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**Faculty of Letters and Languages**  
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**Investigating EFL Students' Attitudes towards the Effect of  
Classroom Seating Arrangement on On-task Participation**  
**The case of Master one students at L'arbi Ben M'hidi University,  
Oum El Bouaghi**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree  
of Master in Language Sciences and Teaching English as a Foreign Language**

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## *Dedication*

*In the Name of Allah, the most Merciful, the Most Compassionate*

*I dedicate this work to:*

*My wonderful parents, my mother “Khadidja” and my father “Massoaud”. Thank you for your unconditional and never-ending love, for your support that you have always provided me.*

*My husband Abdelkarim who has supported me along this work.*

*My angel, the light of my life, my daughter Nourlyakine.*

*My lovely sisters: “Ilham” and “Aicha”.*

*My brothers: “Bilal”, “Badreddine”, and “Mohammed”.*

*To all my friends.*

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To all my classmates for the nice time we spent together helping one another.

## **Abstract**

Teachers and students should develop effective strategies to encourage students to participate, i.e., they should work together to create an appropriate atmosphere which is based on collaboration. In this respect, two types of classroom participation were given to students: on-task (when students are engaged in the learning process) and off-task (when students are not engaged in the learning process). Thus, the current research aims at investigating students' attitudes towards the effect of classroom seating arrangement on on-task participation in EFL classes. This study was based on a questionnaire that was administered to thirty Master one Students in the department of English at Larbi Ben M'hidi University, Oum El Bouaghi, in order to seek information concerning their attitudes towards the effect of classroom seating arrangement on on-task participation. The analysis of the questionnaire demonstrated that students consider classroom seating arrangement helpful and effective in increasing their participation.

## **List of Abbreviations**

**SL:** Second Language

**FL:** Foreign Language

**TL:** Target Language

**EFL:** English as a Foreign Language

**Q:** Question

**N :** Number

**%:** Percentage

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Résumé

## **General Introduction**

### **Statement of the Problem**

Recently, researchers shed light on many problems that face learners. They attempt to explore the reasons behind these obstacles in order to overcome them and to create a healthier environment for teaching and learning to take place.

One of these problems is students' participation in EFL classes. Today's language classes are large and include students with different abilities; this is a real obstacle for teachers striving to help students to improve their learning. As a result, classes are most of the time teacher-centered; students feel bored, less motivated, and being not really engaged in the learning process. These would affect their progress of participation in class. So, in order to increase students' on-task participation and engagement, teachers can use strategies. one of the strategies that can encourage students to concentrate throughout the school day is classroom seating arrangement, which may help to minimize or eliminate problems of participation. Furthermore, classroom seating arrangement is one of the most important aspects of classroom management,

### **Aim of the Study**

On-task participation can be improved by using different strategies. Hence, the present study aims mainly at investigating students' attitudes towards the effect of classroom seating arrangement on students' on-task participation.

### **Research Question and Hypothesis**

The research question is as follows:

- What are the students' attitudes towards the effect of classroom seating arrangements on students' on-task participation in EFL classrooms?

To answer this question, it is hypothesized that:

- Classroom seating arrangement would have an effect positive on students' on-task participation.

### **Means of Research**

The data collected for this research is based on a questionnaire. The latter includes a set of different types of questions. Those questions are respectively related to the theoretical part. The sample consists of 30 master one students at Larbi Ben M'hidi University, they were randomly selected in order to carry out this research. Students were asked to answer questions and express their opinions where necessary.

### **Structure of the Study**

This study covers two chapters. The first chapter is the theoretical part of the research which is divided into two sections. On the one hand, the first section tackles classroom seating arrangement, its definition, its types, advantages as well as disadvantages of it. On the other hand, the second section deals with students' on-task participation, its definition, its causes, factors, and ways that encourage students' to stay on task.

The second chapter is devoted to the practical part of the study. It includes the analysis of the results.

## **Chapter one: Theoretical Part**

### **Section one: Classroom Seating Arrangement**

#### **Introduction**

Teaching English as a second or foreign language (S/ FL) is very challenging since it requires teachers to have excellent classroom management skills to ensure successful learning. No language can be effectively by focusing only on the methodology and ignoring the issues pertaining to classroom management. Generally, classroom management refers to the process where a teacher organizes and controls students' movement, behaviour and interaction pattern during a lesson. A teacher's most important job in the classroom is to create the condition in which effective learning can take place.

Importantly, in this section we will introduce the definition of classroom management, classroom seating arrangement. In addition to that, we will focus on the types of classroom seating arrangement, its advantages as well as disadvantages, and solutions for problems of classroom seating arrangement.

#### **1.1.1 Definition of Classroom Management**

There is a conventional notion about classroom management that it only means managing the students' disruptive behaviours and maintaining discipline in classroom. According to Julie, Edmund, and Barbara (as cited in Jones & Jones, 1981) "The concept of classroom management is broader than the notion of student discipline. It includes all the things that teachers must do to foster student involvement and cooperation in classroom activities and to establish a productive working environment" (p. 3). This means that classroom management is not just to increase students' disruptions but it includes teachers' strategies to make students involved and cooperative in classroom activities, and create competitive environment.

Moreover, Prophy and Evertsn (as cited in Zerín,2009) stated that: “Almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determine teaching success, whether it is measured by student learning or by ratings. Thus, management skills are crucial and fundamental. A teacher, who is grossly inadequate in classroom management skills is probably not going to accomplish much” (p.3). This indicates that classroom management is very important for teachers in order to succeed in their learning process.

Furthermore, classroom management is the process by which the teachers create and maintain appropriate behaviours of students in classroom setting; it establishes and sustains an orderly environment in the classroom, and it decreases negative behaviours and increases students’ success to learn. According to Zerín (2009) Classroom management includes:

grouping and seating, setting up activities, time management, teachers’ control over students in the classroom, proper start and end of the lesson, maintaining discipline, dealing with problems, using proper tools and techniques, giving instruction, and monitoring etc . It is essential for a language classroom. In a language classroom, teachers need to ensure students involvement and comfort. If the students are not encouraged and do not feel comfortable in the classroom, it becomes very difficult for the teacher to teach and involve the students in the classroom activities. Thus, classroom management is necessary in order to create a suitable learning environment, and encourage the learners to learn the language. (p.2)

These indicate that, a good classroom management is the one which facilitate specific learning tasks, activities, and communication with each others.



In addition, Hue and Shing (2008) stated that classroom management was conventionally viewed only as an exertion of control of the teacher over the learners, but recently the view has changed. Now it is viewed as an art of establishing a good climate and managing instruction effectively. It is not limited to the implementation of procedures to organize the students and set up rules for a disciplined classroom. It also includes how a teacher ascertains his/ her authority by offering interesting lessons.

Furthermore, Hue and Shing (2008) defined classroom management as teachers steering and coordinating a complex environment for the purpose of effective learning and teaching. Here, teachers are guiding and showing the way for their students in order to accomplish the purpose of effective learning and teaching.

Managing a classroom can be trouble free if a teacher can break down the class into smaller components. Hue and Shing (2008) suggested the major component of classroom managements is “management of physical environment” (p.47). It involves the management of floor space, well space, countertop space, shelf, cupboard, closet space and general ambiance. According to them, to ensure students’ comfort and provide them with a pleasant atmosphere for learning, teachers need to create the best possible physical environment. Seating arrangement is one of the most important parts of floor space.

### **1.1.2. Definition of Classroom Seating Arrangement**

A good classroom seating arrangement is the one which facilitates specific learning tasks, activities, and communicates their teacher’s beliefs about learning and teaching. Moreover, changing seating arrangement plays a vital role to make the learners more involved in the class. In other words, “Changing seating arrangement can help students interact with different people” (Scrivener, 1994, p. 88). To increase students’ interaction, Scrivener also backed up his point by saying “in a circle or horseshoe, learners can make eye contact with everyone else in the group and thus interact much more normally”. In

addition, students who are weaker have less chance of hiding themselves and students who are stronger have less chance to dominate in the class in this seating arrangement.

In many studies, it is seen that seating arrangement is a very important factor in “the process of beginning a lesson smoothly and promptly” (Laslett & Smith, 1984, p. 1). Additionally, it depends on the type of lesson being taught and the type of furniture in the class. (Laslett & Smith, 1984) agreed with the fact that proper seating arrangement takes care of students’ disruptive behaviours in the class and it does not only help to avoid the disruptive behaviours of the students, but also help the teachers to remember the names of the students quickly. Francis (as cited in Laslett & Smith, 1984) stated that classroom seating arrangement helps to reorganize children for different tasks and activities, increases involvement, and decreases distraction, but teachers need to be concerned about the fact that the change of the seating arrangement is under his/ her control.

Furthermore, teachers’ position in the classroom is another very important classroom management, which is also related to seating arrangement. To communicate with all the students in the class, teachers sometimes need to move from one place to another. This issue of moving is affirmed by Hue and Shing (2008) by saying that “leaving sufficient space in the classroom is very important to give teachers easy and efficient access to different groups of students” (p. 49). Hue and Shing added that the daily routine movement areas of the classroom should be free from congestion to avoid disruptive behaviours. In addition, seating arrangements are a main part in a teachers’ plan for classroom management. Not only do the teachers need to consider the physical arrangement of the room, but also the nature of the students involved. The consideration in arranging the physical environment of the room is so important that teaching/ learning can be accured efficiently as possible. The teacher needs to be able to walk around the room without the students having to move their desks. Teachers need to take into account that

students who sat in the centre or front of the classroom tend to interact more frequently with teacher, and the number of behavioural problems tend to increase as the students seat farther from the teacher. In addition, students in the back and corners of the room are more likely to be off task than those close to the front or to the teachers' desks.

Classroom arrangement is one of the key decisions that teachers need to make when they begin a new teaching year. A few of the items that need to be decided include where to place the teacher desk, how to place the student desks, and whether or not to use setting charts.

