An Investigation of the Relationship between First Year Secondary Stage Students' Oral Performance and their Productive Classroom Behavior

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Abstract

This study investigates the relationship between first year secondary stage students' oral performance and their productive classroom behavior. The study sample were 'sixty' first year secondary stage students at Azza Zidan Official Language School, Fayoum Governorate, Egypt. The study sample's oral performance was measured by an oral performance test; their productive classroom behavior was measured by using a productive classroom behavior scale. Both instruments were prepared by the researcher. Findings showed a statistically significant correlation between the scores obtained from the oral performance of all participants and the productive classroom behavior scale as a whole and with regard to its four dimensions. There was a direct correlation between the study sample's oral-performance (who obtained the highest scores) and the productive classroom behavior regarding the **attention**, **discipline**, and **participation** dimensions except for the **turn-management** dimension. Also, there was no significant correlation between the scores obtained from the administration of the study sample's oral performance (who obtained the lowest scores) and the productive classroom behavior scale regarding its four dimensions.
Keywords: **Oral Performance, Productive Classroom Behavior.**

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مستخلص البحث :

تهدف الورقة البحثية الحالية الي دراسة العلاقة بين مستوى الاداء الشفهي للطلاب الدارسين للغه الانجليزيه كلغه اجنبيه و السلوك الفصلي المنتج. تكونت عينة الدراسة من ستين طالب في الصف الاول الثانوى بمدرسة عزه زيدان الرسمية للغات بمحافظة الفيوم, مصر. تم قياس الاداء الشفهي للطلاب لاستخدام اختبار قبلي و بعدي للاداء الشفهي, و تم تحديد السلوك الفصلي المنتج لدى الطلاب باستخدام مقياس للسلوك الفصلي المنتج, و كلاهما من اعداد الباحثه. أظهرت نتائج الدراسة وجود علاقة ارتباطية دالة احصائيًا بين درجات اختبار الاداء الشفهي للعينة ككل و بين السلوك الفصلي المنتج في كل بُعد من ابعاد المقياس. و وجود علاقة ارتباطية طردية بين الطلاب الحاصلين علي الدرجات الممتازه في اختبار الاداء الشفهي و بين السلوك الفصلي المنتج في كلا من الانتباه و النظام و المشاركة.. فيما عدا بُعد ادارة الدور. بالاضافه الي عدم وجود علاقة ارتباطية دالة بين الطلاب الحاصلين علي الدرجات الضعيفة في اختبار الاداء الشفهي و بين السلوك الفصلي المنتج في كلا من الانتباه و ادارة الدور و النظام والمشاركة.

الكلمات المفتاحيه: الاداء الشفهي , السلوك الفصلي المُنتِج

Introduction:

Communication is an effective tool inside the classroom. It makes learning easier, helps students achieve their goals, increases opportunities for expanded learning, strengthens the connection between student and teacher. It also helps in creating an overall positive experience. Oral language is considered one of the most important skills students can master for both social and academic success. students use this skill throughout the day to process and deliver instructions, make requests, ask questions, receive new information, and interact with peers. Every social interaction gives students a new opportunity to practice the language. Some students might need a little guidance from teachers to engage in conversations, ask questions, , engage in eye contact with others during instruction and to be encouraged to improve their oral performance level.

Maintaining eye contact helps students to attract their audience's attention and adjust their language, their volume, or the organization of their speech. This will help them reach better understanding, communicate more clearly, and successfully interpret nonverbal cues about their clarity. Researchers have noticed some repetitive behaviors inside English classrooms as a foreign language (EFL). Students tend to have low participation in their classes and also oral practice has been considered as a challenge for language teachers. In Egypt, which is the place of this study, English is taught in elementary, preparatory, and secondary education. Even though English is becoming an essential subject in students' education, students do not seem to use the foreign language outside the classroom, which reflects on their low performance and lack of motivation to participate in English classroom activities.

Oral language is the ability to listen and speak. These essential everyday skills can be improved through different instructions and practices. However, English teachers face low oral performance in their classes due to different reasons. For example, syllabus focused on vocabulary memorization, non-communicative activities, contextual constraints of space, time and resources (Urquijo, 2012). As a consequence, students have poor participation and interaction during English classes. Although oral language is used in most classrooms, students often become passive speakers since teachers usually speak most of time. As Palmer (2014) indicates, teachers who include oral activities into their classroom instructions will not automatically make their students good speakers.

