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Exploring the Negative Impact of Domestic Violence on Students' Participation in EFL Classrooms

Case study: First Year LMD Students at the Department of English at the University of Bejaia

A dissertation submitted in partial fulfillment of the requirements for the degree of Master in Linguistics

Submitted by: **Supervised by:**

Salima Hakem   Dr. Nawal Kadri

Ounissa Tazarat

Board of examiners

Chair: Dr. Siha Boughani

Examiner: Dr. Amel Benbouya

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Dedication

To my compass in life, my family, especially my parents; their guidance, support and love encouraged me to go through this journey and I am never grateful enough to have them by my side,

To my partner in this research Ounissa Tazarat, with whom I shared the ups and downs in the fulfillment of this work,

To all the dearest people to my heart, who have always been there for me,

This dissertation is dedicated to you.

Salima Hakem

Dedication

I dedicate this work to everyone who was by my side and supported me.

A special feeling of gratitude to my loving parents, my support in life, who directed me to glory since my birth till today.

Deepest thanks to my siblings who have never left my side.

To all my family who are numerous to mention, for their encouragements, help, and moral support, especially my dear uncle Nacer Tazaghart to whom I hope you get well soon.

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Abstract

Classroom participation is an essential parameter in measuring student's academic performance. However, it can be affected by different factors related to students' environment, among which we mention domestic violence. In light of this, the present study sought to explore the negative impact of domestic violence on students' participation in EFL classrooms. To reach this aim, we selected first year LMD students at the department of English at the University of Bejaia as our sample.57 students among the sample contributed to the study. To collect data, a mixed method was used combining both quantitative and qualitative methods. The quantitative method consisted of a questionnaire which aimed at gathering a large amount of data about the participants in a short period of time, and the qualitative method consisted of a semi-structured interview that sought to collect in-depth information about the participants' attitudes and experiences. The findings obtained from the questionnaires and the interviews revealed that there is a negative relationship between classroom participation and domestic violence, meaning that domestic violence has a negative impact on students' participation in EFL classrooms. Findings were discussed and recommendations were made.

Key words: Classroom participation, domestic violence, EFL, negative impact

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List of Abbreviations

LMD: License Master Doctorate.

EFL: English as a Foreign Language

NCADV: the National Coalition Organization against Domestic Violence.

USA: United States of America

BMA: British Medical Association

SPSS: Statistical Package for Social Sciences

QCA: Qualitative content Analysis

PTSD: Post-Taumatic Stress Disorder

Dx: Diagnosis

DV: Domestic Violence

List of Acronyms

N: Number

N.d.: No Date

P: Page

%: percent

Glossary of Terms

To carry out this study, it is important to define the key concepts related to our exploration.

Negative Impact: the effect of one thing on another in a negative way

Domestic Violence: it is defined by United States as 'domestic violence or intimate partner violence, can be defined as a pattern of behavior in any relationship that is used to gain or maintain power and control over an intimate partner. Abuse is physical, sexual, emotional, economic or psychological actions or threats of actions that influence another person. This includes any behaviors that frighten, intimidate, terrorize, manipulate, hurt, humiliate, blame, injure, or wound someone. Domestic abuse can happen to anyone of any race, age, sexual orientation, religion, or gender'.

Academic Performance: it is define by Abdullah and Narad (2016) as 'the knowledge attained and designated by marks, assigned by teacher' or the educational goals set by teachers and students to be achieved over a specific period.

Classroom Participation: refers to students' engagement in classroom either verbally or non-verbally (lee, 2005 as cited in Abdullah et al., 2011, p. 62).

Motivation: it is a condition that activates and sustains behavior toward a goal. (National Academies of Sciences et al, 2018).

Attendance: it is the act of being present at or attending a class, and event or meeting (Teachmint, n.d.).

General Introduction

Introduction

Family is the pillar of any person's life. It plays a vital role in their social and academic life. However, growing up in a dysfunctional family that uses violence, known as domestic violence, may cause a serious damage on the person's physical or psychological state. Hence, domestic violence is a major issue affecting people's lives negatively. People suffering from domestic violence tend to be victims of its aftermath and this results in their low self-esteem, depression and anxiety, all of which may negatively impinge on their academic performance in general and classroom participation in particular. This research is an attempt to explore these variables.

1. Statement of the problem

University is the period in life where students are meant to build and develop their personalities, social and academic life. However, this development can be disrupted by domestic violence. The impact of growing up in a violent environment is negative and can be long-lasting. Literature has shown that domestic violence is a growing issue that impacts young students and it can go a long way affecting their academic performance in general and classroom participation in particular (Alabi & Oni, 2017). Hence, these students risk suffering from emotional, psychological, economical and physical difficulties (Safe Ireland, n.d). Therefore, it is important to detect the reasons behind students' lack of classroom participation in order to enhance it.

Given these points, our dissertation sought to explore the negative impact of domestic violence on students' participation in EFL classrooms with a focus on motivation and classroom attendance.

To achieve the objective of this research, the following questions are set forth:

- How does domestic violence affect negatively students' motivation and participation in the classroom?
- To what extent does domestic violence affect students' classroom attendance?

2. Hypothesis

Poor classroom participation may be related to external classroom factors among which we highlight domestic violence. In this study, we explore the negative impact of domestic violence on students' participation in EFL classrooms. For the fulfillment of this aim, the following hypothesis is set forth:

- If EFL students suffer from domestic violence, their classroom participation as well as motivation and attendance will decrease.

3. Aim and significance of the study

The present work explored the negative impact of domestic violence on students' participation in EFL classrooms. The research was conducted at the department of English at University of Bejaia. Specifically, it examined domestic violence as a reason behind students' poor participation in the classroom with a focus on their motivation and attendance. It aimed at finding out both students' experiences and attitudes towards domestic violence and classroom participation. Additionally, it sought for confirming or refuting the research hypothesis.

There are different factors that negatively affect students' classroom participation negatively and detecting them contributes to promote the latter. Therefore, it is significant to explore domestic violence as one of these factors. Moreover, it is important to raise awareness about this topic among students and education sector stakeholders to help students affected by domestic violence and develop strategies to enhance classroom participation. As for researchers, this study can be used as a framework for future researches since most studies (such as, Alabi & Oni, 2017; Emaimo & Daniel, 2019; Karanja, 2019; Njeru et al., 2017) focused on how domestic violence negatively impacts students in general rather than on a particular aspect of academic performance, such as participation in EFL classrooms

4. Methodology

4.1. Population and sample

The population of this study is randomly selected. It represents first year LMD students (135 students) at the Department of English at University of Bejaia. Among this population, we have a sample of 57 students who participated in the fulfillment of our research. 45 of them were female students and 12 of them were male students.

4.2.   Data Collection Methods and Tools

In order to conduct our research, we adopted a mixed methodology consisting of both qualitative and quantitative tools. The two tools are: a questionnaire and an interview used to gather quantitative and qualitative data about the participants' experiences in regards to domestic violence and classroom participation. The questionnaire is administered to a sample of 57 first year LMD students at the department of English at University of Bejaia. Additionally, a semi-structured online interview is carried out with 10 volunteering students.

4.3.   Data Analysis Procedures

For the analytical part, the data obtained from the questionnaires are categorized and analyzed using the Statistical Package for Social Sciences (SPSS) software (version 20), by organizing them in tables. As for the data collected from the semi-structured online interview, a Qualitative Content Analysis (QCA) is used to interpret and analyze them through grouping the participants' answers into themes.

Chapter One: a Brief Overview about Domestic Violence and Classroom Participation

This theoretical chapter is based on previous studies; it provides an overview about the basic elements of the research variables, domestic violence and classroom participation. The chapter is divided into three main sections; the first section deals with the first variable of the research that is domestic violence. The second one is dedicated to the second variable that is classroom participation. The third section is about the literature related to the negative impact of domestic violence on students' classroom participation.

Section one: Domestic Violence

Introduction

This section is dedicated to the first variable that is domestic violence. It aims at introducing the concept and tackling its basic elements. Therefore, it deals with what domestic violence is by providing a definition based on previous researches. Additionally, it presents its different types and the most prevalent causes that lead to it, and then it concludes with the consequences that result from it.

1.   Definition

Domestic violence is a serious public issue that has received much research attention given its far-reaching consequences which manifest themselves in both physical and mental damages. As a matter of fact, the concept of domestic violence has long been known in the world. For instance, in early Roman society the concept of domestic violence referred to a man beating or even murdering his wife and treating her as his property (Davis, 2019, p. 2). Later, this concept expanded to include all types of violence between married and unmarried people, siblings and friends.

