could develop his skills and get used to talk whenever the situation demands.

Henceforth , after the presentation is done and experiencing how to face audience with all of that nervous tension , the speaker will feel such a personal satisfaction and a give a way to feel how proud he is that he made it and achieved his aims . It is like your body rewards you for all the efforts you have made and boosting the development of your own skills. Moreover, to show people that one is competent and have the ability to speak confidently can facilitate his personal life and provide the mental growth that we all seek for.

#### **I.1.5. Teaching Speaking for EFL Learners**

Celce Marcia (2001: p.103) states that: “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of communication” (as cited in Koran, 2015 p404). i.e., only through speaking we can diagnose how one can control using a language fluently in communication with others. Through practicing speaking, other language skills will get improved, and help the learners to enrich their vocabulary, grammar, equivalently to listening and writing.

Undeniably, learning a foreign language demands time and efforts, especially due to the bilingual or sometimes multilingual students. Some researches argue that having a previous language as basic would be somehow beneficial to learning another language -when it comes to speaking- , because students’ mind is trained to formulate utterances using another language . As cited in Koran (2015). For instance, as Algerian students, French was our second language that we learnt at primary schools, and then we acquired English as a foreign language. Due to the resemblance between both languages, it facilitated memorizing some grammar rules such as the components of a simple declarative sentence which is subject + verb + object, briefly, this would help students to formulate a well structured speech easily.

Furthermore, in the past decades, teachers followed the behaviorist theory which is based on the habit formation, i.e. through the repetition of the different correct language principles, in addition to the necessity of correcting error immediately. Years later, researchers worked on enhancing language learning and acquiring, they revealed that students need interactions and more practice with people around, which will lead to better learning progress. Just like children, they interact with parents, siblings and other family

members in order to acquire the mother tongue. As a result, a new approach was born, and called the Communicative Language Teaching. Teachers should provide learners with the opportunity to speak freely using the English language and interact with peers so that the communicative competence gets developed. As cited in Koran (2015)

Harmer (2007) declared that there are three main reasons why speaking should be taught and he stated:

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities - chances to practise real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought. (p 123).

Teachers should expose students to language and encourage them to use the spoken form of language in order to develop their ability to perform fluently without wasting time on thinking of how he could express himself.

#### **I.1.6. Difficulties Faced During the Speaking Skill**

Echevaria et al ,(2008) states that during learning a language , students should bear in mind the difference between how things should be done and how they are going to do it ; in other words do they have the ability to apply what they are thinking of ? Are they able to plan and organize a message in their minds and then convert it into words correctly? Students of foreign language often face some difficulties during practicing oral language.

According to Ur (2000), there exist four difficulties that learners suffer from in oral activities, which are inhibition, lack of theme to be spoken, lack of participants, and the use of the mother tongue (as cited in Agabi, 2017).

##### **I.1.6.1. Inhibition**

According to Agabi (2017), speaking is an act that needs to get in touch and face the audience directly. learners shows a kind of inhibition because of the fear of making mistake , shyness or being afraid of criticism – either from peers or the teachers - .

Littlewood (1999, p.93) said: “It is too easy for a foreign language classroom to create inhibition and anxiety”. Since students are not used to talk foreign languages, probably

they feel that they are not capable of using that language especially when the amount of practice they receive is inferior.

Bowman et al. (1989) also claimed that teachers usually ask a specific student to answer in front of his peers, thus, it will affect negatively his performance, as cited in (Agabi, 2017).

Last but not least, students feel a kind of hesitation to express themselves, owing to anxiety and stress. The role of the teacher here is very crucial in order to reduce stress and get students more involved.

#### **I.1.6..2. Lack of Ideas and Information**

It is common that learners who have no enough information about the lesson / topic given by the teacher, keep silent, even if the teacher tries to ask them questions or give them hints, students are still discouraged to speak.

Rivers (1968 , p. 192) declared : “the teacher may have chosen a topic which is uncongenial to him – the learner – or about which he knows very little , and as a result he has nothing to express , whether in native language or the foreign language” (as cited in Agabi 2017, p.74 ) .

However, we can not deny that even if the students did not want to participate, those inner thoughts of him may cause him some problems during the learning process, that prior knowledge he has about a certain topic, might be wrong. Here comes the role of the teachers to make sure he well grasped the new information to the students through activities, tasks ...

#### **I.1.6..3. Lack of Participation**

In certain foreign language classrooms, teachers lose control over students if there were no enough interactions with them. In some cases, teachers may face that the majority are having problems to contribute in oral discussions and through time the rate of participants will get decreased. We can not disguise the influence of some psychological factors that may affect the student to express himself, which is one of the causes of lack participation.

Harmer (2001) supposed to gather students of the same level in one group – especially the weak ones- , and give them a chance to work on a task together. In this way, those who

have a gap in knowledge will start wondering through asking questions and consequently, participate more (as cited in Agabi, 2017).

#### **I.1.6.4. Mother Tongue Use**

It is debatable that teachers got confused whether to allow or forbid learners to use their mother tongue during the learning process, many researchers argued that it is beneficial for EFL learners especially for beginners, when they feel confused about what words to choose during speaking. "The use of L1 in classrooms may reduce anxiety and create more relaxing learning environment" (Auerbach, 1993).

Atkinson (1987) also believes that "the use of the mother tongue can facilitate checking understanding and giving instructions" (as cited in Abuhmaid, 2014)

. However other researchers claimed that the use of MT in classrooms may slow down the progress of learning and consequently, students will not be able to master the foreign language. Atkinson (1987) agreed and said: "L1 should be used no more than five percent of the time in the foreign language or second language classroom". (As cited in Turin).

#### **I.1.7. Error Correction**

It is one of the hard tasks that face teachers during their career as educators. It is hard to spot every single error made by the student during his oral performance, the teacher should decide whether to interrupt the student immediately and break the flow of learner's ideas which will affect his self confidence and motivation especially if the correction was in front of the whole classroom, or to focus on the content and the message delivered and ignore the mistake in order not to disturb the student.

Yet, the learning process focuses on the feedback given from the teacher. From other perspective, teachers should be optimal and positive when giving such instructions, it is better to let the student correct himself by giving him hints about the mistake/ error done, or let the students themselves correct each other after the activity is done, without making fun or embarrassing the student, so that all of them will be aware of the mistake and try to avoid it next time. This method will create a corporative classroom environment and motivate students to speak freely.

By the end, if the students failed again to reach the correct idea / answer, the teacher should provide his feedback.

## **I.2. Oral Engagement**

### **I.2.1. What Is Students' Engagement?**

In education, students' engagement is the set of behaviors, motivation, attention, curiosity and involvement shown in classrooms. As long as students are interested and motivated to learn the foreign language, the learning process will be dynamic and faster. According to anonymous (2016).

The term engagement, as referred to in Willms (2000), is how students value school and contributes in the different academic and non academic activities, how they show their belongingness to school.

### **I.2.2. Types of Students Engagement**

According to Fredricks & McColskey (2012) stated three type of learners' engagement:

#### **I.2.2..1. Behavioral Engagement**

Students get engaged behaviorally means that they respect classroom norms, attend regularly each session without any non moral attitude shown.

#### **I.2.2..2. Emotional Engagement**

It is defined as the sense of belongingness and emotions that students feel towards the school, teachers or his peers.

#### **I.2.2..3. Cognitive Engagement**

It refers to the student willing to invest their efforts in the learning process, and how he is ready mentally to face the obstacles that might obstruct him.

### **I.2.3. Strategies to Boost Students Oral Engagement**

Weimer (2012) stated on her article ways that might help teachers to get their students well involved, she said as a teacher, It is not easy to promote students' self belief, due to the psychological and inner thoughts, but through encouraging them and implanting the idea that anyone could learn a new language if he has the will to do so. Besides the idea that failure and making mistakes is only a new chance to try again.

Hollenbach (2018) suggests that if the teachers allow his students to write down some notes about the lesson or the topic , this will motivate better the student to practise and feel more self confident . Listing some ideas will give the chance to quite pupils to be more active and involved.

Researchers argue that calling each student using his name will create a more communicative environment during the lesson. On the other hand, by using students' name, the teacher will develop a close restricted relationship with the students; consequently, this will share the idea that the teacher does really care about his students and their success.( According to Glanz (2014).

Teachers have to vary their learning strategies; hence, students will not get bored. Moreover, it is better to use technology in classrooms, rather than the old fashioned way of teaching. It enhances students' level of attention and motivates them to focus more without losing interest.( According to Cox).

#### **I.2.4. Types of Oral Activities**

Since speaking a new language is quite hard to master, teachers must vary the activities and tasks used. This will help EFL learners to get more exposed to the language and promote a communicative atmosphere to practice more the TL .Teachers should be aware of what activity suits the students' abilities and nature.

##### **I.2.4..1. Role plays**

It is the most common funny activity used in oral expression sessions. Students must be interested on the character they chose to imitate and it allows them to be more creative and expressing themselves in a free way. Also, role plays help learners to be more cooperative since most of them are presented in pairs or group of students.

##### **I.2.4..2. Discussions**

Another successful way to present speech on a TL is classroom discussions, it generally helps learners to develop a critical thinking and improve their communicative skills. Teachers must provide a topic that students are able to control and exchange their opinions about. Grouping students is a method to make them able to talk freely without stress and shyness, because learners are close to each other more than to teachers, and in this way shy students will have a chance to get more involved on oral classes.

##### **I.2.4..3. Information Gap**

It is usually found of group work activities where the learner has a missing information or rule that does not allow him to finish the task. One of the activities derived from this type is the Jigsaw activity. According to the teachHUB team, it is a method where each student relies on himself and contribute to enrich the chosen topic, then, they collaborate all team members to give the final image.

#### **I.2.4.4. Games**

To avoid boredom in classrooms, teacher can use games to change from the habitual type of activities used. It provides a non-threatening atmosphere among students and makes them motivated to oral classes.

#### **I.2.4.5. Classroom Debates**

This type of activities require a debatable topic in which student will be able to express their opinions by agreeing or disagreeing to a statement or a common shared idea using the appropriate evidence to convince the opposite opinion. All opinions should be respected by the teacher and the classmate.