As revealed by Carolina and Astrid (2018) when teaching foreign language students, it is essential to encourage students to express their ideas and not to focus on language and correct grammar as well to allow students with enough time to practice. Considering that the majority of our communication is oral and our students are exposed continuously to face to face interactions with classmates and peers, teachers must consider that is necessary to plan lessons that

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enhance students' oral production. Based on Goh and Burns (2012) in order to foster oral performance in the foreign language, we need to take into account three key factors which are: teachers, materials, and students. Firstly, teachers should help students to acquire language and different skills which they will not be able to achieve on their own. Also, teachers should use materials to facilitate language learning inside classrooms. Secondly, materials should fall into three categories: a. those that provide speaking practices. b. those that promote language and learning skills. c. those that facilitate meta-cognitive development. Thirdly, students should be encouraged to take responsibility for managing their learning and improving their speaking. (Carolina & Astrid, 2018)

As stated, Hammond and Nessel (2011) when students participate in class discussions, they are more likely to retain information. In the same way, we need to recognize that communication methods have evolved the use of videos inside classrooms. Therefore, it is important to incorporate activities through multimedia to make English instruction more powerful and promote students' understanding. These activities should merge good behavior with teaching English. By doing so, we are creating opportunities in the classroom for students to express their thoughts and opinions, make sense of new information as well as enhance students' good behaviors.

Classroom management is a significant part of effective teaching and learning process. Due to an effective classroom management, pupils flourish in a positive class climate and a compassionate environment. From pupils' perspectives, effective classroom management provides them the opportunities to socialize themselves while learning. From a teacher's perspective, effective classroom management involves precautionary discipline and fruitful teaching. On the teacher's part; being not well equipped to manage the classroom leads to high levels of stress. Learning classroom-management techniques, strategies, and skills is essential for

becoming an effective educator, and overcoming the challenges of being a teacher. A good classroom manager knows that organizing the classroom begins with setting rules and procedures. They give students and teachers structure, and they eliminate many of the gray areas in how students are expected to behave and interact with one another in the classroom (Chandra, 2015).

Statement of the problem

From the researcher's teaching experiences as an EFL teacher, she noticed that students encountering various problems considering oral performance. Due to the importance of students' productive classroom behavior and its direct effect on students' oral performance and their academic success, there is a need to investigate the relationship between students' oral performance and their productive classroom behavior. Investigating this relationship will help in improving students' oral performance level. In order to investigate this relationship, the study had to answer the following main question:

'What is the correlational relationship between first year secondary stage students' oral performance and their productive classroom behavior?'

Aim of the Study

The current study aimed at identifying the relationship between EFL first year language secondary stage students' oral performance and their productive classroom behavior.

Significance of the Study

The current study might be helpful in:

1. Providing EFL learners, teachers, supervisors and researchers with an oral performance test that might help in identifying EFL learners' oral performance level.

2. Providing EFL learners, teachers, supervisors and researchers with a valid and reliable productive classroom behavior scale for measuring EFL learners' productive classroom behavior.

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3. Raising educators' awareness towards the relationship between EFL learners' oral performance and their productive classroom behavior.

Hypothesis of the study

The current study aimed at testing the following hypothesis:

"There is no statistically significant correlation between the study sample's mean scores in the post administration of the oral performance test according to their level (the highest, the average, and the lowest) and the scores of the productive classroom behavior scale regarding its four dimensions"

Delimitations of the study:

- A sample of sixty-first-year secondary stage students at Azza Zidan Official Language School, Fayoum Governorat
- The first semester of the academic year 2020-2021

Definition of terms

Oral performance

Moats (2010, 32) defines oral performance as a system through in which spoken words are used to express knowledge, ideas, and feelings. Oral performance is made up of verbal and non- verbal cues which are necessary to communicate and learn through conversation and spoken interaction.

Brown (2001, 267) states that "when someone can speak a language it means that s/he can carry on a conversation. In addition, he states that the standard of successful language acquisition is almost the demonstration of ability to accomplish pragmatic goals through an interactive discourse with other languages speakers".

Oral performance is defined as the ability of students to participate in an interaction with one person or more to convey and express their own thoughts, ideas, wishes, opinions, attitudes, and information. According to (Chastain, 1976), it is a process through which known grammatical forms and vocabulary are transferred to novel combinations used to express meaning in new situations.

The researcher defines oral performance operationally as a process through which known grammatical forms and vocabulary are

transferred to novel combinations used to express meaning in new situations in which gestures, facial expressions, and body language are required in conveying messages directly.

Classroom behavior:

According to Copper et al., (2007), behavior is something that a person does that can be observed, measured, and repeated. When behavior is clearly defined, it is specifically described actions. It does not refer to personal motivation, internal processes, or feelings.

