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Exploring the Factors Affecting Algerian University EFL Learners' Willingness to Participate in Oral Expression Classes:

The Case of First Year Students of English Department

at University of Mohamed Khider of Biskra

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Declaration of Integrity

I, **Brahimi Mohamed Rafik**, hereby solemnly declare that the dissertation entitled:

"Exploring the Factors Affecting Algerian University EFL Learners' Willingness to Participate in Oral Expression Classes" has been independently carried out by me and represents my own original work. This dissertation is submitted in partial fulfillment of the requirements for the award of the Master's Degree in English – Science of the Language at University of Mohamed Khider of Biskra. I declare that, the work contained in this dissertation is entirely my own, and that all references to ideas, research findings, and quotations from published or unpublished sources are clearly cited and fully acknowledged.

Every effort has been made to respect academic standards of integrity and intellectual honesty. Any use of copyrighted materials or external data has been properly referenced, I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature:

Dedication

To my beloved Father **Mohamed**,

whose quiet sacrifices built the path beneath my feet

you gave me your best without asking for anything in return.

To my beloved **Mother**,

the light of my life, my first teacher, and my forever guardian.

You left this world too soon on a quiet Sunday, after a courageous battle with cancer that you faced with grace, and immeasurable strength. Though your body grew tired, your spirit never faltered. I witnessed your pain, your patience, and your love and I carry them all with me.

To my Family,

Walid, the compass that accompanied me through the thick and thin, through the moments of calm and storms.

Amina, your resilience is not loud, yet taught me that i am not alone in this world.

Asma, we acknowledge your resilience through joy and pain, and i am grateful for your presence in our lives.

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To my **Dear Friends**,

whose laughter softened the weight of long nights,

and whose encouragement echoed louder than my doubts.

Thank you for reminding me who I am when I almost forgot.

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Abstract

The development of speaking skills in English as a Foreign Language (EFL) contexts remains a key objective in language education, yet many learners demonstrate hesitation or reluctance to participate in oral classroom activities. This research investigates the factors affecting Algerian university EFL learners' willingness to participate in oral expression classes, with a particular focus on the role of teacher-designed activities. Adopting a mixed-methods approach, the study combines quantitative data from student questionnaires with qualitative insights from classroom observations to identify the affective, pedagogical, and contextual variables that affect learners' spoken engagement. The findings reveal that internal factors such as anxiety, fear of making mistakes, and lack of confidence significantly hinder participation, while external elements such as classroom environment, activity type, and teacher encouragement also play crucial roles. Interactive games and storytelling were among the most motivating activities, whereas uninteresting or repetitive tasks, along with negative peer judgment, contributed to reduced participation. The study also highlights that students are more likely to participate when activities are engaging, low-pressure, and involve peer collaboration. The results support previous research on willingness to communicate and emphasize the need for student-centered, supportive teaching strategies to foster oral participation. The study concludes with practical recommendations for EFL instructors in Algerian universities, aiming to create more inclusive and dynamic oral expression sessions that enhance both learner confidence and communicative competence.

Keywords: Willingness to participate; Oral expression; EFL learners; Teacher-designed activities; Algerian universities; Language anxiety; Classroom participation.

List of Abbreviation and Acronym

EFL: English as a Foreign Language

FLA: Foreign Language Anxiety

L2: Second Language

RQ: Research Question

WTC: Willingness to Communicate

WTP: Willingness to Participate

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General Introduction

General Introduction

The ability to communicate effectively in a foreign language has become increasingly vital in today's interconnected and globalized world. Among the four fundamental language skills—listening, speaking, reading, and writing—speaking is often regarded as the most complex and demanding, as it requires not only linguistic accuracy but also fluency, spontaneity, and confidence. In English as a Foreign Language (EFL) settings, the speaking skill is particularly emphasized due to its role in promoting real-time interaction and communicative competence. However, many learners continue to struggle with oral participation, not necessarily due to lack of knowledge, but because of emotional, psychological, or contextual barriers that inhibit their willingness to speak.

This issue is especially relevant in Algerian universities, where EFL learners frequently show reluctance to engage in oral expression classes. Despite being a central component of language learning, oral expression sessions are often marked by minimal student interaction, hesitation, and silence. A variety of factors contribute to this phenomenon, including language anxiety, fear of negative evaluation, lack of motivation, and uninspiring classroom environments. Additionally, the design of class activities—whether they are communicative, student-centered, or monotonous—can significantly influence a learner's level of engagement and Willingness to Participate (WTP).

In light of this, the present research seeks to explore the factors that affect first year Algerian EFL learners' Willingness to Participate (WTP) in oral expression classes at the university level. It focuses on both internal and external variables,

including learners' affective states, perceptions of peer judgment, and the nature of teacher-designed activities. Particular attention is given to how classroom practices can either facilitate or hinder oral engagement, and what role teachers play in shaping an encouraging environment for spoken interaction.

By investigating these aspects, the study aims to contribute to a better understanding of the dynamics of oral classroom participation in Algerian higher education. It also hopes to offer practical insights and pedagogical recommendations that can support language instructors in designing more effective, motivating, and inclusive oral expression sessions—ones that not only improve students' speaking proficiency, but also build their confidence and autonomy as communicators in English.

Chapter One:

Theoretical Part

Chapter One: Theoretical Part.

1.1   Background of the Study

This study explores the factors affecting first year Algerian university EFL learners' Willingness to Participate (WTP) in oral expression classes, with a specific focus on how teacher-designed activities, learner anxiety, peer dynamics, and classroom environment influence their engagement. By examining these interrelated elements, the research aims to identify actionable strategies to enhance participation in Algerian EFL contexts.

1.2   Statement of the Problem

Despite the central importance of oral communication in EFL learning, a persistent issue within Algerian university classrooms is the reluctance of students to participate actively in oral expression sessions. Many first-year EFL learners possess the foundational knowledge required to engage in speaking tasks, yet remain passive during class discussions. This gap between competence and performance is not merely a pedagogical concern, but a complex phenomenon shaped by emotional, psychological, and contextual factors. Language anxiety, fear of making mistakes, peer judgment, and uninspiring classroom activities have all been observed to contribute to students' silence. Moreover, the shift from Arabic-supported high school instruction to fully English-taught university programs often heightens these challenges, making the transition to active classroom participation even more difficult.

While previous studies have highlighted several of these barriers individually, few have examined how specific teacher-designed activities might mitigate them in a structured and supportive way. There remains a need to explore how pedagogical strategies—particularly those centered around student engagement and emotional

safety—can influence learners' Willingness to Participate (WTP). Without addressing this issue, the classroom risks becoming a space of linguistic passivity rather than interactive development. Therefore, this study seeks to understand the deeper reasons behind students' hesitancy and to identify practical classroom practices that foster confidence, reduce anxiety, and ultimately encourage meaningful oral participation among Algerian university EFL learners.

1.2.1 Relevant Studies

Several studies have explored factors affecting EFL learners' Willingness to Participate (WTP) in oral expression activities, shedding light on the interplay of psychological, social, and pedagogical elements. Below is a review of five relevant studies, followed by a critical discussion and identification of the research gap.

Horwitz et al. (1986) investigated the role of anxiety in foreign language classrooms and found that high levels of communication apprehension and fear of negative evaluation significantly hinder students' Willingness to Participate (WTP). Their study emphasized that anxiety often stems from a fear of making mistakes and being judged by peers, suggesting that reducing anxiety can enhance participation. Similarly, Dörnyei (2005) explored the link between motivation and Willingness to Communicate (WTC) in language classrooms, revealing that learners with higher levels of intrinsic motivation were more likely to engage in speaking activities. While both studies highlight psychological factors affecting participation, they do not specifically address how teacher-designed activities can simultaneously reduce anxiety and enhance motivation to systematically boost WTC in oral expression classes, leaving a practical gap in the research.

In addition to psychological factors, teacher and peer influences play a crucial role in shaping learners' Willingness to Participate (WTP). Sari et al. (2020) examined students' perceptions of their unwillingness to participate in EFL classrooms and found that teacher-centered methods, lack of interaction, and peer judgment were among the most frequently cited causes of silence and hesitation. Students reported feeling more comfortable in interactive, peer-supported activities, particularly those that reduce public pressure and fear of negative evaluation. These findings suggest that peer dynamics and the emotional atmosphere of the classroom significantly influence learners' confidence and communicative behavior. However, while the study provides rich qualitative insights into learner discomfort, it does not directly explore how specific teacher-designed tasks might reverse these effects and promote participation.

Beyond psychological and social influences, cultural factors also play a significant role in learners' willingness to engage in oral expression. Peng and Woodrow (2010) explored cultural influences on EFL learners' WTC in the Chinese context, highlighting that cultural norms, such as avoiding public speaking to maintain harmony, discouraged students from participating in oral activities. While their study provides valuable insight into cultural barriers, it does not offer concrete strategies for overcoming these challenges through classroom practices. Collectively, these studies underscore various factors affecting participation but fall short of exploring how teacher-designed activities can effectively address anxiety, motivation, peer dynamics, and cultural influences to create an inclusive and engaging oral expression classroom.

When it comes to the Algerian classroom, there are specific issues that hinder Algerian EFL learners' Willingness to Participate (WTP). A key issue is self-concept

and language anxiety, as many learners develop a negative perception of their abilities, leading to reluctance in engaging in oral communication (Khaled H. Y., 2023). Additionally, parental and social expectations play a significant role in shaping students' motivation, as the collectivist nature of Algerian society often prioritizes external pressures over personal learning goals (Khaled H. Y., 2023). Another major obstacle is the fear of negative evaluation, where students hesitate to speak due to concerns about making mistakes and being judged by peers and instructors (Khaled H. Y., 2023). Furthermore, a lack of integrative motivation limits learners' engagement, as they often focus on the instrumental benefits of English (e.g., career prospects) rather than cultural immersion, reducing their enthusiasm for spoken interaction (Khaled H. Y., 2023). Lastly, the absence of authentic communication opportunities outside the classroom restricts learners' ability to practice speaking in meaningful, real-world contexts, further diminishing their confidence (Khaled H. Y., 2023). Addressing these issues through supportive teaching strategies, reducing anxiety, and incorporating communicative activities can significantly enhance students' Willingness to Participate (WTP) in oral expression classes.

1.3   Critical Discussion and Gap Identification

The reviewed studies collectively highlight key factors affecting Willingness to Participate (WTP), such as anxiety, motivation, teacher support, peer dynamics, and cultural influences. While these factors are critical, the studies often lack a focus on the specific role of teacher-designed activities in addressing these issues. Most research emphasizes general classroom dynamics rather than practical, structured interventions by teachers to enhance speaking participation.

This gap underscores the need for research that bridges theory and practice by examining how teacher-designed activities can address psychological, social, and cultural barriers, fostering a supportive environment that encourages EFL learners to participate in oral expression classes. Therefore, this study aims to fill this gap by exploring the practical impact of designed activities on learners' willingness to engage, providing actionable insights for language educators.

1.4 Research Questions

To address the above-mentioned aim, this current study attempts to answer the following research questions:

RQ1 – To what extent are Algerian EFL learners' willing to participate in oral expression classes?

RQ2 – What are the factors affecting Algerian EFL learners' willingness to participate in oral expression classes?

