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# **Exploring EFL Learners' Reluctance to the Classroom Interaction Practice**

## **Case Study: Fourth Year Learners at Ait Amrane Mohamed Middle School of Tiaret**

A Dissertation Submitted to the Department of English in Candidacy  
for the Degree of Master in Didactics

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## DEDICATION

*In the Name of ALLAH, Most Gracious, Most Merciful, All the Praise is due to ALLAH alone, the Sustainer of all the worlds.*

*I dedicate this modest work to my dearest and wonderful parents, who bring me to this life, who have also raised me to be the person I, am today. You have been with me every step of the way, through good and bad. Thank you for all the unconditional love, guidance, and Support that you have always given me, I love you!*

*- To my lovely sisters Fatima Zohra, Amina and Imane who have never left my side and are very special.*

*- To my lovely son Ishaq I would like to tell him that you have made me stronger, better and more fulfilled than I could have ever imagined. I love you to the moon and back,*

*To my dearest nieces Syrine, Yasmine and Rachia to my dearest nephews Wassim, Riad and Mohamed-Yacine*

*- To Muma, although you are no longer by ourside, I feel your presence in my heart, my soul, and in my memories. The love of a grand ma is precious. It's still there, deep inside, in a warm place. Muma, as long as my heart is beating, you will be with me.*

*-To Hbibi, a Grand Pa's death is an endless pain for his granddaughter, but an adored grand Pa never dies in the hearts of those who loved him. I dreamt so much that you would be by my side on such a day.*

*- To all the members of my family AHMED-AMMAR and SEBAGH*

*To all my friends with whom I shared the university life with its lights and shadows.*

*To all those who love me*

**Djihane AHMED-AMMAR**

## DEDICATION

*In the name of Allah, the most beneficent, the most merciful. All the praises and thanks be to Allah Almighty, the Giver of bountiful blessings and gifts. Prayers and peace of Allah be upon the noble Prophet and upon his family and companions, the honorable followers.*

*I dedicate this modest work to my dearest and wonderful parents, who bring me to this life, who have raised me to be the person I am today. You have been with me every step of the way, through good and bad. Thank you for all the unconditional love, guidance, and support you have always given me, and to my dearest friend and sister AHMED AMMAR Djihane for being with me in this journey. .*

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*Djihane AHMED-AMMAR*

*Nour El Houda Rym BELHAOUARI*

## **Abstract**

The present Master dissertation deals with a range of methods and different ways utilized by educators within the classroom to inspire reluctant students to converse and participate. Varied learnt articles area unit critically reviewed, taking into consideration elementary psychological feature methods like enhancing communication, minimizing negative factors (including anxiety, apprehension and stress), teaching through games, yet as different co-curricular activities. Then, we have the linguistic barriers such as (pronunciation mistakes, poor grammar, lack of vocabulary ...etc). All these factors adversely affect the learner's participation during EFL middle school Classroom Conversation Practices. Whithout neglecting the role of educators, parents and learners. In order to acquire the information required for our dissertation, we used a mixed method. Since the purpose of this study is to examine the current situation of EFL learners in the classroom interaction practices, both teachers and students are concerned by the study. Finally, our objectives for this paper is to present some essential recommendations for the development of the current practices of classroom motivation, to identify the reasons behind the learners' reluctance in EFL middle school classroom conversation practice, and to motivate and encourage the reluctant learners to be active participants in EFL middle school classroom conversation practice.

**Keywords:** EFL, middle school classroom, learners, interaction, participation, obstacles, psychological features, linguistic feature

## **LIST OF ABBREVIATIONS**

**EFL:** English as Foreign Language

**TKT:** Teaching Knowledge Test

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# **General Introduction**

## General Introduction

The human being is generally born and grows up within a linguistically and culturally homogeneous group. He is endowed with a spirit, but also with the faculty for expressing himself orally through a language which will enable him to give meaning to the reality and a value to the whole life.

Over time, everything changes in life. Every day the human being discovers new concepts and learns new words, by building progressively his thoughts and ideas in which he develops his language skills. However, he has the desire to learn and to be familiar with a new language. In addition, teaching a foreign language totally differs from teaching a mother tongue, and particularly if this language is not frequently used in the society.

Worldwide changes and all the countries nowadays give much importance to learning English which is indeed in many fields education, technology, media and so on. A great number of EFL learners learn English for the sake of being fluent speakers. Moreover, speaking skill is the basic of any language that must be given a special emphasis since we learn languages through this skill.

A language is used as a means, a tool at the services of other disciplines, for example learning culture, but in our case in the English language or « EFL », the language is no more a means; it becomes the finality 'teaching how to use the language for the non-native people'. It deals with the various communication situations. The EFL learners seem to interact with their interlocutors where they are unable to carry on a conversation because of linguistic barriers such as lack of self-confidence, timidity, fright of making mistakes and physiological barriers, as pronunciation mistakes, poor grammar. These learners need to learn how to have a good conversation and to know how to communicate with others using the English language, that is to say acquiring a competence of communication.

Thus to develop the academic success of learners in English foreign language classroom, they should be actively engaged in class oral activities and participation must be given its right place in the process of learning and teaching as a whole. However, participation is a struggle for many foreign language students. Learners are inhibited to participate in a class because of their deficient vocabulary, pronunciation or they feel shy and nervous when attending expression modules like Oral Expression. In fact, teachers should know that their learner's need to be active, do much of the talk, engaged and be active in the classroom.

Eventually this study aims to explore more the difficulties and problems that EFL learners face in their classroom participation as well as help students by giving and helping them with

some techniques, strategies and activities to enhance their participation and be active element in the classroom as well as in the learning process in general.

In fact, our subject of study is imposed, through the observations that we have made about the situation of the 4th year learners at Ait Amrane Mohamed middle school of Tiaret. It was noticed that the majority of learners were blocked, and reluctant during the oral expression session, they were unable to speak and think in English. Even when they feel like expressing themselves, they are afraid of making mistakes in front of their colleagues. So, they end up withdrawing and deny themselves from participating and sharing their ideas.



## **1-Statement of the Problem**

Our work will be based on the actual position occupied by oral expression in the rank of teaching and learning English as a foreign language, and studies the reasons behind the reluctance of EFL learners in classroom conversation practice. The subject of our investigation will be the 4th year at Ait Amran Mohamed middle school of Tiaret.

Through this study we try to answer the following questions:

- 1- Why do the 4th middle school learners refuse to participate in EFL classroom conversation and communicate at ease and spontaneity?
- 2- What are the difficulties that prevent learners from participating?
- 3- What are the contributing factors of this reluctance?
- 4- How can teachers help their learners to overcome this fear, and what are the strategies to ameliorate their oral performances?

## **2-Hypotheses**

In this dissertation, we will explore the difficulties that face EFL learners' participation in classroom conversation practice, and we will try to find out how to establish relevant proposals for the gradual improvement of the competency of Oral expression in EFL classes.

The suggested hypotheses to these obstacles are:

- 1- Learners do not have a large repertoire of vocabulary.
- 2- Learners are afraid of their pronunciation and grammar mistakes.
- 3- Learners are supposed to face psychological barriers such as: lack of self-confidence, timidity and fright of making mistakes.
- 4- Learners are supposed to face linguistic barriers such as: phonological level, poor grammar problems, and pronunciation mistakes.
- 5- People and teachers do not give to these learners the opportunity to express their ideas.
- 6- People and teachers do not care about the subject proposed by the reluctant students.

## **3- Significance of the Research**

The main objective of this dissertation is to shed some light on the problems that EFL learners encounter at oral expression session. The research is conducted to pinpoint the constrains and determine the strategies that teachers should adopt to bridge the gap and treat these constrains at a base level. Although many studies have been carried out in the field of teaching oral expression, in our dissertation, the significance is paramount in the sens that i twill put and

end to such a phenomenon and open doors to oral teachers to ultimately treat these kinds of problems in their future oral teaching sessions.

#### **4-Objectives**

Our aims, from conducting this dissertation, are:

- To identify the reasons behind the learners' reluctance in EFL classroom conversation practice.
- To motivate and encourage the reluctant learners to be active participants in EFL classroom conversation practice.
- To adopt methods and techniques by teachers in order to find solutions for the reluctant learners.

#### **5-Limitation of Study**

The current study is limited in population and time. The investigation deals with problems that face learners of fourth year middle school at Ait Amrane Mohamed during oral expression classroom practice of the school year 2019-2020.

#### **6-Methodology**

In order to test our hypotheses and to acquire the information required from our subjects, and to reach the objectives of our research, our work will consist of two parts, theoretical part and the analytical one.

In the theoretical part, two chapters will be devoted to the theoretical foundations of our research work. The first chapter will be dedicated to fundamental concepts such as definition of speaking, oral communication,...etc, As for the second chapter, it is intended to present the obstacles and barriers that prevent EFL learners from participating during oral expression session: teachers' and learners' roles, motivational strategies in order to solve the problem of reluctant learners and enhance their participation. Therefore, the analytical method will be devoted to data treatment and analysis, to highlight the difficulties and practices in oral expression sessions, in order to discover the factors which cause silence and reluctance among learners in EFL classroom conversation practices. This is indeed some important steps that are supposed to be followed in our research methodology in order to find solutions for the problem of learners' reluctance in conversation practice.

## **7- Research Tools**

To achieve the previous stated objectives, some questionnaires are used for data collection tools with both teachers and learners of fourth year at Ait Amrane Mohamed Middle School of Tiaret.

## **8- Population and Sampling**

Since the purpose of this study is to examine the current situation of EFL learners in the classroom conversation practices, both teachers and learners are concerned by this study.

## **9- Teacher's Sample**

In this dissertation, it is intended to use the questionnaires that will be administered to EFL teachers of the fourth year level at Ait Amrane Mohamed Middle School of Tiaret. Teachers are concerned in this work because they can observe their reluctant students in the classroom conversation practices.

## **10- Learners' Sample**

The present work will study the fourth year at Ait Amrane Mohamed Middle School of Tiaret. Students will be administered a questionnaire related to their situation.

## **11- Structure of the Dissertation**

The dissertation is divided into two main parts; a descriptive part that includes two chapters, and an empirical part that includes one chapter. Chapter one deals with general issues on the speaking skill. Afterwards it discusses the EFL learners' participation difficulties during oral expression course.

Therefore, chapter two deals with data analysis. It provides a detailed analysis of both teachers and learners questionnaires and a classroom observation. It will help us to see whether the results go in the same direction of our hypothesis.

# **Chapter One**

**Speaking Skill and EFL Learners' Participation**

**Difficulties**

# Chapter One

## Speaking Skill and EFL Learners' Participation Difficulties

### Content

Introduction

1. Communicative Language Teaching

Definition of Speaking

1.1 Importance of Speaking

1.2 Teaching Oral Expression in EFL Classes

1.3 The Nature of Oral Participation

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Strategic Competence

Sociolinguistic Competence

Discourse Competence

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Conclusio

## **Introduction**

Learning a foreign language is very important at all levels and it helps developing the four skills, learn a language is to immerse in different cultures. There are many reasons why it is important to learn a foreign language, in addition to master grammar, vocabulary and others. "Learning a foreign language requires learners to master a number of skills in addition to grammar, vocabulary and others. The four language skills speaking, listening, reading and writing play a very important role in EFL education. In the recent years, the teaching of English emphasizes on speaking which is seen as the most important skill" (Baker & Westrup, 2003)

Working on oral expression in classroom is essential, since mastery of the oral language is a condition for a good schooling. Unfortunately, most of our learners start their education with a very weak or almost absent English language background. It is important to know that learning speaking skill is both learning how to communicate and to develop the different functions of language.

Without neglecting that all the experiences implemented by pedagogues and psychologists prove that a good command of the oral skill is the necessary condition for a good entry into the world of writing skill. To master oral skill is to master the writing one. School is the ideal place to acquire their background; its role is to encourage exchanges and speaking out in order to encourage students to enrich his vocabulary. Thus learner learn to build his capacities and to become familiar with the language.

The functioning of modern societies is increasingly based on the communicative potential. The economic global upheaval opens up new cultural spaces and languages. Therefore we have to worry about this « dimension », which continues to open up to everyone learning foreign languages.

The practice of oral skill is now part of our environment, and our daily life. As a result, a new order emerges; multilingualism and interculturality are the object of study, and schools cannot stay out of the changes that arise. In what follows, we will try to answer a question that we think is important in teaching and learning a foreign language: The importance and the role of speaking skill in teaching and learning English language.

## **1. Communicative Language Teaching**

The communicative Approach in teaching a language begins from a theory of language as communication, the aim of teaching language is what Hymes (1972) referred to as “ communicative competence.” In Hymes’ view, the one who acquires communicative competence acquires both knowledge and ability for the language use. According to Sunga,

et.al (1994) the aims of communicative approach are: To become communicatively competent, to use the appropriate language for a given social context, and to manage the process of relating meaning with the interlocutors.

In fact, communicative language teaching is the manner of teaching a language as a process of communication and not teaching it as a matter of delivering rules and structures. Moreover, this process offers a big chance for learners to develop their communicative skills and abilities which help them promote their level of performance when doing tasks or make use of any activity which would help them to participate and engaged in real communication situation.

## **2. The Nature of Speaking Skill**

English language becomes the most common foreign language in recent days. In Algeria almost in every level of school be taught the English language. The goal of language learning should improve learners' communicative skills, because only in that way learners can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Speaking is an interactive process of constructing meaning that involves producing and receiving information. All human being in this world understand and speak to carry out every activity in their daily life. We need to speak because we live in a society that demands interaction with others.

### **2.1 Definition of Speaking Skill**

Speaking skill has been considered as imperative part for education EFL as well as developing learners' speaking skill is crucial to their advance in producing the language and it could be a major way of understanding and communicating implications that learners ought to create in order to be more fluent and have a chance to reach their objectives and accomplish scholarly success or employment

In the context of learning, language is considered as the main vector of knowledge. Therefore, it is important to involve learners in social exchanges. It seems that the school's knowledge is the most adequate in this situation; this is why English would be the grammatical and lexical medium which would allow the child to become socially active in various environments.