### **I.2.5. Types of mistakes made during oral performance**

Scholars and researchers admit that making mistakes during the learning process is unavoidable. The speaking skill for FLL, as it is mentioned above, is hard to achieve its highest level and completely mastering it. Therefore, it is predicted that FLL will make mistakes which is something common. According to Beare (2017) the main types of oral mistakes that students make are:

#### **I.2.5.1. Grammatical Mistakes**

For some students, grammar is unfavorable lesson / course to study. Due to the different grammar rules, in addition to the exceptions, students fail to acquire them all and get confused each time they try to apply those rules and take into consideration verb tense, plural, singular, pronouns ...

#### **I.2.5.2. Lexical Mistakes**

Students have the tendency of misusing the vocabulary needed, which will make them incomprehensive and look ambiguous.

### **I.2.6. The Reflection of Students' Self Confidence and Self Esteem on Oral Participation**

There exists other factors that influence students' oral engagement; we can not ignore the significant role that self confidence and self esteem play on the learning process.

Self confidence , as Candice Shoemaker a Kansas State University professor stated , “confidence is a measure of one’s belief in one’s own abilities and is considered a psychological trait that is related to , but distinct from , both personality and ability traits” as cited in Briggs (2014) . Self confidence comes from the inner of the student , as long as the learner believes on himself , he will achieve better results not only academically , but

also on his personal interactions . Often, students who participate orally without being afraid of how others will comment or laugh at them, no matter how mistakes they make, have faith on their academic capacities and they are aiming to improve themselves.

On the other hand, another major psychological factor is self esteem .according to Sarasota (2011, p.7) and as cited in Gunawan “the word ‘esteem’ comes from a Latin word which means to estimate. So self-esteem is how someone estimates his/her self” (p2), how someone thinks, respects and values himself.

Gunawan also added, self esteem has an influence on the social, emotional and academic achievements. Due to low self esteem, students will suffer from the fear of rejection, loneliness and also it will lead to low self confidence. Thus, this will affect their academic progress especially when it comes to participating and expressing themselves, students in this case will avoid oral conversations and even if they spoke, they would be afraid of criticism and judgments.

To sum up, students with high level of self confidence and self-esteem tend more to show better oral involvement and improvement on the language oral proficiency.

### **I.3. Teachers’ Rapport**

#### **I.3.1. Definition of the Notion ‘Rapport’**

Previous studies showed the importance of the teacher – student relationship in enhancing educational achievements and students’ involvements.

Paterson (2005) stated: “Rapport is that wonderful bond that allows teacher and students to work and learn well together. The powerful teacher creates this relationship early in the year and works to maintain it. When good rapport has been established , students and teachers enjoy one another in the class , and students feel more motivated to do well ” ( as cited in Bouras and Keskes , p. 547).

Teachers’ interactions inside the classroom are one of the crucial factors that affect students’ educational process. It is important for teachers to construct a well developed relationship with students which will lead to better academic outcomes. Those interpersonal interactions that happen daily between the teacher and his students are the key elements for building a communicative relationship inside the classroom. (According to Pennings et al.2018).

Johnson (2008) said: “It is the exchanges which occur between the language providers and the acquirers which may feel to be important to the acquisition process” (as cited in Benlagha 2015, p. 27).

In other words it is the mutual influence between the teacher and his student, there must be two sides to interact with in order to share ideas and opinions.

### **I.3.2. Characteristics of Good Teacher-Student Relationship**

Zhan & Le (2004) mentioned six features to distinct a good relationship between the student and his teacher:

#### **I.3.2..1. Equality**

Is to spread the concept that even teachers are still students and they are learning new things every day. In other words, students should not feel that their teacher has a higher power over them, and that the student is inferior comparing to the teacher' degree.

#### **I.3.2..2. Mutual Trust**

We can refer to it as the attempt to build a strong confident environment where each of the student and the teacher has role to play in addition to whether the teacher could keep his promises or not . For example if he said that there will be rewards for students who gained 15 or more on the examination , and then he did not keep his words , students will lose trust on their teachers as well as other peers will be convinced with the same idea (do not trust that teacher , actions are louder than words ) .

#### **I.3.2..3. Comfortable and Friendly Working Relationship**

Despite the fact that there exist different students' mentalities, teachers have to build a safe environment with students to work better with them to improve their capacities and involvement inside the classroom , no matter how was their social level .

#### **I.3.2..4. Mutual Respect**

Respect is the most important quality that should be widely shared inside schools and classrooms specifically. So when we refer to mutual respect between the teacher and his students, we usually mean that ethical behaviors should take part on students – teacher relationship. It is necessary that both of them should treat each other appropriately.

#### **I.3.2..5. Mutual Concern**

As long as the duty of the student inside the classroom is to pay attention to the teacher' instructions, the teacher himself should care for his students and treat them kindly. For example, one of the forms of teacher' care, is to call each student using his/her name.

### **I.3.2..6. Partnership and Mutual Dialogue**

It means to establish a friendly environment for students, by narrating some anecdotes or some past experiences that happened either for the teacher or the student, which will create a mutual conversation.

### **I.3.3. Activities and Strategies to Develop Student- Teacher Rapport**

According to (n.d) building student rapport, it is important to establish a well developed relationship between the teacher and his student; there are several activities that teachers might follow.

#### **I.3.3..1. Ice Breaker Activities**

Usually, it is used at the first days of class, it aims to make students more comfortable with each other and create a relaxing atmosphere between the teacher and the learners.

This type of activities or games is funny and depends on the teacher' sense of humor.

As a simple example to clarify the idea , The teacher might ask his students 10 questions of the following type , 'Would you rather choose this or that ...?', the teacher here gives his students two options and let them free to choose .

For example, would you rather have a third eye or a missing eye? It is not necessary to be academic or inspired from the learning process.

#### **I.3.3..2. Be Aware of the Body Language**

The first important thing that a teacher should do, is to smile to his students and give them positive energy to start the lesson.

It is favorable from the teacher to move around the classroom and get the students used to his presence. Especially for those who are in the back , they will feel more engaged and involved with their peers.

Eye contact is also a crucial factor during the session, when a teacher makes eye contact with a certain student; it shows how much he is caring and paying attention to what is happening inside the classroom.

#### **I.3.3..3. Use Humor in Classroom**

Without crossing the red line between the teacher and his learners, it is common that making jokes is a great way to make students relaxed, i.e. spending at least one hour in such an academic, serious environment thus, it will make students bored and tired.

### **I.3.4. The Importance of Classroom Interactions**

As the world is developing, it demands new ideologies, beliefs, skills and capacities in order to cope up with these new changes. Equivalently for education , new methodologies have been brought into classrooms in order to develop and facilitate the learning task .Teachers used to be the center of learning as required the traditional method , students used to see the teachers as the only source of information . Through time, teachers shifted to be facilitators and organizers where the students are considered to be the center of the learning process – students centered learning - . It has been observed by researchers that this way of teaching made students more active and involved on the lesson, it improves their academic performance as result of being more exposed to the lesson. (According to Malik and Guoyaun, 2016).

According to Brown (2001) “In the era of communicative language teaching, interaction is, in fact, the heart of communication: it is what communication is all about” (p.35), as cited in Saifi (2015, p.27). Owing to the absence of interactions between the teacher and his students, communication will be missing in language classroom environment, it will look like a dry ordinary mathematics lecture that annoys everyone. That’s why through a successful communication with the students, the teachers could control his classroom environment and make it more sociable and relaxing, so that students will get comfortable and express themselves better.

Moreover, Yu stated on his Asian social science journal (2008 , p.28) that “classroom interaction in the target language can now be seen as not just offering language practice , nor just learning opportunities , but as actually constructing the language development process itself” . As cited in Saifi (2015, p 28). In other words, the language learning process, as a whole, depends on classroom interactions which by its successfulness and effectiveness will lead to better progress and academic results.

### **I.3.5. Types of Classroom Interaction**

Thurmond (2003) stated

The learners’ engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor and technology results in a reciprocal exchange of information. The exchange

of information intended to enhance knowledge development in the learning environment.

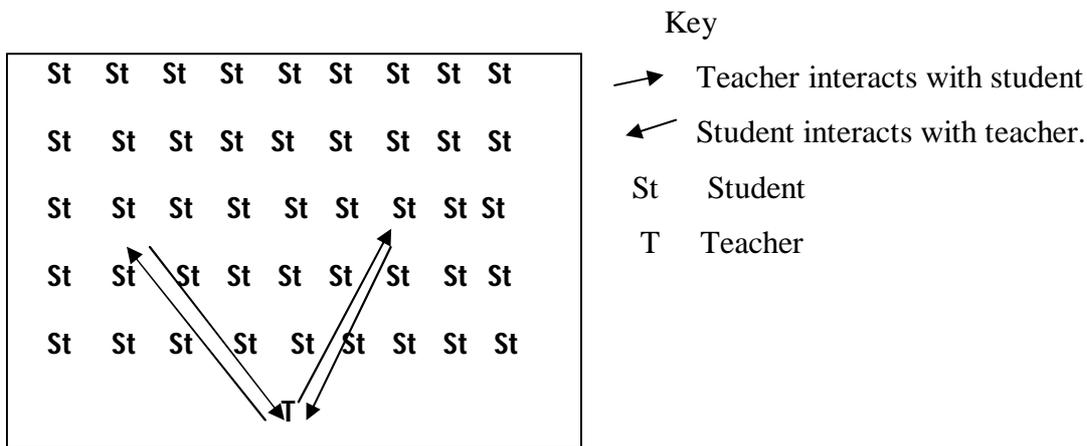
(as cited in Kouicem 2010 p 13)

So as mentioned on the quote above, there are four types of classroom interaction, but we will focus on the learners – learners’ interaction and learner-teacher (instructor) as the concern types.

**I.3.5..1. Learner – Teacher Interaction**

According to Kouicem (2010), simply is the negotiation that happens between the teachers and his students (or one student), they might argue about the content, ask questions, give interactions, exchange ideas and use them ... It is important for students to prove their speaking and listening skills, hence for ; it is important for the teacher to mind his way of reacting.