According to Duchesne et al., (2014,160), behaviorism is a theory that deal with learning as a 'cause and effect' technique, in which exterior factors seek to a response, and by time, this response becomes a learnt behavior. Blaise (2011, 112) clarifies that the main feature of behaviorism is that learning is conditioned by external events or factors.

Pritchard (2013, 7) declares that behaviorism is a theory of learning concentrating on observable behaviors and avoiding any mental activity. According to Bloom behavior can be assessed by observing and measuring a student's capability to apply new skills which they have learnt and how they present knowledge of the new skills (Bloom et. al, 2001).

Bicard (2012) defines behavior as a response of an individual or a group to a stimulus and this stimulus may be an action, person or something in the surrounding environment. The response usually is an action. So, the classroom behavior can be defined as a stimulus-driven response that occur specially within the classroom or how students are acting in the classroom in response to what is going on or present around them. This definition was adopted by the researcher.

Review of literature

(Sedova et al., 2019; Bahmanbijar et al., 2019; Wahyuni, 2013; Myers & Baker, 1998) asserted that classroom behavior effects on oral performance. Dewi et al., (2018) pointed out that the higher

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attention, discipline and participation of participants, the more influence the language is in face-to-face interaction. Sedova et al., (2019) confirmed that the increase in students' participation is correlated with the improvement in classroom performance. Omairi et al., (2015) stated that paying attention in class definitely facilitates the learning process for students because the information will be processed effectively which makes their retrieval easier later. Jassouma (2021) proved that turn-taking techniques help students to improve their speaking skill by promoting their spoken interaction. Bahmanbijar et al., (2019) added that participation is an essential element to achieve students' progress inside the classroom. Sadik and Cicekci (2018) confirmed that there is a direct relation between students' attention and their academic achievement.

Pratama (2015) conducted a study to investigate the effects of self-evaluated negative classroom behavior on students' speaking performance. The study attempted to provide empirical data to support the claim that negative behaviors of students can hamper their academic achievement. The results showed that there was a weak correlation between negative classroom behavior and speaking performance.

In studies related to classroom behavior, Martin et. al. (1983) conducted a study to investigate the relationship between temperament and classroom behavior, teacher attitudes and academic achievement. The study intended to measure activity level, adaptability, approach/withdrawal, emotional intensity, distractibility, and persistence in students. The findings of the study showed that there were correlations between achievement and classroom behavior. Whereas, Maroni and Gnisci (2008) and Ibraheem (2017) asserted that using turn taking techniques has a direct relation with oral interaction and neglecting it will affect negatively on students' achievement. They added that using (overlaps, interruptions, and pauses) allow all students to participate and clarify their own ideas.

Adeyamo (2012) conducted a study to examine the relationship between effective classroom management and students'

academic achievement. The study was carried out in ten randomly selected secondary schools in Shomolu local government Area of Lagos State. Based on the findings of this study, it was concluded that effective classroom management skills or techniques have strong and positive influence on student achievement.

Also, Weiner (2005) conducted a study to estimate the relationship between classroom behaviors and the academic achievement among middle school students. Participants of the study consisted of 45 students. The behaviors observed include pro-social, antisocial, and academically oriented behavior. The study concluded with a significant relation between those predictors and academic achievement. Hulya (2004) conducted a study to estimate the relationship between students' characteristics and academic achievement in distance education and application on students of an Anadolu university. Participants of the study consisted of 70 students. The findings of the study showed that positive behaviors generally relate with higher reading and math achievement scores.

Researchers have conducted many studies to examine the relationship between classroom behavior and speaking performance or academic achievement as a whole. Jeynes (2003:179) argues that not only the students' behavior at school have a great impact on their academic outcome, but also their behaviors outside the school. Sailor et al. (2008:525) have identified three relational effects between behavior and academic achievement. Firstly, there is a strong correlation between the act of avoiding mistakes and the success in academic results. Secondly, students who carefully look for attention tend to have academic problem. Thirdly, intervention to reduce misbehavior has led to positive academic results.

Weiner and Craighead (2010:322) through some longitudinal studies have shown that behavior is a strong predictor of academic success. The example taken from an elementary school indicates that the students' memory is related with their behavioral competence. According to Flynt (2008:8), some observable behaviors such as students' obedience upon rules, students learning expectation,

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students' interest and involvement in the classroom have been suspected as important factors to master subject matter at school. Flynt (2008) conducted a study to examine the influence of behaviors exhibited in the classroom on reading and math achievement. The findings of the study concluded that negative behaviors such as inattention, distractibility, and withdrawn apparently contribute to negative academic outcomes (Flynt, 2008:8). Horn and Packard (1985) in their study revealed that understanding student' classroom behaviors at earlier age can become a predictor of academic success in the later future.

