

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research**

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Faculty of Foreign Languages

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**The Impact of Dominant Students over the Classroom
Management in Learning English as a Foreign Language
The Case of First Year Master Students of Didactics and Foreign
Languages at University of Mostaganem
2018 - 2019**

**Dissertation Submitted in Partial Fulfillment for the Degree of Master in
Didactics and Foreign Languages**

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Academic Year: 2018-2019

Dedications

I dedicate this work to

My parents

My lovely sisters and brothers

The memory of my grand mother

My roommate, all my classmates and my friends

All of those who have helped me.

Acknowledgements

This work would never be accomplished without the strength and ability that the Allah Almighty had given me

I would like also to express my deep gratitude to my supervisor Miss Bellal, for her knowledge support and guidance.

I would also express my thanks to the members of the jury for having accepted to read my work and being part of my committee.

My deep appreciation goes to my family members and my friends; especially my lovely friend Houda who has supported me from the first until the last step.

Abstract

The current study aims to investigate the impact of dominant students over classroom management in terms of participation in learning English as a foreign language. The main problem of this research is to ensure that there is an inequality between students' participation in the classroom. It deals with the case of Master one Didactics and Foreign Languages for the academic year 2018-2019 at Mostaganem University. In order to test our hypotheses, we have used two questionnaires for both EFL teachers and learners. The data collected from the instruments used that were based on quantitative and qualitative methods indicates that there are inequalities between students in participation in terms of the amount of talk and opportunities. Dominant learners are more competent to grab the floor in the classroom discussions and activities. Moreover, they are frequently volunteer to answer the teachers' questions. Those members who talk more than others can reduce others students' opportunities and affect the psychological side of the rest students.

Key words: Classroom Management, Speaking Skill, Classroom Participation, Dominant Students.

List of Abbreviations

EFL: English as Foreign Language

M1: Master One

N: Number

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General Introduction

One of the central aims of the English language teachers is to empower students' participation in the learning process and enhance their speaking ability in order to encourage them to communicate in the target language both inside and outside the classroom. Therefore, it is necessary for them to use motivational strategies and effective techniques that promote equal participation for students in which all of them have the same amount of talk.

Based on the experiences gathered through my learning process, I noticed that there is non-equivalence in the students' participation in our classes; some students used to participate enthusiastically while others did not. I was one of the passive students who were influenced by the dominant students. During all lectures, there existed two or three students who dominated the discussions and actively participated whereas the rest were silent and quiet. They seemed to be passive and unmotivated.

Walking into any classroom, there may exist few of learners who attempt to grab the floor and teachers' attention, they get more opportunities than others. This phenomenon can have an impact in the classroom participation and create non-equivalence among students in terms of the amount of talk and opportunities. Our topic is "The Impact of Dominant Students over the Classroom Management in Learning English as a Foreign Language". The case study concerns Master One Didactics of Foreign Languages at Mostaganem University 2018-2019.

Dealing with this research work, I attempt to shed light on the strategies applied by EFL teachers to promote equal participation in which all students are involved in the classroom participation and discussions. In order to ensure if there are inequalities in the classroom participation among students, it is necessary to raise the following questions:

How do dominant students affect the classroom management in terms of participation?

Why do not passive students take part in discussions? And how can EFL teachers be helpful and fair in offering equal opportunities for all students?

We hypothesize that the passive students may feel uncomfortable when the dominant students are the most vocal and usually receive the most attention. The passive students may hesitate to participate in the discussions because of the existence of inequalities in classroom participation and their limited English ability.

To investigate the impact of dominant students over the classroom management in terms of participation, we choose a questionnaire as a methodology tool for collecting data that are based on quantitative and qualitative methods.

In order to ensure to what extent the hypotheses are true, we choose the population randomly in which we direct two questionnaires for both EFL teachers and students of Abdel Hamid Ibn Badis University. The questionnaires attempt to ensure if there is an inequality between students in classroom participation.

The current research consists of three chapters. The first chapter is meant to provide a general overview about classroom management, speaking skill, classroom participation and its difficulties. After that we define dominant students, its figures and their drawbacks. The second chapter attempts to enlighten the research methodology section, a research question and the initial hypothesis, objectives of the study, a description of research, the participants, the population, and the research instruments. The third chapter is devoted for the analysis of the findings obtained through the questionnaires administered to both teachers and students. The chapter ends with some recommendations and suggestions for EFLteachers.

Chapter One: EFL Classroom Participation and Students' Difficulties

Introduction

It is believed that successful classroom management is closely related to effective instruction that is provided by the teacher, it means that the tutor must try to develop students' learning as well as minimizing inappropriate students' behavior; s/he or enhances students' participation in a relaxed atmosphere.

This chapter is devoted to clarify EFL classroom participation, it starts with a brief definition of classroom management, and then we move to identify the speaking skill; its definition and activities used in the classroom. After that, we present a definition of classroom participation, its characteristics and its significance then we define dominant students, its characteristics and drawbacks.

1.1. Classroom Management

Classroom management is an important aspect in the teaching and learning environment. Moreover, the classroom has to be well organized and structured in a way to facilitate different types of teaching and learning. Managing the classroom is not an easy task, teachers need to consider several things such as the learners' development level, the learning and physical environment, rules and procedures.

Classroom management is considered as a mean to maximize student's learning. It is one of the most important role plays by the teachers. According to Everston and Weinstein (2006) "*classroom management is action teachers to create a supportive environment for academic and social-emotional learning of students*" (p.4-5). He believed that the teachers have responsibility to create a positive environment to facilitate the learning process of their students.

Another definition proposed by Farris (1999) defined classroom management as "*includes time management, student involvement, student engagement, and classroom communication*" (p.372); The classroom management requires multitasking such as: firstly, time management is a crucial component of effective classroom. Secondly, involvement is another important form of classroom management which means students participation and interaction in the classroom to indicate that they are actually learning and paying attention. Thirdly, the teachers need to engage their learners in constructing knowledge. Finally, communication is a basic component of classroom management which requires students to speak and interact.

“Classroom management is the process of organizing and conducting a classroom in a way that results in maximum student learning ... (preventing) distraction and disturbances” Callahan et al (1995, p. 209). In order to manage well classrooms the teachers have to understand what kind of organization reform needs to be done in the classroom setting in which teachers should be focused on minimizing an inappropriate students' behavior and fostering an environment where students can learn.

The objectives of classroom management are:

a- To create and maintain a positive learning environment.

An effective classroom management is to maintain student's interest, motivation and involvement. Thus, the focus is on activities that create a positive, productive and facilitative a learning environment.

b- To support and foster a safe classroom community.

Another goal of classroom management is to support and foster a safe classroom community. It means that each student needs to feel comfortable enough to discuss their previous understanding without fear of being ridiculed. Thus, the focus is to reduce distractions and foster a respect.

Classroom management refers to the general daily maintenance of class. Moreover, it creates an encouraging environment for productive learning. Martin and Sass (2010) claimed that managing the classroom has an influence on students' outcomes, because well- managed classrooms increase students' learning level and their ability to become active participated inside the classroom. However, the lack of effective classroom management has a negative impact on student's participation.

