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# Theme-based Teaching Strategies for Reducing Students' Oral Communication Reluctance

## Case Study of the Secondary School Education in Tiaret

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

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## **Dedication**

This dissertation is dedicated to my mother, family members, and every person supports me throughout my journey.

**Yakout Yaghni**

This thesis is dedicated to those who have been a source of inspiration and support throughout my journey.

-To my lovely parents, sisters, and brother for their love and encouragement.

**Roumaissa Derreg**

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### **Abstract**

The present study investigates the effectiveness of theme-based teaching strategies in reducing students' oral communication reluctance. It also aims to explore the hindering factors related to students' oral participation in English class. To meet these ends, the study targeted 179 students and eight teachers from four secondary schools in Tiaret city as participants. It also opted for mixed methods namely a quantitative and a qualitative. Accordingly, the data were collected through a questionnaire for students, a semi-structured interview with teachers, and classroom observation. The findings indicate that students' oral communication reticence is related to their negative personality traits, lack of language proficiency, and unsupportive teaching-learning environment. The results also reveal the efficiency of theme-based teaching strategies in raising reluctant students' willingness to communicate.

**Keywords:** oral communication reluctance, students, hindering factors, theme-based teaching strategies, communication willingness

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# **General Introduction**

## General Introduction

In the present time, acquiring the English language has become everyone's targeted aim based on the known fact that it is considered the most used and the most valuable language across all countries and all fields. The great demand on English sheds light on the importance of developing students' social skills particularly their oral communication competency. The latter is the ultimate aim the Algerian educational system has been working on for the last few years, which is reflected in authorities' decision about starting teaching English as a second language in primary schools and universities this year. However, achieving a decent competency in oral communication can be challenging to both teachers and students.

It has already proved by previous research that some students are reluctant to communicate in English as a foreign language inside the classroom due to several factors. Students' oral communication reticence may be related to students' personality, namely the affective side such as: self-esteem and anxiety, or lack of language proficiency in terms of grammar, vocabulary, and pronunciation. From another important perspective, students' reluctance has a direct relation with the teaching environment including teachers' motivation, and the strategies implemented in teaching the target language.

### **1- Aim of Study**

The purpose behind the current study is to examine the importance of improving Algerian secondary school students' oral communication skills for a better performance at university. In this prospect, the present research aims at investigating the main factors contributing in students' oral communication reluctance; as well as, the extent of theme- based teaching strategies' implementation in Algerian secondary schools' English classes specifically in Tiaret city, and emphasizing its effectiveness in increasing students' oral communication and interaction.

### **2- Statement of the Problem**

During our five years journey at university as EFL students, we have observed that some learners are hesitant to practice conversation and present their works orally, despite their low or good proficiency in spoken English. Still, this phenomenon affects university students' progress and grades negatively.

Based on the fact that secondary school students are preparing themselves to complete their studies at university, they must improve strong social skills particularly communication in order

to be successful since the use of English is about to be generalized around all Algerian universities.

### **3- Research Questions**

The present research work addresses the following questions:

1. What factors generate students' oral communication reluctance in English class?
2. Do teachers implement theme-based strategies to raise students' oral communication?
3. What can the Algerian educational system afford to foster students' oral proficiency?

### **4- Research Hypotheses**

The following sentences are tentative answers to the research questions:

1. Students' oral communication reluctance returns back to their personality traits, classroom environment, and the teaching strategies.
2. Teachers can apply theme-based strategies based on the materials' availability, and the time allocated to English sessions.
3. The Algerian authorities can support teachers to create a motivating learning atmosphere by establishing a suitable classroom physical environment where learners feel comfortable to communicate and practice the language orally.

### **5- Research Methodology**

To confirm the stated hypotheses, the present research project relies on three different investigation tools namely a questionnaire, a semi-structured interview, and semi-structured observation, for the sake of triangulation. The general investigation takes place in four different secondary schools in Tiaret city, and the data is gathered from both teachers and learners. The questionnaire is administered to second year students of both scientific and literary streams to find out the main factors causing students' oral reluctance inside English classrooms according to their experience; as well as, their favoured teaching strategies to be good communicators. Moreover, teachers are interviewed to investigate the main reasons that hinder students' interaction and communication inside the classroom, their reaction towards reluctant learners, the extent of communicative approach's implementation particularly theme-based teaching strategies, and the changes should be done for bettering learners' oral performance. Besides, a semi structured observation is conducted on the same participants, aiming at observing the teaching learning process mainly, teachers' actions, learners' oral interaction, the employment of theme-based teaching strategies, and its effectiveness in engaging reluctant learners.

## **6- Research Process**

The following research paper consists of a general introduction and three chapters. The first two chapters are dedicated to literature review, whereas the last chapter deals with the practical part of the research.

The first chapter is divided into two sections. The first section starts with an overview of the speaking skill and its importance in ELT, as it discusses the most common contributing factors in students' oral communication reluctance mainly the teaching related factors. The second section covers the affective and linguistic-related factors.

The second chapter is composed of two sections. The first section addresses the ELT situation in Algeria. On the other hand, the second one sheds light on the various strategies that have been used in teaching speaking including the traditional techniques, and the modern authentic ones namely theme-based teaching strategies.

The third chapter is devoted to the research methodology, collected data analysis, and the findings which either confirm or dismiss the research hypotheses.

Finally, this research ends with a general conclusion, research limitations, and recommendations for further research.

# **Chapter One**

## **Contributing Factors in Oral Communication Reluctance**

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**Introduction**

Speaking gets tremendous attention nowadays since it is the most used skill over the world in all disciplines comparing to the past eras where the focus was on other skills. Based on that, it is necessary for students to acquire it in order to be able to communicate effectively with others and coexist whether in educational context or in their daily life. However, developing competency in this skill is considered as a challenge due to several reasons students face during the learning teaching process.

The current chapter is divided into two sections. The first section highlights speaking and its importance along with the most frequent, teaching-related factors generating students 'oral communication reluctance. Whereas, the second section deals with the factors that are learner-related, including both the psychological and the linguistic barriers which also hinder students from speaking and communicating in the target language.

# **Section One**

## **Teaching-related Factors**

The following section highlights the significance of speaking skill in language learning generally. As it discusses the various pedagogical factors generating students' oral communication reluctance.

## **I.1. Speaking**

Speaking is a crucial productive skill in language learning and use, which the person needs to possess to start a meaningful communication and transmit his thoughts, feelings and mind to others (Richard, 2008).

In this context it points out that when we talk, we tend to get things done, explore ideas, figure out some things about the world, or just be together. This involves communicate ideas and opinions, to wish or desire something, to negotiate and/or solve a problem, and to establish and maintain social relationship and friendship.

Elaborating further, human beings are social beings who need to communicate to each other (Reddy et al., 2016). Correspondingly, when we talk to others, we create a connection and that connection is called communication. To get along with and make friends with others, we need to be good at talking and listening to them.

Speaking involves using concurrent processes such as “*grammar, phonetics, vocabulary and even cultural knowledge of the language*” (Koran, 2015, p. 403). Speech is more than just saying right words, it is more complex. Hence, to be a good speaker and to be able to effectively communicate, the learner should continually practise the language and acquire knowledge about its rules, systems, culture, and its proper use, which means knowing the language, how to use it, when and why.

### **I.1.1. Speaking Skill as a Necessity in L2 Learning**

Of the four language skills (writing, reading, listening and speaking), which the learner should focus on to enhance his language proficiency, Speaking is of a paramount necessity. As previously said, speaking is a means of communication and an integral part of any language, people use speech to communicate with others and coexist in given situations. This is how they exchange ideas and understand what others are thinking, thus speaking should be the main element in learning a foreign language

Harris (1969) stresses on the importance of speaking in learning a language by stating that a learner who has the ability to speak, can understand the language. That is to say learners who do not acquire speaking competency cannot understand when the others speak it, and consequently will lose the language.

Moreover, as another reason of its importance is the way that people judge their success in language learning which is based on how much they've improved in their spoken language proficiency as it is observable by others and a measurement of success in the mastery of the language, "*Speaking is an observable, physical and more specifically, acoustic phenomenon, describing one of human activities.*" (David, 2009) For example, if someone has improved his speaking ability a lot, he may feel more confident and brave, and will work harder in learning the language.

According to experts, it is not easy to develop speaking competency, most if not all of L2 learners are objected to several different factors which affect their progress and performance. As a consequence, students generally develop a certain level of reluctance in improving their language, specifically at the level of speaking. The barriers are categorized into external factors (Teaching related factors) and internal factors (Learner related factors).

## **I.2. Learners' Oral communication Reluctance**

Reluctance is defined as "the feeling of being unwilling to do something and hesitating before you do it, because you do not want to do it or because you are not sure that it is the right thing to do" (Oxford Learner's Dictionaries, n.d). Accordingly, the term oral communication reluctance signifies students' exhibition of a tendency to refrain from participating in oral English language classes. In fact, developing and mastering the skill of oral communication, particularly for individuals who are not native speakers is very challenging and demanding due to several reasons which lead the development of reticence to speak the language and use it in communication situations. In this vein, different factors from different perspectives can be highlighted. Namely, pedagogical factors such as the teaching-learning environment, the teaching techniques and methods, and teachers' behaviour. Moreover, there are numerous linguistic and psychological aspects that have an impact on students' oral communication competency, including inadequate proficiency in the English language, apprehension about speaking in front of peers, the fear of being judged negatively, inherent shyness, lack of self-assurance and preparation, as well as the fear of committing error.

## **I.3. Teachers' Classroom Management**

Poor Classroom management can have a big impact on students' speaking ability and effective communication; researchers believe that students can't learn when they are distracted by inappropriate behavior within a mismanaged classroom and that it negatively influences students' productivity .While,, good classroom management creates a classroom

that provides the best conditions for learning, allowing students to actively participate and perform at their highest potential (Spencer, 2018). Accordingly, research argue that creating a safe and orderly classroom is essential for teachers, and it's a key part of ensuring that students overcame their obstacles and they are learning effectively. Based on that, the classroom management is important in order to meet the needs of both the students and the teacher. To provide that, the teacher should be a leader and be actively involved in taking various actions and decisions concerning their teaching which helps them maintain success in the instruction and helps students be cooperative, motivated and comfortable to speak.

#### **I.4. Classroom Environment and Design**

Negative classroom environment seems to be an important influential factor in students' performance. Efe (2009) defines that classroom environment is one of the most important things that affect a student's learning. In a positive and supportive environment, students are more likely to learn effectively. However, in a negative environment, students tend to be unmotivated, discomfort and show a level of reluctance in speaking and interacting. Many researchers have similarly reported results that students' performances were obviously affected by their satisfaction with the classroom environment. Classroom environment includes: social environment (atmosphere) and physical environment.

##### **I.4.1. Classroom Social Environment**

The classroom is a social environment, a positive environment where students share common standards, values and knowledge in which they feel comfortable and encouraged to learn and enhance their different skills especially communication, develop relationships with their peers and teachers, and also work collaboratively.

##### **I.4.2. Classroom Physical Environment**

It involves classrooms' lightning, paint, temperature of the room, design, equipment, seating and other elements which affect the instructional process (Wannarka & Ruhl, 2008). Teachers have to provide and organize the classroom setting in order to give a positive impact on the students in which it encourage and motivate them to go to class. Amongst the classroom factors that impact students' ability to speak and hinder them from effectively communicating inside the classrooms with their peers and teacher, research stresses the following; large class size, seating arrangement, mixed class abilities, and the absence of appropriate materials.

### **I.4.2.1. Large Class Size**

Large class sizes have a negative impact on students' academic performance, their quality of education and their participation and speaking in class. In a class with a great number of students the chance to speak is excluded to some extent, each one of students will have a very limited amount of time to talk because one person talks at a time and the other students try to listen is time consuming. Also, some students will be dominating the class, speaking all the time while others will barely speak or never speak at all. This creates challenges for both students in developing their speaking and communicating skill and for teachers in developing techniques and materials to help students overcome those challenges. In this vein, Amua-Sekyi (2010) reports that *“Developing appropriate teaching and learning styles in large classes with diverse needs is challenging itself.”* (p. 145)

### **I.4.2.2. Seating Arrangement**

Research indicates that teachers spend seventy percent of the classroom time in the front of the classroom near the board in a traditional crowded classroom seating arrangement (raw and columns) which is the most applied setting. Consequently, the teacher's focus is most likely in the front of the room which might partly explain why students seated in the front of the classroom are more involved, communicate more, ask more questions, and have more confidence in their abilities than students in other parts of the room who feel neglected and irrelevant (Wannarka & Ruhl, 2008).

### **I.4.2.3. Mixed Class Abilities**

Gordon (2010) defines mixed-ability classes as group of students who are in the same grade and have similar background, but they differ in their abilities in the subject area. In a class with a mix of abilities, the stronger students usually participate more and dominate the classroom more than the less advanced students who are not given a chance to and enough time to interact and participate. The latter leads the less advanced students or in other words, slow learners to feel challenged, shy, and even doubt their capabilities. Hence, those students generally develop resistance towards speaking activities, where they should be more talkative in order to improve their communication and speaking skills.

### **I.4.2.4. Absence of Appropriate Materials**

The shortage of instructional materials usage impacts the teaching learning process, classroom productivity, and it hinders students' speaking ability and willingness specifically. The lack of instructional materials or poor quality materials makes teachers have to teach subjects in an abstract manner, which makes them seem dry and un-enjoyable. As a

consequence, students feel bored, uninterested and less motivated to interact and get involved, hence they tend to remain silent. The misuse of speaking materials also affects students' speaking. Sometimes teachers use teaching materials that are not right for the contexts and students don't make sense with what they are learning (Rahman et al., 2019). In contracts, textbooks, charts, maps, audiovisual and electronic instructional materials with the right context help make learning more interesting and fun.

### **I.5. Limitation of Oral Class Hours**

Al Hosni (2014) noted that teachers do not have sufficient time to teach the speaking skill and involve learners in oral practice; even though, they are well- aware of its importance nowadays. Still, teachers are obliged to follow supervisors' orders which based on finishing the lessons on a specific time without taking into consideration how learning is taking place. This confirms that limitation of teaching time is a contributing factor to teachers not involving learners in communicative tasks.

### **I.6. Limitation of Speaking Tasks in the Textbook**

In general, English course should focus on the four skills equally. But in fact, the existing course shed light on writing and reading comprehension, rather than listening and speaking (Chand, 2021). This related back to the (testing system) standardized exams which focus only on assessing students' reading and writing skills. Moreover, some teachers were satisfied by the few speaking activities mentioned in the textbook for instance answering questions to develop students' speaking skills.

In this context, Al Hosni (2014) states that the students' oral participation and interaction are reduced. Thus they will not be succeeding to communicate in different social context. Therefore, textbook designers should modify or change the content by including speaking activities to encourage verbal engagement in the classroom.

### **I.7. Teachers' Selection of the Topic (theme) in Oral Communication Class**

Törnqvist (2008) points out that the lack of real life situations in English foreign language classroom is the main factor of students' oral participation reluctance. Therefore, providing students with the opportunity to decide what they want to discuss based on their own experiences and interests is of great importance to ensure their engagement. Likewise, students will improve their communication skills spontaneously due to their familiarity with the discussed subjects which are their own construction. Moreover, there will be a challenge between students in exchanging ideas about their own understanding of the world.



### **I.8. Teachers' Talk and Behaviour**

Teachers' language proficiency and competence is recommended in English class. In one hand, students consider their teacher as a model concerning the use of English. Therefore, teachers' mastery of language makes their faces safe in front of their learners. In the other hand, it helps in creating a communicative atmosphere. Al Hosni (2014) argues that some teachers are not equipped with the needed communicative teaching strategies, as they do not make efforts and thus they consider the use of mother tongue as the sole solution to ensure students' clear understanding of grammar rules, new and difficult concepts, and activities' instructions. This indicates teachers' low expectations of students' understanding ability of the target language unconsciously. As a result, students will not get used of English inside the classroom because of the lack of exposure to English language.