Generally, domestic violence refers to "any behavior that intimidates, manipulates, humiliates, isolates, frightens, terrorizes, coerces, threatens, blames, hurts, injures, or wounds someone" (Alabi & Oni, 2017, p. 2). In short, domestic violence is any act that threatens the safety of an individual in an intimate relationship.

Summarizing across studies, two important features characterize domestic violence: intimacy and frequency. As for the first feature, Akpan and Usoroh (2005, as cited in Alabi & Oni, 2017) explicitly described it as 'violence in intimacy' (p. 4). Thus, when we speak about

it, we refer to the abuser exercising power and control over an 'intimate' partner (The National Coalition Organization against Domestic V0iolence, 2015).

Regarding the second feature, frequency, Ganley (n.d.) stated, 'the pattern of domestic violence consists of a variety of abusive acts occurring in multiple episodes over the course of the relationship' (p. 18).In other words, domestic violence does not happen just once but it frequently recurs.

2. Types of Domestic Violence

Domestic violence is commonly understood as a physical abuse resulting in visible injuries on the victim (Arizona Coalition against Domestic Violence, 2022). However, this is just one type of abuse. There are several types of abusive behavior, each with its own devastating consequences. Some of these types, as cited by Council of Europe (2011), are: physical, sexual, emotional and economic abuse (p. 8) and they are explained in what follows:

2.1. Physical Abuse

The first type of domestic violence is physical abuse. It is the most common form of abuse and this was confirmed by Obi and Ozumba (2007 . p. 76). Physical abuse refers to the use of physical force namely hitting, kicking, pushing, strangling and confinement, in a way that harms the victims or puts them at risk of injury (Aihie, 2009. p. 3). It is worth mentioning that physical abuse does not always result in visible injuries, but it can also result in other health problems. For instance, a victim of domestic violence may suffer from post-traumatic stress disorder (PTSD) which is due to being a victim or a witness of a threatening event to which they must respond with fear and helplessness (Bryant, 2011) that may, in turn, cause them sleep deprivation and poor nutrition (Ganley, n.d.).

It is important to point out that men are considered to be overwhelmingly committing this violence than women and if this latter get involved in this kind of violence; it is more likely to be out of self-defense (Doorways, n.d.).

2.2. Sexual Abuse

The second type of domestic violence is sexual abuse. It means forcing an individual to engage in a sexual act. This includes all forms of sexual assaults, harassment or exploitation such as demanding sex in return for favors, using a child for sexual purposes, marital rape, forced marriage, marriage of children and forced abortion (Aihie, 2009, p. 4; Holmes et al., 1996, p. 320). Otherwise stated, as long as the individual does not give valid consent, the sexual act is judged abusive.

Sexual violence has a profound effect on physical and mental health that can have both immediate and long-term consequences (Holmes et al., 1996, p. 320). Some of these consequences are pregnancy, sexually transmitted infections, personality disorders and depression. In addition, it can also profoundly affect the social well-being of victims, whether men or women, like being ignored and rejected by their families and others (Molica, 1989 as cited in Etienne, et al., 2002, p. 149).

2.3. Psychological and Emotional Abuse

Psychological and emotional abuse can be similar in meaning. The Council of Europe (2011) as well as Ganley (n.d.) defined psychological abuse as harming an individual through threats, humiliation or isolation. Similarly, emotional abuse is defined by Ganley (n.d.) along with the UN Women (n.d.) as abusive acts in which the abuser insults, humiliates and verbally attacks an individual. Both types affect negatively individuals' mental, emotional and social development. This was demonstrated in literature; the abuser uses these types of abuse to terrorize, have control and make the victim dependent on them, besides diminishing their self-esteem (Aihie, 2009, p. 4; Gordon, 2020).Another similarity that is worth mentioning is the nature of these types of abuse. They are both non-physical behaviors (Maiuro & O'Leary, 2001). That is why it is hard to detect their symptoms at an early stage since they are not visible. All in all, psychological abuse and emotional abuse can be used interchangeably.

2.4. Economic Abuse

Economic abuse is another type of domestic violence used by the perpetrator to have control over an individual. The National Coalition Organization against Domestic Violence (2015) defined as "that behavior that deprives an individual of his economic or financial independence". In other words, in this kind of abuse, the abuser gets hold of an individual's financial resources without their consent. Economic abuse, according to Aihie (2009), takes many forms namely a theft and fraud and it can be used as a tool to manipulate financial incomes of an individual in order to keep them under control (p. 4). Simply put, it is preventing an individual from achieving economic independence. Consequently, this results in the victim's dependency because they are unable to leave their abusive partner of fear of poverty and homelessness.

3. Causes of Domestic Violence

From reviewing studies related to the causes of domestic violence, we found that there are many factors related to it. The most prevalent ones are: individual, social and financial factors.

3.1. Individual Factors

Individual factors take into account characteristics identified within an individual and they differ from one to another. These factors include:

• Childhood experiences of violence: people's experiences of violence during childhood are considered a risk factor for domestic violence. Living in an environment and a family that regularly uses violence makes children learn, absorb and use it in their daily life (Laeheem & Boonprakarn, 2014, p. 158). Otherwise stated, children who are exposed to domestic violence children can normalize and internalize it and later become abusers themselves. It is worth mentioning that despite the negative consequences, perpetrators see violence as normal and believe that problems can be solved with it.

 • Lack of education: most research concerning risk factors has indicated that lack of education is a risk factor for domestic violence (Criminal Justice, n. d). Education makes a big difference in the rates of causes of domestic violence (Rachael, 2021). In other words, the more educated the person is, the more aware they become of domestic violence and its consequences as well as causes. This person becomes also aware of the ability to prevent any unwanted act of violence. However, a person who is not well educated can either develop abusive behaviors or end up being a victim.

 • Lack of maturity: an unstable family is another cause of domestic violence (Laeheem & Boonprakarn, 2014, p. 95). Herrman et al. (2019) emphasized on the fact that young parents often tend to experience instability in their relationships because of not considering the marriage life seriously (p. 2) or as stated by Chang (2015), they are not ready to bear the responsibility of marriage. For instance, some men and women, especially young people, are not aware of the responsibilities marriage brings with it. They lack having prior knowledge and understanding of their roles for each other as husbands and wives as well as their roles as parents. Therefore, the burdens of marriage life render them unable to control their emotions, to be patient and tolerant which leads to quarrels, disputes and physical attacks.

3.2.   Social Factors

Social factors represent the factors that influence an individual's behavior and quality of life in a society; these include:

•Age difference: the presence of an age gap in a family may create conflicts between its members since they may be of different generations and have different social and economic conditions and technological advances (Laeheem & Boonprakan, 2014, p. 155). Therefore, their ways of thinking and perspectives differ from one to another.

• Gender inequality: gender inequality has a strong relationship with violence. Domestic violence is considered to be high in societies that unequally distribute value, power, resources and opportunities between men and women (Gillespie, 2016, p. 1). Therefore, this inequality leads to strained relationships between the two genders where men adapt aggressive behavior to impose and maintain their dominance against the opposite gender (Tittlova & Papacek, 2018, p. 121). Despite this, women must show patience and obedience (Chang, 2015, p. 7). These definitions elucidate that gender inequality fuels domestic violence. In addition, some societies establish false beliefs like putting emphasis on male dominance, making them heads of families and normalizing their aggressiveness and violence

• Alcohol and drug use: it is found in the literature that addiction to alcohol and drugs lead to domestic violence. Panjapothiwat et al. (2021) stated that children who have a family member who is addicted to alcohol and drugs are more likely to experience domestic violence than children who do not (p. 14). Clearly, when someone gets overdosed or drunk because of drugs or alcohol, they tend to lose control of their temper and this increases the chances of abusive behavior.

3.3.   Financial Factor

Money is an important feature that determines an individual's freedom and independence. Therefore, the individual's economic status can be a risk factor for domestic violence (kyriacou et al., 1999, p. 1897). In fact, abusers take even measures to keep their victims poor and dependent on them (Pace, 2021). Consequently, victims become unable to leave their abuser because they may not be able to financially support themselves.

4. Consequences of Domestic Violence

The effects of domestic violence may last for months, or even years, after the abuse ends. According to Abbot and Williamson (1999), domestic violence can cause two types of health problems, physical and mental. Signs of a person experiencing domestic violence are sometimes visible, like physical ones. For example, fractures, burns, bruises, and scars (Abbot & Williamson, 1999, p. 85). However, there are other symptoms that are mental and may be less apparent like depression, anxiety, suicide, psychological disorders and low self-esteem (Darby, 2020; A. R, Naik, & I. B, Naik, 2016, p. 1699). As a matter of fact, mental health effects are more serious than physical ones because they are not visible, which makes it hard to detect and treat them before it is too late. It is worth mentioning that the effects of domestic violence do not only stop at their victims but can even extend to affect their family members, friends and the social network (USA Department of Justice, 1999). That is, victims of domestic violence can become abusers in the future, causing harm to others.