Oral expression helps build the learner's thinking, express his ideas, give his point of view and to defend it. Speaking also means building your personality and communicating easily

during oral expression sessions, it helps the student to engage in his role of citizen with his peers.

Speaking is a set of several components: first, it is a mother tongue, a foreign language, also a thought, knowledge, an identity; oral refers to the act of speaking, arguing, refuting, and reformulating.

There are many definitions of the term «speaking » that have been suggested by researchers, websites and dictionaries. According to Oxford Learners Dictionaries « speak » is defined: “to talk to somebody about something, to have a conversation with somebody.”

"Speaking is to say words orally, to communicate, to make a request and to make a speech."

(Nunan, 1995), Brown (1994), Burns & Joyce (1997) defined speaking as: " an interactive process of constructing meaning that involves producing, receiving and processing information."

"Speaking means that the students repeat sentences or dialogues, or chant English words"(Baker & Westrup (2003, p. 7)

Speaking is a compulsory passage; it is as important as written expression and requires knowledge of oral grammar, pronunciation skills, rhythm and adequate information. It can be used particularly to assess knowledge and communicate it.

## **2.2 Importance of Speaking Skill**

Mastering the speaking skill is one of the conditions that lead to a positive education. It is also a useful transversal skill for learning other subjects. In Oral expression, the speech is natural, interactive and spontaneous, even improvised, it can be practiced individually, where the use of communicative language is preferred.

Speaking is a very difficult skill to master in learning EFL, it is not only a language, it has also other elements such as rhythm, intonation, accents, body language and gestures.

The main objective of oral expression learning is that learners communicate in the most natural and authentic way possible. The oral expression practice in classroom often emanates on a written basis. This is the case with oral presentation which result from group work and which are made from written notes.

In addition, through the verbalization and interaction of the teacher, learner learns to speak, to respond. He listens then he participates, and through these techniques of oral expression, the learner reformulates his concepts, knowledge by integrating information acquired from the discourse into his speech. So teaching is not enough for learners to learn, you have to listen, locate information and prioritize it .

Having the power to express itself easily in a foreign language is to have the privilege to surf freely on the heights of the broad of natives, because oral expression was considered as



one of the most significant skills in a foreign language, it stills rude and not easy to acquire. Oral expression, such as the ability to carry on a conversation without any apparent difficulty. In middle school, oral activity in EFL class must be developed and promoted in a practical and useful means of communication in the school context. It is a class practice essential for learning. Speaking skill for middle school's learners is a way for the exposure of their imagination, it is also for them to remember ideas and notions that they heard. During the Oral expression practices, learners are allowed to make mistakes which are part of learning tools.

Speaking skill also allows learners to rephrase their speech until getting a correct idea in order to improve their performances. Oral expression in classroom practices is essential in the construction of knowledge, it is a task that allows teachers to check and evaluate learners' understanding through classroom participation.

Among the four skills, speaking skill is considered as the most difficult and complex language skill to be learned by learners in every level of education. According to Nunan (1999 ;39) : " To most people, mastering the art of speaking is the single most important factors of learning a second language or foreign language and success is measure items of the ability to carry out a conversation in a language."

### **2.3 Teaching Oral Expression in EFL Classes**

Speaking is a very important skill that learners should master it. Teaching oral expression is an essential element in learning foreign language, because it is helpful for the learners' success. EFL classes should symbolize, in the eyes of the learners, the place that encourages and enriches oral expression to acquire a good manner to use foreign language.

However, reality reveals that in EFL class, learners do not feel directly involved in a place that will promote personal expression, for them the class evokes the place where they acquire the basic mechanics of the language, even in speaking situations, the teacher manipulates learners by asking them to produce subjects to discuss during the oral expression session. Teacher's communication in classroom is for the purpose of transmitting the knowledge to his learners. Teaching oral expression helps identifying learners' level, thoughts, opinions, ideas and so on. The success of any foreign language is appeared through speaking skill rather than other skills, teaching oral expression is a hard task for EFL teachers because it is difficult and complex. Teachers should give to their learners the opportunity to express themselves orally; to give their point of view and defend it, speaking allows students to build their personality.

To sum up, teaching speaking skill supply EFL learners with the ability to produce and use language automatically, participate, express themselves, express emotions and thoughts.

### **3. The Nature of Oral Participation**

In the EFL classroom teachers noticed that they have good English foundations. They already have knowledge in grammar structures, vocabulary, and they are able to write short paragraphs, but at the moment to communicate and speak, they do not seem to have developed good skills in speaking, even after studying English for several years. This lack of oral skill tends to make communication unsuccessful because sometimes the recipient does not understand the message since the interaction is interrupted by a lot pauses and hesitations.

For this reason, teachers have to look for a better application of the available resources in the learning, teaching, and the development of participation in the English classes. All this with the purpose to explore what techniques for participation development can be more beneficial or appropriate for EFL middle school learners.

#### **3.1 Definition of Participation**

Overall, participation is a face to face verbal interaction that take place in classrooms, and that is embrace by two or more participants. Dancer and Kamvounias (2005) agreed that *” participation can be noticed as an active engagement procedure which can be stored into five categories: preparation, contribution to discussion, group skills, communication skills and attendance.”* (p.187)

According to a website, participation means people being involved in decisions that have an effect in their lives and way of living. Through participation people can detect opportunities and strategies for action, and build solidarity to effect change.

Participation occurred on a daily basis in the classroom activities between the teacher and his learners in which EFL learners take a part, answer teacher’s questions, give opinions, comment and suggest.

#### **3.2. Accuracy**

Accuracy is a fundamental aspect of participation which focuses on grammatical correctness. Accuracy deals with the grammatical structures which cover some aspect like a part of speech, tense, sentences so on then to attain the extent of accuracy learners are obliged to use the correct grammatical structure in their speech. Goh and Burns (2012) stated that:

*” accuracy could be a speech where the message is communicated using correct grammar.”* (p.43).So without accuracy the speaker will produce incorrect utterances while participating and he won't be understood by the listener thus learners have to focus on grammatical structure,

vocabulary and pronunciation they have to grasp the grammatical rules and the way to use it accordingly so as to express and produce appropriate and comprehensive language and try to make their speech as understood as possible.

### **3.3. Fluency**

The majority of teachers of English to non-native learners, speaking in fluently way is the objective for their learners. While achieving English fluency is it not an easy task, practicing fluency is something that can be enjoyable and very helpful even for speakers with limited speaking abilities. Barriers for the learner, such as a limited vocabulary or weaknesses in applying learned grammatical rules to talk, can hinder participation in speaking activities in the classroom.

Fluency is an expression often used in language teaching, but its definition differs in relation to its context. Fluency has been defined by some as “**the flow or meekness of delivery when speaking**” (Chambers, 1997; Koponen & Riggensbach, 2000), while others use fluency when citing to the measurable characteristics of speaking, like the number and timing of pauses, hesitations, and repetitions (De Jong and Perfetti, 2011). For the purposes of this article, we can think of fluency as the ability of the speaker to speak smoothly with minimal pauses or hesitations in the target language and accurately enough for the listener to understand.

However, speaking in a fluent way is considered as a trouble for English foreign learners since the proficiency to present and express ideas coherently without making pauses is a big dare that most of learners cannot rich. So, fluency has crucial part in participation that learners should master and develop it in order to be active in classroom setting as well as in the learning process.

### **3.4. Communicative Competence**

Communicative Competence is concerned not only with how grammar and lexis are managed but also with the socio-cultural rules of appropriate language use. The idea was originally obtained from Chomsky’s distinction between competence and performance. Competence is to share the knowledge of ideal speaker-listener set in a completely homogenous speech community. And the performance is the process of applying underlying knowledge to actual language use. Chomsky defined performance: “the actual use of language in a concrete situation, not an idealized speaker-listener situation in a completely homogeneous speech community”

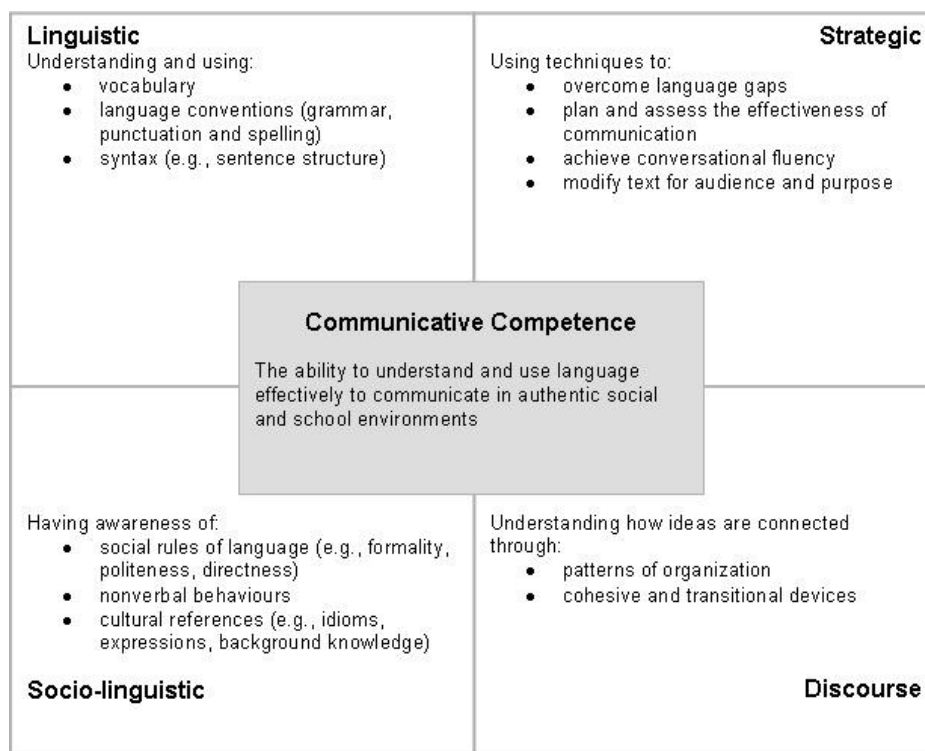
Communicative competence is what the speaker needs to know in order to be communicatively competent in a speech community; it is also the degree to which a

communicator's goals are achieved through effective and appropriate interaction. Moreover it is the field of communication that focuses on how people use message to generate meanings within and across various contexts and culture, the management of messages for the purpose of creating meaning. Brown (2007) also was one of the researchers that defined communicative competence and he describes it as: "communicative is the feature of our competence allows us to convey and interpret messages and negotiate meanings interpersonally within specific contexts " (p.219)

Hymes 1972 defined communicative competence as: "the knowledge of the psychological, cultural and social rules which govern the use of speech in a social setting"

The applied linguists Canal and Swain (1980) classified in an influential article that in the communicative competence into there are four categories:

Grammatical competence which is the ability to create grammatically correct utterance, sociolinguistic competence includes the ability to produce socio linguistically appropriate utterances, then the discourse competence focuses on the production of coherent and cohesive utterances and finally strategic competence, the ability to solve communication problems as they arise.



**Figure01: Components of Communicative Competence (Canal and Swain 1980)**

(Source: <https://mind42.com/public/3e4444a5-09e8-4478-8f3e-c438eb94f251>)

This figure represents the component of communicative competence and its features that are presented by the applied linguists Canal and Swain (1980) (grammatical competence, discourse competence, sociolinguistic competence and finally strategic competence).

### **3.4.1 Grammatical/ Linguistic Competence**

It is the aspect of communicative competence that encompasses knowledge of lexical items and of rules of morphology, syntax, sentence grammar semantics, and phonology, as it is defined by Canal and Swain (1980) who stated that: “grammatical competence includes knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology.”

( p.29).

Grammatical competence is the ability to understand and express meaning by producing and recognising well-formed sentences and phrases.

- Lexical items
- Morphology
- Syntax
- Semantics
- phonology

Grammatical competence asks what words do I use, how do I put them into sentences and phrases.

### **3.4.2 Discourse Competence**

It is the ability we have in order to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterance. According to Brown (2007) discourse competence is:” the potency to connect sentences and to form meaningful whole out of series utterances.” (p.220) Discourse means everything from simple spoken conversation to lengthy written texts.

It is also about knowing the way to interpret the larger context, and the way to construct longer stretches of language, so that the parts make up a coherent whole. In a discourse (oral form), two aspects play an important role, fluency and accuracy. The goal is to communicate and to build on both, so that in the long run, the two are developed and do not hinder the process of communication aimed

- Ability of connecting sentences
- Inter sentential Relationships

Discourse competence asks how are words, phrases and sentences put together to create conversations, speeches, email messages ...etc

### **3.4.3 Sociolinguistic Competence**

It is the knowledge of the socio cultural rules of language and of discourse. According to Brown (2007) sociolinguistic competence is: "an understanding to the social context in which the language is used." (p.220).

This type of competence requires an understanding of the social context in which language is used: the roles of the participants, the information they share and the function of the interaction.

Sociolinguistic competence is made up of two sets of rules: sociolinguistic rules of use and rules of discourse. They believe that knowledge of these rules will be crucial in interpreting utterances for social meaning.

- Socio cultural rules
- Understanding social context

Sociolinguistic competence asks which words and phrases fit this setting and this topic, how can I express a specific attitude (respect, friendliness...etc) when I need to, how do I know what attitude another person is expressing.

### **3.4.4 Strategic Competence**

It describes the nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence.

Strategic competency is to know how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context.

It is to know how to use and respond to the language appropriately, given the setting, the topic, and the relationships among the people communicating.

- Verbal/nonverbal strategies to compensate for breakdowns due to performance variables or insufficient competence.

Strategic competence asks how I do know when I have misunderstood or when someone has misunderstood me, what do I say then, how can I express my ideas if I do not know to name of something or the right verb form to use.

### **3.5 The Importance of Participation in EFL Classroom**

According to Lui (2005): "*participation generally means learners' classroom conversation such as answering their teachers' or other student's questions and asking questions to get the adequate clarification and explanation.*" (Cited in Namini Devid /O Simanjalam. Learners' participation p.16). To learn a language participation is important and necessary and gets clarification output. It

allows them to practice the language, express their personal feeling, thoughts, comment and suggest than it promotes cooperative learning which encouraged learners to work together discuss, debate, think critically and solve problems. Moreover, Liu (2005) stated that: "participation in verbal interaction offers to learners of languages the opportunity to follow up on new words and structures to which they have been exposed during language courses and to practice them in context." (cited in Arafat Hamouda. An Exploration of Causes of Reluctance p.18). Inside classroom, participation help the learners to acquire several forms and patterns of language and being exposed to different activities students unconsciously learn a large list of new vocabulary and grammatical rules and use them in appropriate contexts.