#### **1.1.4. Teachers' Roles in the Class**

After the decision of the class, the teacher should give learners the opportunity to interact with one another leaving no space for interruption; however, this does not mean that he/ she has nothing to do during this process. Oxford (as cited in Brown, 2000, p. 167) listed some roles the teacher can do in a communicative class:

##### **1.1.4.1. Controller**

The teacher can take the role of a controller by determining what the learners should do or act in class, and selecting the appropriate interactive strategy needed to be followed; thus, creating a healthy climate for them to exhibit their performance in the TL, as well as to facilitate the task of pinpointing the errors that might occur.

##### **1.1.4.2. Director**

In order to keep the smoothness and the balance of the interaction, and avoid any kind of deviance from the main aim of the classroom interaction, the teacher has to direct learners to look like a conductor of an orchestra keeping the harmony between learners' function and potentials in class.

#### **1.1.4.3. Manager**

Importantly, the teacher should successfully manage the time as well as the space for learners to work cooperatively in a smooth manner; consequently, he will ascertain the achievement of the designed objective.

#### **1.1.4.4. Facilitator**

As the term denotes, an EFL teacher has to make the learning process much easier for learners via providing them with the aid they need as a starting point to learn by themselves. That is to say, teacher's one of the main functions is to make his/ her students discover their hidden potentials that can make EFL learning easier.

#### **1.1.4.5. Recourse**

Students might go back to the teacher for counseling; thus, the instructor is ready for providing any kind of advice as long as it enhances the learners' involvement in classes, until they develop a sufficient independence to learn by themselves.

However, the learners are always in need of the teacher to control their progress in class, manage their time and space, direct them through the process of learning; facilitate the content of instruction for them, and be one of the main sequence students might go back to for help or confirmation; hence, the relationship between the teacher and learner is determined by the role of the teacher himself/ herself.

#### **1.1.5. Learners' Roles**

Students are the central focus in the learning process, because pair-work stimulates the learners to act and speak more with each other; therefore, the teacher needs to make them more responsible for their individual language development and give them the opportunity to improve psychologically as well as academically via interaction with peers. Hence, EFL learners, while working in pairs, have various roles more than those in an

individualized work. Dornyei and Murphey (2003, p. 114) stated that a learner in pair-work can be:

#### **1.1.5.1. Initiator/ Contributor**

A learner can stimulate his/ her peers through giving clues and answers for tasks; thus, pushing them to be more flexible learners in the TL.

#### **1.1.5.2. Information Seeker/ Provider**

Researching and providing information for members in the group of discussion is one of the functions a student might have in an EFL class.

#### **1.1.5.3. Opinion Seeker/ Provider**

In addition, a student has to take into consideration his/ her peers' opinion and give his/ her own, and this creates a successful interaction among the group.

#### **1.1.5.4. Elaborator/ Clarifier**

In addition to considering others' opinions, the learner could rephrase as well as illustrate those views in the way that brings fruitful results for the whole group.

#### **1.1.5.5. Coordinator**

Being a coordinator means that the learner has to seek the group organization and make sure that his/ her peers do not deviate from the primary goal of interaction.

#### **1.1.5.6. Evaluator/ Critic**

Learners' evaluation is not only restricted to the teacher, rather a fellow peer might give his/ her own appraisal and suggestion. So that, to ensure that the only beneficial ideas are used in the group.

#### **1.1.5.7. Energizer**

Encouraging and supporting peers is a crucial role for learners in interactive group, because it retains the level of attention and determination among the group.

### **1.1.5.8. Secretary/ Recorder**

The last role given is that students have to record the ideas tackled in the group discussion in order not forget or lose.

Presumably, students do have significant roles in the class that can make the EFL learning more interesting and effective in the sense that it brings forth learners' real abilities and capacities to communicate in the TL.

### **1.1.6. Types of Seating Arrangement**

According to Ramsden (1999), "the best arrangement depends on the situation of the class and teacher". This means that the suitable environment and the teachers' strategies make a perfect learning process. Ramsden discussed six common types of seating arrangement which can be used by the teacher, she pointed out the positive as well as the negative sides of the arrangement .Some of these are:

**1.1.6.1. Clusters:** This seating arrangement consists of four to five desks together facing each other. Each desk consists of a group of four to five students. It is not arranged in any linear position. Cluster are scattered in different places of the classroom and there is enough space between two clusters so that the chairs do not smack each other, and teachers can easily move from one place to another and work with each group. Students in a group can easily make eye contacts and work with each other and can help each other as well. Before setting up a cluster, the teacher needs to think about the group of students whether they are able to do group work or not. Students have to be from different levels in each group so that they can help each other. The idea of this arrangement is to promote more collaborative learning. The Teacher in this arrangement helps and guides the students. Students are also allowed to do individual work in this arrangement.

However, clusters can create problems when the teacher is giving instruction since the students may not face the teacher.



**Figure 1.** Clusters (Zerin, 2009, p. 9)

**1.1.6.2. Desk rows:** Desk rows are the most traditional seating arrangement. In this arrangement, desks are placed in several rows facing towards the front of the classroom; there is a gap between each desk vertically. Therefore, the teacher can walk back and forth without moving anything. Before setting up this arrangement, the teacher needs to analyze students' behaviour and decide who should sit at the back and who should sit at the front. This arrangement is perfect for the test-taking situation and good for giving instructions since the students are all facing the front and can see all the instructional aides clearly. It is easy for the teacher to monitor the class.

However, the problem of this arrangement is that some students may seat at the back or corner of the class to avoid classroom participation and interaction. It is problematic for group work.



**Figure 2.** Desk Rows (Zerin, 2009, p. 10)

**1.1.6.3. Table Rows:** In table rows seating arrangement, long tables are placed in rows vertically from the front to back of the room. Students sit next to each other. This arrangement is good for group work. The purpose of this arrangement is to gain collaborative learning. Students can do peer correction during writing activities and can share their works with peers just turning to the person next to them.

However, there are some problems of this arrangement. First, Students who are seating at the end of the table may not be able to see the teacher during the direct instruction. Second, it is also difficult for the teacher to see all the students and monitor their activities. Third, this arrangement is not good for test taking situations. Moreover, it is very difficult to have a whole class discussion since the students need to move from their place to see who is talking. This arrangement is good for the situation where there is no direct instruction and students do group work.

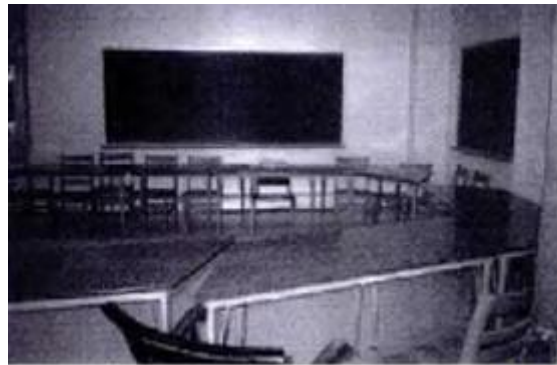


**Figure3.** Table Rows (Zerin, 2009, p. 10)



**1.1.6.4. Semi-Circle:** Semi-circle seating arrangement consists of few desks touching each other placed in a semi-circle shape. All the desks are faced in front of the classroom. In this arrangement, both the teacher and students can see each other; students can see the instructional aides clearly as well. The purpose of the teacher who sets up this type of seating arrangement can be direct instruction and collaborative learning. Since all the students are facing towards the front of the class, they can see all the instructional aides which support direct instruction. Students can do different types of classroom activities such as debate, group discussion, group project since the set up accommodates these kinds of activities. The teacher can easily walk around the class and monitor the students through which she/ he can have full control over the students.

Besides, it is difficult for the teacher to interact with the students on one basis since the seats are placed very close to each other. Also, semi-circle is not favourable in a situation where the teacher wants to have some other types of activities (role-plays) outside the desk area because it occupies almost the whole class.



**Figure 4.** Semi-Circle (Zerin, 2009, p. 11)

**1.1.6.5. Pairs:** They consist of two desks placed together. Each pair of desks is away from other pairs. Students are faced towards the front of the class in this setting. So, they can easily see the instructional aides. This arrangement is good for test taking situation.

Thus, the teacher in this arrangement can walk around the whole class and monitor the students easily. Before setting up this type of seating arrangement, he/ she needs to

decide who can be paired with whom considering some other factors such as what lowers their academic stamina, whether they misbehave or not, whether one student is comfortable with his/her pair etc. Students are allowed to do both individual as well as pair work in this arrangement. The drawback of this arrangement again is that some students will sit at the end or corners of the room to avoid classroom participation.

Teachers need to consider the nature of the students while arranging the seats. They should arrange the seating in such a manner so that both teaching/ learning can occur in the class as effectively as possible. They also need to ensure the participation of all students in the class.



**Figure5.** Pairs (Zerin, 2009, p. 12)

### **1.1.7. Seating Arrangements Proposed by Harmer**

Harmer (1998) proposed three types of seating arrangements which are:

**1.1.7.1. Orderly Rows:** In orderly rows seating arrangement, both the teacher and students can see each other clearly and can have eye contact. Maintaining discipline is easier in this seating arrangement. The teacher can also walk up and down if there is an aisle and can have personal interaction with students. This type of seating arrangement is suitable for watching a video, using the board, explaining a grammar point, demonstrating text organization where the teacher can work with the whole class. The teacher needs to encourage the whole class while working with them in this arrangement. It should be noted that orderly row is best suitable for medium to large classes.

**1.1.7.2. Circles and Horseshoes:** This type of seating is preferable in smaller classroom. There is a slight difference between circles and horseshoes that is, in horseshoes; teacher position is at the open end of the arrangement where the board is situated, whereas in circles, teachers' position is between the circles. In circle seating arrangement, there is a feeling of equity among the students since the teacher stays at the centre of the classroom although there is a greater chance to get close to the students. The most important advantage of this type of seating arrangement is that all the students can see each other that are not possible in orderly row arrangement.

