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**Exploring the Difficulties Facing EFL Students' Participation
in Oral Expression Course**

The case study of third year LMD students at Biskra University

A Dissertation Submitted in Partial Fulfillments of the
Requirements for the Master Degree in Language Sciences

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DEDICATION

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

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

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To my dearest brothers Salah and Housin and his wife Sara.

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To my dearest Niece, Nephews and their mothers and fathers.

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To my closet friends in Bousaada Hanan, Siham, Fatiha, and Assma.

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ABSTRACT

The present study deals with some obstacles affecting EFL learners' participation in oral expression courses at the English department, University of Biskra. Throughout this study, we hypothesize that students do not participate in oral courses due to psychological problems (anxieties, fear, shyness...), and linguistic problems; for example, lack of vocabulary, mispronunciation and grammatical mistakes, and also due to bad attitudes towards the topics and the lack of motivation. To confirm these hypotheses, we investigated the case of third year students (LMD) at the department of English, University of Biskra and teachers of oral expression at the same level. Our work is divided into two parts. A theoretical part, it includes two chapters in which we made a general overview about speaking skills and then we discuss in a detailed way the various obstacles that hinder the students' participation. From the other hand, we suggest some techniques and activities that teachers of foreign language have to apply as solutions for the stated difficulties. Therefore, the practical part deals with the methodology adopted to conduct the research in which we analyze the questionnaires that are administered to both students and teachers of oral expression in English department at University of Biskra. The data obtained from the two questionnaires indicate that there are some factors affect the students' participation in oral expression course. Furthermore, the data suggests some techniques and activities that EFL students need to work with to get rid from these obstacles.

LIST OF ABBREVIATIONS

EFL: English as Foreign Language

LMD: License Master Doctorate

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General Introduction

GENERAL INTRODUCTION

Introduction

A great number of learners in the world studies English for different purposes. In teaching English, teachers always give more importance to teach the linguistic aspects of the language specially grammar and phonology and neglect the speaking which is in fact an important passageway in communication. Speaking is a productive skill, it needs more and more practice to develop an acute sense of competence and mastery of this skill.

Teaching speaking in a non-English speaking country, like Algeria, is much challenging since English is completely different from Algerian- Arabic language. In universities and in English streams, oral expression courses are scheduled with an aim to improve the students' oral performance because it can serve as a useful space for practicing pronunciation, and language articulation with all its phonetic and phonological aspects.

During the different oral sessions, teachers use different activities and strategies to empower learners' speech, brush up their English and enhance them to well pronounce and utter properly; however, teachers still face some students' hindrances. Many students do not participate in oral expression courses, do not contribute and do not show any sign of progress which indicate that there is something wrong somewhere with students. The present study sheds some light on what hinders the students from participating at these oral sessions. The focus will eventually be on the linguistic and psychological factors taking the third year English stream, University of Biskra as a sample case to identify all the problems that they are facing.

Research questions

Today, teachers' interest is shifted from the emphasis on teaching writing skill to focus on the development of students' speaking skill in a foreign language classes, because success is shown through the speaking ability. The most appropriate section for improving and developing the oral performance in English as a foreign language is the oral expression courses where the students have the opportunities to practice their speaking skills. However, students feel constrained, blocked and at certain cases embarrassed, shy and indifferent.

In this work, we tend to investigate some factors that affecting EFL learners' participation in oral expression course. The subjects of my investigation would be third year LMD English students at the English division at Biskra University.

Hence, through this study, we try to answer the following questions:

- 1- What are the difficulties that prevent students from participating during the Oral Expression sessions?
- 2- What is the teachers' impact within the classroom situation to constrain these problems?
- 2- What are the strategies that teachers would adopt within the classroom to ameliorate the students' oral performances?

The possible answers to these questions formulate the following hypothesis.

Hypotheses

In this dissertation, the researcher will explore the difficulties that face EFL learners' participation in oral expression courses and will investigate the strategies that encourage them to participate without any obstacles.

The suggested hypotheses to these obstacles are:

1. Students are unfamiliar with new topics and do not have a wide range of vocabulary
2. Students are afraid of mispronunciations and grammar mistakes.
3. Students may face psychological problems-lack of self-confidence, anxiety of being ridiculed, corrected or laughed at
4. Teachers do not give students opportunities to talk and express themselves.

Significance of the Research

The main objective of this study is to shed some light on the problems that EFL students encounter at oral expression course. The research is conducted to pinpoint the constraints and determine the strategies that teachers should adopt to bridge the gap and treat these constraints at a base level. Although many studies have been carried out in the field of teaching oral expression, in our dissertation, the significance is paramount in the sense that it will put an end to such a phenomenon and open doors to oral teachers to ultimately treat these kinds of problems in their future oral teaching sessions.

The objectives of the Study

Our aims from conducting this dissertation are:

- To identify the difficulties that prevent EFL learners to participate during the oral expression courses
- To suggest alternative techniques that may encourage those students to be active participants in oral session.
- To enhance the students' oral communication through attracting the teachers' attention to adopt variety of classroom speaking activities.

Limitation of the Study

The current study is limited in time and population. The investigation deals with the obstacles that face third year LMD English students of English division at Biskra University in oral expression course of the academic year 2011-2012.

Methodology

In order to test our hypothesis, and to obtain the information required from our subjects, and to fit the objectives of our present research we will use two main tools descriptive and analytic method.

The Descriptive Method to determine the different obstacles that prevent the students' participation and to present the effective techniques and activities that solve this problem and enhance their participation. Therefore, the Analytical Method is used to investigate the problem and to answer the questions above. So far, we will administer two questionnaires to both teachers of oral expression and to third year English students at Biskra University.

Research tools

To achieve the previous stated objectives, questionnaires are used as data collection tools with both students and teachers of oral expression course in English division at Mohammed Kheider-Biskra University.

Population and sampling

Since the purpose of this study is to examine the current situation of EFL learners' participation, both teachers and students of English department are concerned by this study.

Teachers' sample

In this dissertation, I intend to use the questionnaires that will be administered to all oral expression teachers of third year at the English department of Biskra University.

Teachers are concerned in this work because they can observe the problem on their students who do not participate in their respective classrooms.