Method:

The method used in the current study can be shown throughout the following items: the design of the study including the variables of the study, the participants of the study, and the instruments of the study.

1. The study design

The quasi-experimental design was adopted in the current study. Sixty students enrolled in the first-year secondary stage represent the study sample. They belong to one of Fayoum official language schools, namely Azza-Zidan Official Language School.

1.1. The study variables

- EFL first year secondary stage students' oral Performance
- EFL first year secondary stage students' productive classroom behavior

2. The study participants

Sixty students enrolled in first year secondary stage participated in the study. They belong to one of Fayoum governmental language schools, namely Azza-Zidan official language school. Participants' age ranged from 16 to 17 years. The rationale for choosing this sample relied on that students in the secondary stage, especially first year students, need to be able to practice English to express their ideas, thoughts, and their understanding either in written or spoken language without being afraid. Also, they are required to do more speaking tasks than before. Thus, identifying the relationship

between the study sample's oral performance and their productive classroom behavior may help in identifying their oral performance level and improving it.

3.   The study instruments

In the current study, study the researcher made use of three main instruments:

1. The pre- post oral Performance Tests

2. The oral Performance Scoring Rubric

3. The productive classroom behavior scale

1. The oral Performance Tests

1.1. Purpose of the Pre-Post Oral Performance Test:

The researcher used two parallel pre and post oral performance tests. These tests aimed at assessing students' oral performance one test as a pre-oral performance test and the other test as a post- oral performance test. The rational for designing two parallel oral performance tests was to ensure that students gave the suitable responses without repetition the same answers of the first oral performance test. Both tests were parallel and used the same techniques in the same order but with different situations. These tests were designed to measure students' responses on those tests away from any other extraneous effects from their classmates.

1.2. Design of the Pre-Post Oral Performance Test:

The researcher constructed the pre-post oral performance tests based on review of related studies, which discussed appropriate situations to be given in order to measure the oral performance proficiency in students. The oral performance tests were consisted of five main tasks: the first task was about describing pictures which include a certain conflict and they had to mention the location, persons in the picture, and the relationship between them and any details they could notice. The second task was designed to assess students' ability to initiate a conversation with others. The third task was designed to assess students' ability to ask for clarification about an expression or words that they could not understand to be able to continue the conversation with the other side and to reach

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understanding. The fourth task was designed to assess students' ability to analyze causes and effects of a problem. The last task was designed to assess students' ability for convincing the other side with what you want through using persuading strategies. The situations used in the program were precisely chosen to be suitable for students' age and convenient to their intellectual abilities. The score of each task in the test was from 28 marks and the total score of the test was from 140 marks.

1.3. Validity of the Pre-Post Oral Performance Test:

To ensure the validity of the test, the first version of the test items was submitted to specialized jury members in the field of EFL curricula and instruction to be judged regarding the following items:

- Suitability of the test items to students' level.
- Clarity and linguistic correctness of the test items
- Suitability of the test items for their intended purposes.

Some modifications were done on the test according to the recommendations of the jury members such as: adding the first task in the oral performance test to include a picture to be described as a first task. Also, some items were modified in the oral performance rubric according to the jury members' comments such as: the criterion 'communicate effectively' which was modified to "replying interactively to others". Also, the criterion 'discuss to reach understanding' was modified to 'ask questions to reach understanding'.

Internal Consistency

The internal consistency was tested by calculating the correlation between the score given to each statement and the total score given to the dimension under which this statement is categorized. The researcher made a pilot study on a random sample from first year secondary stage students (30 students) to measure the test validity before applying it to the treatment group. The internal consistency of the oral performance test was calculated using SPSS program version (21), and the correlation factors were as follow:

Table (1)
The Correlation Between the Oral Performance Skills with the Total Score

Oral performance skills	Correlation with total
Generational ideas	0.919**
Initiating conversations effectively	0.927**
Asking questions to reach understanding	0.941**
Replying interactively to others	0.889**
Using body language	0.936**
Eye contact	0.878**
Fluency	0.951**

(**) means that the skill is significant at level 0.01

1.4. Reliability of the Pre-Post Oral Performance Test:

In order to examine the reliability of the oral performance pre-posttest, it was administered one week before the study program implementation to a group of (30) first year secondary stage students at Azza Zidan official language school as a piloting study. Cronbach's Alpha analysis in the SPSS program was used in order to estimate the reliability of the test. It was ensured that all the reliability factors to the oral performance test were significant at level (0.01). Cronbach's Alpha result yielded (0.962), which is a high level of reliability.