To over this issue, Khati (2011) suggested the use of simpler, understandable, and shorter phrases or expressions to explain difficult terms during the lesson instead of using L1. In this respect, balancing teachers' language (accordance with) and students' English level is of paramount importance. In addition, training students on the most used classroom language functions for example: greetings, apologizing, clarifying, agreeing, disagreeing, accepting, refusing, expressing preferences ...etc. will maximize the use of English inside the classroom in which students become able to express their ideas easily.

Haroon et al., (2022) agreed that "*the most significant factor in a learner's life is teachers' behaviour.*" (p. 17) because the later may either motivate students to learn or make them reluctant. From one side, if the educators provide support and treat their students in a polite, and an amiable way, they will gain their trust. Thus, students will feel free, secure and comfortable to communicate and share their thoughts and problems with their teachers. From the other side, teachers' angriness all the time like shouting and always having a bad mood creates a wide gap between the two parties. As a consequence, students (stay silent) will feel afraid to speak up because the teacher's reaction is not expected and to avoid having problems with teachers at the same time. This affects negatively students' speaking skills improvements.

### **I.9. Teachers' Feedback towards Students' Participation**

One of teachers' responsibilities is addressing and correcting students' mistakes. Teachers' constructive feedback can positively affect the students' participation in class. Accordingly, Zrair (2019) maintains that educators' oral feedback can be a reason for improving students' speaking skills and raising their willingness to communicate in class.

However, teachers should pay attention to their techniques while correcting students' oral answers. In this same respect, Hartono et al., (2022) supported Zrair (2019) beliefs because teachers' manners, actions and words which mean harsh comments may affect negatively students' emotions like feeling of embarrassment, as well as, Students' self-confidence in which they start overthinking and doubt themselves before talking. This develops students' oral reluctance.

To ensure the development of the students' oral performance and communication skills, teacher should be well informed about the different types, strategies and context of corrective feedback. As an example, if the focus is on accuracy, it would be better that teachers provide immediate oral corrective feedback to students' grammar errors than delayed one. In this way, teachers develop students' critical thinking and direct them to discover the main point they have misunderstood in the lesson by themselves. Like this learners learn from their mistakes and avoid repeating them in the future (Shabani & Safari, 2016).

Meanwhile, teachers are expected to react towards students' good speaking performance by providing motivational feedback through praise, and expression of encouragements like "well done", "don't be shy", "complete your idea, we are listening". Acting like this, the teacher makes the students feels that his work and efforts are appreciated. This increases students' self-confidence in which they become more engaged in communication (Irawan & Salija, 2017).

### **I.10. Teachers' Correction and Interruption**

Teachers are not supposed to correct the students' spoken mistakes randomly. Jing et al., (2016) maintain that teachers should raise three main questions: When to do this correction? How to do it? Who to do it? Concerning the when, teachers have two choices. The first one is doing the correction in time which means interrupting a student's speaking whenever a mistake occurs. In this case, learners couldn't express their full idea, and they feel embarrassed in front of their classmates especially if the teacher interrupts them several times.

Thus, their willingness to talk and communicate in class reduced. The second choice is doing the correction after students' talk or even after class which is a preferable way to ensure their comfort. Concerning the how, teachers may give the correction by giving comments, asking questions, or through body language. But, such words and gestures should be appropriate to avoid hurting learners' feelings. Generally talking, teachers are not supposed to correct students' oral errors all the time. They may lead and help their student to discover his

mistakes and correct it by himself. Another option, if the student fails in finding kind of errors, they ask their classmates to point out the errors and work with each other to correct it. Still, correcting students' spoken mistakes and errors and giving appropriate feedback is a vital part in the teaching learning process to avoid fossilization and guarantee students' English language development in the long term.

# Section Two

## Learning-related Factors

Linguistic/ Psychological

In some cases, learners' low oral performance inside the classroom is related to their poor language competency in terms of grammar, vocabulary, and pronunciation; as well as, their psychological barriers that are most of the time out of teachers' control. The previously mentioned elements will be discussed in details in the following section.

## **I.1. Spoken Language Barriers**

EFL students and teachers generally give much attention to speaking a correct smooth language (accuracy and fluency) than to the ability of speaking itself, this causes difficulties, these difficulties hinder their willingness to speak.

### **I.1.1. Fluency and Accuracy**

#### **Fluency**

Fluency can be described as the capacity to produce well-formed sentence with a little to no errors without making efforts, which means speaking spontaneously, smoothly, lucidly, efficiently, and comprehensibly with few errors that don't distract the listener and convey the meaning properly. Accordingly, Hughes (2002) defined fluency as the ability to communicate clearly, logically, and accurately without any sort of hesitation. Otherwise, the listener may feel ambiguous and consequently lose interest in the conversation which will eventually break it down. Developing a decent level of fluency in communicating is a difficult task for natives, let alone non-natives and for that, language learners tend to avoid communicative situations because it requires learners to be skillful in connecting speech units, pronouncing sounds clearly and correctly, and using intonation appropriately to deliver the message in a clear, understandable manner.

#### **Accuracy**

Accuracy in communicating refers to the ability to make grammatically correct sentences and use appropriate vocabulary while engaging in a natural communicative situation. This involves the conscious focus and concentration on the various linguistic aspects such as; phonology, grammar, and discourse which are significant in conveying an accurate correct use of language. As describes by Brown (2001), accuracy is an essential component for effective oral communication and can be developed by intensive ongoing practice. This means that learners should practice the grammar, phonology and all aspects' rules they dealt with immediately and regularly in order to be competent in using the language correctly. As a result, students must focus on the grammatical side.

### **I.1.2. Vocabulary Insufficiency**

The deficiency in ones' knowledge and usage of words can deeply hinder learners' ability to effectively communicate through speech which is regarded as crucial element in the mastery of a language. According to Cook (2013), numerous experts in the field of language learning contend that effective communication does not depend only on mastering grammar rules but also on acquiring a sufficient diverse vocabulary repertoire. However, students who are learning the English language always find themselves struggling to find the appropriate meaningful words to describe their thoughts and ideas which can be attributed to the lack of language practice. This inability to articulate themselves and their thoughts lead most often to reluctance towards engaging in conversational situations, resulting in a tendency to remain silent.

### **I.1.3. Grammar Insufficiency**

Grammar is the set of principles and guidelines that govern the proper usage of the language, including the correct formation of syntax, grammar and punctuation. In essence, grammar serves as a foundation for an effective communication ensuring that the language is used and conveyed in a precise and clear way, facilitating the exchange of ideas and information between individuals. It is claimed that without a good comprehension of grammar, the ability to communicate orally effectively in any language namely English would be greatly hindered. Bastone (1994) emphasizes that grammar is essential for keeping language organized and efficient. Without it, communication could become difficult and even impossible. It is a fact that acquiring grammar competence and use it in speaking is challenging for L2 students because of its many complex boring rules that require memorization and that is one of the many reasons behind their communication reluctance.

### **I.1.4. Weak Pronunciation**

Pronunciation is the way the person utters words, it is the most language aspect that L2 learners are concerned about when speaking, since pronunciation affects learners' communicative competence and performance. Based on a study conducted by Gilakjani and Sabouri (2016), the ability to pronounce words correctly can have an effect on students' self-esteem. This, in turn, can lead them to develop a reluctance to involve in interactive situations due to the feeling of embarrassment and inadequacy. When students are not confident in their pronunciation they avoid conversations and opportunities in which they have to speak publically. The latter serve in limiting their chances to develop relationships with their

classmates, as well as their academic growth. Therefore, it is of a paramount importance that both teachers and learners to focus on enhancing their pronunciation to overcome the communication reluctance they struggle with.

### **I.1.5. Mother Tongue Use (L1 Influence)**

Several studies consider L1 as a significant hindrance which obstructs individuals' L2 speaking proficiency. This indicates that learners' mother tongue poses a challenge in their ability to effectively communicate using second language. Many learners use their mother tongue in the speaking class because it is very easy for them and makes them feel comfortable more than switching to the L2 which may make them feel intimidated and challenged (Tuan & Mai, 2015). The feeling of comfortableness and ease make students rely on it more often, they use it to answer questions and express their thoughts rather than trying to use L2 which requires knowledge and more effort in thinking to get the right appropriate words, expressions and use.

## **I.2. Students' Motivation and Attitude**

Generally speaking, people have different attitudes whether positive or negative ones. But, in this context, it is specifically related to the student while learning the English language. According to Oroujlou and Vahedi (2011), Students' attitude and motivation towards foreign language are interrelated because of the fact that an attitude is a belief which drives students to learn and communicate in English. It is well known that a student who likes English is motivated to study it and talk with all the time. This supported the view that when students start with a positive state of mind like being excited towards learning English, they will enjoy the learning process and automatically their willingness to communicate increased. However, this cannot be generating in all situations since there are some students who has positive attitude towards English language, but they are not motivated to study it. Based on that, Peric and Radic (2021) considered motivating students as a challenge for teachers, but, it is of paramount importance. Additionally, motivation can be integrative and instrumental. The former is concerned with students' interest, desire, and willingness to be part of the target language society because of its culture and people as well. The latter is related to attaining specific objectives like getting a job or travelling to another country. Therefore, teachers should involve students' interests, goals, and dreams as topics to motivate them and increase their oral communication inside the classroom.

### **I.3. Students' Personality**

It is common that peoples' personality characteristics in terms of actions, thoughts, and feelings are different and this affects their lives in general. Generally, there are introvert and extrovert persons. From one side, Introvert persons are known to be opened to the world. For example, they like to get in touch with new peoples, working in groups, and they are talkative since they take risks and speak without thinking a lot. On the other side, Introvert persons are not social in which they prefer to work alone, stick to their inner world, and think deeply before talking. The same thing occurs in the teaching learning process in which extrovert students are much more active and they participate and communicate inside the classroom without hesitation in contrast to introvert students who are known to be passive; although, they are studying under the same conditions. This indicates that extrovert and introvert students have different learning styles and naturally will affect their oral communication inside the classroom. Therefore, teachers should be aware of the influence of affective factors on students' oral communication and speaking English skills to choose the appropriate strategies, methods, and manners for the sake of helping learners to communicate and enhance their speaking performance. But, students must also be aware of their personality state, so that they improve themselves (Hardiyanti et al., 2021).

However, Zulhermindra and Rizali (2021) highlights that no correlation exist between students' personality and their communication or speaking performance in English class. The reason behind that goes back to the fact that extrovert students can talk in front of the whole class , but most of time they don't master grammar rules, content which means ideas, and writing as well. In the contrary, Introvert students avoid communicating and participating in class due to low self-confidence, but this is not an indicator to their weak level. Most of time such students are excellent and they speak correctly in terms of grammar and content when chance is given.

### **I.4. Learners' Anxiety**

Oral communication involves the exchange of information through listening and speaking, and in a language learning environment, the focus is on promoting interactions between individuals. However, speaking as a complex skill can often be a nerve-wracking experience for learners. According to Tuan and Mai (2015), anxiety is considered the biggest obstacle for learners when it comes to communicating effectively. Anxiety in learning



involves many psychological conditions the learners can suffer from when it comes to speaking in L2. These psychological obstacles are as follows:

#### **I.4.1. Inhibition**

Littlewood (2007) stated that students often have inhibitions in the foreign language classroom. In other words, engaging in speaking activities can be a daunting experience for learners as it means they will be the center of attention and their performance will be scrutinized by others. As a result, learners may experience a sense of fear or anxiety commonly referred to as stage fright. This fear may be compounded by concerns about making errors, receiving negative feedback, or being embarrassed in front of their peers. Such worries can significantly impact a learner's confidence and ability to effectively communicate their thoughts and ideas despite of having competence and knowledge in the field.

#### **I.4.2. Low Self-esteem**

It is a measure of how much an individual respects and values themselves, and is a reflection of their overall sense of self-worth. This includes their beliefs about their abilities, achievements, and personal qualities, as well as their sense of belonging and acceptance in society. The role of self-esteem is crucial in both second language acquisition and language performance. According to Brown (2007), the success of language learning is influenced by various affective factors, both internal and external including self-esteem. Brown proceeds in highlighting the significance of self-esteem saying that it is an essential component for any cognitive or affective activity to be successful. Without it, activities like speaking would be impossible to carry out or achieve any level of success.

#### **I.4.3. Shyness**

According to Tang and Schmidt (2017), *“shyness is as social withdrawal-related tendencies in social situations reflected by active avoidance and an anxious preoccupation with the self in response to real or imagined social interactions.”* (p. 01) Shyness in learning is a psychological condition that can have detrimental effects on individuals who are learning English as a foreign language. This is because it inhibits their ability to share their thoughts, emotions, and ideas, and impedes their progress towards becoming proficient in the language. Moreover, shyness prevents them from actively participating in class activities and exercises, which are essential for developing their speaking skills.

### **I.4.5. Fear of Making Mistakes and Being Judged**

In EFL classrooms, students struggle to express themselves in a foreign language and often fail to effectively participate in oral lessons due to their fear of making mistakes and being corrected publicly. This inhibits their ability to fully engage in the learning process and can lead to feelings of embarrassment or inadequacy. As Ur (1996) notes, many learners are hesitant to speak in a foreign language in a classroom setting because they are afraid of making errors, being criticized, or attracting unwanted attention. This fear of making mistakes can act as a significant barrier to their participation and overall language acquisition.

### **Conclusion**

All in all, the whole chapter consists of two sections. The first section explained the significance of speaking and its necessity in learning English on account of the problem commonly experienced by students, namely communication reluctance which hinders learners from improving the communicative competence and achieving communicative objectives in a socially acceptable way. The section also covered the teaching-related factors contributing in students' oral communication reluctance. . In this context, the emphasis was on the classroom climate along with teachers' practices in monitoring English session. The second section provided insights to learners' psychological and language-related barriers to interact inside the classroom, and socialize with others in general. Identifying the reason behind students' oral reticence aids teachers to select the appropriate instructional strategies and materials.

# **Chapter Two**

## **Speaking Strategies**

## Chapter Two Speaking Strategies

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**Introduction**

The current chapter presents the context of the study by discussing the several phases and reforms the Algerian educational system has been through to integrate the English language in schools and improve students' communicative skills since the emphasis on speaking this language becomes greater nowadays all over the world.

The chapter also reviews the various different English speaking strategies and activities have been used for the sake of enhancing students' communicative abilities and speaking skill. On the first place, it targets the traditional strategies which has been implemented but faced some deficiencies in terms of their effectiveness; moving to the modern strategies known as "authentic techniques" namely the theme-based teaching strategies.

## II.1 ELT Situation in Algeria

Over time, the position of English as a second language in Algeria has known changes in which it evolved to be now acknowledged as the primary foreign language in several fields, especially in education.

### II.1.1 Teaching English in Secondary Schools

After independence, English was totally ignored while French was the dominant language. The first attempt to teach English in primary education as a second foreign language was in 1993 in which parents were given the chance to choose between the two languages to be taught to their children whether French or English, and French was the most selected.

Consequently; this policy of introducing English in Algerian educational contexts failed. The latter drives the educational system to implement (adopt) the Competency Based Education (CBE) which represents four phases: primary, middle, secondary, and university (Rezig, 2011).

In the first phase, pupils are not supposed to learn English. In the following phase, students start learning English from the first year till the fourth one. In these years, students are supposed to learn the basic of English language in terms of grammar rules and vocabulary which are already programmed in the curriculum to prepare for the next phase that is the secondary school where students study for three years. In these years, teachers build upon students' knowledge and develop their four skills to be competent enough when going to university. This represent Algerian student's academic journey.