Students' Sample

This work will mainly study the third year English students of English division at Mohammed Kheider University of Biskra .The students will be administered a questionnaire related to their participant hindrances.

Content of the Dissertation

The dissertation is divided into two main parts; a descriptive part that includes two chapters, and an empirical part that includes one chapter. Chapter one deals with general issues on the speaking skill. Afterwards, it discusses the EFL students' participation difficulties during oral expression course. Therefore, Chapter two deals with the teachers' role within classroom situation and the main techniques and activities enhancing the students' participation.

The last chapter deals with data analysis. It provides a detailed analysis of both teachers and students questionnaires. It will help us to see whether the results go in the same direction of our hypothesis.

Chapter one

Speaking Skill and EFL Students' Participation

Difficulties

Chapter One

Speaking Skill and EFL Students' Participation Difficulties

Introduction

Oral expression course aims to provide suitable place for the students to practice their speaking skills. Speaking is the most favorable skill by students than any other language skill. It is regarded as a major skill to be developed because it is necessary for displaying the language proficiency during the lesson; students participate in different tasks that teachers have to provide. Consequently, the objectives from these series of activities are providing learners with the confidence to participate and to engage them fully in classroom communication as well as to give them the opportunities to speak effectively. However, many EFL students confronted with many obstacles preventing them from practicing their speaking abilities.

This chapter deals with a general issues about speaking skill: definition of speaking, importance of speaking, and teaching speaking. Then, the light will shed on oral expression course participations difficulties. These problems and difficulties are due to linguistic problems, psychological barriers, poor listening practice, bad attitude toward the subject and the non-motivating atmosphere and other obstacles.

1. Definition of Speaking

Mastering English language needs to master the entire skills productive and receptive one. Speaking skill occupied an important place in foreign language teaching and learning, as argued by Nunan (1991, p.39)

To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language

Speaking is an active or productive skill deserves more attention in both first and foreign language because it reflects people's thought and personalities. In fact, we judge people according to their speaking skill. Hedge (2000) views that speaking is "*Skill by which they are judged while first impressions are being formed*" (p. 261). In addition, speaking is skill whereby others are recognized from what they are saying and how they are thinking, so it demands special care like other language skills

2. The Importance of Speaking

For many people, the ability to speak English is so important. It has often been viewed as the most demanding of the other four skills. For that, we frequent ask the question "Do you speak English?" to foreign language learners rather than asking them "Do you write in English". The question shows the importance of speaking as skill because mastering this skill means mastering other skills, as Ur (2000, p.12) states "*of all the four skills, speaking seems institutively the most important: people who know a language are referred to as 'speaker' of the language, as if speaking included all other kind of knowing*".

Speaking skill demands to be skilled in the other language skills. Therefore, with speaking, students can improve their writing skill and develop their vocabulary and grammar. In addition, good speaker needs good listener to improve his/her oral-aural skill. For instance, EFL learners can express themselves, argue, give opinions, ask, request and do other functions of language. So far, speaking is very important inside and outside classroom as well as speaking is a complex process whereby people sending and receiving messages verbally or none verbally.

3. Teaching Speaking

Speaking is the basic skill that EFL students have to improve in order to master the English language. The focus of teaching speaking is to improve the oral production of the students, and to make them communicate effectively in real life situation.

Recently, a lot of attention has been paid to design a program that aims to teach the speaking skill. In the classroom situation, EFL students should learn the language naturally and teachers should provide them with plentiful opportunity to develop as well. Hayriye Kayi (2006) provides some suggestions for English language teachers while teaching oral language:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time
- Indicate positive signs when commenting on a student's response.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class..
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language

Therefore, students can improve their oral skill to express their ideas, opinions, and feelings, describe things, and to make social contact with people, and to make request and complaining.

4. EFL Students' Participation Difficulties

4.1.Linguistic Problems

According to Thornbury (2005) who states that

“being skillful assumes having some kind of knowledge base ... Knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge)” (p. 11).

He emphasizes that linguistic knowledge plays an essential role in speaking skill. If any feature from this knowledge is lacking or poorly performed, students can find problems within their speaking development. These difficulties are due to lack of vocabulary, pronunciation mistakes and grammar mistakes.

4.1.1. Lack of vocabulary:

To achieve oral skill students need the appropriate selection of words when they are speaking, and using these words and expression accurately. Thornbury (2005) states that *“spoken language also has a relatively high proportion of words and expression”* (p.22). Thus, learning foreign languages requires a great knowledge of its vocabulary, the phenomenon in our EFL classes is that many students often find some difficulties when they try to express what they want to say because they find themselves struggling their limited

words and expression. Therefore, these limitations of vocabulary affect the amount of their participation in speaking activities.

4.1.2. **Pronunciation mistakes**

Speaking a language, English, means having a good pronunciation because the way of pronunciation is the first thing that students are judged and evaluated. EFL students have to practice their pronunciation and to be aware of the different rules of sounds as stress, intonation ... etc. Bada, Genc and Ozkan (2011) assert the importance of pronunciation in speaking skill “*in speaking, they compete with limited time to recall words, and also take care of their pronunciation ... Speaking is often dealt with at pronunciation level*” (p. 122).

Usually students have unpronounced speech that reflects lack of experience with English sounds, rhythms and words stress and student’s poor listening to native speaker or because of teacher’s miss pronunciation as non-native speaker. Therefore, pronunciation mistakes are one of the main factors that impede the students from doing their speaking activities freely and without any stress. This is the reason that leads to the difficulty of participation.

4.1.3. **Grammar mistakes**

In fact, grammar knowledge is one of the most important aspects of being a professional in speaking skill, EFL learners have to achieve this knowledge to improve their oral ability without any handles. However, students often prefer to keep silent rather than producing ungrammatical structure of expression because they are scared about being ridiculer behind their teachers and classmates. As Davies and Pearse (2000)

“Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them.”(p. 82).

Thus, a grammatical mistake is one of the barriers that prevent students of foreign language from participation.

4.2.Psychological Barriers

The psychological barriers of EFL students in oral English communication are the psychological negative emotions that prohibit their performance in English as a foreign language. Students may experience different psychological barriers including lack of self-confidence, anxiety, shyness and fear ... etc.