2.1. Speaking Skill Definition

Speaking is regarded as a crucial part of foreign language learning and teaching, it is a means through which students can exchange their knowledge, ideas, points of view, and experiences. This productive skill aims at developing learners' abilities in producing oral discourse and right meanings that can be understood by the listener. According to the Oxford Dictionary of current English (2009): “*speaking means the action of conveying information or expressing one's thought and feeling in a spoken language*” . Brown (1994) and Burns &

Joyce (1997) defined speaking as “*an interactive process of constructing meaning that involves producing and receiving and processing information*”.

Briefly, the speaking skill is one of the four important language skills. However, it is considered one of the most difficult aspects of language learning, many language learners find difficulties to master it. So, learners should have enough English speaking ability in order to communicate easily and effectively with other people. Many learners practice the speaking skill through participation.

3.1. Speaking Activities

Since the ability to speak well in the target language is an important goal for many learners, many English language teachers in EFL classroom environments encourage their learners to speak from making conversations, discussions, questions, exercises, and oral presentations that offers much opportunities for students to use the target language in order to develop their speaking ability.

The authors Lindsay and Paul (p.61) view:

“speaking activities that concentrate on getting learners to produce sounds, phrases, or grammar structure range from activities which are controlled by teacher to achieve where the learners have more freedom to choose the language they use controlled activities generally focus on the learners producing language accurately, while less controlled activities focus on developing the learners knowledge”.

The Speaking skill requires learners more than knowing the grammar and pronunciation rules, it also invites them to be aware of using language in a real context.

Teachers should include a variety of language learning activities to allow learners do well and achieve success.

1.3.1. Discussion

Discussion is described as a conversation that gives students much opportunity to participate in the classroom; it is based on a particular chosen topic to be discussed by students. Furthermore, discussion is an exchange of thoughts, experiences, and feelings about different issues. Hedge (2000, p.277) claims that: *“free discussion activities will involve students in talking about a range of topics. As result, teachers should pay attention to bring interesting and not limit their students”*.

Discussion is a beneficial and useful mean of engaging students in their own learning, it also foster them to use their critical thinking and provide them with voice through which they are able to express their own decisions and disagreements on certain topics. Wade (1994) stated that: *“class discussion happens when almost all students are engaged and interested, learning and listening attentively to their classmates”*.

2.3.1. Oral Presentation

The concept of oral presentation refers to the discussion about a particular topic provided by the teachers or selected by the learners to present it in front of the other classmates, at the same moment the audience is supposed to listen attentively and take notes. This activity aims to enhance the learners speaking skill. According to King (2002) *“students give an oral presentation in front of the class is one of the activities that learners have and it is included in the lessons to improve the student’s proficiency level”* (p.401)

Girard, Pinar and Trapp (2011) stated that oral presentation has an effect on students’ interaction and participation in which it increases student’s interest and motivation during the learning process. Brooks and Wilson (2014) say that fostering presentation by teachers can improve the students’ speaking ability. Furthermore, oral presentation is a beneficial way that encourages students to speak in front of other classmates with a high level of self-confidence.

3.3.1. Role Play

Students benefit from a role play activity since it fosters the creativity and imagination of the learners. In role play activity, students are expected to act as character; it is a kind of drama in which it creates an enjoyable atmosphere and help students to use language fluently. This activity can be performed in pairs or groups. Penny(2000) supported this view and he said that *“role play is used to refer to all sorts of activities where learners imagine themselves*

in a situation outside the classroom sometimes playing the role of someone other themselves and using the language appropriate to this new context” (p.131)

4.3.1. Questionnaires

Classroom questions are helpful for teachers to manage the class, engage students with the content, and encourage participation, to refresh students' prior knowledge and check their understanding via using the concept of checking questions, (Adaba. H.W, 2017).

5.3.1. Information Gap

It is an enjoyable activity for the learners in which they are expected to work in pairs. One student will have the information that others do not know and the partners will share their information. Ozsevik (2010) supported this idea; he said that *“If Students can be involved in information gap activities in order to exchange unknown information in language classrooms, more authentic communication is likely to occur in the classroom. By doing so, they will draw available vocabulary, grammar and communication strategies to complete a task” (p.41)*. this activity offers many values such as: solving problems or collecting information.

6.3.1. Reporting

This activity requires the learners to read a magazine or newspaper before coming to the class. In the classroom, each student is proposed to report to their friends what they have found as the most interesting news. It is an effective way of getting students to produce the language in a real life context.

4.1. Classroom Participation

Defining the concept “Classroom Participation” implies each term independently. The word classroom is considered as the primary situation in which the educators and the students have the opportunity to use the target language. While the term participation means the state of taking part in classroom activities or lessons between teachers and learners.

According to Lee (2005) *“participation usually means student speaking in the class which consists of answering and asking questions, make comments, and join in discussions”*. Dancer and Kmvounias (2005) agreed that *“participation can be seen as an active engagement process which can be stored into five categories: preparation, contribution to discussion, group skills and attendance” (p. 187)*.

To sum up, participation is a face to face verbal interaction which is present day in every the classroom setting, it allows students on the one hand to respond to the teachers' questions, express themselves, give opinions, comment and suggest. On the other hand, students should take notes to indicate that they pay attention and voluntarily have to put up their hands to ask or answer the question and share ideas.

1.4.1. Types of Participation

According to Sayadi (2007), there are two types of class room participation which are: Verbal Participation it is sharing of information ideas and opinions by using the spoken words, it requires learners to speak, answer and ask questions or give comments and views during the teaching and learning sessions. While Non-verbal Participation is considered to be the body movement which includes learner's behavior or actions such as: paying attention, making eye contact, and raising their hands.

2.4.1. Characteristics of Participation

1.2.4.1. Accuracy

One of the main characteristics of oral participation which focuses on grammatical correctness, accuracy requires the learners to know how to generate specific points such as: grammar, pronunciation, and vocabulary.

Goh and Burns (2012) stated that "*accuracy is speech where the message is communicated using correct grammar*" (p. 43). So to achieve the level of accuracy students are obliged to use the correct grammatical structure in their speech. A good speaker integrates between appropriate and comprehensive language and make their speech understood.

2.2.4.1. Fluency

Fluency is considered as a key component and an essential aspect of the speaking process that play a significant role in the speakers' capacity. Fluency is the ability to speak quickly and coherently without pauses, hesitation and repetition. Hedge (2000) described the fluent speaker as: "*it means responding coherently with the turns of conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation*" (p. 261). However, being a fluent speaker is a great challenge for English Foreign learners, speaking lengthily and coherently without pauses is difficult for

them, to sum up fluency is a necessary component for successful speaking that the learners should master through participation in the classroom tasks and activities.

3.4.1. The Importance of Participation

Participation is a productive work habit that plays an essential part in teaching process. It allows the students to express themselves openly and freely through producing a comprehensible output as a result of comprehensible input provided by teachers. Lui (2005) stated that "*participation usually means students speaking such as answering teachers or other student's questions and asking questions to get the better explanation and clarification*" (p. 16). Participation is considered as a key to foreign language learning, the development of English language can only be realized in the classroom participation in order to make sure that students acquire knowledge and help them to get a good score in class. Through participation, students will learn how to think critically. According to Lui "*participation is a verbal interaction that offers language learners the opportunity to follow up on new words and structures to which they have been exposed during language lessons and to practice them in context*" (ibid, p. 18)

In general, participation in a foreign language classroom assumes as a crucial role in developing the students language used and it figures out what learning opportunities are. Hence, students can only learn best when they are actively participating in the learning process through the practice of daily activities and tasks.

