

The role of English language teacher toward enhancing Students' participation in Classroom activities

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Abstract :

The aim of thy study was to examine the role of English language teacher toward enhancing students' participation in classroom activities.

The sample of the study consisted of 80 ninth grade teachers of national school from Sana'a city out of which 40 males and 40 females. Twenty schools out of 100 and were chosen randomly from the national education. The study focused on five dominos of activities, which are practiced in classroom. The dominos are teaching style, quality of teaching, kinds of decisions based on homework performance, classroom assessment and kinds of feedback based on assessment outcomes.

The variables of the study were gender, age, educational qualifications and residence place (city and rural).

The results of the study indicated that the teachers play significant role towards enhancing students' participation in classroom activities due to teachers' gender in favors of females.

Introduction

Large-scale comparative international and national surveys continue to show poor performance of Yemeni students in English language. Given such consistently poor productivity in much research has sought to identify students in school and out-of-school experiences that influence achievement and related outcomes especially those that are alterable or partly alterable by educators and could be manipulated by policy makers.

Research in western countries has shifted attention away from school-level factors to the learning environment of the classroom (Willms, 2001). In fact all factors that contribute to educational outcomes exist in away or another in classrooms that differ in terms of learning environments. They have unique effects on pupils learning independently of factors operating at school and individual levels (Cambel, 2000). According to (Fisher, 2000) classroom activities two or three times the influence on student achievement than the school level does.

Classroom teaching is nearly a universal activity designed to help students to learn. It is the process that brings the curriculum into contact with students and through which educational goals are to be contact with students and through which educational goals are to be achieved. The quality of classroom teaching is a key to improving students' learning (Findell, 2001). Although, setting standards for content and performance is an important first step, but merely so doing and holding teachers accountable will not improve students learning (Hibert, 1997). Accordingly a particular attention should be paid to the actual process of teaching. However, a number of studies in classroom activities provide the critical link between students achievement data and teacher practices at classroom level (House, 2001). This link is unfortunately lacking in most national education surveys (Morris, 2003).

Teaching and assessment are rarely studied at a level, but education policy is often discussed nationally. It is important to know what aspects of teaching and assessment contribute significantly to achievement so that national discussions of classroom practices focus on the typical experiences of students. (Hibert et al .. 2003). A accordingly research is needed to answer questions raised about the role of English language teachers towards enhancing students' practices related to instructional activities and classroom assessment environment

Instructional activities

Findings of research suggested that several classroom instructional activities were associated with achievement and noted that the ways in which instructional activities are presented in the classroom context affects student achievement. Moreover. (Killer, 1999) found that quality of instruction influence achievement at the class level.

Instructional activities in class include variables that describes aspects of classroom instruction such as quality of teaching style and opportunity to learn.

Quality of teaching

The teaching context is established through preconceptions held by the teacher about the process of learning and how that might be facilitated (Kember, 1997) perceptions of the leaning process at variously transmissive of constructive inform different teaching practices which in turn lead to modifications of the students' perception of the learning environment. (Taylor 1994) found that quality of teaching was a significant predictor of student achievement even after controlling for effects of students characteristics. Whilst (Cambell, 2000) found that quality of teaching did not have statistically significant effect on achievement at classroom level.

Teaching

An important part of any instructional setting is the teaching style.

Research results suggested that teaching style exerted effects on student achievement that were independent of students' characteristics (House, 2002). The promise "one teaching style fits all" which is attributed to a teacher-centered teaching style is not working for a growing number of diverse student population problems occur when teaching styles conflict with students` learning styles, often resulting in limited learning or no learning. (Altan, 2001) offers learner-centeredness as a model for responding to classroom challenges because of its viability for meeting diverse needs.

Both teaching styles (teacher and learner-centered) recognize the student as a key factor in improving student achievement. The teacher-centered style places control for learning in the hands of the teacher who decided what students would learn and how the teacher uses his expertise in content knowledge to help learners make connections.

Teacher provides a variety of instructional methods and techniques for helping learners construct their learning and develop a system for applying knowledge and theory (Brown, 2003).

Adam found that students learn more in classes where they spend most of their time being taught or supervised by teachers, rather than working on their own.