4.2.1. Lack of self -confidence

In many classes, some students prefer to keep their ideas and opinion to themselves because they are not sure about the strength of their abilities or hesitate to participate in the oral tasks. EFL students are hardly believing in their skill to speak English or even facing their teachers and classmates or simply they have not the confidence in themselves. Thus, lacking self-confidence leads them to say a few words to avoid making mistakes and embarrassment.

4.2.2. Shyness

Shyness is purely psychological problem that EFL student are suffering from. Shyness is the most obstacles that students of English as a foreign language face because they feel uncomfortable to speak in front of their classmates and their teachers. Students often do not participate in EFL classroom in natural manner because of shyness, so they are not

able to perform in their tasks and achieve their goals. This will affect obviously their participation and lead them to a low participation or even to none.

4.2.3. Fear of making mistakes

In EFL classes, students cannot express themselves in foreign language and do not participate appropriately in the oral lessons for the reason that they are worried about making mistakes, fearful about public correction. As Ur (2000) states *“Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.”*(p. 111). Therefore, fear of making mistakes can be considered as another obstacle for students’ participations.

4.2.4. Anxiety

Anxiety is one of the main handles for many EFL learners. Anxiety is the negative emotion that created trouble in learning process for the students. Anxious student do not learn well as well as do not communicate effectively in classroom situation. Wrench, Gorham, and Virginia (2009, p.55) support that

Many students don't learn when they are fearful, anxious, apprehensive, or scared. Students don't communicate effectively with us [teachers] when they are fearful, anxious, apprehensive, or scared to communicate with us. Students don't complete tests well when they are fearful, anxious, apprehensive, or scared of testing situations. Simply put, students don't do well in the classroom environment when they are fearful, anxious, apprehensive, or scared.

Anxiety reveals more than when students try to participate in the classroom, so they feel uncomfortable about speaking English in front of their classmates as Littlewood (1981) states that *“it is too easy for a foreign language classroom to create inhibition and anxiety”* (p. 93).

4.3.Poor listening practice

In addition to above main problems, poor listening practice can be added. Many students know all the rules of English language; however, they find many problems when they trying to speak and interact with people. These are because they do not understand the other speakers. Listening comprehension plays a major role in understanding the different function of English language to help students in making further contribution to any discussion and conversation.

Listening as a skill is so important for speaking because they are related which means that each skill relies on the other one. Anderson and Lynch show this significant relationship of speaking and listening skills (1988) "*A carefully prepared L2 utterance is only a useful aid to communicate if the speaker can deal effectively with replies he receives. For the L2 learner in conversation, he needs to skilled as both speaker and listener.*"(p. 15). So far, poor listening practice undoubtedly is a serious problem for the students that will lead to a poor speaking competence.

4.4.Lack of interest in subject

In foreign language classroom, oral expression module aims to develop the students *speaking* skill in order to be able to express their thoughts and feeling freely and confidently. In the classroom, discussed subjects are the main stimulation for students to speak and to participate. Thornbury (2005, p.25) supports that

*Familiarity with the topic: the greater the familiarity, the easier the speaking task ...
Feeling towards the topic and/ or the participants: generally, if you are well disposed to the topic you are talking about, and/ or the other participants, the easier it is likely to be*

Good participant students in EFL classes have a positive attitude toward the topic and the teacher since he is their guide. However, many students have nothing to say or simply remain silent because they have no idea about the topic or have bad attitude toward the subject. Thus, non-interesting topics is another factors that stop students from participation.

4.5. None motivating atmosphere

In the classroom, the atmosphere can be motivating or none motivating factor for the EFL learners. None motivating atmosphere prevent students' participation and hinder their development of speaking skill. Teachers are main responsible for creating relaxed and friendly atmosphere for the students in order to express themselves well as well as giving them the opportunity to their personalities. Davies and Pearse (2000) suggest some implications for teaching

Try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the class. And do as many speaking activities as possible in pairs and groups, so that the learners can speak English without the rest of the class listening (p. 82).

Motivating atmosphere is important for teaching and learning in foreign language. Littlewood (1981) assert that the real progress for speaking and developing communicative skills can only take place if the learners have motivation and opportunity to express their own identity and to relate with people around them (his classmates and his teachers). Students really need motivating atmosphere that gives them sense of security and value as individuals.

4.6.Mother tongue use

Student of the same mother tongue often use it in and outside classroom because they feel comfortable and less exposed to the target language. Learners often use the mother tongue when they could not express themselves in foreign language, so they borrow words from their native *language*. According to Baker and Westrup (2003), "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." (p.12). Therefore, this use of mother tongue breaks down the students' communication in classroom and lessens their speaking abilities. Students always run away from using the foreign language due to the lack of vocabulary in this language.

4.7.Large Classes

Large classes often perceived as one of the major obstacles for both students and teachers and for the teaching-learning process. In large classes setting, teachers could not manage his classroom as well as EFL students opportunities decreased. Murcia Celce confirms that “*large classes are often the norm of overseas, limiting both student opportunities to talk and teacher opportunity to provide feedback.*” (p.110). Oral expression course aims is to encourage the students’ participation and to improve their speaking skill; however, large classes prevent EFL students from getting equal chance of participation during the session. Moreover, in large classes, students fear about speak specially asking for more clarification from their teachers. They fear from showing others that they do not understand. For that, large classes are stopping point for the students’ participation.

Time allocated

Not only large class is an obstacle for both students and teachers but also time allocated is considered as another obstacle. This latter prevents teachers from given enough opportunity for their students to participate and speak as well. For that reason, teachers face a negative attitude from their students because they think that teachers are not fair with them. Hence, teachers are also victims of both time limitation and large classes since they do not have neither the time nor the space to do their best. As a result, time allocated can be considered as a preventing obstacle of students’ participation.

Conclusion

Overall, we have attempted through this chapter to shed some light on the speaking skill and the difficulties that face EFL students' participation during the lesson of oral expression. As a productive skill, speaking is a very important process that helps to evaluate students' proficiency in the foreign language. Teachers have to follow certain strategies to teach speaking for the students, since it is the skill through which people evaluate your level in the English language. Oral expression course is an important module because it aims to provide for the students the best space to practice and develop their speaking abilities. In fact, the students have to participate and speak as well to achieve high level of proficiency in oral skill. However, many EFL students do not participate because of the above discussion problems that we have discussed with more detail in this chapter such as linguistic barriers, psychological barriers, none motivating atmosphere, and others.