After all, these consequences depend on the type of the domestic violence experienced and they can sometimes be temporary and quickly resolved as they can sometimes become long-term in nature affecting the individual on a consistent basis (McCormick, 2020). The risk of these effects is much higher when the individual is experiencing frequent and repeated abuse (McCormick, 2020). However, the most severe damage of violence is the denial of humanity and basic human rights (A. R, Naik, & I. B, Naik, 2016, p. 1699), for a person who is deprived of his/her rights is deprived of life as well.

Conclusion

In this section, we dealt with the theoretical background of domestic violence by providing a brief overview about it and its basic elements. Therefore, this section unraveled that domestic violence can go a long way affecting negatively an individual's physical and mental health (Abbot & Williamson, 1999, p. 85; Darby, 2020; A. R, Naik, & I. B, Naik, 2016, p. 1699).

Section Two: Classroom Participation

Introduction

This section deals with the theoretical background of classroom participation. It provides a brief overview about what classroom participation is, its types, patterns, communication behaviors and methods. Then, this section concludes with stating its importance and techniques to promote it.

1.   **Definition**

Classroom participation is part of academic achievement (the outcome of a student's academic effort) which is an important parameter for measuring student's success. For this reason, many teachers consider it as an indicator of learning.

The term classroom participation is broad. It is described in the literature as students' involvement in classroom activities, following the teacher's instructions and completing homeworks (Aziz et al., 2018). In fact, it is more than that. For instance, Aziz et al. (2018) state that participation can take a variety of forms, such as students' questions, explanations, comments or small group activities to improve teamwork (p. 211). However, for Vandrick (2000), these notions of participation are limited as it seems to be most often defined as oral contributions to class (p. 3). This assertion is supported by Fritshner (2000) who provided a more elaborated definition. He explained participation in terms of 'talkers' who prefer to speak up in class and 'non-talkers' who are quiet students who participate silently through attendance, active listening, completing assignments. Reda (2009) pointed out: "speaking does not automatically result in learning" (pp. 27-29). In other words, while some students are active and interact in the classroom, others are passive and prefer to absorb lectures silently. This idea is closely related to students' personality (Berdine, 1985, as cited in Chandran, 2015, p. 110-111). Introvert students, for example, are likely to be more passive in the classroom and have solitary learning styles. They "feel that being present in class is enough" (Dirk, 2010, p. 97), which means they are not obliged to contribute orally.

2.   **Types of Interaction**

According to Moore (1989), participation is defined in terms of three kinds of interaction: student to content, student to teacher and student to student (p. 1).

a.   **Student-content interaction:** it occurs when students interact directly with content that comes from learning materials such as textbooks, videos or audios etc (Shift,

2021). In this type of interaction, students learn and develop their understanding of a topic independently.

b. **Student-teacher interaction:** it occurs when the teacher gives instructions and information or feedback and guides the learners (Shift, 2021). Learners, in turn, ask or answer questions, ask for clarification or explanation or share ideas.

c. **Student-student interaction:** this type of interaction takes place when students interact with each other in the classroom, such as engaging in debates and group works while being cooperative. Johnson (1981) stated "the more cooperative and less competitive the context of the controversy is, the more constructive it will be,… and the more the open expression of feelings and ideas, the more disagreements are defined as problems to be jointly solved" (p. 9). Said differently, a greater student-student interaction leads to greater learning because students are more motivated and engaged in open discussions and benefit from each others' feedback. In this type of interaction, the teacher, is only a guide or participation stimulator.

3. Patterns of Classroom Participation

Patterns of participation refer to the ways in which students participate in the classroom. Bin Sayadi (2007) distinguished different patterns of which we mention three: total integration, conditional participation and marginal interaction.

The first pattern is 'total integration'. It means that the student is active and knows exactly when to speak and how to speak (Liu, 2001, p. 72). Participation in this pattern is spontaneous, appropriate and natural.

In the second pattern, conditional participation, the student's participation in the classroom is controlled by socio-cultural, cognitive, affective, linguistic, or environmental factors, which in turn control the interaction with other students and the teacher (Liu, 2001, p. 72). For instance, students with different backgrounds and different cultures have different attitudes that need to be considered before sharing them. For this reason, students need to figure out when to speak and what to say with an appropriate classroom behavior. After each attempt, they carefully reflect on their participation.

The third pattern is 'marginal interaction'. According to Bin Sayadi (2007) and Liu (2001), students are attentive listeners and seldom speak up in class. They usually prefer to listen, take notes and participate only when they are certain of their answers.

According to Liu (2001), these participation patterns are not static (p. 73). This is because there are students who are active in some discussions, but remain passive and silent in others (Bin Sayadi, 2007) depending on topics that change their interest.

4. Communication Behaviors

In general, there are two communication behaviors through which the student can participate in the classroom: verbal and non-verbal (lee, 2005 as cited in Abdullah et al., 2011, p. 62). Verbal or oral communication refers to participation in the classroom through speaking, sharing opinions, answering and asking questions or commenting (Bin Sayadi, 2007). In other words, it involves transmission of a message through speaking aloud. Non-verbal communication, on the other hand, is the transmission a message without using words. It includes apparent behaviors such as facial expressions, gestures and body movement (Bin Sayadi, 2007, p. 11). Although verbal communication can be turned off, non-verbal communication cannot because silence also communicates (Bizcom Coach, 2022). In other words, even if the student stops asking questions or joining discussions, it does not necessarily mean that he/she is not listening carefully or participating.

5. Methods of Classroom Participation

Teachers can structure classroom participation in variety of ways to facilitate and maximize learning and make it effective. In this dissertation, we focus on four methods to structure and enhance classroom participation: the cold-calling method, the working-front-to-back-or-left-to-right method, the collaborative learning method and the open or whole-class participation method.

The first method is the cold-calling method. It is based on Socrates' 'think-on-your-feet', in which teachers ask students to participate (Gersen, 2017, p. 2324). When applying this method, the teacher calls on individual students to speak or answer questions when they are not volunteering, and it happens without them knowing when to be called on. The teacher uses this method to assess the quality of student's answers (Bean & Peterson, n.d., p. 2), focusing on the weakness and strength of their arguments. However, this method can be counterproductive for students with social anxiety or Post-Traumatic Stress Disorder (PTSD) as it can affect their learning negatively. For instance, the student may have a panic attack when being called on abruptly.

Considering the aforementioned limitations, Kwan and Strangmann (2017) suggested another method that aims at reducing students' anxiety by providing them with 'preparation

time'. This second method is the working-front-to-back-or-left-to-right method. It is based on how the students are sitting, either starting with the person sitting in the front and moving to the back or with the first person on the left to the right. This gives the students the opportunity to expect their turn and be prepared.

Then, there is the 'collaborative learning' method. It can be explained as solving problems designed by the teacher by working in groups and sharing ideas (Bean & Peterson, n.d., p. 2). In other words, the student team up with other classmates to accomplish class activities. This method helps them to reduce their feelings of anxiety and loneliness and increase their self-confidence (Johnson & Johnson 1989; Panitz, 1999, as cited in Laal & Ghodsi, 2012, p. 487). The divergence between the groups leads to open discussions that, in addition, allows for active participation of responses (Bean & Peterson, p. 2).

The last method is open or whole-class participation. It is the most commonly used method by teachers. It aims at creating a discussion in which all students are actively involved. They interact and share opinions with each other and not necessary with the teacher. To make the interaction between the students easier and more efficient, the teacher sets up the chairs in the shape of horseshoe or a circle (Bean & Peterson, p. 2). Unlike the first method (cold-calling), in this method the teacher tends to value any kind of question or answer from the students. For instance, in the cold calling method, the student should give a convincing answer while in the open or whole-class participation method, the student is encouraged to participate in the discussion regardless of his/her answer or question.

6.   Importance of Classroom Participation

Students' participation in classroom is very important for both students and teachers. It helps students get feedback, develop critical thinking and improve their communication and communicative engagement (Chandran, 2015). In other words, classroom participation motivates students to interact and develop their participatory skill by asking questions, sharing information and debating. This, in turn, helps the teacher to assess his/her method and assess students and identify their strengths and weaknesses. Given previous research conducted on the topic, Gomez, Arai and Lowe (1995) showed that students' participation in the classroom activities are essential to create effective learning and that students who frequently participate tend to perform academically better than those who are passive. Similarly, Akpur (2021) agreed that classroom participation has a positive effect on students' learning outcomes. Otherwise stated, there is a positive relationship between classroom participation and academic achievement. Lee's (2014) study found that students' engagement

in the classroom plays a vital role in enhancing their academic achievement. Marks (2000, p. 174) also emphasized the significance of students' participation and engagement in classroom activities in enhancing academic performance. Thus, the relationship between these two variables is undeniable.