What makes secondary school different from other phases is that learners study under two streams whether the scientific stream or the literary one. Scientific students study English for 2 hours per week comparing to literary ones who study 3 hours. What is expected from first year students is mastering the basis of English such as writing simple correct phrases, short paragraphs, expressing daily routine, and in the second year they should be able to communicate in particular topics. But exam results reveal that students still face difficulties in using English correctly. In this situation, teachers find themselves obliged to design more sessions to repeat and explain previous lessons or elements related to grammar and vocabulary. At the same time, they (teachers) should finish the curriculum. In most cases, time doesn't help and hinders them from attaining good results. Add to that, the time table is not suitable at all in which English sessions are scheduled in the afternoon where all learners

feel tired and demotivated. All these factors prevent from developing learners' performance (Slimani, 2016).

### II.1.2 Methods Used in Teaching English in Algeria

Algeria applied various methods in teaching the English language starting from the classical method (GTM) till the recent method that is the Competency-based Approach (CBA).

The classical method focuses on teaching grammar rules deductively, memorising new words, and translating into and from L1. At that time, teachers were not proficient in English because most of explanations were done in French and thus, both of teachers and students need much improvement in their speaking skills. At this moment, teachers realized that having good grounding in grammar is not sufficient for learners to communicate and employ for job in the future. Therefore, the structural approach implemented in 1970's trying to make a change. For the second time, this approach did not work due to the overt focus on language usage rather than language use; as well as, the textbooks used didn't foster students' productive skills. The students' low results in the baccalaureate exams is an illustration of it failure (Baiche, 2008).

Due to the previous methods' shortcomings, Algerian educational system adopted the communicative approach in 1980's with the aim of improving learners' communicative abilities. In long with this, new textbooks were introduced like: New Lines, Midlines and Think It Over in secondary schools. But, the question here is the possibility of applying such approach in Algerian context because of the fact that many conditions were neglected when introducing this approach concerning Teachers' training, textbooks' content, classroom realities, and even the students' environment. In the first place, Algerian teachers were not prepared for such shift in the system and they were not trained to use such approach.

Secondly, the teaching units' number was large as it was the case in New Lines textbook and time was limited in which teachers could not finish all syllabi in one year. As well as, the content was about reading, answering questions, and filling diagrams. In this prospect, learners did not have the opportunity to practice English and learn how to use language in real life. Thirdly, classrooms' physical conditions in terms of being crowded and not equipped with the needed materials prevent learners from speaking in which the whole session was teacher centred (Baiche, 2008).

Finally, it is common that Algerian peoples don't use English in their daily lives comparing to French because this language is not akin to Arabic. This indicates that students don't have

the chance to reproduce what they have learnt in social context when interacting with others (Slimani, 2016).

Due to the previous discussed factors, developing students' communication competence still considered as an unattainable aim. In this sense, Baiche (2008) said:

“The slogan that emphasized “fluency first and grammatical accuracy second” did not work, and this is one of the reasons why the adoption of the communicative approach as an innovation in the teaching/learning of English did not work either.” (p, 68)

At this stage, new approach adopted in Algeria known as Competency based Approach (CBA) as a result of the educational reform in 2002. Till today, this approach is applied at all levels starting from primary till secondary. In this context, learners practice the knowledge and skills they have got in schools through problem solving tasks with the aim of raising their autonomy and developing their competencies, abilities, and skills mainly communicative skills to ensure better performance in real life situations ( society) outside schools like work or professions (Baiche, 2008).

Algeria noticed various invasions in teaching-learning English, and the teaching community is still working and investigating for successful methods to improve students' speaking skills since English is considered now as the first language most required in the world. To attain this goal, Slimani (2016) believes that the curriculum designers should consider learners' environment in terms of society and culture; as well as, including qualified persons in the educational sector.

## **II.2 Use of Traditional Method**

Different strategies have been used to teach the English language such as: worksheets, reading aloud, and word by word translation. The latter are considered as traditional activities since they are not authentic and they don't serve communicative purposes.

### **II.2.1 Worksheets**

As everyone knows, worksheets are printed papers contain lessons, questions, and tasks given by the teacher to students. Speaking about teaching English, Trisnarningsih (2015) considered the use of worksheets an efficient activity or strategy in speaking lessons. From one hand, this strategy does not consume a long time in the teaching learning process; as well



as, it helps in raising students' speaking skills in terms of mastering grammar rules, enriching vocabulary repertoire, and enhancing pronunciation. On the other hand, Segar (2021) claimed that worksheets use still controversial because some educators classify it among the worst and archaic strategies implemented in education. In this perspective, pre-made worksheets do not serve 21st -century skills that each learner is supposed to acquire more importantly; social skills, communication, creativity, critical thinking, and group work. This indicates that practical learning doesn't take place and thus, learners won't perform effectively in real life outside classroom for example when starting a business. Moreover, the over use of worksheets make learners feel bored and they lose their passion towards learning through time. Therefore, teachers should think of other engaging and authentic strategies.

### **II.2.2 Reading Aloud**

Generally talking, reading aloud activity has been used for a while in English language teaching. Following this technique, the teacher asks students to open the book to the same page, then one of them read a text or a passage and another one continues after finishing.

According to Huang (2010), Reading aloud has a vital role in enhancing students' oral English and considered it as a pronunciation practice in which teachers correct their students' wrong pronunciation of words until they gain the right accent and develop their fluency. However, some students have a negative attitude towards reading aloud as a teaching strategy in English class for its drawbacks. From one side, comparing to the long time this activity takes, it does not involve all students in participation because most of them are passively listening. Most of the time, learners are not aware of the purpose behind reading a particular text aloud. From the other side, it is well known that words in English language are not pronounced as they spelled. Therefore, while reading in front of classmates, all students are thinking about pronouncing words correctly to avoid feeling embarrassed while being corrected by the teacher several times. In this situation, students do not give more attention to the content which means words' meaning. Likewise, they will look like someone reading a text, but not as a natural speaker, and this demonstrates how written English differ from spoken English. Based on the previous reasons, reading aloud activity is of paramount importance, but it should be done in a meaningful and a creative way to make all learners engaged and interactive as Rhalmi (2010) believed. For instance, the teacher may ask learners to close their books and listen to their classmate while reading, and at the same time providing

them with a question to think about or a chart to fill. In this way, learners keep focused and involved.

### **II.2.3 Word by Word Translation**

Word by word translation is a teaching/ learning method used in EFL classes in which the learner or the teacher refer to the mother tongue in explaining difficult terms in the target language by using printed dictionaries or software for ensuring better understanding.

Although this strategy is related to GTM which was the first method used in teaching foreign languages specifically English, many teachers avoid involving it (word by word translation) in their teaching practices for specific reasons. In the first place, this method does not suit all students' levels because it works better with beginners who learn English for the first time than advanced students. Additionally, Students may be addicted to such activity through time, and consequently, they won't develop linguistic proficiency and authenticity. In other words, students won't be able to communicate in real life situations (Khelf, 2021).

In line with this, Liao (2006) found out that word for word translation hinders learners from thinking in English and getting the right meaning because they (learners) start thinking that L1 is similar to L2 in terms of meaning. This perception is totally wrong because of the fact that a word in English may have different meanings or interpretations depending on the context. This creates misunderstanding and misleading as well, especially if learners use electronic dictionaries as Khelf (2021) believes. All this prevent from developing learners' English skills and level in general.

In this same respect, Learners should know exactly when to rely on translation and how to use it appropriately. Most of competent learners try to learn English through English and avoid the overuse of word for word translation (Liao, 2006). Moreover, teachers should pay attention to their learners' level while using this activity.

### **II.3 Oral Communicative Strategies**

The term Oral Communicative Strategies is used to describe the various methods that speakers employ in order to effectively communicate their intended meaning through oral communication. These techniques are of utmost importance in overcoming obstacles that may hinder communication and reaching desired communication outcomes. Extensive research has identified a plethora of distinguished oral communicative strategies, comprising the likes of conjecture, rephrasing, and amiable collaboration. These strategies have been proven to be

highly effective in facilitating communication and fostering harmonious relationships (Tarone & Bigelow, 2005). Through the implementation of these techniques, speakers can elevate their communicative proficiency across diverse situations and elevate their capacity to effectively convey their intended message to their listeners. It is crucial to utilize these methods when confronted with difficulties in communication such as a restricted range of words, discrepancies in culture, or other impediments. Employing these strategies can assist in overcoming such obstacles.

In the study conducted by Nakatani (2006), it was found that communication strategies can be categorized into two main types: achievement or compensatory strategies and reduction or avoidance strategies. The first type, achievement or compensatory strategies, refers to the actions taken by students to explore various alternatives and find effective solutions in order to achieve successful communication. On the other hand, the second type, reduction or avoidance strategies, involves students giving up or avoiding further attempts at communication after their initial efforts fail. These two types of strategies play a significant role in shaping students' communication skills and can greatly impact the overall success of their language learning journey.

### **II.3.1 Achievement Strategies**

When faced with uncertainty about the meaning of a word or phrase, individuals often rely on guessing strategies. These strategies including guessing, paraphrasing and cooperative strategies involve making informed assumptions by taking into account the context of the conversation and potentially seeking clarification from the speaker. As described by Brown and Yule (1983), guessing strategies require individuals to analyse various cues, such as tone and body language, to draw logical conclusions. Ultimately, the use of guessing strategies can help to prevent confusion and maintain effective communication.

Paraphrasing strategies involve using one's own words to restate what the speaker said. It is helpful for confirming understanding, active listening, and clarifying complex ideas. Cooperative strategies mean working together to understand each other. This is helpful when people come from different cultures and might have trouble talking to each other. Cooperative strategies include asking questions, repeating what was said, and making sure everyone understands. It is important to be friendly and positive when trying to communicate.

### II.3.2 Guessing Strategies

Guessing strategies refer to a form of communicative achievement technique that aids in comprehending an ambiguous message. In various communication scenarios, the speaker may utilize unfamiliar terminology or expressions that the listener may not comprehend. In such cases, guessing strategies can be employed to deduce the intended meaning of the message by analysing the context. Ellis (2015) explains that guessing strategies involve utilizing a top-down processing approach to draw logical conclusions based on the speaker's tone, nonverbal cues, and surrounding context.

Guessing strategies can be broadly classified into several types, such as contextual guessing, grammatical guessing, and guessing by word parts. According to Hatch and Farhady (1982), contextual guessing involves the skill of deducing the meaning of a word or phrase by taking cues from the surrounding conversation. On the other hand, grammatical guessing involves using one's knowledge of the language's grammar to deduce the meaning of an unknown word or phrase.

Finally, guessing by word parts involves applying one's knowledge of the root word, prefix, or suffix to interpret the meaning of an unfamiliar word. Employing techniques to infer the intended meaning of a message can be advantageous for speakers in avoiding misinterpretations and ensuring a seamless exchange. However, it is essential to not wholly depend on these methods, as they may occasionally result in erroneous conclusions about the message's importance. Additionally, it is crucial for speakers to feel at ease with requesting further explanation when guessing strategies are insufficient in grasping the message.

### II.3.3 Paraphrasing Strategies

The act of paraphrasing is a crucial technique when it comes to communicating effectively, particularly in spoken interactions. It entails taking the original message and presenting it in an alternative manner, thereby facilitating a better understanding of the information being conveyed. The use of paraphrasing in communication can be beneficial in several ways. For instance, it can aid the speaker in clarifying their thoughts, ideas, or concepts, and it can also help to ensure that the listener has comprehended the message accurately. Essentially, paraphrasing is a fundamental aspect of successful communication, and individuals who master this technique are likely to be more effective communicators in various settings.

The use of paraphrasing strategies enables speakers to provide additional information or context that can aid in the listener's comprehension of the message. By employing these

techniques, speakers can effectively convey their intended meaning and ensure that their message is received accurately. In essence, paraphrasing strategies are a valuable tool for effective communication and can help to foster greater understanding and clarity between individuals.

The utilization of paraphrasing strategies can offer a multitude of advantages, one of which is its ability to minimize the possibility of miscommunication. In situations where the recipient of the message fails to comprehend the intended meaning, the process of paraphrasing can serve as a tool to alleviate any confusion and guarantee that the message is comprehended accurately. Tarone and Bigelow (2005) contend that paraphrasing is especially beneficial for individuals striving to acquire a second language since it helps them to grasp intricate language structures and vocabulary. Therefore, incorporating paraphrasing techniques into communication can significantly enhance the effectiveness of conveying information and eliminate the chance of misinterpretation.

### **II.3.4 Co-operative Strategies**

Co-operative strategies play a crucial role in attaining success in oral communication. These entail a collaborative effort towards reaching a common communication objective. As per Brown and Yule's (1983) findings, co-operative strategies foster a favourable communication environment where the speaker and the listener work in harmony to comprehend and articulate the message effectively.

Cooperative strategies are a wide range of techniques that can be used to improve communication between people. These techniques include asking for clarification, showing agreement or disagreement, using body language, and making suggestions. These methods can help both the speaker and the listener understand and appreciate each other's perspectives, leading to more effective communication.

Co-operative strategies offer a range of advantages, one of which is the promotion of an open and collaborative communication environment. These strategies enable both the speaker and the listener to express their thoughts and ideas freely, which can lead to more engaging and interactive communication. As Nunan (1999) suggests, co-operative strategies can foster a sense of community and shared understanding, resulting in more effective communication outcomes.

### **II.3.5 Reduction Strategies**

Reduction strategies are an effective oral communicative strategy used to simplify speech and improve understanding. According to Young and Miller (2004), these strategies involve modifying aspects of speech such as vocabulary, grammar, or pronunciation. Reducing the complexity of language and communication can be extremely beneficial when interacting with individuals who have a language barrier or a hearing impairment. Employing reduction strategies can facilitate effective communication and ensure that the intended message is conveyed accurately. Such strategies can be especially valuable in cross-cultural exchanges, where language and cultural differences can present significant barriers to communication. By simplifying language, using visual aids, and focusing on key points, reduction strategies can help bridge the communication gap and facilitate understanding

### **II.3.6 Avoidance Strategies**

When faced with communication challenges like language barriers or sensitive subjects, people often resort to various avoidance tactics to steer clear of these difficulties. These strategies may involve avoiding the topic altogether, changing the subject, or using nonverbal cues to convey a message without explicitly stating it. These tactics are commonly employed in both personal and professional settings, as they can help individuals navigate complex communication situations and maintain positive relationships with others. However, while avoidance strategies may provide temporary relief from communication difficulties, they can also hinder effective communication and hinder the development of crucial skills for addressing and resolving conflicts. As such, it is important to strike a balance between avoiding communication challenges and facing them head-on to ensure productive and meaningful conversations in the long run (Nakatan,2006). These strategies include silence, nonverbal communication, or deflecting attention with humour or a change of subject. However, long- term use of avoidance strategies can harm communication and lead to misunderstandings

## **II.4 Communication Authentic Strategies**

Authentic communication is a powerful tool for building strong relationships and fostering a positive environment in personal and professional settings. Buckingham (2019) emphasizes the importance of authenticity in leadership, stating that leaders who are open and honest create a culture of trust that allows team members to speak up and express themselves freely.

This leads to more authentic communication and better outcomes for the organization. Lucas and Baxter (2012) suggest that effective communication requires honesty and authenticity, and to achieve that, individuals should actively listen to others and empathize with their emotions. This means speakers should express their own experience, thoughts and feelings to others trying to put themselves in others' shoes and show empathy in both verbal and nonverbal cues such as facial expressions and body language. These techniques enable individuals to communicate more effectively and build strong relationships with others.

#### **II.4.1 Theme- based Respective Task- based Learning**

Theme-Based teaching, also known as theme-based instruction or topic-based teaching, is a pedagogical approach that falls under the broader model of content-based instruction. The primary focus of this approach is to engage students in a second language environment that is highly contextualized, achieved by using subject matter as the basis for language learning. In a theme-based course, various teaching activities are seamlessly integrated based on their content, allowing for the incorporation of different skill areas within the chosen theme. Accordingly, these strategies are highly effective methods that enable learners to engage in genuine communication by affording them the chance to communicate in real-life situations. These strategies are designed to provide learners with the tools and opportunities they need to communicate confidently and effectively in a variety of contexts, helping them to develop the skills and knowledge they need to succeed in today's rapidly changing world. By focusing on themes and tasks that are relevant to learners'; interests and needs, these approaches foster engagement, motivation, and active participation, helping learners to acquire new knowledge and skills in a meaningful and enjoyable way. Overall, theme-based and task-based learning are powerful tools for promoting authentic communication and helping learners to achieve their full potential. Theme-based learning involves the use of topics or themes that are relevant to the learners'; interests and needs, while task-based learning involves the completion of real-world tasks that require communication skills (Tussa'diah & Nurfadillah, 2018). Both approaches encourage learners to engage in authentic and meaningful communication that can help to increase their motivation, confidence and abilities needed to communicate effectively in the real world.