RQ3 – What type of teacher designed activities are most effective in enhancing Algerian EFL learners' willingness to participate in Oral Expression classes?

1.5 Significance of the Study

This study sheds light on the factors affecting Algerian university EFL learners' Willingness to Participate (WTP) in oral expression classes, providing valuable insights for both educators and policymakers. For teachers, understanding these factors can help them design more effective classroom strategies, such as creating supportive learning environments, reducing anxiety, and implementing engaging, student-centered activities that foster participation. Policymakers, on the

other hand, can use the findings to develop curriculum guidelines that prioritize communicative competence, teacher training programs that focus on interactive teaching methods, and policies that encourage a more dynamic, participatory approach to language learning. Ultimately, this research contributes to enhancing the quality of oral expression instruction, leading to improved speaking proficiency among Algerian EFL learners.

1.6 Speaking in the EFL Context

English as a Foreign Language (EFL) refers to the teaching and learning of English in countries where it is not the primary language spoken, typically focusing on non-native speakers who do not have regular exposure to English outside of the classroom. Speaking is considered an essential skill in the EFL context, as it enables learners to engage in meaningful communication. According to Brown (2001, p. 30), speaking involves not only the mastery of language forms but also the confidence to use them in real-life situations. As a productive skill, it requires learners to apply their language knowledge effectively in active communication.

1.7 Importance of Speaking for EFL Learners

In EFL classrooms, engaging learners in speaking activities offers them opportunities to practice their language skills and develop their overall language competence. The role of speaking in language learning is pivotal, as it enables learners to develop fluency and build confidence through active use of the language. As Harmer (2007, p. 123) points out, speaking tasks allow learners to interact, express ideas, and receive immediate feedback, which is essential for refining their fluency

and communicative effectiveness. Furthermore, according to Ur (1996, p. 121), such classroom interaction plays a significant role in fostering learners' social, academic, and professional competence in the target language.

Algerian university EFL learners face challenges in adapting to the transition from high school settings, where English instruction is often supported by explanations in Arabic, fostering better student engagement and participation. However, upon graduating from the baccalaureate exam and enrolling in English as a specialization, students are placed in an environment where English becomes the sole medium of instruction. This shift often reduces students' Willingness to Participate (WTP).

1.8   Defining the Concept of Willingness to Participate

Willingness to Participate (WTP) refers to the readiness and eagerness of learners to engage in classroom activities, particularly speaking tasks. This concept encompasses both intrinsic factors, such as learners' motivation and confidence, and extrinsic factors, including the classroom environment and teaching strategies (MacIntyre et al., 1998, p. 546). A high Willingness to Participate (WTP) reflects learners' readiness to step out of their comfort zones, engage in communication, and take risks in using the target language, which aligns with MacIntyre et al.'s (1998) situational model of willingness to communicate that highlights the role of self-confidence and perceived communicative competence in promoting active language use. This willingness has a direct impact on learners' speaking abilities. When learners actively participate, they gain more opportunities to practice, which leads to improved fluency, accuracy, and pronunciation. As Harmer (2007, p. 123) explains, increased participation fosters meaningful interaction, enabling learners to receive

feedback, refine their language use, and gradually develop communicative competence. Furthermore, according to Young (1991, p. 428), active engagement enhances confidence by reducing the hesitation commonly associated with language anxiety, ultimately encouraging learners to communicate more effectively.

By participating in a variety of speaking tasks, learners develop better conversational skills and the ability to articulate ideas clearly. This active involvement also contributes to better retention of vocabulary and structures, as learners apply their language knowledge in practical contexts. Ultimately, a Willingness to Participate (WTP) in speaking activities creates a positive feedback loop, where increased practice leads to greater proficiency, further boosting learners' confidence and motivation.

1.9   Why Is Willingness to Participate in the Classroom Important?

Willingness to Participate (WTP) plays a pivotal role in the language learning process, especially in Oral Expression classes, as it directly affects learners' ability to practice and improve their communication skills. As Brown (2001, p. 34) emphasizes, classrooms offer a safe and structured environment where learners can experiment with the language without fear of severe consequences. Participation, according to the Interaction Hypothesis, provides opportunities for meaningful interaction that are essential for language acquisition. Ellis (2008, p. 264) similarly notes that learners who actively engage in classroom discussions and activities tend to develop higher levels of communicative competence compared to those who remain passive.

Moreover, participation fosters confidence, which is crucial for reducing language-related anxiety. When learners willingly engage, they overcome hesitation

and build fluency over time (Horwitz et al., 1986, p. 126). It also allows teachers to provide immediate feedback, helping students correct mistakes and refine their language use in real time (Harmer, 2007, p. 123). As noted in previous research, a supportive classroom atmosphere and positive teacher–student interaction can significantly enhance learners' willingness to contribute, creating a positive feedback loop where increased participation leads to greater language competence and confidence (Young, 1991, p. 428). This is supported by Sari et al. (2020), who found that students are more likely to avoid participation when the classroom is teacher-centered and lacks emotional support, indicating the importance of affective and inclusive teaching strategies.

Furthermore, Willingness to Participate (WTP) is essential for cultivating autonomy in language learning. Active learners take ownership of their progress, which is a critical trait for long-term success in acquiring a Second Language (L2) (Dörnyei, 2005, p. 122). Participation also helps learners to relate classroom content to real-world contexts, fostering motivation and relevance (Peng & Woodrow, 2010, p. 836). Thus, Willingness to Participate (WTP) is not only a marker of classroom engagement but also a catalyst for linguistic and psychological development.

1.10   Factors Affecting Willingness to Participate

1.10.1   Designed Activities

The activities designed by teachers are crucial in shaping learners' Willingness to Participate (WTP) in speaking tasks. Effective teacher-designed activities should be engaging, relevant, and communicative, encouraging students to interact and use the language actively. When tasks are connected to learners' interests or real-world contexts, they become more motivating and relevant, which in turn increases willingness to participate (Harmer, 2007, p. 89). These activities should also be

tailored to the learners' proficiency levels, providing challenges that are not too overwhelming but still encourage growth and development (MacIntyre& Charos, 1996, p. 18). Task difficulty plays a significant role in learners' Willingness to Participate (WTP). If tasks are too difficult, learners may feel discouraged or overwhelmed, leading to hesitation and reduced participation. On the other hand, tasks that are too easy might not engage students effectively, making them feel bored or disinterested (Ur, 1996, p. 121). The challenge lies in designing tasks that strike a balance—presenting enough difficulty to push learners out of their comfort zones while ensuring the task is manageable and not frustrating. The teacher's role in supporting students through these tasks is vital. A supportive teacher creates a positive classroom atmosphere where learners feel comfortable making mistakes and are encouraged to take risks.

This support can come in the form of scaffolding, which, as Dörnyei (2005, p. 211) explains, involves providing guidance, feedback, and encouragement to help learners complete tasks successfully. Teachers who offer timely and constructive feedback, according to Young (1991, p. 428), can help reduce learners' anxiety and enhance their confidence, ultimately making them more willing to participate in speaking activities.

Furthermore, a balanced guidance of the teacher and the awareness of the designed-activity, this could positively influence students' willingness and desire for participation in EFL Classrooms.

1.10.2   Teacher-Student Relationship

The quality of the teacher-student relationship has a profound influence on learners' Willingness to Participate (WTP) in oral expression activities. A strong, positive relationship fosters trust, which is critical for creating a supportive learning

environment. When learners perceive their teacher as approachable, empathetic, and encouraging, they are more likely to feel comfortable expressing themselves. As Brown (2001, p. 49) notes, this comfort stems from the understanding that the teacher values their contributions, regardless of the accuracy of their language use. Establishing this kind of rapport can involve regular positive reinforcement, constructive feedback, and showing genuine interest in learners' progress. For example, a teacher who actively listens, acknowledges students' efforts, and avoids excessive criticism helps reduce fear of failure and builds learners' confidence in their speaking abilities (Ellis, 2008, p. 146). When learners feel respected and supported, they become more motivated to take risks in using the language, which is essential for developing fluency.

A safe classroom environment plays a vital role in this dynamic. Such an environment is one where learners feel secure to make mistakes without fear of judgment or ridicule. Teachers who foster a non-threatening atmosphere by promoting mutual respect and encouraging collaboration among peers contribute significantly to learners' Willingness to Participate (WTP). Techniques such as group activities, where learners can practice speaking in smaller, less intimidating settings, or ice-breaker games designed to reduce tension, can effectively create this supportive atmosphere (Harmer, 2007, p. 124). By making participation feel like a shared journey rather than an evaluative task, learners are more likely to engage actively and willingly in speaking activities.

Additionally, teachers can explicitly set ground rules for respectful interaction in the classroom, ensuring that all learners feel heard and valued. According to Ur (1996, p. 125), the perception of fairness and inclusivity plays a crucial role in

reinforcing learners' confidence to participate and in enhancing the overall classroom dynamic..

1.10.3   Peer Influence

Also, Peer influence is also a critical factor in determining learners' Willingness to Participate (WTP) in oral expression classes. A supportive peer group creates a sense of belonging and reduces the fear of negative evaluation. When learners interact in a collaborative and non-judgmental environment, they are more likely to take risks in their communication attempts, which is essential for improving their speaking skills. Encouraging and respectful behavior from peers helps to alleviate learners' anxiety and boosts their confidence in speaking, as they feel reassured that mistakes will not be met with criticism. For instance, group or pair activities that require learners to work together on a common goal foster a sense of camaraderie and mutual respect. These collaborative settings often create a safe space where learners can experiment with language without fear of ridicule. As Liu and Jackson (2008, p. 73) emphasize, learners who perceive their peers as encouraging tend to show greater initiative in participating in classroom discussions and are more likely to practice their oral skills.

On the other hand, a competitive or critical peer environment can have the opposite effect, increasing learners' reluctance to participate. Fear of being judged by peers for language errors often leads to communication apprehension, discouraging learners from engaging in classroom activities. This underscores the importance of fostering a classroom culture that values mutual support and constructive feedback.

In addition, peer encouragement often sets the tone for collective participation, where students influence each other positively. For example, when one student actively participates and receives positive reinforcement from peers, others are often

motivated to follow suit. As Dörnyei (2005, p. 218) explains, this ripple effect enhances the overall willingness of the group to engage in speaking tasks, ultimately creating a more dynamic and interactive classroom atmosphere.

1.10.4   Learners' Personalites

The personality of a learner significantly influences their Willingness to Participate (WTP) in speaking activities. Extroverted learners are often more comfortable engaging in oral tasks due to their natural inclination toward social interactions. They tend to take risks in communication, participate actively, and thrive in collaborative activities. As Dörnyei (2005, p. 211) notes, introverted learners, by contrast, might be more hesitant to participate, as they often experience self-consciousness or prefer less attention in group settings. Personality traits such as openness to experience, which involves curiosity and a willingness to try new things, also play a role. Learners who score high in this trait are more likely to embrace speaking activities and view them as opportunities for growth rather than challenges to avoid. Conversely, learners with high levels of neuroticism may experience heightened anxiety and fear of failure, leading to reduced participation.