Chapter two

Techniques and Strategies Enhancing EFL Students' Participation

Chapter Two

TECHNIQUES AND STRATEGIES ENHANCING EFL STUDENTS' PARTICIPATION

Introduction

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

In this chapter, we will try to numerate some pedagogical activities that facilitate the students' participation and develop their speaking skill. It also discusses the different roles of the teacher within classroom situation, namely, prompter, controller, organizer, assessor, participant, recourse, tutor, and observer. Moreover, teachers process different techniques and strategies that motivate the students to participate in various activities as well as to speak in oral course. They use pair work and group work in order to involve them in an effective learning-teaching process. Then, we will deal with some details about the variety of activities that teachers have adopted for the students. These activities provide them with some ways to cover their speaking problems.

1. Teacher's role

EFL students do their effort to master the English language; however, they often face different types of obstacles that hinder their language development. There a number of ways in which teachers can help the students to get ride from these problems. Teachers are considered as the number one inside the classroom and the main responsible of diminishing these problems through using different techniques and activities.

Consequently, the primary role of the teachers is to create the best condition for facilitating learning process. According to Harmer (2001), teachers play different roles during

classroom procedures. These roles are changed from one activity to another and from one stage to another.

1.1.Prompter

During the lesson time, teachers play different roles according to the obstacles that students are facing. Sometimes, as Harmer states, students lose thread of what is going on, or they are 'lost for word'. In this case, teachers have to play the role of prompter; they have either to hold back and let the students to work things out for themselves, or push them forward in a reserved and supportive way. (2001, p. 60)

Prompter teachers are keen to encourage the students to think creatively rather than have them hang on teachers every word.

1.2.Controller

According to Harmer (2001, p.58) "When teachers act as controller they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where student are working on their own in groups". Controller teachers do different activities. They take the roll, tell students things, organize drills, and read aloud. Teachers feel very comfortable when they view their job as transmission of knowledge from themselves to their students.

1.3.Organizer

Jeremy Harmer (2001, p.58) views that "one of the most important roles that teachers have to perform is that organizing students to do various activities". Organizer is the role by which teachers are supposed to organize pair/ group work, give instruction for the students to get full advantages from an activity. In addition, they have sometime to spent engaging the students' interest and ensuring their participation.

1.4.Assessor

The most expected act from teachers is assessing the students level whether or not they are getting their English right. Assessor teachers offer feedback on performance, offering correction and grading students in various ways by saying whether students can pass to the next level, etc.

Hence, students have to know how they are being assessed, and want fairness judgment. What they do not want is the feeling that they are being unfairly evaluated. The assessor must be sensitive to the students' possible reaction (Harmer, 2001).

1.5.Participant

Within classroom different activities should be used. According to Harmer (2001), teachers as usually stand back from the activities and only they intervene to offer feedback or correct mistakes. Therefore, teacher can be a part from the tasks. The participant is an enjoyable role that students mostly prefer instead of prompter, or organizer roles. However, this role can be danger because it is easy for the teacher to dominate the proceeding.

1.6.Resource

Another job that students may still have need is a teacher as a resource. According to Harmer (2001, p.61) one of the important job of the teacher is to encourage students to use resource material for themselves when they are looking for information, to become more independent in their learning generally. Teachers are acting as resource to be helpful and available.

1.7.Tutor

Among many roles, the tutoring role is one widely recognized because it is combining the role of prompter and resource. Harmer (2001, p.62) argues that it is difficult to be a tutor in very large group because when student are working in small groups or in pairs, teachers can easily offer the guidance and can go round the class, so that learners can have a real chance to feel supported and helped with tutoring teacher.

1.8.Observer

Another role the teacher needs to adopt in the classroom is the observer. Observing what students do can give them useful group and individual feedback. Harmer (2001, p. 62) points out that “*when observing students we should be careful not to be intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down all the time*”.

Moreover, teachers have to take notes on students’ performance in order to watch how well students are doing and to judge the success of the different materials and activities. Through observing, teachers can evaluate the students’ development in the speaking skill if there is failure. Then, the teacher can make changes in the future.

To conclude, teachers carry a big responsibility in the classroom context. They have to encourage the students and to create a warm and protective environment for learning process. Therefore, teachers have to guide and control the students in the oral activities through making observing and organizing them. In other word, teachers should be as model for their students.

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

- As general overseer of his students' learning, he must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability.
- As classroom *manager*, he is responsible for grouping activities into 'lesson' and for ensuring that these are satisfactorily organized at the practical level.
- In many activities, he may perform the familiar role of language *instructor*: he will present new language, exercise direct control over the learners' performance, evaluate and correct it, and so on.
- In others, he will not intervene after initiating the proceedings, but will let learning take place through independent activity.
- He may also move about the classroom in order to *monitor* the strengths and weaknesses of the learners, as a basis for planning future learning activities.
- He will sometimes wish to participate in an activity as '*co-communicator*' with the learners. In this role, he can stimulate and present new language, without taking the main initiative for learning away from the learners themselves.

2. Teaching techniques

One of the biggest challenges for the teachers of English language is to make all the students participate specially in oral expression course that aims to provide suitable place for learners to speak. However, many students do not speak during the lesson.

In order to increase students' participation and interest in speaking and communication in the EFL classes, teachers design pair and group work. Pair and group work are the most effective pedagogical techniques that promote participation and collaboration among the students.

2.1.Group work

During oral expression lessons, teacher uses group work to support learning and to avoid participation problems. Group work is one of the most ways and techniques that EFL teachers provide in order to encourage the students and get them fully engaged in the classroom activities. This will allow them to prepare a presentation or discuss an issue and come to group decision.

Group work is classroom situation where the teacher can divide the whole class into small unites or groups. Group work is a meaningful technique for students to exchange ideas and opinion from each other and to work together without any hinders.