In spite of classroom participation promotes positive energy in classrooms, maintaining student's interest and persistence, increase their motivation to become more productive and it helps them to become autonomous learners.

5.1. Factors Affecting EFL Students' Participation

Classroom participation is an important figure in teaching and learning foreign languages. Many EFL teachers hope to have an active classroom participation in which learners are actively engaged however the majority of students have less participation during the learning sessions. Being passive in everyday activities leads to poor participation and can be due to many factors.

1.5.1. Lack of Vocabulary

This problem is related to foreign language learners when they are asked to answer teacher questions in speaking activities, they take time to think and they get the idea but it seems very difficult to them to choose the necessary vocabulary and find the appropriate words to express their thought freely and clearly. Thornbury (2005) claimed: "*Spoken a language also has a relatively high proportion of words and expressions*" (p. 22) Lack of vocabulary is mainly due to their inadequate mastery of English language. Therefore, students who have low English proficiency do not tend to participate in order to not appear foolish in front of their teacher and their classmates.

2.5.1. Fear of Making Mistakes and Negative Evaluation

Fear of making mistakes and negative evaluation from teacher and classmates are serious problems that prevent the students' willingness to participate. Moreover, those factors make students hesitate and feel inadequate to speak in front of the whole class. As UR penny (2000) confirmed that "*learners are often inhibited about trying to say things in a foreign language classroom in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of attention that their speech attracts*" (p.111) Due to the low English ability and fear of being criticized by teachers and peers students prefer to keep silent in order not to be too embarrassed in front of others.

3.5.1. Nothing to Say

This problem is revealed more when students with low English ability are asked to respond to teachers' questions; they usually use the common expressions which are "I do not know", "I have nothing to say". Hence, they prefer to keep silent during the speaking activities. This issue is mainly due to the fear of making mistakes or lack of self confidence.

4.5.1. Language Anxiety

Anxiety is the major element that affects learners speaking ability; it refers to the negative feelings. Scovel (1978) defined anxiety as: "*it is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry*" (p. 134). Anxiety prevents learners to express themselves or sharing their ideas in public. In addition, anxious students usually feel embarrassed to give wrong answers because they think that others will know their weakness.

Hence, students with speaking anxiety choose to keep silent rather than raise their hands and answering questions wrongly and be an object of ridicule.

5.5.1. Lack of Motivation

Motivation is described as a basic element that drives learners for success; it appeared when EFL learners show interest and a high level of persistence toward language learning. Furthermore, it is the key term that helps the teachers to have successful participation which facilitates the learners' achievement. According to Dornyei (2011) "*without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any real useful language*" (p. 05). Hence, lack of motivation is a serious problem for EFL learners in which it creates negative impact on learning and reduces students' participation.

6.5.1. Low Uneven Participation

In foreign language classroom, students do not demonstrate successful participation while only few of them dominate the instructional process. In other words, there is un-equivalence within students' participation where some students may seem dominating the class and they spend much time participating without giving their classmates the floor to do so (Ur, 2000). However, others do not raise their hands, because they do not have the correct answer, and the rest prefer to be quiet all the time. Thus, the quantity of time that is given to each student can influence students' participation, so teachers should be fair in offering equal opportunities for their learners.

The few students who dominate the classroom talk are known as dominant students, they are considered as an obstacle in the classroom participation. This point is will explained and discussed in details in the next paragraph.

6.1.Dominant Students

The term dominant students is concerned with the few students who dominate most of time the classroom talk, they are grabbing the floor, more likely to get the attention of the teacher by speaking out answers and raising their hands earlier. They seem relatively better at elaborative talk and these students are more competent to achieve the dominance in the classroom discussion. In others words, their participation seem frequently, measured in terms of turn- taking and turn-length (Coates, 2004).

- a- Turn-taking

Stenström describes the turn-taking as “*speech exchange system that refers to the allocation of a next turn*” (1994, p.696). Generally, the idea of turn-taking relies on the organization of talk which focuses on the distribution of opportunities for students to speak turn by turn and moving from one speaker to another.

b- Turn-length

According to Oreström (1983), turn-length is “*is the continuous period of time during which a person is talking*” (p. 23). This means that the concept of turn-length is concerned with the speaker’s talking time while, s/ he are expressing their ideas and opinions.

1.6.1. Characteristics of Dominant Students

The dominant learners have various characteristics that distinguish them from others, among these points are stated:

- a. Brave to answer the questions and speak so long
- b. Advocated to raise their hands and come to the front voluntarily
- c. Discuss the learning topic actively
- d. Ready to follow the instruction
- e. Gives relevant comment
- f. Ready to cooperate during group activities
- g. Brave to present their own work in front of the whole class
- h. They are enthusiastic to prove that they have mastered every subject.
- i. They have a habit of speaking up anyway or cutting off other student’s opinions even the teacher does not call them.

2.6.1. Managing Classroom Participation for Practicing the Speaking Skill

It is important for language teachers to be conscious in managing the classroom participation in order to have successful participation and engaging all students. The management of participation is a complex task for the teachers and requires them to take into consideration multiple things. According to Allwright and Bailey (1991), creating successful participation requires the teacher to manage some factors that are listed in the form of five questions which are given in the classroom. The first question is “who gets to speak”, this means the students’ turn distribution. The second question is “what do they talk about”, it is based on the topic of the discussion. Then, the third question is related to the students’ task in

the classroom seating such as: what does each learners do with the various opportunities to speak. Moreover, the fourth question which is “what sort of atmosphere is created” it is linked to the context that is promoted by the instructor. Whereas, the last question is “what accent, dialect or language is used”.

In EFL classroom setting, teacher plays a crucial role and has different responsibilities; he is the main responsible in the teaching and learning processes. Harmer (2001) in his book summarizes the most important roles that the teacher can play in the classroom, among those responsibilities; teachers can act as controllers of information who transmit the knowledge from themselves to their students. Teacher controls the rate in which activities and tasks run smoothly and properly. Also the teacher can play the role of a promoter, it is so necessary for the teacher to help their learners to think creatively when they want to participate. Teachers also take greater responsibilities when he acts as an organizer, this role is played more when the learners dealing with group and pair work, here the teacher should explain and clarify the instructions for their learners how and what they expect to do. They can also be regarded as assessor, the assessment of students' participation refers to the state in which the teacher assess the students work by providing them with a constructive feedback and correcting their mistakes in order to improve a feedback about teaching and learning activities. Generally, students' participation in classroom activities and discussions is considered to be a vital part of learners' development that helps to improve their performance and competence.