### **II.4.1.1 Small Talk**

Small talk is a technique of communication that entails informal discussions centred on non-contentious subjects aimed at establishing a connection between people. It involves initiating conversations that are not likely to cause any disagreement or conflict, with the ultimate goal of creating a sense of familiarity and comfort between the parties involved. This approach is often utilized in various social settings, such as networking events, social gatherings, and business meetings, and in educational context. to ease tension and foster a positive atmosphere. Small talk can be seen as a means of building trust and establishing a foundation for more meaningful and productive discussions in the future. It involves engaging students in light-hearted banter, sharing personal experiences, and expressing mutual interests, all of which help to break the ice and create a relaxed environment in which communication is key element (Bohari, 2020). By engaging in small talk, individuals can establish a sense of commonality and shared experience, which can lead to stronger relationships and better communication in the long run. It is an effective tool for promoting authentic communication and language practice in natural settings especially in classrooms. In the same context, small talk can increase confidence and familiarity with the language and lead to more meaningful interactions in the future.

### **II.4.1.2 Semi-Communicative Tasks**

Semi-communicative tasks are exercises that help people learn how to use words correctly, like saying them the right way or using them in the right order. These exercises also help people practice talking with others. Some examples of these exercises include writing down what someone says and pretending to be someone else in a conversation. These tasks provide opportunities for learners to practice language skills in meaningful contexts. However, it is important to balance semi-communicative tasks with purely communicative tasks to ensure the development of communicative competence (Ellis, 2017).

### **II.4.1.3 Lead-in Presentation**

Lead-in presentation is an effective way of introducing a topic or task to students in a language classroom by using interactive and captivating methods that pique their interest and encourage participation. This communicative strategy is crucial in ensuring that learners are motivated and ready to engage with the lesson content. Lead-in presentations are essential for setting the tone for the lesson and creating a positive learning environment that is conducive



to effective language acquisition. By employing various techniques such as storytelling, brainstorming, and role-playing, teachers can capture the attention of their students and facilitate active participation, leading to more meaningful and memorable learning experiences. Overall, lead-in presentations are a vital tool for language teachers to help students engage with the material and achieve their language learning goals (Harmer, 2007). It can activate learners' prior knowledge, generates interest and motivation, and provides a meaningful context for the language to be learned. However, it is important to ensure that the presentation is relevant and appropriate to learners, and not too long or complicated. A well-executed lead-in can significantly enhance the effectiveness of language teaching and learning, and can be adapted to suit different levels and learning styles. This strategy can be an effective and valuable tool in language teaching and learning.

#### **II.4.1.4 Practice and Fun Activities**

Adapting songs, storytelling, games, role-play, interviews, dramatization, simulation, brainstorming, and group discussion are effective communication authentic strategies in language teaching. These strategies provide learners with a meaningful and engaging context to learn and practice the language. They also promote creativity, critical thinking, collaboration, and problem-solving skills among learners. These strategies can be adapted to different levels, ages, and interests of learners (Brown & Lee, 2015).

By using these strategies, language teachers can make the language learning experience enjoyable and effective for learners. Overall, these communicative authentic strategies are powerful tools in facilitating language acquisition and can enhance learners' communicative competence (Richards & Rodgers, 2014).

#### **II.4.1.5 Scaffolding**

Scaffolding is an instructional approach that offers students assistance and guidance while they acquire new knowledge, skills, or concepts. This technique involves breaking down complex information into smaller, more manageable pieces, and providing step-by-step guidance to help learners build a strong foundation of understanding. Essentially, scaffolding creates a bridge between what students already know and what they need to learn, allowing them to gradually and confidently progress towards more advanced levels of comprehension.

By providing targeted support and feedback, scaffolding helps students develop their abilities and achieve greater success in their academic pursuits. Overall, this approach has

proven to be an effective method for facilitating learning and promoting student achievement across a wide range of subjects and settings (Wood et al., 1976). It involves breaking down complex tasks into smaller, more manageable steps, and providing guidance and feedback along the way. By providing students with the right level of support, scaffolding can help them build confidence and develop the skills they need to succeed. Scaffolding can be used in a variety of educational settings, from early childhood education to higher education. Its effectiveness has been widely documented in research studies. This makes scaffolding a valuable strategy for teachers looking to enhance their students' learning experiences.

#### **II.4.1.6 Understanding of Instructions**

Possessing the skill of comprehending and adhering to directives is a crucial aspect of successful conveyance. This ability plays a significant role in ensuring that messages are transmitted accurately and efficiently. In order to ensure that instructions are properly understood, it is important to use clear and concise language, provide visual aids if necessary, and check for comprehension (Chen & Wei, 2020). This strategy can be used in various settings, including classrooms and workplaces, where accurate and efficient communication is essential. When instructions are not properly understood, it can lead to confusion, errors, and even dangerous situations. Therefore, improving the understanding of instructions is an important communication authentic strategy that can benefit individuals and organizations alike.

#### **II.4.1.7 Information-Gap- Related Activities**

Activities that involve an information gap are authentic communication strategies where learners need to share information with each other in order to solve a problem or finish a task (Kumaravadivelu, 2003). These activities encourage learners to engage in meaningful communication, as they must work together to fill in gaps in their knowledge. By doing so, they develop important language skills such as listening, speaking, and negotiating meaning. Information-gap-related activities are useful in various educational settings, as they can be adapted to suit learners of different ages and language levels. Furthermore, they provide an interactive and engaging way to practice language skills while also promoting critical thinking and problem-solving abilities.

### II.4.1.8 Interventions

Interventions are a useful communication authentic strategy that involves facilitating communication in a group setting by encouraging interaction and providing support. Interventions can include techniques such as modelling, clarification, and prompting, and can be particularly effective in second language learning contexts where learners may struggle with expressing themselves. In addition to promoting language development, interventions can also foster social connections and create a positive learning environment (Saville-Troike, 2012). As such, interventions are a valuable tool for language educators and can lead to increased engagement and proficiency among learners.

### Conclusion

In short, this chapter sheds light on the history of the evolvement of ELT situation in the Algerian educational context as a whole, which witnessed and is still witnessing a great emphasis on this language for its tremendous importance in all fields nowadays. Then, it also discussed the different strategies generally applied in teaching the English language; primarily theme-based teaching strategies that all researchers consider them as practical tools and agreed on its efficiency in creating inspiring teaching learning experience. This environment permits students' engagement and interaction, where reticent students feel at ease to practice the language.

# **Chapter Three**

## Chapter Three

### Data Collection and Analysis of Results

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## Introduction

The second part of the current research work is dedicated for the data collection, analysis and the findings of the results acquired which are presented through tabulations and figures. The targeted aim of this investigation is exploring the main related factors to students' oral communication reluctance in English classes; as well as the effectiveness of theme-based strategies in improving students' oral communication abilities inside the classrooms.

For the sake of reliability and validity, this research opts for both qualitative and quantitative data. The tools implemented are a questionnaire, semi-structured interview, and classroom observation that represent the triangulation of tools. The questionnaire was distributed to 179 second year scientific and literary students of four secondary schools in Tiaret which are: Mohammed Dib, Abdelwahab Aflah, Mohammed Belhouari, and Tayeb Baki. The observation took place in same schools, where the focus was on choosing 2 classes of each of the mentioned streams in each school. As a whole, 4 scientific classes and 4 literary classes were considered with the observation. Besides, a semi-structured interview was conducted with 8 teachers of the same classes.

### III.1 Questionnaire

Questionnaires are considered of the most utilized investigation instruments to obtain efficient data. In this study, the questionnaire was presented to 179 respondents who were students of secondary schools in Tiaret to get valid information about the main factors behind students' oral reluctance and their preferable teaching strategies to overcome it.

#### III.1.1 Questionnaire Description

The students' questionnaire incorporates 23 questions: Close ended, open ended, and multiple choice questions. It was divided into 3 sections. Besides the questions about students' personal information, first and second sections' questions discuss both of the affective and the teaching factors causing students' oral communication reluctance. Meanwhile, the last section reviews students' preferable teaching-learning strategies to overcome their reluctance and be more interactive in English class.

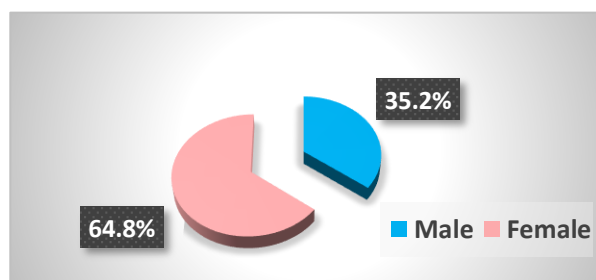
#### Students' Profile

The overall number of respondents is 179 students, 116 of them are females and 63 are males in which 98 of the students belong to the scientific stream while the rest belong to the literary stream (81).

#### Gender

Answer	Frequency	Percent
Male	63	80,6
Female	116	19,4
Total	179	100,0

**Table 01: Distribution of respondents based on their gender**  
(Source: Prepared by the student based on the EXCEL program)



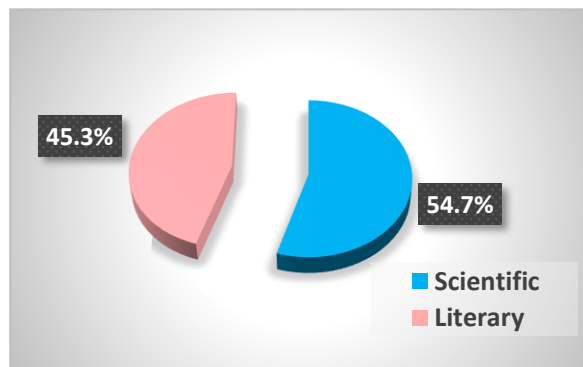
**Figure N°. 01: Distribution of respondents according to their gender**

(Source: Prepared by the student, based on the outputs of the SPSS program. V 25)

The table shows the distribution of respondents based on their gender. There are 63 male respondents, which represents 80.6% of the total respondents, and 116 female respondents, representing 19.4% of the total respondents.

### III.1.2 Field of Study

Answer	Frequency	Percent
Scientific	98	54,7
Literary	81	45,3
Total	179	100,0



**Table N°.02: Distribution of respondents according to their field of study**

(Source: Prepared by the student, based on the outputs of the SPSS program. V 25)

**Figure N°.02: Distribution of respondents according to their field of study**

(Source: Prepared by the student based on the Excel program)

The table shows that out of the 179 respondents, 98 of them study in the scientific field, which represents 54.7% of the total respondents, while 81 of them study in the literary field, representing 45.3% of the total respondents.

### 1. Do you like English?

			Gender		Total
			Male	Female	
1. Do you like English?	Yes	Frequency	58	107	165
		Percent	35,2%	64,8%	100,0%
	No	Frequency	5	9	14
		Percent	35,7%	64,3%	100,0%
Total		Frequency	63	116	179
		Percent	35,2%	64,8%	100,0%

**Table 03: Students' Attitudes towards English**

(Source: Prepared by the student, based on the outputs of the SPSS program. V 25)



The data indicates that out of the total of 179 respondents, 165 expressed a positive attitude for the English language, while 14 did not.

In terms of gender, 58 of the male respondents said they liked the English language, while 5 did not. This translates to 35.2% of the total number of respondents who were identified as males. On the other hand, 107 of the female respondents said they liked English language, while 9 did not. This represents 64.8% of the total number of respondents who were identified as females. Most of males like English because they plan and dream to travel abroad, while females say that they like it because they want to be teachers

Also, students who have a positive attitude and admitted that they like the English language specifically literary students argued on several other reasons. The most commonly mentioned ones are as follows:

1. English is an international language “worldwide used”, and the most required nowadays for inquiry “I need for my job”, higher education studies, and communication “I need it when traveling abroad or to talk with my friends on social media”. This indicates that students are aware of its importance and necessity.
2. It’s easy in learning because the words are simple comparing to other languages “It is easier than French in terms of grammar”; as well as, it is an enjoyable language because it represents their favorite movies, series, and music.
3. It sounds nice in terms of accent and pronunciation
4. It raises a sense of comfort and positive feelings “Make me feel special” “I find myself in it” “I feel comfortable and not bored”.
5. Having a nice and motivating teacher “My teacher is nice”, “I love my teacher”
6. Exposure to English in early age.
7. The beauty of English culture and countries. It helps in researching

All scientific students’ answers focused on English as a language of modern science and a means to succeed in their field in the future. “It is the language of research and modern science”; “English is the language of the future”. Additionally, some students find it easy to express themselves in English rather than other languages.

Concerning those who dislike English language, they claim that they don’t understand it because it is difficult “English is a hard language”. Therefore, they prefer learning French.

2. Where do you use English most?

Answer	Frequency	Percent
Inside the classroom	53	29,6
Outside the classroom	18	10,1
Social Media	100	55,9
No use at all	8	4,5
<b>Total</b>	179	100,0

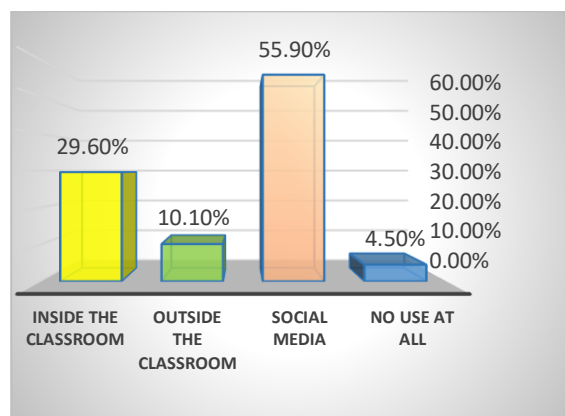


Table No.04: Distribution of respondents according to their use of English

(Source: Prepared by the student, based on the outputs of the SPSS program. V 25)

Figure No.03: Distribution of respondents according to their use of English

(Source: Prepared by the student based on the EXCEL program)

The table and figure provide information about the usage of English language by respondents in different settings. Out of 179 respondents, 53 (29.6%) use English primarily inside the classroom, 18 (10.1%) use it mostly outside the classroom, 100 (55.9%) use it mostly on social media, and 8 (4.5%) do not use English at all.

Based on the above result, it is clear that most of students are reluctant to speak the language in educational or in real life situations although they actually know the language and use it on social media. This may go back to lack of self-confidence, uncomfortable environment, or simply to students' personality.

3. What kind of activities do you practise most in your English class?

Answer	Frequency	Percent
Grammar activities	58	32,4
Reading comprehension	41	22,9
Writing expression	30	16,8
Communicative activities	50	27,9
<b>Total</b>	179	100,0

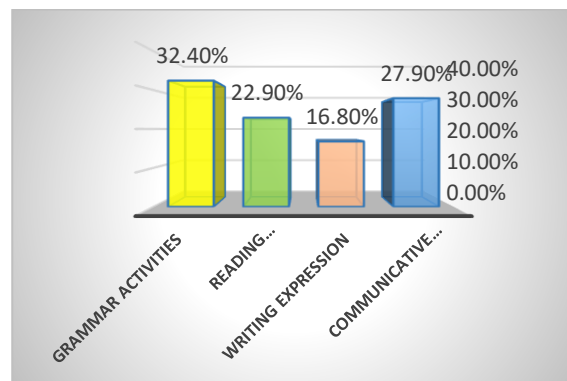


Table No.05: Distribution of respondents according to type of activities practiced inside the classroom

(Source: Prepared by the student, based on the outputs of the SPSS program. V 25)

Figure No.04: Distribution of respondents according to type of activities practiced inside the classroom

(Source: Prepared by the student based on the EXCEL program)

The table shows the percentage of respondents who engage in different types of activities in their English class. Out of 179 respondents, 32.4% practice grammar activities the most, 22.9% practise reading comprehension, 16.8% practise writing expression, and 27.9% practice communicative activities the most.