In addition to the benefits of groups, Harmer (2001, p. 117) states a number of advantages from this technique:

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

To summarize, group work is designed by the teachers to decrease many problems of participation and to facilitate learning process because students often prefer to learn from each other.

2.2.Pair works

Pair work is another useful technique used by the teachers to organize students when given them activities. Within pair works, students find themselves participating because they must speak with their classmates. Pair work is less threatening because it creates a friendly atmosphere for students and promotes the sense of belonging among them.

According to Harmer (2001, p. 116), pair work has many advantages as the following:

- 1- It increases the amount of speaking for the students.
- 2- It gives the opportunity for the students to work and interact independently.

- 3- It allows teachers time to work with one pair and the other students continue working.
- 4- It promotes cooperative help in the classroom among the students.
- 5- It is relatively quick and easy to organize.

In contrast, both pair and group work also can have its disadvantages as well as having advantages and these are:

- 1- Classroom is likely to be noisy and the teachers can lose their control.
- 2- Not all students enjoy and sometimes they find themselves in uncongenial groups.
- 3- Students may feel uncomfortable to work with someone they are not keen on.
- 4- It can take time to organize group work.
- 5- Students in pairs or in groups can veer away from the main goal of the activity.

To conclude, group and pair work are extremely the meaningful process to solve problems. They give the students a total freedom to express ideas, knowledge and different problems they are facing during their learning. Working in groups and pairs create a social environment for students; furthermore, they feel obliged to deal and help each other in different activities they have to work on.

3. Some activities motivating the students to participation in oral course

Oral expression activities are conducted to stimulate students' interest and to defeat their problems. These activities are presented by the teachers to help the students and to give them much opportunity to participate within classroom situation. Effective teacher should motivate his students and ameliorate their speaking skills.

3.1. Definition of motivation

Motivation is the essential desire that leads students to success. Swierzbinska and Tarone (2009, p. 3) view that "*Language learning motivation is the intensity and persistence of learner's desire to succeed*". Students are encouraged to do their exert effort to attain and to achieve their goals.

Therefore, according to Harmer (2001), motivation is “some kind of internal drive which pushes someone to do things in order to achieve something” (p. 51).

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

3.2.Kinds of motivation

3.2.1. Extrinsic motivation

It is imposed with students outside factors, for example, the need to pass an exam, the hope of financial reward or the possibility of future travel (Swierzbin and Taron 2009, Harmer 2001).

3.2.2. Intrinsic motivation

According to Harmer (2001, p. 51), intrinsic motivation comes from within the individual. Students must be motivated by their personal desire and enjoyment of the learning process.

3.3.Activities enhancing the students’ participation

To motivate students in EFL classes, teacher should include a variety of activities and strategies that help students to develop their abilities in speaking English. Motivating the students to speak and participate without any obstacles is the main goal of the teacher during the lesson. EFL teachers must encourage their students to use the language in the classroom and to get involved in the different activities.

Motivation is important for encouraging success. Students’ motivation to learn a language is very complex and it changed over times. Students’ motivation can be influenced by two main factors contextual and internal factors. Contextual factors include the teacher and those around the students if they are interested in the learning activities. The amounts of engagement from those around the students increase the students’ motivation to engage as well. Therefore, internal factors that affect motivation include the students’ assessment of the pleasure and the benefits from the activity (Swierzbin and Taron, 2009).

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

3.3.1. Role play

Providing a role play in the classroom, is very important in developing students' oral proficiency. We use term 'role play' to refer to the set of activities in which students take an imaginative leap out of the confines of the classroom, providing a useful spring board for real life language use (Thornbury,2005).

Gillian Porter Ladousse (1987) states the means of 'role play' as words "when students assume a 'role', they play a part (either their own or somebody else's) in a specific situation. 'Play' means that the role is taken on in a safe environment in which students are as inventive and playful as possible" (p. 5).

Consequently, role play is the most enjoyable activity for the students because it is less threatening and it builds up their self confidence. Through role play students can train their speaking skill in any situation. It is also helps many shy students by providing them with a mask and increases their motivation (Ibid). It can be performed from prepared scripts, created from the students themselves, depending on their level. It consists of short scenes which can be realistic or pure fantasy (Klippel, 1983, p. 121).

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

3.3.2. Problem solving activity

A problem solving is a classroom activity in which the students are supposed to find solutions for a given problem. According to Klippel (1983) "*problem solving activities demand that the learners themselves decide upon the items to be ranked ... the language which is needed for problem solving activities depends on the topic of each exercise, but in*

general students will have to make suggestion, give reasons, and accept, modify suggestions and reasons given by others” (p. 103).

Lastly, students find themselves participating and speaking when they are struggling to find solution to the problem that is presented in problem-solving tasks. For example, teacher asks the students to decide the best action and the effective solution is such as:

“You see a follow worker in your office steals a portable computer, you know, he/ she is a single parent of two young children and has financial problems” (Pearse and Davies, 2000).

Each student, here, gives his/her point of view as a solution to this problem. From the different opinion, the classroom becomes more active and the students’ participation will increase.

3.3.3. Discussion and debates

Discussion and debates are the most commonly activities develop the students’ communicative abilities and to practice the language in different situation. They aim to engage the students’ interest, opinions, histories, and experiences. Green, Christopher, and Lam (1997) cited in Murcia (2001) state that *“students will be more involved with and motivated to participate in discussion if they are allowed to select discussion topics and evaluate their peers’ performance” (p. 106).*

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

- topic nomination, maintenance, and termination,
- attention getting, interrupting, floor holding, control,

- clarify, questioning, paraphrasing,
- Comprehension signals (nodding, “uh-huh”, “hmm”, etc.);
- negotiating meaning;
- intonating pattern for pragmatic effect;
- kinesics, eye contact, body language; and
- Politeness, formality, and other sociolinguistic factors.

Finally, discussion (debate) has its advantages and benefits:

- 1- It helps and motivates the students to use foreign language, English, to go on conversation and dialogues for long time.
- 2- It provides for the students opportunity to practice the strategies required in interpersonal communication.
- 3- It is the most successful activity to memorize information since the students are involved in it (Hedge, 2000, p. 277).