According to Harmer (2009), teachers must take into consideration what kind of language in comprehensive for the students. i.e. the teacher should use a certain level of language that all of his students understand , for beginners for example , he might use simple and non –complicated sentences in order to make sure that they got him appropriately . Moreover , the student look to the teacher as a role model , he might imitate the teacher in his way of speaking , intonation , tone or the words used , so it is crucial that teachers use a more formal language.



**Figure 1 Interaction between Teacher and Student**

(According to Kouicem , 2010)

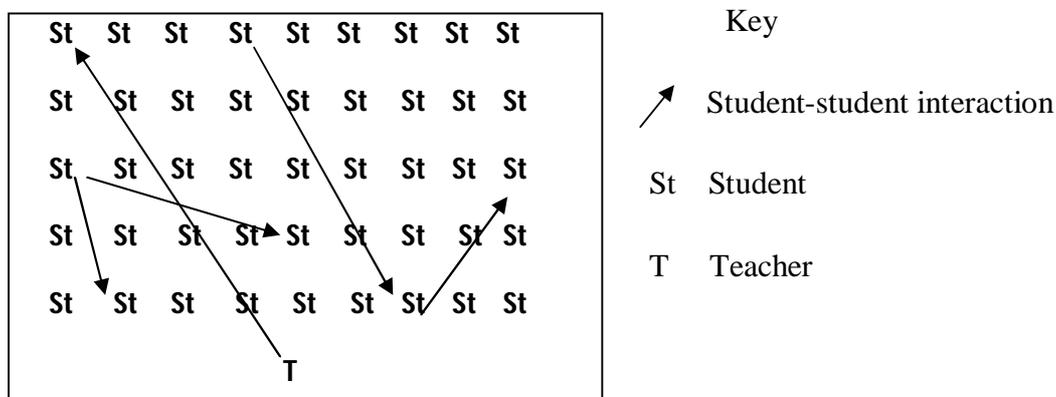
**I.3.5.2. Learner – Learner Interaction**

According to Johnson (1981), peer relationship is something unavoidable inside classrooms, it leads to be more socialized and motivated to achieve better educational aims.

Johnson (1995) stated that:

Student-student interaction in foreign language classrooms can create opportunities for students to participate in less structured and more spontaneous language use , negotiate meaning , self-select when to participate , control the topic of discussion , and , most importantly , it draws on their own prior knowledge and interactional competences to actively communicate with others .  
(p.189) as cited in Saadaoui (2017, p24) .

Such kind of interaction allows the student to be more active and express his opinions without being shy or afraid; moreover, it provides a sociable environment between learners which will be considered as a good point to be more motivated to talk. We can picture such types during pair or group work for instance.



**Figure 2 Interactions between the Students**

(According to Kouicem , 2010)

**I.3.6. Objectives of Classroom Interaction**

One of the vital ways of communication is those interactions that happen between the participants during the learning process i.e. learners and the teacher. According to Ghosh (2002) as cited in Boukhari (2014), classroom interaction has a number of goals to maintain a good atmosphere for students to keep the learning process active.

- Help the students to distinguish between which learning method is suitable for them.
- Support the learner to communicate with his peers and expose him more to wide range of language learning genres.
- Allow the student to be eye- to –eye with the different types of interaction that happens inside the classroom.
- Classroom interactions help the student to practice more the TL either with peers or with the teacher.
- Also it helps the teacher to get closely in touch with his students, and have an image about the nature of his learners.

### **I.3.7. The Impact of Teacher-Learner Relationship on the EFL Learners' Academic Outcomes**

Generally, it is known that the learning process needs a more knowledgeable other to progress, however, we can not deny the impact of the relationship between the teacher and his learners.

It is like an equation, the stronger the relationship is, the faster the learning is enhanced. Previous researchers admit that learners who perceive support from their teacher tend to be more motivated and more belonged to school than their peers.

Lavoie (2007) , as cited in Anonymous (2019) , narrated in his book , a story of a teacher who has a passive role on the learning process , by saying that his function is to provide students with the necessary information , and they must absorb it and use it when needed . Also, he captured the teacher' passiveness when this last asked those who are uninterested to go to the back and sleep and give a chance to who want to learn in the front. Finally Lavoie quoted: "... This is not my problem ... I'm a teacher not a cheerleader ...” and suggested that there still exists a kind of teachers who have misunderstood their role in classrooms.

To sum up a long short story, being a passive teacher who does not support and care about students' needs and problems, will lead to negative outcomes on their academic career. Students need to be comfortable in dealing their teacher, they need that safe environment to achieve better and progress faster.

According to Anonymous (2019), the more students feel connected, the more they have motivation to progress on learning and as a result of that, students may want to please the teacher by having good grades.

### **I.3.8. The Correlation between Teachers' Rapport and Enhancing the Learners' Oral Engagement**

Undoubtedly, the role of the teacher is needed to realize the vital amelioration on the learners' speaking skill. Such improvements are seen through the results of a healthy, suitable environment that had been already established by the teacher.

Hangreaves (1994, p.835) argued:

Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competence, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy. As cited in Redif (2016, p 10)

Henceforth, teachers are not only those who are competent and pedagogically strict, but also being more socially active and supportive to students.

Teachers have to variate their learning techniques and styles, so that students get motivated and involve themselves more on classroom activities. Building a positive relationship with students is a factor that influences students' oral engagement. As long as there is a connection between the teacher and his learners, there will be a better academic outcomes and achievements.

Provided that learners feel that sense of belonging to the classroom , automatically ; they will practice more the EFL orally , which will lead to developing their capacities and skills on speaking .

### **Conclusion**

The speaking skill has become an important element to be learnt and mastered, it became the core of EFL learning, and however, the lack of practice may affect the learning process. Teachers' rapport with the students is one of the factors that either progress or hinder the learning process. Teachers should be aware that according to their behaviors and interactions in classroom , they make students involved or disinterested , that will lead to more or less oral participants .Teachers may help learners through the use of different techniques and activities that develop their oral competences and make them more engaged on different oral tasks in expressing themselves fluently and freely .

## Chapter two

### **Introduction:**

This chapter is devoted to investigate the validity of the theories that have already been stated earlier on the previous chapter, by using two means of investigation: a questionnaire and an interview. Those last , help in gathering information on how learners perceive themselves as learners of English .Besides , teachers' perception and attitudes towards their students and how they opt for enhancing oral engagement in their classes .

### **II.1.Students' Questionnaire**

#### **II.1.1. Description of the Questionnaire**

The questionnaire includes ten questions of different types: multiple choice questions, yes/no questions, open ended questions, and Likert scale. They are divided into three sections. The first section is about learners' view towards learning English as a foreign language, in addition to the level of easiness and difficulty they encounter while learning English .The second section will determine teachers' effect on how students interact with them and engage themselves in oral expression session .The final section concerns learners' point of view of their oral expression teacher and his role in motivation them to speak.

#### **II.1.2. Administration of the Questionnaire**

The questionnaire was administered to 25 first year English students of English at Mohamed Khider Biskra University. The participants responded to the questionnaire on line .

#### **II.1.3. Analysis of the Questionnaire**

- **Section One : Students' Oral Engagement**
- **Question One: Was your choice in English personal or imposed?**

The first question was about rather the student has chosen learning English by choice or he was imposed by his parents. Most of them said that it was their personal decision.

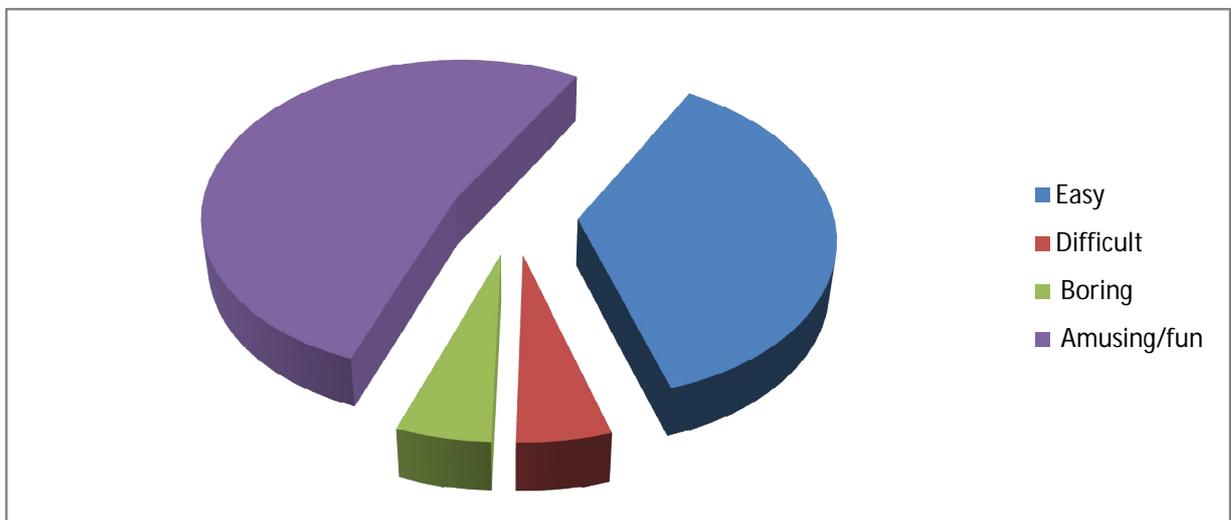
Most of the participants of English students have chosen learning English at university by their own choice. Not being opposed to learn a language is a point plus in the learning process.