Opportunity to learn

One of the main factors related to achievement scores is opportunity to learn which refers to the amount of time students are given to learn the curriculum.

The extent of the students' opportunity to learn content bears directly and decisively on student achievement (William, 2000).

Also homework is seen as a contribution towards students' learning extending the curriculum beyond the classroom (Martin et al...2000). It can be conceived as one facet of OTL in the sense that home assignments offer students the opportunity to continue schoolwork after regular school hours. (Echo, 1988) argued that through homework assignments teachers could be assured that students extend their learning time beyond school hours. Homework could be considered as a proxy measure for the degree to which teachers academically challenged of "pressed" their students.

While doing homework in English language subjects be important, the amount, type and efficiency of homework may also be important. Research has indicated that the amount of homework given by teacher was found to have contradictory effects on achievement. For instance, (Baumert, 2002) showed that the frequency of homework assignments had a positive effect on achievement gains.

(Cooper, 1989) observed a positive linear relationship between hours per week spent on homework (5 to 10 hr) and achievement. Through examining 27 studies, Copper reported that the average correlation between time spent on homework and achievement was 0.21.

The assignment of appropriate homework can stimulate independent engagement in learning tasks (2002). According to (Arnold, 1995) textbook-based homework was associated with higher achievement. Whilst working on textbook problems and on projects were associated with lower test scores regulate review of student homework can provide insight into student progress and source of problems. A clear message needs to be conveyed to students that the

responsibility to do the homework is the same as the responsibility to work in class.

The Classroom Assessment Environment

The classroom assessment environment has been defined as the context created for learners by several aspects of teachers' use of formative and summative evaluations of their work (Conklin, 1992).

Assessment should as far as possible be integral to the normal teaching and learning programme. For instance testing should be considered as an opportunity to learn.

Teachers know how students are progressing and where they are having trouble, they can use this information to make necessary instructional approaches of offering more opportunities for practice. These activates can lead to improve student success (Boston, 2002).

Feedback is required (Schunk, 1994) because students need information about their accomplishments in order to grow and progress (Brookhart, 1997). Feedback related to assessment outcomes helps learners become aware of any gaps that exist between their desired goal and their current knowledge understanding skills and guides them through actions necessary to achieve the goal (John, 1998).

Thus, this study is considered of vital importance for the following reasons

1. Shed lights on the important domains of the students participation in classroom activities which teachers of English language use in their classrooms.
2. Shed lights on the role of English language teacher towards enhancing students' participation in classroom activities.

3. Help the decision makers of the Ministry of Education to know the fact of student's participation in classroom activities.
4. The results of this study are going to contribute to putting solutions in how to enhance students` participation in classroom activities.

The study problem

Participation in classroom activities play meaningful role in satisfying educational objectives and raising student's personality. Enhancing students' participation in different domains of classroom activities needs to be searched and studied to uncover its fact to know its characteristics and advantages.

many researchers studied school activities but few of those investigators who studied the role of the teachers of English language towards enhancing students' participation in classroom activities. Through observation of teachers, the researcher found that there are shortages and differences in teachers` role towards enhancing students' participation in classroom activities. Thus, the investigator decided to conduct the present study.

Objectives of the study

The objectives of the present study can be summarized in two items as follow:

- 1.To uncover the reality of English language teachers of ninth standard towards enhancing students' participation in classroom activities.
- 2.To identify the extent to which this role in activating students participation differs according to teachers gender, age, scientific qualifications and residence.

The questions of the study

The present study is trying to answer the following questions:

- 1.What is the reality of English language teachers of ninth standard towards enhancing students' participation in classroom activities?**
- 2.What is the extent to which this role in activating students' participation differs according to teachers' gender, age, scientific qualifications and residence?**

Study terminology

The role: It is a group of activities, which satisfy what is expected in specific situations.

English language teacher

The English language teachers who are working for the notional schools in ninth- standard.

- Participation:** Giving the students opportunities to participate by their efforts, thoughts in the function and activities which are planned by the teachers of English language.
- Classroom activities:** Optional studying activities managed by the teachers and students are given English language skills, which are desired to be learned or to be practiced.
- Method and procedure of the study.**
- Curriculum of study:** The present study follows the curriculum of survey and description, which fit the nature of the study.