**1.1.7.3. Separate Tables:** Separate table is more informal than other seating arrangements. In this arrangement, the teacher works as facilitator who moves around and monitors the students' activity. The atmosphere of the class is less hierarchical in the arrangement compared to others. When the teacher works with the students of one table, the other students get on with their own work. The negative sides of this arrangement are that the students may not want to work with the same peers all the time. Another problem of this arrangement is that it is difficult to teach the whole class since the students are more scattered and separated.

### **1.1.8. Students' Preferences for Seating**

Research indicated that there are differences between students who sit in the front of the classroom, and students sitting elsewhere. According to Kaufman (2005):

Seating preference depends on the interest level that students have in the subject matter. If the students are interested in the course, they tend to sit closer to front of the room, and if they are not interested, they tend to sit towards the back.  
(p.1)

Totusek and Spicer (1982) tested two hypotheses. First, students who voluntarily chose to sit in the seats located in the front and centre have different personality

characteristics than students who chose to sit elsewhere. Second, when students are assigned seats the students in the front and centre seats have different personality traits than students sitting in other part of the room. Their research concluded that in both cases whether assigned or self-selected students who sit front and centre were generally more assertive, imaginative, and self-reliant.

Furthermore, Wulf (1977) compared two classrooms, thought by the same professor, have the same course, consecutive semesters and rooms. One classroom was assigned seating, and the other was student selected. The research indicated that the higher performing students were found in the front of the classroom, whether self selected or assigned. A later study by Holliman and Anderson (1986) concluded the same when they examined two introductory psychology classes under similar conditions. They found that “students seated in the centre of the room scored higher on the exam than those seated towards the sides” (p.200). This research suggested that seating in the front of the room, regardless of student preferences, would generally have a positive effect on their course grades. However, it also suggested that moving students who normally sit in the front to aside or back seat can also have a negative effect on their course grade. Care must be taken to avoid hurting the motivated students with the intention of helping the unmotivated.

#### **1.1.9. Solutions for Problems of Classroom Seating Arrangement**

Young learners are very unstable; they always like changes and they become bored very easy. Therefore, it becomes very difficult for the teacher to motivate and make them participate. To motivate students, teachers should try to make them feel comfortable in the class. They can change the classroom seating after few days. Instead of fixed seating arrangement, they can try different types of seating arrangement. The concept of fixed seating should be changed, as stated by Zerin (2009):

I believe, one type of fixed seating arrangement cannot benefit the students all the time and it also does not fulfill the purpose. So, the school authority considers this issue and can allow the teachers to arrange the seats few problems of seating arrangement in the class. (p.16)

Furthermore, Zerlin (2009) suggested some solutions for problems of classroom seating arrangement. They are given as follows:

- The seating arrangement of this school is fixed. To remove the students' monotony, it can be changed once in two months. It will make them feel that they are in new place.

The changing can be done during the vacation period.

- Before setting up any arrangement, teachers at first need to analyze the type and level of students, the size and the types of lessons taught in the class.

- There are different types of students in each class. Some students are weak and some are strong. Some need teachers' help so frequently whereas some do not need any help. Therefore, if the teachers place those types of students together, it will be easy for the teacher to work with them. Otherwise, teachers have to move from one place to another very frequently.

- To motivate the weak students and make them participate, the teacher can set up the arrangement in such a manner where there will be a mixed of strong and weak students. When weak students see others working, participating and doing well, they may be motivated to do their class works. In this way, strong students can also help the weak ones. Then, the teachers will not need to go to all of the students personally to solve their problems, which will save teachers' time.

- Teachers also need to be careful about where students sit in the class. There are some students who always sit at the back or corners of the classroom, so that the teachers do not

see them properly. They even some times sleep in the classroom sitting at the back. Therefore, teachers need to change their seats from time to time.

Although both male and female students are in the class, most of the time girls sit next to the girls and boys sit next to the boys. Some girls do not allow boys to sit next to them and some boys do the same. Teachers should take a notice of it and encourage mixed seating, so that the class will not be divided into male and female students, and turn into unitary whole.

### **Conclusion**

In conclusion, classroom management is not only controlling students' disruptive behaviours and maintaining discipline; it also entails the other factors that establish a productive working environment in a language classroom. In a language classroom, seating arrangement is important to create positive learning environment. There are different types of seating arrangement for different types of classrooms. All types of seating arrangement have some positive and negative sides. Not all of them are suitable for all classes. Thus, some are good for some classroom contexts whereas some are not. Therefore, it needs to be analyzed before setting up any type of seating arrangement.

### **1.2.1. Introduction**

In the context of English as EFL teaching and learning, students' verbal participation or engagement is essentially important in the classroom. According to Nunan (1999), "This claim complies with the conceptualization of the Communicative Language Teaching (CLT) approach of teaching English, which sees language being taught as a system for expressing" (p.74). It is believed that when student engage in the classroom with their teachers or among peers, they are compelled to be involved in the negotiation of meaning ,that is to express and clarify their intentions, thoughts and opinions. Therefore, students' oral contribution is of great important for class participation. Operating from the believe that verbal participation is associated with learning, students are always encouraged by their teachers to contribute to the classroom discourse, and their participation is often evaluated according to the amount and quality of their talk.

### **1.2.2. Definition of Motivation**

Motivating students is every teacher's task. In fact, teachers often see it as their job to motivate students by creating classroom tasks that are interesting and engaging and by using authentic materials to stimulate further interest in the language and the learners who speak it. Thus, motivation is important because it is a key factor driving to language-learning success. According to Gardner (1997), motivation can be defined as "those affective characteristics which orient the student to try to acquire elements of the second language, and include desire the students have for achieving a goal and the amount of effort they expend in this direction". This indicates that motivation the combination of desire and the effort made to achieve a goal. This indicates that such students will express a strong desire to learn the language, and will strive to achieve success, and the motivated students will enjoy the task of learning the language.

Moreover, Harmer (1984) explained that motivation is a kind of internal drive that encourages someone to practice a cause of actions. Similarly, Child (2004) added, “Motivation consists of internal process and external incentives which spur us to satisfy some need” (para.2). That is to say, it is a mixture of different influences. Some of them come from inside the learners and others are outside.

In his Affective Filter Hypothesis, Krashen (1985) stressed that motivation is one of the affective variables that play a facilitative role in language acquisition. Thus, he claimed that students with high motivation and low anxiety are better ready to acquire S/ FL. However, low motivation and high anxiety can raise the affective filter and this will lead to negative results. This means that the affective filter hypothesis accounts for the influence of affective factors on S/ FL acquisition. Affect refers to non-linguistic variables such as motivation, self-confidence, and anxiety. Thus, affect effects acquisition, but not learning, by facilitating or preventing comprehensible input from reaching the language acquisition device. In other words, affective variables such as fear, nervousness, boredom, and resistance to change can affect the acquisition of SL by preventing information about the S/ FL from reaching the language areas of the mind.

Moreover, Brown (2000) argued that motivation is a clear term used to explain the success or failure of any complex task and is the key for learning. In the behaviourist perspective, motivation can be defined as “the anticipation of reward driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior” (Brown, 2000, p. 160). In the cognitive terms, “motivation places much more emphasis on the individual’s decision” (William & Burden, 1998, P.120), in addition to the emphasis on social context as well as individual personal choice. In other words, motivation can be considered as a key term for learning to explain success of failure of any complex task; also, it can be defined as an expectation of reward driven to get positive reinforcement.



### 1.2.3. Motivation and Participation

In a teachers' mind, the motivated students are usually those who participate actively in class, express interest in the subject matter, and study to a great deal. Teachers also have more influence on these behaviours and the motivation they present than on students' reasons for studying the language or their attitude towards the language and its speakers. Teachers can make a positive contribution to students' motivation to learn if classrooms are well designed, that's why students enjoy coming to, also because the content is interesting, relevant to their age, and level of ability. The learning goals are challenging, manageable and clear in addition to the atmosphere, which is supportive.

Although little research has directly investigated how pedagogy interacts with motivation in second language classrooms, considerable work has been done within the field of educational and psychology. Crookes and Schmidt (1991) pointed to several areas where educational research has reported increased levels of motivation for students in relation to pedagogical practices, among these:

Motivating students some include:

**Motivating students into the lesson:** At the opening stage of lesson, it has been observed that teachers' remarks make about forthcoming activities can lead to higher levels of interest in the part of the students.

**Varying the activities, tasks and materials:** Lessons that always consist of the same routines, patterns, and formats have been shown to lead a decrease attention and an increase in boredom. Varying the activities, tasks and materials can help to avoid this and decrease students' interest level (participation).

**Using co-operative rather than comparative goals:** Co-operative learning activities are those in which students must work together in order to complete a task or solve a problem.

This technique has been found to increase the self confidence of students because every student in a co-operative task has an importance role to play.

Teachers are always looking for ways to engage students in learning activities and make them involved in the class activities. One-way teachers rely on to achieve this goal is to add to their teaching, a 'bag of tricks'. By learning new teaching strategies, teachers can help students stay on-task. One of these strategies is called F-MAP, or Fifteen-Minute Active Participation (Powell, 2005). This means that, when using this model, teachers strive for active participation and switch activities every fifteen minutes to ensure if students grasped or not and; at the same time, teachers can avoid their students off-task behaviours, and they stay on-task (participate during the task).

#### **1.2.4. On-Task Behaviour**

It should be noted that on-task behaviors have the same definition of on-task participation. In some cases, they are even used interchangeably.

On-task behaviours have been defined in many different ways. These behaviours have been identified as commenting on class related topics, participating in class discussions, reading aloud, raising hands, and working on assigned class activity, and making eye contact with the teacher (Lantz, McKenna, Price & Stralow, 2007).