Option	Number	%
Your personal choice	23	92
Your parents' choice	2	8
Total	25	100

**Table 1 Learners' Choice of Studying English**

- **Question Two : How Do You Find Learning English ?**

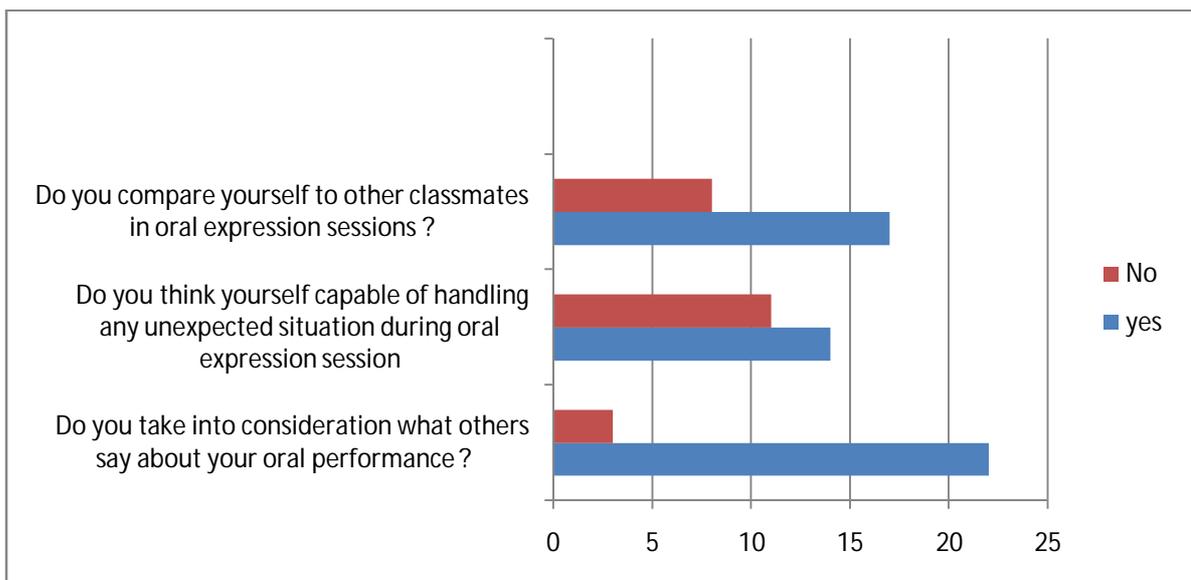
The second question was about students' point of view towards learning English. They are supposed to pick more than one answer among the 4 adjectives given to describe the learning process. So the results were like the following: 36.8 % of the students said that learning English is easy. 5.3 % chose both difficult and boring while 52.6 % stated that Learning English quite amusing.



**Figure 3 Learners' Opinion about Learning English**

- **Section two : Students' Oral Engagement**
- **Question one :**

The participants' have been given three sub- questions of yes/ no answer and required to tick what suits them .



**Figure 4 Learners' Self Image During Oral Expression Session**

- As it is shown on figure 4 , on the first sub-question , 88% of the participants, which is a large percentage (22 out of 25 students) , stated that they really take into consideration what other say about their oral performance , however the remaining 3 students chose no .
- On the second sub-question, the results were nearly close. 56% of the students claimed that they are capable of handling any unexpected situation during the session, which means that they have good competences and high self confidence. The other 44% represented no.
- The last sub-question, 17 students (68%) said that they do compare themselves to their classmates while speaking in oral expression sessions. 8 students answered by saying no .which means that this will make them doubting their linguistic capabilities and oral performance.
  - **Question Two: Do you feel that your oral expression teacher has a big influence on your engagement? Justify briefly.**

The second question of this section was an open ended question. The participants were asked about whether the teacher has an influence on their oral engagement. 18 out of 25 confirmed that, one of them said: “yes, the teacher is the one who knows how to make his students involved by what he is explaining or doing in the classroom” . The other 7 pupils stated that they rely more on themselves and the teacher’ attitude does not affect them orally. “Not that much because I believe in self taught methods more” said by a participant.

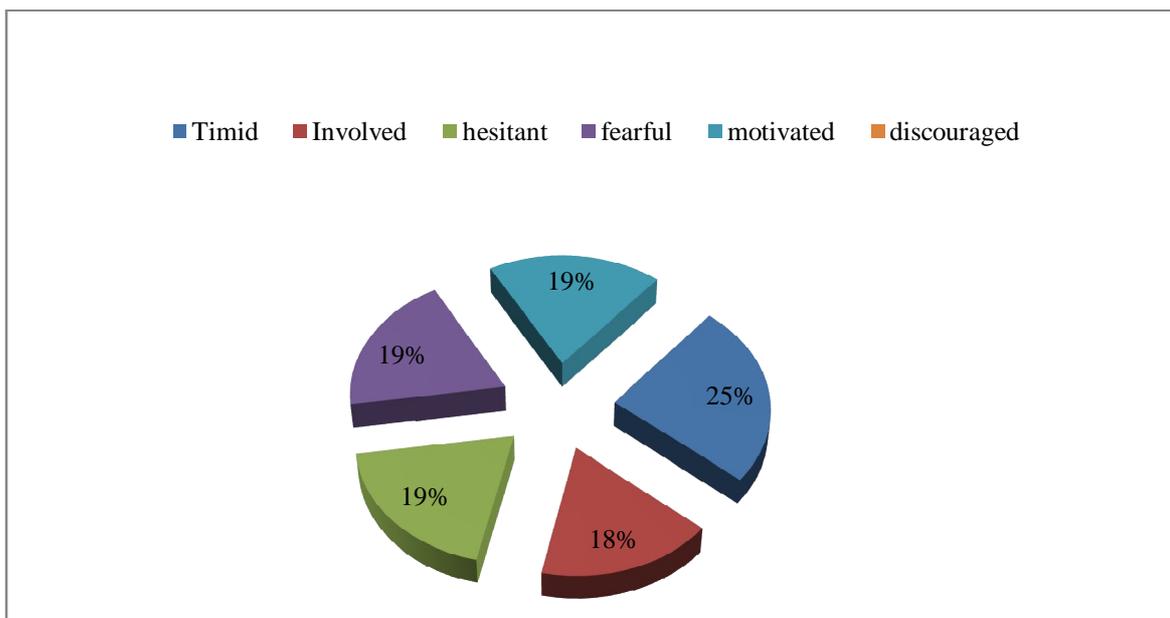
- **Question Three: This question was a series of three sub-questions.**

Statements Options	Not at all		A little bit		Very much		Extremely	
	I hesitate when answering orally	3/25	12%	19/25	76%	3/25	12%	0/25
I start to panic when I have to speak without preparation in a language class	4/25	16%	11/25	44%	8/25	32%	2/25	8%
I am worried about what my colleagues think of me	7/25	28%	14/25	56%	4/25	16%	0/25	0%

**Table 2 Students' Vision of Himself During Participation in The Oral Class**

- To start with the first sub-question , it was about whether the participant hesitates when answering orally , 76% means 19 out of 25, claimed that sometimes they do hesitate and do not answer immediately when a question is asked .The 6 remaining , half of them said that they answer directly without thinking or hesitating . The other half said that they somehow get nervous and stressed when they answer orally.
- The second one was about if they start to panic when they have to speak without preparation, 16% stated that they really do not panic and perform without any problems. 44% said they panic a little bit, 32% about 8 students said that they panic too much when speaking suddenly without any preparation. The last 2 students: meaning 8%; said that they extremely panic which will make them lose control of the topic or the performance.
- The last one, the learner had been asked about his concern about their classmates' opinion about them. 4 students out of 25 stated that they worry very much about others opinion about them. 14 student said that they worry a little bit, while 7 students picked not at all .
  - **Question Four: Among the following list of adjectives , which of the following describes your attitude while performing orally ?**

They could pick more than one answer, the results were like this:



**Figure 5 Learners' Self Description of Their Attitudes While Presenting Orally**

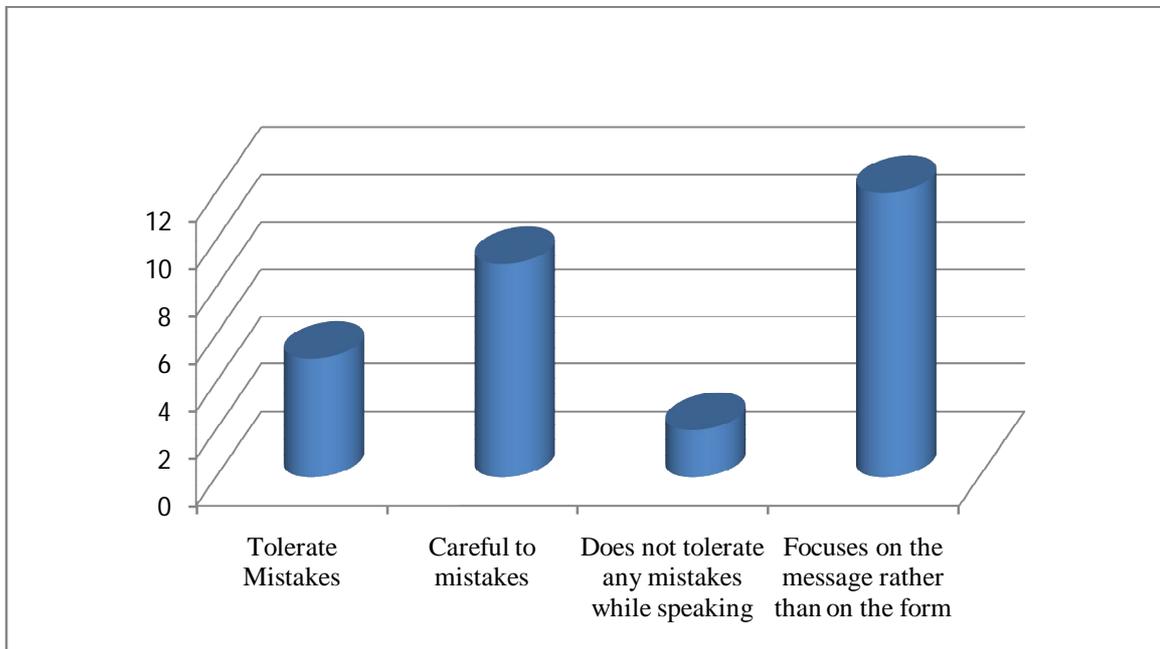
Their answers were shifting from timid, hesitant, fearful and motivated. 13 of the participant admitted they are shy, 19.2%, was the same percentage to each of the three adjectives, hesitant, fearful and motivated. Although they were so nervous and shy, they were motivated to speak and that is a good point to show that their teacher has good capacities and methods to make his students engaged. 17.3% of the students said that they feel themselves well engaged in the classroom. Moreover, none of them said that they are discouraged.