In spite, participation bring positive attitude in the classroom, increase their motivation to be more productive, active, and avoid being reluctant then focus more on the content and pay attention to the teachers talk discuss, engage, and interact with each other to make the classroom more conducive and active. Besides that, Zoltan and Long (2006) stated that: "participating in classroom activities provides a critical opportunity for learning new skills." (cited in Namini Devid.p.18). In this context, participation help the learners to master and develop other language skills which they need in their learning like speaking which is very important skill that make the learners learn the English language and have opportunities for academic jobs. Usual it gives learners an opportunity to get feedback from their teachers what they master and what they need to develop it allow them to build social positive relationships then be more comfortable and overcome their fear of hesitation, build their self-confidence and be more fluent and achieve success in spoken communication.

#### **4. EFL Learners' Participation Difficulties**

Classroom participation plays an important role which is to enhance the communicative efficiency of the learner, but a big number of foreign language learners are confronted with unpleasant complication which forbid and deceive their participation in classroom conversation practices. The main factors and barriers that prevent students from participating during oral expression session are Linguistics and psychological barriers.

##### **4.1. Linguistic Barriers**

During EFL class, many learners refuse to talk and are reluctant from participating in Oral expression sessions, because they faced some linguistic difficulties such as lack of vocabulary, grammar mistakes and they think that their English language is not correct English. In the terms of pronunciation, they ignore when and how to use stress and intonation patterns or they do not know how to pronounce certain words with a clear articulation of

consonants and vowels, all these factors hinder learners from participating. So they finish by being reluctant and by keeping silent during the whole oral expression session.

#### **4.1.1 Lack of Vocabulary**

Oral communication can be affected by limited vocabulary; Thornbury (2005) states that: *“spoken language also has a relatively high proportion of words and expression”*(p.22). Without vocabulary learners cannot communicate while speaking.

Vocabulary is a key issue in speaking performance. The importance of vocabulary in the development of oral expression for EFL learners is the most important issue that should be focused on. The insufficient vocabulary is a main obstacle and it affects greatly in lower performance in speaking skill which is one of the most significant part of language proficiency and development. Learning vocabulary demands the learners' competence in both theory and practice. For the betterment of developing vocabulary learning, researchers have been making enormous efforts to locate the different aspects of learning vocabulary to aid EFL learners. Nunan (2017), a leading researcher in the field of L2 vocabulary, asserts that learners have to use certain techniques and strategies for achieving certain proficiency of vocabulary knowledge.

Nagy (1988) gives reasons for the failure of vocabulary instruction to improve reading comprehension measurably. First, most vocabulary instruction fails to produce in-depth word knowledge. He adds that reading comprehension requires a high level of word knowledge which is higher than the level achieved by many types of vocabulary instruction. A second reason for the failure of vocabulary instruction to improve reading comprehension measurably is associated with the comprehensibility of texts that contain some unfamiliar words.

In a language, vocabulary is very important, and the "acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. It is necessary to have a linguistic package that permits the learners to express themselves and express their thoughts freely."

Rivers and Nunan (1991)

Sometimes, learners want to express themselves during the Oral Expression practice, but they find it difficult to select appropriate words for their ideas. So, they prefer to keep silent and avoid participate in classroom conversation practices better than making mistakes. Generally speaking, the techniques learners use for learning vocabulary are not based on certain assumptions. As a result, their performance of language skills is poor.



### **4.1.2 Pronunciation Mistakes**

At the pronunciation level, learners face difficulties in communicating, and pronouncing English language correctly. This problem is related to the fact that there are certain phonemes of the English language which does not exist in Creole. The absence of these phonemes prevents learners from communicating correctly in English.

The first thing that teachers should notice, during the EFL Classroom Conversation practices, is the learners' pronunciation. To have a good performance in Oral Expression, EFL learners are obliged to practise their pronunciation, and to care about the rules of sounds, stress, intonation ... etc. So, it was emphasized that "through pronunciation instruction, students not only learn different sounds and sound features but also improve their speaking skill. Concentrating on sounds causes learners aware of where words should be stressed and they give the more information about spoken English and help them get the goal of comprehension and intelligibility." Harmer (2001)

### **4.1.3 Grammatical Mistakes**

The most essential aspect for being professional in Speaking Skill is the grammar knowledge. Grammar is needed in spoken language to produce correct sentences. If learners ignore grammar, they will probably face problems during EFL Classroom Conversation Practices. Carmen Perez Llantada asserted that: "*Knowledge of English grammar is necessary in order to communicate, accurately, meaningfully and appropriately.*"

EFL middle school learners find it difficult to follow all the grammatical rules that allows them to speak and to write English language correctly. Among the grammatical issues we can highlight the syntax issues which are more worrying at the middle school. EFL learners have also problems with subject-verb agreement, with the construction of sentences, the choice of tenses. The syntax that is part of grammar is also one of the factors that EFL middle school learners find it difficult to follow it. Students face difficulties in classifying words correctly and build an English sentence in a correct way, because they do not know the rules that govern the order's words.

However, learners prefer to keep silent during EFL Classroom Conversation Practices rather than participating and producing ungrammatical structures in front of their teachers and colleagues. Davies and Pearse (2000) attested that "many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them."

The grammar mistake is part of the obstacles that prevent EFL learners from participating in Classroom Conversation Practices.

### **4.1.4 Use of Mother Tongue**

Mother tongue is a language which a person obtains in early age and which normally becomes their instrument of thought. Some learners in English foreign language classes usually used their native language tongue to communicate and participate inside the classroom because they feel cosy and unstressed when speaking in their mother tongue. In fact, this is a difficulty that leads learners to be passive in classroom discussion and participation.

Mother tongue is typically the first language of the child and the language of the home. It can also be construed as the language of primary socialization, the language developed by a child from an early childhood. Students use their mother tongue because they could not express themselves in English language due to the lack of vocabulary. As a result, learners will not develop their language abilities if they still keep on using their native language then they will not speak, communicate, participate or share their ideas with their teacher or peers.

#### **4.1.5 Nothing to Say**

It is known that learners are obliged to share their ideas and talk about a given topic. Some learners prefer to keep silent when they are asked to participate while others are incapable to think, so they simply say “I have nothing to talk about” or “no comment” or “I do not know” or “I do not have words” . This due to their lack of self confidence, lack of preparation or they are afraid to talk in front of class. Penny Ur (1991) argued that: “even if the learners are not inhibited teachers often hear learners complaining that they cannot think of anything to say.” (p.21). learners do not have anything to say because they face difficulties when expressing themselves.

### **4.2. Psychological Obstacles**

In addition to the Linguistic Obstacles, the second obstacle that prevents EFL learners’ from participating during Classroom Conversation Practices is the Psychological problem. Lack of self-confidence, timidity and shyness, fright of making mistakes and lack of interest are most of the difficulties that learners confronted.

#### **4.2.1 Lack of Self-Confidence**

In some classes, there are learners who prefer to keep their thoughts to themselves, because they do not feel sure about their abilities or being reluctant during EFL Classroom Conversation Practices. Jones (2007) has advocated that :“ such confidence can only be built by having students work together, so that when they have to talk with strangers in English in real life, they will feel less scared and they will be more prepared for real conversation” (p.15)

Lack of self-confidence is one of the main reasons for speaking reticence. Learners who do not have self-confidence, they always feel shy and they think that they will make mistakes

when talking and expressing their ideas. Even if they have a good knowledge in English, self-confidence is the item that stops them from having conversations. So, they end up avoiding any risk, as a result their chances of speaking and participating will be reduced.

#### **4.2.2 Timidity and Shyness**

Shyness is defined as “an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students’ learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom” Gebhard (2000)

One of the purely psychological problems that affects on learners ‘participation is shyness. Timidity is a problem that EFL learners face because they feel embarrassed to engage with their classmates and their teachers. Learners who are timid and shy cannot be the centre of the classroom and be a part, because they are afraid of making mistakes. So they are not able to perform in their tasks as well as they could not engage themselves in any discussion or achieve their goals.

#### **4.2.3 Fear of Making Mistakes**

As many theorists argued “fear of mistake becomes one of the main factors of students’ reluctance to speak in English in the classroom.” Nunan(1999) Yi Htwe (2007), Robby (2010).

EFL learners’ are preventing from participating in a Classroom Conversation Practices due to their linguistic inferiority and fear of making mistakes; these factors forbid them from sharing their ideas and opinions. They prefer to be observers and listeners in order to avoid making mistakes and being laughed and criticized by their teachers and classmates. Therefore, fear of making mistakes can be considered as a Psychological obstacle for EFL learners during Classroom Conversation Practices.

#### **4.2.4 Lack of Interest in the Subject**

In EFL classroom, conversation practice aims to develop the learners’ speaking skill in order to facilitate expressing their feelings and thoughts freely and easily. The good choice of the discussion subject is the main important stimulation to speak and to participate. Thornbury (2005,p,25) attested that : “Familiarity with the topic: the greater the familiarity, the easier the speaking task ...Feeling towards the topic and/ or the participants: generally, if you are well disposed to the topic you are talking about, and/ or the other participants, the easier it is likely to be.”

#### **4.2.5 Lack of Motivation**

Motivation is seen as the desire of the students in learning a language. It is not enough when the students just have the desire to learn the language, the students also need to provide a great effort to reach their goal (Ortega, 2009).

The key of a learner's learning success is motivation. Nunan (1999) stresses that "Motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate." Learners generally have attention in all what they do. In EFL Classroom Conversation Practices, poor focus and poor attention are given to the subject.

Motivation is important for teaching and learning in foreign language. Littlewood (1981) asserts: "the real progress for speaking and developing communicative skills can only take place if the learners have motivation and opportunity to express their own identity and to relate with people around them."

## **Conclusion**

The purpose of this chapter was to explore the most important difficulties that prevent EFL learners' from participating during the Classroom Conversation Practices. We dealt with some definitions of concepts related to our research, such as speaking skill. The latter is a very important process that helps to evaluate learners' proficiency in the foreign language, and teaching oral expression in EFL classes. The study attempted to focus on the problems that prevent EFL learners from participating such as linguistic obstacles which contain the lack of vocabulary, pronunciation mistakes ...etc and the Psychological obstacles such as lack of self-confidence, shyness, lack of motivation ...etc

# **Chapter Two**

**Techniques and Strategies Enhancing EFL  
Learners' Participation**

## Chapter Two

### Techniques and Strategies Enhancing EFL Learners’ Participation

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## **Introduction**

The obstacles that hinder the learners' participation within an EFL classroom are many. For that reason, students hesitate to practise and speak English language, learners become passive learners.

In the first chapter we presented the factors that prevented learners from participating. The literature review and the data analysis indicate that EFL learners faced many difficulties that hinder them to express their ideas, interact and participate in classroom conversation practice. For this context, we will try, in this chapter, to outline and numerate some techniques and suggestions that provide solutions for the research problems. We are going to spot the light on the relationship between teachers and their learners i.e. how it should be, the positive environments and its role on creating successful conducive classroom then this chapter also discusses the different roles of the teacher within classroom situation, namely, controller, participant, recourse, tutor, and observer. Moreover, teachers process different techniques and strategies that motivate the students to participate in various activities as well as to speak in oral course. They use pair work and group work in order to involve them in an effective learning-teaching process. Then, we will deal with some details about the variety of activities that teachers have adopted for the learners. These activities provide them with some ways to cover their speaking problems as well as the role of learners. Moreover, we are going to highlight the motivational strategies that help EFL learners to learn and the different teaching techniques and activities with some recommendations.

## **1. Teacher's Role and Responsibilities**

EFL learners who do their best to grasp the English language ; however, they often face different sorts of barriers that restrict their language development, there is a wide variety of ways by which teachers can aid the learners to get experience from these problems, Teachers are considered as the primary responsible to solve these problems through identifying some strategies and activities.

The majority of learners will not engage in an interaction by themselves unless teachers start first. Obviously English foreign language teachers are called upon to provide their learners maximum opportunities to speak the target language by creating a supportive and motivating atmosphere that contains interesting topics, speaking tasks and authentic materials. The basis of the communicative approach is their capacity of to adapt himself or herself to change roles and stimulate the students to participate in the classroom. The primary role of the teacher is to create the best condition for facilitating the learning and teaching process give the learners the chance to produce language, interact and participate in classroom

Consequently the main role of teacher is to create the best circumstance for facilitating the learning process. According to Harmer 2001: the role of teacher varies with the nature of classroom activity at any given moment. He summarized the role of teachers as follow:

### **1.1. Assessor**

Assessor teachers provide feedback and check learners 'performance and progress, by giving grades and corrections. "an assessor teacher must use critical thinking creatively and have to be logical. Assessing students gives the teacher an idea of how students learn, their attitudes, what skills they have, what skills they are working on how they are progressing ."Harmer 2001

An assessor teacher evaluates the language level and attitudes for the learners by using different means of informal and formal assessment during the lesson and after the lesson when the teacher is correcting learners' work. Teachers should be capable to give feedback, give correction and grade students in different ways.

The teacher cannot just teach a lesson, he should evaluate learner's growth and their own progress. In other word the role of an assessor is to give appropriate feedbacks about the performance of learners, correct mistakes and make different evaluations for each learners. For example, when teachers ask their learners to do their activities individually or in groups they will evaluate their work as well as their performance what is right and what is wrong. So in this role, the learner receives feedback and corrections of mistakes and the teacher grades the learners.

## 1.2. Controller

Controller teacher do different activities , such as informing learners things, prepare drills, and read aloud, beside controlling what is said and done in the classroom ; when learners speak; the language used...ect.

This one is when the teacher gives an explanation of a certain activity or a specific grammar structure, with this the teacher is taking control of the class and the leaeners just need to listen and follow the instructions.