3.6.1. Watching Others Dominating the Classroom Talk

This phenomenon refers to the few students who frequently volunteer to answer the instructors' questions. It was observed that their hands seemed to be raised in every occasion; they always kept themselves as the centre of classroom debates and activities. Moreover, they are full of opinions and ideas and usually ready to speak, to answer both teachers' and students' questions, make comments, and they do not hesitate to ask for clarification when they are confused. They also tend to grab the floor and instructor's attention. Coates (2004) claims that “*the student is described as dominant one if s/he takes very long turn without concerning other speaker's right to talk*”(P.113). This means that students can be influenced by the amount of time and opportunities. Those members who talk more than others can reduce opportunities for other students to participate. According to Sandel, Silverberg and Hall (1996) “*Many teachers say that they call only on students who raise their hands, so as not to embarrass or cause discomfort to other students*”. They also claimed that “*Those who*

“speak freely assume those who are silent have nothing to say, and those who rein themselves in think the big talkers selfish and hoggish” (ibid, p.08).

As a result, this problem can disrupt classroom activities and may make other learners feel that they are marginalized, inferior, uncomfortable, and excluded; particularly in the classroom where their participation is not welcomed. In addition to that, the intimate relationship between teachers and the dominant students may affect others students in the classroom who may believe they are being treated unfairly because they are not getting as much attention in the classroom, if the instructions stand quietly and let the dominant ones speak so long, class would be over and no one else would have a chance to speak. In other words, the domination of minority students in the classroom talk leads the non participated ones see them as rude and aggressive. As result to this behaviour they may not be encouraged to participate in the next sessions. Furthermore, the feeling of isolation from other students is often expectable when the competition of dominate participants increase. This may inhibit other learners from participation and make them as passive listeners. In short, the non volunteered students may conclude that their lack of participation or inadequate participation originates from the minority dominants specially when they assert power and expect themselves to be treated as the more favourably than others. To conclude, the habit of calling on the first hand up often has a detrimental impact on the participation of those students who are less willing to speak. Therefore, the instructors should pay equal attention to this behaviour and offer equal opportunities to all members of the class in order to have proper participation.

Conclusion

As a conclusion to this chapter, one can deduce that successful participation is usually a good result of classroom management. We dealt with some definitions of concepts related to our research such as classroom management, speaking skill and its activities. Moreover we have mentioned the concept of classroom participation, its characteristics and its importance. In addition to that, we discussed some difficulties and problems that disrupt classroom activities in terms of participation. Thus, teachers should be conscious to solving those problems in order to promote equal and proper participation. The next chapter aims to examine if there are inequalities in classroom participation between students.

Chapter Two: Methodology and Data Collection

Introduction

The existing of inequalities in classroom participation between students can prevent students' willingness to participate. The present research is designed to investigate the impact of dominant students over the classroom management in terms of participation in learning English as a foreign language. This chapter has enlighten the research methodology section, a research questions and the initial hypothesis, objectives of the study, a description of research, the participants, the population, and the research instruments.

1.2. Research Methodology

1.1.2. Research Question

All classes may have problem with the minority of students dominating the classroom participation and the teachers' attention, these few students who frequently volunteered talk more than others and for long period of time, those few members can reduce students' opportunities to participate. These problems may be more serious and may impact other students' participation. In this sense, it is necessary to ask the following questions:

How do dominant students affect the classroom management in terms of participation?

Why do not passive students take part in discussion? And how can EFL teachers be helpful and fair in offering equal opportunities for all students?

2.1.2. Hypotheses

We hypothesize that the passive students may feel uncomfortable when the dominant students are the most vocal and usually receive the most attention. The passive students hesitate to participate because of the existence of inequalities and their limited English ability or miscomprehension of questions.

3.1.2. Objectives of Research Question

The purpose of this research is to find out if there are inequalities in classroom participation between students, to investigate the effect of dominant students on classroom management in terms of participation and to shed light on strategies applied by EFL teachers to promote equal participation. We have chosen Master one Didactics students at the

University of Abdlhamid Ibn Badis- Mostaganem from the department of English as a case study.

4.1.2. Types of Research Methodology

The term research is identified as the process of collecting data and gathering information for the purpose of solving problem or answering some questions needed. Both of research method and research methodology are necessary in the process of collecting data. The deference between method and methodology is that concept of method refers to the techniques and tools that are used in collecting data such as: interview and questionnaire. However, the concept of methodology refers to the approaches that support the research. In addition to that, methodology has a more philosophical view. (Blaxter Hughes and Tight 2006)

In the present research we choose the research method to explore the Impact of Dominant Students over the Classroom Management at University of Mostaganem.

In this research, we mixed between quantitative and qualitative research methods in order to gather information needed and test our hypotheses.

The quantitative methods emphasize objective measurement and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. Borg and Gall claimed (1989) “*Most quantitative research falls into two areas: studies that describe events and studies aimed at discovering inferences or casual relationships. Descriptive studies aim at finding out ‘ what is ’, so observational and survey methods are frequently used to collect descriptive data*”

There are different characteristics of quantitative research among those are:

- 1-Data is collected and analyzed in terms of number.
- 2-The use of charts and graphs to help the reader better understand data organization.
- 3-The use of statistics like: frequencies, average, and percentages to measure data.

Qualitative methods emphasize on the qualities of entities and on process and meaning that are not experimentally examined or measured. Bogdan and Biklen (1998) stated that “*Qualitative research is conducted in the natural world and uses multiple techniques that are interactive and holistic. It allows for the collection of data that is rich in description of*

people, the investigation of topics in context and understanding of behavior from the participants' own frame of reference”(p.10)

Briefly, the difference between quantitative and qualitative methods is that the former method is based on statistics whereas the latter is one based on the description of phenomena

5.1.2. Data Collection

Questionnaires and interviews are the most common methods used to collect data, in our study we choose questionnaire as methodology tool in order to obtain information needed and test our hypothesis.

The Questionnaire is a multiple of questions about specific topic needed to be answered by the respondents in order to confirm or disprove the hypothesis of the researcher. We have chosen the questionnaire as a methodology tool because it has many advantages such as:

- 1- It can be administered to large numbers in limited time
- 2- It helps to describe, compare and explain information easily
- 3- It gains time and efforts

2.2.The Setting

The setting for the current research was the Department of Foreign Languages at Abdelhamid Ibn Badis University of Mostaganem for the academic year 2018-2019. This research aims to investigate the impact of dominant students over the classroom management in learning English as a foreign language and the teacher's role to maintain an equal participation.

3.2. Population

1.3.2. Students

The population that we worked with to test our hypotheses represent Master one Didactics students of foreign languages at Mostaganem University of Abdelhamid Iben Badis. For the Academic year 2018-2019, the total number of M1 Didactics of Foreign languages is 40 students we have dealt with 30 students to be our sample, they were selected randomly. The sample was mixed levels and genders (9) males and (21) females and their ages ranged from (21) to (25) years old. In every day session they are asked to participate in the target language, participation has been a habitual work for them that require each member to speak,

share their ideas and opinions. The representative population is selected for two reasons: the first reason is that the field of didactics is concerned more with the domain of teaching and those students will be prepared to be future teachers and good managers. The second reason is that those learners are competent one against another to obtain the scholarship.

2.3.2. Teachers

The population of this study were English teachers in general at Mostaganem University; we dealt with a simple of 10 teachers, they were selected randomly. Their experiences vary from (4) to (20) as well as the teachers' questionnaire were addressed to both genders (1) male and (9) females. It is very crucial to gather the teachers' views and opinions in order to investigate the impact of the dominant students over the classroom management in terms of participation and how teachers can be faire in offering equal opportunities to all students.