The aim of this question is to spot a light on the idea that each student has his own personality and character. Consequently, teachers should take into consideration this fact and work to satisfy the majority of students.

- **Section Three: Teachers' Rapport**
- **Question One: How does your oral expression teacher deal with your mistakes?**

On this question the students were asked about their oral teachers' attitude when mistakes are made. 48% represents the participants who stated that their teacher focuses on the message rather than on the mistakes made. 20 % which means 5 learners said that their teacher tolerates mistakes. 36% said that their teacher is careful to mistakes while only 2 learners (8%) stated that there is no tolerance shown from their teacher.

The results shows that teachers tend to emphasis about students message and performance rather than shedding light on their mistakes and stress them in front of their colleagues . The data is demonstrated as follows:



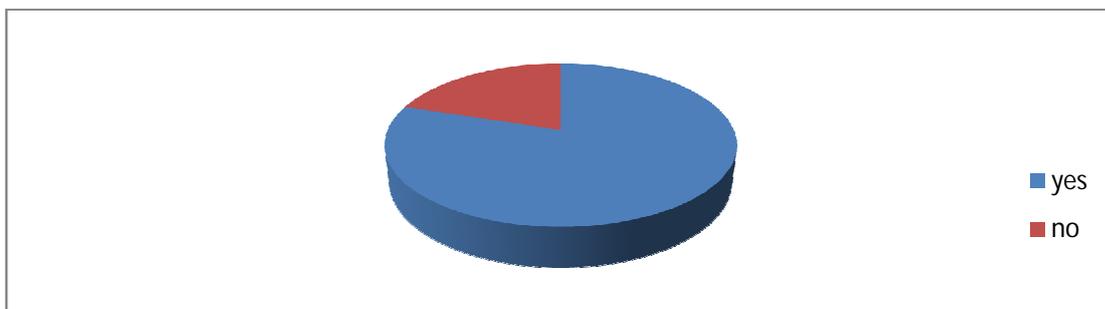
**Figure 6 Teachers' Attitudes towards Students' Mistakes**

• **Question Two**

On this question, the participants were given 5 sub- question of an ended answer ( yes or no) .

- Concerning the first sub-question 56% said that the teacher does consider shy students, the other 44% not at all.

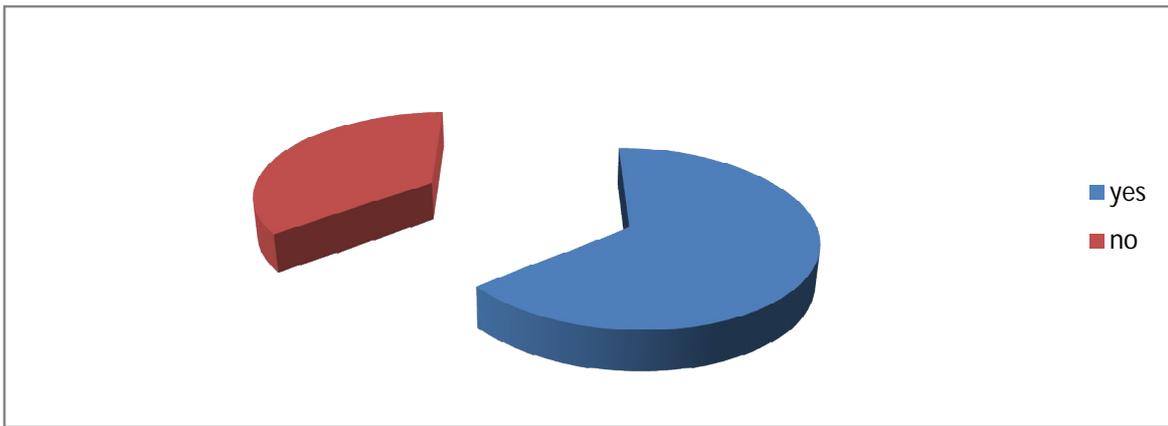
A great number of teachers consider shy students in order to motivate them and seem cooperative with them, and that affect them positively in their learning process.



**Figure 7 Teachers Consideration of Shy Students**

- The following sub-question shows that majority of teachers allocate time for learners to think about their answers, that is why 80 % of the participants means ( 20 students ) answered with yes ,5 students claimed the opposite .

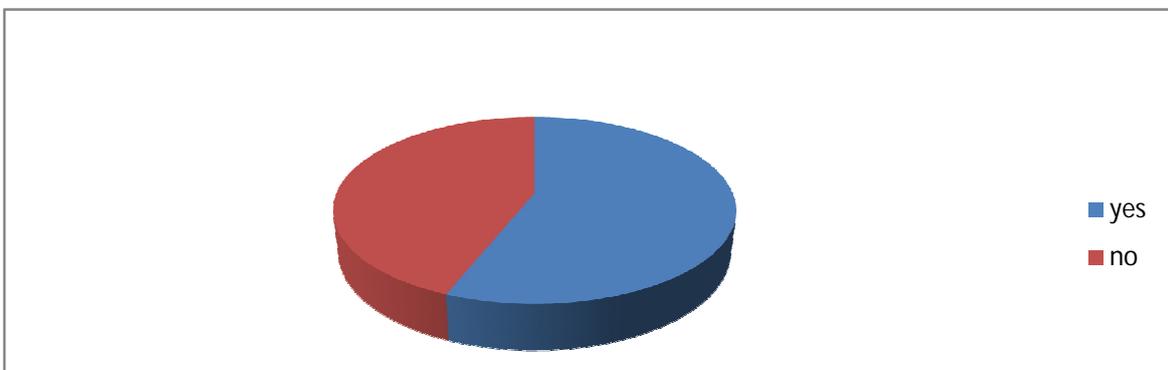
Teachers must be aware of the difficulties that face students on learning a new language taking into consideration the new environment, new people around the learning which will affect their self confidence and their oral skills. That is why teachers should allow the learners to think before answering directly and accept their flaws.



**Figure 8 Teachers' Allocation of Time before Answering**

- The following sub-question was about whether the teacher uses different oral activities that help non-active students to participate. 56 % confirmed that while 44 % means 11 students negated that.

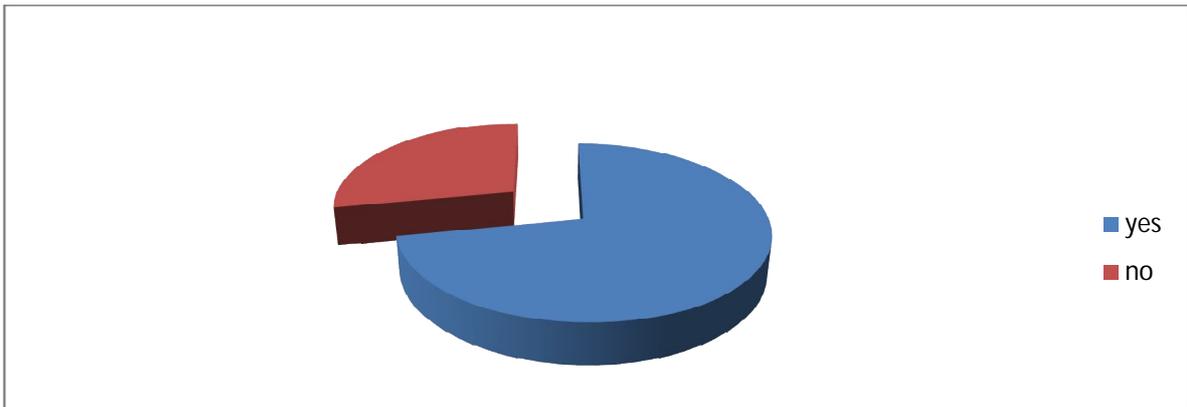
In order not to avoid boredom in classes or during the session, it is important to vary the activities used. There exists a wide range of oral tasks and activities that teachers could use. It will elevate the level of students' engagement and participation.



**Figure 9 Teachers' Variation of Oral Activities**

- Concerning the fourth sub-question, 56 % said that their teacher takes into consideration his students' learning styles, the other 44% answered with no.

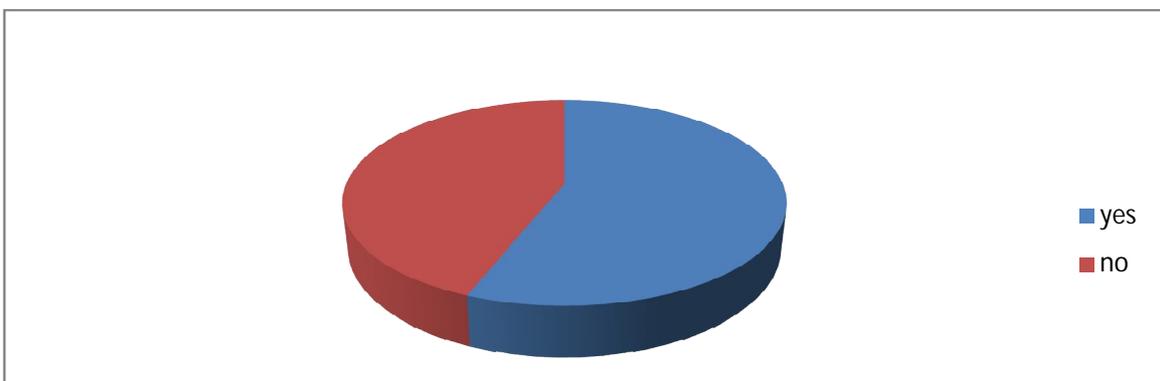
Teachers have to take into consideration that students have different learning styles, each has his own (auditory, visual learners), and each kind has a certain kind of activities that might be selected.