Within a classroom, the teacher is the responsible for both teaching and learning process. The first role of the teacher is to act as a controller being the center of the classroom give knowledge and information, provide instructions and organize activities. According to Harmer (2001), *"at the time that the teacher manages as a controller he is the direct responsible of the class and of the activity taking place in a way that is considerably different from a situation where students are working on their own in groups"*. (p.52).

Harmer argues that the controller is the teacher who all its attention is focused on the front of the class transmit knowledge, prepare tasks and activities, monitor the interactions and checks homework's. When teacher control the class learners feel comfortable ready to participate and engaged as well as activities run smoothly and efficiently.

## 1.3. Organizer

Organizer is the role by which the teacher is supposed to organize the class in every sense ; by giving clear instruction , organizing and setting up activities , managing seating , group works or pair works."organization and education, when they interact with each other , they strengthen each other , they are mutually supportive ." Noam Chomsky

Organizer teacher is the one who plan, organize activities, instructions and rubrics. The teacher needs to be very limited on his instructions of the task, either during group working or individually, the teacher gives adequated time to finish the activity, a well-organized class is very important.

## 1.4. Prompter

Is like a motivator, so it is his responsibility to encourage learners, he helps them when needed by giving them clues and tips or provoke them to interact in class. Motivation is important for both teachers and learners; without motivating , effective teaching or effective learning cannot take place .

Prompter teacher helps learners when they are lost in the activities giving them clues or tips, with this role the class is like more interactive.

### **1.5. Participant**

The teacher sometimes needs to participate in class with learners just like if he were a learner, with taking care of learners' participation in their activities, and when teacher plays the role as participant learners feel more comfortable as they can share their knowledge too. Teachers may want to participate in the activities not as being teachers, but as learners in their own right. As a result, students will enjoy having the teacher with them.

### **1.6. Resource**

Very often, the teacher is called on to explain a new word or grammar point or for a translation; the teacher is walking resource for his learners, and according to Harmer (2001, p.61) "*one of the important job of the teacher is to encourage students to use resource material for themselves when they are looking for information, to become more independent in their learning, generally teachers are acting as resource to be helpful and available*". He also attested that "*a good teacher know how to find the answers that we are in need in other words , to know about books and websites where such technical information is feasible.*" Jeremy Harmer,( "how to teach English" p31)

Teacher will want to be helpful and available, and can be one of the most important resources learners have when they ask how to say or write something and want to know what a word or phrase means

### **1.7. Tutor**

This role is similar to resource teacher, but somehow on a broader level Harmer stated that it is difficult to be a tutor in very large group because when student are working in small groups or in pairs, Teachers can easily offer the guidance and can go around the class, so that learners can have a real chance to feel supported and helped with tutoring teacher (2001, p62)

Tutor teacher works on small groups and helps the learners solving their doubts, give directions and ask questions.

### **1.8. Observer**

Observer teacher it is like the word say, the teacher is only watching the learners while they are doing an activity in the classroom also leaves the learners work on their own and he do not have interaction whit them. The teacher goes around the class during individual, pair and group work activities, in order to check learning and providing support as necessary.

Even when the teacher is in other roles, he needs to observe what is going on at the the same time, by observing and questioning the procedures and the learners interactions, and searching for what leads to successful learning and what does not.

<b>Role</b>	<b>Teacher</b>
Planner	Reflects and prepares through the lesson in detailed before teaching it so that it has variety and there are appropriate activities for the different learners in the class.
Informer	Gives the learners detailed information about the language or about an activity.
Manager	Organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines for behavior and interaction.
Monitor/Observer	Goes around the class during individual, pair and group work activities, checking learning and providing support as necessary.
Facilitator	Provides opportunities for learning, helps learners to access resources and develop learner autonomy.
Diagnostician	Is able to recognize the case of learners' difficulties.
Language resource	Can be used by learners for help and advice about language.
Assessor	Evaluates the language level and attitudes of the learners by using different means of informal and formal assessment.
Rapport builder	Tries to create a good relationship with and between learners.

**Table01: Teacher's role adopted from the TKT Spratt, Pulverness, and Williams (145)**

(Source: <https://assets.cambridge.org/052160/9925/sample/0521609925ws.pdf>)

In addition to these roles, Little wood (1981, p. 92) summarizes the teachers' variety of roles as the following:

- As general overseer of his learners' learning, he must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability.
- As classroom *manager*, he is responsible for grouping activities into 'lesson' and for ensuring that these are satisfactorily organized at the practical level.

- In many activities, he may perform the familiar role of language *instructor*: he will present new language, exercise direct control over the learners' performance, evaluate and correct it, and so on
- In others, he will not intervene after initiating the proceedings, but will let learning take place through independent activity.
- He may also move about the classroom in order to *monitor* the strengths and weaknesses of the learners, as a basis for planning future learning activities.
- He will sometimes wish to participate in an activity as '*co-communicator*' with the learners. In this role, he can stimulate and present new language, without taking the main initiative for learning away from the learners themselves.

To sum up, teachers should carry a big responsibility in the classroom. They are not in the classroom just to correct learners' speech and writing. Teacher should create learning conditions and give the chance to produce language, interact and participate during the lessons.

## **2. Teaching Techniques**

To make all the learners investigate in classroom participation especially in oral expression session; when learners are supposed to speak and exchange ideas during the session. So, in order to make the session more interactive and increase learners' participation and push them to speak and communicate in EFL classes, teachers choose whether pair work technique or group work technique that are both effective pedagogical techniques.

### **2.1. Cooperative Learning**

Cooperative learning hints that learners learn from each other in pairs or groups. It requires activities where learners benefit from each other's skills such as turn taking, listening, helping, agreeing, disagreeing and accept other opinions. Richards and Rodgers (2001) described cooperative language learning as "As an approach designed to foster cooperation rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities". (p.195). Cooperative learning is considered as instructional device that teachers use to enhance communication among learners since it engages them to work together in pair work or group. Moreover, cooperative learning helps students to achieve better performances and also help them to build positive relationships among learners, giving all of them chances to be an active part in classroom setting.

Olsan and Kagan (1992) defined cooperative learning as a "group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in

which each learner is accountable for his or her own learning and is motivated to increase the learning of others.” (p.08). In other words, cooperative learning is a strategy that helps learners work cooperatively as a team help each other and develop their thinking abilities as well promote participation, communication and interaction among each other.

## **2.2. Group Work**

From time to time educators use a trick called group, it can be effective method to motivate learners encourage active learning, and develop critical thinking, communication and decision making skills.

The teacher should first organize and decide the group size depending on the number of learners and the size of the classroom, and set time for group discussion. Group work is helpful and useful technique for students to share and exchange ideas and opinions from each other and to work side by side.

In addition this process has many benefits, but here are just eight advantages that are mainly remarkable according to Ron Rosati.

1. It builds team work; students learn how to listen to each other, bring original ideas to the table, and compromise as they work toward one common goal.
2. It builds relationships; putting a number of students in group together should help them build bridges and find a mutual respect for each other.
3. It mixes things up, this technique can help from changing the monotonous studying routine
4. It is a change pace that leads learners to adjust if you change the groups each time you set projects.

!!!It is a way to assess learners; since there are a lot to be learned just from watching over a group.

5. It is more like a real life.
6. It develops confidence: group work is amazing way to do this because it can help learners relax alongside their peers as they learn the value of their opinion , this self-belief can help learners improve their grades and enjoy school.
7. It is useful for both teacher and learners.

Harmer (2001, p. 117) also states a number of advantages from this technique:

- 1- It decreases the amount of teachers' talk and gives much opportunity for learners.
- 2- It encourages broader skills of cooperation and negotiation.
- 3- It promotes learner autonomy by allowing the learners to make their decision.

To summarize, group work is designed by the teachers to decrease many problems of participation and to facilitate learning process because learners often prefer to learn in groups.



**Figure2: Group Work**

### **2.3. Pair Work**

Pair work is also a useful technique when teacher asks learners to do activities within pairs .in paired type of learners' work, the advantages are that students have the chance to work and learn from their peers. According to Harmer (2001.p116) pair work has many advantages as below:

- 1- Pair work increases the quantity of participation
- 2- Pair work gives the chance for the students to work and interact all alone.
- 3- Learners share responsibility.
- 4- promotes a cooperative and friendly atmosphere

In contrast, both pair work and group work can have disadvantages in common:

- 1- It takes more time in interacting.
- 2- Both pair work and group work are frequently very noisy.
- 3- The choice of groups or partners can be problematic.





**Figure 03: Pair Work**

### **3. Some Activities Motivating learners to Participate in Oral Course**

Oral expression activities are conducted to stimulate learners 'want, thoughts, ideas, interest and defeat their problems, these activities are presented by the teacher to help learners and to give them the opportunity to participate and get involves in classroom conversation, the effective teacher should motivate his learners and ameliorate their speaking skills.

#### **3.1. Definition of Motivation**

Motivation is a term derived from the word "motive" which means needs, desires, wants or drives, Motivation is one of the most important factors which influence language learners' success or failure in learning the language. Keller has defined motivation as the choices people make as to what experiences or goals they will approach or avoid and the degree of efforts they will exert in this respect.

Therefore, according to Harmer (2001), motivation" is some kind of internal drive which pushes someone to do things in order to achieve something"

In addition, there are two kinds of motivation extrinsic and intrinsic motivation.

#### **3.2. Kinds of Motivation**

Intrinsic and extrinsic motivation are the two main types of motivation and represent all motivational drivers. Intrinsic motivation describes all motivational-types driven by internal rewards while extrinsic motivation describes all motivational-types driven by external rewards. However, within these two broad categories are more granular types of motivation that highlight specific motivating factors.

### **3.2.1. Intrinsic Motivation**

It refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure, “learners must be motivated by their personal desire and enjoyment of learning process “ Harmer (2001.p51). Learners are likely to be intrinsically motivated if they:

- 1- Attribute their educational results to internal factors that they control (e.g. the amount of effort they put in).
- 2- Believe they can be effective in reaching desired goals (i.e. results are not determined by luck).
- 3- Are interested in mastering a topic, rather than just rote-learning to achieve good grades.

### **3.2.2. Extrinsic Motivation**

This type of motivation arises from outside of the individual, as opposed to intrinsic one, common extrinsic motivation are rewards, grades or praises ;that means the individual is studying the material to gain external reinforcement like getting a good grade , this behavior is called extrinsic motivation .

### **3.3. Types of Learning Styles (perceptual learning style)**

It is believed that every individual has a dominant and preferred way of getting and processing information, as Erich Fromm said “Men born equal but are born different”. So the teacher should understand the different learning styles in order to activate their learning process and enhance participation for all types.

The discussion below states the perceptual learning styles and how the teacher can craft activities for these following types with carrying on keeping them motivated.

#### **3.3.1. Visual Learners**

Visual learners tend to retain information more effectively when visual aids are used , such as pictures, images, film clips , colors , maps ,diagrams and graphs .so while teacher speaking they usually create a mental picture of what is described without paying much attention on the speech and they may miss the meaning of the new words that are difficult to visualize.

#### **3.3.2. Auditory learners**

Who learns best by hearing and respond to sound, music, rhymes..etc. they remember conversations, speeches ,song lyrics .this kind of learners results on listening comprehension tests are usually higher than the others .

### **3.3.3. Kinesthetic (Tactile) learners**

Kinesthetic learners process information effectively through touch, movement, imitation or any physical activity.

## **4. Activities Enhancing Learners' Participation**

The duty of EFL Teacher not only to teach, but also his duty to motivate learners to speak out and participate, teacher should include a variety of activities and strategies that make the learning enjoyable which help them reduce their fears and develop their abilities in speaking English. since the main aim of the teacher is motivating students in classroom speaking activities.

The discussion below centers on the major types of speaking activities during oral expression course:

### **4.1. Role Play**

According to Thornburg (2005), the term of role play is used to refer to the set of activities in which learners take an imaginative leap out of the confines of the classroom providing a useful spring board for real life language use. One other way of getting learners to speak is role playing learners pretended they are in various social contexts and have variety of social roles. In role play activities, the teacher gives information to the learners who they are and what they think or feel. Harmer (1984)

Role play is the most enjoyable activity for the learners, and to succeed with this activity, the teacher have to select topics from students' interest in order to encourage them to participate more. Through role play learners can train their speaking skill in any situation. In other words, role play help learners use language fluently they help them to be creative and imaginative and it can be performed in pair or group. So it considered as very good technique to be used in the classroom because it engages the learners in real life communication and reduce their fears and construct self-confidence.

As a result, to succeed with role play, the teachers have to select topics from the learners' interest in order to motivate and bring them to participate more.

### **4.2. Discussion and Debates**

Discussion and debates are the most commonly activities that develop the learners' communicative abilities and to practice the language in different situation ,they allowed learners to select discussion topics and share interests, experiences ,and opinions ,this discussion may take just few minutes or whole lesson .it is essential that the speaking should be equally divided among the class members .

In addition, several teachers argue that the best discussions in classes are those that arise spontaneously from topics that interest the students and are proposed or selected by themselves. It may take just a few minutes or take the whole course. Thornbury (2005, p. 102) suggests five discussion formats: discussion cards, warm up discussion, balloon debate, pyramid (or consensus) debate, and panel discussion. Douglas Brown (2004) asserts that discussion is one of the best ways that help in eliciting the learners' abilities such as:

- 1- topic nomination, maintenance, and termination,
- 2- attention getting, interrupting, floor holding, control,- clarify, questioning, paraphrasing,
- 3- Comprehension signals (nodding, "uh-huh", "hmm", etc.);
- 4- negotiating meaning;
- 5- intonating pattern for pragmatic effect;
- 6- kinesics, eye contact, body language; and
- 7- Politeness, formality, and other sociolinguistic factors.