3.3.4. Conversation

One of the most focus that EFL teachers have to deal with is the emphasis on having students analyze and evaluate the language that they or other produce. Murcia views “*one speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication*” (p. 108). The development of conversation skills paves the way to develop the language itself. According to Thornbury (2005), many language learners feel that developing conversation competence is their most urgent need and their principle objective.

3.3.5. Information gap activity

Information gap activity is another useful activity in oral EFL classes. According to Hedge (2000, p.281), information gap activity involves each learner in a pair or group processing information which the other learners do not have. This activity is effective for

students; the value of this kind of task is to motivate engendered by bridging the information gap to solve a problem. It assists language acquisition but do not involve students in conversation strategies as role-play and discussion do (Hedge, 2000). The teachers' aims from conducting such activity is sharing information since these information are known by one part and the other part of group has to complete the information by asking questions.

Here is an example of the information gap activity (Thornbury.2005):



Figure1: Information gap activity

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

3.3.6. Story telling based activities

Story telling is another activity that is a universal function of language and one of the main ingredients of casual conversation. Through stories, students can know each other and interact with a story of one another. The stories can be as mean of communication

between the students and a way to make friends. It improves their speaking skills through narration. Douglas Brown (2004, p. 182) assert that the main objectives from retelling a stories is to produce a number of oral discourse (communication sequences and relationships of events, stress and emphasis patterns, “expression” in the case of dramatic story), fluency , and interaction with the hearer.

According to Thornbury (2005), storytelling takes many forms among which we find:

3.3.6.1. Guess the lie

In this activity, the students are exposed to guess the lie from three short personal anecdotes. Then, they have opportunity to ask a limited number of questions after the story. It is useful if the teachers form this activity in advance. The figure2 is an example for this kind of activity.

3.3.6.2. Insert the word

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

3.3.6.3.Chain story

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

Anecdote

Think about a lucky or an unlucky experience you have had. You are going to tell your partner about it. Choose from the list below the things you want to talk about. Think about what you will say and what language you will need.

- Was it a lucky or unlucky experience?
- When did it happen?
- Where were you?
- Who were you with?
- What were you doing?
- What happened?
- Why was it lucky (or unlucky)?
- How did you feel afterwards?

1

2

4 MAKING CONVERSATION

The first time

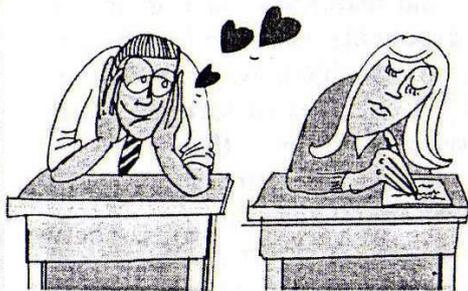
In pairs, A choose two 'first times'. Tell B about what happened. B listen and ask for more information. Swap roles.

A *I'm going to tell you about the first time I drove a car. I was staying in the country with my uncle and he had an old Renault 4...*

B *How old were you?*

The first time I...

- bought a record or CD
- went to a live concert
- smoked a cigarette
- fell in love
- travelled by plane
- went abroad
- drove a car
- saw a lot of snow
- earned some money
- had to go to hospital



3

prepare your story

5 Think! You're going to tell a partner about a good or bad shopping experience. Read the checklist.

- checklist**
- Use the questions in the framework to help organize your story.
 - Use a dictionary or ask your teacher to help you with new words.
 - Make notes, but don't write the full story.
 - When you've finished, practise telling the story to yourself. This will help your confidence.

tell your story

6 Work with a partner. Tell each other your stories. At the end, make sure you understand each other's stories. Use the phrases in the **natural English** box if necessary.

asking for clarification

I didn't understand the bit about ...
 Could you explain the bit about ... again?
 I'm sorry but I didn't understand what/why/when/how ...

- 7 You're now going to tell your partner's story. Tell it as if it's your **own** story. You may need to make small changes to sound realistic. Your partner should correct any factual mistakes you make.
- 8 Work with a **new** partner. Tell the two stories, without saying which one is yours. Your new partner can ask you questions. At the end, they have to decide which was your story, and why.

Figure2: Story telling activities

Conclusion

This chapter is a brief discussion of the different roles that EFL teachers have to play in the classroom. Teachers often use pair work and group work to stimulate the students to speak and to engage them in the oral expression session. Pair work and group work are two of the most effective ways to create a suitable atmosphere for an active interaction between learners themselves and between learners and teachers. More importantly, the application of the different activities such as role-play, problem solving activity, discussion and debates, and so on will enhance the students participation and solve their speaking problems.

Chapter three

Field of Investigation

CHAPTER THREE

FIELD OF INVESTIGATION

Introduction

This chapter is designed to analyze the findings obtained through investigating the EFL students' participation difficulties in oral expression course. Our aims from conducting this study are to confirm if our hypotheses are true or false. Since the teachers and the students are main variables of this study, their views and opinions are very important to test the stated hypothesis. The most appropriate tool for this investigating is through addressing questionnaires to both teachers and students. Hence, we have chosen to work on third year LMD English students of the English stream at Biskra University and the second one is administered to all teachers of oral expression course at third year level at the same University of the academic year 2011-2012.

1. Students questionnaire

1.1. Description of the questionnaire

This questionnaire is designed for third year English students at the department of Biskra University of the academic year 2011-2012. The participants of this questionnaire are 60 students from three classes. They are chosen randomly to investigate the factors that affect their participation in oral expression course. This questionnaire involves different types of questions: "closed" and "open –ended" questions. Closed questions require the students to answer by "Yes" or "No" or to tick up the right answers from a set of options and open-ended questions which require from them to give their personal opinions or background information about subjects or add a justification for their choice. The whole questionnaire is made up of (17) questions that are classified under (04) section:

Section one: It is about the students' background information. It aims at gathering information about the participants of this questionnaire. It contains three questions.

Section two: It deals with the speaking skill as an important element in this work. Thus, speaking is an essential skill that we have to develop to master English language. This section contains three questions.

Section three: This section deals with the oral expression course as the main section to study the EFL students 'participation. Our aims from asking these questions are to seek the students' amount of the participation and to detect the problems that hinder their participation during the oral expression course. It contains nine questions.