**Figure 10 Teachers' Consideration of Students Learning Styles**

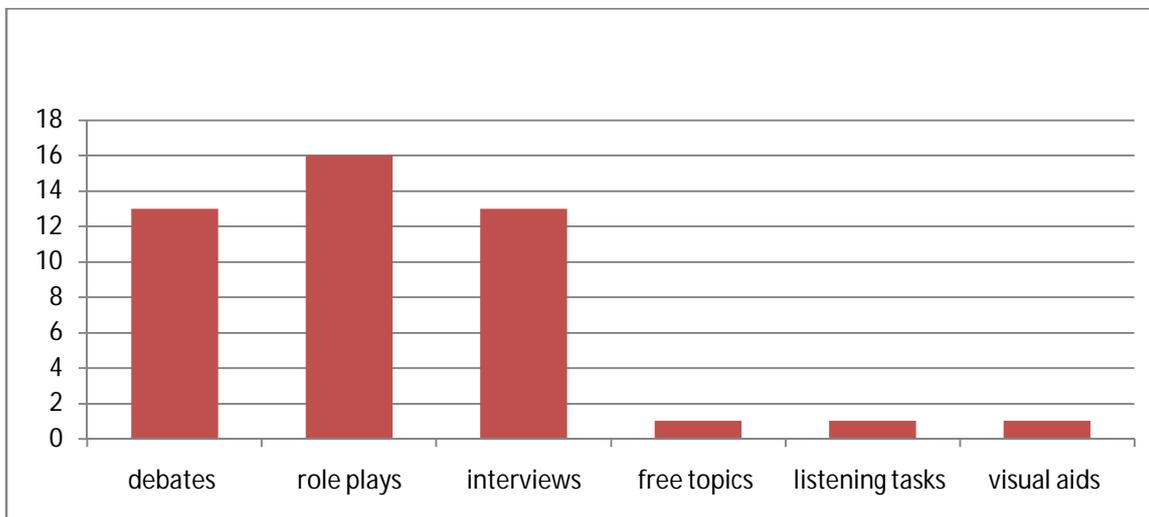
- Regarding the last question, the majority of the learners 18 out of 25, assured that the oral expression teacher provides a non-threatening environment during the session which will make them more comfortable to express themselves better. Meanwhile, the other 07 learners answered with no.

One of the roles of the teacher is to reduce stress around the classroom, otherwise, students will have fears and be afraid to express themselves freely. Teachers must share the idea of 'we all make mistakes and we learn all together'.



**Figure 11 Teachers' Efforts to Refresh the Learning Atmosphere**

- **Question three: What kind of activities does your teacher of oral expression provide you in his/ her session? – Students can pick more than one option or add another activity .**



**Figure 12 Types of Oral Activities Used By the Oral Expression Teacher**

On this Question , participants were asked about the activities used by their teacher on the oral expression session , most of them have chosen role play with 37 % , right after , 29% said that their teacher use interviews and dialogues in order to let them talk freely . Then 24.7 answered debates. 3 students added the following activities such as listening tasks, visual aids and one of them said that his teacher let them choose their own topic and talk freely about it .

The variation of the needed activities will help all learners to participate. It also creates a more active environment which will surely raise the number of participating students.

- **Question four: What are the good qualities that you like in your oral expression teacher?**

The last question was an open ended question, students were asked to list the good qualities that they like about their oral expression teacher. The participants agreed on the following qualities: tolerant (20%) , motivator(40%) ,comprehensive and give them opportunities to talk freely(16%) and friendly(24%).

The more the teacher shares good qualities and spread that funny sociable soul, the more students tend to be more active and involved.

<b>Good Qualities</b>	<b>Number</b>	<b>%</b>
<b>Tolerant</b>	<b>5</b>	<b>20%</b>
<b>Motivator</b>	<b>10</b>	<b>40%</b>
<b>Comprehensive</b>	<b>6</b>	<b>24%</b>
<b>Friendly</b>	<b>4</b>	<b>16%</b>

**Table 3 Students' Depiction of The Characteristics of Their Oral expression Teacher**

#### **II.1.4. Discussion of the students' questionnaire' results**

Through the data gathered and analyzed, we may reveal some facts about how teachers' rapport and their behaviors effect students' oral engagement.

- Indeed, the way teachers deal with students and spread that sense of motivation and belongingness to the classroom and students is quite important and effect students oral engagement.
- Teachers' attitudes and interactions effects students' oral engagement because students' look at the teacher as a motivator and a guider who will provide them with the needed information.
- Taking into consideration the different types of students and their learning styles will help in engaging students and make them more motivated away from boredom and the traditional teaching methods.

## **II.2. Teachers' Interview**

### **II.2.1. Description of the interview**

The interview consists of twelve questions divided into four sections. Due to the current situation (pandemic), it was held on line and I was obliged to include some options to some questions. Section one was about the experience of teachers in teaching English as a foreign language and Oral expression module in particular. Section two was about the different activities and methods that teachers usually use in order to involve students in their classes. The third section tackles with how the teacher deals with different type of students during correcting their mistakes, without disengaging them. Section four, it was about how teachers use different strategies to motivate their learners and involve them orally.

### **II.2.2. Administration of the interview**

It was conducted with 4 teachers of oral expression module at Mohamed Khider Biskra university .

### **II.2.3. Analysis of the interview**

- **Section One: General Information**

Teacher' experience is a crucial factor that affects the learning process. The more the teacher is competent, the better he deals with learners. The following table shows the experience of the selected teachers.

<b>The teacher</b>	<b>Years of teaching English</b>	<b>Years of teaching Oral expression</b>
<b>Teacher 1</b>	<b>4 years</b>	<b>3 years</b>
<b>Teacher 2</b>	<b>14 years</b>	<b>5 years</b>
<b>Teacher 3</b>	<b>3 years</b>	<b>3 years</b>
<b>Teacher 4</b>	<b>11 years</b>	<b>5 years</b>

**Table 4 Teachers' Experience**

- **Section Two: Types of activities**
- **Question One: what are, to your mind, the most convenient communicative activities to enhance students' oral engagement?**

<b>the type of activity</b>	<b>Number</b>	<b>%</b>
<b>Discussions</b>	<b>3</b>	<b>30%</b>
<b>Presentations</b>	<b>1</b>	<b>10%</b>
<b>Debates</b>	<b>3</b>	<b>30%</b>
<b>Play roles</b>	<b>2</b>	<b>20%</b>
<b>Interactions</b>	<b>1</b>	<b>10%</b>

**Table 5 Types Of Activities Used by Oral Expression Teacher**

The most preferred activities by oral teachers are discussions and debates, since it allow the student to talk freely and share his point of view with the teacher and his classmates.

- **Question Two: What topics, to your mind, are the most influential when it comes to boosting learners' oral engagement which will help them to talk freely?**

<b>The answer</b>	<b>Number</b>	<b>%</b>
<b>Funny topics</b>	<b>1</b>	<b>25%</b>
<b>Talking about the current news</b>	<b>1</b>	<b>25%</b>
<b>The learner' choice</b>	<b>2</b>	<b>50%</b>

**Table 6 Kind of Activities to Engage Students**

It is common that teachers' do not like to stress out the student and make his nervous during the oral presentation. Consequently, teachers prefer to let the students choose the topic himself, in which he owns a good back ground, so as to expressing himself better.

- **Question Three: How do you share your enthusiasm with your students?**

The way teachers transmit their knowledge and information to students, is very crucial because it effects in long terms, the learning process and how students will picture the teacher' attitude. Being an enthusiastic teacher will be helpful in making a productive session with more active students and achieve more goals and objectives.

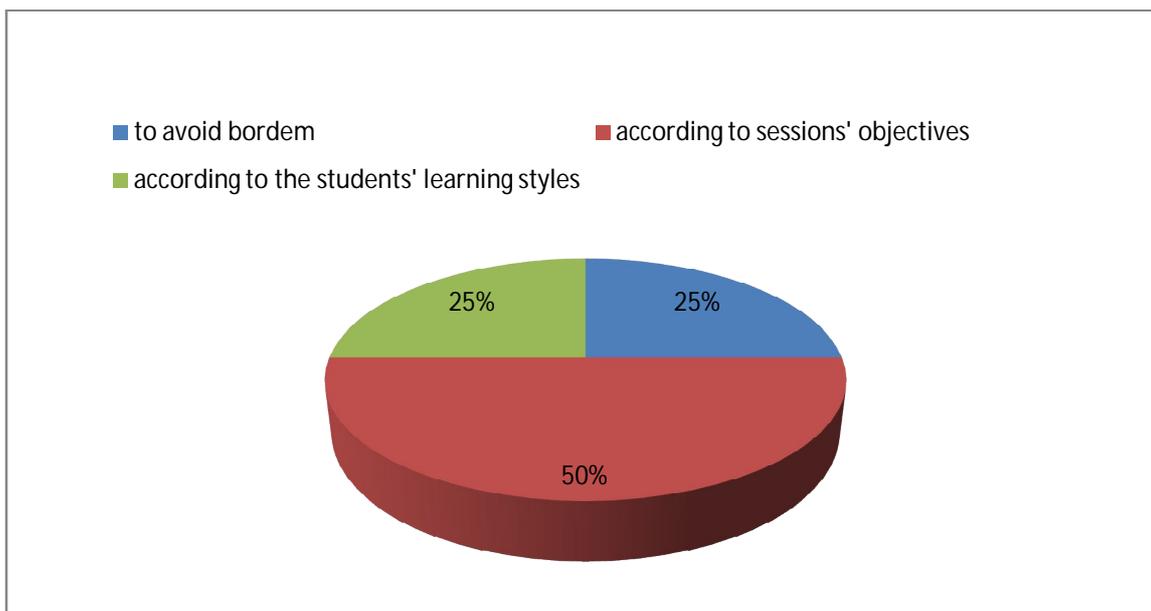
The following table suggests some ways of how the interviewed teachers share enthusiasm and motivate their students.