Chapman (2003) defined on-task behaviour as "Student engagement has been used to depict students' willingness to participate in routine school activities, such as attending class, submitting required work, and following teachers' directions in class"(p. 2). This indicates that, on-task behavior is the students' engagements that have been used to represent students' involuntariness to participate in the classroom.

The behaviours listed above give examples of ways to show that students are on-task. Although these definitions give a general description of on-task behaviours, it has been noted that teachers are the ones who ultimately decide what is considered on-task.

Thus, behaviours that one teacher may consider on-task may be considered off-task by a different teacher. Each teacher must decide individually what on-task behaviours are important for his or her students to possess. According to Wannarka and Ruhl (2008), “deciding whether students behaviour is on-task or not depends to the great extent on the nature of the activity and the desired communication pattern inside the class” (p.13).

On- task behaviour, includes actions done towards working on the activity at hand as well as verbal or physical actions that build towards the contribution to the class activity. These verbal or physical actions include students raising their hands to ask a question, regarding the activity, or commenting and/or discussing a certain element that leads to the completion of the activity ( Rosenfield, Lambert & Black, 1985).

#### **1.2.5. Off-task Behaviour**

The issue of off-task behaviour is a problem in the educational setting. What is meant when one says that a particular child does not pay attention ?. According to Elkhatib (1991), off-task behaviour has been defined in many ways. Lantz, McKenna, Price, and Stralow (2007) gave four basic students’ behaviours that are considered off-task. These are, talking out, inappropriate verbalization, out of one’s seat, inactivity or not being engaged in the topic, noncompliance. Another study labeled off-task behaviours as interfering with others who are on-task, making remarks that are unrelated to the topic, smiling or laughing at off-task conversation, reading or note taking not related to class work, or looking away from the teacher (Lantz, McKenna, Price, & Stralow, 2007). This means that, any of these behaviours can occur when a student is off-task.

In addition, off-task behaviour, according to Rosenfield, Lambert and Black (1985) includes instances where students talk out of turn or move around the class without permission or with no purpose.

### **1.2.6. Causes of Off-task Behaviour**

Some researchers are found that students are becoming disengaged or off-task early in their school careers (Huraya & Mitchell, 2004). This off-task behaviour can lead to students experiencing negative opinions regarding school throughout their lives.

Many causes lead students to off-task behaviour. First, student who exhibit off-task behaviours are often not listening during class (Day, 1999). There are many reasons for poor listening. Daydreaming and false attention are listening problems that virtually everyone displays. Daydreaming occurs when a student becomes engaged in his/ her own thoughts, and not listening to the material being presented. False attention occurs when a student is not interested in what is being discussed. The problem of poor listening skills can lead to learning problems in the classroom. Students that lack listening skills can show off-task behaviours as well. Second, students' self-esteem is another cause of this behaviour. Research has shown that approximately 20% of schoolchildren have trouble. Students who have low self-esteem often participate in the classroom. They can be passive and give up easily when faced with learning tasks (Chapman, 2003). They may also be bored, depressed, and withdrawn from learning activities. All of these behaviours can appear to teachers as off-task. Third, instructional method used by teachers can also cause off-task behaviour. Engagement in classroom activities is important because it affects academic achievement and life learning skills (Murray & Mitchell, 2004). Students sometimes show off-task behaviour because the level of instruction they are receiving is either too easy or too hard. Teachers who present lessons that are disorganized, unpredictable, or not motivating will find that they have more difficulty in keeping students on-task. In addition, students who feel that they are learning material that is either irrelevant or not enjoyable are more likely to be off-task (Peacock, 1998). Finally, research has shown that students, who do not take breaks throughout the day, will have more

difficult time at staying on-task (Silver, 2006). The lack of recess at intervals throughout the day can also cause a decrease in students' ability to recall information they have learned. Sousa (2001) showed that allowing a break or downtime can help students retain what they have learned as well as apply that learning to new situations.

All of these causes of off-task behaviour presented such as: lack of instruction, student's self-esteem, the instructional methods used, and lack of recess or breaks, are tied together. Each of these causes can contribute to student's off-task behaviour in the classroom.

### **1.2.7. Behaviours to Increase Students Performance and Engagement in Classes**

There are three important behaviours to increase students' performance and engagement: attention to the task, listening and following directions, and active participation. Research (as cited in Lantz, McKenna, Price, & Stralow, 2007) stated that these behaviours are important factors to creating a healthy learning environment, which motivates students. Attention to the task refers to being able to focus on a designed activity. Throped and Borden (1985) stated that increased attention to task has shown to result in increased learning. In addition, Day (1985) argued that students listening skills in class are decreasing because they are often inattentive and off-task. Another factor which has shown to influence off-task behaviour is class participation. Numerous studies showed that students who are engaged and actively participate show positive effects in their academic achievement.

According to Murray and Mitchell (2004), "Engagement is important for several reasons. It affects student's academic achievement and social well being and it is crucial for the development of lifelong learning skills and dispositions" (p.1). Furthermore, Elkhatib (1991) argued that off-task behaviour, or inattention, has been shown to negatively affect learning. Conversely, research also indicated that students who are mostly

engaged in activities demonstrated the most intellectual improvement (Jason & Kuchay). 2001). Due to the fact that attention does not increase with age, it is important to teach students how to pay attention as well as to what they should be attending (Elkhatib, 1991).

#### **1.2.8. Factors that affect Students' Participation in Class**

Factors that can affect student, participation in classroom include gender, different learning styles and personal differences.

- **Gender:** It is one of the factors that affect students' participation. Fairley, (as cited in Lotfy, 2012) has reported that males in general take more turns while females tend to be silent recipients in class. In her study on conversation dominance in the Egyptian EFL context, she found that male students in her sample took more turns than female students did.

-**Personal differences:** Research findings show that personal differences are considered an important element that affects student participation in class .These differences include students learning styles, learning strategies and affective factors.

- **Learning styles:** Ehman et al. (as cited in Lotfy, 2012) explained that learning styles have to do with students' personality and cognitive styles that researchers use to determine students' ability to learn, predict their performance, improve classroom teaching and develop curricula that would embrace different learning styles.

-**Learning strategies:** Learning strategies, on the other hand, are the means, which students use to do a task, or learn a SL/FL language. Whether a strategy is useful or not depends on certain conditions, like whether this learning strategy is suitable to the SL/FL task, whether it fits the students' learning style and how students use this strategy effectively and links it to other strategies. Oxford (as cited in Lotfy 2012) identified six major learning strategies. These are the cognitive strategies that depend on reasoning and analyzing, metacognitive strategies that have to do with students' own preferences and

needs, memory-related strategies, compensatory strategies that help students guess the missing information from the context, affective strategies related to feeling, mood and anxiety level and social strategies that help students learn through interaction with others.

### **1.2.9. Common Ways that encourage Students to stay On-task**

There are some common ways of encouraging students to become and remain actively engaged, these are:

**1.2.9.1. Recess and Breaks:** According to Silver (2005), students are better able to focus when given breaks during the school day. Over the past, schools have begun limiting or eliminating recess in order to allow more classroom time for learning. It has even been noted that teachers feel more pressure to instruction into their school day. However, research stated that breaks throughout the day are necessary for satisfaction and alertness (Jarret, 2003). Providing recess breaks allows the students to process what they have learned, and can make the learning task more reinforcing. Allowing students to have time throughout the day to take a break or have a recess will help them to be more on-task as well as help to make their learning more effective (Lantz, McKenna, Price & Stralow, 2007).

**1.2.9.2. Seating Arrangement:** The arrangement of any given classroom plays a role in whether students are able to stay focused and on-task within the classroom setting. Students may be grouped either in small groups or individually in rows. Research (Hasting & Schuieso, 1995) indicated that each seating arrangement is useful in different settings. It was found that groups of seating arrangement worked best for collaborative activities, and rows arrangements were most conducive to individual activities. Some classroom teachers also found the use of preferential seating useful for students who are easily distracted. Preferential seating is in basic terms being sure that students are seated in locations that avoid or minimize other distractions. In addition, students who are easily distracted may

also benefit from a quiet work area to go to when they have more complex tasks to complete. In short, “attention to task appropriate seating arrangement can make an important contribution to improvement in behaviour and academic performance (Hasting & Schuieso, 1995)

**1.2.9.3. Class Size:** The issue of class size is often discussed in educational venues. Lowering class size may be one way to increase on-task behaviour. Students who are in classes of less than twenty children are able to form positive relationships within their peers (Horner, 2000). This makes it more likely that they will become actively engaged in class activities. Small class sizes seem to create changes in students and teachers behaviour. Teachers are more able to meet with individual students in class of seventeen students than in a class of twenty-eight students; this individual attention from teachers ensures that attention to learning will increase while disruptive and off-task behaviour decrease.

**1.2.9.4. Positive Reinforcement:** The classroom setting contributes a great deal to students’ behaviour, and managing behaviour is one way to keep students on task (Lantz, McKenna, Price & Stralow). The use of positive reinforcement is one way to manage students’ behaviour. Goldstein (2001) found that strategies, which involve the use of positive reinforcement, are generally more effective than punishment. This indicates that teachers need to be aware of students’ strengths, and allow occasions for each student to feel valued, special, and to help others. Using positive reinforcement can help students feel good about themselves. Thus, there are several techniques for using positive reinforcement effectively. These include maintaining eye contact with the child, allowing the child to finish talking, labeling the behaviour not the child, and being with a reinforcing statement. Using these techniques can help teachers build positive relationships with their students.



These positive relationships can help students feel accepted, and thus increase their ability to remain engaged in learning activities.