Sample and instrumentation

The population of this study is all 120 English language teachers who have worked at the national schools of Sana'a city in the school year (2005-2006). Twenty schools out of 100 were chosen.

A random sample of teachers (67%) of the population was drawn and distributed into male (40) and female (40) each. To best achieve the objectives of this study, the investigator has designed a questionnaire, which consists of five domains and the domains contain 36 items. The questionnaire is designed to be answered on a five – point-Likert scale of very high degrees, high degrees, medium degrees, weak degrees and very weak degrees.

For the purpose of statistical analysis, the positive items are scaled 5 through -1 respectively where as the negative items are scaled 1 through 5 respectively. The researcher prepared the instrumentation of the study based on the educational literature and previous studies.

Table – number one displays the split up of the sample of the study according to their variables (gender, age, educational qualifications and residence).

Table -1 split up of the sample of the study according to the variables of the study N=80

Variable	Description	Frequency	percentage
Gender	male	40	0.50
	Female	40	0.50
Age	Less than 30 year	10	12.50
	31 – 40 year	40	0.50
	40 yare and more	30	37.50
Educational qualifications	Bach lore degree	74	92.50
	Master degree	6	7.50
Residence place	City	33	41.25
	rural	47	58.75

Table – number (2) displays the distributions of survey items over the five domains of the study.

Table – 2 Distribution of survey items over the five domains of the study.

S. no	Domains	Item number	total
1	Teaching style	1.2.3.4.5.6.7.8	8
2	Quality of teaching	9.10.11.12.13.14.15.16.17	9
3	Kinds of decisions based on home- work performance	18.19.20.21.22.23.24	7
4	Classroom assessment	25.26.27.28.29.30	6
5	Kinds of feed back based on assessment outcomes	31.32.33.34	4
	total		34

- **Reliability of the questionnaire**

For the purpose of establishing the reliability of the questionnaire, cronobach alpha was used, which yielded a 0.83 coefficient

- **Validity of the questionnaire**

The validity of the questionnaire was established by showing it to a jury of experts in the field of English language teaching, curriculum instruction assessment and evaluation. The juries suggestions, for adding, deleting of modifying certain items were all taken into account in the final stages of the production of the questionnaire.

- **Statistical treatment**

For answering the two questions of the study, the investigator used the following statistical treatment.

For answering question number one, the mean and standard deviation were used. Also for answering question number two, the

mean, standard deviation and analysis of multiplicity variance were used according to the five variables of the study.

- **Presenting and discussing the results**

Displaying the results related to question number one:

Stipulation of question one: What is the role of English language teachers towards.

Enhancing students of nine standard participation in classroom activities.

For answering this question the mean and standard deviation of the five domains were computed according to the estimation of the sample of the study upon the domain instrument of the study as show in table 3.

Table-3 the mean and standard deviation of the five domains of the study as estimated by the sample of the study N=80

S. no	Domains	mean	SD	Rank
1	Teaching style	4.53	0.80	1
2	Quality of teaching	4.29	0.74	2
3	Kinds of decisions based on	4.19	0.73	5
4	homework performance	4.25	0.72	3
5	Classroom assessment	14.29	.79	4
	Kinds of feedback based on assessment outcomes			
	The whole instrument	4.38		

Table – 3. Shows that domain number (1) "teaching style" gets rank one with its mean value (4.53) and standard deviation (0.08). Also, domain number (2) "quality of teaching" gets rank two with its mean value (4.29) and standard deviation (0.74). Likewise, domain number (3) "kinds of decisions based on homework performance" gets rank five with its mean value (4.19) and standard deviation

(0.73). Similarly, domain number (4) classroom assessment gets rank three with its mean (4.25) and standard deviation (0.72). Correspondingly, domain number (5) "kinds of feedback based on assessment outcome" gets rank four with its mean (4.20) and standard deviation (0.79). The mean for the whole sample of the study was (4.38). and it meets the estimation of Likert scale of very high degrees, also, the means and standard deviations for each item belongs to each domain were computed and as follow:

Table -4 the means and standard deviations of the items of domain number one (teaching style) as estimated by the sample of the study