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Table (2)
Reliability Levels of the Oral Performance Test Using the Cronbach Alpha's method

m	Oral performance skills	Reliability
1	Generational ideas	0.709
2	Initiating conversations effectively	0.811
3	Asking questions to reach understanding	0.798
4	Replying interactively to others	0.815
5	Using body language	0.777
6	Eye contact	0.761
7	Fluency	0.681
	Total	0.962

1.5.Timing of the Pre-Post oral- Performance Test

The needed time for the test administration was decided by calculating the mean of the time needed by each examinee participating in the pilot study to respond to the test (summing the time spent by each participant and dividing it by the number of participants). The time accredited for answering the test items was (25) minutes for each participant, (5) minutes for each question to be answered.

1.6. Oral Performance Test Scoring

Students' recordings on the oral performance test were assessed using the oral performance scoring rubric described below. Two raters (the researcher and another rater) used the oral

performance scoring rubric to assess students' oral performance on the test. The total score of the test became 140 marks because each question was graded according to 28 marks.

2. The Oral Performance Scoring Rubric:

2.1. The Oral Performance Scoring Rubric Design:

The oral performance scoring rubric aimed at analyzing students' responses to the pre-post oral performance test and giving them scores according their answers. In order to design the rubric, the researcher reviewed literature related to oral performance skills for adult EFL students, assessing oral performance and designing oral performance rubric for EFL students. The items included in the rubric are as followed:

- **Generating ideas**

Generate as many ideas as they can in each situation

- **Initiating conversations effectively**

Start a conversation with others and stay on the topic for minutes

- **Asking questions to reach understanding**

Highlight what they do not understand and ask questions to obtain clarification.

- **Replying interactively to others**

Using suitable phrases to react appropriately to others according to the situation

- **Using body language**

Using gestures, facial expressions and eye contacts to help the speaker to convey the meaning while speaking

- **Accuracy**

Using correct grammatical rules and choose suitable vocabularies while speaking

- **Fluency**

Speak fluently without hesitations and convey the meaning clearly.

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2.2. The oral-Performance Scoring Rubric Parameters

The rubric included four parameters for assessing and rating the answer of each question of oral- performance test. Five levels of students' oral performance were described for each parameter using a four point rating scale (arranged from 4 to 1):

4 Indicates an excellent and distinguished performance

3 Shows that the students' performance is very good

2 Indicates average performance

1 Means that the students' performance is poor

The total score of the rubric is (28) marks, and the total marks of the test is (140) marks.

2.3. Purpose of the Oral Performance Scoring Rubric

An oral performance scoring rubric was prepared by the researcher to:

- Identify students' oral performance abilities

- Rate students' oral performance while using negotiation strategies in different situations,

- Identify the progress occurring in these abilities due to the intervention of the negotiation strategy training

2.4. Validity of the Oral Performance Scoring Rubric

To ensure the validity of the rubric, the researcher identified the items included according to a review of literature. Then the rubric was given to a group of EFL specialists to judge its items regarding the following points:

- Clarity and relatedness of the rubric rates to their equivalent item.
- Suitability of the rubric for the main goal (assessing first year secondary stage students' oral performance).
- Suitability of the rubric for discriminating between different levels of students' oral performance levels.

    Some modifications were done according to the suggestions of the jury members. Some parameters were modified in the oral

performance rubric according to the jury members' comments such as: the criterion 'communicate effectively' which was modified to "replying interactively to others". Also, the criterion 'discuss to reach understanding' was modified to 'ask questions to reach understanding'.

2.5. Inter-Rater Reliability

In order to ensure the reliability of the rubric it was used by a different rater used the designed rubric. Students' answers were tape-recorded, and then rated by a different rater (the researcher and another teacher) using the scoring rubric. In order to estimate the inter-rater reliability of the rubric, the researcher made use of the SPSS program using Cronbach's Alpha. Reliability yielded (0. 962), which is a very strong level of reliability and consistency at (0.01) level of significance.

3. The Productive classroom behavior scale

3.1. Design of the Productive Classroom Behavior Scale

After reviewing a number of studies of students' classroom behaviors, the researcher prepared a productive classroom behavior scale, taking into account the following points:

➢ Using clear, simple and direct items.
➢ Addressing these productive classroom behavior pivots; i.e. attention, participation, discipline, and turn-management.