<b>Answers</b>	<b>Number</b>	<b>%</b>
<b>To be more interactive with my students and get closer to students' interests</b>	<b>2</b>	<b>50%</b>
<b>Motivate students and engage them in different activities</b>	<b>2</b>	<b>50%</b>
<b>Using humor</b>	<b>1</b>	<b>25%</b>
<b>Depends on the group members</b>	<b>1</b>	<b>25%</b>

**Table 7 Teachers' Ways of Sharing Enthusiasm**

- **Question Four: Do you vary the activities you use on each session? Explain how.**

The four teachers answered with yes. Some reasons will be shown on Figure 13.



**Figure 13 the Basic on Which Teachers' Vary Their Activities**

A competent teacher will vary the activities chosen to his oral class. Firstly to avoid boredom which is the most inconvenient factor that affects students. in addition to taking into consideration the different students' learning styles and adjust the activities to what suits the students better .

- **Section Three: Correction of students' mistakes**
- **Question One: What is the best way of dealing with students' mistakes without demotivating them?**

The answer	Number	%
<b>Discuss it using encouraging expressions</b>	<b>3</b>	<b>75%</b>
<b>Use friendly tone while correcting a mistake</b>	<b>1</b>	<b>25%</b>
<b>Avoid blaming the student in front of his peers</b>	<b>2</b>	<b>50%</b>

**Table 8 Teachers' Ways to Correct Students' Mistakes**

The way teachers correct students' mistakes is important in order not to discourage them and make them more shy and stressed to express themselves . The image that a teacher should build on the brain of his students is that it is fine to make mistakes and the more you practice language and make mistakes the more you learn faster. As the most of

teachers agreed, discussing the mistake with the learner, using encouraging expressions, is a good attempt to apply.

- **Question Two: Do you consider your students’ self esteem while correcting their mistakes and how?**

All of the interviewed teachers confirmed that they do take into consideration the students’ self esteem while correcting their mistakes. Beside the numerous factors that contribute in the students self esteem, educators should be cooperative and intelligent while correcting the learners’ mistakes without frustrating them.

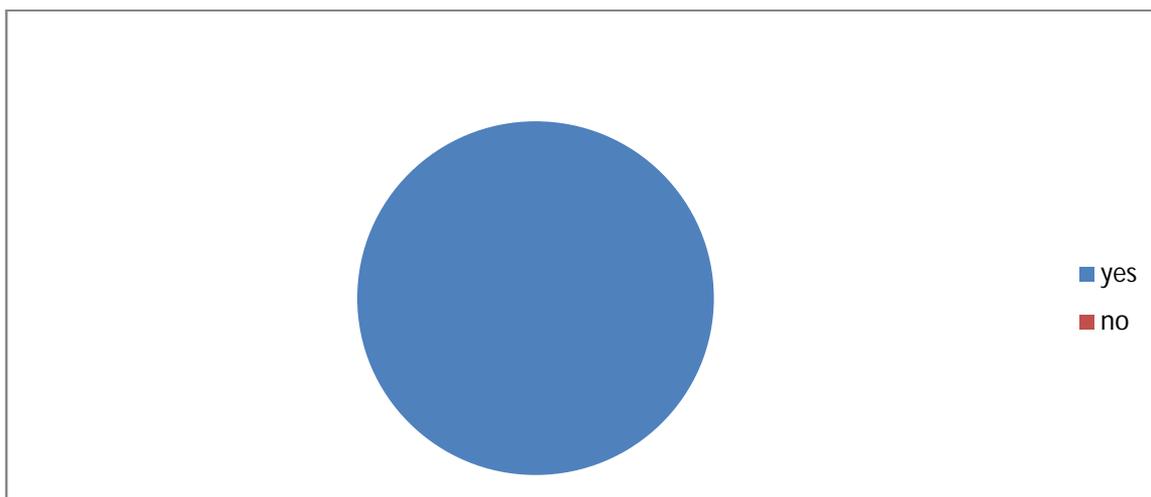
The following table will show how the interviewed teachers try not to decrease the level of students’ self esteem.

<b>The answer</b>	<b>Number</b>	<b>%</b>
<b>Share the idea of ‘making mistakes is a part of the learning process’</b>	<b>3</b>	<b>75%</b>
<b>React more positively and in a friendly way</b>	<b>2</b>	<b>50%</b>
<b>Tolerating some mistakes</b>	<b>1</b>	<b>25%</b>

**Table 9 Teachers' Attempts to Avoid Discouraging Students While Correcting Mistakes**

The best way to create a dynamic environment inside classroom is to share the idea that making mistake is acceptable. A teacher have to show that he understands that while performing orally , due to several reasons , the student may make mistakes and be unaware of it , especially while facing a large number of peers . Being a constructive teacher will help students to progress better in performing orally, and through time and practice, the student will be more used to perform in front of any one.

- **Question Three: Do you believe that the teachers’ method can effect students’ oral engagement?**

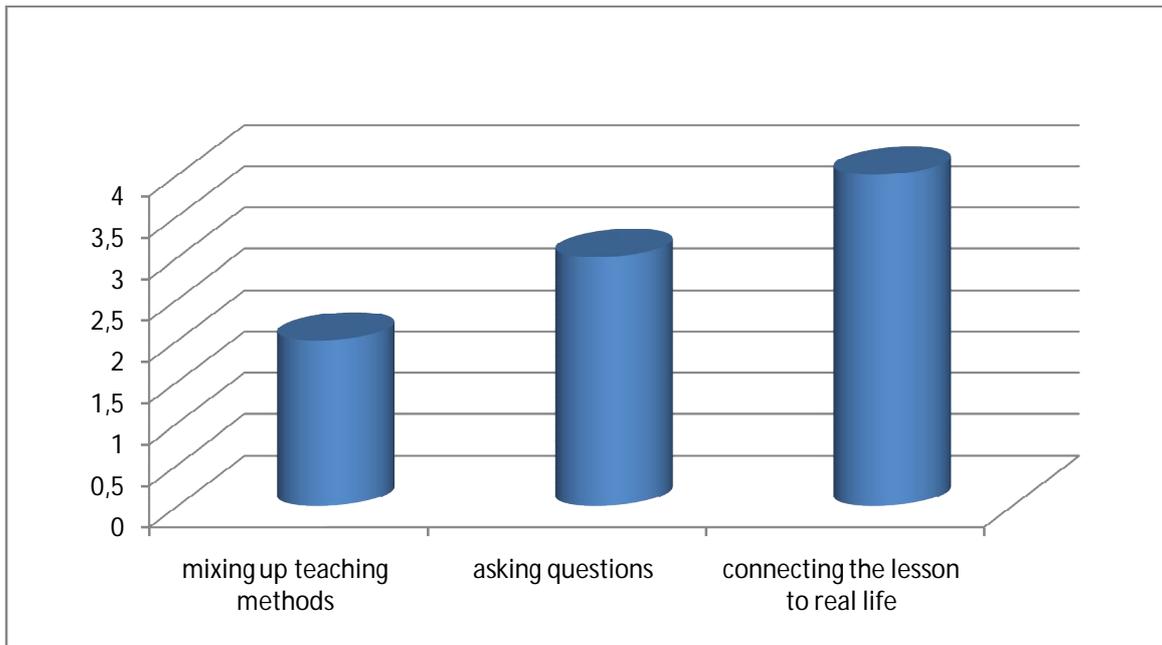


**Figure 14 Teachers' Opinion about the Effect of the Teaching Method**

Another factor that affects students' oral engagement is the teaching method. The teacher should play many roles during the learning process, once a motivator, once an assessor or a controller ; sometimes applying the student-centered approach rather than being the one who pour information on students brains .The variation of the teaching methods will help in involving students and create an active classroom even students will attend more the session .

- **Section four: Teachers' Strategies**
- **Question One: What ways do you use to involve students in the lesson?**

The four teachers agreed that connecting the lesson to real life is a good way to involve students in the lesson. Attracting students' attention is a hard responsibility for teachers; however, relating the lesson to real life may help making the content more familiar and easier to understand. In other words, choosing tasks in which their content or sentences are inspired from a personal experience for example.

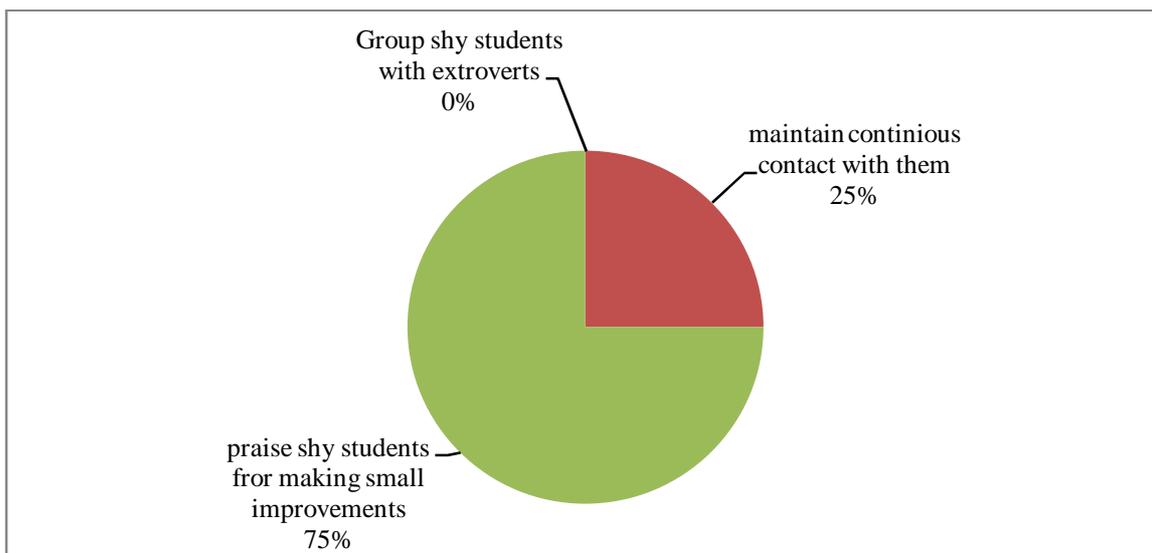


**Figure 15 Teachers' Ways of Involving Students' in the Lesson**

- **Question Two: How do you deal with shy students?**

Among the three given options, teachers agree that praising the shy students for making small improvement is the best way; they represent 75% (3 teachers). One teacher chose to maintain continuous contact with shy students.