7.   Techniques to Promote Participation in the Classroom

Effective classroom participation requires 'forethought, planning, and structure' (Aziz et al., 2018). As a first step, the teacher should identify the reasons for students' lack of participation by asking them to list the reasons on a piece of paper without mentioning their names or by observing them and their reactions and behaviors when they are called on. Once these reasons are identified, the teacher can adjust his/her method to best suit the students. The teacher should make the classroom a comfortable place and create a conducive learning atmosphere to encourage the students to participate in classroom tasks discussions. The latter is an important aspect that motivates students to be spontaneous when sharing their opinions and ideas; they unconsciously develop their cognitive and critical thinking skills (Hollander, 2002, p. 318). If these tips do not work, the teacher should find another way to get students to participate like writing anonymous questions on sheets of paper and then answering and discussing them together (Krazeise, 2015). In doing so, the teacher should constantly reassure the students that there are no silly questions in order to build their confidence (Hey Teach Staff, 2022).Simply put, the teacher needs to encourage spontaneity among students to achieve effective classroom participation.

Moreover, it is important to note that classroom participation also depends on students' behaviors in the classroom. This was confirmed by Fassinger (2000) who indicated that the group dynamics in the classroom have an influence on participation and it is teacher's responsibility to foster this kind of environment to promote classroom participation (p. 45). Mustapha (2011) also believes that students' behaviors highly affect their peers. Accordingly, he divided students into two groups of participants: positive and negative. Positive participants are those who know when to speak and have the traits of being supportive. This type facilitates classroom interaction. Negative participants are those who change the topic when they participate and react negatively to other participants through snickering, eye-rolling, etc. Thus, they are said to be discouraging other students' participation (Mustapha, et al.2011, pp. 1082-1083).

Conclusion

Based on previous researches, this section reviewed what classroom participation is and the different elements it consists of. Additionally, it revealed the importance of classroom participation for both students and teachers and provided methods and techniques to enhance it.

Section Three: The Negative Impact of Domestic Violence on Students' Classroom Participation

The primary goal of education is to ensure that students succeed in both academic and social life. Students' behavior in the classroom including attendance and participation depend on the students' mental and physical health, which are influenced by other factors. These factors include domestic violence.

The environment plays a vital role in shaping an individual's life. Therefore, a student who comes from a supportive environment leads a healthier life than a one who comes from an unsafe environment. It has been affirmed in the literature that domestic violence has negative effects on students (Emaimo & Daniel, 2019, p. 101). Students, who are victims of domestic violence, regardless of whether they have experienced or witnessed it, are more likely to show a lack of interest in social activities and have lower self-esteem (Dube, 2006, as cited in Okite, 2021, p. 363). This, in turn, can affect their involvement in school as they may go to school but still act as if not present and "may lag behind in class as well as in life because of exposure to domestic violence" (Emaimo & Daniel, 2019, p. 101). Simply put, domestic violence and its severity can negatively affect school matters and be a reason that prevents students from self-development.

Additionally, "for teenagers who deny the existence of abuse, the process of fitting into peer group while keeping their family life hidden may be overwhelmingly conflicting" (Okite, 2021, p. 363) because it would be difficult for them to share their personal experiences (either out of fear of being judged or misunderstood) and even more difficult to keep them a secret. Therefore, they prefer social distancing, which negatively impacts their classroom participation. For this reason, it is worth noting that socialization contributes greatly to classroom participation, as a student with an unhealthy social life may find it difficult to participate in the class discussions and share their ideas.

Emaimo and Daniel (2019) explained that socialization depends on both parents playing a role in raising their children so that they can fit into society and overcome different

kinds of challenges; physical or mental. However, students who grow up in a single-parent home or in a broken home tend to be deprived of some of their rights and as a result develop negative personality traits, such as introversion, lack of confidence and motivation (pp. 101-102). Later, they may also unconsciously develop negative attitudes towards their studies which, in turn, may affect their concentration and participation in the classroom, eventually leading to poor academic performance (Njeru et al., 2017, p. 61). Simply put, students who have experienced domestic violence develop negative emotional and psychological states such as, low self-esteem, sadness and anxiety. As a result, they fail to develop their cognitive skills and show less interest in classroom activities, less concentration and low achievement. This was confirmed by Kithonga and Mbogo (2018) who noted that these students "lose access to their memory, reasoning, and the capacity to make connection" and added that the simple fact of being called on make them freeze (p. 547). In addition to that, students can even miss their classes due to a psychological harm or a physical pain resulted from domestic violence.

Domestic violence affects teenagers in many ways, socially, academically and psychologically, and because "they are often disturbed, and at times, traumatized by these violence acts", they risk performing badly in class and fail their studies (Njeru et al., 2017, p. 61). Therefore, it is undeniable that domestic violence has a negative effect on classroom participation.

The negative effects of domestic violence can go a long way in affecting the academic performance of students, and make them weak and unable to communicate with the teacher and classmates which lead to a lack of participation (Alabi & Oni, 2017, p. 20). In other words, domestic violence is an issue affecting negatively students' academic performance starting from their participation in the classroom.

Conclusion

Classroom participation is an indicator of learning and an important parameter for measuring students' academic performance. However, some students find it difficult to participate in the classroom due to various factors that can be related to their home environment. Among these factors, we focused on a detrimental one which is domestic violence. It may have a negative impact on students and their classroom participation as well as academic performance.

In this first chapter, we reviewed the theoretical background of the variables. It was divided into three sections. The first section introduced domestic violence, giving its

definition, types, causes and consequences. The second section dealt with the definition of classroom participation, the types of interaction, patterns of classroom participation, communication behaviors, methods of classroom participation, importance of classroom participation as well as tips on how to encourage it. The third section highlighted the negative relationship between domestic violence and students' classroom participation. The next chapter deals with the research methodology of this study.

Chapter Two: Design, Methodology and Results

Introduction

This study aims at exploring the negative impact of domestic violence on students' participation in EFL classrooms. This chapter presents the methodology used in the collection of the data needed. It is divided into three sections. The first section provides a description of the methodology used. In the second, we report our findings and discuss the results obtained. The third section is devoted to the limitations we have encountered throughout this study, implications and suggestions for further research.

Section one: Description of the Study

This section describes the methodology used in this study. It includes participants, data collection tools and procedures and data analysis.

1.   Participants

The sample of this study consisted of 57 participants. 45 of them were female students and 12 of them were male students. The participants were first year LMD students at the department of English at the University of Bejaia. The reason behind this choice was the age of these students (18-20 years old) who can be vulnerable towards domestic violence. Additionally, since we were focusing on participation in EFL classrooms, it is more suitable to target English-speaking students.

2.   Methods and Design

Objectives of the present study determined the methodology to use. It aimed at exploring the negative relationship between our independent variable (domestic violence) and dependent variable (classroom participation). Therefore, we have opted for a mixed methodology relying on both qualitative and quantitative data collection methods. The quantitative method consists of a questionnaire and the qualitative one consists of a semi-structured interview. Using a mixed methodology helped us benefit from both of the methods, the quantitative and the qualitative method, as they complement each other to confirm the results and reach a strong conclusion (Johnson & schoonenboom, 2017, p. 110). Thus, they enhance validity and verifiability.

The first tool is a questionnaire. The term questionnaire refers to "a systematic compilation of questions that are submitted to a sampling of population from which

information is desired" (Barr et al., 1953, p. 65). It is used to gather large amount of data in a short period of time. The questionnaire's questions were designed according to the research questions.

The questionnaire is divided into four sections (see appendix 1) consisting of both open-ended and closed-ended questions. At the beginning, the participants were asked to answer honestly and were informed that their answers will be anonymous. The first section of the questionnaire is about the respondents' profile, exploring their age and gender. The second section deals with domestic violence. It consists of five questions. They were designed based on the International Trauma Questionnaire (IQT) (see appendix 3). They explore the participants' family background, relations as well as attitudes and experiences with domestic violence. The third section is about participation in the EFL classroom. It comprises four questions that look into the participants' feelings in the classroom and their attitudes towards participation. The last section is entitled students' attitudes towards the impact of domestic violence on classroom participation. It aimed at finding out the negative relationship between domestic violence and participation in the classroom.