It is important to consider how classroom dynamics and teaching approaches can accommodate these personality differences. For example, incorporating a mix of individual, pair, and group activities allows introverted learners to build confidence gradually, while extroverted learners can take advantage of opportunities for more frequent interactions. As MacIntyre et al. (1998, p. 550) suggest, fostering a supportive and inclusive environment that minimizes the fear of judgment can encourage learners with diverse personality traits to participate more actively. Similarly, Dörnyei (2005, p. 211) emphasizes that tailoring activities to suit various

personality types helps even introverted learners feel more comfortable and willing to engage in speaking tasks.

1.10.5   Language Anxiety

Language anxiety is one of the most significant psychological barriers to learners' Willingness to Participate (WTP) in oral expression activities. It manifests as a fear or apprehension related to speaking in a foreign language and often stems from the fear of making mistakes, being negatively evaluated by others, or experiencing communication breakdowns. This type of anxiety can create a mental block, making learners hesitant to contribute to discussions or take risks in using the language (Young, 1991, p. 428). Anxiety can also lead to physical symptoms such as increased heart rate, sweating, or difficulty concentrating, further impeding the ability to participate in speaking tasks. Over time, repeated experiences of anxiety may result in avoidance behavior, where learners deliberately refrain from participating in oral activities altogether. The classroom environment plays a critical role in mitigating language anxiety. For example, learners often feel less anxious in small groups or pair work, where the stakes are lower compared to whole-class discussions. Activities that promote collaboration and peer support can help learners feel more comfortable and reduce the fear of judgment. Teachers can also help by providing constructive feedback in a non-threatening manner. As Ellis (2008, p. 146) explains, this type of feedback encourages learners to take risks and view errors as a natural part of the learning process rather than as failures. Another key strategy to address language anxiety is the gradual introduction of speaking tasks. For instance, starting with simple, structured activities before progressing to more complex, open-ended discussions allows learners to build confidence at their own pace. This scaffolding

approach ensures learners feel supported and capable, which can significantly reduce anxiety and foster a Willingness to Participate (WTP).

Learners' self-perception of their language abilities contributes to their anxiety levels. Those who perceive themselves as less proficient may experience higher levels of anxiety and are more likely to avoid participation. Teachers can counter this by celebrating small achievements, focusing on progress rather than perfection, and creating an encouraging atmosphere where mistakes are normalized as part of the language learning journey (MacIntyre& Charos, 1996, p. 18). Addressing language anxiety requires a multifaceted approach that includes creating a supportive environment, fostering positive self-perceptions, and designing activities that gradually build learners' confidence. These strategies not only alleviate anxiety but also empower learners to participate actively and willingly in speaking tasks.

1.10.6   Topic Relevance and Interest

The relevance and interest of classroom topics significantly impact learners' Willingness to Participate (WTP) in oral expression activities. When the subject matter resonates with students on a personal or cultural level, they are more likely to engage in discussions and contribute meaningfully. Relevant topics provide learners with a sense of purpose, making the activity feel worthwhile rather than an obligatory task. For example, discussing real-world issues or topics related to students' future careers can spark their interest and motivate them to express their opinions.

Moreover, when learners find a topic interesting, they often feel more confident and eager to participate, because the familiarity or passion for the subject minimizes the cognitive load associated with formulating responses in a foreign language. As Ur (1996, p. 122) points out, topics perceived as irrelevant or

monotonous may lead to disinterest and disengagement, as learners struggle to see the value of participating.

Culturally relevant topics can also play a vital role. Learners are more likely to feel comfortable discussing themes that align with their cultural identity, as this familiarity reduces anxiety and builds confidence. For instance, incorporating local traditions, festivals, or societal issues into discussions can create a supportive environment where learners feel validated and more inclined to participate actively. Tailoring topic selection to reflect learners' preferences and backgrounds also enhances their intrinsic motivation. Surveys or class feedback can help educators identify themes that resonate with students, ensuring that discussions are engaging and meaningful (Harmer, 2007, p. 123). Furthermore, the integration of multimedia resources such as videos, music, or current events can make topics more dynamic, sustaining learners' attention and fostering active engagement.

1.10.7   Language Proficiency

Language proficiency significantly influences learners' Willingness to Participate (WTP) in oral expression classes. Learners with a higher level of proficiency often feel more confident in their ability to articulate ideas clearly and respond appropriately in discussions. This confidence reduces the fear of making mistakes or being misunderstood, allowing them to engage more freely in classroom activities (Ellis, 2008, p. 147). Conversely, learners with lower proficiency levels may experience hesitation due to limited vocabulary, difficulty in constructing grammatically accurate sentences, or fear of being judged by their peers and teachers. This hesitation often leads to reduced participation and diminished opportunities to practice and improve. As Young (1991, p. 428) explains, learners experiencing anxiety or lack of confidence may avoid speaking tasks altogether, which further

hinders their language development. Tailoring speaking activities to match learners'
proficiency levels can mitigate these challenges. For instance, providing sentence
frames, scaffolding responses, or encouraging group discussions where learners with
varying proficiency levels collaborate can create a supportive environment. Harmer
(2007, p. 123) emphasizes that such approaches not only boost confidence but also
facilitate gradual skill-building, ultimately increasing learners' Willingness to
Participate (WTP).

Learners benefit from exposure to authentic language use and varied speaking
opportunities that gradually challenge their proficiency. Over time, this incremental
approach helps lower-proficiency learners build the skills and confidence necessary
for active participation, emphasizing the critical role of proficiency in fostering a
more inclusive and engaging classroom environment.

Conclusion

Chapter One provided a conceptual and theoretical foundation for understanding
Algerian EFL learners' Willingness to Participate (WTP) in oral expression classes.
The chapter began by emphasizing the significance of speaking in the EFL context
and defining WTP as a multifaceted construct shaped by both internal and external
variables. Drawing on established literature, it explored several core factors that
influence learners' participation, including teacher-designed activities, teacher-student
relationships, peer dynamics, learner personality traits, language anxiety, topic
relevance, and language proficiency. The chapter highlighted how affective factors—
such as confidence, motivation, and fear of judgment—interact with pedagogical and
social variables to either promote or hinder speaking engagement. In particular, it
underscored the importance of creating emotionally supportive, communicative, and

learner-centered environments to lower affective filters and empower learners to take speaking risks. The literature consistently affirmed that learners thrive in contexts where they feel safe, respected, and encouraged, especially when tasks are meaningful and scaffolded appropriately.

This theoretical groundwork informs the research methodology and analysis in the following chapter and supports the investigation into how these factors manifest in real Algerian classrooms. It also lays the basis for examining the role of teacher agency in designing effective oral expression activities that foster student participation.

Chapter Two:

Practical Part

Chapter Two: Practical Part

2.1 Methodology

2.1.1 Research Design

Exploratory research is especially valuable in educational settings where existing theories may not fully capture the sociocultural, emotional, and pedagogical dynamics influencing learners' behavior (Creswell, 2009), As Creswell (2009) explains, exploratory designs are particularly well-suited for investigating areas where variables are not yet clearly identified or fully understood, making them ideal for addressing complex, under-researched educational phenomena, making it particularly appropriate for examining Algerian EFL learners' Willingness to Participate (WTP) in oral expression classes, Although numerous studies have addressed general speaking anxiety or classroom interaction in EFL environments (Horwitz et al., 1986; Liu & Jackson, 2008; Young, 1991), there remains a need to examine how specific instructional practices influence learners' Willingness to Participate (WTP) in oral expression tasks., very few have focused specifically on the intersection between teacher-designed classroom activities and students' willingness to speak. This lack of detailed, localised research warrants a flexible, open-ended approach that allows the researcher to follow emerging themes and uncover insights grounded in learners' real experiences.

Unlike experimental or strictly correlational designs, Creswell (2009) explains, exploratory research does not begin with fixed variables or hypotheses. Instead, it focuses on building understanding through observation, interpretation, and thematic exploration. This allows the study to adapt to what is discovered during the data collection process, leading to more nuanced and authentic findings. In this case, the aim is to explore a wide range of influencing factors, including psychological elements (such as anxiety, confidence, fear of negative evaluation), social influences

(like peer pressure or support), and instructional factors (including the nature and design of speaking tasks, teacher encouragement, and classroom atmosphere) on Algerian EFL learners in oral expression classrooms.

2.1.2 Data Collection Approach

A mixed-methods approach integrates both qualitative and quantitative data to ensure a comprehensive understanding of the research problem. (Creswell, 2009), Qualitative data provides deeper insights into students' attitudes, beliefs, and experiences regarding oral participation. This will help uncover underlying reasons behind learners' reluctance or willingness to speak in class. Quantitative Data offers measurable trends, correlations, and statistical analysis to support findings and identify patterns among first year Algerian EFL learners. It ensures objectivity and generalization, strengthening the study's conclusions. By combining these approaches, the research benefits from both rich, descriptive data and empirical evidence, offering a well-rounded analysis of the factors affecting participation.

2.2   Data Collection Instruments

2.2.1 Questionnaire

A structured questionnaire will be administered to a selected sample of first-year Algerian EFL learners in order to gather comprehensive data regarding their perceptions, experiences, and challenges related to oral participation in English classes. This instrument is chosen for its ability to collect both quantitative and qualitative data efficiently, making it well-suited for the exploratory nature of this study. The questionnaire is carefully designed to include a combination of closed-

ended and open-ended questions, each serving a distinct purpose in the data collection process.

The closed-ended questions are intended to gather measurable and standardized responses. These items will help quantify learners' levels of participation, determine the frequency of engagement, and identify common barriers that may hinder speaking in class, such as anxiety, fear of negative evaluation, or lack of confidence. By collecting numerical data from a larger group of respondents, the closed-ended section will also allow for the identification of statistical trends and patterns, which can be analyzed to draw generalizable insights across the learner population.

On the other hand, the open-ended questions are included to provide participants with the opportunity to express their thoughts freely and reflect on their personal experiences in their own words. These responses will offer deeper, richer qualitative insights into the psychological, social, and cultural dimensions that influence their willingness or reluctance to participate in oral expression activities. Such data is particularly important for capturing the emotional nuances behind students' behaviors, which might be missed in closed-format responses.

Moreover, the combination of both question types ensures a more balanced and holistic understanding of the issue. While the closed-ended items offer breadth and generalizability, the open-ended responses offer depth, context, and learner voice, helping to uncover perspectives that may not be captured through predefined answer choices. Ultimately, the use of a mixed-format questionnaire supports the study's aim of exploring the complexity of EFL learners' oral participation and contributes to the formulation of informed, learner-centered recommendations for classroom practice.

2.2.2 Sample

The study involved a sample of 30 first-year undergraduate first year EFL students from the Department of English at the University of Mohamed Khider, Biskra. Participants were selected through convenience sampling, as they were readily accessible and represented the target population of beginner-level university EFL learners. Data is collected during the 2024–2025 academic year through an online questionnaire distributed via Google Forms. The link is shared through first year EFL students groups using Messenger and Telegram applications, including departmental social media groups and email lists, to ensure participation from enrolled students. To maintain ethical standards, all participants were informed about the study's purpose, assured of anonymity, and provided digital consent before proceeding. The questionnaire, which took approximately 10–15 minutes to complete, is designed to minimize disruption to academic schedules while ensuring reliable responses. Participants' ages ranged from 18 to 34 years, with a median age of 18 (n= 30). Reflecting the typical age group of first-year Algerian university students, while also including slightly older learners, offering a broader perspective on classroom participation., Participants' high school specializations were evenly split among foreign languages, literature & philosophy, and experimental sciences (33.3% each). English proficiency ratings varied, with 33.3% selecting the highest rating (5), followed by 23.3% each for ratings 4 and 3, 13.3% for 2, and 6.7% for 1. These findings suggest a young, gender-balanced cohort with diverse academic backgrounds and a range of self-reported English skills.