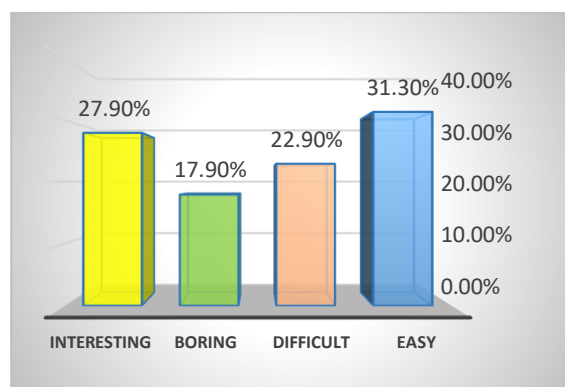
Despite the fact that the use of communicative activities is not neglected in teaching the English language, grammar remain the dominant and most used activities in which learners are not given the opportunity to practice English and express themselves orally.

**4. How do you find the topics you have discussed?**

Answer	Frequency	Percent
Interesting	50	27,9
Boring	32	17,9
Difficult	41	22,9
Easy	56	31,3
Total	179	100,0

**Table No. 06: Distribution of respondents according to their opinions towards the topic discussed inside the classroom**

Source: Prepared by the student, based on the outputs of the SPSS program. V 25



**Figure No. 05: Distribution of respondents according to their opinions towards the topics discussed inside the classroom**

Source: Prepared by the student based on the EXCEL program

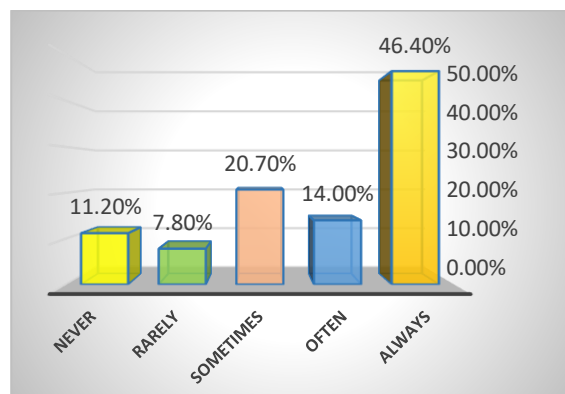
Out of the total 179 respondents, 56 found the topics "Easy", which represents 31.3% of the total. Meanwhile, 50 respondents found the topics "Interesting", 41 found them "Difficult", and 32 found them "Boring".

Students of both streams who find English topics discussed inside the classroom interesting and easy backed up their claims by saying that they are rich in terminology and provide important vocabulary, they discuss important subjects related to manners needed but in a fun way, and some even claim that the topics are good due to the way the teacher presents them. However, for some students, especially literary students, topics are hard to grasp and boring especially that they are related to science such as the theme “budding scientist” which they think is out of their field of study. Additionally, a good number of students mention that they need to learn a language that they use in daily life situations “I think we are studying about

some topics that we don't really need in the real life. We need daily situations topics and vocabulary.”

.....When I am on my way to English Class, I feel relaxed and happy.

Answer	Frequency	Percent
Never	20	11,2
Rarely	14	7,8
Sometimes	37	20,7
Often	25	14,0
Always	83	46,4
<b>Total</b>	<b>179</b>	<b>100,0</b>



**Table No. 07: Distribution of respondents according to their feeling towards classroom's environment**  
 (Source: Prepared by the student, based on the outputs of the SPSS program. V 25)

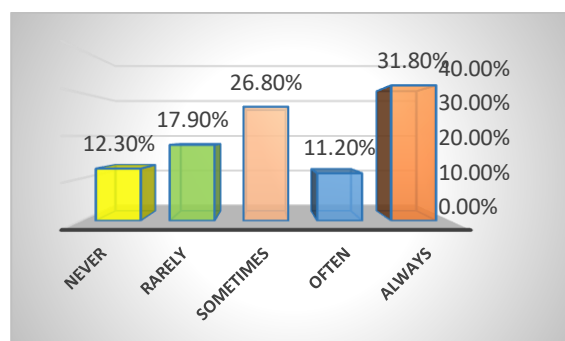
**Figure No. 06: Distribution of respondents according to their feeling towards classroom's environment**  
 (Source: Prepared by the student based on the EXCEL program)

This table and figure present the responses of the survey participants regarding how often they feel relaxed and happy on their way to English class. The participants are asked to rate their feelings on a scale of 1 to 5, where 1 indicates "never" and 5 indicates "always." Out of 179 respondents, 20 (11.2%) say they never feel relaxed and happy, 14 (7.8%) say they rarely feel so, 37 (20.7%) said they sometimes feel so, 25 (14.0%) say they often feel so, and 83 (46.4%) say they always feel relaxed and happy on their way to English class.

This explains that most of the students do not experience problems related to classroom environment, yet this contradicts the fact discovered previously that most of students prefer to be silent inside the classroom.

.....I can speak English in front of my classmates and teacher comfortable

Answer	Frequency	Percent
Never	22	12,3
Rarely	32	17,9
Sometimes	48	26,8
Often	20	11,2
Always	57	31,8
<b>Total</b>	<b>179</b>	<b>100,0</b>



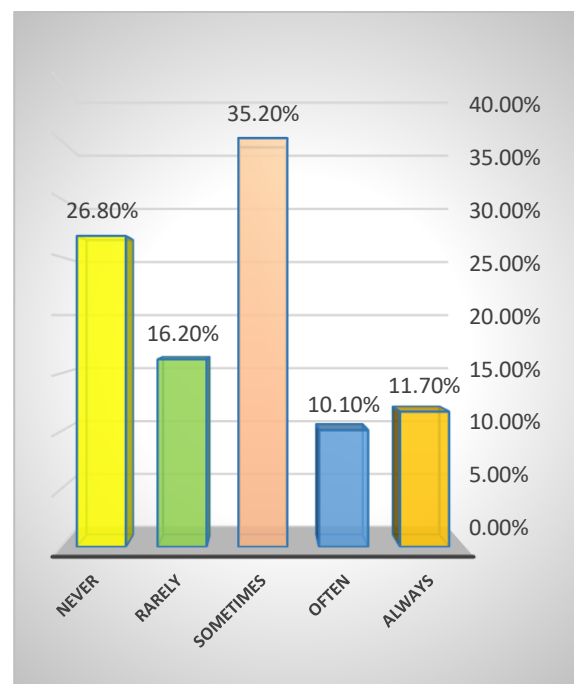
**Table No. 08: Distribution of respondents according to their ability to communicate comfortably in English class**  
 Source: Prepared by the student, based on the outputs of the SPSS program. V 25

**Figure No. 07: Distribution of respondents according to communicate comfortably in English class**  
 Source: Prepared by the student based on the EXCEL program

This table shows the distribution of respondents according to how often they feel comfortable speaking English in front of their classmates and teacher. The answer options ranged from "Never" to "Always" on a scale of 1 to 5. The results indicate that 12.3% of the respondents answered "Never", 17.9% answered "Rarely", 26.8% answered "Sometimes", 11.2% answered "Often", and 31.8% answered "Always". The total number of respondents was 179.

.....I know the answer but I don't share it.

Answer	Frequency	Percent
Never	48	26,8
Rarely	29	16,2
Sometimes	63	35,2
Often	18	10,1
Always	21	11,7
<b>Total</b>	<b>179</b>	<b>100,0</b>



**Table No. 09: Distribution of respondents according to their hesitation to participate**

(Source: Prepared by the student, based on the outputs of the SPSS program. V 25)

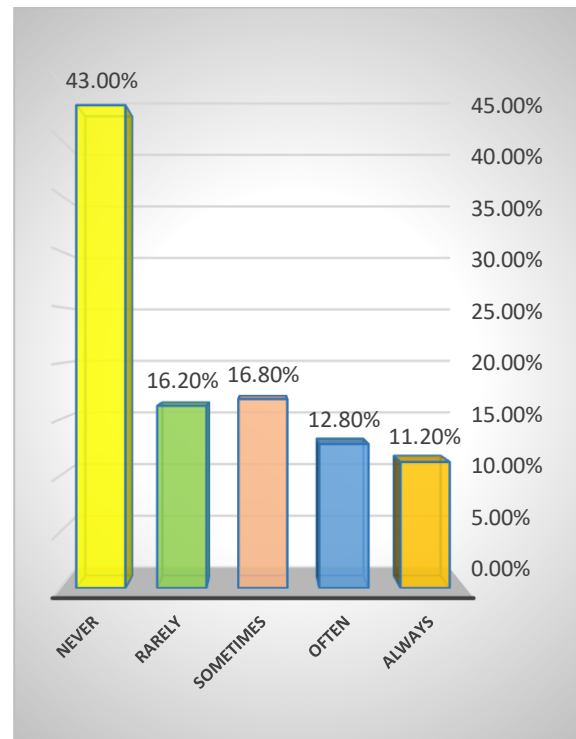
**Figure No. 08: Distribution of respondents according to their hesitation to participate**

(Source: Prepared by the student based on the EXCEL program)

This table and figure show the distribution of respondents according to how often they don't share the answer even when they know it. The answer choices range from "Never" to "Always," with corresponding frequencies and percentages. Out of the 179 respondents, 26.8% answered "Never," 16.2% answered "Rarely," 35.2% answered "Sometimes," 10.1% answered "Often," and 11.7% answered "Always."

.....I prefer that my teacher asks me directly to answer without participating.

Answer	Frequency	Percent
Never	77	43,0
Rarely	29	16,2
Sometimes	30	16,8
Often	23	12,8
Always	20	11,2
<b>Total</b>	<b>179</b>	<b>100,0</b>



**Table No. 10: Distribution of respondents according to their willingness to participate**  
 (Source: Prepared by the student, based on the outputs of the SPSS program. V 25)

**Figure No. 09: Distribution of respondents according to their willingness to participate**  
 (Source: Prepared by the student based on the EXCEL program)

This table shows the distribution of responses among the survey participants for the statement "I prefer that my teacher asks me directly to answer without participating". Out of 179 respondents, 77 (43.0%) indicate that they never prefer this, while 20 (11.2%) always prefer it. The remaining responses are scattered across the other options, with 29 (16.2%) rarely preferring it, 30 (16.8%) sometimes preferring it, and 23 (12.8%) often preferring it.

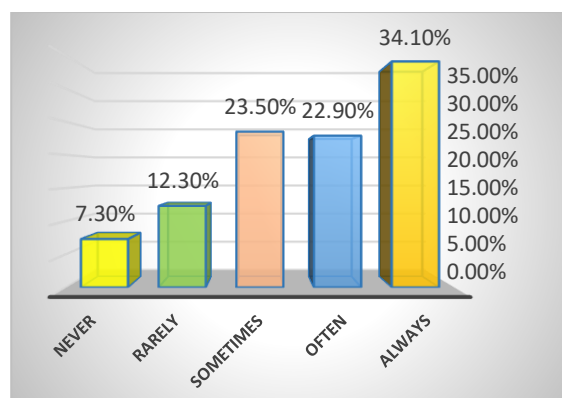
The above results reveal that students generally do not like to be pointed at by the teacher and be ordered to answer unwillingly which means that such act may cause stress, embarrassment, and discomfort for students. The latter explains why students prefer to participate on their own when they are ready and when they know the correct answer.

.....We have the chance to do oral presentations in class.

Answer	Frequency	Percent
Never	13	7,3
Rarely	22	12,3
Sometimes	42	23,5
Often	41	22,9
Always	61	34,1
Total	179	100,0

**Table No. 11: Distribution of respondents according to their opportunities to practice the language orally inside the classroom**

(Source: Prepared by the student, based on the outputs of the SPSS program. V 25)



**Figure No. 10: Distribution of respondents according to their opportunities to practice the language orally inside the classroom**

Source: Prepared by the student based on the EXCEL program

This table and figure show the distribution of responses from a group of respondents regarding the opportunity to do oral presentations in class. The question was "We have the chance to do oral presentations in class." The respondents were asked to rate their frequency of experiencing this situation from 1 (Never) to 5 (Always).

Out of 179 respondents, 7.3% (13) answered Never, 12.3% (22) answered rarely, 23.5% (42) answered Sometimes, 22.9% (41) answered Often, and 34.1% (61) answered Always.

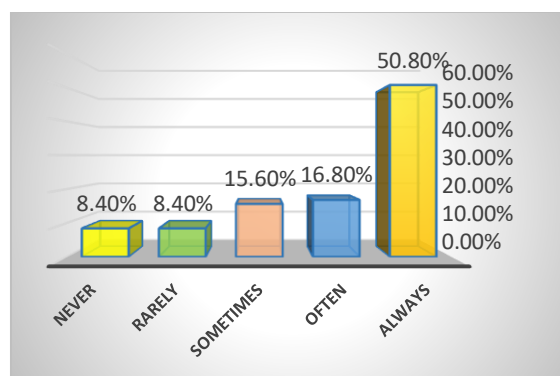
These findings support the fact that teachers are trying to put students in communicative situations more often by using theme-based activities like presentations of projects related to their studies for the purpose of enhancing their speaking skills, while some teachers are giving little attention to students' oral communicative abilities.

.....I understand my teacher while he is speaking in English.

Answer	Frequency	Percent
Never	15	8,4
Rarely	15	8,4
Sometimes	28	15,6
Often	30	16,8
Always	91	50,8
Total	179	100,0

**Table No. 12: Distribution of respondents according to their ability to understand teachers' spoken language**

(Source: Prepared by the student, based on the outputs of the SPSS program. V 25)



**Figure No. 11: Distribution of respondents according to their ability to understand the teachers' spoken language**

(Source: Prepared by the student based on the EXCEL program)

The table and figure present the distribution of responses from the survey question "I understand my teacher while he is speaking in English." The respondents were asked to rate their frequency of agreement using a scale of 1 to 5, where 1 means "never" and 5 means "always." Out of the 179 respondents, 91 of them (50.8%) answered "always," 30 (16.8%) answered "often," 28 (15.6%) answered "sometimes," 15 (8.4%) answered "rarely," and 15 (8.4%) answered "never."

.....I worry about my teacher’s harsh comments and negative gestures.

Answer	Frequency	Percent
Never	76	42,5
Rarely	35	19,6
Sometimes	32	17,9
Often	14	7,8
Always	22	12,3
Total	179	100,0

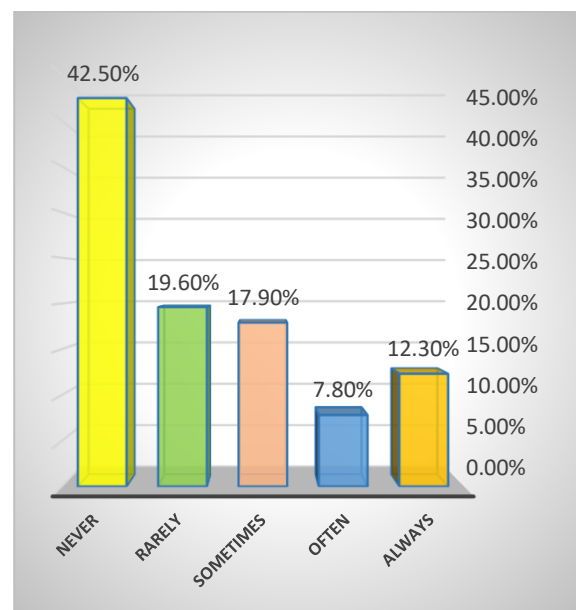


Table No. 13: Distribution of respondents according to their attitude towards teachers’ acts

(Source: Prepared by the student, based on the outputs of the SPSS program. V 25)

Figure No. 12: Distribution of respondents according to their attitude towards teachers’ acts

(Source: Prepared by the student based on the EXCEL program)

Based on the table, it appears that the majority of respondents (42.5%) report never worrying about their teacher's negative comments or gestures, 19.6% of respondents say they rarely worry about this, while 17.9% say they sometimes worry. A smaller percentage of respondents report they often worry (7.8%) or always (12.3%), about their teacher's behavior.