The second tool used in this research is a semi-structured online interview (see appendix 2).The interview is regarded as "a systematic method by which a person enters more or less imaginatively into the inner life of a comparative stranger" (Young, 1956, p. 205).it is where the interviewer and the interviewee drop all formalities and leave place for honesty. We opted for this type of interview in order to ask participants probing questions and gather detailed qualitative data. It consists of six questions designed according to the research questions. They explore four main areas: classroom participation, attendance, motivation and family background and relations.

3.   Data Collection Procedures

As mentioned earlier, this research was conducted using a mixed methods relying on both questionnaires and semi-structured interviews. Data were collected over two weeks period. The questionnaires were administered to the participants over two days, ten of whom provided us with their Facebook accounts for an online interview. The online semi-structured interview was conducted through a social media application, Messenger, and took almost ten days to collect data from all the participants.

4.   **Data Analysis Procedures**

The data collected through the questionnaire were analyzed using SPSS (version 20), which produced with the descriptive statistics needed to measure our variables. They were presented in tables and interpreted relying on percentages and frequencies while others that have a five-point likert scale were analyzed based on the mean and standard deviation.

As for the data collected from the interviews, they were interpreted using Qualitative Content Analysis (QCA) by focusing on the keywords in the participants' responses. They were categorized into three themes: participation in the classroom, distraction in the classroom an impact of family and friendship on students in the classroom. According to Zhang and Wildemuth (2005), QCA is "condensing raw data into categories or themes based on valid inferences and interpretations" (p. 2). In other words, QCA aims at interpreting the data through examining and comparing students' preliminary responses then summarizing them into themes.

5. **Validity in Research**

Validity is a very important requirement in research. According to Burns (1999, as cited in Muhammad, 2013) "validity is an essential criterion for evaluating the quality and acceptability of research". First, internal validity refers to "how the research findings match the reality" (Pelissier, 2007, p. 12) and since our research deals with a sensitive topic, domestic violence, we cannot confirm that the findings are consistent with the reality because our respondents may not have answered as truthfully as they should. In this case, our research may lack internal validity. Concerning external validity, it refers to 'the extent to which the research findings can be replicated to other environments' (Pelissier, 2007, p. 12) and because our sample was randomly selected, our findings can be generalized to other contexts.

Section Two: Results and Discussion

This section presents the results of our analysis and their discussion. It is divided into three parts. In the first part, we report the data gathered from the questionnaires; they are organized in tables in the form of frequencies and percentages. The second part is about the data obtained from the interviews. They are in the form of paragraphs using QCA. In the last part, we discuss the results in accordance with previous findings.

1. **Results**

    1.1 **Questionnaire**

    This part is dedicated to the results obtained from the questionnaires. We analyzed them using SPSS (version 20).

Table 1: item01: Participants' Definitions of Domestic Violence

Attitudes	Frequency	%
Abuse from relatives	17	28.3
I don't know	13	21.7
Bad treatment	11	18.3
Bad relations	9	15
Domination	3	5
No personal space	3	5
Solution	1	1.7
Total	57	100

Table 1 presents students' answers to the third question that concerns the definition of domestic violence. Based on the participants' answers, we have distinguished three main definitions given by the majority of the students. As we can notice, the most shared view of domestic violence is abuse from relatives as reported by 28.3% of participants. Then, we found that 18.3% of respondents define the concept in terms of bad treatment including beating or punishing a family member. As a third definition, 15% of participants suggested bad relations, involving absence of supportive environment and communication. However, 21.7% of the participants are not sure of what domestic violence is. Answers to this open-ended question help us know if our respondents are aware of what this concept is.

Table 2: item 02: Participants Being Bothered at Home

Answers	Frequency	%
Yes	32	56.14
No	24	42.11
Missing	1	1.75
Total	57	100

The answers to this question, as shown in Table 2, indicate how our participants feel at home. It is clear from the table that most of the participants (32) have issues at home that disturb them, whereas the other participants (24) do not have any issue. These answers represent 56.14% and 42.11% of students' answers respectively.

Table 3: item 03: the Way Family Arguments End

Level of Difficulty	Frequency	%
Some difficulty	42	73.68
No difficulty	11	19.30
Great difficulty	4	7.02
Total	57	100

Knowing the level of difficulty with which family arguments end is very important to understand our participants' experiences with domestic violence. We can notice from Table 3 that most of the students' family arguments end with some difficulty accounting for 73.68% of the responses. In the 19.30% of responses, our participants indicated that those arguments end without any difficulties. However, only 7.02% of the respondents admitted that their families' arguments end with great difficulty.

Table 4: item 04: Consequences of Family Arguments

Results	Frequency	%
Yelling	35	61.40
Breaking things	12	21.05
A fight	2	3.51
Missing answer	8	14.04
Total	57	100

Table 4 displays students' answers concerning the consequences of their families' arguments. The most common case is yelling, insulting someone and/or being emotionally hurt with 61.40% of answers. In the second place, is breaking or throwing objects, with 21.05% of answers. The third case is altercations that result in a fight or someone being physically hurt. This case accounts for 3.51% of our sample's answers. Moreover, 14.04% of the participants did not give any answer to the question.

Table 5: item 5: Participants who Are Victims of Sexual Abuse

Answers	Frequency	%
No	50	87.72
Yes	7	12.28
Total	57	100

In Table 5, the students' answers to sexual abuse are reported. It appears that most of our participants (50) did not undergo sexual abuse, only seven (7) of them do. These answers represent 87.72% and 12.28% of the total answers respectively.

Table 6: item 06: Participants' Definitions of classroom participation

Attitude	Frequency	%
1: Expressing ideas and opinions	18	30
2: Being active	15	25
3: Asking and answering questions	12	20
4: Not sure	10	16.7
5: Developing communication skills and confidence	2	3.3
Total	57	100

As shown in table 6, in response to the question 'what is classroom participation according to you?' a range of definitions is elicited. It appears from the table that the definition 'express ideas and opinions' marked the highest percentage with 30% of answers. The second most frequent definition is 'being active' representing 25% of answers. After that comes 'asking and answering questions', representing 20% of answers. Only a small number of the participants (3.3%) suggested that classroom participation is about developing communication skills and confidence. However, a minority of the respondents (16.7%) stated that they are not certain about what classroom participation is.

Table 7: item 07: Participants' Attitudes towards the Necessity to Participate in the Classroom

Answers	Frequency	%
Yes	47	82.46
No	10	17.54
Total	57	100

Table 7 displays students' answers regarding their attitudes toward the necessity to participate in the classroom. The findings show that the majority of the participants think that it is necessary to participate in the classroom, representing 82.46% of the total number of the participants. However, the rest of them (17.54%) think that it is not.

Table 8: item 08: Rating Students' Classroom Participation, Attendance and Motivation.

		participation	motivation	attendance
N	Valid	57	57	57
	Missing	0	0	0
Mean		2,88	3,26	2,00
Std. Deviation		1,24	1,17	1,10

Note: 1 all of the time, 2 most of the time, 3 some of the time, 4a little of the time, 5 none of the time.

Table 8 shows students overall ratings of classroom participation, motivation and attendance on a five-point scale that is considered an interval. The mean is very significant. From 1 to 1.80, it means all of the time. From 1.81 to 2.60, it means most of the time. From 2.61 to 3.40, it means some of the time. From 3.41 to 4.20, it means a little of the time. From 4.21 to 5, it means none of the time.

In the first item, participation, the mean is 2.88. Hence, it means the majority of participants participate in the classroom some of the time. In the second item, motivation, the mean is 3.26. Accordingly, the majority of participants are motivated in the classroom some of the time. Despite the lack of classroom participation and motivation, students regularly

attended their classes. The results show that in the last item that is attendance, the mean is 2, which indicates that most of the participants attend their classes most of the time.

Table 9: item 09: Participants' Self-Perception Concerning their Performance in the Classroom.

		Not asking questions	Hesitating to give an opinion	Nervousness about participation	Feeling bad about one's communication	Afraid of teachers or students judgment
N	**Valid**	56	56	56	56	56
	Missing	1	1	1	1	1
Mean		3,55	3,45	3,14	3,32	3,43
Std. Deviation		1,19	1,32	1,33	1,19	1,25

Note: 1 strongly agree, 2 agree, 3 neutral, 4 disagree, 5 disagree.

Table nine shows the participants' general assessment of their self-perception regarding their participation in the classroom on a five-point scale that is considered an interval. From 1 to 1.80, it means strongly agree. From 1.81 to 2.60, it means agree. From 2.61 to 3.40, it means neutral. From 3.41 to 4.20, it means disagree. From 4.21 to 5, it means disagree.