2.2.3 Description of Questionnaire

The questionnaire consists of fifteen questions, carefully structured to gather comprehensive information about students' participation in speaking classes. The questions range from closed-ended items requiring participants to select from predefined options to open-ended questions allowing free responses, with several questions utilizing Likert-type scales for nuanced measurement.

The first three questions collect demographic information. Question one asks about the participant's gender. Question two inquires about their age. Question three asks about their field of study in high school. Questions four through six examine general participation patterns. Question four measures students' self-assessed English speaking proficiency. Question five asks how frequently they participate in oral sessions. Question six identifies the type of participation they engage in most.

Questions seven through nine focus on motivational and environmental factors. Question seven asks what motivates students to participate. Question eight explores what prevents them from speaking in class. Question nine uses a 5-point scale to assess students' perceptions of their classroom environment during oral expression sessions.

Questions ten to fifteen investigate deeper motivational and social dimensions. Question ten asks what primarily encourages students to participate, particularly in relation to teacher encouragement. Question eleven identifies the types of classroom activities students find most engaging. Question twelve uses a scale to measure students' preferred group size for oral tasks. Question thirteen invites students to describe how teachers affect their Willingness to Participate (WTP). Question fourteen focuses on peer influence. Finally, question fifteen allows students to suggest improvements for oral expression sessions.

Several questions employ rating scales: question five uses a frequency scale to measure participation; question nine assesses classroom atmosphere; and question twelve uses a scale to gauge preferred group size. The questionnaire progresses strategically from demographic information to behavioral patterns and finally to more subjective experiences and perceptions, enabling a comprehensive analysis of EFL learners' Willingness to Participate (WTP) in oral expression classes.

2.2.4 Classroom Observation

This method allows for direct, real-time analysis of students' participation in oral expression activities. It provides insights into behavioral patterns, interaction dynamics, and the impact of various factors such as teacher strategies, peer influence, and classroom environment on learners' willingness to speak. Observations will focus on participation levels, anxiety cues, engagement with peers, and responses to different instructional techniques. The classroom observation sheet is a structured instrument designed to systematically document participation patterns and interaction dynamics during Oral Expression classes at the University of Mohamed Khider, Biskra.

The sheet begins by recording essential session details including the module name, instructor, topic, date, time duration, number of students present, seating arrangement (traditional/U-shaped), and instructional tools used (blackboard, technology, handouts). The core of the instrument consists of ten observation intervals that methodically track: (1) interaction types - teacher-student, student-teacher, and student-student exchanges; (2) participation modes - distinguishing between voluntary contributions, prompted responses, group discussions, individual presentations, and non-verbal participation; (3) participant profiles - noting both the number of engaged students and gender distribution for each interval; and (4) an open remarks section for

qualitative observations about student behavior, engagement levels, and notable

classroom dynamics. This comprehensive design enables researchers to quantify

participation frequencies while also capturing contextual nuances, providing robust

data to analyze factors affecting students' oral engagement in relation to activity types,

teaching methods, and classroom environment. The structured yet flexible format

ensures consistent documentation across multiple observation sessions while

accommodating varied instructional approaches and learning activities.

2.2.5 Data Analysis

The data collected from the questionnaire and classroom observation will be

analyzed using both quantitative and qualitative methods. Closed-ended items in the

questionnaire will be examined through descriptive statistics, such as frequencies and

percentages, to identify patterns and general trends in students' responses. These

quantitative results will help highlight the extent and frequency of specific factors

affecting participation. On the other hand, open-ended questions and classroom

observation notes will be analyzed qualitatively through thematic analysis to identify

recurring themes, attitudes, and behaviors related to students' Willingness to

Participate (WTP). This combined analysis approach allows for a more in-depth

understanding of the topic by integrating measurable patterns with rich descriptive

insights.

2.3 Validity and Reliability

To ensure the validity and reliability of this study, careful attention is given to

the design and formulation of the questionnaire and observation sheet. The

questionnaire is structured to align directly with the research objectives and is

reviewed to ensure clarity, relevance, and the avoidance of ambiguous or leading questions. A pilot version is tested with a small sample of students to refine wording and structure, thereby enhancing content validity. Reliability is addressed through consistent formatting, standardized administration procedures, and ensuring that the same conditions were applied for all participants. The classroom observation followed a structured checklist format to promote consistency and reduce subjective interpretation, contributing to the reliability of the data collected.

2.4   Ethical Considerations

This research will adhere to ethical standards to ensure the privacy, safety, and dignity of all participants. Informed consent will be obtained from each participant before any data is collected, and they will be clearly informed about the purpose of the study, their voluntary participation, their right to withdraw at any time, and how their responses will be used. Anonymity and confidentiality will be strictly maintained by avoiding any collection of personal identifiers and securely storing the data. The research instruments, including the questionnaire and classroom observation sheet, will be designed to avoid any intrusive or sensitive content. All collected data will be used solely for academic purposes. Additionally, this study and its instruments is reviewed and approved by the research supervisor to ensure compliance with institutional ethical guidelines.

2.5   Results and Discussion

2.5.1 The Extent of Algerian EFL Learners' Willing to Participate in Oral Expression Classes

The results showing the amount of students' Willingness to Participate (WTP) in oral expression classrooms are presented in **Figure 2.1** below.

Figure 0.1

Percentage of Participants' Willingness to Participate In Oral Expression Classes

5) How often do you participate in oral expression classes?

Never: 1 - 3.3%
Rarely: 6 - 20.0%
Always: 8 - 26.7%
Sometimes: 15 - 50.0%

Always   Sometimes   Rarely   Never
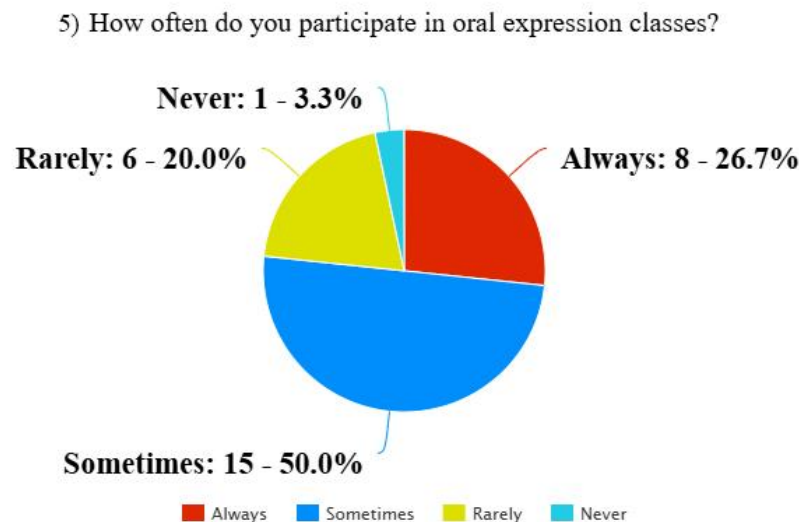
Overall, the majority of students reported that they sometimes participate in their oral expression classes, with 50% (15 out of 30) indicating occasional involvement. Meanwhile, 26.7% (8 students) stated that they always participate, reflecting a smaller but consistent group of actively engaged learners. Additionally, 20% (6 students) reported that they rarely participate, and only 3.3% (1 student) admitted to never participating in oral expression sessions.

Based on these findings, it is evident that while half of the students engage to some extent, a significant portion still does not participate regularly or confidently. This uneven level of participation may be attributed to factors such as individual speaking anxiety, lack of motivation, activities, and classroom atmosphere. These

results highlight the need for more inclusive and supportive teaching approaches to boost participation and confidence among all learners in oral expression classes.

The data suggests that a considerable number of students may benefit from more interactive and student-centered learning environments. Teachers could implement strategies such as pair or group discussions, role-play activities, or low-stakes speaking tasks to reduce anxiety and encourage more active involvement. Moreover, providing positive reinforcement and creating a non-judgmental space for learners to express themselves may help increase the frequency of participation, especially for those who rarely or never speak in class. These findings support previous research by Peng and Woodrow (2010), which emphasizes the role of classroom environment and teacher-student interaction in affecting learners' Willingness to Communicate (WTC) in a foreign language.

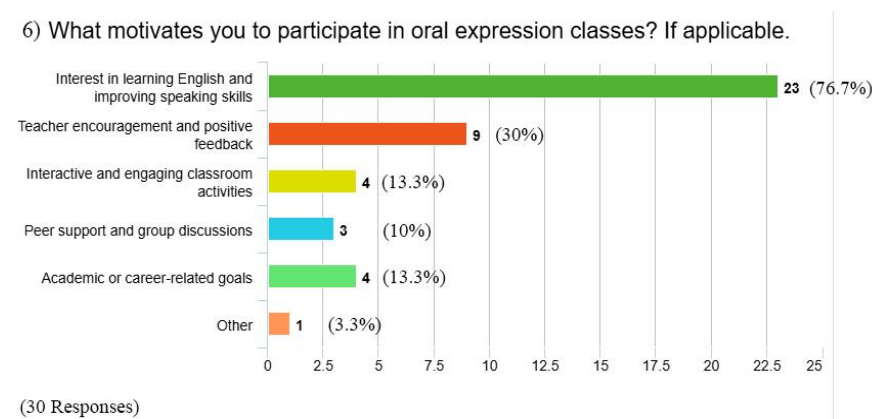### 2.5.2 Factors Affecting Algerian EFL Learners' Willingness to Participate in Oral Expression Classes

2.5.2.1   Motivating Factors

The results indicating the factors that motivate Algerian EFL learners' Willinness to Participate (WTP) in oral expression classes in **Figure 2.2** below

Figure 2. 2
Factors that Motivate Algerian EFL Learners' Willingness to Participate in Oral Expression Classes.

6) What motivates you to participate in oral expression classes? If applicable.

Response	Count	Percentage
Interest in learning English and improving speaking skills	23	(76.7%)
Teacher encouragement and positive feedback	9	(30%)
Interactive and engaging classroom activities	4	(13.3%)
Peer support and group discussions	3	(10%)
Academic or career-related goals	4	(13.3%)
Other	1	(3.3%)

(30 Responses)

The bar chart shows the key motivational factors that drive students to participate in oral expression classes. The most prominent motivator, selected by 76.7% of the respondents (23 out of 30), is interest in learning English and improving speaking skills. This is followed by teacher encouragement and positive feedback, reported by 30% of students (9 responses). Other motivating factors included interactive and engaging classroom activities and academic or career-related goals (each reported by 13.3% of respondents), and peer support and group discussions (10%). Only one participant (3.3%) selected the "Other" category and specified internal factors based on their experiences.

These results reflect the significance of intrinsic motivation in promoting learner engagement, particularly the desire to develop communicative competence. This aligns with Dörnyei's (2005) assertion that intrinsic goals—such as personal interest in the language and the internal drive to improve—play a central role in sustaining long-term motivation in language learning. Additionally, the second most selected factor, teacher encouragement, reinforces broader findings in the literature

which highlight the role of affective teacher behaviors such as positive reinforcement and encouragement in building student confidence (Young, 1991).