Teachers have many strategies and techniques available to help students become and remain on-task. The strategies and techniques include providing breaks, adapting classroom-seating arrangements to meet the requirement of the task, and using positive reinforcement. Lantz, McKenna, Price, and Stralow (2007) believed that by using these strategies and techniques within the classrooms, teachers can stimulate their students to become and remain on-task.

### **Conclusion**

To sum up, students' participation is considered as one of the effective strategies that teachers should consider in the EFL classroom. It encourages students to take part in classes freely and gives them response and interaction in the classroom. They should be ensured that it is their time to speak and minimize their fear of being wrong. When students become more engaged in their learning, their participation upgrades, and this gives students enough opportunities to interact with one another.

## **Chapter Two: The Field Work**

### **Introduction**

This chapter is concerned with the practical part. The study aim is investigating students' attitudes towards the effect of classroom seating arrangement on on-task participation. Thus, the tool that has been used in this research is a questionnaire for students of the English Department, Oum El Bouaghi University. In addition to discussing the methodology followed in this study, this chapter deals with the specification of the population and the sample, and the different procedures starting from the data collection to the analysis, moving to the findings.

### **2.1. Choice of the Method**

In this study, a descriptive method was chosen for the collection of data since it aims at investigating students' attitudes towards the effect of classroom seating arrangement on on-task participation. A questionnaire was designed for investigating EFL students' attitudes towards the effect of classroom seating arrangement on on-task participation. The questionnaire was defined as "a questionnaire is a form which is prepared and distributed for the purpose of securing responses. Generally, these questions are factual and designed securing information about certain conditions or practices, of which recipient is presumed to have knowledge" (Singh, 2006, p, 191). That is to say, a questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis.

#### **2.1.1. Significance of the Questionnaire**

Many researchers argue that the questionnaire is an effective tool to collect data. In other words, a large amount of information can be collected from a large number of people in a short period of time and in relatively effective way. Also, the results of the questionnaire usually can be quickly and easily quantified by the researcher.

### **3.1. Students' Questionnaire**

#### **3.1.1 The Sample**

The population of the study consists of Master One students of English at Larbi Ben M'hidi University, Oum ElBouaghi for the academic year 2016/ 2017. The sample included (30) students out of (146) students who were chosen randomly. There is one major reason behind the selection of this sample which is that those students experienced different seating arrangements through their learning process which can help them to answer the questions.

#### **3.1.2. Description of the Questionnaire**

Students' questionnaire consists twenty-two multiple choice and open ended questions (appendix 01) divided into three main parts as follows:

##### **Part one: Students' Attitudes toward Classroom Seating Arrangement (Q1-Q10)**

This part consists of questions from Q1 to Q10. It aims at gathering data about the importance of classroom management, their preferences for seating, and their preferences for working in the class.

##### **Part two: Students' Attitudes towards On-Task participation (Q11-Q18)**

This part consists of questions from Q11 to Q18, it is designed to investigate students' attitudes towards on-task participation. Q11, Q12, Q13 ask about students' motivation and participation in the class. Q14, Q15, Q16, Q17, Q18 are about the behaviours that students show when they are on/ off task, the reasons, and the factors that lead students to be off-task.

##### **Part three: Students' Attitudes towards the Effectiveness of Classroom Seating Arrangement on On-Task Participation (Q19-Q22)**

This part containing questions from Q19 to Q22 .Q19seekes to determine students attitudes whether using groups in seating arrangement can be beneficial for collaborative activities

or not. Q20 looks for students' attitudes towards their participation about using small rows and columns rather than those in large classes. Q21 is asked to gain information about students' views about if they setting in the front of the rows are more likely to participate than those setting at the back. Finally, Q22 surveys students' views towards the effect of classroom seating arrangements on on-task participation.

### 3.1.3. Analysis of the Questionnaire

#### Part One: Students' Attitudes towards Classroom Seating Arrangement

**Q 1:** Do you agree that managing the classroom is necessary for creating suitable learning environment?

**Table 1.**

Student's Attitudes towards Managing the Classroom for Creating Suitable Learning Environment

Option	N	%
Yes	28	93,30
No	02	6,70
Total	30	100%

The obtained results show that most of the students (93,30%) agreed that managing the classroom is necessary for creating the appropriate learning environment while only 6,70 of them disagreed with that. This indicates that students consider managing the classroom is crucial for creating a healthy learning environment.

- If yes, is it because?

- a) It establishes a productive working environment
- b) It creates a competitive environment
- c) It fosters students involvement

d) All of them

**Table 2.**

Reasons about Managing the Classroom for Creating Suitable Learning Environment

Option	N	%
a	5	16,67
b	6	20
c	2	6,67
d	14	46,67
a+b	1	6,66
a+c	2	3,33
Total	30	100%

While 16,67% of the students stated that managing the classroom is necessary for creating suitable learning environment because it establishes a productive working environment, only 20% of them stated that managing the classroom is necessary for learning the language because it creates a competitive environment. Others 6,67% admit that managing the classroom is necessary because it fosters students involvement. Yet, the majority 46,70% of the students mentioned that managing the classroom is necessary for creating a suitable learning environment because it establishes a productive working environment, it creates a competitive environment, and it fosters students involvement. Other students (6,70%) stated that managing the classroom establishes a productive working environment and it fosters students involvement. Whereas 3,30% of them stated that it is so because it establishes a productive working environment and it creates a competitive environment. In other words, students consider that managing the classroom is necessary for creating suitable learning environment because it establishes a productive

working environment, creates a competitive environment, and fosters students' involvement. That is to say, managing the classroom is crucial because it establishes a productive working environment, it creates a competitive environment, and it fosters students' involvement.

**Q 2:** Do you agree that managing the classroom is necessary for encouraging the learners to learn the language?

- a) Yes
- b) No

**Table 3.**

Students' Attitudes towards the Importance of Managing the Classroom for Encouraging Learners to learn the Language

Option	N	%
Yes	25	83,33
No	5	16,67
Total	30	100%

The table above shows that the majority (83,33%) of students agreed that it is necessary. While (16,67%) of them disagreed that it is necessary. This indicates that students are aware of the importance of classroom managements.

- If yes, is it because?

- a) It helps you to feel comfortable
- b) It helps you to deal with problems (disruptive behaviours)
- c) Both of them

**Table 4.**

Reasons about the Importance of Managing the Classroom for Encouraging Learners to learn the Language

Option	N	%
a	8	26,67
b	6	20
c	16	53,33
Total	30	100%

From the obtained results, it seems that 26,67% of the students stated that managing the classroom is necessary for encouraging the learners to learn because it helps them to feel comfortable, while 20% of them stated that it is the case because it helps them to deal with disruptive behaviours. Yet, the majority of the students (53,33%) stated that it is so because both reasons ( it helps them to feel comfortable and to deal with problems). This means that, students are aware of the importance of classroom seating arrangement for encouraging them to learn the language.

**Q 3:** Do you prefer to change your seating in the classroom?

- a) Yes
- b) No

**Table 5.**

Students' Preferences to Change their Seat in the Classroom

Option	N	%
Yes	16	53,33
No	14	46,67
Total	30	100%

The table above shows that more than the half of students (53,33%) preferred to change their seat in the classroom whereas 46,67% of them do not prefer to change their

seating in the classroom. This indicates that, most of the students like changes in the class for such reasons.

- If yes, is it because you

- a) Feel comfortable in the class
- b) Feel that you are motivated
- c) Feel that you are in new place

**Table 6.**

Reasons about Students' Preferences to Change their Seating in the Classroom

Option	N	%
a	10	33,34
b	15	50
c	3	10
b+c	1	3,33
a+b+c	1	3,33
Total	30	100%

As shown in the above table, half of the students (50%) asserted that they prefer to change their seating in the classroom because they feel that they are motivated. 33,33% state that they feel comfortable in the class. On the other hand, (10%) of the students said that they feel that they are in new place. Beside, only one student who represents 3,33% stated that he feels he is motivated in new place. The same (3,33%) for a girl who states that she feels that she is motivated and comfortable in the class when changing the seating.



**Q4:** How could you describe the role of your teacher in the class after deciding your seating?

- a) A director
- b) A manager
- c) A facilitator
- d) A controller
- e) A recourse

**Table 7.**

Students' Attitudes towards the Role of the Teacher in the Class

Option	N	%
a	9	30
b	3	10
c	3	10
d	3	10
e	1	3,33
a+c	1	3,33
b+c	1	3,33
c+d	3	10
d+e	2	6,67
b+d+e	1	3,33
b+c+d+e	2	6,67
a+b+c+d+e	1	3,33
Total	30	100%

The results in table7 show the description of the role of their teachers in the class after deciding any specific seating arrangement. The majority of students (30%) opted for a controller, a director (10%), a manager (10%), a recourse (33,33%). While (33,33%) of the students described the role of their teachers in the class as a director and manager. While (10%) of them describe the role of their teachers as manager and facilitator. (6,67%) of the students described the role of their teachers as facilitator and recourse.(3,33%) of them described the role of their teachers as a director, facilitator, and recourse. The same percentage (3,33%) described the role of their teachers as controller, director, manager, facilitator, and recourse. That is to say, teachers use many roles in the classroom when students work in pairs/ groups in order to facilitate their learning.

**Q 5:** When you work in pairs/ groups, do you take the role of

- a) Initiator/ Contributor
- b) Opinion seeker/ Provider
- c) Elaborator/ Clarifier
- d) Coordinator
- e) Evaluator/ Critic
- f) Secretary/ Recorder

**Table 8.**

Students' Attitudes towards Their Role in the Class

Option	N	%
a	6	20
b	5	16,67
c	4	13,33
d	2	6,67
e	3	10

f	0	00
a+c	1	3,33
a+d	1	3,33
a+b+e	2	6,67
Eb+c	1	3,33
b+e	2	6,67
b+c+d	1	3,33
b+c+e	2	6,67
Total	30	100%

The results show that 6 out of 30 students (20%) take the role of opinion seeker/ provider. Yet, (13,33%) of them take the role of elaborator/ clarifier. Other students responses can classified as follow: coordinator (6,67%), evaluator/ critic (10%), secretary (00%), elaborator(3,33%). Initiator/ contributor and coordinator (3,33%). Initiator/ contributor, opinion seeker/ provider (3,33%). Opinion seeker/provider and evaluator/ critic (6,67%). Opinion seeker/ provider, elaborator/ clarifier, and coordinator (3,33%). Opinion seeker/ provider, elaborator/ clarifier and evaluator/ critic (6,67%). This means that, students take different roles in the classroom when they work in pairs/ groups.