Team no.	Item situation	Mean	SD	rank
1	Teacher teaches students how to converse	4.87	0.90	1
2	Teacher teaches students how to pronounce words and sentences.	4.86	0.60	2
3	Teacher teaches students how to communicate with each other.	3.99	0.56	4
4	Teacher teaches students how to be good listeners.	4.84	0.96	3
5	Teacher teaches students grammar rules.	3.80	0.69	7
6	Teacher teaches students grammar rules.	3.79	0.68	8
7	Teacher teaches students how to play games.	3.88	0.79	6
8	Teacher asks students what they know related to a new topic.	3.95	0.86	5
		4.25		0.73

Table – 4 shows that item number one which its stipulation "teacher teaches students how to converse" gets rank (1) with its mean (4.87) and standard deviation (0.90). Also, item number two which its term "teacher teaches students how to pronounce words and sentences "gets rank (2) with its mean (4.86) and standard deviation (0.60). Similarly, item number (4) which its stipulation

"teacher teaches students how to be good listeners" gets rank (3) with its mean (4.84) and standard deviation (0.96). Likewise, item number six which its term teacher teaches students how to play English language games" gets the last rank (8) with its mean (3.89) and standard deviation of (0.68). Correspondingly, the mean of the whole domain was (4.25) as estimated by the sample of the study. The mentioned mean meets very high degrees according to Likert – five-point scales.

The second domain: Quality of teaching the means and standard deviation of the items of domain number two "quality of teaching" as estimated by the sample of the study.

Table – 5. The means and standard deviation of the items of domain number two "quality of teaching" as estimated by sample of the study.

Item no	Item stipulation	means	SD	Rank
9	Teacher explains reasoning behind an idea.	4.65	0.95	3
10	Teacher uses tables and charts to clarify the lesson of English language.	3.65	0.69	9
11	Teacher assigns students to work sheets homework.	4.89	0.98	1
		3.90	0.56	5
12	Teacher assigns students to test book homework.	3.75	0.59	8
		3.80	0.77	7
13	Teacher assigns students to reading in text book.	4.75	0.79	2
14	Teacher assigns students to write short assignment.	3.98	0.96	4
15	Teacher assigns students to do small investigation in classroom.	3.85	0.89	6
16	Teacher assigns students to do long term individual project.			
17	Teacher asks students to find uses of the content.			
		4.14	0.80	

Table – 5 – shows that item number eleven which term is teacher assigns students to work sheet homework "gets rank (1) with its mean (4.89) and standard deviation (0.98). Also, item number fifteen which term is "teacher assigns students to do small investigation in classroom" gets rank (2) with its mean (4.75) and standard deviation (0.79). Like wise, item number nine which stipulation is "teacher explains reasoning behind an idea" gets rank (3) with its mean (4.65) and standard deviation (0.95) similarly, item number ten which term is "teacher uses tables and charts to clarify the lesson of English language" gets rank (9) with its mean (3.65) and standard deviation (0.69) correspondingly, the mean of the whole domain as estimated by the sample of the study was (4.14) according to Likert - five point scale, the mentioned mean meets very high degrees.

The third domain: Kinds of decisions based on the homework performance "the means and standard deviations of the items of domain three as estimated by the sample of the study and as show in table -6.

Table – 6 the means and standard deviations of the items of domain number (3) "kinds of decisions based on homework performance as estimated by the sample of the study".

Item no.	Item stipulation	mean	SD	rank
18	Teacher collects, corrects and keeps homework assignments.	4.23	0.87	4
19	Teacher collects, corrects and returns homework assignments.	4.83	0.62	3
20	Teacher uses homework to contribute towards students grades	4.95	0.96	2
21	Teacher asks students to correct their own homework assignments in classroom.	3.77	0.56	7
22	Teacher asks students to exchange home work assignments and correct them.	3.95	0.79	6
23	Teacher uses homework as basis for class discussions.	4.97	0.88	1
24	Teacher gives feedback on homework to whole class.	3.99	0.89	5
Total		4.38	0.80	

Table – 6 shows that item number twenty three which its term "teacher uses homework as basis for class discussions" gets rank (1) with its mean (4.97) and standard deviation (0.86). Also, item number twenty which its term "teacher uses homework to contribute towards students` grades" gets rank (2) with its mean (4.95) and standard deviation (0.96). Likewise, item number nineteen which its term "teacher collects, corrects and returns homework assignments" gets rank (3) with its mean (4.83) and standard deviation (0.62) similarly, item number twenty one which its term teacher asks students to correct their own homework assignments in class" gets the last rank (7) with its mean (3.77) and standard deviation (0.56).