3.2. Content of the Productive Classroom Behavior Scale

The productive classroom behavior scale consists of (27) items that aimed at identifying first year language secondary stage students' productive classroom behaviors in terms of **attention, participation, discipline, and turn-management** components of classroom behavior. Those (27) items were scored on a five-point Likert response scale ranging from 1 (strongly disagree) to 5 (strongly agree). A higher score obtained indicated a higher level of positive classroom behavior and a lower score indicates a lower level of positive classroom behavior. The scale included the following four pivots:

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1. Attention

Attention refers to perceiving in relation to a task or a goal, internally or externally motivated. To be described as attending, a person must be set to do something, be motivated to perform a task (Hale & Lewis, 1979). It refers to students' listening skill to their classmates, following the teacher's instructions, and avoiding hesitation while talking.

2. Participation

Participation refers to students' verbal activity inside the classroom. Educators divided participation into positive and negative actions. Raising one's hand and providing predictable answers in a whole class discussion is generally understood to be positive (Gazden, 2001). It also refers to the act of sharing in the activities with others. It refers to students' initiation skill to initiate speaking. Moreover, it refers to students' participation in different activities, and sharing ideas to solve conflicts.

3. Discipline

Classroom Discipline is the business of enforcing classroom standards and building patterns of cooperation in order to minimize disruptions and maximize learning (Tauber, 1995). Discipline is the quality of being able to behave and work in a controlled way which involves obeying particular rules or standards. It refers to students' interaction with their colleagues, responding to their partners in conversations.

4. Turn-management

It is a type of organization in conversations where participants speak in alternating turns. Teachers and students are usually having classroom conversations during teaching learning activity. Moreover, they are enacting a turn taking pattern or structure which is found frequently in the classroom. Saadah and Yulianti (2018) added that to achieve students' communicative competence; students must be given opportunities to interact with both the teacher and students through

turn-taking, to receive feedback, to ask for clarification, and to initiate communication.

3.3.Purpose of the Productive Classroom Behavior Scale:

The productive classroom behavior scale aimed at assessing first year secondary stage students' classroom behaviors before and after the implementation of the training program. In order to design the scale, the researcher reviewed literature about students' behaviors inside the classroom.

3.4. Validity of the Productive Classroom Behavior Scale:

3.4.1. Content validity:

The scale was designed based on a review of literature. It was composed of four pivots; attention, participation, discipline, and turn-management. Each of the four pivots was defined operationally and based on that definition; statements were formulated for each pivot. The first version of the scale was composed of (22) statements. This first version was examined by a group of experts in English language methodology and applied linguistics to judge it regarding to the following points:

- Clarity and relatedness of the scale pivots to the general term (Productive Classroom Behavior Scale)
- Relatedness of sub-items to each item and general pivots.
- Suitability of the scale as a whole for assessing first year secondary stage students' productive classroom behavior.

Some modifications were done in the scale based on the experts' suggestions. Table below shows the statements and how they were modified.

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Table (3)

The Original Statements of the Scale and the Modified Statements

Original statement	Modified statement
Avoid following instructions or rules	I refuse to follow instructions or rules
I always wait for others to talk in conversation activities	I always wait for others to initiate the conversation
I can work in group activities	I can participate in group activities

Also, some items were added according to the jury members' modifications i.e. 'I have good turn management skills to give others a chance to express their opinions'.

3.4.2 Internal consistency

The researcher made a pilot study on a random sample (30 students) to test the scale's internal consistency. The correlation between the scores given to each of the four pivots (attention, participation, discipline and Turn-management) and the total score of the scale was calculated. It was calculated using SPSS program version (21).

Table (4)
The Correlation between the Productive Classroom Behavior Scale Statements with the Total Score

Factors	Correlation with total
Attention	0.884**
Participation	0.951**
Discipline	0.964**
Turn-management	0.930**

(**) means that the skill is statistically significant at the level (0.01)

The table shows a detailed description of the correlations between the total score of each dimension and its related statements.

3.5. Reliability of the Productive Classroom Scale:

For examining the reliability of the productive classroom behavior scale, it was administered one week before the study program implementation to a group of (30) first year secondary stage students at Azza-Zidan official language school; as a pilot study. Reliability of the productive classroom behavior scale was tested using Cronbache Alpha method. The reliability values of the scale's dimensions were significant at (**0.01**) level as the total value of the scale's reliability as a whole was (0.966). Table (5) below shows the reliability values of the four dimensions of the productive classroom behavior scale and of the scale as a whole

Table (5)
The Reliability Values of the Four Dimensions of the Scale and the Scale as a Whole using Cronbach's Alpha method

	Factors	Reliability
1	Attention	0.876
2	Participation	0.900
3	Discipline	0.904
4	Turn-management	0.869
	Total	0.966