Overall, and according to the previous two tables and figures, it seems that a significant minority of respondents (30% - those who say they sometimes, often, or always worry about their teacher's behavior) are experiencing some level of anxiety or stress related to their

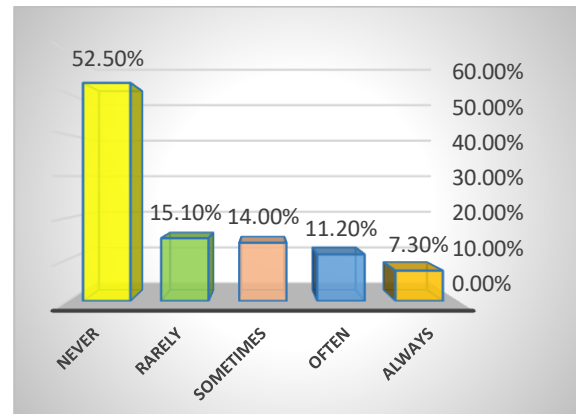


teacher's actions which makes them reluctant to speak despite the teachers' competency in using understandable easy language and communicative activities.

.....I am ashamed when my teacher corrects my mistakes.

Answer	Frequency	Percent
Never	94	52,5
Rarely	27	15,1
Sometimes	25	14,0
Often	20	11,2
Always	13	7,3
<b>Total</b>	<b>179</b>	<b>100,0</b>

**Table No. 14: Distribution of respondents according to their negative attitude towards teachers' correction**  
 Source: Prepared by the student, based on the outputs of the SPSS program. V 25



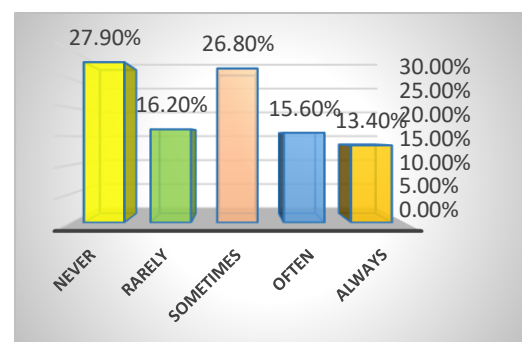
**Figure No. 13: Distribution of respondents according to their negative attitude towards teachers' correction**  
 Source: Prepared by the student based on the EXCEL program

Based on the table, it appears that the majority of the respondents (52.5%) never feel ashamed when their teacher corrects their mistakes in English. Additionally, a significant proportion of respondents (15.1%) rarely feel ashamed, while only 7.3% always feel ashamed. This suggests that the majority of the students are not overly concerned with being corrected and are perhaps more focused on learning and improving their language skills.

.....I fear pronouncing words incorrectly while talking or reading a text

Answer	Frequency	Percent
Never	50	27,9
Rarely	29	16,2
Sometimes	48	26,8
Often	28	15,6
Always	24	13,4
<b>Total</b>	<b>179</b>	<b>100,0</b>

**Table No. 15: Distribution of respondents according to their mastery of pronunciation**  
 (Source: Prepared by the student, based on the outputs of the SPSS program. V 25)



**Figure No. 14: Distribution of respondents according to their mastery of pronunciation**  
 (Source: Prepared by the student based on the EXCEL program)

This table shows the distribution of respondents according to how often they fear pronouncing words incorrectly while talking or reading a text. The table includes five answer options ranging from "Never" to "Always", and the number of participants who chose each option is given in the "Frequency" column. The corresponding percentage for each answer option is provided in the "Percent" column. Out of 179 respondents, 50 (27.9%) chose "Never", 29 (16.2%) chose "Rarely", 48 (26.8%) chose "Sometimes", 28 (15.6%) chose "Often", and 24 (13.4%) chose "Always". This means that students mostly have weak pronunciation skills which hinder their willingness to communicate in the classroom.

..... I feel my heart beating and butterflies in my stomach while participating.

Answer	Frequency	Percent
Never	42	23,5
Rarely	27	15,1
Sometimes	51	28,5
Often	19	10,6
Always	40	22,3
<b>Total</b>	<b>179</b>	<b>100,0</b>

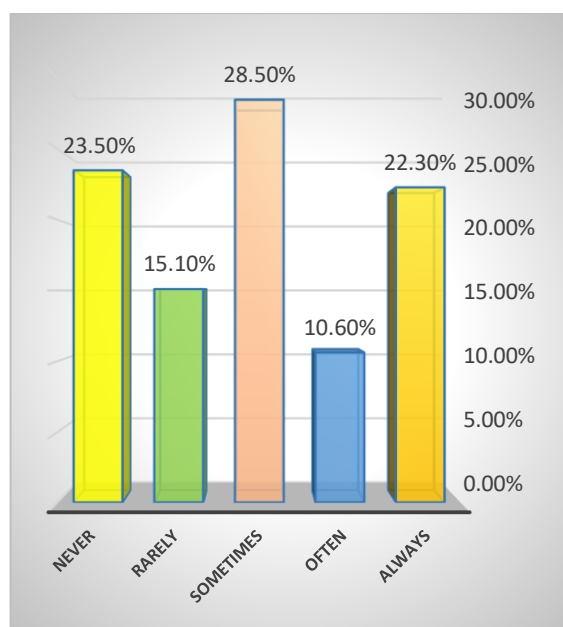


Table No. 16: Distribution of respondents according to their speaking anxiety

Source: Prepared by the student, based on the outputs of the SPSS program. V 25

Figure No. 15: Distribution of respondents according to their speaking anxiety

Source: Prepared by the student based on the EXCEL program

From the table, we can see that 23.5% of the respondents never feel their heart beating or have butterflies in their stomach which are physical sensations that translate the feelings of stress, anxiety, and nervousness while participating, while 22.3% always experience these sensations. The remaining respondents have varying degrees of frequency with which they experience them. The most common response is "sometimes," which was chosen by 28.5% of

the respondents. The reason behind these results can be related to students' personality or their level of language mastery.

.....I tremble when I am tested orally in English.

Answer	Frequency	Percent
Never	34	19,0
Rarely	33	18,4
Sometimes	39	21,8
Often	28	15,6
Always	45	25,1
<b>Total</b>	<b>179</b>	<b>100,0</b>

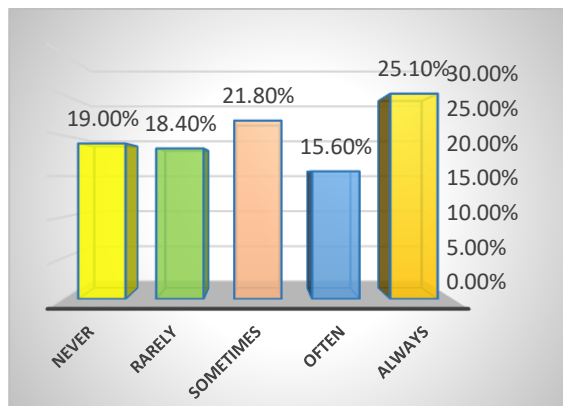


Table No. 17: Distribution of respondents according to their fear of being tested orally

Source: Prepared by the student, based on the outputs of the SPSS program. V 25

Figure No. 16: Distribution of respondents according to their fear of being tested orally

Source: Prepared by the student based on the EXCEL program

Based on the results, it seems that a significant portion of respondents experience nervousness or anxiety when tested orally in English. Specifically, 25.1% of respondents reported feeling this way "always", and an additional 15.6% reported feeling this way "often". On the other hand, 19% of respondents reported never experiencing this feeling. This suggests that there may be a range of comfort levels and confidence levels among English language learners when it comes to oral testing and participating

.....My classmates laugh when someone gives a wrong answer.

Answer	Frequency	Percent
Never	48	26,8
Rarely	25	14,0
Sometimes	41	22,9
Often	30	16,8
Always	35	19,6
<b>Total</b>	<b>179</b>	<b>100,0</b>

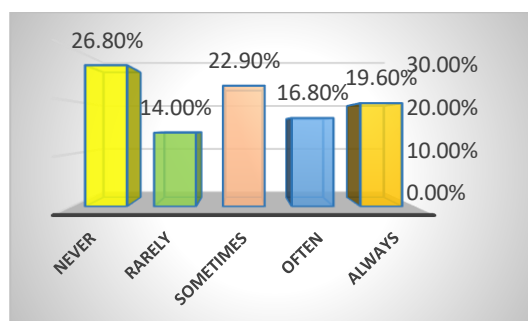


Table No. 18: Distribution of respondents according to their fear of being mocked at

(Source: Prepared by the student, based on the outputs of the SPSS program. V 25)

Figure No. 17: Distribution of respondents according to their fear of being mocked at

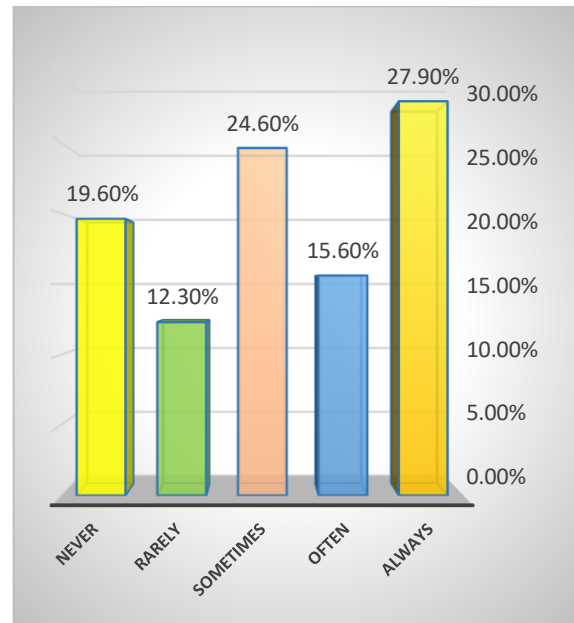
(Source: Prepared by the student based on the EXCEL program)

Based on the table, it appears that a plurality of respondents (26.8%) said their classmates never laugh when someone gives a wrong answer. However, a significant percentage of respondents (over 60%) reported that their classmates sometimes (22.9%), often (16.8%), or always (19.6%) laugh when someone gives a wrong answer. Only 14% of respondents said their classmates rarely laugh in this situation.

Overall, it seems that laughing at classmates when they give a wrong answer is a relatively common occurrence, with a majority of respondents reporting that this happens at least sometimes. This behavior could potentially create a negative classroom environment, cause psychological harm, and discourage students from participating in class discussions or answering questions.

.....I always be thinking that my classmates speak English better than me.

Answer	Frequency	Percent
Never	35	19,6
Rarely	22	12,3
Sometimes	44	24,6
Often	28	15,6
Always	50	27,9
<b>Total</b>	<b>179</b>	<b>100,0</b>



**Table No. 19: Distribution of respondents according to their low self-confidence**  
 Source: Prepared by the student, based on the outputs of the SPSS program. V 25

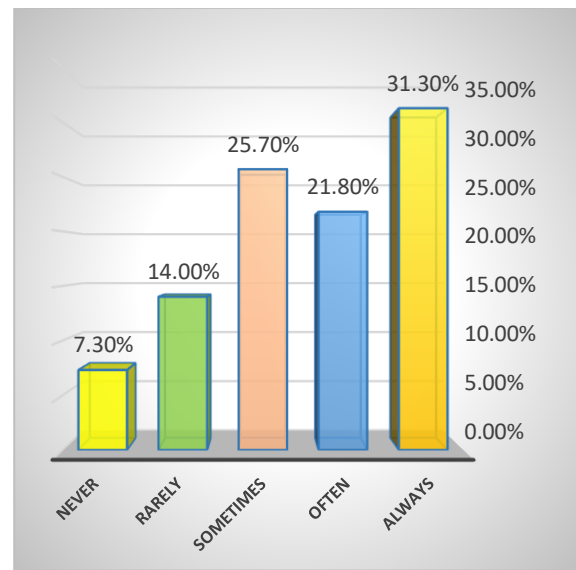
**Figure No. 18: Distribution of respondents according to their low self-confidence**  
 Source: Prepared by the student based on the EXCEL program

We can see that 27.9% of the respondents always think that their classmates speak English better than them, while 24.6% sometimes think so. On the other hand, 19.6% of the respondents never think so, which indicates that they are confident about their English-speaking abilities. This suggests that there is a significant number of students who lack confidence in their English-speaking skills and may require additional support and encouragement to overcome their insecurities.

.....I can build correct sentences.

Answer	Frequency	Percent
Never	13	7,3
Rarely	25	14,0
Sometimes	46	25,7
Often	39	21,8
Always	56	31,3
<b>Total</b>	<b>179</b>	<b>100,0</b>

**Table No. 20: Distribution of respondents according to their grammar proficiency**  
 Source: Prepared by the student, based on the outputs of the SPSS program. V 25



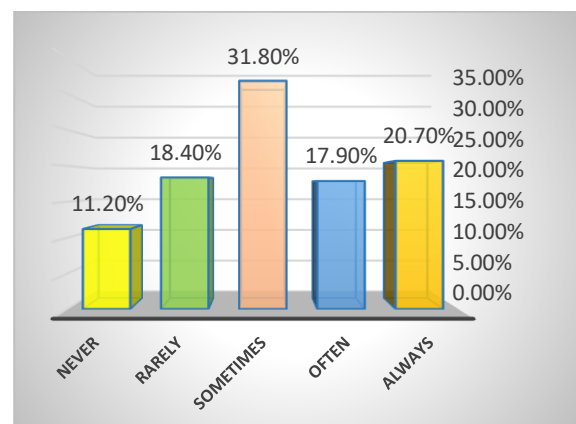
**Figure No. 19: Distribution of respondents according to their grammar proficiency**  
 Source: Prepared by the student based on the EXCEL program

The table and figure present the distribution of respondents based on their frequency of being able to build correct sentences. Out of 179 participants, 7.3% said they never build correct sentences, 14% rarely, 25.7% sometimes, 21.8% often, and 31.3% always. This shows that most of students have a certain level of grammar mastery.

..... I face some difficulties in finding appropriate words which describe my thoughts.

Answer	Frequency	Percent
Never	20	11,2
Rarely	33	18,4
Sometimes	57	31,8
Often	32	17,9
Always	37	20,7
<b>Total</b>	<b>179</b>	<b>100,0</b>

**Table No. 21: Distribution of respondents according to their vocabulary repertoire**  
 (Source: Prepared by the student, based on the outputs of the SPSS program. V 25)



**Figure No. 20: Distribution of respondents according to their vocabulary repertoire**  
 (Source: Prepared by the student based on the EXCEL program)

This table shows the distribution of respondents based on their frequency of facing difficulties in finding appropriate words to describe their thoughts. The options include "never," "rarely," "sometimes," "often," and "always."

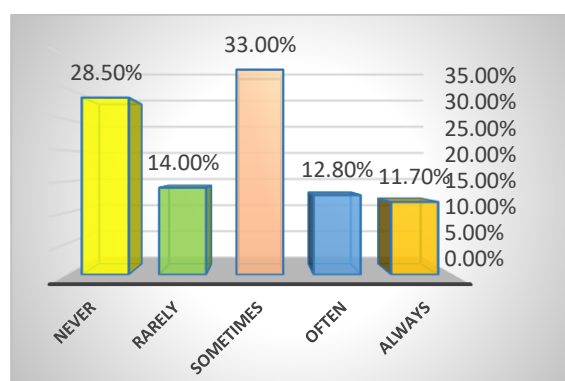
Out of the 179 respondents, 11.2% (20) report never facing this difficulty, while 18.4% (33) report rarely facing it. Around a third of the respondents, or 31.8% (57), report they sometimes face this difficulty. 17.9% (32) report facing it often, and 20.7% (37) report always facing this difficulty. This shows that one of the reasons behind students' reluctance to speak is the shortage of vocabulary background.