4.2. The Description of Tool

The questionnaire is the main procedures used for gathering information in any research. In this study, we have used two questionnaires as methodology tools in order test our hypotheses, the tow questionnaire were given to EFL teachers and learners.

1.4.2. Students' Questionnaire

1.1.4.2. The Aim of the Students' Questionnaire

We designed this questionnaire to examine if the dominant students can prevent students' participation and if there are inequalities in classroom participation between them.

2.1.4.2. The Description of the Students' Questionnaire

This questionnaire is divided into three sections. Students' questionnaire contains (13) questions, classified into three sections, the first section is about personal information, the second section contains specific questions about participation in the classroom, and the third one is about dominant students and equal participation. The questionnaire is a combination between two types of questions: closed questions that need yes /no answer and open questions that need to justify and clarify your appropriate choice.

Section One: Personal Information

The students' questionnaire started with personal information, this section includes three questions from Q (1) – to Q (3).

Question (1) aims at identify the students' gender. Then, question (2) requires the respondents to mention their age. The question (3) enquires the respondents to say if they enjoy learning English or not.

Section Two: Participation in Classroom (Q1-Q9)

In section two, we addressed (8) questions in order to evaluate students' perception toward classroom participation and how they participate in the classroom in addition to the disruptive problem that prevent their participation.

The first question in this section (1) attempts at specify the respondents' level. Then the question (2) investigates to know how often the informants participate in the classroom, they have to put a tick in the right box that represents their answer and they had to explain their choice. Whereas question (3) aims to know whether the respondent' participation is voluntary or the teachers who asked them. Then, question (4) is stated to know the respondents view about how they find participation in their classroom, in these question students may have to choose more than one choice. In question (5) the respondents are asked to describe how they participate in the discussion, they had to select one choice instead of three followed by justification. Next, question (6) is proposed for informants to know about the most implemented speaking activities by their teacher. In question (7) the respondents are asked to describe the way they prefer to work in the speaking activities. Later, question (8) participant were asked to mention the reasons that make them hesitated to participate in this question students may have to choose more than one answer. In the last question (9) students were asked to clarify how they feel when they give oral presentation in front of the whole class, they had to select one answer instead of four options and then they had to justify their answer.

Section Three: Dominant Students and Classroom Participation (Q1-Q4)

The first question in this section (1) attempt to evaluate the students' attitudes toward the work of their teachers with the same members. The second question (2) is significant to know about the students' opinion if they worry when their classmates get more chances than them;

they had to tick one answer instead of four options. The third question (3) requires the students to indicate whether equal participation helps them to improve their speaking skill or not in the same time they had to justify their answer. Whereas, the fourth question (4) requires the respondents to state whether their teachers encourage equal participation in the classroom or not.

2.4.2. The Teachers' Questionnaire

1.2.4.2. The Aim of the Teachers' Questionnaire

The main purpose of this questionnaire is to search whether there are inequalities in classroom participation between students. It is very helpful to gather the teacher's views and opinions about the strategies that are used by them to achieve equal participation.

2.2.4.2. The Description of the Teachers' Questionnaire

The questionnaire consists of (13) questions. Its include combination between multiple-choice, closed- ended and open-ended questions. Multiple choice questions require teachers to tick one or two choices out of a set of options and in the closed ended they need to choose between "Yes" or "No" answers whereas in open questions the teachers are asked to respond freely according to their experience in teaching English as foreign language.

The first question in this section (1) attempts to identify teachers' gender. Then, in question (2) enquires about the number of years they have been teaching English. In question (3) teachers are asked to state how often their learners participate in the classroom session; they are asked to choose between three options. Later, in question (4) investigates to know whether the teachers prefer to work with voluntary or non-voluntary students or both of them. In question (5) teachers are asked to indicate the most preferable activities for their students. Then, in question (6) is proposed to know whether teachers focus on competence or performance in assessing speaking activities. Next, in question (7) requires teachers to state the difficulties that students face in while participating, and in question (8) investigates to know whether teachers encounter some difficulties in providing a well managed classroom or not and if 'yes' they had to specify their answer. The question (9) is stated to know whether have teachers two or three students with their hand up all the time. Then, question (10) is significant to know the teacher's opinion about whether the dominant students prevent the rest from participating effectively or not and if "Yes" they had to explain why. The question (11) requires the teachers to say if it is possible to maintain equal participation or no. In question

(12) teachers were asked to give their own ways and techniques that they use to achieve equal participation. The last question in this section attempts to know the teachers' views about to what extent non-equal participation affect students speaking ability.

5.2. Administration of the Questionnaires

The questionnaire had been administrated on 6th and 7th of May, 2019. Our current research contains two questionnaires for EFL teachers and learners; the student's questionnaire consists of 30 students whereas teacher's questionnaire includes 10 teachers. The questionnaire was presented in an embarrassed environment because of the students' manifestation and lack of attendance. This problem affects the process of our research. The questions were designed in a simple and clear way to be understandable for the participants.

Conclusion

To conclude, this chapter describes the tools that we dealt with to investigate our research aim, we choose questionnaire for both teachers and learners that are based on quantitative and qualitative method.

The next chapter will present discussion and analysis of our participants' response in view of quantitative and qualitative methods.

Chapter Three: The Data Analyses and Interpretations

Introduction

This chapter is an investigation of students' views and attitude toward classroom participation. Moreover, this chapter is present practical part that devoted to answer the research question and to prove our hypotheses. To investigate that we directed two questionnaires one for EFL teachers' and the second one for first year master students of Didactics and foreign language at Abd Hamid Ibn Badis Mostaganem Universty to obtain their opinion and comments, both teacher's and student's views and opinions are very important and helpful in the current study.

1.3. The Analysis of the Students' Questionnaire

Section One: Personal Information

Question 01: Your gender is:

Gender	Male	Female
N	09	21
%	30	70

Table 01: Students' Gender

70% of our case study are females where as 30% are males.

Question 02: Your age is

Age	21	22	23	24	25
N	08	11	07	02	02
%	27	37	23	07	07

Table 02: Students' Age

The majority of the students have 22 years old and 8 of the students have 21 years old whereas 7% of them have 24 years old and others have 25 years old.

Question 03: Do you enjoy learning English?

Answer	Yes	No
N	30	00
%	100	00

Table 03: Students' Satisfaction about learning English

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All the students enjoy learning English 100%

Section Two: Participation in Classroom

Question 01: Are you:

Answer	Active	Passive
N	10	20
%	33	67

Table 04: Students' level

The majority of the students consider themselves as passive students (67%) while 33% are active students.

Question 02: How often do you participate in the classroom?

Answer	Always	Sometimes	Never
N	07	21	02
%	23	70	07

Table 05: Students' Participation

70% of the students sometimes participate, for them it depends on the topic, the teachers' question, the mood, others said they do not participate so much because they prefer to be active listeners and take notes rather than participating whereas the rest do not participate because they have lack of vocabulary, being shy, fear of making mistakes, afraid of talking in front of others, also one of them said that he prefers to be invisible learners. 23% are always participating because they like to intervene and share their opinions with their classmates and 7% are never participate because if they are anxious and not interested.