Moreover, the relatively lower scores for peer support and career-oriented goals suggest that social and instrumental motivations, while relevant, are secondary to internal interest and teacher influence in this context. This confirms the view held by Brown (2001) that affective and interpersonal classroom factors—such as feedback, engagement, and learner autonomy—are critical in developing communicative skills and Willingness to Participate (WTP).

2.5.2.2 Demotivating Factors

The results showing the factors that demotivate Algerian EFL learners' Willingness to Participate (WTP) in oral expression classes in **Figure 2.3** below

Figure2.3
Percentage of the factors that motivate Algerian EFL learners' willingness to participate in oral expression classes.
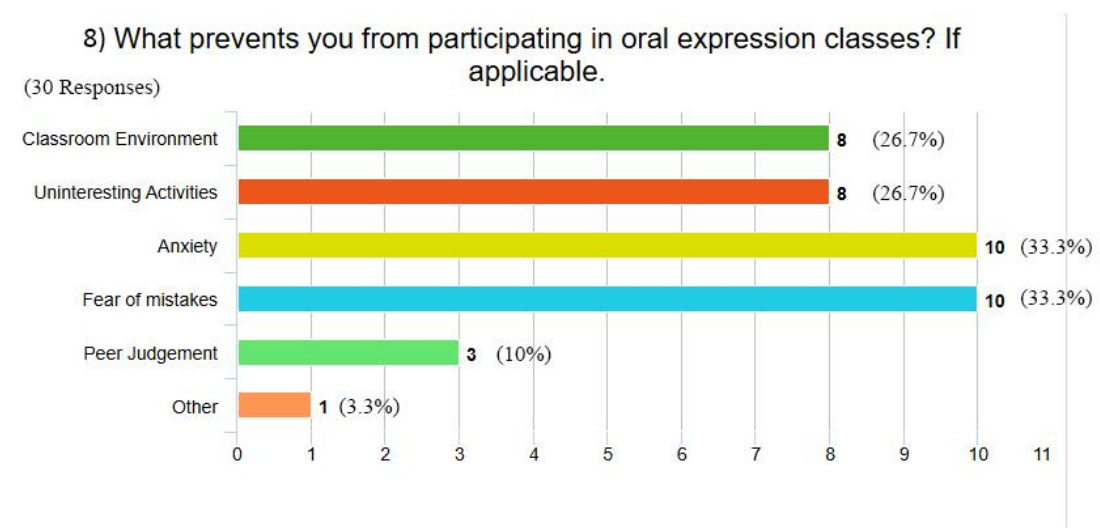
The bar chart identifies the key factors that hinder student participation in oral expression classes. The most frequently reported barriers were anxiety and fear of making mistakes, each cited by 33.3% of respondents (10 out of 30). These were

followed by classroom environment and uninteresting activities, each mentioned by 26.7% of participants (8 responses). Peer judgment is selected by 10% (3 students), while only 3.3% (1 student) answered based on their personal reasons in the "Other" category.

These findings confirm that affective and emotional factors play a dominant role in shaping EFL learners' Willingness to Participate (WTP). The high percentages for anxiety and fear of mistakes align with Horwitz et al. (1986), who argued that communication apprehension and fear of negative evaluation are central components of foreign language classroom anxiety, often leading to student withdrawal from speaking activities. Similarly, Young (1991) emphasized that a stressful classroom climate can amplify learners' reluctance to speak, especially when error correction is handled insensitively.

The influence of classroom environment and uninspiring activities also supports Harmer's (2007) assertion that learning environments that lack engagement and communicative richness can undermine students' Willingness to Participate (WTP). As Ur (1996) pointed out, successful oral practice depends not only on learners' language ability but also on how meaningful, relevant, and supportive the classroom interaction is. Taken together, these results reinforce the importance of addressing both psychological and pedagogical variables to foster active participation in oral expression classes. Teachers should consider designing stimulating tasks, creating emotionally safe learning spaces, and encouraging risk-taking in communication.

2.5.3 Most Effective Type of Teacher Designed Activities in Enhancing Algrian EFL Learners' Willingness to Participate in Oral Expression Classes.

2.5.3.1   Observation Report – Session 01

The first classroom observation was conducted on April 10, 2025, during an Oral Expression session focused on presentations. The class consisted of 11 students, seated in a traditional arrangement, with the blackboard as the primary instructional tool. The overall classroom dynamic was heavily teacher-centered, with limited active student participation.

Out of the eleven students, only four engaged in voluntary participation, typically when the topic sparked personal interest particularly those related to technology or familiar themes. Notably, one female student attempted to contribute spontaneously, but displayed visible signs of anxiety, including verbal hesitations and admitted stress through stutter. She was interrupted by the teacher for correction, which may have further heightened her discomfort. Another student contributed due to genuine interest in the topic but still exhibited shyness in tone. One male student, the only male observed, also participated briefly but with clear signs of nervousness.

Other students participated non-verbally, such as nodding in agreement or displaying facial expressions indicating attentiveness. One student, for example, nodded to express agreement with the teacher, while avoiding verbal contribution due to shyness. Another student made an effort to speak but showed signs of stuttering, likely due to overthinking and fear of making mistakes. Two others showed frustration or discomfort through facial cues during their turn to speak, suggesting internal anxiety even when attempting to participate.

The general classroom atmosphere, while organized, appeared to lack emotional safety for most students. Anxiety, fear of negative evaluation, and lack of confidence were common themes observed in student behavior. While a few students displayed intrinsic motivation to participate, the dominant pattern was silence or

minimal interaction, heavily influenced by affective filters such as shyness, fear of judgment, and teacher interruption. The teacher maintained control throughout the session and handled most interactions directly, with limited peer-to-peer communication observed.

Overall, this session indicates that emotional barriers, rather than lack of ability, are the primary reasons behind the students' reluctance to speak. It suggests a need for more student-centered activities and a more supportive environment that encourages risk-taking and reduces anxiety in oral expression tasks.

2.5.3.2   Observation Report – Session 02

The second classroom observation took place on April 13, 2025, during an Oral Expression session focused on the theme of "Listening and Speaking", with a specific emphasis on idioms. The class consisted of 19 students (3 males and 16 females), seated traditionally. Various tools were utilized throughout the session, including the blackboard, audio recordings, and IELTS-based handouts, indicating a blended approach between traditional and technological resources. At the beginning of the session, 5 students (1 male and 4 females) voluntarily participated, responding comfortably to the idiom-based tasks. The teacher introduced a challenge activity, where each student had to share one idiom of their choice. This format sparked intrinsic motivation and friendly competition, encouraging even less proficient students to engage without fear of mistakes. These five students were active across the session, showing consistent involvement during the warm-up and discussion stages.

A key strength of this session is the teacher's classroom management and participatory encouragement. The instructor created space for spontaneous conversation and brainstorming, allowing students to speak freely without pressure. This supportive environment is especially evident when students with lower

proficiency levels were able to contribute meaningfully and confidently. The teacher did not dominate the conversation but rather functioned as a facilitator, inviting student input and encouraging peer interaction.

Toward the end of the session, all 19 students participated, marking a significant shift from initial limited engagement to full-class involvement. This occurred as the teacher gradually invited everyone to contribute their chosen idioms, reinforcing a sense of inclusivity and ownership over the activity. The friendly, low-anxiety atmosphere—combined with student-selected content—made participation feel less intimidating and more natural.

Overall, this observation highlighted the positive impact of student-centered task design, particularly those involving personal choice and challenge-based engagement. The use of authentic materials, humor, and collaborative tasks helped dismantle affective barriers such as anxiety and fear of error. Compared to the first observation, the classroom is visibly more dynamic, with students displaying greater spontaneity, confidence, and enthusiasm, all fostered by the teacher's open and motivational approach.

2.5.3.3   Observation Report – Session 03

The third classroom observation was conducted on April 14, 2025, during an Oral Expression session themed around "Requests from Your Boss." The activity involved a task-based listening exercise using handouts, audio recordings, and the blackboard, combining traditional and modern tools to guide the learning experience. The session lasted from 9:40 to 11:10, and the class consisted of 19 students (9 males and 10 females), seated traditionally. The lesson began with a noticeable level of engagement, particularly during the listening task, which appeared to motivate students due to the use of technology-enhanced materials. The incorporation of audio

recordings provided a realistic and relatable context, which encouraged participation from students who might otherwise remain silent. A major highlight of the session is the teacher's role in fostering a supportive, student-centered environment. By encouraging contributions and adopting a mistake-tolerant approach, the teacher successfully reduced anxiety and fear of judgment. As a result, 10 students actively participated, either by answering listening comprehension questions or expressing their ideas spontaneously. This marks a considerable level of participation, especially compared to more teacher-dominated classroom models.

Interestingly, students sitting in the first row were more likely to participate, suggesting that proximity to the teacher and classroom visibility may influence confidence. Furthermore, the teacher allowed individual students to share personal experiences, which created a stress-free and emotionally safe learning atmosphere. This opportunity for storytelling not only encouraged expression but also made students feel valued and heard. Three female students were observed sharing their experiences in a comfortable, judgment-free space—demonstrating how autonomy and relevance in speaking topics can positively affect participation. This open, reflective environment also promoted non-verbal cues of engagement, such as nodding and eye contact, reinforcing the teacher's effort to maintain inclusive interaction.

The general classroom tone was collaborative, warm, and psychologically safe, largely because the teacher prioritized student voice over error correction. As noted in the observer's final remark, the session demonstrated that when teachers reduce pressure and foster a welcoming environment free from peer pressure and fear, students show a marked increase in willingness to speak and take part in oral tasks.

2.5.3.4 Observation Report – Session 04

The final classroom observation was conducted on April 14, 2025, in an Oral Expression session focused on various personal topics such as movies and stories. The session followed a format of individual performance, where students presented topics of personal interest. The class included 19 students (both male and female), arranged in traditional seating, and the teacher used the blackboard, audio recordings, and handouts as instructional tools. During the session, participation levels varied widely depending on student confidence, interest in the topic, and emotional readiness. While some students displayed enthusiasm, particularly when discussing movies of personal interest, others showed clear signs of nervousness, anxiety, and discomfort, especially when speaking in front of their peers. One female student, for example, exhibited visible uncomfortable body language due to a fear of judgment, while another spoke with enthusiasm and excitement, clearly motivated by the topic. This contrast highlights the individualized nature of oral participation, which depends heavily on the student's personal comfort and emotional readiness. A recurring pattern is the use of paper drafts by students during their presentations. At least two students—one male and one female—relied on reading directly from prepared texts, which revealed pronunciation difficulties and a lack of spontaneous speech. While the teacher expressed slight disapproval of this method, they ultimately tolerated it, acknowledging that the students were still in their first year of undergraduate study.

The classroom environment is generally supportive and respectful, with the teacher maintaining a warm tone and demonstrating patience. However, interaction is limited to teacher-student exchanges, with little to no peer-to-peer communication. This setup contributed to a noticeable psychological pressure, as students were tasked with performing individually in front of a silent audience, potentially intensifying fear

of mistakes or negative evaluation. As noted in the final remarks, despite the teacher's positive role, students experienced psychological stress related to performance and judgment—particularly when pronunciation is a concern.