.....I don't participate but I get good marks in exams.

Answer	Frequency	Percent
Never	51	28,5
Rarely	25	14,0
Sometimes	59	33,0
Often	23	12,8
Always	21	11,7
<b>Total</b>	<b>179</b>	<b>100,0</b>

**Table No. 22: Distribution of respondents according to their level of oral reluctance despite their language proficiency**

(Source: Prepared by the student, based on the outputs of the SPSS program. V 25)



**Figure No. 21: Distribution of respondents according to their level of oral reluctance despite their language proficiency**

(Source: Prepared by the student based on the EXCEL program)

Based on the table, it appears that a plurality of respondents (33%) said they sometimes participate in class but still receive good marks on exams. This is followed by 28.5% of respondents who say they never participate but still do well on exams. 14% of respondents say they rarely participate but still get good marks, while 12.8% say they often do this. The smallest percentage of respondents (11.7%) say they always participate in class but still receive good marks on exams.

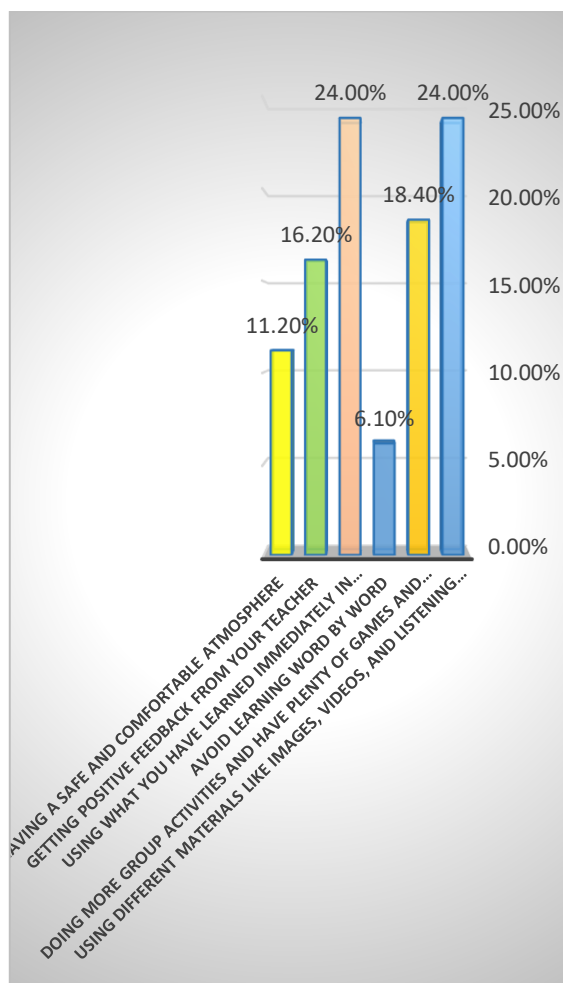
Overall, it seems that a significant number of respondents (over 70% - those who say they never, rarely, or sometimes participate in class but still receive good marks) are not fully engaging with class activities or discussions but are still able to perform well on exams. This highlights that students' personality (introverts, low self-confidence) is the main reason why they do not speak the language.

.....What helps you most to become a good communicator in class.

Answer	Frequency	Percent
Having a safe and comfortable atmosphere	20	11,2
Getting positive feedback from your teacher	29	16,2
Using what you have learned immediately in communication situations	43	24,0
Avoid learning word by word	11	6,1
Doing more group activities and have plenty of games and quizzes	33	18,4
Using different materials like images, videos, and listening to stories instead of writing on the board	43	24,0
<b>Total</b>	<b>179</b>	<b>100,0</b>

**Table No. 23: Distribution of respondents according to their preferable teaching strategies for developing their interaction**

(Source: Prepared by the student, based on the outputs of the SPSS program.V 25)



**Figure No.22: Distribution of respondents according to their preferable strategies for developing their interaction**

(Source: Prepared by the student based on the EXCEL program)

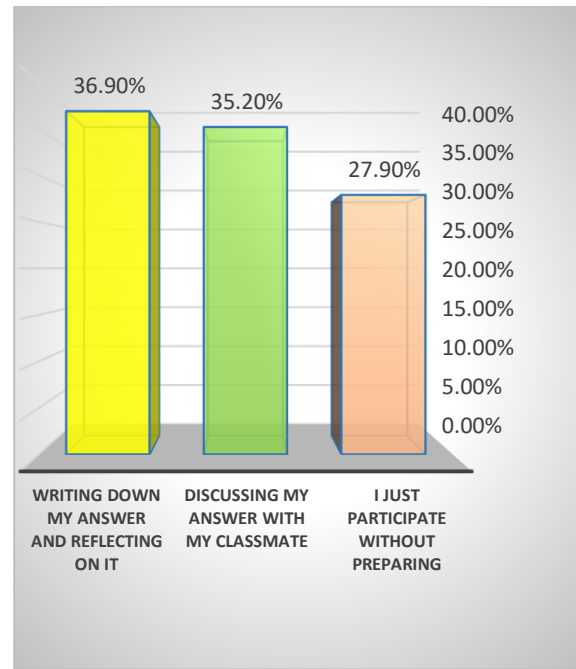
Based on the table, it appears that the most common response was "using what you have learnt immediately in communication situations" (24%). This was closely followed by "using different materials like images, videos, and listening to stories instead of writing on the board" (24%), and "doing more group activities and having plenty of games and quizzes" (18.4%).

Other factors that respondents identify as helpful for becoming a good communicator in class include "getting positive feedback from your teacher" (16.2%), "having a safe and comfortable atmosphere" (11.2%), and "avoid learning word by word" (6.1%).

Overall, it seems that there are a variety of factors that can help students become good communicators in class, including opportunities to practice and apply what they have learnt, the use of engaging materials and activities, and positive feedback and supportive classroom environments.

**What are the strategies used before participating orally?**

Answer	Frequency	Percent
Writing down my answer and reflecting on it	66	36,9
Discussing my answer with my classmate	63	35,2
I just participate without preparing	50	27,9
<b>Total</b>	<b>179</b>	<b>100,0</b>



**Table No. 24: Distribution of respondents according to their strategies before participating**  
 (Source: Prepared by the student, based on the outputs of the SPSS program. V 25)

**Figure No. 23: Distribution of respondents according to their strategies before participating**  
 (Source: Prepared by the student based on the EXCEL program)

Based on the table, it appears that the most common strategy used before participating orally is writing down the answer and reflecting on it (36.9%). This is followed closely by discussing the answer with a classmate (35.2%). A significant number of respondents (27.9%) reported that they just participate without preparing.

Overall, it seems that students employ a variety of strategies before participating orally in class, with the most common being reflecting on their answers through writing and discussion with classmates. However, it is worth noting that a substantial minority of respondents do not employ any specific strategies and simply participate without preparing.



**Question 03: According to your experience, what would your teacher and our educational system do for you in order to be a good communicator in English inside and outside the classroom?**

The most frequent answers were:

1. Curriculum changing, concerning the themes and topics because they do not meet their language needs: “We need topics and vocabulary about daily life situations”.
2. Focus on speaking more than the other language skills: “
3. Increasing the duration of English sessions: “We would like the educational system to dedicate more hours to English sessions especially to oral expression”.
4. Teachers’ support, encouragement, and motivation, the focus should be on correcting mispronunciation to be a good communicator: “I need my teacher to help me have a good accent”, “supporting students with mental psychological disorders”.
5. The inclusion of ICTs as teaching materials instead of traditional methods (videos, music, power-point slides...) and the use of variety of communicative activities (games, group-work...): “we need classes designed with special equipment for communication”.
6. Providing a safe comfortable atmosphere inside the classroom: “They should prepare better atmosphere so that learners love studying.”
7. Giving students the chance to select the topics
8. Teachers should interact with all students, not only the good ones.

Whereas, some students answered saying that the only way to become a good communicator and learn the language is to be self-confident and autonomous rather than depending mainly on teachers’ help and learning in school.

### **III.1.3 Findings**

In this segment, the investigator has produced diverse outcomes. What can be inferred from the analysis of the findings is that a great majority of EFL students have a positive attitude and interested in the language, especially those of scientific streams.

Despite the fact that students nowadays show a significant willingness to learn the English language due to its importance and high demand, most of students are reluctant to speak it inside the classroom and prefer to use English on social media instead. Based on the findings, this phenomenon is a result of various intrinsic and extrinsic factors.

The intrinsic factors investigated in this research are a number of psychological struggles students face inside the classroom like low self-confidence, anxiety, stress and even shyness that hinders their willingness and ability to communicate and express their thoughts and ideas effectively.

Additionally, the extrinsic factors were proved to be teaching related. In other words, everything related to the teaching process play a significant role in students' ability and willingness to speak. Of the main reasons behind students' reluctance the current research indicated the following; negative classroom environment, the focus on teaching grammar mainly, the absence of modern teaching materials, the lack of communicative activities, teachers' attitudes and feedback and even the themes and topics suggested by the curriculum and discussed in the classroom which students claimed to be boring, difficult, and do not fit their interests and needs.

The last segment of the questionnaire highlights the strategies and solutions suggested by students to increase their ability to orally communicate inside the classroom. The mainly mentioned ones are as follow; the implementation of different modern teaching materials such as power-point slides, game, music and visual illustrations which attracts the young generations' attention more than traditional methods ; the immediate use of what they have learnt in communicative activities like presentations, group-work, role-play and fun tasks which represent theme-based teaching strategies. Also, getting teachers' attention, motivation, and support is claimed to be crucial and effective in reducing students' psychological and language difficulties.

### **III.2 Interview**

Interviews are commonly utilized methods to gather data through spoken interaction between the investigator and the participants. A semi-structured interview is a partially organized interview, a technique for collecting information that depends on posing questions within a prearranged subject-based structure. Nonetheless, the questions are not arranged in a specific sequence or wording. The aim of this interview is to investigate teachers' point of view regarding students' oral reluctance and their reactions towards it; as well as the extent of the implementation of the communicative approach specifically theme-based strategies as a solution.

### III.2.1 Sample Population

The investigation took place in four different secondary schools in the city of Tiaret. The participants of the interview were eight teachers of the same English classes where the observation was conducted. Four of the teachers were experienced while the rest were novice in the field of teaching.

### III.2.2 Interview Questions

This interview serves as a great accumulation for the current research. It is structured and devoted to get data about teachers' points of view about the situation of teaching English in Algerian schools, the possible reasons behind students' oral communication reluctance; as well as, the possible solutions for such issue.

#### Questions

1. How do you find your job as a teacher of English in Algeria?
2. Do you implement the communicative approach?
3. Which teaching materials do you use?
4. What do you think about the textbook curriculum?
5. How do you find your students' levels?
6. According to you, why are students reluctant to speak English inside the classroom?
7. How do you react to their reluctance?
8. What do you suggest as solutions to improve students' English level especially their communicative competence inside the classroom?

### III.2.3 Analysis of the Results

**Question One:** How do you find your job as a teacher of English in Algeria?

All teachers claimed that they love their job, but at the same time they argued that teaching is very tiring because it requires a tremendous energy, effort, and patience. Despite its difficulty, teachers still enjoy it and think that it is their responsibility to do their best and give everything they can to their students.

**Question Two:** Do you implement the communicative approach?

For this question, most of the teachers said that they tried to implement this approach by engaging students in activities like dialogues, discussions, group-work, and games from time to time and not always due to many reasons. Some expressed that communicative approach was time consuming and teachers were restricted with the curriculum demands. Other teachers mentioned that communicative approach couldn't be implemented in grammar sessions. On the contrary, it is possible for others through teaching grammar inductively. Of the eight teachers, there were some who declared that they didn't care about students' communication, and they rather focused on preparing them for their baccaureate exam. Similarly, a teacher said that they were asked to engage students in projects at the end of the semester and it was preferable to be presented orally, not for the purpose of increasing students' communicative abilities but just to avoid wasting time on correcting written works.

**Question Three:** Which teaching materials do you use?

Most of the teachers say they rely mainly on handouts they prepare themselves, and try to use ICTs to provide their students with visual illustrations like pictures, power-point presentations, videos and even audios rather than using the textbook. However, the lack of the developed materials in schools such as data-show, computers and so on is a real struggle. Some teachers even declare that they spend their own money on printing handouts and buying the devices needed.

**Question Four:** What do you think about the textbook curriculum?

All of the teachers agree that the textbook content does not fit students' actual needs and interests. They claim it to contain outdated, difficult, and boring themes which do not attract students' attention and raise their willingness to learn the language and use it; also it contains sort of difficult vocabulary compared to students' level.

**Question Five:** How do you find your students' level?

The answers of this question raised an important inquiry. All teachers agree that generally scientific stream students have a decent level and show more interest in the English language more than the literary stream students. This contradicts the fact that it is the latter specialty and not the Scientifics'. According to teachers, the reason behind this, is that most of students who get good averages get to join the scientific stream "elite stream", while other students are

forced to join literary streams. Furthermore, teachers claim that students' lack the bases of English language which draws back to the way they were exposed to the language in middle school. This cannot be generated because some students do not make efforts and show no interest in the language for no significant reason.

**Question Six:** According to you, why are students reluctant to speak English inside the classroom?

Beside the students' levels of English and their interests in the language which prevent them from interacting inside the classroom, some teachers think that some reluctant student have sort of psychological problems. These psychological problems differ from one to another; some have difficulty speaking in front of people and fear making mistakes. Moreover, others claim that some of their reluctant students have problems in their personal lives such as family issues and mental disorder which distract them and affect their academic performance as a whole and not only their communicative ability in English class.

**Question Seven:** How do you react to their reluctance?

The teachers explain that they get to know the reluctant students in class through time, when they observe students' lack of participation and interaction with the teacher and their classmates for more than three sessions in row. In this prospect, some teachers say that they prefer to talk to the students themselves after the session ends to know the reason behind their reluctance and try to help them overcome it. In some cases, they find themselves obliged to consult students' parents to understand the situation. Other teachers express that they prefer to point at the student and get them involved. Additionally, teachers agree that some reluctant students are basically excellent and have a great level in English based on their good averages in written exams.

**Question Eight:** What do you suggest as solutions to improve the students' English levels especially their communicative competence inside the classroom?

All teachers agree that for improving the situation of teaching English in Algeria especially students' communicative ability, some changes must be done at the level of the educational system. First of all, creating a positive classroom atmosphere which enables teachers to implement the communicative approach and thus, developing students' interaction. This can

be achieved by affording developed teaching materials in schools, avoiding overcrowded classes, updating the textbook in which curriculum designers should take into consideration students' level, interests, and needs. Other educators add that the educational system should program a specific training for teachers concerning the implementation of communicative approach, so they don't find themselves lost in the field of teaching as they are experiencing today. Furthermore, some teachers believe that oral exams should be assigned in the testing system, so students know its value and give it much importance like written exams and tests.

### **III.2.4 Findings**

The findings of the semi-structured interview have shown that, the implementation of the communicative approach applying theme-based strategies is not neglected in Algerian schools, teachers are actually aware of its importance in helping students to overcome their communication reluctance and increasing their English language level. However the overall Algerian educational situation does not serve such approach due to several reasons. Therefore, the educational authorities should take immediate decisions at the level of the availability of materials, training teachers, inclusion of oral exams, and updating the textbook design in terms of the themes and the language level.