Question 03: Your participation in the classroom is it?

Answer	Voluntary	Teacher who asks you
N	08	22
%	27	73

Table 06: Description of Students' Participations

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73% of the students said that the teachers ask them to participate while 27% said that they are voluntary.

Question 04: How do you find participation in English classrooms?

Answer	Equal	Non-equal	Easy	Difficult
N	07	12	03	08
%	23	40	10	27

Table 07: Students' Attitudes toward English classroom participation

The table presents that 23% of students indicate that participating in English in the classroom is equal, 40% consider classroom participation as non-equal, 10% views that is easy, whereas 27% from the total number state that it is difficult. Based on the table 07, we conclude that classroom participation is non-equal and difficult.

Question 05: How do you participate in discussions?

Answer	I dominate discussions	I am not so active but, I do not hesitate to speak	I was not involved with the discussion
N	04	12	14
%	13	40	47

Table 08: Students' Participation in the Discussion

The table above reveals that 13% of learners dominate in discussions because they desire to share their ideas and thoughts; they like to highlight topics and make comments. 40% of them are not so active but they did not hesitate to participate, this option was not justified enough by the learners, some of them said that they like to share their experiences and others said that they speak only when the topics are interesting. 47% of them are not involved with the discussions because the topic is not interesting and did not find a comfortable environment to speak because of students' noise, also the teachers work only with few students, others said that they do not have enough vocabulary and do not like to speak in front of their classmates

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Question 06: What are the speaking activities that your teacher implements the most in the classroom?

Choices	Discussion	Oral Presentation	Reporting
N	19	12	03
%	63	40	10

Table 09: Speaking Activities

The table above shows that discussion is the most common activity which is implemented by the teachers in the classroom participation; it is represented with 63%. 40% of them claimed that oral presentation is the most implemented one. Whereas 10% said that they use reporting.

Question 07: In classroom speaking activities do you prefer to work?

Choices	Individually	Pair Work	Group Work
N	11	13	06
%	37	43	20

Table 10: Students' Preference

The table indicates that 43% of the total population prefers to work in pairs, 37% of them prefer to work individually and 20% of them prefer to work in a group work, it means that pair work is the most preferable technique for learners.

Question 08: Why do you hesitate to participate in the classroom?

Choices	Lack of Vocabulary	Fear of Making Mistakes	Afraid of Appearing Foolish	The Question is already Responded by the Dominant
N	09	12	03	13
%	30	40	10	43

Table 11: Students' Problems in Participation

Looking at the table above, a noticeable increase of the fourth option representing 43%, a huge number of students explained their non-participation saying that the question is already

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responded by dominant students and this for they is considered as the main reason that prevent them to participate, 40% of them responded that they do not participate because of fear of making mistakes, 30% of them they hesitate to participate they have lack of vocabulary, while only 10% said that they feel afraid of appearing foolish they fear about losing their face in front their peers and teacher.

Question 09: How do you feel when you give the oral presentation in front of the whole class?

Choices	Motivated	Confident	Hesitated	Anxious
N	08	10	06	11
%	27	33	20	37

Table 12: Students' feeling while doing presentation

The table shows that 27% of the students feel motivated in order to improve their speaking skill, they share opinions if the topic is interested and have worthy ideas, one of them said that they prefer to be the best student among the whole. 33% are confident because the teachers encourage them and they have interest in topics to present it while one of them said I feel free to express my topic. 20% feel hesitated because they fear making mistakes and presenting in front of the audience. Clearly, the majority of them feel anxious because of lack of confidence, lack of vocabulary, fear of making mistakes, afraid to talk in front of the whole classes and losing their own words.

Section Three: Dominant Students and Classroom Participation

Question 10: Do you mind if your teacher asks the same members to participate?

Answer	Yes	No
N	17	13
%	57	43

Table 13: Students' Attitudes towards Teachers' Preferences and Choices

The table presents that 57% of students state that they mind if their teachers work with the same members because they said that all the students should be involved and treated equally, others said the class would be boring and one of them said it won't help others to be brave enough to share their ideas and improving their speaking skill, while 43% of them declared that they do not mind if their teachers work with the same learners in the classroom participation.

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Question 11: Do you worry if your classmates get chance to participate more than you?

Choices	Always	Sometimes	Rarely	Never
N	06	10	09	05
%	20	33	30	17

Table 14: Students' Reactions

The table indicates that 20% of students said that they always worry if their classmates get chance to participate more than them, 33% of them declared that they sometimes worry if their classmates get chance more than them, 30% of them stated that they rarely worry, while only 17% claimed that they never worry if their classmates get chance to participate more than them.

Question 12: Does equal participation help you to improve your speaking skill?

Answer	Yes	No
N	26	04
%	87	13

Table 15: Effect of Equal Participation

From the table above, we can say that 80% of the students agree with the idea that equal participation can help them to improve their speaking skill because it gives them the chance to enhance their vocabulary pronunciation and grammar abilities and overcome their difficulties such as shyness, hesitation, fear of making mistakes, others said that equal participation helps them to be motivated and participate easily and for one of them it is a chance to hear different views and enrich their knowledge. 13% do not agree because they said that improving the speaking skill is not always related to the participation in the classroom, they can improve it outside the classroom.

Question 13: Did your teacher encourage equal participation in the classroom?

Answer	Yes	No
N	26	04
%	87	13

Table 16: Teachers' Encouragements to Equal Participation

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Most of the students said that the teachers encourage equal participation (87%) while few of them (13%) mentioned that the teachers do not encourage it at all.

2.3. The Analysis of the Teachers' Questionnaire

Question 16: Your gender

Choices	Male	Female
N	1	9
%	10	90

Table 17: Teachers' Gender

Tables (17) indicate that the majority of teachers (09) are females, whereas (01) this express that female teachers are more interested in teaching the English language.

Question 02: How long have you been teaching English at University?

Choices	04 years	05 years	07 Years	10 Years
N	02	02	03	03
%	20	20	30	30

Table 18: Teachers' Experience in Teaching English at University

Table above shows that 20% of teachers declared that they had been teaching English at university for 4years and 20% stated that they had been teaching the English language for 5years. Then, 30 % said that they had been teaching English for 7years while 30% said that they had been teaching English at university for 10 years. From this table we notice that all teachers have experience in both teaching and English language.

Question 03: How often do your learners participate in the classroom session?

Choices	Frequently	Sometimes	Rarely
N	06	04	00
%	60	40	00

Table 19: Teachers Perception about Students' Participation in the classroom

The table demonstrates that 60% of teachers said their students always participate during classroom activities. We conclude these students are motivated while 40% respond that there are some students who do not participate all the time but sometimes.

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Question 04: Do you prefer to work more with:

Choices	Voluntary	Non-Voluntary	Both
N	01	01	08
%	10	10	80

Table 20: Teachers' Preferences

The table points out that 10% of teachers prefer to work with voluntary students because they seem to be more motivated. 10% prefer to work with the non-voluntary ones to encourage them; to speak whereas 80% prefer to work with both of them in order to involve and engage all the students in participation.

Question 05: Which speaking tasks do your learners prefer the most?