Section four: This section seeks the different preferable techniques that the students like to work with. Also, to identify the most enjoyable activities for the students during the oral expression course according to EFL students. It contains two questions.

1.2. Analysis of the results

Section One: Background information

This section investigates the background information of the students.

1. Gender

Sex	Number	Percentage
Female	46	76,67%
Male	14	23,33%
Total	60	100%

Table1: Students' gender

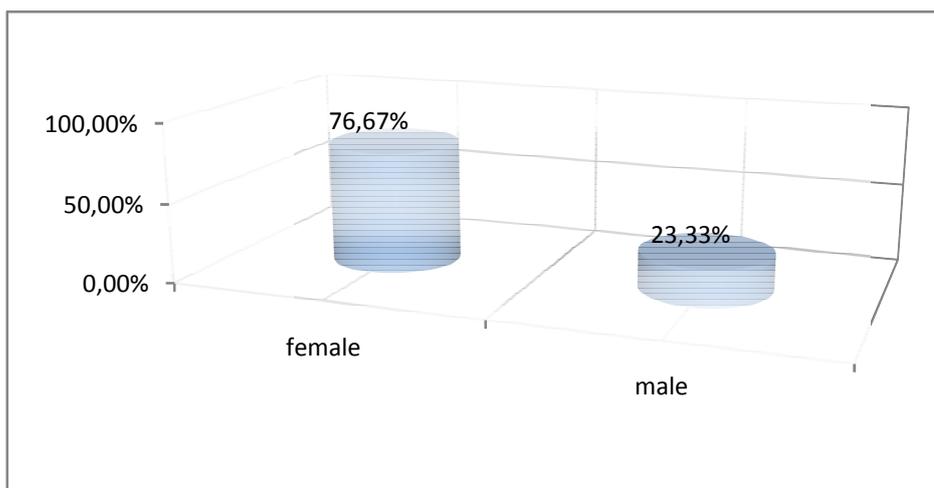


Figure3: students' gender

The results show that the majority of students are girls (76, 67 %) who tend to study languages in general, and only 23, 33 % represents boys from the sample population.

2. Age

Age	Number	Percentages
19-20	5	8,33%
21-22	21	35%
23-24	14	23,33%
25-36	10	16,67%
No answers	10	16,67%
Total number	60	100%

Table2: Students 'age

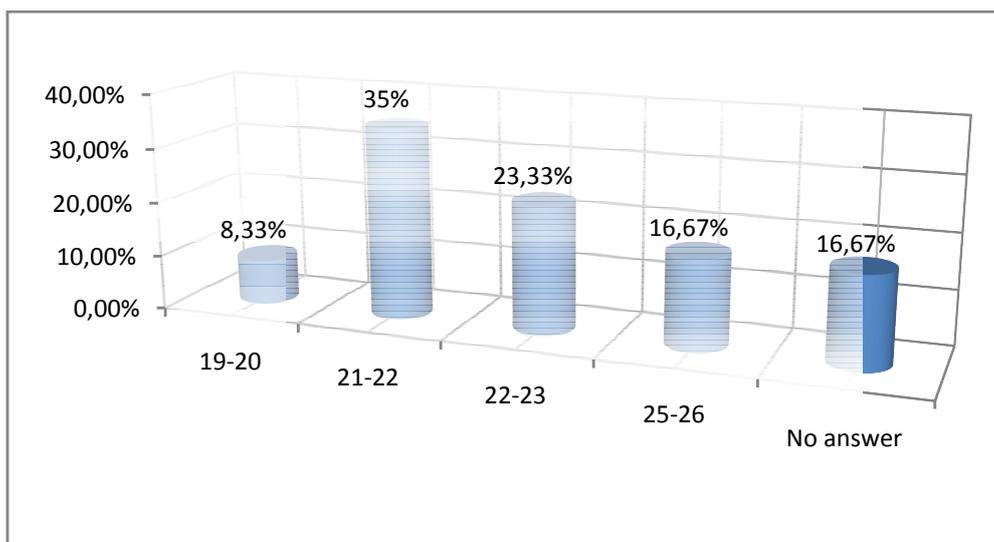


Figure4: Students' age

The table results present the ages of the students. They are varying from 19 to 36 years old. It shows that the majority (35 %) is 21 to 22 that attends the school and never failed. The second category (23, 33 %) represents the students who might repeat one or two years that are 23 to 24. The percentage (8, 33%) represents the youngest students who went to school very early(19 to 20), whereas, (16,67 %) represents the aged students who may be repeat more than twice , changed their field of study or study English as additional diploma (25 to 36). Finally, ten students (16, 67%) do not give their age.

3. Why did you choose to study English?

- a. Personal choice
- b. Parents choice
- c. Administrative orientation

Options	Responses	Percentages
Personal	50	83,33 %
Parents	7	11,67 %
Administrative orientation	3	5 %
Total	60	100 %