Finally, discussion (debate) has its advantages and benefits

### **4.3. Information Gap Activity**

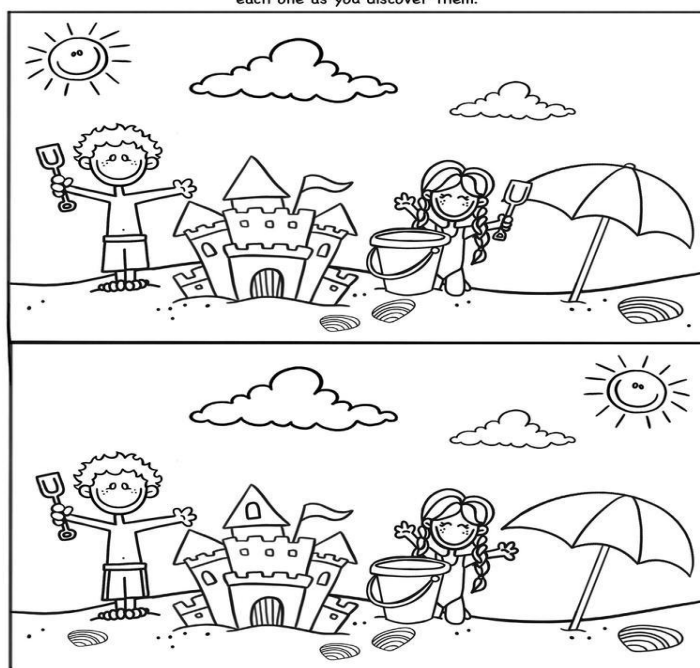
Learners need more opportunities to practice language and use it more effectively inside and outside the classroom. According to Gower (1995) information gap activity is defined as: "A situation where information is known by only one or more of those present, learners use the language they have at their command to aqueduct the information gap, by asking questions and giving information". (p.211) In information gap activity learners are given different information that the other learners may not have and this gap cannot be completed only if the learner uses the language. It raises the learners' awareness and also provides them with extensive talk and participation. As Harmer (2001) who described it as: "a key to the enhancement of the communicative purpose and the desire to communicate. (p.85) this activity is performed in pairs or groups to reach the desired goal, participating and interacting freely with one another and creating a causal atmosphere in which every body feels comfortable and ready to exchange and get new usage of words, sentences.

An information Gap activity takes place between learners, not between a learner and a teacher, though a teacher can certainly demonstrate the activity. The two learners will be asking each other questions to which they don't know the answer; these questions are called referential questions. The goal of the activity is for the learners to discover certain information, whether about the other person or related to a specific activity.

## Spot the differences

Name \_\_\_\_\_

Can you find all 7 differences between the two pictures? Circle each one as you discover them.



[www.ktcreates.net/tpf](http://www.ktcreates.net/tpf)

**Figure4: Information gap activity**

(source: <https://www.etsy.com/fr/listing/702836542/ete-reperer-les-differences-dactivite>)

In this example, learners work in pairs, each learner has a picture different from his friend's. They are asked to find differences and similarities between two pictures. It is an effective activity because everybody has a chance to speak in the foreign language.

### 4.4. Interviews

An interview definition can be crafted as gentle conversation between two people or more where questions are asked to a person to get the required responses or answers. Learners can conduct interviews on selected topics with various people, the teacher provides a rubric to learners so that they know the type of questions they can ask, but learners should prepare their own interview questions. Conducting interviews in classroom gives students the opportunity to practice their speaking abilities not only in class but also outside, in real life and help them becoming socialized.

### 4.5. Storytelling based activities

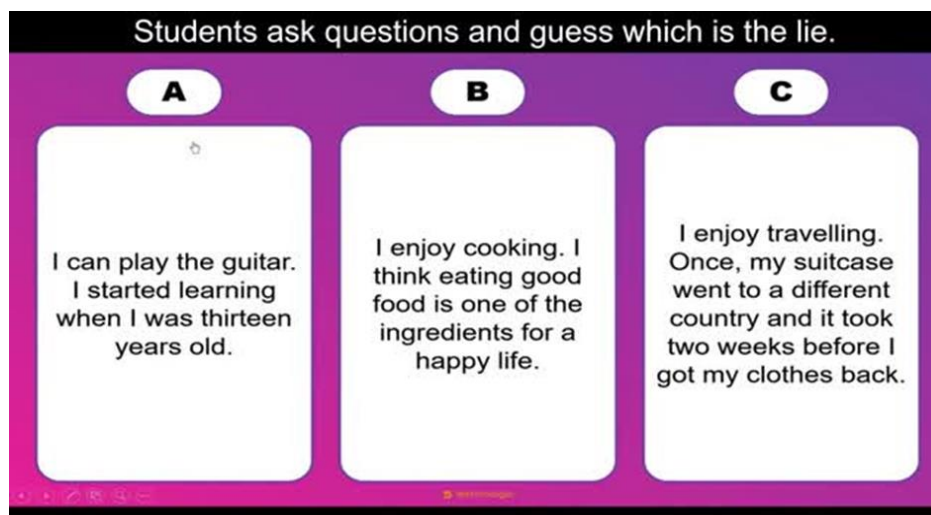
Story telling is an interactive activity since in it involves interaction between the teacher and learners, or students with each other, storytelling is a way to make learners love the language, stories not only help in stimulating learners' imagination and understanding, but also inspire them to write and tell stories and sharing them. Story telling is the art of using

language, vocalization, physical movement and gestures to reveal the elements and images of a story to a specific, live audience. Therefore, Matthew James Friday an international EFL teacher and specialist in story telling shared his affective ways to tell stories in order to engage reluctant learners speaking which are mentioned below:

- 1- Speak slower with putting more dramatic emphasis into the voice.
- 2- Use physical actions and sounds effects to help associate universally recognized body actions with new English words.
- 3- Ask the audience to repeat key words and actions.
- 4- Use physical humor. Laughter is essential for breaking down barrier of language.

#### 4.5.1. Guess the Lie

In this activity the teacher prepares three statements and ask learners to guess the lie, then allow about a minute for each student to think about three statements about themselves; two must be true statements, and one must be false.



**Figure05: Guess the Lie Activity**

( source: <https://tekhologic.wordpress.com/2017/05/20/find-the-lie/>)

#### 4.5.2. Chain Story

In this whole-class free speaking activity for which learners are sitting in a circle or a U shape. the teacher dictated the first line of a story or write it on the board, then ask his learners to build chain of events to complete the story , so each learner add a different part to the story and narrate from the point where the previous one stopped . This activity helps students listen, interact, and cooperate with each other. In this activity, learners are asked to build a story

from chain of events they create, i.e. they take turns to compose a series that tell a story at a given signal from the teacher. Therefore, learners change role where they add ideas to the contribution of their classmates, so that they will end up with the whole and complete story.

### **4.5.3. Insert the Word**

In this activity, the teacher gives to his learners a card with an unusual word or expression which has been kept as 'secret'. Then, the learner take turns telling each other an anecdote involves the secret items. At the end of each telling, the other has to guess the word or the expression.

### **4.6. Problem solving Activity**

A problem solving is a classroom activity in which learners are supposed to find solutions for a given problem. According to Klippel (1983):“problem solving activitiesdemand that the learners themselves take a decision upon the items to be ranked ...in addition, the language which is needed for problem solving activities depends on the topic of each activity, but globally students will have to make suggestion, give reasons,and accept, modify suggestions and reasons given by others” (p. 103).

Lastly, learners find themselves participating and speaking when they are struggling to find solution to the problem that is presented in problem-solving tasks

### **4.7. Describe the picture**

The teacher provides his learners with cards or images, and asks them to describe what they are seeing in the picture, or what do this image reveals to, however teacher can divide the class into pairs or groups, and gives them limited time for discussion, then they should comment on the image posted.

### **4.8. Drilling activities**

A drill is classroom activity used to practice a foreign language; it involves repeating the same vocabulary words, grammar points or sentence structures several times. It is a way of standardizing pronunciation of the language , it can be a choral drill ; all the class repeat certain point together ,or individual drill , teacher keep moving from learner to the next one .

### **4.9. Oral presentation**

Learners' oral presentations are part of classroom courses and it is a way to improve their interaction. Most of teachers focus on this activity because it allows them to present their knowledge on a particular subject in front of the class. According to baker (2000): ” Oral presentation is like a formal conversation speaking to a group as a natural activity” (p.115).

This activity considered as a part of spoken language that learners presented in classroom setting and it can be supported by visual aids like pictures, projector, and videos and so on. In

fact, Oral presentation is very important activity that raises interaction and participation among peers gives the audience the opportunity to ask about things that are not clear to them through oral presentation learners develop their proficiency level in English and allow them to be self-confident when speaking in public. Moreover, it helps them to be aware of how to respond and communicate with others then it can be beneficial way to deal with learner's participation difficulties.



## **Conclusion**

In short, in this second chapter we have tried to provide some pedagogical techniques that can help learners to overcome their problems of participation. Creating conducive environment and build strong and positive relationships with their teachers considered as best strategy to make learners feel at ease and provide them with chances to participate and interact with each other's. Both teachers and learners in EFL classroom have significant role and responsibilities that they should adopt to increase classroom participation and bring much more interest, motivation and it helps to create positive attitudes. Pair and group work are most effective teaching techniques that teachers focused on to create interactive and productive students. This chapter also highlighted some communicative activities such as role play, discussion, problem solving and so on in order to create good atmosphere where learners can interact, participate and speak freely without hesitations or fears in addition to some recommendations that can be very helpful for teachers and learners.

# **Chapter Three**

## **Field of Investigation**

**\* Chapter Three**  
**Field of Investigation**

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## **Introduction**

This chapter is designed to analyze the findings obtained through investigating the EFL learners' participation difficulties in oral expression practice. Our aim from conducting this study are to confirm if our hypotheses are true or false. Since the teachers and the learners are the main variables of this study, their views and opinions are very important to test the stated hypothesis. The most appropriate tool for this investigation is through addressing questionnaires to both teachers and learners. Hence, we have chosen to work on fourth year learners at AIT AMRANE Mohammed school – Tiaret- and the second one is administered to teachers of English language at fourth year level at the same school of the school year 2019-2020.

In this part of our research, we will move to something more practical that intends to gain a valuable insight about the difficulties of participation that Fourth year learners face. This chapter present our work of study which was conducted under analytical and descriptive method. To investigate that we designed two questionnaires one for Oral and expression teachers. and the second one for fourth year learners in order to obtain their responses and if possible their comments and suggestions. Whereas the second method we have used the observation classroom to obtain and observe actual facts and also to confirm the questionnaires results.

## **1. Research Design**

The observation took place in the second trimester within fourth year learners at AIT AMRANE Mohammed School in the school year 2019-2020. It lasted for 4 weeks and it consisted of 2 classrooms we selected the whole number of learners (85). We observed both classes in different session, with different teachers and different times. It was done to identify the problems that prevented EFL learners from participating and also to observe certain elements having a relation with our research work like the different activities that teachers presented in their oral expression sessions and also their roles as teachers. The observation presented in a form of sections and under each section there were set of items.

The first section is devoted to observe the learner's participation inside the classroom, whereas the second section is designed for observing the different activities presented by teachers in the classroom. The last one is concerned with the role of teachers.

## **2. Population of the Questionnaire:**

This questionnaire was conducted with both fourth year learners and their English language teachers.

### **2.1 Learners**

In order to test our hypotheses, we chose the population of fourth year learners at AIT AMRANE Mohammed – Tiaret -.the population is of (85) learners we have worked with two different classes. The sample was mixed genders 54% females and 46% males.

### **2.2 Teachers**

The population of this study were teachers of English at AIT AMRANE Mohammed School of Tiaret, we dealt with two teachers. These teachers are full time and their experiences vary from 2 to 8 years.

## **3. Description of the questionnaire**

For the purpose of gathering information from both learners and teachers, we selected a series of questions which are closed-ended or open-ended. The goal is to collect relevant data from respondents which can then be used for a variety of purposes.

### **3.1. Learner's Questionnaire**

This questionnaire is designed for fourth year learners at AIT AMRANE Mohammed of the school year 2019-2020. The participants of this questionnaire are 85 learners from two different classes. They are chosen to investigate the factors that affect their participation in oral expression practice. This questionnaire encompasses different types of questions: "closed"

and “open –ended” questions. Closed questions require the pupils to answer by “Yes” or “No” or to tick up the right answers from a set of options and open-ended questions which need to give their personal opinions or background information about subjects or add a justification for their choice. The whole questionnaire is made up of (12) questions that are classified under (03) sections:

**Section one:** It is about the learners’ background information. It aims at gathering information about the participants of this questionnaire. It contains two questions.

**Section two:** It deals with participation and speaking during oral expression session as an important element in this work. Thus, speaking is an essential skill that we have to develop to master English language. This section contains four questions.

**Section three:** This section is devoted to investigate the type of activities that are presented during the course and if they help them to enhance their participation, seeks the different techniques that learners like to work with, also, to identify the most enjoyable activities for them during the oral expression. It contains five questions.

### 3.2. Analysis of the learners’ Questionnaires

#### Section One: Personal Information

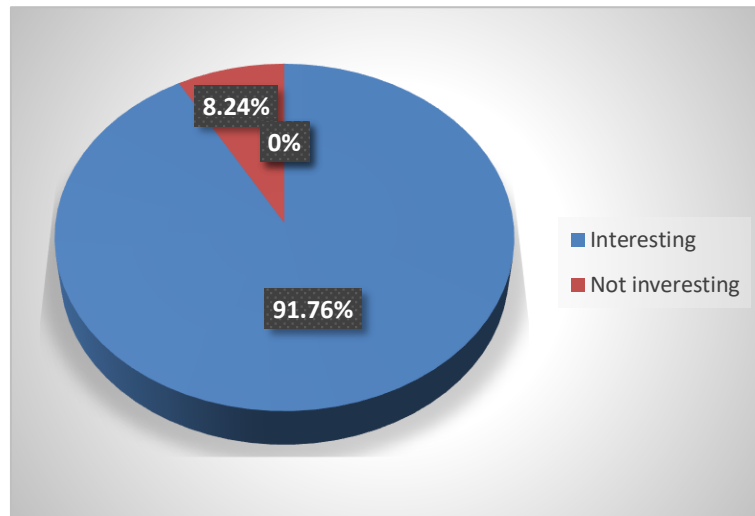
**Q1:** Your gender is:

Gender	Number of learners	Percentage
Girl	46	54.12%
Boy	39	45,88%
Total	85	100%

**Table 02: The Learners’ Gender**

A quick look, at the table above, reveals that the majority of our respondents is girls, we recorded 54.12% of girls and the rest are boy’s gender. This illustrated that in this the rate of girls in high compared to that of boys, as a result we noticed that education is dominated by girls.