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Discussion of results

Testing the Hypothesis of the Study

The hypothesis stated that:

"There is no statistically significant correlation between the study sample's mean scores in the post administration of the oral performance test according to their level (the highest, the average, and the lowest) and the scores of the productive classroom behavior scale regarding its four dimensions"

The above hypothesis was intended to find out whether there was a statistically significant correlation between the study sample's oral performance and their productive classroom behavior regarding its four pivots (attention, participation, discipline, and turn- management). In order to test the above hypothesis, the researcher calculated the Pearson Correlation Coefficient for the relationship between the study samples' scores obtained from the administration of the oral performance test for each category (the highest and the lowest) and the productive classroom behavior scale.

Table (6)

The correlation coefficient between the study sample's scores obtained from the administration of the oral performance test in the four specified productive classroom behavior scale

Factors / Oral Performance skills	Attention	Participation	Discipline	Turn-management	Total of Factors
Generating ideas	0.802**	0.796**	0.814**	0.806**	0.881**
Initiating conversations effectively	0.681**	0.694**	0.662**	0.696**	0.749**
Asking questions to reach understanding	0.665**	0.714**	0.617**	0.638**	0.727**
Replying interactively to others	0.606**	0.647**	0.545**	0.582**	0.656**
Using body	0.520**	0.568**	0.430**	0.431**	0.542**

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Factors / Oral Performance skills	Attention	Participation	Discipline	Turn-management	Total of Factors
language					
Accuracy	0.781**	0.785**	0.690**	0.695**	0.814**
Fluency	0.725**	0.772**	0.744**	0.737**	0.819**
Total of Oral Performance	0.780**	0.810**	0.739**	0.751**	0.848**

(**) means that the correlation is significant at 0.01 level

Table (6) above shows that there was a statistically significant direct correlation at 0.01 level between the scores obtained from the administration of the oral performance of all participants and the scores obtained from the productive classroom behavior scale as a whole and with regard to its four dimensions. Reading the data given in the above matrix, it can conclude that the study participants' oral performance in the seven sub-skills targeted in the study was positively correlated to their productive classroom behavior scale. The correlation coefficient was (0.84) which was positively significant at (0.01) level. These results were supported by the results of Sedova et al., (2019); Bahmanbijar et al., (2019); Wahyuni (2013); Myers and Baker (1998) who asserted that classroom behavior has a direct relation with oral performance. From the results shown above, the null hypothesis was rejected. This means that by increasing the students' oral performance skills, their productive classroom behaviors will directly increase.

Table (7) shows the correlation coefficient between the study sample's highest oral performance scores and the productive classroom behavior scale regarding its four dimensions

Factors	Oral Performance Skills
Attention	0.41*
Participation	0.302*
Discipline	0.44*
Turn-Management	-0.30*
Total of factors	0.62**

(*) means that the correlation is significant at 0.05 level
(**) means that the correlation is significant at 0.01 level

As shown in the previous table, there is a direct correlation at (0.01) level between the oral performance and productive classroom behavior scale for students who obtained the highest scores in the oral performance test. The correlation coefficient was (0.62) which was positively significant at (0.01) level. The correlation coefficient (0.41) was high in the productive classroom behavior scale regarding the attention dimension for students who got the highest scores in their oral

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performance test. This can be attributed to their concentration on the task. They used to remain attentive to the teacher's instructions. They used to listen well to their classmates during conversations, and avoid hesitations while speaking. This result was supported to the results of Dewi et al., (2018); Omairi et al., (2015) who pointed out that the higher attention, discipline and participation, the higher oral skills students will have.

Henainia (2011) pointed out that students' participation inside the classroom has a direct relation with improving their speaking skill. According to the data in table (7) the correlation coefficient (0.302) was high in the productive classroom behavior scale (regarding the participation dimension) for students who got the highest scores in the oral performance test. This can be attributed to their contributions in the classroom discussions. They used to participate in different classroom activities which develop their speaking skill and increase their comprehension through cooperation.

The correlation coefficient (0.44) was high in the productive classroom behavior scale (regarding the discipline dimension) for students who got high scores in their oral performance test. This can be attributed to their positively interaction with their colleagues to perform the classroom tasks. They used to raise their hands before answering any question. They used to ask questions to reach understanding in an organized way which gave them a chance to focus more on the task and build patterns of cooperation in order to minimize disruptions and maximize learning.