 In the first statement, the mean is 3.55, which means that most of the participants disagree and they do ask questions when they do not understand something. The mean of the second statement is 3.45. Hence, the majority of the students do not hesitate to give their opinions in the classroom. The mean of the third statement is 3.14. It means most of the participants are neutral regarding the feeling of nervousness to participate in the classroom. In the fourth statement, which is feeling bad about one's communication, the mean is 3.32. It means that the majority of the answers are neutral. . The last statement shows that most of the participants are not afraid of teacher's judgment or their classmates as the mean represents 3.43.

Table 10: item 10: Distraction in the Classroom because of Problems with Family and Friends

Answers	Frequency	%
Yes	33	57.89
No	23	40.35
Missing	1	1.75
Total	57	100

Table 8 shows the impact of domestic problems on students in the classroom. It is clear from the table that most of our participants (33) get distracted in the classroom as a result of having problems with family members, relatives and friends whereas 23 of them are not affected by it. These statistics represent 57.89% and 40.35% of answers respectively.

Table 11: item 11: Problems that People who have Had Stressful or Traumatic Events Sometimes Experience.

		worthlessness	social distance	pressure
N	**Valid**	56	56	56
	Missing	1	1	1
Mean		1,45	3,14	2,41
Std. Deviation		,913	1,50	1,45

Note: 1 not at all, 2 a little bit, 3 moderately, 4 quite a bit, 5 extremely.

Table 11 displays students' assessment of the problems that people with stressful or traumatic experiences have on a five-point scale. The interpretation was based on the value of the mean. From 1 to 1.80, it means not at all. From 1.81 to 2.60, it means a little bit. From 2.61 to 3.40, it means moderately. From 3.41 to 4.20, it means quite a bit. From 4.21 to 5, it means extremely.

In the first item, worthlessness, the mean is 1.45. It indicates that respondents do not feel worthless at all. The second item shows that participants suffer from social distance; we can notice that the mean value is 3.14. In the third problem, the mean is 2.41. Therefore, it demonstrates that participants feel a little bit under pressure.

1.2 Interview

In this section, we report the data obtained from the semi-structured interviews that we carried out with ten volunteers. The participants are first year LMD students at the department of English at the University of Bejaia. The data were analyzed based on the Qualitative Content Analysis (QCA) by organizing and categorizing them into themes. The interview consists of 6 main questions that aim at investigating 4 main areas: classroom participation, attendance, motivation and family background and relations.

a. **Participation in Classroom:** Do you participate in the classroom?

Half of the participants (5) responded with 'yes' and the other half (5) reported that they sometimes participate in the classroom. With further investigation, two students precised that it is because of shyness, one because of lack of confidence and two others said that it depends on the teacher and module.

b. **Distraction in the Classroom:** When you are in the classroom, do you get distracted by thoughts or memories?

The importance of this question is to gain insights into the respondents' home environment in order to determine if it influences their participation in the classroom. We asked ten (10) students if they have ever got distracted in the classroom by thoughts or memories of their home environment and most of them (6)responded positively by yes. It is important to note that seven (7) of the ten (10) participants had problems with family or friends. One interviewee said, in her own words, 'I had too many problems at home and I couldn't concentrate on anything, I didn't get any information'. Another said that he thinks too much about family problems, which makes him anxious and distracted. Similarly, another interviewee noted that she overthinks during class and we quote 'sometimes I forget about the lecture and start thinking about my problems or memories'. She gave examples of her parents not respecting her nor her opinions, in addition to discriminating her and her siblings. Another respondent stated that she gets distracted by the way her friends treated her adding, 'even if I

was motivated and decided to concentrate this distracts me'.   Two more participants expressed that they get distracted by both family and friendship conflicts.

In a nutshell, the participants' answers show that their environment has an overall negative impact on their classroom participation.

c.   Impact of Family and Friendship on Students in Classroom

In relation to the previous question, we asked the participants if the problems they had in their families and with their friends affected their personality, motivation and attendance. Some of the participants (4) among those seven (7) who had family issues explained that it affected negatively their personalities and made them depressed, anxious and introverts. One of them said that 'it made me careless about studies' and another one added that she 'lacks confidence', which makes it difficult for her to share her opinion in the classroom. Regarding motivation, four (4) interviewees answered that they were no longer motivated to participate in the classroom due to family issues. One of them added, 'I am trying to be motivated because I have to'. That is, she participates only because she thinks it's necessary. As for attendance, all of the participants responded that they attend their classes despite their family and friendship issues.

Conclusion

In this section we reported the results obtained from the questionnaire and those from the semi-structured interview conducted with ten (10) volunteers. From the results, it can be concluded that there is a negative relationship between domestic violence and classroom participation.

2.   Discussion

The present study was designed to determine the negative impact of domestic violence on students' participation in EFL classrooms.   In this section, we interpret the results presented in the previous section according to the research objectives. Through discussion,we aim to answer the research questions and confirm or refute the hypothesis stated in the general introduction.

Classroom participation is crucial in learning; however, there are students who do not participate in the classroom. As mentioned in the theoretical part, participation depends on students' mental and physical health that can, in turn, be affected by other factors (Emaimo &

Daniel, 2019). For this reason, we investigated domestic violence as one of the important factors behind lack of classroom participation.

2.1. Results Obtained from the Questionnaires

The way families treat their children and how they behave in front of them is very important in shaping their personality and life. We asked the participants a set of questions to inquire about their home environment and classroom participation.

At the beginning, we asked the participants about their families' behaviors. The results gathered from the questionnaire as displayed in tables (1, 2, 3, 4 and 5, p. 21, 22, 23) have shown that the participants experienced or witnessed domestic violence such as family conflicts that lead to yelling, breaking objects and hurting others emotionally and there is even a minority who were sexually abused. These experiences can create psychological and social problems that affect students' interaction in the classroom. Similarly, Dube et al. (2006. p. 444) and McWherter (2005) found that these individuals who are victims of domestic violence are more likely to lack interest in group activities or working with peers. In addition, in Table 11 which dealt with the problems that students who experienced stressful and traumatic events, we can note that the participants mainly have relationships' problems. This was confirmed by Emaimo and Daniel (2019), who found that "domestic violence in a family affects a student's relationship with peers; thus, they do not have a good relationship" (p. 108). Therefore, to answer our research questions, the study revealed that that classroom participation.

Another negative impact of domestic violence is distraction. Although most of the participants think it is necessary to participate in the classroom (Table 7, p. 25), they get distracted (Table 10, p. 27) which affects negatively their motivation. Most of the participants answered that they lack motivation which is indirectly related to domestic violence. These findings are consistent with those of Davies and Berger (2019, p. 99). Domestic violence causes students to lose their focus and motivation; therefore, they engage less in classroom activities (Table 8, p. 25). Similarly to this, Njeru et al. (2017) found that 'victims of domestic violence are often disturbed, and at times, traumatized by these violence acts. As a result, their concentration in class goes down'. Nevertheless, the results of the questionnaires have shown that domestic violence does not prevent students from attending their classes (Table 8, p. 25).

Therefore, to answer the research questions about students' classroom participation, motivation and attendance, our study revealed that domestic violence can create psychological and social barriers that isolate them and reduce their concentration and motivation to be active in the classroom. Yet, this does not impinge their classroom attendance. Based on these findings, we draw our conclusion that domestic violence has a negative impact on students' classroom participation.

2.2. Results Obtained from the Interview

Unlike the questionnaire, in the interview, we focused solely on exploring the negative impact of domestic violence on students' participation in EFL classrooms since we have explored the two variables separately in the questionnaire.

The results, based on the majority of answers, revealed that students' lack or absence of participation is due to several reasons namely: shyness, low self-esteem, lack of motivation and distraction. These reasons are the result of exposure to domestic violence, either through experiencing or through observing it (Volpe, 1996 as cited in McGaha-Garnett, 2013). Students from broken homes find it difficult to stay focused on their studies at home and in the classroom; they are more likely to be distracted missing most of the information provided by the teacher or classmates. As one of the participants said, 'I had too many problems at home and I couldn't concentrate on anything, I didn't get any information' and another one stated, 'sometimes I forget about the lecture and start thinking about my problems or memories'. Karanja (2019) confirmed this in his study on the effects of domestic violence on students' academic performance, where he noted 'learners tend to lose concentration and focus on their abusive experiences' (p. 43). In addition, domestic violence affects negatively the personality of students. It makes them passive, introvert, unconfident, depressed and quick-tempered. To explain the relationship between domestic violence and classroom participation, we have the example of a participant whose family does not respect her opinion, therefore it made her unconfident about sharing her ideas in classroom. Similarly, Emaimo and Daniel (2019) in a study on the effects of domestic violence and broken homes on academic performance of students found that 'broken families create bad communication between a teacher and students' (p. 108).