**Q2. Learning English at middle school is**



**Figure 06: Learning English at Middle School**

The heavy majority, i.e., 91,76% (n°78) attests that it is interesting to learn English language at that level. Learning English is very important because it improves one's chance of getting a good job, helps one communicate in foreign countries, and broadens one's social networking..

### **Section Two: About Participation**

**Q1: Do you like oral expression sessions?**

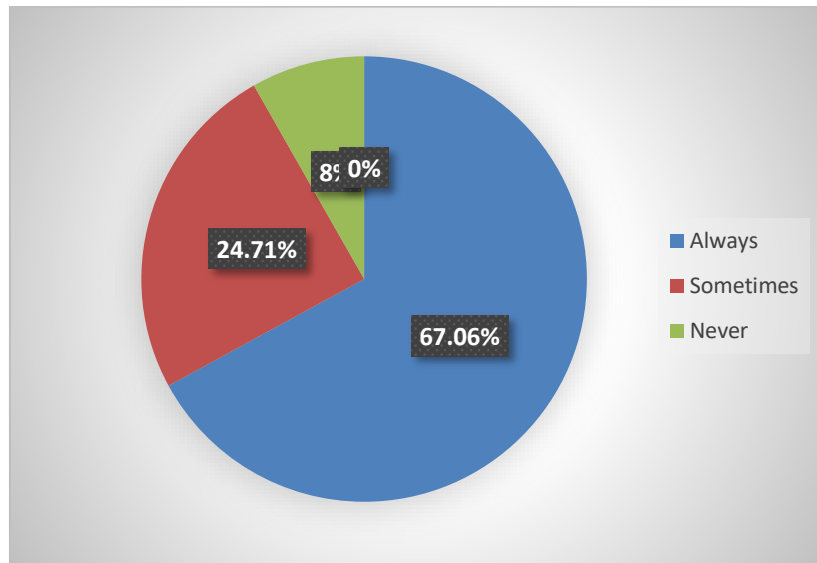
<b>Responses</b>	<b>Number of learners</b>	<b>Percentage</b>
<b>Yes</b>	58	68.24%
<b>No</b>	27	31.76%
<b>Total</b>	85	100%

**Table3 : Attitudes towards oral expression sessions**

We can observe throughout the table that (68.24%) like oral expression. Since it helps them to develop their speaking abilities, enhance their participation and it is a chance for them to build their self-confidence and express their ideas without any conditions and also to develop their vocabulary and pronunciation.

**If no, justify your answer,** the (31.76%) learners don't like Oral Expression because they found it difficult. some of them hate it because of their teachers' behaviour ...etc

**Q2. How often do you participate in the classroom?**



**Figure 07:** the frequency of participation

The results reveal the great number of the learner’s participation in classroom. Most learners are always motivated and take the initiative to participate, this category is presented by (67.06%). (24.71%) of the respondents answered that they sometimes participate While (08%) of them never do so.

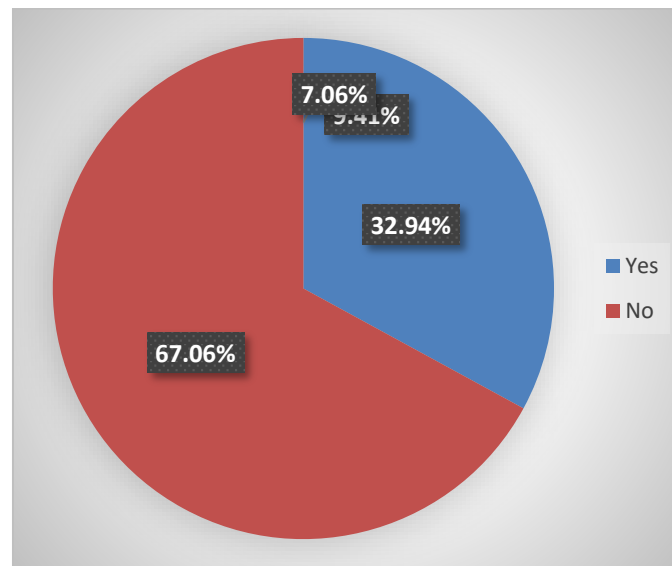
**Justify your answer.**

<b>Frequency</b>	<b>Reasons</b>
Always	<ul style="list-style-type: none"> <li>➤ To develop speaking skills and be more fluent speakers</li> <li>➤ To be more competent</li> <li>➤ To be more self confidence</li> <li>➤ To get good marks</li> </ul>
Sometimes	<ul style="list-style-type: none"> <li>➤ It depends on the questions asked by the teacher</li> <li>➤ It depends on the mood</li> </ul>
Never	<ul style="list-style-type: none"> <li>➤ Pupils hate participation</li> <li>➤ They feel shy</li> <li>➤ Not interested</li> <li>➤ Do not give any importance</li> </ul>

**Table 04:** Justifications for the purpose behind participation



### Q3. Are you afraid of participation in oral expression course?



**Figure08:** Learners' participation in oral expression sessions

The question aims at determining whether the learners are afraid of speaking and participating during the oral course. Consequently, we obtain the following results which show that (67.06%) of the learners are not afraid to participate. They consider themselves as active participants, while (32, 94%) are afraid of participation, this might be due to several reasons: linguistic problems, psychological problems and other problems.

- We propose the following question in order to give the possible answer.

### Q3.What difficulties do you generally encounter while participating?

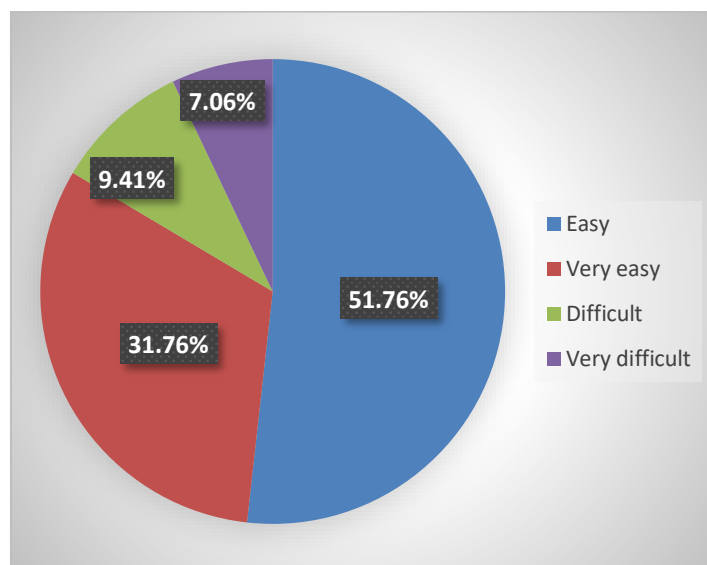
Responses	Number of learners	Percentage
Vocabulary	29	34.12%
Fear of making mistakes	26	30.59%
Shyness	18	21.18%
Lack of self confidence	12	14.12%
Total	85	100%

**Table 05:** The problems that face learner's participation

The findings reveal that the deficient of vocabulary is considered as the main reason that learners face, they don't have the ability to express their thoughts, ideas or engaged in oral discussion. (30.59%) of the learners respond that they don't participate in order to avoid

pronunciation mistakes since they are not fluent speakers. Shyness is also one of the major factor. (21.18%) of the learners face that psychological problem. And only (14.12%) have a lack of self-confidence. Therefore, some respondents mentioned others factors like lack of grammar,practice and fear of making mistakes.

**Q5 : According to you, Speaking English is it easy, very easy, difficult or very difficult**



**Figure09:** Speaking English difficulties

The statistical data above reveal that the majority of learners (51.76%) said they it is easy to speak and communicate using the English language.

**Section Three: Activities that increased learners participation**

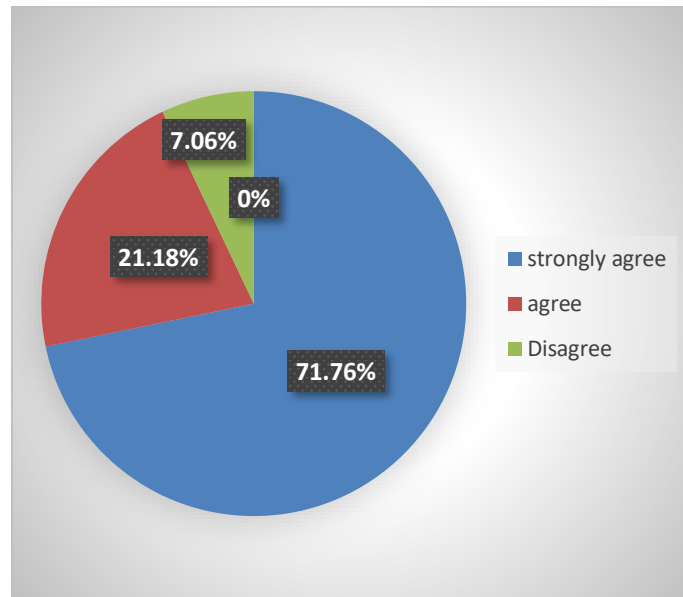
**Q1.** Do you think that oral expression sessions are the most appropriate tasks to improve your participation?

Responses	Number of learners	Percentage
Yes	49	57.65%
Somehow	27	31.76%
No	09	10.59%
<b>Total</b>	<b>85</b>	<b>100%</b>

**Table 06:** The oral expression sessions appropriateness

This results indicat that the majority of learners (57.96%) answered that oral expression sessions are the most appropriate tasks for developing participation. While others were not with the idea so they answered with “somehow” and no answers for the “No”.

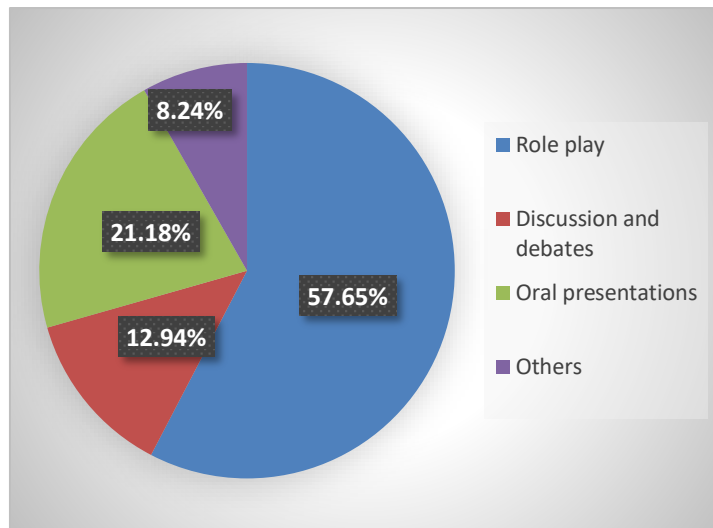
**Q2. Are you with the idea that says “ learning a foreign language is learning how to speak it and how to practice it”**



**Figure 10:** Language learning means speaking

The table above shows that the majority of learners, (71.76%) strongly agree that in order to learn language, they have to speak it. (21.18%) agree on that issue whereas (7.06%) disagree that it is not necessary to speak a language we have to speak it.

**Q3.** Wich of the following activities do teachers use the most



**Figure11:** The activities used the most by teachers

The results highlight some of the activities used by teachers in oral expression practices. role play and oral presentations are at the supreme activities that teachers focus on. We observe (57.65%) for role play and (21.18%) chosen for discussion and debates. Since these activities push the learners to participate and speak. However, (12.94%) of learners selected discussion and debates and (08.24%) provide others activities like, problem solving, dialogues and conversation.

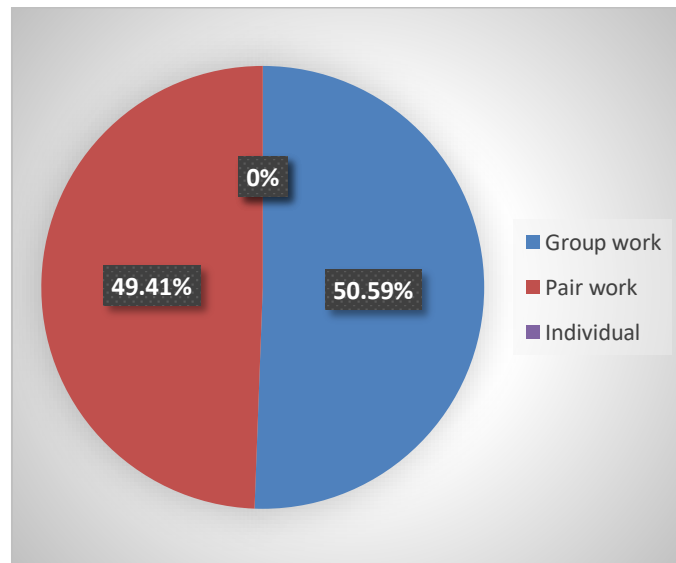
**Q4: Do you think that role plays, discussion and debates, and other activities improve your participation**

Responses	Number of learners	Percentage
Very much	38	44.71%
Much	35	41.18%
Little	10	11.76%
Not at all	02	02.35%
<b>Total</b>	<b>85</b>	<b>100%</b>

**Table7:** role of activities the improve participation

Table 11 illustrate that for (44.71%) Oral Expression activities are very much to enhance their participation. (41.18%) answered with “much”. Whereas, (11.76%) believed that their participation is little enhanced and only (02.35%) argue that these activities do not improved their participation at all.

**Q5. In classroom sessions do you prefer group work, pair work or individual work?**



**Figure12:** The learner's activities preferences

It is visible that most of learners prefer to work collaboratively, maybe they feel relax when working together. And write after the majority of (49.41%) like to work in pairs. This kind of learners need other support, no one prefer to work individually.