Correspondingly, the mean of the whole domain as estimated by the sample of the study was (4.38).

According to Likert five-point scale, the mentioned mean meets very high degrees.

The fourth domain: classroom assessment the means and standard deviations of the items of domain four as estimated by the sample of the study and as shown in table seven.

Table-7–the means and standard deviations of the items of domain number four classroom assessment as estimated by the sample of the study N=80

Item no.	Item stipulation	mean	SD	rank
25	Teacher standardizes test produced.	4.02	0.66	4
26	Teacher makes open-ended test and multiple choice tests.	4.98	0.97	1
27	Teacher gives homework assignments to students.	4.96	0.56	2
28	Teacher asks students to do projects of practical exercises.	3.89	0.83	7
29	Teacher observes students work.	3.95	0.72	5
30	Teacher gives responses to students in class.	4.93	0.84	3
		4.79		

Table – 7 – shows that item number (twenty-six) which its term teacher makes open – ended test and multiple choice tests gets rank (1) with its mean (4.98) and standard deviation (0.97). Also, item number twenty seven which its term "the teacher gives homework assignments to students" gets ran (2) with its mean (4.96) and standard deviation (0.56). Similarly, item number thirty which term "teacher gives responses to students in class" gets rank (3) with its mean (4.93) and standard deviation (0.84). Likewise, item number twenty-eight which term is teacher asks students to do project or

practice exercises gets rank (6) with its mean (3.89) and standard deviation (0.83). Correspondingly, the mean of the whole domain as estimated by the sample of the study was (4.79). According to Likert five-point scale, the mentioned mean meets very high degrees.

The fifth domain: kinds of feed back based on assessment outcomes.

The means and standard deviation of the items of domain five as estimated by the sample of the study and as shown in table number (8).

Table – 8 – the means and standard deviations of the items of domain number five "kinds of feedback based on assessment outcomes" as estimated by the sample of the study N= 40

Item no.	Item stipulation	Mean	SD	rank
31	Teacher provides feedback to the students.	4.97	0.65	1
32	Teacher diagnoses learning problems.	4.49	0.93	2
33	Teacher provides grades for students	3.98	0.82	3
34	Teacher reports to parents	3.96	0.77	4
	Total	4.35		

Table – 8 – shows that item number thirty-one whose term is "teacher provides feedback to the students", gets rank (1) with its mean (4.97) and standard deviation (0.65). Similarly, (4) item number two whose term is "teacher diagnoses learning problem" gets rank (2) with its mean of (4.49) and standard deviation of (0.93). Likewise, item number thirty four whose term is "teacher reports to parents" gets the last rank with its mean (3.96) and standard deviation of (0.77).

Displaying the results of answering question number (two) which stipulation is "are there any statistical significance differences in the role of English language teachers towards enhancing students participation in classroom activities caused by teachers' (gender, age, scientific, qualifications and residence)? For answering this, question the mean, and standard deviation of the whole sample as estimated by the sample of the study according to instrument of the study and as follow:

- The whole instrument: the mean and standard deviation of the sample of the study as estimated by the sample of the study upon the whole instrument and according to the variables of the study and as shown in table number (9).

Table – 9 – the mean and standard deviation of the study as estimated by the sample of the study upon the whole instrument and according to the variables of the study N=80

variable	level	number	mean	SD
Gender	Male	40	3.27	
	Female	40	4.20	0.67
Age	Less than 30 year	10	4.05	0.40
	From 31- 40 year	40	4.15	0.60
	More than 40 year	30	4.10	0.65
Residence place	Village	47	4.08	0.57
	City	33	4.10	0.65
Scientific qualifications	Bachelor degree	74	4.05	0.62
	Master degree	6	4.11	0.59

Table – 9 – shows that there are apparent differences among the means of the sample of the study upon the whole instrument. For determining the level of statistical significance for those differences, the analysis of the fourth variance was used and as shown in table – 10.