In summary, this session underscored how even in friendly classrooms, individual performance-based tasks can heighten anxiety and reduce spontaneity, especially in large, quiet classrooms with limited student-to-student interaction. The session reinforces the importance of balancing individual tasks with more collaborative and low-pressure speaking opportunities to help learners build confidence and reduce fear.

2.5.4 Contradictory Findings and Interpretations

Despite the prominence of anxiety as a participation barrier in questionnaire responses (33.3%), classroom observations revealed a more complex dynamic. While only 10% of learners cited peer judgment as a demotivator in surveys, observational data (Appendix B, Session 2) documented frequent instances of students withdrawing after negative peer reactions. This discrepancy may reflect social desirability bias in self-reports (Dörnyei, 2005) or cultural reluctance to openly acknowledge peer criticism (Khaled H. Y., 2023). Alternatively, it could suggest that anxiety manifests differently in individual vs. group settings, aligning with Liu and Jackson's (2008) finding that fear of judgment is often situational. These contradictions highlight the need for triangulating data sources in future studies.

2.5.5 Implications of the Study

The findings of this study carry significant implications for various stakeholders involved in Algerian university EFL teaching, including educators, curriculum designers, policymakers, and researchers. These implications are rooted in

the complex interaction between psychological, social, and pedagogical factors that influence learners' Willingness to Participate (WTP) in oral expression classes. To begin with, for EFL teachers, the study underscores the critical importance of designing classroom activities that are both engaging and emotionally supportive. Teachers are encouraged to create a low-anxiety learning environment where mistakes are treated as natural steps in the learning process rather than failures. This involves incorporating interactive and collaborative tasks such as role-playing, storytelling, and small group discussions, which foster participation and reduce the fear of negative evaluation. Additionally, granting learners autonomy by allowing them to select topics or tasks aligned with their interests can enhance intrinsic motivation. Equally important is the provision of constructive feedback in a patient manner, avoiding public correction and instead promoting self-correction and peer support. Fostering a respectful and encouraging classroom atmosphere further supports learners in expressing their ideas without fear of ridicule or judgment. These pedagogical strategies, when integrated effectively, have the potential to boost learner confidence and motivation, ultimately improving oral proficiency and classroom interaction.

Moreover, the study highlights the need for curriculum designers to align communicative and affective goals with linguistic objectives in oral expression courses. Emphasizing task-based and student-centered learning, incorporating culturally relevant and engaging content, and scaffolding participation through a gradual increase in task complexity are essential components of a supportive curriculum. Reflective activities can also be included to allow learners to articulate their participation experiences and needs. Such curricular reforms not only enhance learner engagement but also promote a more balanced and comprehensive development of oral communication skills.

At the institutional level, the findings suggest that policy interventions are crucial in fostering oral participation. Policymakers should recognize oral communication as a fundamental competency and allocate sufficient instructional time and resources for its effective delivery. They should also support professional development programs that train teachers in communicative task design, affective classroom management, and student motivation techniques. Furthermore, policies promoting alternative assessment models that emphasize fluency, interaction, and communicative competence—rather than mere grammatical accuracy—can help alleviate learners' fear of failure. Smaller class sizes or flexible grouping arrangements may also be considered to encourage peer interaction and reduce anxiety.

In addition to these practical implications, the study opens up important avenues for future academic inquiry. Researchers are encouraged to conduct longitudinal studies that trace the evolution of learners' WTP over time, particularly in response to specific instructional interventions. Investigations into the impact of cultural and social identity on participation—especially in multilingual environments like Algeria—can offer nuanced insights. Technological tools such as online speaking platforms or mobile applications also warrant exploration, as they may offer less intimidating and more flexible speaking opportunities. Finally, examining the outcomes of teacher training initiatives focused on affective and communicative pedagogy can help identify effective practices that promote learner engagement.

Ultimately, by addressing the psychological, pedagogical, and social dimensions of classroom interaction, these implications serve as a roadmap for fostering more inclusive, engaging, and effective oral expression environments in Algerian EFL contexts and beyond.

2.5.6 Limitations of the Study

While this study has provided valuable insights into the factors influencing Algerian university EFL learners' Willingness to Participate (WTP) in oral expression classes, it is essential to recognize several limitations that may influence the scope and generalizability of its findings. To begin with, one notable limitation is the relatively small sample size, particularly in the classroom observation component. The study focused on a limited number of oral expression sessions within a specific institutional setting, which may not fully reflect the broader diversity of Algerian university EFL learners. Furthermore, an uneven gender distribution in certain observed sessions might have introduced variations in participation dynamics that were not explicitly addressed, thereby limiting the comprehensiveness of the analysis. Expanding the sample to include a wider range of universities, academic disciplines, and learner demographics would likely yield more representative and generalizable data.

In addition, while the combination of classroom observations and questionnaires allowed for a mixed-methods approach, the observational component was restricted to a small number of sessions within a narrow time frame. As a result, it may not have captured the longitudinal changes in learner behavior or the evolving impact of teacher-designed interventions on WTP. Implementing longer-term or repeated observations would enhance the depth of insight into how participation patterns develop and fluctuate in response to pedagogical strategies. Moreover, the potential presence of the observer effect (also known as the Hawthorne effect) must be acknowledged. Despite efforts to remain unobtrusive, the presence of an external observer may have influenced student behavior, prompting them to alter their natural participation patterns and thereby affecting the authenticity of the collected data.

Another methodological consideration relates to the use of self-administered questionnaires, which, while effective in gathering broad input, are susceptible to response biases such as social desirability or inaccuracies in self-perception. Participants may have over- or underreported their actual willingness to participate, or may have responded based on perceived expectations rather than personal reality. Although the questionnaire was carefully designed to reduce such biases, these limitations remain inherent to self-report tools. Lastly, the study's findings are deeply rooted in the Algerian sociocultural and educational context. While they may resonate with similar EFL learning environments, caution should be exercised when attempting to generalize the conclusions to markedly different cultural or institutional settings. Further research is necessary to validate these findings across diverse learner populations and educational systems.

Conclusion

Chapter Two presented the practical dimension of the study, detailing the methodology, instruments, and findings obtained through questionnaires and classroom observations. The data revealed that Algerian EFL learners exhibit a moderate level of WTP, with most students participating "sometimes," and only a minority engaging consistently. This finding suggests a significant gap between learners' communicative potential and actual classroom behavior, influenced by a mix of psychological, pedagogical, and social factors.

Analysis of motivational factors showed that intrinsic interest in English and personal improvement were the most powerful drivers of participation, followed by teacher encouragement and classroom engagement strategies. In contrast, anxiety, fear

of mistakes, judgment from peers, and uninspiring activities were major deterrents, reaffirming the role of affective barriers in limiting student expression.

Classroom observations further revealed that student-centered and interactive teacher-designed activities, such as challenge-based games, peer collaboration, and storytelling, were the most effective in encouraging participation. Conversely, traditional, teacher-dominated, or high-pressure tasks often led to reduced involvement and heightened anxiety.

Overall, Chapter Two demonstrated that while learners possess the capability and desire to participate, the classroom environment and instructional choices are key determinants in either activating or suppressing this willingness. The findings validate the need for inclusive, low-anxiety, and student-centered approaches that promote risk-taking and build learner confidence in oral communication settings

General Conclusion

General Conclusion

The present study sought to explore the factors affecting Algerian university EFL learners' Willingness to Participate (WTP) in oral expression classes, with a particular emphasis on the impact of teacher-designed classroom activities. The research is grounded in the understanding that speaking, particularly in a foreign language context, is a complex and multifaceted skill that relies not only on linguistic competence but also on learners' psychological readiness, classroom dynamics, and cultural attitudes. The importance of this study is rooted in the persistent observation that many Algerian EFL learners remain passive or reluctant participants in oral expression sessions, despite having the linguistic ability to contribute. This apparent disconnect between competence and performance formed the core motivation for investigating the underlying reasons behind learners' hesitation and identifying the practices that could foster more active engagement.

The general findings of the research, gathered through both quantitative and qualitative data collection methods, reveal a nuanced interplay of internal and external factors that shape learners' Willingness to Participate (WTP). Through a structured questionnaire distributed to university students and a series of classroom observations, the study uncovered patterns related to learner motivation, anxiety, confidence levels, and perceptions of the classroom environment. Additionally, the study highlighted the types of activities that students found most engaging and the classroom conditions that best supported participation. One of the key findings emerging from the questionnaire responses is that a significant portion of learners only participate "sometimes" or "rarely" during oral expression sessions. Although a smaller percentage reported frequent participation, the majority reflected hesitation, indicating underlying barriers that must be addressed. These barriers, as the data suggests, are

predominantly psychological in nature. Factors such as fear of making mistakes, lack of vocabulary, fear of negative evaluation, and general anxiety were repeatedly cited as reasons for reluctance. This aligns with the theoretical work of Horwitz et al. (1986), who emphasized that language anxiety can significantly inhibit communication, particularly when learners feel they are being judged or exposed to criticism. Such internal inhibitors create a mental block that prevents learners from fully engaging, even when they possess the necessary language skills.

Alongside anxiety, the concept of motivation is found to be equally critical in influencing participation. Dörnyei (2005) argued that learners with strong intrinsic motivation are more likely to engage in communicative tasks and persist through challenges. This is reflected in the present study's findings, as learners who expressed a genuine interest in learning English, improving their speaking ability, or achieving future academic and professional goals were more likely to participate actively. On the other hand, students who viewed oral expression classes as obligatory, or who felt disconnected from the purpose of such classes, were less inclined to contribute. These observations underscore the importance of aligning classroom tasks with students' personal goals and providing clear relevance to their real-world needs. Teacher behavior and the overall classroom atmosphere also played a central role in shaping learners' participation. A supportive teacher who fosters a non-judgmental, interactive environment is frequently described by students as a facilitator of their willingness to speak. This finding echoes the work of Young (1991), who stressed the value of low-anxiety classrooms in promoting learner confidence. Furthermore, the study by Sari et al. (2020) confirms that teacher-centered approaches and overly formal environments often trigger learner silence and hesitation, particularly when peer judgment or fear of

error is involved. This reinforces the need for emotionally supportive, inclusive, and flexible teaching practices that lower affective filters and allow students to take risks.

The role of teacher-designed activities emerged as a particularly impactful factor in this context. Through both observation and student feedback, it became clear that learners responded most positively to activities that were communicative, engaging, and allowed for student autonomy. Interactive games, storytelling, and group discussions were among the most preferred activities, cited for their ability to reduce pressure and create a more enjoyable speaking environment. Conversely, activities that were perceived as monotonous, repetitive, or overly controlled by the teacher tended to discourage participation. These findings suggest that the structure, content, and delivery of classroom activities can either enable or inhibit learner involvement.

The classroom observations reinforced these patterns. In sessions where the teacher used a variety of speaking tasks, offered encouragement, and gave students space to express themselves creatively, participation levels were noticeably higher. Learners were seen engaging more confidently and with greater enthusiasm when the classroom climate is relaxed and when their voices were genuinely valued. However, in sessions where teacher talk dominated or where interaction is limited to rigid question–answer formats, student engagement dropped significantly. This highlights the critical importance of teacher flexibility and student-centered pedagogy in fostering participation.