**Q 6:** Do you prefer to work

- a) Individually
- b) In pairs
- c) In groups

**Table 9.**

Students' Preferences for Working

Option	N	%
a	19	63,33
b	3	10
c	8	26,67
Total	30	100%

The table above shows that the majority of the students (63,33%) affirmed that they prefer to work individually and 10% of them declared that they prefer to work in pairs. 26,67% of them stated that they prefer to work in groups. Therefore, teachers need to make students work individually, and in some tasks they can be grouped in pairs/ groups.

**Q 7:** Which seating arrangement does your teacher use when you work in pairs/ groups?

- a) Orderly rows (desks are placed in either vertical or horizontal straight lines)
- b) Separate Tables
- c) Circles (consists of desks touching each other placed in circle shape)
- d) Clusters (consists of four to five desks together facing each other)
- e) Desk rows (desks are placed in several rows facing towards the front of the classroom)
- f) Table rows (long tables are placed in rows vertically from the front to back of the room)
- g) Semi-Circles (consists of few desks touching each other placed in a semi-circle shape)
- h) Pairs (consists of few desks placed together. Each pair of desks is away from other pairs)

**Table 10.**

## Types of Seating Arrangements that Teachers Use in the Classroom

Option	N	%
a	12	40
b	3	10
c	2	6,67
d	2	6,67
e	1	3,33
f	0	00
g	0	00
h	0	00
a+e	4	13,33
a+f	2	6,67
c+h	1	3,33
d+h	1	3,33
d+g	1	3,33
a+b+d+e+f	1	3,33
Total	30	100%

It can be noticed from table 10, 40% of students stated that their teachers use clusters when they work in pairs/ groups. While, 10% of them said that their teachers use desk rows when they work in pairs/ groups. In addition, 16,67% of students asserted that their teachers use table rows, the same percentage of students stated that their teachers use semi-circles when they work in pairs/ groups. Other students can be classified in their answers as follow: Using clusters and pairs (13,33%), using clusters and orderly rows

(6,67%). Using table rows, circles and horseshoes (3,33%), using semi-circles, circle and horseshoes (3,33%), using semi-circles and separate tables (3,33%), using clusters, desk rows, semi-circles, pairs, and orderly rows. These results indicate that teachers can use different seating arrangements in the class according to the activities in order to facilitate learning for students.

**Q8:** Where do you prefer to sit mostly in the classroom?

- a) In the front
- b) In the middle
- c) At the back

**Table 11.**

Students' Preferences to Sit in the Class

Option	N	%
a	17	56,66
b	8	26,67
c	5	16,67
Total	30	100%

The table above shows that more than the half of students making up of 56,66% preferred to sit in the front of the classroom. Whereas, 26,67% of them prefer to sit in the middle of the classroom. Others (16,67%) preferred to sit at the back of the classroom. These results indicate that most of the students prefer to sit in the front of the classroom for reasons that will be discussed in the next question's answer.

**Q9:** Do you choose the front seating in the classroom because

- a) You can learn better and pay more attention in the classroom
- b) You prefer to stay together with my friends
- c) It is the best place to participate

**Table 12.**

Reasons of Choosing the Front Seating in the Class

Option	N	%
a	22	73,33
b	1	3,33
c	5	16,67
a+c	2	6,67
Total	30	100%

As shown in table 12 more than half of the students (73,33%) asserted that they prefer to sit in the front of the classroom because they can learn better and pay more attention in the classroom. Whereas 16,67% argued that it is the best place to participate. 3,33% declared that they prefer to sit in the front of the classroom because they prefer to stay together with their friends. On the other hand, 6,67% argued that it is the best place to participate and pay more attention. These results indicate that the front of the class is the preferable place for students to learn better, pay more attention, and participate in the classroom.

**Q10:** Does choosing proper seating arrangement help

- a) The teacher to avoid disruptive behaviour of the students
- b) The teacher to remember the names of the students quickly
- c) In facilitating specific learning tasks
- d) In enhancing communication with the teacher

**Table 13.**

Reasons about choosing proper seating in class

Option	N	%
a	5	16,67
b	2	6,67
c	7	23,33
d	4	13,33
a+b	4	13,33
a+c	1	3,33
a+d	3	10
b+d	3	10
a+b+c+d	1	3,33
Total	30	100%

This question seeks to determine students' attitudes towards choosing proper seating arrangement. As it is noticed in table 14 16,67% of students stated that choosing proper seating arrangement helps the teacher to avoid disruptive behaviours of the students. 23,33% of students argued that choosing proper seating arrangement helps in facilitating specific learning tasks. 13,33% claimed that it helps in enhancing communication with the teacher, and the same percentage stated that it helps the teacher to avoid disruptive behaviours of the students and help him/ her to remember the names of the students quickly. 6,67% stated that it helps the teacher to remember the names of the students quickly. 10% claimed that it helps the teacher to avoid disruptive behaviours of the students and enhancing communication with the teacher, the same percentage stated that it helps the teacher to remember the names of the students quickly and enhance communication with the teacher. Whereas only one students (3,33%) argued that choosing



proper seating arrangement helps the teacher to avoid disruptive behaviours of the students, helps the teacher to remember the names of the students quickly, facilitates specific learning tasks, enhances communication with the teacher. This indicates that choosing proper seating arrangement helps both teachers and students; it helps the teachers in organizing the class and avoiding disruptive behaviours of the students, and it helps to remember the names of their students quickly. In addition, it helps the students by facilitating specific learning tasks, and enhances communication with their teachers.

**Part Two: Students’ attitudes towards On-Task Participation**

**Q11:** Do you agree that motivation is important for language learning?

- a) Yes
- b) No

**Table 14.**

Students’ attitudes towards the importance of motivation for language learning

Option	N	%
Yes	30	100
No	0	00
Total	30	100%

Importantly, it can be noticed from table 15 that all students (100%) agree that motivation is important for language learning. So, students recognize the importance of motivation as being crucial for language learning.

- If yes, is this because motivation can:

- a) Express a stronger desire to learn the language
- b) Strive to achieve success
- c) Make students enjoy the task of learning the language
- d) All of them

**Table 15.**

Reasons about the Importance of Motivation for Language Learning

Option	N	%
a	6	20
b	3	10
c	2	6,67
d	14	46,67
a+c	2	6,67
b+d	1	3,33
c+d	1	3,33
a+b+c	1	3,33
Total	30	100%

Table 15 reveals that 20% of the students believed that motivation is important because it expresses a stronger desire to learn the language. While 10% believed that it is important because it strives to achieve success. Furthermore, 6,67% stated that motivation is important because it makes them enjoy the task of learning the language. Whereas the majority of the students (46,67%) reported that motivation is important because it expresses a stronger desire to learn the language, strives to achieve success, and makes students enjoy the task of learning the language. These results indicate that motivation has an important role in language learning as a support for students to learn better, to make them enjoy the task of learning the language. In other words, motivation is important because it is a key factor driving to language learning success (as stated in Section 2, p.22)

**Q 12:** Do you think that if you are motivated, you will be participate in the classroom?

a) Yes

b) No

**Table 16.**

Students' attitudes about the Relationship between Motivation and Participation

Option	N	%
Yes	28	93,33
No	2	6,67
Total	30	100%

The aim of this question is to know about students' attitudes towards using their motivation to participate in class. This category is represented by 93,33%. Whereas, 6,67% of them stated that it is not necessary to participate when you are motivated. These results coincide with what was mentioned in section 2, page 22.

#### Justify

Twenty-one students (70%) of the students answered this question, while nine of them (30%) did not. Those who stated that they participate when they are motivated have provided the following reasons:

- They cannot do something that they hate; they need motivation to keep doing it.
- They will be more willing to learn, if they are motivated.
- Motivation is a crucial element in language learning; it leads students to interact, communicate, and participate.
- Motivation decreases anxiety.
- When they are motivated, they will be comfortable about the lesson.
- When they are in a comfortable status and motivated, they try to do their best, they will participate and give more than take.
- When they are motivated, they will be more engaged in the class, and they will be more aware about their lectures.

- When the atmosphere is enjoyable, the students will be so motivated for exploring their potential and being more energetic which makes great results.
- When they are in a good mood in a suitable environment, they will participate.
- They will enjoy the activities, and they will have the desire to be more active in the class.
- Motivation encourages them to participate and give their opinions in classroom discussions.
- When they are motivated and interested to their field of study, they will easily achieve success.
- Motivation is the key element in order to make students interested, and show more desire to learn the language.
- Motivation gives them a push forward to achieve success and to learn more.
- Motivation makes them feel that their skills are considered worth.
- Motivation is the key of success inside the classroom, especially if the teachers' methods are suitable for them.
- Motivation encourages them to participate and get involved in all topics and in all modules.

While, those who stated that motivation is not necessary for participation provided the following reasons:

- Sometimes, even if they are motivated, lack of information hinders them from participating.
- They will pay attention more to the teacher and focus on what he/she is saying.

**Q13:** Do you participate while learning?

- a) Yes
- b) No

**Table 17.**

Students' Participation in the Class

Option	N	%
Yes	21	70
No	9	30
Total	30	100%

From the table 17, the majority of the students (70%) stated that they participate while learning, while 30% of them state the opposite.