Choices	Discussion	Oral presentation	Reporting
N	10	03	00
%	100	30	00

Table 21: Speaking Tasks

The table illustrates that 100% of teachers state that discussion is the most preferable speaking activity for their learners and 30% of them declare that their students prefer oral presentation as speaking activities while no one prefers the reporting activity.

Question 06: When assessing speaking activities do you focus on:

Assessment	Competence	Performance	Both
N	01	02	07
%	10	20	70

Table 22: Teachers' Assessments

The table demonstrates that 10% of teachers focus more on competence rather than performance during the assessment of speaking activities, 20% of teachers said that they focused more performance rather than competence, while 70% of them declared that they focus on both performance and competence in assessing speaking activities. Based on table 21, we conclude that both of competence and performance are necessary for teachers in assessing speaking tasks.

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Question 07: Some students do not participate in the classroom session. According to you which of these difficulties face students in the classroom?

Options	Lack of vocabulary	Fear of Making Mistakes	Afraid of Appearing Foolish	The Question is already Responded by dominants students
N	09	08	05	02
%	90	80	50	20

Table 23: Students' Problems

Table (23) shows that 90% of teachers said that lack of vocabulary is the one of the main reasons that their students encounter, but still participate even due to the lack of vocabulary, 80% of them declared that they do not participate because of fear of making mistakes, while 50% of them claimed that they afraid of appearing foolish is also another great factor that their learners face. However, only 20% said the question is already responded by the dominant students.

Question 08: Do you encounter some difficulties in providing a well-managed classroom?

This question indicates the teachers' difficulties when managing classrooms, all of them mentioned many problems such as the huge numbers that lead to noise in classes, different abilities and strategies, absent minded, lack of cooperation from the part of students, lack of motivation and the same students want to participate more than others who feel frustrated when they do not give enough time to speak.

Question 09: Do you have two or three students with their hands up all the time?

Answers	Yes	No
N	10	00
%	100	00

Table 24: Teachers' Perceptions about the Exits of Dominant Students

The table above reveals that all the teachers had a type of dominant students in their classrooms; the response is represented by 100%. From the table above, we conclude that in any classroom there exist two or three students who dominate the classroom talk.

Question 10: Do you think that dominant students are an obstacle that prevents the rest to participate effectively?

Answers	Yes	No
N	09	02
%	90	20

Table 25: Teachers’ Appreciation of the effect of the Dominant Students on participation

The table presents that 90% of teachers stated that dominant students are not an obstacle that prevents the rest to participate effectively because most of the teachers said that it depends on the teachers techniques to give equal opportunities to the students. Others said whenever we spot new participators, we give them the chance despite that the dominant students are raising their hands. Only 20% of them said that dominant students could be an obstacle because other students may rely on those dominants and underestimate themselves, another teacher said that the students’ fluency may make them reluctant to say a word in class.

Question 11: Through your experience as a teacher, is it possible to maintain equal participation?

Answers	Yes	No
N	06	03
%	60	30

Table 26: Teachers’ Opinion about Maintaining Equal Participation

From the above table, we notice that the majority of teachers declared that maintaining equal participation is possible for them, the response represented with 60%, they can implement techniques and strategies that help to include all the students into the participation for instance: role- taking and participation circle. However, 30% of them said it is not possible for them to maintain equal participation because of the mixed abilities and different degrees of motivation, one of the participants said that you cannot force people to say words but you can encourage them.

Question 12: What do you do to maintain equal participation?

Design Groups and Pairs	Nominate the Learners	Avoid a Few Students From Dominating Classroom Talk	Arranging Seating
09	01	02	01
90	10	20	10

Table 27: Teachers' Techniques in Maintaining Equal Participation

The table indicates that 90% of teachers claimed that design groups and pairs is the most helpful in maintaining equal participation, 10% of them declared that nominating the learners it is a helpful technique to maintain equal participation, and 20% of them stated that avoiding few students from dominating the classroom talk from time to time, while 10% of them said arranging seating would be a good too.

Question 13: To what extent non-equal participation affects students' speaking ability?

Most of the teachers stated that non equal participation may affect students' speaking ability in terms of psychological side in the sense that the dominant students are always participating, also it can make the students feel that they are neglected and marginalized which leads to little improvement of the speaking skill and they are not worth and adequate to participate. One said that it creates two categories motivated and non motivated students. Only one of the teachers did not believe that non equal participation would affect the students' speaking skill because the teachers develop others strategies of learning to help them cope with one situation.

3.3. Discussion of the Findings

Based on the analysis of the data, the first conclusion that can be draw from the students' responses concerning the impact of dominant students in classroom participation, one could say that the majority of students said that there are inequalities in classroom participation and do not like appreciate the habit of calling and working with the same members from the teachers, they like to be all-involved without exceptions and treated equally, whereas others claimed no problem. Students were asked if the dominant learners may be seen as an obstacle that prevents them to participate or take part in discussions, most of them answered that dominant student may be seen as an obstacle that prevents them to participate effectively. It is proved that a huge

number of students state their lack of participation due two factors: Fear of making mistakes and the dominant ones who received much attention and opportunities than them and others. It has been found that the majority of students enjoy having equal participation in which it creates a comfortable environment. It is so beneficial for them in which it helps them to enhance their speaking skill and face their speaking difficulties, it can be said that the most of students claimed that their teacher encourage equal participation.

These results indicate that there are inequalities in students participation in which few of students dominate the classroom talk and teacher's attention and others have less participation, whereas the rest of students are not involved, students show disagreement about this phenomena. It is proved that they prefer to be treated fairly and get all integrated.

Concerning the teachers' responses and after analyzing the data, they claimed that they prefer to work with both voluntary and non-voluntary students to get all them involved, they also were asked about whether they encounter difficulties in providing well-managed classrooms or not, the majority of them stated that it so difficult to provide a well managed classroom because of noise, large number of students, learners level and style and absent-minded because they have lack of attention. Furthermore, teachers were asked if the dominant students may be seen as an obstacle, most of them answered that dominant students may not be considered as a factor that prevents the rest to participate effectively because it depends on the teacher strategies. Approximately most of teachers proposed that the use of collaborative strategy, nominate the students, and role taking technique can encourage equal participation. But even that, there still exist inequalities between students' participation.