An additional insight from the Algerian context is the influence of broader social and cultural expectations on student behavior (Khaled H. Y., 2023). According to Khaled H. Y. (2023), Algerian learners often experience pressure from external sources such as family expectations and societal norms that emphasize conformity

and academic results over communicative competence. This can lead to a passive classroom culture where learners are hesitant to stand out or take initiative. The study's findings support this, with many students reporting a fear of judgment, not only from the teacher but also from peers, particularly in more formal or high-stakes classroom environments. These sociocultural factors must be taken into account when designing activities and classroom strategies aimed at promoting oral participation.

Furthermore, the lack of authentic speaking opportunities outside the classroom contributes to learners' limited confidence and willingness to speak. When English is not regularly used in daily life, learners are likely to view the classroom as their only space for practice. If this environment is not optimized for interaction, students may develop anxiety and detachment from the speaking process. This points to the need for creating real-world simulations in the classroom, such as role-playing, debates, and problem-solving tasks that mirror everyday communication. Integrating such elements can help bridge the gap between the classroom and real-life use of the language, thereby enhancing learners' motivation and readiness to speak.

Taken together, the findings of this study point to the importance of adopting a holistic approach when addressing Willingness to Participate (WTP) in oral expression classes. It is not enough to simply encourage students to speak or to assign them speaking tasks. Rather, educators must consider the emotional, cognitive, and social dimensions that underpin participation. Designing activities that are meaningful, enjoyable, and relevant to learners' interests, while creating a low-pressure environment, is essential. Additionally, involving students in the decision-making process regarding classroom activities can promote a sense of ownership and responsibility, further enhancing their motivation.

In conclusion, this study has highlighted the complex and layered nature of Willingness to Participate (WTP) among Algerian university EFL learners. By examining psychological, pedagogical, and sociocultural influences through a mixed-methods approach, the research provides a comprehensive understanding of the barriers and enablers of oral classroom participation. The findings strongly support the idea that teacher-designed activities can serve as both a tool for language development and a mechanism for building learner confidence, provided they are crafted with sensitivity to learners' needs, anxieties, and motivations.

Future classroom practices should prioritize student-centered approaches that emphasize interaction, reduce anxiety, and promote authentic communication. Teachers should also be trained to recognize the emotional and cultural factors affecting their students' behavior and be equipped with strategies to support and empower them. Ultimately, Willingness to Participate (WTP) is not just a matter of personality or preference — it is the product of an environment where learners feel safe, valued, and inspired to find their voice.

➢ **Answering the Research Questions**

RQ1. To What Extent are Algerian EFL Learners Willing to Participate in Oral Expression Classes?

The findings suggest that Algerian EFL learners demonstrate a moderate level of Willingness to Participate (WTP) in oral expression classes, with considerable variation among individuals. According to the questionnaire data, half of the students (50%) reported that they "sometimes" participate, indicating a cautious approach to classroom engagement that may be influenced by fluctuating emotional or situational

factors. Meanwhile, only 26.7% claimed they "always" participate, representing a minority of confident and consistently active learners. In contrast, 23.3% of the students either "rarely" or "never" participate, pointing to a significant portion of learners who remain largely passive during oral activities.

These findings underscore that while some students are open to communication, a substantial number still hold back from fully engaging, often due to psychological barriers such as anxiety, fear of judgment, or low self-confidence. Such tendencies are well-documented in the literature, particularly in Peng and Woodrow's (2010) model of Willingness to Communicate (WTC), which emphasizes the impact of classroom climate and interpersonal dynamics on learners' readiness to speak. The variation in participation levels observed among Algerian students reflects not only individual differences in personality or language ability but also the degree to which the learning environment supports or hinders oral expression.

In conclusion, the extent of Willingness to Participate (WTP) is neither high nor negligible—rather, it reflects a transitional stage where many learners are willing but not fully confident to participate regularly. To enhance learners' willingness, instructors must prioritize supportive teaching strategies, reduce classroom anxiety, and implement student-centered speaking activities that build confidence gradually. A shift toward a more inclusive and emotionally safe environment could significantly increase learners' oral participation and overall communicative competence.

RQ2. What are the Factors Affecting Algerian EFL Learners' Willingness to Participate in Oral Expression Classes?

The data analysis reveals that Algerian EFL learners' Willingness to Participate (WTP) in oral expression classes is significantly shaped by a mix of motivational and demotivational factors, deeply rooted in psychological, pedagogical, and social dynamics. On the motivational side, intrinsic factors such as learners' interest in developing their English speaking skills emerged as the strongest driver, reported by 76.7% of participants. This confirms Dörnyei's (2005) view that internal goals—like language improvement and self-development—are essential for sustained classroom engagement. Teacher encouragement and positive feedback were also found to be influential, cited by 30% of students, reinforcing the affective impact of instructor support as noted by Young (1991). Although less prominent, engaging tasks, academic goals, and peer support were also recognized as encouraging elements.

Conversely, several critical demotivating influences were identified. Anxiety and fear of making mistakes, each reported by one-third of respondents, stood out as the most prominent obstacles, aligning with Horwitz et al.'s (1986) theory of foreign language anxiety (FLA). Unengaging class activities and tense classroom climates (26.7% each) were also deterrents, supporting Harmer's (2007) argument that a lack of stimulation or teacher-centered approaches can undermine learners' willingness to speak. Peer judgment, though less frequently reported, still contributed to communication apprehension among students, reflecting the importance of the classroom's social atmosphere. In summary, Willingness to Participate (WTP) is influenced by three interconnected domains: affective barriers such as anxiety and low confidence, pedagogical variables including task design and teacher interaction, and social pressures within the classroom. As Brown (2001), Ur (1996), and Young

(1991) emphasize, a supportive, learner-centered environment that minimizes fear and encourages collaboration is crucial for fostering active oral engagement. For Algerian EFL learners, the key lies in reducing emotional filters while providing stimulating, inclusive activities that reflect both learners' needs and their preferred communication styles.

RQ3. What Type of Teacher Designed Activities are Most Effective in Enhancing Algerian EFL Learners' Willingness to Participate in Oral Expression Classes?

The classroom observation data clearly indicate that student-centered, interactive, and emotionally supportive teacher-designed activities play a crucial role in enhancing Algerian EFL learners' Willingness to Participate (WTP) in oral expression classes. Activities such as idiom-sharing challenges, storytelling, and group discussions consistently led to higher engagement by fostering a relaxed, collaborative atmosphere where students felt safe to speak. These tasks encouraged spontaneous participation, particularly when students had autonomy over topic selection and when the teacher adopted a facilitative rather than corrective role. In contrast, teacher-dominated sessions involving formal presentations or individual performance tasks often resulted in visible anxiety, limited participation, and reliance on pre-written drafts—signs that fear of judgment and performance pressure hinder willingness to speak. Even in otherwise supportive environments, high-stakes speaking tasks created stress, especially when peer interaction was absent. Overall, the most effective activities were those that combined authentic content, peer collaboration, and low-pressure conditions, helping to reduce affective barriers and build learners' confidence. These insights suggest that oral participation increases

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when learners feel emotionally safe, personally invested, and socially supported—
conditions that can be achieved through thoughtful, student-centered activity design

> **Recommendations for Future Research**

Building on the insights and limitations identified in this study, several
recommendations are proposed to guide future research efforts aimed at deepening the
understanding of EFL learners' Willingness to Participate (WTP) in oral expression
classes, particularly within the Algerian and similar contexts.

To begin with, future studies should consider larger and more diverse samples
that encompass multiple universities, regions, and academic disciplines across Algeria.
This would allow researchers to capture a broader spectrum of learner experiences
and increase the generalizability of findings. Including students from different
linguistic, cultural, and socioeconomic backgrounds could also shed light on how
these variables interact with participation. In addition, longitudinal research designs
would be valuable to track changes in learners' WTP over time, particularly as they
advance through their university studies. Such studies could explore how sustained
exposure to different teaching methods, curriculum changes, or shifts in classroom
environment influence oral participation and language development.

Moreover, future research might adopt experimental designs or action research
methodologies to test the effectiveness of specific teacher-designed activities or
intervention programs aimed at reducing anxiety and increasing participation. For
example, studies could investigate the impact of peer feedback training, anxiety
reduction workshops, or the use of technology-enhanced speaking platforms.
Furthermore, given the growing prevalence of digital tools in education, research

examining the role of technology—such as language learning apps, online discussion forums, video conferencing, and virtual reality—in promoting oral participation is recommended. Such studies could assess whether technology provides a less intimidating environment for learners and how it complements traditional classroom interaction.

Equally important, future investigations could employ more in-depth qualitative methods, such as focus groups, interviews, or ethnographic observation, to gain richer insights into the emotional and social factors affecting participation. This would allow learners to express their thoughts and feelings more freely, providing a deeper understanding of underlying motivations and barriers.

In similar, comparative studies involving learners from different cultural and educational contexts would help identify universal versus culture-specific factors affecting WTP. Such research could inform culturally responsive teaching practices and contribute to global language education theory. Additionally, while this study focused primarily on learner perceptions and behaviors, future research could explore teachers' views, beliefs, and challenges related to fostering oral participation. Understanding teacher attitudes and training needs could lead to more targeted professional development and better classroom outcomes. Finally, further research is encouraged on the influence of assessment practices on oral participation. Studies could examine how formative and summative assessments of speaking skills affect learner motivation, anxiety, and willingness to engage, and explore alternative assessment models that promote communicative competence.

In conclusion, by pursuing these research directions, future scholars can build upon the foundations laid by this study, contributing to a more comprehensive and

effective understanding of how to support EFL learners in becoming confident and

willing oral communicators.

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Appendices

Appendix A. Observation Reports – (Session 01)

Classroom observation sheet

Observation session: 01

Module: Oral Expression	Teacher: /	Topic of the session: Presentations
Session date: 10/04/2025	Number of students: 11	Activity type: Discussing different topics
Session time: 11.20 - 12.50	Seating type: Traditional	Tools used: Blackboard

	Observed interaction	Type of participation	Profile of the participants (Number & Gender)	Remarks
1	Teacher-student ✓ Student-teacher ○ Student-student ○	Voluntary participation ○ Prompted participation ○ Group discussions ○ Individual presentations ✓ Non-verbal participation ○	Number: 01 Gender: Female	*Spontaneous behaviour *Interruptions from the teacher whilst correcting the student *Student had anxiety cues *Confessed she's stressed (she had troubles speaking because of shyness)
2	Teacher-student ○ Student-teacher ✓ Student-student ○	Voluntary participation ✓ Prompted participation ○ Group discussions ○ Individual presentations ○ Non-verbal participation ○	Number: 01 Gender: female	* Commentary on topic because found it interesting (technology based topic)
3	Teacher-student ✓ Student-teacher ○ Student-student ○	Voluntary participation ✓ Prompted participation ○ Group discussions ○ Individual presentations ○ Non-verbal participation ○	Number: 01 Gender: male	*Elaboration on topic *shy/anxious tone

	Observed interaction	Type of participation	Profile of the participants (Number & Gender)	Remarks
4	Teacher-student ○ Student-teacher ✓ Student-student ○	Voluntary participation ✓ Prompted participation ○ Group discussions ○ Individual presentations ○ Non-verbal participation ○	Number: 01 Gender: female	*elaboration on topic *asked questions *motivation driven by the interest in the topic
5	Teacher-student ○ Student-teacher ✓ Student-student ○	Voluntary participation ○ Prompted participation ○ Group discussions ○ Individual presentations ○ Non-verbal participation ✗	Number: 10 Gender: females	*nodded as a (yes) to agree with the point made by the teacher (they were shy to respond orally)
6	Teacher-student ✓ Student-teacher ○ Student-student ○	Voluntary participation ○ Prompted participation ○ Group discussions ○ Individual presentations ✓ Non-verbal participation ○	Number: 01 female Gender:	*had stutter cues due to thinking while speaking fearing to make mistakes.
7	Teacher-student ✓ Student-teacher ○ Student-student ○	Voluntary participation ○ Prompted participation ○ Group discussions ○ Individual presentations ✓ Non-verbal participation ○	Number: 01 Gender: female	*silent cues during speech *frustration / uncomfortable facial expressions
8	Teacher-student ○ Student-teacher ✗ Student-student ○	Voluntary participation ○ Prompted participation ○ Group discussions ○ Individual presentations ○ Non-verbal participation ✗	Number: 01 Gender: female	* facial expression agreement with the points made
9	Teacher-student ○ Student-teacher ○ Student-student ✗	Voluntary participation ✓ Prompted participation ○ Group discussions ○ Individual presentations ○ Non-verbal participation ○	Number: 01 Gender: female	*participant asked the student who is presenting the topic and the teacher answered instead of

			the student.