-If yes, is it because:

- a) The content is interesting
- b) The content is relevant to your age
- c) The content is relevant to your level and ability
- d) You are motivated
- e)

**Table 18.**

Reasons about Students' Participation in the Class

Option	N	%
a	8	26,67
b	0	00
c	1	3,33
d	6	20
a+b	1	3,33
a+c	4	13,33
a+d	4	13,33

a+b+c	1	3,33
a+c+d	3	10
c+d	2	6,67
Total	30	100%

As shown in table 19, 26,67% of the students stated that they participate because the content is interesting. Whereas 13,33% of them argued they participate because the content is relevant to their age, 13,33% claimed in the same way because the content is interesting and it is relevant to their level and ability, the same percentage (13,33%) of them noted that they participate because the content is interesting and makes them motivated. These data indicate that the content should be relevant to the students' age, level, and ability in order to make them participate in the class and increase their motivation to learn.

**Q 14:** Which of these behaviours do you show when you participate (you are on-task) in the classroom?

- a) Make comments in class related topics
- b) Participate in class discussions
- c) Read aloud and raise hands
- d) Make eye contact with the teacher

**Table 19.**

Students' Behaviours when they are On-task

Option	N	%
a	0	00
b	3	10
c	0	00

d	9	30
a+b	4	13,33
a+b+c+d	5	16,67
a+b+d	4	13,33
a+c	2	6,67
b+c+d	1	3,33
b+d	1	3,33
c+d	1	3,33
Total	30	100%

From the obtained results, it seems that the majority of students (30%) when participating make eye contact with the teacher. Moreover, 10% of them stated that they participate in class discussions, while the others (16,67%) claimed that they make comments in class related topics, participate in class discussions, read aloud, raise hands, and making eye contact with the teacher. This means that students show different behaviours when they participate in the class.

**Q15:** What is/are the reason(s) that lead you to be off-task?

- a) You do not listen to the task
- b) You daydream
- c) You have low-self esteem
- d) The level of instruction that you are receiving is either too easy or too hard
- e) You do not take breaks

**Table 20.**

Reasons that Lead Students to be Off-task

Option	N	%
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a	2	6,67
b	5	16,67
c	2	6,67
d	2	6,67
e	8	26,67
a+b	1	3,33
a+b+c+d+e	1	3,33
b+c	2	6,67
b+d	2	6,67
b+d+e	3	10
c+d	2	6,67
Total	30	100%

The table above shows that the reason(s) that lead students to be off-task in the class. 26,67% claimed that they do not take breaks, and this what makes them bored and not being interested while learning. 16,67% of them claimed that they daydream. The others are classified as follows: 6,67% do not listen to the task, 6,67% read aloud and raise hands, 3,33% do not listen to the task and daydream. These results indicate that there are many factors that affect students' participation such as: lake of instruction, students' self-esteem, and the instructional methods used. Each of these causes can contribute the students' off-task behavior in the class.

**Q 16:** When you are off-task (not engaged in the learning process), which of these behaviours do you show?

- a) Talking
- b) Being out of your seat



- c) Not being engaged in the topic

**Table 21.**

Students' Behaviours when they are Off-task

Option	N	%
a	5	16,67
b	0	00
c	21	70
a+c	3	10
b+c	1	3,33
Total	30	100%

The results indicate that 70% of the students showed that they are not being interested in the topic when they are off-task. 16,67% of them showed that they talk when they are not engaged in the learning process. Whereas, 10% of them tend to be talking and not interested in the topic. Furthermore, 3,33% of them stated that become out of their seat and not interested in the topic.

**Q 17:** Which of these factors can affect your participation in the classroom?

- a) Gender
- b) Learning style (shaped by your personality characteristics)
- c) Learning strategies
- d) Affective factors (your emotional status: mood)

**Table 22.**

Factors that Affect Students' Participation

Option	N	%
a	3	10

b	3	10
c	1	3,33
d	12	40
a+d	1	3,33
b+c+d	2	6,67
b+d	3	10
c+d	5	16,67
Total	30	100%

The results denote that the majority of students (40%) stated that the major factor that affects their participation is affective factors. Whereas, 10% of them noted that the major factor is gender, and the same percentage said that it is learning style. 3,33% of them said that it is learning strategies, the same percentage stated that it is gender and affective factors. 16,67% stated that learning strategies and affective factors affect their participation in the class.

Justify,

Eighteen (60%) of the respondents answer the question; however, twelve (40%) did not.

The explanations provided were as follows

- They do not participate because boys and girls are ten to laugh or say jokes on them.
- Gender is the thing that interrupts them more than anything else; they are shy in front of the boys.
- They are introverted students which means that they do not like interaction with others.
- Their learning styles are shaped by their personalities
- The learning methods in class are different when used to learn.

- The learning style is a factor that helps students to participate.
- They are moody people.
- When they are in a good mood, they will show interest and participate.
- When they are in a bad mood, they do not like to participate in the class.
- When they feel well, they interact with their classmates and participate.
- When they are not being comfortable in the classroom, they will be distracted.
- They are affected differently when they are sad or angry than being happy and excited.
- If they are motivated, they will participate. If not, they will daydream.
- Sometimes, they come to the class tired, anxious, and nervous, and this affects performance inside the classroom.

**Q 18:** In order to increase on-task behaviours, you should

- Have more attention to the task
- Be engaged and actively participate
- Be given breaks during the school day
- Be arranged in specific seating arrangement
- Learn in small class size
- Receive positive reinforcement rather than punishment

**Table 23.**

Students' Strategies to Increase On-task Behaviours

Option	N	%
a	4	13,33
b	5	16,67
c	0	00

d	0	00
e	2	6,67
f	0	00
a+b	1	3,33
a+d	2	6,67
a+b+c	2	6,67
a+b+e	2	6,67
a+b+c+d+e	3	10
a+b+d+e+f	2	6,67
b+e+f	1	3,33
c+e	2	6,67
c+e+f	2	6,67
c+f	1	3,33
e+f	1	3,33
Total	30	100%

The above table shows some methods that can increase students' on-task behaviours. As it can be noticed 16,67% of students stated that in order to increase their on-task behaviours they should be engaged and actively participate in the class. Whereas, 13,33% of students asserted that they should have more attention to the task. Furthermore, 6,67% of students stated that they should learn in small class size. Similarly, the same percentage of students asserted that they should have more attention to the task and should be arranged in specific seating arrangements. Also the same percentage of students (6,67%) stated that they should have more attention to the task, should be engaged and actively participate, and should be given breaks during the school day. Besides, one student 3,33% claimed that

he should have more attention to the task, should be engaged and actively participate. Another three students (10%) stated that they should have more attention to the task, should be engaged and actively participate, should be given breaks during the school day, should be arranged in specific seating arrangements, should learn in small class size, and receive positive reinforcement rather than punishment. Additionally, 6,67% of students affirmed that they should have more attention to the task, should be engaged and actively participate, and should be given breaks during the school day. While, 3,33% of the participants said that they should be engaged and actively participate, should learn in small class size, and receive positive reinforcement rather than punishment. Two students (6,67%) stated that they should be given breaks during school day and learn in small class size. In addition, two students (6,67%) affirmed that they should have more attention to the task, should be engaged and actively participate, should be arranged in specific seating arrangements, should learn in small class size, and receive positive reinforcement rather than punishment.

**Part Three: Students’ Attitudes Towards the Effectiveness of Classroom Seating Arrangement on On-Task Participation**

**Q 19:** Do you think that using groups in seating arrangement can be beneficial for collaborative activities?

**Table 24.**

Students’ Attitudes towards Using Groups in Seating Arrangement

Option	N	%
Yes	23	76,67
No	7	23,33
Total	30	100%

From table 24 the majority of students (76,67%) said that using groups in seating arrangements can be beneficial for collaborative activities, while 23,33% asserted that using groups in seating arrangements is not beneficial for collaborative activities. That is to say, students prefer working in groups rather than individually.

**Q 20:** To what extent do you agree that students in classes formed using small rows and columns participate more than those in large classes?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

**Table 25.**

Students' Perceptions towards Using Rows and Columns effects on Participation

Option	N	%
a	11	36,67
b	16	53,33
c	3	10
d	0	00
Total	30	100%

The table above shows students' opinions towards using small rows and column for raising their participation rather than large classes. Most of the students (53,33%) agreed on this idea, and 36,33% of them strongly agree, whereas, 10% of them disagree. In other words, classes formed using small rows and columns are preferred by students since these classes help them to participate rather than large classes.

**Q 21:** Do you agree that students who are sitting in the front of the rows are more likely to participate than those sitting at the back?

- a) Yes
- b) No

**Table 26.**

Students' Attitudes towards Sitting in the Front of the Classroom Effect on Participation

Option	N	%
Yes	21	70
No	9	30
Total	30	100%

From the obtained results, it is clear that the majority of the students (70%) agreed that students who are sitting in the front of the rows are more likely to participate in the classroom rather than those sitting at the back, whereas only 30% stated the opposite. This indicates that students participate more when they sitting in the front of the rows.

**Q 22:** Do you agree that classroom-seating arrangement can help you in improving your on-task participation?

- a) Yes
- b) No

**Table 27.**

Students' Attitudes towards the Effect of Classroom Seating Arrangement

Option	N	%
Yes	23	76,67
No	7	23,33
Total	30	100%

The table above indicates that the majority of the students (76,67%) agreed that classroom seating arrangement can help them in improving their on-task participation, whereas 23,33% said the opposite, these results affirm that classroom seating arrangement can help students to improve their on-task participation.