Therefore, we draw our conclusion from the results of the interview that students' lack of participation and motivation, apart from attendance, is related to domestic violence and this meets Karanja's (2019) findings that those students who were victims of domestic

violence do not participate in the classroom and other class activities (p. 43). These findings are similar to those of Emaimo and Daniel (2019) that 'domestic violence and broken homes have negative impact on students; it reduces their participation in school, self-esteem and interaction with other pupils and teachers' (p. 108).

Based on the findings of both the questionnaire and the interview, we reached an answer to our research questions and hypothesis. Therefore, we come to the conclusion that students' classroom participation and motivation are negatively affected by domestic violence unlike their' classroom attendance.

Section Three: Limitations, Implications, recommendations, and Suggestions for Future Research

1. Limitations of the Study

We have reached important findings through this research but they are affected by a number of limitations. Both conceptual and methodological limitations are worth highlighting.

The conceptual limitation refers to domestic violence being a complex concept. Through the first question which asked the participants to define domestic violence, we were able to determine from their answers that a considerable number of the respondents found this concept difficult and complex as they were not sure what it was.

The methodological limitations can be summarized in five points:

First, data collection through the questionnaire took place in classroom, so since domestic violence is often considered a personal issue, some students might not have felt able to give honest and truthful answers.

Second, the difficulty to collect or convince students to collaborate with us, as the data was collected during the exams period students did not accept.

Third, some students did not answer all the questions of the questionnaire due to some factors that could not be controlled like motivation or willingness.

Furthermore, lack of prior studies on the impact of domestic violence on students' classroom participation in Algeria.

Finally, the number of the students who accepted to answer the questionnaire (57 students) and the interviewers (10 students) is not sufficient which makes it hard to generalize our results.

2.   Implications

In light of the results obtained, a number of implications come to be addressed to:

The teacher; his/her role is not limited to explaining the lesson or conveying information, but they are also the psychological guide in the classroom. The teacher needs to examine the student's personality, observe their behavior, and be able to give them advice to help them integrate into the classroom and become active.

Students; they must educate themselves about domestic violence and its various types, participate in organizations campaigning against domestic violence and speaking out against violence. They can meet people who share their desire to raise awareness about domestic violence by going to events like talks.

The Ministry of Education; it is important to be aware of the possibility of students' exposure to domestic violence and its negative impact on their academic performance in order to take the necessary measures and find solution for such a situation.

3.   Recommendations

In order to reduce this negative impact, we set for the following recommendations:

Awareness: by organizing awareness campaign at universities like conferences and talks to inform the students about the dangers domestic violence represents. This helps students learn from a young age what is it and how to deal with it because by knowing more about this issue students will be empowered to help themselves and others.

Programs: education sector stakeholders should come up with counseling sessions for students who have experienced or witnessed domestic violence. Moreover, teachers should adjust their methods in a way to make students participate in classroom willingly. For instance, creating a positive learning environment to motivate students to interact and take part in conversations. Addressing different learning styles because every student has a unique learning style. Also giving the students the opportunity to choose, this choices can come in

the form of deciding which topic they want to learn about, how they want to learn it or how they want to present.

Future studies: making future studies on the negative impact of DV on classroom participation as this latter represents an important part in students' academic performance.

4.   Suggestions for Further Research

Future studies can overcome our limitations by exploring the negative impact of domestic violence on students' classroom participation using face-to-face interviews to collect data. Thus, the interviewee will give more spontaneous answers. Also, interviewing teachers can add useful and important information to the research.

  In addition, it is important to conduct research with a larger sample by expanding it to many classes and ideally to other universities in order to increase the validity of the results.

Conclusion

 In this chapter, we have reported and discussed the results of the current study. Despite the limitations we encountered, this chapter has answered the research questions and the hypothesis rose in the General Introduction that if EFL students suffer from domestic violence, their classroom participation would decrease as well as their motivation and attendance. However, because of the small sample, we cannot generalize the results to the whole population. Then, we proceeded to provide some implications and recommendations that would minimize domestic violence and enhance classroom participation and concluded with suggestions for further research.

General Conclusion

As classroom participation is crucial in the development of learners' academic performance, it is important to highlight that there are students who do not participate in the classroom. Their lack of classroom participation is related to different factors among which we point out domestic violence. For this purpose, our present study has explored the negative impact of domestic violence on students' participation in EFL classrooms. The participants were first year LMD students at the Department of English at the University of Bejaia. We hypothesized that there is a negative relationship between domestic violence and classroom participation. Therefore, to confirm or reject it, we opted for a mixed methodology to benefit from both the questionnaire and the semi-structured online interview.

This work is divided into two chapters. The first chapter is theoretical and it is divided into three sections. The first section dealt with previous studies about domestic violence. The second one provided an overview about classroom participation. The third one is dedicated to the studies that demonstrate the negative impact of domestic violence on students' classroom participation.

The second chapter represents the practical part of the work. It is split into two sections. In the first section, we have described the study in terms of participants, methods, procedures and tools used in analyzing the data collected. In the second one, we have analyzed and interpreted the results. Then, we proceeded with discussing them to reach a conclusion. Therefore, the results obtained showed that classroom participation is indeed affected by domestic violence. Both the questionnaire and the semi-structured interview revealed that students who are victims of domestic violence have psychological and social problems that affect their classroom participation. Because of these problems, students lose their motivation and find it hard to stay focused in the classroom as they are, most of the time, distracted by issues related to their home environments. In addition to this, those problems create a barrier for individuals preventing them from interacting with the teacher and peers. However, the results have also shown that despite students' lack of participation and motivation, they still attend their classes on a daily basis.

Taken together, these findings implicate that teaching is not only about giving lessons; it is also about motivating the students and helping them overcome their fears of interaction in the classroom or joining in activities.

This research extends our knowledge of students' classroom participation and how it can be negatively affected by domestic violence. Therefore, it is suggested that further

research be conducted with a larger sample involving other universities of the country in order to overcome our limitations.

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Appendices

Appendix1: the Questionnaire

University A_Mira, Bejaia

Faculty of Arts and Languages

Department of English

1st year LMD students

QUESTIONNAIRE

Dear students,

You are kindly requested to complete the questionnaire below to enable us investigate the negative effect of domestic violence on students' participation in EFL classroom. The questionnaire is completely anonymous and your personal answers will not be connected to any identifying information at any time. Your answers will only be used for statistical data. Your cooperation will be highly appreciated. We kindly request you to be honest.

Section A: Respondent profile

1. Please indicate your:
   •Gender: Male ( )   Female ( )
   • Age: …………

Section B: Student's Attitudes towards Domestic Violence

1. According   to   you   what   is   domestic   violence?
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………...

2. Is there anything at home that bothers you or makes you unhappy?

Yes ( )   No ( )

3. Do you and your family end arguments with:

Great difficulty ( )   Some difficulty ( )   No difficulty ( )

4. Do arguments ever result in:
   • A fight or someone being physically hurt.   ( )
   • Yelling, insulting someone, and being emotionally hurt. ( )
   • Breaking or throwing things. ( )

5. Have you ever been touched (by a parent, sibling (sister or brother) or friend) in a sexual way that made you feel uncomfortable?

Yes ( )   No ( )

Section C: Student's Attitudes towards Participation in the EFL Classroom

1. What is classroom participation according to you?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
………………………………………………………...

2. Do you think it is necessary to participate in the classroom?

Yes ( )   No ( )

3. Rate the following statements out of 5:
- I participate in the classroom   ( )
- I attend my classes   ( )
- I am motivated in the classroom ( )

4. Rate your level of agreement with each of the following statements about your perception concerning your performance in the classroom.

Statements	Strongly agree	Agree	Neutral	Strongly disagree	disagree
1: I do not ask questions when I don't understand something.					
2: I hesitate to give my opinion when we discuss solutions for a problem.					
3: I feel nervous about participating in the classroom.					
4: I feel bad about how I communicate in classroom.					
5: I am afraid of teacher's or students' judgments if I give a wrong answer.					

Section D: Student's Attitudes towards the Impact of Domestic Violence on Participation in EFL Classroom

1. Do you get distracted in the classroom because of a problem that happened between you and your close friend or family members?

Yes ( )   No ( )

2. **Below are problems that students who have had stressful or traumatic events sometimes experience (like being hit, threatened or hurt by a family member or a close friend). The questions refer to the way you feel, ways you think about yourself and ways you relate to others. Answer the following thinking about how true each statement is of you.**

How true is this of you?	Not at all	A little bit	Moder ately	Quite A bit	Extremely
Q1: I feel worthless.					
Q2: I feel distant or cut off from people.					
Q3: I feel under pressure.					