Data on table (7) shows that students with the highest oral performance scores have a negative correlation with the turn-management dimension in the productive classroom behavior scale. This was due to the fact that they wanted to dominate all the talking time in the classroom. They were impulsive and used to blurt answers without giving their colleagues a chance to answer. They tended to talk the most during any classroom discussion. They did not use the turn-management techniques and did not give others the chance to express their ideas or even to say a word. They wanted to grab the attention of their colleagues and to get the best participation grade possible. They

wanted to dominate the classroom activities. This result was supported by the results of Ibraheem
(2017), Maroni and Gnisci (2008).

Table (8) shows the correlation coefficient between the study sample's

lowest oral performance scores and the productive classroom behavior

scale regarding its four dimensions

Factors	Oral Performance Skills
Attention	-0.068
Participation	0.102
Discipline	0.242
Turn-Management	-0.14
Total of factors	0.182

(*) means that the correlation is significant at 0.05 level
(**) means that the correlation is significant at 0.01 level

Reading the data given in table (8) shows that there is no correlation between oral performance and productive classroom behavior scale for students who obtained the lowest scores in their oral performance tests. This is may be attributed to their hesitation in answering the scale. They could not assess their real level. They answered the scale randomly without even think about each statement. Their cognitive component was low so this affected their understanding of the scale's statements. They used to avoid participation in the classroom. They used to withdraw from any conversation. Those students were less confident of themselves, while speaking in public. They were less communicative to be able to communicate with their colleagues.

Discussion of results
The previously mentioned results revealed that:
There is a statistically significant direct correlation at 0.01 level between the scores obtained from the administration of the oral performance test of all participants and the productive classroom behavior scale as a whole with regard to its four dimensions. This means

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that by increasing the students' oral performance skills, their productive classroom behaviors will directly increase.

There is a statistically significant direct correlation at 0.01 level between the scores obtained from the administration of the study sample's oral performance (who obtained the highest scores) and the productive classroom behavior scale regarding the attention, discipline and participation dimensions except for the turn-management dimension which was attributed to the fact that those participants wanted to dominate all of the talking time in the classroom. They wanted to grab the attention of their colleagues and to get the best participation grade. Considering the attention, discipline, and participation dimensions' direct correlation at 0.01 which can be attributed to the fact that students concentrated more on the task. They used to remain attentive to the teacher's instructions. They used to listen well to their classmates during conversations, and avoid hesitations while speaking.

There is no correlation between the scores obtained from the administration of the study sample's oral performance (who obtained the lowest scores) and the productive classroom behavior scale regarding the attention, discipline, participation and turn-management dimensions which was attributed to the participants' hesitation in answering the scale. They answered the scale randomly without even think about each statement. Their cognitive component was low and they didn't estimate their real level accurately. So, this affected their understanding of the scale's statements.

Recommendations & Pedagogical Implications

In the light of the results obtained and the discussion of these results presented previously, the researcher's recommendations come as the following:

1. Students should be offered enough comprehensible input through pre-speaking activities in order to provide them with the language necessary for speaking.
2. Students with high oral performance level should be given enjoyable activities to encourage them to involve in different speaking activities.

3. Students with average oral performance level should be encouraged to positively interact with their colleagues while performing the classroom tasks.

4. Students with low oral performance level should be interacted with average and excellent students in order to improve their oral performance level. Besides, they should be engaged in various speaking activities. Those students should be able to practice speaking without being afraid from their colleagues' negative comments.

5. Students should be provided with effective activities from their real-life situations regarding the speaking skill that enhance their ability to speak fluently.

6. The speaking tasks given to EFL students have to be purposeful in order to motivate them to participate.

7. EFL teachers should use various methods for teaching EFL speaking in a way that attract students' interests and motivate them to think and participate.

8. EFL teachers should continuously assess students' speaking performance and provide them with continuous feedback as this would help them to strengthen their oral performance level.

9. EFL teachers should encourage their students to practice speaking inside and outside the classroom.

10. Attention should be paid to improve students' productive classroom behaviors and motivate students to practice speaking using the foreign language.

11. Students' curriculum should contain various activities to improve oral performance activities for different levels (high, average, and low).

12. The oral tasks given to EFL students have to be purposeful, communicative and interactive in order to motivate them to participate.

13. EFL teachers should continuously assess students' oral performance monthly and at the end of each term as they do for the other language skills in order to improve students' performance and strengthen their weak points to be able to speak fluently and accurately.

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Suggestions for further Research

In light of the revealed results, the researcher suggests the following:

1) Investigating the relationship between EFL learners' proficiency level and their oral performance.
2) Conducting a study to examine the relationship between Productive classroom behavior and EFL learners' accuracy.
3) Carrying out a study to find out the relationship between oral performance and other factors such as learners' self-efficacy

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