### **3.3. Data Interpretation of Learner's Questionnaire**

The analysis of the collected data from the learners' questionnaire helped us to draw a set of results concerning the improvement of speaking skill and the vital role of oral expression sessions. According to the data analysis, the majority of the learners who took part in providing their views to fulfill the questionnaire proposed showed their awareness about the importance of oral expression sessions to enhance their speaking skill. In this vein, the analysis of questionnaire revealed a part of their attitudes towards oral expression courses particularly, the positive attitudes. By this means, almost all pupils agreed on the importance of such activities in promoting their communicative speaking and that they are in need for more practice to feel the progress as these activities create a joyful atmosphere and great ambiance in the classroom which make them motivated to learn. This was mostly perceived and cannot left without comment. In the same context, speaking skill is seen as the most important skill in comparison to the other skills (Listening, Reading, and Writing) as most respondents consider it as a direction to broaden their horizon in foreign language. Hence,

they agreed that fluency and accuracy is necessary to be a language user. When data are taken together, we deduce that participants have showed great interest to the speaking communicative activities and their answers took the cover on the value of these activities which can successfully lead them to reinforce their speaking skill and achieve different communicative goals. Last but not least, we can say that the pupils' questionnaire results revealed that Oral expression sessions are very important in order to learn a foreign language.

### **3.4. Teachers Questionnaires**

The questionnaire was directed to (02) teachers of English Language at AIT AMRAN Mohammed School -Tiaret-. The questionnaires were composed of (11) questions closed-ended, open-ended and multiple choices questions where teachers answer by yes/no or put a tick in the corresponding boxes followed by brief justification.

#### **Section One: General information**

This part includes three questions aiming at identifying the teachers gender, their qualification and their perception toward expression sessions

#### **Section Two: About classroom participation**

This section is designed to know about the teacher's perception about the problems that Middle School EFL learners face when participating in classroom. It encompasses two questions related to the participation difficulties.

#### **Section Three**

The third section aims to identify the teachers' activities that they use to enhance the learner's participation. It consists of six questions about the teacher's view concerning the sufficient time of oral expression sessions, the different communicative activities and their effectiveness in developing learners' participation in addition to their focuses (accuracy or fluency) and finally some teacher's suggestions to make all learners active participants.

### **3.5. Analysis of the Teachers' Questionnaires**

#### **Section One: General information**

#### **Q1: Teachers' gender**

<b>Responses</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>Male</b>	01	50%
<b>Female</b>	01	50%
<b>Total</b>	02	100%

**Table8** : Teacher's gende

The table shows that we worked with both genders.

## Q2. What is your university level

Responses	Number of teachers	Percentage
BA	00	50%
MA ( master/ magister)	01	50%
PhD	01	00%
Total	02	100%

**Table 09:** Teachers degrees and qualifications

## Q 03: Do you like teaching expression lessons?

Responses	Number of teachers	Percentage
Yes	02	100%
No	00	00%
Total	02	100%

**Table10 :** Teachers' perception about oral expression lessons

Consequently, from this table it is obvious that the two teachers like teaching oral expression lessons they believe that these sessions are interesting courses where learners can develop their speaking and participating skill. Yet, middle school teachers' are obliged to deal with all skills.

## Section two: Teachers perception about the difficulties that prevent pupils from participation in classrooms (Oral and written tasks)

## Q 04: How often do your learners participate in classroom?

Responses	Number of teachers	Percentage
Always	02	100%
Sometimes	00	00%
Never	00	00%
Total	02	100%

**Table 11:** Teachers perception of learner's participation in classroom

The results show that the two teachers (100%) declared that their learners always participate during classrooms. We believe that these learners are motivated by their teachers and interested in different activities.

### Q5. Do your learners face problems while participating?

Responses	Number of teachers	Percentage
Yes	01	50%
No	01	50%
Total	02	100%

**Table 12:** Learners' Participation difficulties

The table above reveals that one teacher said "yes" his pupils face difficulties that prevent them from participation whereas the second answered with "no"

### Section Three: Activities to enhance learner's participation

#### Q6. Do you find that the time devoted to oral expression sessions is sufficient?

Responses	Number of teachers	Percentage
Yes	00	00%
No	02	100%
Total	02	100%

**Table 13:** The time devoted to oral expression sessions

According to the result, both teachers report that the amount of time that is devoted to oral expression lessons is not sufficient. Since that kind of tutorials class involves a high level of talk and helps the learners to develop the speaking abilities and to be more active in the learning process. So, the time for teaching oral expression lessons should be increased and be more sufficient.

#### Q7. which method do you use during oral expression sessions, please justify your answer

Responses	Number of Teachers	Percentage
Group work	02	100%
Pair work	00	00%
Individual work	00	00%
Total	02	100%

**Table 14:** Teachers' techniques in teaching oral expression sessions

From this table we observe that both teachers prefer to use group work to make their learners speak and participate. They justify that speaking and participating are interactional process in which learners collaborate with each other to feel comfortable as a result they



exchange and express ideas without fear of making mistakes so as a result and unconsciously their amount of speech, participation, collaboration and engagement increase.

**Q8. What sort of activities do you use in the classroom?**

<b>Responses</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>Role plays</b>	01	50%
<b>Discussion and debates</b>	00	00
<b>Oral presentations</b>	01	50%
<b>Total</b>	02	100%

**Table 15:** Teachers’ activities in classroom

This table highlights the different activities that are used by teachers in classroom. Fifty percent of teachers focused on role plays since it is very effective in improving students speaking skill and giving pupils interesting topics to work with, role plays raise their motivation in learning as well as they became more active and productive. Discussion and debates is another activity that (50%) of teachers selected. This activity provides giving and receiving from teachers and students and this can enhance student’s speech and participation.

**Q9. Do you think that these activities are sufficient in order to enhance the level of participation in classroom? Justify your answer.**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Yes</b>	01	50%
<b>No</b>	01	50%
<b>Total</b>	02	100%

**Table 16:** The efficiency of activities enhancing learner’s participation

The table above shows that both answers were equal. Fifty percent of the teachers answered with “Yes” these activities are sufficient in developing pupil’s participation, whereas, the second answer is” No”. According to (50%) teachers these activities are not enough for increasing learner’s participation and the justifications were as follow:

- There are other activities that are used to raise the learners’ participation like problem solving which is very helpful in the classroom and should always be used to make the learners to be productive in each time.

- The use of materials such as videos, pictures which are important in raising learner's interests and motivation and also in creating funny and interactive environments.
- The use of games should be used in oral expression sessions to assess and develop the learners' participation.

**10. When assessing classroom activities, do you focus on: the learners' fluency, accuracy or both ?**

<b>Responses</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>The learner's Fluency</b>	00	00%
<b>The learner's accuracy</b>	00	00%
<b>Both of them</b>	02	100%
<b>Total</b>	02	100%

**Table 17:** The learner's fluency and accuracy

The table illustrated the results of learner's accuracy and fluency in classroom activities. According to both teachers when doing activities, they focus on both fluency and accuracy since they are related to each other. We know that the aim of the teacher's activities is to make the learner more competent and fluent in speaking and participating.

**11. From your experience as a teacher, is it possible to make all the learners participate in the classroom? Explain why?**

<b>Responses</b>	<b>Number of teachers</b>	<b>Percentages</b>
<b>Yes</b>	02	100%
<b>No</b>	00	00%
<b>Total</b>	02	100%

**Table 18:** Possibility of learner's participation in classroom

The table above illustrates that both teachers said that it is possible to make all the learners participate in the classroom, they provided us with some suggestions that we list down:

- It depends on the teachers' techniques and strategies to motivate their learners. Teachers should first know the needs of there learners then they have to choose topics that work with their learners' interests, needs and wants so that they will be all involved in the course
- Teacher should create comfortable classroom in order to reduce learners' shyness and anxiety. As well as they should treat their learners in the same way and pay attention to each individual especially when explaining.

- Teachers should use communicative activities that provide all the learners engagements

### **3.6. Data Interpretation of Teacher's Questionnaire**

As far as the teacher's questionnaire interpretation is concerned, the answers revealed that both teachers agreed that speaking skill is considered to occupy the lion's part in the process of learning English language. Hence, it helps the learner to be a good user of English language. Moreover, they stated different points which reveal the importance of oral expression activities in learning English language but all responses are of same line of thought. They talked about the obstacles that preclude their learners from participating during oral expression sessions such as shyness, lack of vocabulary...etc, the other point that was important is the techniques used by the teachers in order to motivate and encourage these reluctant learners especially during expression courses. The assessment of teachers is based on more than eight years in teaching English language, according to the questionnaire responses. It is considerable to state that the interpretation of this questionnaire reflects the image of teachers' awareness of the learner's difficulties when communicating, and the deep consciousness towards the obstacles when using English in classroom. In addition, responses revealed also that teachers are aware to a high extend about the strategic competence of their learners. Needless to recall that the long and fruitful experience of EFL teachers provides us with precious suggestions to improve the speaking skill in EFL learning process viz : the use of technology , critical thinking...

### **4. Discussion of the Main Results**

Since the English Language acts as a "lingua franca", much emphasis is placed on enhancing the speaking skill in EFL learning process. That enables them to function appropriately in the target situation. Therefore, educators attempt to find the most efficient ways to make this improvement happens with the knowledge needed to achieve effective communication. On the one hand, teachers should motivate their learners then they are asked to help them in order to be more fluent and have the ability to participate during oral expression sessions. learners have shown their awareness about the importance of speaking skill, either if they are shy or they are afraid of making mistakes. According to the data collected from the questionnaire addressed to respondents. In addition, they are mindful about the prominent role of oral expression activities in reinforcing their oral proficiency. In this regard, learners claim that more practice should take place in oral production courses to overcome their speaking problems by devoting more time and implementing more activities.

On the other hand, the results of the questionnaire addressed to teachers have shown also their agreement that speaking skill is of great importance in EFL learning, it is a tiresome process which requires more time. Similarly, assessing oral expression activities are seen to be beneficial in enhancing the speaking skill. Yet, using new trends and techniques in teaching oral production may help both teachers and learners to achieve the desired goal of being fluent in the English Language. Therefore, multiple activities lead to successful teaching. All the previously mentioned findings strengthened more the background ideas of this research work. They seem to confirm the hypothesis which assumes the enhancement of learners' speaking skill through effective communicative activities, also, the satisfaction and positive attitudes of EFL learners towards the implementation of these activities in learning process.

#### **4.1. Description of Observation**

An observation is the process of collecting data, recording the behavioral patterns of people, objects and occurrences. As it is a useful tool that aims to collect a on site data about such a problem and help us to gather information about classrooms and know more about teachers and learner's behaviors. This observation was carried out to find and explore what goes inside the classroom (during oral expression lessons) that prevent learners from participating, it was applied with four year learners at AIT AMRANE Mohamed – tiaret -

##### **Section one: General observation about the learner's participation in the classroom**

This section involves five (5) items which are concerned with the difficulties of learner's participation like the lack of vocabulary, lack of interest, shyness and so on.

##### **Section two: Classroom activities**

This section talks about the various activities and techniques used in classroom by teachers during oral expression sessions and it includes two items role play and oral presentation activities.

##### **Section three: The roles of teachers during oral expression session**

Section three is designed to know the teacher's roles and responsibilities in the classroom.

##### **Section one: General observation about the learners' participation in the classroom**

The observation was carried out to see how learners really performed in classroom and what problems prevent them from participating. During the classroom observation, we discovered two categories of learners "active and passive learners". The active ones were

really motivated, they participated, engaged and involved in classroom. They like oral expression sessions and want to be a fluent speakers. In fact, those learners were interested in developing their communicative abilities, they like to participate, give opinions, provide suggestions and share them with their teachers and classmates. In addition to that they were always raised their hands and asked questions. They were self-confident even though they had some pronunciation and grammatical mistakes, but that did not affect their motivation to participate. Moreover, teachers were sometimes laughing with their pupils for the reason to create some humor and enjoyment to make them feel relaxed.

The second category was the passive learners who are the concern of our research. During our observation we tried to find out the reasons why they were unable to participate. We have noticed that learners rarely participate, and their lack of participation was due to many factors: behaviors. This observation was carried out to find and explore what goes inside the classroom that prevent them from participation, it was applied with fourth year Middle school learners at AIT AMRAN Mohamed – Tiaret –

## **4.2. Analysis of Observation**

### **Item one: The lack of vocabulary**

This factor was the main one that we saw in the two classroom observations. Learners were unable to produce full sentences in English, they couldn't express their ideas and thoughts so they returned to switch between English and their mother tongue and sometimes they used French.

### **Item two: Lack of interest**

It has been noticed that when learners are not interested they will not learn and this is what we observed in the classroom observation. They were not interested to participate and develop their speaking skill or engaging in a discussion. They were laughing with their friends and disturb their classmates.

During the classroom observation we discovered that learners did not participate because they were shy. When the teacher asked questions about a given topic some of the learners lowered their heads in order to avoid eye contact between them and their teacher.

### **Item four: Lack of self-confidence**

In oral expression sessions, we noticed that some learners were not confident on their selves. They seemed nervous, they wanted to participate but they couldn't may be they were afraid of making mistakes and being laughed by their peers.

### **Item five: The teacher interruption of learners answers**

It is known that teachers play an important role in the classroom and the way they behave with their learners affects on their learning. Some learners were not motivated by their teachers. They tried to take part and share their knowledge, but the teacher interrupts them before they finish because their answers were wrong. So, that behavior from the teacher can be one of the causes that prevent learners from participating in classroom.

## **Section two: classroom activities**

### **Classroom activities**

Every teacher uses a variety of activities in his classroom in order to make learners involved and develop their understanding and abilities. The two classrooms that we attended, we saw teachers implementing different communicative activities and techniques like role plays and oral presentations.

#### **Item one: Role plays**

Role play was one of the common activities that we observed. Teachers proposed topics to their learners. Teachers divided them into groups; the classroom was looked united and cooperated. Though learners started to reflect on such given role plays and wrote down their ideas on a paper. During activities teachers observed and paid attention to the learners' discussion. Some of them were moving around the classroom to check each group work i.e. They play the role of "monitor" however there was some noise but teachers ignored that for the sake of avoiding interruption and let learners worked at ease.