Shy students are easy to deal with when they are not in front of people (classmates). On this perception, it is constructive to encourage them in front their peers and try not to make them more nervous. Ignoring them is a bad idea, because they will not show any progress. Teachers should at least make a friendly eye contact with them to make them feel comfort, and involve them from time to time on different simple tasks, through time they will get used to show themselves by their own.



**Figure 16 Teachers' Ways of Dealing with Shy Students**

- **Question Three: Do you believe that you should build a good relationship with your students? If yes how do you establish such relationship?**

All teachers agreed that good relationship should be built. The ways how they establish such relationship is shown as follows in table 10:

The answer	Number	%
Providing a comfortable atmosphere	2	50%
Being friendly	4	100%
Using humor	3	75%
Believing in their capacities	2	50%
Encouraging them	3	75%

**Table 10 Teachers' Suggestions Concerning Building a Good Relationship with Students**

A good relationship is like a bridge between the learner progress and the aimed objectives of the teacher. Spreading mutual connections between the student and his teacher will help in engaging better the learner , otherwise , being a hard teacher to deal with , will be like a obstacle which will have negative outcomes later .

- **Question Four: How do you make the classroom environment a safe learning environment?**

Concerning this question, each teacher gave his own ways on achieving such goal. EFL learners should feel that their needs are taken into consideration and by the end of the learning process; they will notice that it was beneficial for them and they have made a noticeable progress. Table 11 shows the different ways that teachers use in order to provide comfort to students:

<b>The answer</b>	<b>Number</b>	<b>%</b>
<b>Focus on developing the learner centered class</b>	<b>1</b>	<b>25%</b>
<b>Make appropriate interactions all over the classroom</b>	<b>3</b>	<b>75%</b>
<b>Embracing students' mistakes</b>	<b>2</b>	<b>50%</b>

**Table 11 Teachers' Options for Providing Safe Environment**

#### **II.2.4. Discussion of teachers' interview' results**

Through the data gathered and analyzed we revealed the following notes:

- Teachers relay more on debates and discussions because those latter make the student independent by express his point of view freely. Also they prefer to allow students to choose whatever topic they want in order to boost their self confidence and push them to talk about something that they already own a well back ground in.
- Teachers insist on sharing the concept that making mistakes is a part of the learning process, they use different strategies in order not to demotivate students.

#### **II.3. Pedagogical implications**

We emphasized on chapter one that promoting a supportive teacher-learner relationship is an important factor for effecting students oral engagement. On this section, we attempt to suggest some pedagogical implications that will contribute on the development of students' oral skills.

First, sharing positive vibes and sociable environment can reinforce the learners will to speak about the psychological problems they are facing and it makes them more comfortable to speak up bravely.

Secondly, teachers who work on being more cordial with students and be a little more close to them, can help to break the ice between shy students and the teacher. For instance

talking about their hobbies, after school activities ... In this way, students will forget about how shy or stressed they are, and start engaging themselves slowly.

Thirdly, supporting students through praising them for being productive can help them in developing more their skills. In addition to effecting the psychological and the mental side of the student, the teacher must show how glad he is that his learner, for example, knew how to use the correct grammatical rule or the right punctuation for that sentence.

Forth, to decrease the level of hesitation and stress, engaging learners in small groups to discuss topics with their mates, is a bright way to get rid of most of the problems that prevent the progress of learners. Isolation is the nearest image of how a learner is shy and stressed, yet, by sharing the sense of belongingness will facilitate the involvement with other mates.

### **Limitations of the study**

Because of the pandemic of Covid-19, we were supposed to enrich this study with more reliable data using another tool of investigation, which is classroom observation. Unfortunately, Universities were closed so we were not really able to get in touch with the students during their oral session to see closely how could the teacher effect their engagement.

Also because of this pandemic, we were obliged to conduct an on line questionnaire and on line interview which were planned to be face to face with each teacher.

### **Conclusion**

After what have been discussed in this chapter and the data gathered from both the questionnaire and the interview, we figured out that teachers' rapport with students does really have an impact on students' oral engagement. The learning process may be affected by several factors but a great responsibility falls on teachers' shoulders. Teachers' are aware of the necessity to vary their teaching methods and interact more with students- taking into consideration their different types- so as to involve them better on the learning process.

In addition, the good qualities that a teacher possesses should be used for the benefit of students by providing a non-threatening environment which will increase the willing to participate.

## **General Conclusion**

The following essay is an attempt to evident the relationship between teachers' rapport and students' oral engagement. As it is shown, being a supportive teacher with students has a crucial effect on the environment of the classroom, thus; enhancing students' performance orally. In addition to the several other factors that must be taken into consideration, the non-threatening environment provided by the teacher and the empathic relationship established. And that what allow the enthusiastic spirit to be shared between the teacher and his student. It is common that students' consider their teachers as supporter and motivator to improve their oral engagement; they think that setting a good relationship with their teachers will boost them and help them in being more comfortable during performing orally.

The first chapter was devoted to review some of the previous literature about the two variables, teachers' rapport and students' oral engagement. On the other hand, the second chapter was about the practical investigation to obtain qualitative and quantitative data to confirm or neglect the hypotheses mentioned earlier. The data was gathered on line with the contribution of first year students and oral expression teachers of Mohamed Khider Biskra University.

From the data obtained show that teachers' are aware of their role and the impact they leave in students .In other words, teacher' attitudes and behaviors inside the classroom is a significant factor to enhance or worsen students' oral engagement.

To cut a long story short, we mention that this research reinforced the hypothesis that was stated earlier that teachers' rapport with students has an influence on enhancing students' oral engagement. Concerning the third hypothesis, which claims that it depends on students' self confidence no matter how the teacher behaves; is a rejected hypothesis. The teacher is like the dynamic engine that controls the atmosphere of the classroom and if a student participates very often without receiving the needed attention and motivation from his teacher, he will be definitely discouraged and uninvolved.

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## Appendices

### Appendix One

#### The Questionnaire

Dear Students,

This questionnaire is a part of a study being conducted for the purpose of investigation the impact of teachers' rapport in elevating and enhancing students' oral engagement you are kindly requested to answer this questionnaire to help in enriching the research paper. All information provided will be kept strictly confidential. Your participation is highly appreciated.

Teachers' rapport is simply the relationship between the student and his teacher, which is controlled by teachers' behaviors and reactions.

#### Section one: General Information

Q1 - Was your choice in learning English

Your personal choice

Your parents' choice

Q2 - how do you find learning English (you can tick more than one)

- Easy
- Difficult
- Boring
- Amusing /fun

#### Section two: Students' oral engagement

Q1- answer the following statements with yes or no

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 1. Do you take into consideration what others say about your oral performance?                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you think yourself capable of handling any unexpected situation during oral expression session | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you compare yourself to other classmates in oral expression sessions?                          | <input type="checkbox"/> | <input type="checkbox"/> |

Q2-Do you feel that your oral expression teacher has a big influence on your engagement (answer briefly with justification please)

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

Q3-Answer these statements:

I hesitate when answering orally

Not at all          a little bit          Very much          Extremely

I start to panic when I have to speak without preparation in a language class

Not at all          a little bit          Very much          Extremely

I am worried about what my colleagues think of me

Not at all          a little bit          Very much          Extremely

Q4 - among the following list of adjectives, which of the following describes your attitude while performing orally? You can tick more than one answer

- Timid /shy
- Involved/ engaged
- Hesitant
- Fearful
- Motivated
- Discouraged

**Section Three : Teachers' rapport**

Q1-How does your oral expression teacher Deal with your mistakes

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

Q2- Answer with yes or no.

	Yes	No
1. Does your teacher consider shy students?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does your teacher give you time to think about your answers	<input type="checkbox"/>	<input type="checkbox"/>
3. Does your teacher vary oral activities that help non active students to participate?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does your teacher provide you with different activities which correspond to your learning style?	<input type="checkbox"/>	<input type="checkbox"/>

5. Do you think that your oral expression teacher provides a non-threatening environment for better learning?

Q3-What kind activities does your teacher of oral expression provide in his/ her session

- Role plays
- Debates
- Interview/Dialogues

Others .....

Q4-What are the good qualities that you like in your oral expression teacher?

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

Thanks for your cooperation

## Appendix two

### The Interview

Greetings,

Because of the current situation, I am obliged to conduct an online interview in the form of an online questionnaire.

First of all, I am Djouama Amani , A master two Student at Mohamed khider –Biskra university . I am working on a thesis titled The Impact of Teachers’ Rapport in Enhancing Students’ Oral Engagement.

You are kindly requested to answer the following questions, feel free and put in mind that all information provided will surely be secretly kept private.

#### I- general information

How long have you been teaching English and Oral expression module in particular?

#### II- Types of Activities

Q1-What, to your mind, are the most convenient communicative activities to enhance students’ oral engagement? Justify (you can choose more than one)

- Discussions
- Presentations
- Debates
- Role plays

Others .....

Q2-What topics, to your mind, are the most influential when it comes to boosting learners’ self confidence which will help them to talk freely?

- Funny topics
- Psychological Topics
- Talking about the current news
- The learners’ choice

Others .....

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

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

Q4-Do you vary the activities you use on each session? Explain how

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

**III- Correction of students' mistakes**

Q1-What is the best way of dealing with students' mistakes without demotivating them

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

Q2-Do you consider your students' self esteem while correcting their mistakes , how ?

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

Q3-Do you believe that the teachers' method can effect students' oral engagement?

Yes  No

**IV- Teachers' strategies**

Q1-What ways you use to involve students in the lesson? (You can choose more than one answer)

- Mixing up teaching methods
- Asking questions
- Connecting the lesson to real life
- Others .....

Q2-How do you deal with shy students?

- Group shy learners with extrovert ones
- Maintain continuous contact with them
- Praise the student for making small improvements
- Others .....

Q3- Do you believe you should build a good relationship with your students? If yes how do you establish such relationship?

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

Q4-How do you make the classroom environment a safe learning environment?

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