Appendix 2: Interview Questions

The interview is semi-structured based on the following questions:

3. Do you participate in the classroom?
4. When you are in the classroom, do you get distracted by thoughts or memories? More specifically, do you think about problems you had with family, friends or relatives?
5. Could you give me an example or two of the kind of problems you had?
6. Did it affect your class attendance?
7. Did it affect your personality?
8. Did it affect your motivation in classroom?
9. Concerning your lessons and homework, do you prepare them at home or somewhere else?

Appendix 3:The International Trauma Questionnaire (ITQ)

OVERVIEW:
The attached instrument is a brief, simply-worded measure, focusing only on the core features of PTSD and CPTSD, and employs straightforward diagnostic rules. The ITQ was developed to be consistent with the organizing principles of the ICD-11, as set forth by the World Health Organization, which are to maximize clinical utility and ensure international applicability through a focus on the core symptoms of a given disorder. The ITQ is freely available in the public domain to all interested parties. Evaluation of the measure continues particularly as it relates to the definition of functional impairment for both PTSD and CPTSD and possibly the content of the items as they might relate to being predictive of differential treatment outcome.
DIAGNOSTIC ALGORITHMS are as follows:
PTSD. A diagnosis of PTSD requires the endorsement of one of two symptoms from the symptom clusters of (1) re-experiencing in the here and now, (2) avoidance, and (3) sense of current threat, plus endorsement of at least one indicator of functional impairment associated with these symptoms. Endorsement of a symptom or functional impairment item is defined as a score > 2.
CPTSD. A diagnosis of CPTSD requires the endorsement of one of two symptoms from each of the three PTSD symptoms clusters (re-experiencing in the here and now, avoidance, and sense of current threat) and one of two symptoms from each of the three Disturbances in Self-Organization (DSO) clusters: (1) affective
dysregulation, (2) negative self-concept, and (3) disturbances in relationships. Functional impairment must be identified where at least one indicator of functional impairment is endorsed related to the PTSD symptoms and one indicator of functional impairment is endorsed related to the DSO symptoms. Endorsement of a symptom or functional impairment item is defined as a score > 2.
An individual can receive either a diagnosis of PTSD or CPTSD, not both. If a person meets the criteria for CPTSD, that person does not also receive a PTSD diagnosis.
Scoring instructions are available at the end of this document.
THE REFERENCE for the measure is:
Cloitre, M., Shevlin M., Brewin, C.R., Bisson, J.I., Roberts, N.P., Maercker, A., Karatzias, T., Hyland, P. (in press). The International Trauma Questionnaire: Development of a self-report measure of ICD-11 PTSD and Complex PTSD. *Acta Psychiatrica Scandinavica.* DOI: 10.1111/acps.12956
BACKGROUND PUBLICATIONS:
Brewin, C. R., Cloitre, M., Hyland, P., Shevlin, M., Maercker, A., Bryant, R. A.,…Reed, G. M. (2017). A review of current evidence regarding the ICD-11 proposals for diagnosing PTSD and complex PTSD. *Clinical Psychology Review*, 58, 1-15. doi: 10.1016/j.cpr.2017.09.001.
Karatzias T., Shevlin M., Fyvie C., Hyland P., Efthymiadou E., Wilson D.,…Cloitre M. (2017). Evidence of distinct profiles of posttraumatic stress disorder (PTSD) and complex posttraumatic stress disorder (CPTSD) based on the new ICD-11 trauma questionnaire (ICD-TQ). *Journal of Affective Disorders,* 207, 181-187. http://dx.doi.org/10.1016/j.jad.2016.09.032
Hyland, P., Shevlin M., Brewin C.R., Cloitre M., Downes A.J., Jumbe, S.,...Roberts, N.P. (2017). Validation of post-traumatic stress disorder (PTSD) and complex PTSD using the International Trauma Questionnaire. *Acta Psychiatrica Scandinavica*. 136*,* 313-322. doi: 10.1111/acps.12771.
Shevlin, M., Hyland, P., Roberts, N. P., Bisson, J. I., Brewin C.R. & Cloitre M. (2018). A psychometric assessment of Disturbances in Self-Organization symptom indicators for ICD-

How true is this of you?	Not at all (scores 0)	A little bit (scores 1)	Moder ately (scores 2)	Quite A bit (scores 3)	Extremely (scores 4)
C1. When I am upset, it takes me a long time to calm down.					
C2. I feel numb or emotionally shut down.					
C3. I feel like a failure.					
C4. I feel worthless.					
C5. I feel distant or cut off from people.					
C6. I find it hard to stay emotionally close to people.					

11 Complex PTSD using the International Trauma Questionnaire, *European Journal of Psychotraumatology*, 9:1, DOI: 10.1080/20008198.2017.1419749
Cloitre et al. (2018) *Acta Psychiatrica Scandinavica.* DOI: 10.1111/acps.12956

International Trauma Questionnaire

Below are problems that people who have had stressful or traumatic events sometimes experience. The questions refer to ways you typically feel, ways you typically think about yourself and ways you typically relate to others. Answer the following thinking about how true each statement is of you.

Have the above problems in emotions and beliefs about yourself and in relationships:

C7. Created concern or distress about your relationships or social life?					
C8. Affected your work or ability to work?					
C9. Affected any other important parts of your life such as parenting, or school or college work, or other important activities?					

CPTSD
If C1 or C2 > 2 criteria for Affective dysregulation (AD_dx) met
If C3 or C4 > 2 criteria for Negative self-concept (NSC_dx) met
If C5 or C6 > 2 criteria for Disturbances in relationships (DR_dx) met
AND

At least one of C7, C8, or C9 > 2 meets criteria for DSO functional impairment (DSOFI)
If criteria for 'AD_dx' AND 'NSC_dx' AND 'DR_dx', and 'DSOFI' are met, the criteria for DSO are met.
PTSD is diagnosed if the criteria for PTSD are met but NOT for DSO.
CPTSD is diagnosed if the criteria for PTSD are met AND criteria for DSO are met.
Not meeting the criteria for PTSD or meeting only the criteria for DSO results in no

diagnosis.

Résumé

La participation en classe est un paramètre essentiel pour mesurer le rendement scolaire de l'élève. Cependant, il peut être affecté par de déférents facteurs liés à l'environnement familial des étudiants, parmi lesquels nous mentionnons la violence domestique. La présente étude a cherché à enquêter sur l'impact négatif de la violence domestique sur la participation des étudiants aux cours d'anglais comme langue étrangère. Pour atteindre cet objectif, nous avons sélectionné les étudiants de première année LMD au département d'anglais de l'université de Bejaia pour être nos participants de recherche. 57 étudiants parmi l'échantillon ont contribué à l'étude. Pour la collecte des données, on a utilisé des méthodes quantitatives et qualitatives. La méthode quantitative consistait en un questionnaire visant à amasser une grande quantité de données en peu de temps, et la méthode qualitative consistait en une interview semi-structurée. L'interview visait à recueillir des informations approfondies sur les attitudes et les expériences des participants. Les résultats obtenus à partir des interviews et des questionnaires ont révéler qu'il existe une corrélation négative entre la participation en class et la violence domestique, ce qui signifie que la violence domestique a un impact négatif sur la participation des élevés du département d'anglais en classe. Les conclusions ont été discutées et des recommandations ont été formulées.

ملخص

تعد المشاركة في الفصل معيارا أساسيا لقياس الأداء الأكاديمي للطالب و مع ذلك يمكن أن تتأثر بعوامل مختلفة تتعلق بالبيئة العائلية للطلاب و من بينها العنف الأسري. في ضوء ذلك سعت الدراسة الحالية إلى التحقيق في التأثير السلبي للعنف الأسري على مشاركة الطلاب في فصول اللغة الإنجليزية كلغة أجنبية. لتحقيق هذا الهدف اخترنا السنة الأولى من قسم اللغة الإنجليزية بجامعة بجاية كمجمع احصائي.من بين هذه العينة ساهم 57 طالبا في جمع البيانات حيث استخدمنا كلا من المنهجين الكمي و النوعي.يتكون المنهج الكمي من استبيان يهدف إلى جمع كمية كبيرة من البيانات في مدة قصيرة من الزمن و يتكون المنهج النوعي من مقابلة شبه مقننة. تهدف هذه المقابلة إلى جمع معلومات عميقة حول مواقف و تجارب شخصية للمشاركين.أظهرت النتائج المتحصل عليها عن طريق المقابلات و الاستبيانات أن هناك علاقة سلبية بين المشاركة في الفصل و العنف الأسري مما يعني أن العنف الأسري له تأثير سلبي على مشاركة الطلاب في القسم في فصول اللغة الإنجليزية كلغة أجنبية . تمت مناقشة الاستنتاجات و تقديم التوصيات.