In the observed classrooms. The classroom atmosphere often looked participative more cooperative in sharing and discussing the role plays given by teachers; Considerable number of learners were, to some extent, fluent in simple term they express their ideas freely, the play the role and they exchange ideas with teachers and their peers. While, few of them seemed uninterested they didn't work with their groups they kept silent without giving any comment i.e. they showed unwillingness to give or share their ideas. Moreover, some learners were not self-confident from themselves they looked shy and anxious to present in front of their teachers or share their ideas; others were hesitated to talk and participate they made noise and neglect their college speech while others were feel bored and tired they were not motivated to engage in interaction perhaps they hate the session or the topics that was proposed by teachers.

#### **Item Two: Oral presentation**

Oral presentation is another activity that all teachers implemented in their classrooms. We observed that learners were given topics to present sometimes individually and sometimes in

pairs. The majority were interested and motivated, they liked to present and they seemed confident and active; their voices were raised, they were not shy and always in advance they comment, suggest and brought new ideas some of them used materials like pictures and videos, there were also few learners who felt shy and anxious they didn't have enough confidence to go on stagehand present their work. We observed also that some of them were looked like machines because they were presented information which they memorized in their mind.

### **Section Three: The Role of Teachers in the Classroom**

As far as teacher's role is concerned, we noticed that teachers during oral expression sessions tried their best to create a pleasant and inspiring environment. They motivate their learners to speak and participate in order to develop their abilities in communication

They provide them with information about the content of the course how to do such an activity and so on. They correct the mistakes of their learners such as pronunciation and grammar. we notice that teachers move around their classes and give feedbacks to their learners either "positive or negative" and provide them with pieces of advice concerning how to develop their skills by watching English movies in order to get more vocabulary and learn about pronunciation. Both teachers tried to create humoristic atmosphere in their classes for the sake of making their learners feel comfortable, motivated and interested to learn as well as to participate. Moreover, we observed that teachers during oral expression sessions focused on two different techniques, group work and pair work in order to motivate all the learners and push them to work cooperatively and collaboratively and maintain positive relation between them. We have noticed in our observation that the use of the Arabic language by teachers is used when their learners didn't understand new vocabulary. In fact, there was one teacher that obliged learners to participate by giving points for each participation and presentation; he did this for the sake of making all learners participate.

## **Conclusion**

Oral expression is a person's ability to express wants, thoughts, and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language structures. Oral language is important because it provides the foundation for literacy development, it is essential to academic achievement in all content areas, and it is critical for overall success in school. As it is known, a great deal of school success depends upon a child's ability to demonstrate competency through oral communication, such as when answering questions in class or participating in group discussions

In general, the analysis of learners' and teacher s' questionnaires as well as the classroom observation show for us the problem of participation that fourth year middle school learners face in classroom setting.

In fact, the results indicate that participation in classrooms is very important that learners should follow in order to improve their skills and abilities. Both questionnaires and observation lead us to confirm that the linguistic and psychological barriers were the main factors that prevent them from participating in classrooms. Teachers should help their learners to promote their participation by using different techniques and strategies.

Parents and educators need to remember that language develops efficiently in the great majority of children. As adults, we should try not to focus on "problems," such as the inability to pronounce words as adults do. Most children naturally outgrow such things, which are a tiny segment of the child's total repertoire of language. However, if a child appears not to hear what others say to him or her; if family members and those closest to the child find him or her difficult to understand; or if the child is noticeably different in his or her communicative skills from those in the same age range, adults may want to seek advice from specialists in children's speech, language and hearing.



# **Suggestions and recommendations**

## Suggestions and Recommendations

The findings of this dissertation, we suggest that some learners encounter some speaking difficulties that can be overcome by putting more emphasis on this skill. To close this study which highlights some factors that affect the learners' participation, we state some suggestions and recommendations that will be useful and helpful for the oral expression sessions :

- Provide ample opportunities in communicating: Make language purposeful, meaningful, and enjoyable for the pupils.
- Consistently model appropriate language use for the pupils and encourage imitation: Reinforce all of the pupils' attempts. For many pupils, an appropriate response to their attempts at language may be the only reinforcement needed, as this signifies that they are successfully communicating and interacting socially.
- Gain learners' attention.
- Encourage learners to communicate in any possible way
- Encourage learners to name things.
- Use games: To encourage learners to identify certain words through formulating and asking yes/no questions...etc
- Give the opportunity to reluctant learners to talk and to communicate.
- Provide learners with pictures, videos.
- Foster a warm, supportive environment in which learners will feel accepted and encouraged to speak and respond to others.
- One of the best strategies for improving articulation is to utilize rhymes, riddles and activities involving locating objects/pictures that begin with the sounds.
- Take time to listen to the learners and try to understand what is being said, even if it is difficult.
- Show your support: Let the learner know his stuttering
- Find out the learner's opinion about reasonable classroom expectations: Some learners are more uncomfortable about their stuttering than others and may react in different ways in the classroom. Talk to the learner in private about how they feel about being called on unexpectedly or other speaking situations.
- Avoid interrupting when the learner is speaking
- Give time to the learner in order to respond, by taking longer pauses before beginning your

# **General conclusion**

## General Conclusion

Algeria like the rest of the whole world witnessed a wide spread of English language especially at the educational level. Yet, EFL learners suffer from difficulties in learning English which hinder their process. These obstacles are originated from deficiency in real use of language at the level of oral performance. That is, the difficulty in oral production and lack of fluency. Speaking skill is believed to be a difficult task since it requires special abilities to be mastered and generally success is shown through the speaking ability. That's why psychological basics are indeed demanded in learning speaking. Due to this factor, some prime activities were proposed on behalf of reinforcing the speaking skill inside and outside the classroom for further competence. These activities were suggested for oral expression achievement and to approach knowledge with more energetic and motivated learners who will certainly trust their own abilities and become positive.

The current dissertation was motivated by our personal desire to learn about how to teach and improve English speaking skill to fourth year middle school learners. Thus, the main objective of this investigation was to exhibit adequate understanding of the importance of using communicative activities as a tool to improve English speaking skill of fourth year learners. In addition, the study concerns with giving definitions of the most important issues in oral expression. It is beneficial for them to enrich and update their vocabulary as well to be fluent in language through effective speaking activities, and to avoid being reluctant during the oral expression tasks. In the same light of thought, teaching speaking skill is useful in terms of promoting communicative efficiency and building total readiness for oral production success. Moreover, the research aimed at identifying some problems which may hinder the fourth year middle school learners speaking skill and providing some ways to help them better use their strategic competence and overcome their difficulties during the oral performance. In this respect, this dissertation aimed at investigating the effective activities of teaching the speaking skill. Basing on effective communicative activities, learning can be maximized within a dynamic environment and engaging learners in relevant tasks. Learners can be trained to use their communicative competences including not only the grammatical or discourse ones but also sociolinguistics and strategic competences. Through this latter we unveiled the real state of fourth year middle school learners by which we have taken general idea on the way they view the learning of English speaking skill. Finally, we end this dissertation by customizing the most considerable suggestions that we hope will help learners as well as

teachers in the oral expression sessions, to better discover some of the speaking activities, namely learners to be fluent. The suggestions which should be followed in all circumstances so as to motivate the learners and progress, is maintaining nice atmosphere, encouragement and giving a chance to everyone to experience their own success and achieve their best.

Based on the obtained results from the administered questionnaire, we can improve our hypotheses that the learners confront linguistic and psychological barriers in addition to other barriers that are related to the teachers.

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# Appendices

# Appendix 01

## Teacher's Questionnaire

Dear educators,

We would be very grateful if you could help us answering the following questions for the sake of gathering information about the difficulties that prevent EFL middle school learners from participation.

Please put a tick (✓) in the boxes and make full statements whenever needed. Your answers will be of a great help for the research. Thank you very much in advance.

### Section One: General Information

#### 1. Teachers Gender

. Female

. Male

#### 2. What is your university level

. BA

. MA

. PHD

#### 3. Do you like teaching Oral Expression lessons?

. Yes

. No

Section Two: Teachers perception about the difficulties that prevent pupils from participation in classroom (Oral and Written tasks).

#### 4. How often do your learners participate in classroom?

. Always

. Sometimes

. Never

#### 5. Do your learners face problems while participating?

. Yes

. No

### Section Three: Activities to enhance pupil's participation

#### 6. Do you find the amount of time devoted to Expression lessons is sufficient?

. Yes

. No

7. which method do you use during oral expression sessions, please justify your answer

. Group work

. Pair work

. Individual

8. What sort of activities do you use in the classroom?

. Role play

. Discussion and debates

. Oral presentations

9. Do you think that these activities are sufficient in order to enhance the level of participation in classroom? Justify your answer.

. Yes

. No

Justify.....  
.....  
.....  
.....

10. When assessing classroom activities, do you focus on: the learners' fluency, accuracy or both ?

. The pupil's fluency

. The pupil's accuracy

. Both of them

11. From your experience as a teacher, is it possible to make all the learners participate in the classroom? Explain why?

.....  
.....  
.....

*Thank you for your cooperation*

# Appendix 02

## Learner's Questionnaire

**Dear Learner,**

You are kindly requested to fill in this questionnaire to express your attitudes towards the Difficulties that prevent EFL middle school learners from participation. Your responses are very important for the validity of our work. For that, we hope that you will give us your attention. Please, tick (✓) the choice that corresponds to your answers. Thanks in advance.

### Section One: Personal Information

1. Your gender is:

. Male

. Female

2. Learning English at middle school is it:

. Interesting

. Not interesting

### Section Two: About Participation

1. Do you like Oral expression session?

If it is no, justify your answer.

. Yes

. No

Justify:

.....  
.....  
.....  
.....

2. How often do you participate in classroom?

. Always

. Sometimes

. Never

Justify your answer:

.....  
.....  
.....  
.....

3. Are you afraid about participation in oral expression course?

. Yes

. No

4. What are the difficulties do you generally encounter while participating?

. Vocabulary

. Fear of making mistakes

. Shyness

. Lack of self confidence

. Others

5. According to you, Speaking English is it easy, very easy, difficult or very difficult

. Very easy

. Easy

. Very difficult

. Difficult

Section Three: Activities that Increased Students' Participation

1. Do you think that Expression sessions are the most appropriate courses to improve your participation?

. Yes

. Somehow

. No

2. Are you with the idea that says “ learning a foreign language is learning how to speak it and how to practice it”

. Strongly agree

. Agree

. Disagree

3. Which of the following activities the teachers used most:

. Role-play

. Discussion and debates

. Oral presentations

. Others

Q4: Do you think that role plays, discussion and debates, and other activities improve your participation

. Very much

. Much

. Little

. Not at all

5. In classroom sessions do you prefer group work, pair work or individual work?

. Group work

. Pair work

. Individual

## الملخص :

نناقش من خلال هذه الأطروحة مجموعة من الأساليب و الطرق المختلفة التي يتبعها الاساتذة داخل القسم و ذلك بهدف الهام التلاميذ المترددين للتحدث و المشاركة. تمت مراجعة المقالات المكتسبة بشكل نقدي، مع الاخذ بعين الاعتبار اساليب السمات النفسية الاولية مثل تعزيز التواصل و تقليل العوامل السلبية ( بما في ذلك، القلق، التخوف و التوتر)، اضافة الى التدريس من خلال أنشطة و مناهج مختلفة .

و من جهة اخرى لدينا الحواجز اللغوية مثل ( اخطاء النطق، نقص المفردات ...). كل هذه العوامل تؤثر سلبا على مشاركة المتعلم خلال ممارسات المحادثة في الفصل الدراسي لمادة اللغة الانجليزية، دون ا غفال دور الاساتذة و الأولياء.

من أجل الحصول على المعلومات المطلوبة لأطروحتنا، استخدمنا كلا من البيانات الكمية و النوعية، و ذلك نظراً لان الغرض من هذه الاطروحة هو فحص الوضع الحالي لمتعلمي اللغة الانجليزية كلغة اجنبية لممارسات التفاعل في الفصل الدراسي. فكل من الاساتذة و الطلاب مهتمون بالدراسة.

أخيراً، تتمثل اهدافنا من خلال هذه الاطروحة في تقديم بعض التوصيات الاساسية لتطوير الممارسات الحالية لتحفيز الفصل الدراسي و تحديد الاسباب الكامنة وراء احجام الطلاب عن ممارسة المحادثة و مشاركة في مادة اللغة الانجليزية، و كذا تحفيز المتعلمين المترددين و تشجيعهم على ذلك .

## الكلمات المفتاحية :

الانجليزية كلغة أجنبية، التعليم المتوسط، الطلاب، المشاركة، المعوقات، سمات نفسية، سمات لغوية، تفاعل .

## Résumé:

Le présent memoire de Master traite d'un éventail de méthodes et de différentes manières utilisées par les éducateurs dans la classe pour inspirer les étudiants réticents à converser et à participer. L'unité de domaine des articles appris variés a été revue de manière critique, en tenant compte des méthodes élémentaires de caractéristiques psychologiques telles que l'amélioration de la communication, la minimisation des facteurs négatifs (y compris l'anxiété, l'appréhension et le stress), l'enseignement par le biais de jeux, mais en tant que différentes activités parascolaires. Ensuite, nous avons les barrières linguistiques telles que (fautes de prononciation, mauvaise grammaire, manque de vocabulaire... etc). Tous ces facteurs ont un effet négatif sur la participation de l'apprenant aux pratiques de conversation en classe d'anglais. Sans négliger le rôle des éducateurs, des parents et des apprenants. Afin d'acquérir les informations nécessaires à notre mémoire, nous avons utilisé une méthode mixte. Le but de cette étude étant d'examiner la situation actuelle des apprenants d'anglais comme une langue étrangère dans les pratiques d'interaction en classe, tant les enseignants que les étudiants sont concernés par l'étude. Enfin, nos objectifs pour cet article sont de présenter quelques recommandations essentielles pour le développement des pratiques actuelles de motivation en classe, d'identifier les raisons de la réticence des apprenants dans la pratique de la conversation en classe d'anglais au collège, et de motiver et encourager les apprenants réticents à être des participants actifs dans la pratique de conversation en classe d'anglais.



Mots clés: Anglais langue étrangère, classe de collège, apprenants, interaction, participation, obstacles, caractéristiques psychologiques, caractéristique linguistique