### **Discussion of the results**

In the light of the attained results from the questionnaire, it can be stated that:

- The majority of students (83,33%) agreed that managing the classroom is important for encouraging the learners to learn the language.
- More than the half of the students preferred changing their seatings in the classroom, because they feel comfortable in the class.
- Students asserted that there are many problems lead them to be off-task. For instance, Students do not concentrate while doing the task, they daydream, they have less self-esteem, and the level of instruction is either too easy or too hard.
- Almost all of the students are aware of the importance of classroom seating arrangements. They argued that classroom seating arrangement is one of the main factors that helps them to improve their participation. In addition to that, participation helps students to be engage and involved in the learning process.

### **Conclusion**

The second chapter has focused on the practical part of the study. There was an analysis of students' questionnaire to investigate their attitudes about the effectiveness of classroom seating arrangement on on-task participation. The analysis of the questionnaire assigned to master one students assert that the majority of the sample argues that classroom seating arrangement affects students' participation positively. Thus, on the basis of these result we reject that our hypotheses of the research that indicates that classroom seating arrangement would have an effect on students on-task participation.



## **General Conclusion**

Raising students' participation inside EFL classes has been the concern of many researchers. They claim that it is important for teachers and students to cooperate in order to construct a healthier environment for effective interaction to take place. Besides, teachers should encourage their students to interact and participate. Recently, classroom seating arrangement is assumed to be one of the serious problems that affects students' participation inside the classroom.

The aim of this study, then, was to investigate students' attitudes about the effectiveness of classroom seating arrangement on on-task participation. To achieve this aim, one questionnaire were administered to students at the English Department University of L'arbi Ben M'hidi University.

The results obtained from the questionnaire revealed that classroom seating arrangement is partially effective due to the lack of participation that students found, and their better achievement.

## **Pedagogical Implication**

Classroom seating arrangement is one of the variables that affects students' participation. In the light of the results attained from this research, a set of recommendations can be presented as follows:

1-In large classrooms, it is difficult for teachers to manage a successful teachers-students interaction. Thus, it is important for teachers to be restricted and organized, and say it directly from the beginning that noise and misbehaviours in the class are forbidden in the class.

2-It is difficult for teachers to assess their students' improvement in overcrowded classes due to the large number of students and the chaotic seating arrangement. Therefore, it is preferable to divide the class into groups in order to attain better results.

3-The administration has to reduce the number of students per class or bring experienced teachers to teach in these classes.

### **Limitation of the study**

In the present study, some inevitable limitations are as follows:

1-Due to time constrains, this research was conducted on a small sample of students, thus to have more reliable results, the study should have involved more participants.

2-The future research can be resort to classroom observation to deduce the real effect of classroom seating arrangement on on-task participation.

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## Appendix A: Students' Questionnaire

Dear students, this questionnaire investigates your attitudes towards the effectiveness of classroom seating arrangements on on-task participation. You are kindly requested to complete this questionnaire. Please read the statements carefully, and tick ( ) the appropriate answer (s) or make full statements whenever necessary.

### Part One: Students' Attitudes towards Classroom Seating Arrangement

**Q 1:** Do you agree that managing the classroom is necessary for creating suitable learning environment?

a) Yes

b) No

-If yes, is it because?

e) It establishes a productive working environment

f) It creates a competitive environment

g) It fosters students involvement

h) All of them

**Q2:** Do you agree that managing the classroom is necessary for encouraging the learners to learn the language?

c) Yes

d) No

- If yes, is it because?

a) It helps you to feel comfortable

c) It helps you to deal with problems (disruptive behaviours)

d) Both of them

**Q 3:** Do you prefer to change your seating in the classroom?

a) Yes

b) No

- If yes, is it because you

a) Feel comfortable in the class

b) Feel that you are motivated

c) Feel that you are in new place

**Q 4:** How could you describe the role of your teacher in the class after deciding any specific seating arrangement?

a) A controller (the teacher determines what the learners should do or act in the class)

b) A director (the teacher directs the learner in order to keep the smoothness and the balance of the interaction)

c) A manager (the teacher manages the time as well as the space for learners to work cooperatively)

d) A facilitator (the teacher makes the learning process much easier for learners via providing them with the aid they need)

e) A recourse (the teacher gives help or confirmation for students when needed)

**Q 5:** When you work in pairs/ groups, do you take the role of

a) Initiator/Contributor (stimulate and push your peers to be more flexible learners)

b) Opinion seeker/ Provider (give your opinion in order to create successful interaction among the group)

c) Elaborator/Clarifier (illustrate those views in the way that brings fruitful results for the whole group)

d) Coordinator (check that the group is organized and make sure that your peers do not deviate from the primary goal of interaction)

e) Evaluator/Critic (give your appraisal and suggestions)

f) Secretary/Recorder (record the ideas in order not to forget or lose)

**Q 6:** Do you prefer to work

a) Individually

b) In pairs

c) In groups

**Q 7:** Which seating arrangement does your teacher use when you work in pairs/groups?

a) Clusters (consists of four to five desks together facing each other)

b) Desk rows (desks are placed in several rows facing towards the front of the classroom)

c) Table rows (long tables are placed in rows vertically from the front to back of the room)

d) Semi-Circles (consists of few desks touching each other placed in a semi-circle shape)

e) Pairs (consists of few desks placed together. Each pair of desks is away from other pairs)

f) Orderly rows (desks are placed in either vertical or horizontal straight lines)

g) Separate Tables

h) Circles and Horseshoes (consists of desks touching each other placed in circle shape)

**Q8:** Where do you prefer to sit mostly in the classroom?

a) In the front



- b) In the middle
- c) At the back

**Q9:** Do you choose the front seating in the classroom because

- a) You can learn better and pay more attention in the classroom
- b) You prefer to stay together with my friends
- c) It is the best place to participate

**Q10:** Does choosing proper seating arrangement help

- a) The teacher to avoid disruptive behaviour of the students
- b) The teacher to remember the names of the students quickly
- c) In facilitating specific learning tasks
- d) In enhancing communication with the teacher

**Part Two: Students' attitudes towards On-Task Participation**

**Q11:** Do you agree that motivation is important for language learning?

- a) Yes
- b) No

- If yes, is this because motivation can:

- a) Express a stronger desire to learn the language
- b) Strive to achieve success
- c) Make students enjoy the task of learning the language
- d) All of them

**Q 12:** Do you think that if you are motivated, you will be participate more in the classroom?

- a) Yes
- b) No

Please, say why

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.....  
.....

**Q13:** Do you participate while learning?

c) Yes

d) No

- If yes, is it because?

f) The content is interesting

g) The content is relevant to your age

h) The content is relevant to your level and ability

i) You are motivated

**Q14:** Which of these behaviours do you show when you participate (you are on-task) in the classroom?

a) Make comments in class related topics

b) Participate in class discussions

c) Read aloud and raising hands

d) Make eye contact with the teacher

**Q 15:** What is/ are the reasons (s) that lead you to be off-task?

a) You do not listen to the task

b) You daydream

c) You have low-self esteem

d) The level of instruction that you are receiving is either too easy or too hard

e) You do not take breaks

**Q 16:** When you are off-task (not engaged in the learning process), which of these behaviours do you show?

a) Talking

b) Being out of your seat

c) Not being interested in the topic

**Q 17:** Which of these factors can affect your participation in the classroom?

a) Gender

b) Learning Style (shaped by your personality characteristics)

c) Learning Strategies (social strategies: there is interaction in the class)

d) Affective Factors ( your emotional status: mood)

Please, explain your choice

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.....

**Q 18:** In order to increase on-task behaviours, you should

b) Have more attention to the task

b) Be engaged and actively participate

c) Be given breaks during the school day

d) Be arranged in specific seating arrangements

e) Learn in small class size

f) Receive positive reinforcement rather than punishment

**Part Three: Students' Attitudes towards the effectiveness of Classroom Seating**

**Arrangement on On-Task Participation**

**Q 19:** Do you think that using groups in seating arrangements can be beneficial for collaborative activities?

a) Yes

b) No

**Q 20:** To what extent do you agree that students in classes formed using small rows and columns participate more than those in large classes?

a) Strongly agree

b) Agree

c) Disagree

d) Strongly disagree

**Q 21:** Do you agree that students who are sitting in the front of the rows are more likely to participate than those sitting at the back?

a) Yes

b) No

**Q 22:** Do you agree that classroom seating arrangement can help you in improving your on-task (participate)?

c) Yes

d) No

**Thank you for your collaboration**

## Résumé

Les chercheurs affirment que, pour une participation efficace qui aura lieu les enseignants et les étudiants doivent travailler ensemble pour créer une atmosphère compétée et appropriée qui est basée sur le respect mutuel et la collaboration. Le présent travail vise à indiquer que la position des sièges peut affecte EFL étudiants participation. Cette étude est basée sur un questionnaire qui été administré tronte (30) étudiants première année Master d'abord en vue de rechercher des informations sur leurs attitudes à l'égard l'effet de la position des sièges sur les étudiants participation. L'analyse de questionnaire démontré que, il y a un effet positif sur les étudiants participation. Par conséquent, les résultats obtenus ont confirmé l'hypothèse de recherche.

ان الباحثين يدعون المعلمين و الطلاب للعمل معا لخلق جو تنافسي يستند على أساس الاحترام المتبادل و التعاون لتسهيل التفاعل بينهما. يهدف العمل الحالي إلى استبيان تأثير تنظيم جلوس التلاميذ في القسم على مشاركتهم وانخراطهم في الدروس. و تستند هذه الدراسة على استبيان  
السنة أولى ماستر في قسم اللغة الانجليزية في جامعة العربي بن مهدي. العينة موجهة إلى ثلاثين طالب ماستر السنة أولى من اجل الحصول على مواقفهم تجاه تأثير جلوسهم على مشاركتهم في . اظهر تحليل الاستبيان أن طريقة جلوس التلاميذ في القسم تساعدهم على التركيز والمشاركة. قيل أن لها تأثير ايجابي على التفاعل بين المعلم والطالب, و نتيجة لذلك أكدت نتائج الأبحاث الفرضية الرئيسية.