4.3. Suggestions and Recommendations

All classes may have problem with the minority of students dominating the classroom participation and the teachers' attention. This problem may be more serious. Therefore, the teachers insist on encouraging equal participation rather than letting one or two students dominating while the rest drowse. Teachers have great responsibility in maintaining equal participation in which all students have the same amount of talking. They strive to create ways in order to control the overly talkative ones and encourage quiet students, among those are:

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- First of all the teachers should bring positive energy to the classroom through creates safe and supportive environment that encourage students to be more comfortable and make them speak freely and enthusiastically.
- Talk to the student learners out side of class. Firstly, teachers thank him or her for their contributing in the participation so regularly and let him/her know that you are worried that other students are not getting as much of a chance to share their ideas; then politely ask him/her to make room for others to contribute in order to open the floor for others. For example ask him/her if they could wait to respond to some questions until their classmates have had the opportunity to contribute.
- Silence the dominant speaker: by putting him or her in the role of recorder so she/he cannot talk until she/he is given the final report as well as they can improve their listening skill or assessing them to be note-takers in classroom activities or discussion.
 - Use turn taking techniques: in order to discourage the over talkative students from dominating the classroom participation instructor need to use an object as ball which the person talking holds the ball until she/he complete his or her speech then throws to the next speaker this effective technique encourages everyone to have a say.
- Use cold calling technique: basically in these techniques instructors have to show that they are not looking for the raised hands and call on students at random by focusing on calling the not volunteered students more frequently even the dominant ones clearly raised their hands this kind of reinforcing behavior can help in encouraging the rest students to speak elaborate their thoughts. So they feel that they have more to say.
- Give dominant participants less attention and intellectual encouragement while recognizing the rest rights, and speak again at another time.
- Ask students to be well prepared before entering the classroom because preparation may enhance participation quality and discussion effectiveness.
- Interrupt the dominant learners politely or allowing their peers to interrupt them so the dominants one may feel vulnerable when they interrupted this strategy may helps to limit their speaking time and allow others to take part in discussion.

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- Foster community in classroom: encouraging community in the classroom setting can help to increase students' willingness to participate.
- Make sure no one dominates the classroom talk by inviting and encouraging contribution from all class members.
- Standing closer to quieter students and making eye contact with them could make them feel that their teacher show interest and care about their responses this way may increase their willingness to participate again at another time.
- Using students' names being called by names more frequently may increase one's sense of individuality. The dominant participants may feel excluded and more distance from teacher.
- Vary the types of questions and encourage the non-participate students to justify their responses that could enable them to become comfortable volunteering in class discussions.
- Increase students' motivation and persistence using collaborative work students will demonstrate the high level of enjoyment and satisfaction in classroom participation such: fostering learners talking peers or grouping students in ways which indicate the over talkative one may have less status.
- Clarify the instruction as much as possible especially for those who are less willing to speak giving them detailed instructions for tasks and activities and giving them enough time to think this could help them to be familiar with the topic.

Briefly, if teachers follow these strategies then students are likely to become comfortable volunteering and everybody is prone to take part in the classroom activities and discussions.

Conclusion

To sum up, the collected data from the teachers' questionnaire and student's questionnaire, we conclude that even if the teachers encourage equal participation inequalities among students' participation there is still the problem of classroom domination and the habit of calling the same members impacts students' participation in terms of opportunities and the amount of talk. All these explained factors affect students psychologically.

General Conclusion

The current research is concerned with the impact of dominant students over the classroom management in terms of participation in learning English as foreign language. Based on the hypotheses suggest that passive students may feel uncomfortable when the dominant students are the most vocal and usually receive the most attention. Our main objective is to ensure that there is an inequality in classroom participation between students.

Classroom participation is an important skill and the most frequently used in learning and teaching process, in which teachers start by asking questions about particular topic then the learners replying on it and try to answer it. Moreover, Participation is considered as an effective way for engaging students in their own learning in which it provides them with opportunities to practice the target language. As result, they will improve their speaking abilities.

The implementation of equal participation by the teachers creates a supportive environment that helps learners to improve their speaking abilities, face their difficulties and become comfortable volunteering. Despite the encouragement of teachers for equal participation, the obtained result confirm that there is inequality between students in classroom participation in which few of them dominate the classroom talk and others less participate whereas the rest are not involved. We conclude that the dominant students have a significant impact based on the amount of time and opportunities. In another words, the results show that the habit of calling on same members affects EFL students in psychological side as they may feel that they are treated unfairly.

By ways of concluding, the present research may have been unable to cover the debated topic from all its angles. This opens the room for other researchers to extend it and to provide more related issues that might have been discarded.

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Appendix I

The Students' Questionnaires

Dear Students,

This questionnaire is an attempt for gathering information needed for the accomplishment of our research. I direct this questionnaire in order to investigate the impact of dominant students over the classroom management in learning English as foreign language, I would be grateful if you accept answering the following questionnaire. Please, tick (√) the choice that represents your answer and give a full answer where it is necessary.

Section One: Personal Information

1. Your gender is:
Male Female
2. Your age is:
3. Do you enjoy learning English?
Yes No

Section Two: Participation in Classroom

1. Are you : Active student Passive student
2. How often do you participate in the classroom?
Always
Sometimes
Never

Justify your answer

.....
.....

3. Your participation in the classroom is it?
Voluntary
Teacher who asks you
4. How do you find participation in English classrooms?
Equal Easy
Non-equal Difficult
5. How do you participate in discussions?
I dominated in discussion
I am not so active but, I did not hesitate to speak
I was not involved with the discussion

Justify

.....
.....

6. What are the speaking activities that your teacher implements the most in the classroom?

Discussion Oral presentation Reporting
Others.....

7. In classroom speaking activities do you prefer to work?

Individually
Group Work
Pair work

8. Why do you hesitate to participate in classroom?

Lack of vocabulary
Fear of making mistakes
You are afraid of appearing foolish
The question is already responded by dominant students

9. How do you feel when you give the oral presentation in front of the whole class?

a. Motivated
b. Confident
c. Hesitated
d. Anxious

Justify

Section Three: Dominant Students and Classroom Participation

10. Do you mind if your teacher asks the same members to participate?

Yes No

If yes, justify.....

11. Do you worry if your classmates get chance to participate more than you?

Always
Sometimes
Rarely
Never

12. Does equal participation help you to improve your speaking skill?

Yes No

Justify.....

13. Did your teacher encourage equal participation in the classroom?

Yes No

Thank you

Appendix II

Teachers' Questionnaire

Dear Teachers,

This questionnaire is an attempt for gathering information needed for the accomplishment a research work that aims to investigate the impact of dominant students over the classroom management in learning English as a foreign language. I would very much appreciate if you could take time to share your experience by answering the questions below. Your answers are very important and much helpful for the completion of this work.

Please, tick (✓) the best that represents your answers and give full answers where necessary.

1. Your gender
Male Female
2. How long have you been teaching English at University?
3. How often do your learners participate in the classroom session?
Frequently
Sometimes
Rarely
4. Do you prefer to work more with:
Voluntary Students
Non-voluntary students
Both of them

Justify.....
.....

5. Which speaking tasks do your learners prefer the most?
Discussion
Oral Presentation
Reporting
6. When assessing speaking activities do you focus on:
Competence
Performance
Both of them
7. Some students do not participate in the classroom session. According to you which of these difficulties face students in the classroom?
Lack of vocabulary
Fear of making mistakes
Afraid of appearing foolish

The question is already responded by the dominant students

8. Do you encounter some difficulties in providing a well-managed classroom?

Explain:

.....
.....

9. Do you have two or three students with their hands up all the time?

Yes

No

10. Do you think that dominant students are an obstacle that prevents the rest to participate effectively?

Yes

No

Justify

.....
.....

11. Through your experience as a teacher, is it possible to maintain equal participation?

Yes

No

Justify

.....
.....

12. What do you do to maintain equal participation?

Design groups and pairs

Nominate the learners

Avoid a few students from dominating classroom talk

Arranging seating

13. To what extent non-equal participation affects students speaking ability?

Explain

.....
.....

Thank You