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General remark:

Teacher is controlling the classroom during the oral expression class / few students voluntarily participated (04), students mostly not participating due to shyness and anxiety expression in their tone, and body language, and the facial expression.

Appendix B. Observation Reports – (Session 02)

Classroom observation sheet

Observation session: 02

Module: Oral Expression	Teacher: /	Topic of the session: Listening and Speaking
Session date: 13/04/2025	Number of students: 19	Activity type: Idioms
Session time: 9.40 - 11.20	Seating type: Traditional	Tools used: Blackboard / Technology / Handouts from the IELTS test.

	Observed interaction	Type of participation	Profile of the participants (Number & Gender)	Remarks
1	Teacher-student ◯ Student-teacher ✖ Student-student ◯	Voluntary participation ✖ Prompted participation ◯ Group discussions ◯ Individual presentations ◯ Non-verbal participation ◯	Number: 05 Gender: (01 male, 4 females)	*Participated in the topic (students were comfortable participating) *Interesting topic/ Use of recordings on speakers *A challenge activity between students that made them engage (Every student had to say one idiom of their own pick)
2	Teacher-student ◯ Student-teacher ✖ Student-student ◯	Voluntary participation ✖ Prompted participation ◯ Group discussions ◯ Individual presentations ◯ Non-verbal participation ◯	Number: Same students (05) Gender: Same (	* Students engaged even their english is not advanced, the teacher leaves space for students to participate and engage in

				conversation which led to a comfortable environment for brainstorming and motivation.
3	Teacher-student ◯ Student-teacher ✖ Student-student ◯	Voluntary participation ✖ Prompted participation ◯ Group discussions ◯ Individual presentations ◯ Non-verbal participation ◯	Number: All students (19) Gender: 03 male / 16 female	*Teacher emphasized on students participation, by letting them come up with idioms of their like which led to overall more engagement)

General remark:

Teacher was open to hearing students thoughts, creating a spontanteous environment for them to participate and not be scared to make mistakes./ Students were more engaging than usual, which appeared to be interesting environment.

Appendix C. Observation Reports – (Session 03)

Classroom observation sheet

Observation session: 03

Module: Oral Expression	Teacher: /	Topic of the session: Request from your boss
Session date: 14/04/2025	Number of students: 19	Activity type: Hand outs task based on listening
Session time: 9.40 - 11.10	Seating type: Traditional	Tools used: Blackboard, audio recordings, handouts

	Observed interaction	Type of participation	Profile of the participants (Number & Gender)	Remarks
1	Teacher-student ☑ Student-teacher ○ Student-student ○	Voluntary participation ○ Prompted participation ☑ Group discussions ○ Individual presentations ○ Non-verbal participation ○	Number: 19 Gender: (9 Males / 10 females)	*Noticeable engagement in answering the listening task, because of these technology (recordings)
2	Teacher-student ☑ Student-teacher ○ Student-student ○	Voluntary participation ○ Prompted participation ☑ Group discussions ○ Individual presentations ○ Non-verbal participation ○	Number: 19 Gender: (9 Males / 10 females)	* Teacher gives chance for student to express themselves, which led to more participation (10 students participated due to supportive and mistakes-tolerant environment
3	Teacher-student ○ Student-teacher ☑ Student-student ○	Voluntary participation ☑ Prompted participation ○ Group discussions ○ Individual presentations ○ Non-verbal participation ○	Number: 03 Gender: female	*Students in the first row were more likely to participate
4	Teacher-student ☑ Student-teacher ○ Student-student ○	Voluntary participation ○ Prompted participation ☑ Group discussions ○ Individual presentations ○ Non-verbal participation ○	Number: 01 Gender: female	*The teacher let the student share an experience which made the student stress-free learning participating environment
5	Teacher-student ☑ Student-teacher ○ Student-student ○	Voluntary participation ○ Prompted participation ☑ Group discussions ○ Individual presentations ○ Non-verbal participation ○	Number: 01 Gender: female	*The teacher let the student share an experience which made the student stress-free learning participating environment
6	Teacher-student ☑ Student-teacher ○ Student-student ○	Voluntary participation ○ Prompted participation ☑ Group discussions ○ Individual presentations ○ Non-verbal participation ○	Number: 01 Gender: female	*The teacher let the student share an experience which made the student stress-free learning participating environment

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General remark:

Teacher is focusing on student-centered classroom environment, therefore this observation shown noticeable classroom participation in oral expression classes due to lack of judgement, lack of peer pressure, the absence of anxiety and fear, it shows how the teacher can be a major essence in improving students' willingness to participate when he let them comfortable and make a room for free expression.

Appendix D. Observation Reports – (Session 04)

Module: Oral Expression	Teacher: /	Topic of the session: Various topics (movies, stories, ..etc)
Session date: 14/04/2025	Number of students: 19	Activity type: Individual performance
Session time: 9.40 - 11.10	Seating type: Traditional	Tools used: Blackboard, audio recordings, handouts

	Observed interaction	Type of participation	Profile of the participants (Number & Gender)	Remarks
1	Teacher-student ○ Student-teacher ✗ Student-student ○	Voluntary participation ○ Prompted participation ○ Group discussions ○ Individual presentations ✗ Non-verbal participation ○	Number: 01 Gender: Female	*Students attending were not collaborative *Not interested *Interaction was between student and teacher only
2	Teacher-student ○ Student-teacher ✗ Student-student ○	Voluntary participation ○ Prompted participation ○ Group discussions ○ Individual presentations ✗ Non-verbal participation ○	Number: 02 Gender: Male	* Students presenting were excited to talk about the movie of their interest
3	Teacher-student ○ Student-teacher ✗ Student-student ○	Voluntary participation ○ Prompted participation ○ Group discussions ○ Individual presentations ✗ Non-verbal participation ○	Number: 01 Gender: female	*uncomfortable body language due to anxiety and fear of judgement
4	Teacher-student ○ Student-teacher ✗ Student-student ○	Voluntary participation ✗ Prompted participation ○ Group discussions ○ Individual presentations ✗ Non-verbal participation ○	Number: 01 Gender: female	*Student excited about the topic *Talks with enthusiasm
5	Teacher-student ○ Student-teacher ✗ Student-student ○	Voluntary participation ✗ Prompted participation ○ Group discussions ○ Individual presentations ✗ Non-verbal participation ○	Number: 01 Gender: female	*Student reading from a paper draft, obvious pronunciation difficulties *The teacher was not okay with reading from paper but he tolerated that since they're L1 (Licence one) undergraduate
6	Teacher-student ○ Student-teacher ✗ Student-student ○	Voluntary participation ✗ Prompted participation ○ Group discussions ○ Individual presentations ✗ Non-verbal participation ○	Number: 01 Gender: male	*A second case where Student reading from a paper draft, obvious pronunciation difficulties *The teacher was not okay with reading from paper but he tolerated that since they're L1 (Licence one) undergraduate

General remark:

Teacher was nice, creating a great teaching environment, yet, she's still monitoring the class, the students were interacting with her directly and not with the student, slight fear of judgement and pronunciation mistakes, obvious psychological stress due to individual performance in front of the rest of the students attending.

ملخص:

تطوير مهارات التحدث في سياقات تعليم اللغة الإنجليزية كلغة أجنبية (EFL) لا يزال هدفًا رئيسيًا في تعليم اللغات، ومع ذلك يُظهر العديد من المتعلمين ترددًا أو إحجامًا عن المشاركة في الأنشطة الشفوية داخل الفصول الدراسية. تبحث هذه الدراسة في العوامل التي تؤثر على رغبة متعلمي اللغة الإنجليزية في الجامعات الجزائرية في المشاركة في دروس التعبير الشفوي، مع تركيز خاص على دور الأنشطة التي يصممها المعلمون. ومن خلال اعتماد منهج مختلط، تجمع الدراسة بين البيانات الكمية المستخلصة من استبيانات الطلاب، والرؤى النوعية الناتجة عن ملاحظات الصف، وذلك لتحديد المتغيرات الوجدانية والبيداغوجية والسياقية التي تؤثر في تفاعل المتعلمين الشفوي. وقد أظهرت النتائج أن العوامل الداخلية مثل القلق، والخوف من ارتكاب الأخطاء، وانعدام الثقة بالنفس تُعيق المشاركة بشكل ملحوظ، في حين تلعب العوامل الخارجية مثل بيئة القسم، ونوع النشاط، وتشجيع المعلم دورًا مهمًا كذلك. وتُعد الألعاب التفاعلية وسرد القصص من بين الأنشطة الأكثر تحفيزًا، في حين ساهمت الأنشطة المملة أو المتكررة، بالإضافة إلى الأحكام السلبية من الزملاء، في انخفاض مستوى المشاركة. كما تُبرز الدراسة أن الطلاب يميلون أكثر إلى المشاركة حينما تكون الأنشطة جذابة، وذات ضغط منخفض، وتنطوي على تفاعل جماعي. وتدعم النتائج الدراسات السابقة المتعلقة بالرغبة في التواصل، وتؤكد على ضرورة اعتماد استراتيجيات تدريسية داعمة تتمحور حول الطالب لتعزيز المشاركة الشفوية. وتُختتم الدراسة بجملة من التوصيات العملية لمعلمي اللغة الإنجليزية في الجامعات الجزائرية، تهدف إلى خلق دروس تعبير شفوي أكثر شمولًا وديناميكية، تُعزز من ثقة المتعلمين وكفاءتهم التواصلية.

الكلمات المفتاحية: الرغبة في المشاركة؛ التعبير الشفوي؛ متعلمو اللغة الإنجليزية كلغة أجنبية؛ الأنشطة المصممة من قبل المعلم، الجامعات الجزائرية؛ قلق اللغة؛ المشاركة الصفية.