### **III.3. Observation**

Classroom observation is considered as one of the most used investigation tools in research to collect first hand data. Researchers opt for this tool to obtain needed information through observing what happening during the teaching learning process in a given time. In the current study, classroom observation took place in 8 classes of four different secondary schools in Tiaret. The participants are 211 second year students and 8 teachers. In each school, the classroom observation was conducted on 2 classes of different streams, scientific and literary. The aim of attending classroom observation was to get necessary information about students' level of reluctance to speak inside the classroom, teachers' acted like their behaviours; as well as, the strategies they used to encourage students to communicate in the classroom especially theme-based teaching strategies

### **III.3.1 Classroom Atmosphere**

During the observation, the physical atmosphere differed from one school to another. Some classes were large with nice lighting, clean, and not crowded. For example, in one school, each student had his own table which made him feel comfortable. On the contrary, some classes' design was not motivating. The general atmosphere was positive, quite, and controlled. Teachers seemed to have a certain extent of authority over their students, yet they showed friendliness by using words such as "dear" "darling", and cracking jokes from time to time to break the ice. In other words, they were firm and fair. At the same time, students were respectful. However, minority of students were noisy and misbehaving. In this situation, teachers controlled them by shouting, or simply using body language like eye contact, while others sometimes had to call the students by their names.

### **III.3.2 Teaching Learning Process: Lesson Presentation and Students' Interaction**

Concerning the way of presenting the lesson, it was different from one class to another because the content was not the same. Some dealt with grammar, others with unit introduction, while others dealt with listening and speaking. Some teachers used the PPP model of teaching in which they started the session by asking students about the previous lesson and engaged them in discussions. Then, teachers presented pictures using power-point along with handouts and other tools to put learners in the context, and asked students to listen to songs and raised questions about, students started talking, giving their points of view and discussing them together. After that, teachers provided them with group work activities such as dialogues and projects. The latter was implemented especially during listening speaking, unit introduction and only in one lesson of grammar. For other classes, teachers opted for writing on the board directly and did not use any modern strategy to explain the lesson or get students engaged. In this situation, Teacher-student interaction and communication didn't exist.

It was also noticed that, teachers who implemented the communicative approach and did efforts were old experienced teachers, while novice teachers followed the traditional methods but still, neither of them used textbook.

### III.3.3 Difficulties Faced by Students

During unit introduction and listening and speaking sessions, most of students in most classes were engaged, interacting, and trying to talk. Some students' pronunciation was decent while others struggled. Also, students seemed to have difficulty finding the appropriate words which express their thoughts so they used mother tongue. In that case, some teachers tried to prevent them by using demonstration through body language, drawing on the board, and suggesting simple words to explain difficult terms and make the meaning closer to them. Also, there were completely silent students who didn't talk unless they were asked by name this indicated a sort of reluctance.

### III.3.4 Teachers' Language and Feedback

It was noticed most of teachers used a comprehensible Standard English which suits the level of most of the students based on their interaction during the teaching-learning process; still some of them couldn't understand which drove teachers to use L1 to explain. However, it is worth to mention that some teachers used mother tongue unconsciously while explaining.

Talking about teachers' feedback towards students' oral participation, it was generally positive and constructive. Teachers received the right answers of students by providing encouraging comments such as: "Excellent" and "Good". For the wrong answers, some teachers displayed a positive attitude by helping students reflect on their answers and correct them themselves, while others gave the chance to other students. Accordingly, the focus was on students' mispronunciation.

### III.3.5 Findings

The results of the classroom observation indicate that scientific stream students are more interested in English and have a good level compared to literary stream students and that females are the most reluctant to speak rather than males. Moreover, the findings highlight that the positive classroom atmosphere helps both of teachers and students because it enables the implementation of theme-based strategies 'communicative activities' like group-works, role-play, dialogue and presentations which gives the chance to students to overcome their communication reluctance and practise the language orally. Additionally, teachers' positive feedback and attitude have a major role in motivating students, and building a safe environment which raises their willingness to communicate inside the classroom.



## Conclusion

In short, this chapter consisted of the methodology followed for the research sake, the data collection and the analyses of the collected data of the questionnaire, the semi-structured, and the classroom observation which were conducted in secondary schools of Tiaret.

The overall acquired results of the data collection instruments reveal that most of secondary school students' in Tiaret experience a level of reluctance in speaking inside English classrooms because of both psychological and low language level factors. In the same context, both of teachers and students believe that theme-based teaching strategies have a vital role in increasing students' willingness to be engaged and communicate in English class. But, results also revealed the inaccessibility of materials, overcrowded classes, and the limited time of English sessions prevent teachers from applying these strategies. Therefore, further changes are required.



# **General Conclusion**

## General Conclusion

In light of the globalization and worlds' demands, learning English has become a need if not a necessity to everyone worldwide. Being able to speak the language and interact effectively using it should be number one priority of every learner, because it enables the learner to communicate and coexist with others in any real life situation anywhere. Thus, Algeria like all countries has started witnessing a great emphasis on English especially at the level of education, where authorities included it as a second language in all educational levels, especially in primary schools in order to foster students' proficiency at an early age.

This study was conducted to shed the light on the necessity of strengthening Algerian secondary school students' oral proficiency in order not to face difficulties in higher studies. Accordingly, the focus of this research project was on exploring the most common factors behind learners' oral communication reluctance inside the classroom; as well as, investigating the extent of teachers' use of theme-based strategies, and their potency in raising learners' eagerness to participate and communicate orally.

This research paper is composed of three chapters. The first two chapters are dedicated to the theoretical background, whereas the last one is devoted to the research methodology. The first chapter highlights speaking skill and its importance in English acquisition; as well as, the main pedagogical, linguistic, and psychological reasons that hinder students from oral participation in English session. The second chapter discussed the evolvement of teaching English in Algeria and the different techniques that have been used by teachers, particularly theme-based strategies for the sake of enhancing learners' communication abilities. The practical chapter analyzed the data collected from the questionnaire intended to students, semi-structured interview with teachers, and the classroom observation.

The analysis of the obtained data highly confirmed the raised research hypotheses. The findings revealed that the majority of students are interested in English language learning and aware of its necessity at university and professional life in general. Still, they face a sort of reluctance to communicate and participate orally inside the classroom due to several factors mainly their psychological struggles, and the nature of teaching-learning environment. On one hand, the results highlight that students lack the necessary social skills to communicate effectively, where most of them experience anxiety disorder, low self-esteem, and even speech disorder like stuttering. Students with such symptoms, most of the time, are competent in the language as their teachers believe, but they avoid participating and sharing their ideas in order not to be ridiculed by peers. On the other hand, negative learning environment including

a boring classroom design in terms of small size, overcrowded, and uninspired colors and decoration demotivate students and reduce their willingness to speak because they don't have the chance to work in groups. Additionally, the way how the teaching learning process happens affects students' interaction in which teachers' low motivation for communication, teachers' negative attitudes and feedback towards students' mistakes, overuse of mother tongue, the use of traditional strategies to monitor communicative activities, and discussion of boring topics decrease students' spoken language inside the classroom. Concerning the implementation of theme-based teaching strategies, most of teachers are trying to adapt from instead of using the textbook due to its efficiency in creating enjoyable learning climate and motivating students by making topics relevant to their own lives, and engaging them in different communicative activities like role-play, power-point presentation, drawing, songs, pictures, and games where all learners' needs and preferences are treated. Consequently, learners feel comfortable to talk in open conversations using the target language. However, the implementation of such strategies requires time and the availability of the necessary materials which are a struggle for all teachers in Algerian schools. In this vein, teachers and students believe that the Algerian educational authorities have the total ability to make changes which facilitate the teaching process for teachers, and help the Algerian students to foster their communication competency. These changes involve taking decisions about: designing suitable classrooms, materials' accessibility at the level of educational context, updating the textbook's themes which are expected to discuss real life situations and suits students' level, extending English session time, allocating a specific session for oral expression, and training English teachers to apply the communicative approach.

### **Research Limitations**

During the process of gathering data, two major limitations could be addressed. First, some teachers did not allow us to attend for classroom observation. Second, other teachers tried to manipulate students' answers. Consequently, some students did not take the questionnaire seriously. The previously mentioned factors that were out of our control did not have a major effect on the validity of the study results.

### **Recommendations**

The findings of the current study suggest the upcoming recommendations for teachers:

- ❖ Teachers should pay attention to reluctant learners by trying to discover the reason behind, and contact the parents if necessary.

## General Conclusion

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- ❖ Teachers should focus more on raising students' oral interaction by implementing theme-based strategies in all lessons especially grammar which is perceived as boring.
- ❖ Teachers should opt for real life themes to provide students with the needed vocabulary, so they interact effectively in social life.

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# **Appendices**

## Appendices

### Appendix 01

#### Student's Questionnaire

##### Theme-based Teaching Strategies for Reducing Students' Oral Communication Reluctance

You are invited to complete a basic participant information sheet concerning learning English as a foreign language. This research is conducted by undergraduate students of English at Ibn Khaldoun University of Tiaret, to capture feedback on the major obstacles you have experienced when communicating in English class during your academic journey, thus to explore the effective strategies to overcome them. The completion will take approximately 15 minutes. This is not a test, so there are no right or wrong answers. We are concerned with your point of view. Please, take some moment to reflect on each question addressed and try to be as honest as possible. All information you provide will be strictly confidential and only accessible by the researcher. They will be only used in finding ways to improve the academic experience of our students in the future. Thank you for your time!

**1- Gender:**

Male

Female

**2- Age:**

16-17

17-18

**I. In the following section select the appropriate answer by putting an 'X'. Thank you!**

**1. Do you like the English language?**

Yes

No

**Justify:**

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**2. Where do you use English most?**

Inside the classroom

Outside the classroom

Social Media

No use at all

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### 3. What kind of activities do you practice most in your English class?

- Grammar activities    Reading comprehension    Writing expression  
 Communicative activities.

### 4. How do you find the topics you have discussed?

- Interesting    Boring    Difficult    Easy

**Justify (Please provide us with example, thank you!)**

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

**II. Following are statements in which we want to know how often each statement describes you. We would like you to choose a number from 1 to 5 as outlined below:**

**1=Never      2= Rarely      3= Sometimes      4= Often      5= Always**

**For example, take the following item. If you always participate in the classroom, write 5 in the space before the statement:**

**-----3----- I participate in the classroom.**

**Please write one (only one) whole number in front of each statement and do not leave out any of them. Thanks!**

- .....When I am on my way to English Class, I feel relaxed and happy.
- .....I can speak English in front of my classmates and teacher comfortably.
- .....I know the answer but I don't share it.
- .....I prefer that my teacher asks me directly to answer without participating.
- .....We have the chance to do oral presentations in class.
- .....I understand my teacher while he is speaking in English.
- .....I fear pronouncing words incorrectly while talking or reading a text.
- .....I can build correct sentences.
- ..... I face some difficulties in finding appropriate words which describe my thoughts.
- ..... I feel my heart beating and butterflies in my stomach while participating.
- .....I always be thinking that my classmates speak English better than me.
- .....I tremble when I am tested orally in English.
- .....I don't participate but I get good marks in exams.
- .....I be ashamed when my teacher corrects my mistakes.
- .....I worry about my teacher's harsh comments and negative gestures.
- .....My classmates laugh when someone gives a wrong answer.

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**III. In the following section, we would like you to answer some questions and select all that apply by simply putting an 'X' in the box. Thank you very much for your help!**

**1. What helps you most to become a good communicator in class:**

- Having a safe and comfortable atmosphere
- Getting positive feedback from your teacher
- Using what you have learned immediately in communication situations
- Avoid learning word by word
- Doing more group activities and have plenty of games and quizzes
- Using different materials like images, videos, and listening to stories instead of
- writing on the board

Other (Please, mention it. Thank you! -----)

**2. What are the strategies used before participating orally?**

- Writing down my answer and reflecting on it
- Discussing my answer with my classmate
- I just participate without preparing
- Other (Please, mention it. Thank you! -----)

**According to your experience, what would your teacher and our educational system do for you, in order to be a good communicator in English inside and outside the classroom?  
(Please, explain in few words. Thank you!)**

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**It is our pleasure to send you the findings of this questionnaire. If you are interested in, please leave your email address.**

**Thank you for your collaboration.**



Appendix 02

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Ibn Khaldoun University of Tiaret

Faculty of Letters and Languages

Department of English



Classroom Observation

Date of Observation: .....

Place of Observation: Secondary school .....

Duration of the Session: .....

Class: Second year .....

N° of Students: .....

Content: .....

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Statements	Yes	No	Comments
• The classroom is crowded			
• The equipment are available			
• The session's atmosphere is comfortable			
• The teacher uses different materials			
• The teacher has an authority over the classroom			
• The teacher is competent at the level of language			
• Teacher's behavior is positive			
• The teacher applies the communicative approach			
• The learners interact with the content of the lesson			

### Teachers-students' Interaction

Statements	Yes	No	Comments
• The teacher encourages learners to talk and ask questions			
• Learners are equally engaged in participation			
• Learners use only English when they answer			
• Learners face difficulties when answering			
• The teacher helps them to overcome these difficulties			

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<ul style="list-style-type: none"> <li>• <b>The teacher provides positive-constructive feedback towards learners answers</b></li> </ul>			
<ul style="list-style-type: none"> <li>• <b>The teacher corrects learners' mistakes constantly</b></li> </ul>			
<ul style="list-style-type: none"> <li>• <b>The teacher leads them to correct their own mistakes</b></li> </ul>			
<ul style="list-style-type: none"> <li>• <b>The teacher tells them directly the right answer</b></li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Learners mock each other's wrong answers</b></li> </ul>			

### Students-students Interaction

Statements	Yes	No	Comments
<ul style="list-style-type: none"> <li>• <b>Learners interact with each other during class</b></li> <li>•</li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Learners use English to interact with each other</b></li> <li>•</li> </ul>			

**Additional comments about any unexpected reactions, events, and anything that should have been added to the lesson or done differently:**

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### Summary

The present study investigates the effectiveness of theme-based teaching strategies in reducing the learners' oral communication reluctance. It also aims to explore the hindering factors to students' oral participation in English class. The data were collected through questionnaires for students, semi-structured interviews with teachers, and classroom observation. The findings indicate that students' oral communication reticence is related to their negative personality traits, and low language level, in addition to unsupportive teaching-learning environment. The results also reveal the efficiency of theme-based teaching strategies in raising reluctant students' willingness to communicate.

**Keywords:** oral communication reluctance, students, hindering Factors, theme-based teaching strategies, communication willingness

### Résumé

Cette étude se concentre sur l'évaluation de l'efficacité des stratégies d'enseignement thématiques pour réduire leur réticence. Elle explore les facteurs qui limitent leur participation orale en classe d'anglais. Les données ont été recueillies à l'aide d'un questionnaire destiné aux élèves, d'entretiens semi-structurés avec les enseignants et d'observations en classe. Les résultats montrent que la réticence des étudiants est liée à des traits de personnalité négatifs, un faible niveau de langue et un environnement d'apprentissage défavorable. Les résultats obtenus révèlent également l'efficacité des stratégies d'enseignement thématiques pour accroître la volonté des élèves réticents à communiquer.

**Mots clés :** réticence à la communication orale, étudiants, facteurs entravants, stratégies d'enseignement thématiques, volonté de communiquer

### المخلص

البحث يسعى إلى دراسة نجاعة الاستراتيجيات المتبعة للحد من تردد المتعلمين للتواصل الشفوي و الكشف عن العوامل التي تعيق مشاركة الطلبة الشفوية في قسم الإنجليزية ودراسة نجاعة الاستراتيجيات المتبعة للحد من تردد المتعلمين للتواصل الشفوي. وقد تم جمع المعطيات عن طريق استمارة موجهة للتلاميذ، وحوارات شبه منظمة مع الأساتذة بالإضافة إلى الملاحظات في القسم. وأظهرت النتائج أن تردد التلاميذ للتواصل الشفوي يرتبط بسماتهم الشخصية السلبية، وضعف مستواهم اللغوي. تكشف النتائج أيضاً عن فعالية استراتيجيات التدريس المتبعة في رفع رغبة الطلاب المترددين في التواصل.

**الكلمات الرئيسية:** تردد في التواصل الشفوي، طلاب، عوامل المعيقة، استراتيجيات ذات طابع موضوعي، رغبة في التواصل