Table – 10 – the results of the analysis of the quartet variance of the differences among the means of the sample of the study upon the whole instrument.

Source of variance	Sun of difference squares	Degree of freedom	Mean of squares	(F) value	Level of significant
Gender	2.26	1	26.61	7.680	0.070*
Age	184	2	0.592	0.267	0.763
Scientific qualifications	0.047	2	0.029	0.066	0.925
Place of residence	0.479	1	4.474	1.401	2.228
Error	37.824	108	-	-	
Total	42.195	114			

- = Level of significance is beyond the 0.05 level of probability.

Table – 10 – shows that there are no statistical significance differences caused by age, scientific qualifications and residence. Where as there is significance difference caused by the variable of gender.

Discussing results:

The results of the study revealed that the highest mean was (4.79) and the lowest mean was (4.14) and the mean of the five domains was (4.38).

And this mean meets very high degree according to a five - point Likert scale this result reflects the teacher's awareness of the importance of participation in classroom activates through enhancing students participation in different classroom activities will be given more highlight when discussing the results of each domain of classroom activities and as follow:

The first domain: teaching style

Table – 4 – shows that this domain gets rank number (4) and the results of the study revealed that three items of the mentioned domain get very high degrees. Item number one (teacher teaches students how to converse gets rank one with its mean (4.87). this result shows that the teachers pay much awareness to conversation as a part of classroom activities.

Similarly, item number two (teacher teaches students how to pronounce words and sentences occupies rank (2) with its mean of (4.86) this result, reflects teachers enthusiasm to intensify student's participation in classroom activities.

Likewise, item number (4) (a teacher teaches student how to be good listeners with its mean of (4.84).

This result reflects that the teachers intensify students participation in classroom activities.

- **The second domain: quality of teaching**

Table – 5 – shows that this domain engrossed rank number (5) and the results of the study revealed that three items of the mentioned domain secure high degrees. Also, the results revealed that the mean of the whole items of the mentioned domain was (4.14) and this mean considered very high according to a five-point of Likert scale.

This result mirrors the teachers deepening students participation in classroom activities.

- **The third domain: kinds of decision based on the homework performance**

Table – 6 – shows that domain number three occupies rank (2) with its mean (4.38) and the means of items 1,2,3 and 5 are 4.23, 4.83,

4.95 and 4.97 respectively. The study results show that the previous means are very high and meet a five-point of Likert point scale.

It could be concluded that this result images teacher's high attention to insensate student's participation in classroom activities.

- **The fourth domain: classroom assessment**

Table – 7 – shows that domain number four engrossed rank number (1) and the results of the study reveal that four items of the mentioned domain scored high degrees. Also, the results showed that the mean of the whole items of the mentioned domain was (4.79) and this mean considered very high according to a five - point Likert scale and mirrors the teachers intensify students participation in classroom activities.

- **The fifth domain: kinds of feedback based on assessment outcomes.**

Table – 8 – shows that domain number five secured rank number (3) and the results of the study revealed that two items out of four of the mentioned domain gained high degrees. Also, the results shower that the mean of the whole items of the mentioned domain was (4.35) and this mean considered high according to a five - point Likert scale and reflects willing to intensify student's participation in classroom activities.

- **The findings of the study**

- **The results of the study revealed the following:**

- 1. There is a positive role for English language teachers of nine standards towards enhancing students' participation in classroom activities.**
- 2. the rank of the domains come according to the importance of each domain and as follow:**

- A. Kinds of decisions based on homework performances.**
- B. Kinds of feedback based on assessment outcome.**
- C. Teaching style.**
- D. Quality of teaching.**

3. The teachers play an important role towards enhancing students participation in classroom activities due to teachers' gender.

The recommendations of the study

- The teachers of English language play an important role towards reinforcing the concept of students participation in classroom activities, thus teachers have to prated this role in an efficiency way.**
- Encouraging students to participate in classroom activities by rewarding the creative ones.**
- Studying the problems, which limit students' participation in classroom activities?**

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