Table3: Reasons behind studying English

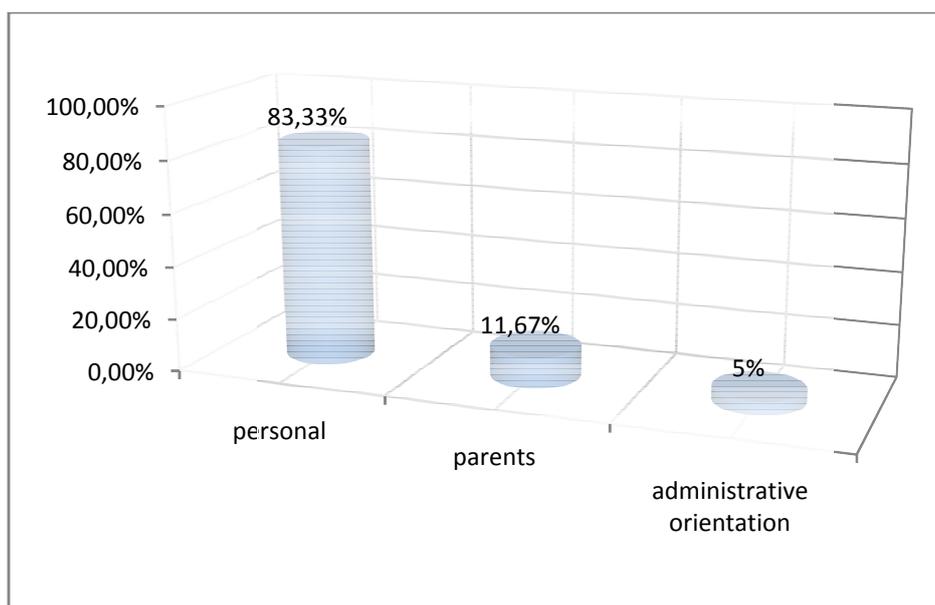


Figure4: Reasons behind studying English

These results represent the choice of the students to study English language. A quick glance at this table will reveal that the majority (83, 33 %) of the students choose English as a personal choice. This means that they are not obliged to learn, so they have some motivation to learn and to master the English language. Some students (11, 67%) have chosen English according to their parents' choice and advice. However, only 3 students (5%) study English because they were oriented administratively, which could be their general average that did not fit their personal desire to study another branch instead of learning the English.

Section Two: Speaking

4. Which of the following skills do you prefer to develop?

- a. Listening
- b. Speaking
- c. Writing
- d. Reading

Options	Answer	Percentages
Listening	11	12,64%
Writing	18	20,69%
Reading	9	10,34%
Speaking	49	56,32%
Total	87	100%

Table4: Skills that students prefer to develop

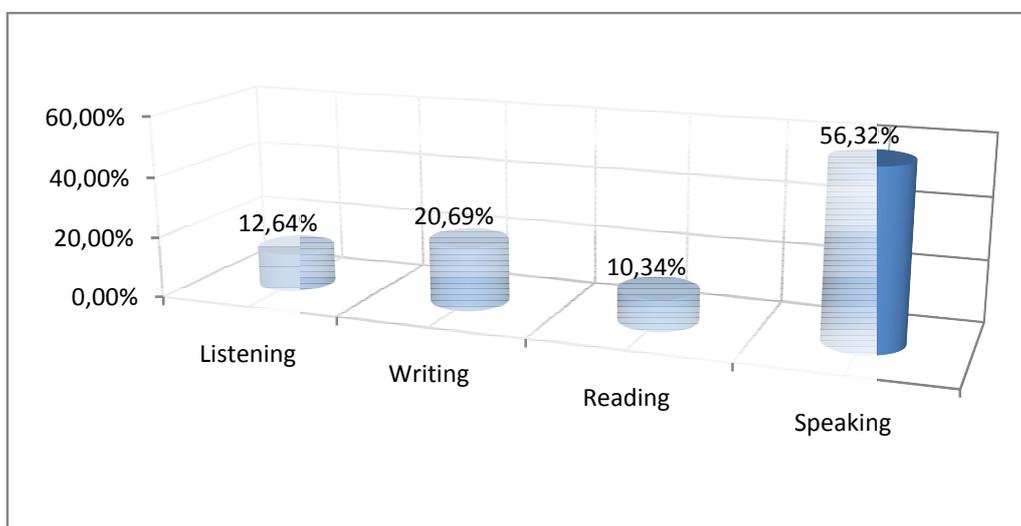


Figure6: Skills that students prefer to develop

This question is designed to detect which of the four skills is more important. The results present that most of students choose speaking 49 times (56, 32%). This means that more than the half of percentage is about speaking skill which shows the preferable skill for

the students to be developed. Then, writing comes in the second place (20, 69%), while listening presents (12, 64%). Finally, reading is classified as the last one to be developed. This table shows the interest of the students in developing the productive skills (speaking and writing) rather than developing the receptive ones.

5. Speaking English is

- a. Very easy
- b. Easy
- c. Very difficult
- d. Difficult

Options	Responses	Percentages
Very easy	5	8,33%
Easy	20	33,33%
Very difficult	7	11,67%
Difficult	28	46,67%
Total	60	100%

Table5: Students’ attitude toward speaking English

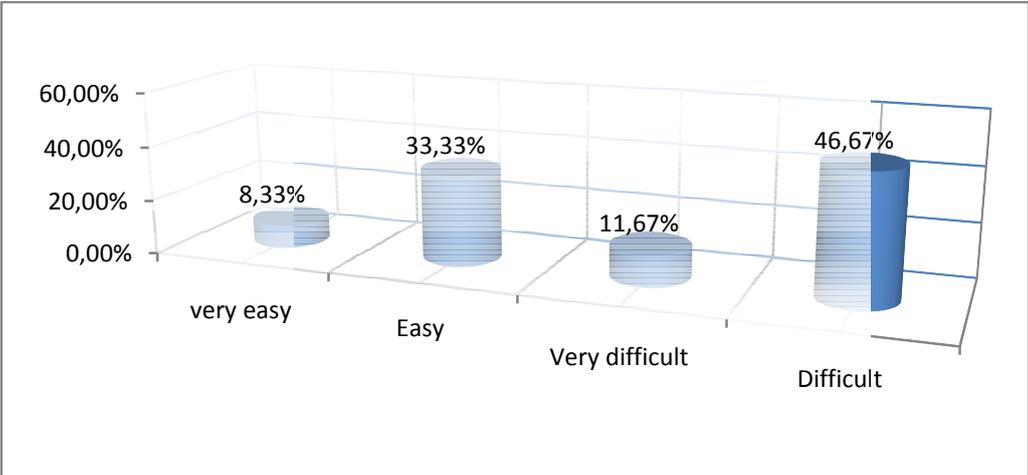


Figure7: Students’ attitude toward speaking English

This question aims at knowing the different point of views of the students on speaking English. The table shows that approximate half of the students (46, 67%) response that speaking English is a difficult task, while (33, 33%) views that it is easy to speak English. Therefore, 7 students (11, 67%) see speaking English as a very difficult; however, only 5 students from the sample (8, 33%) say that it is very easy to speak it.

6. How do you evaluate your speaking abilities?

- a. Very well
- b. Average
- c. Low

Options	Responses	Percentages
Very well	6	10%
Average	35	58,33%
Low	19	31,67%
Total	60	100%

Table6: Students’ evaluation on speaking ability

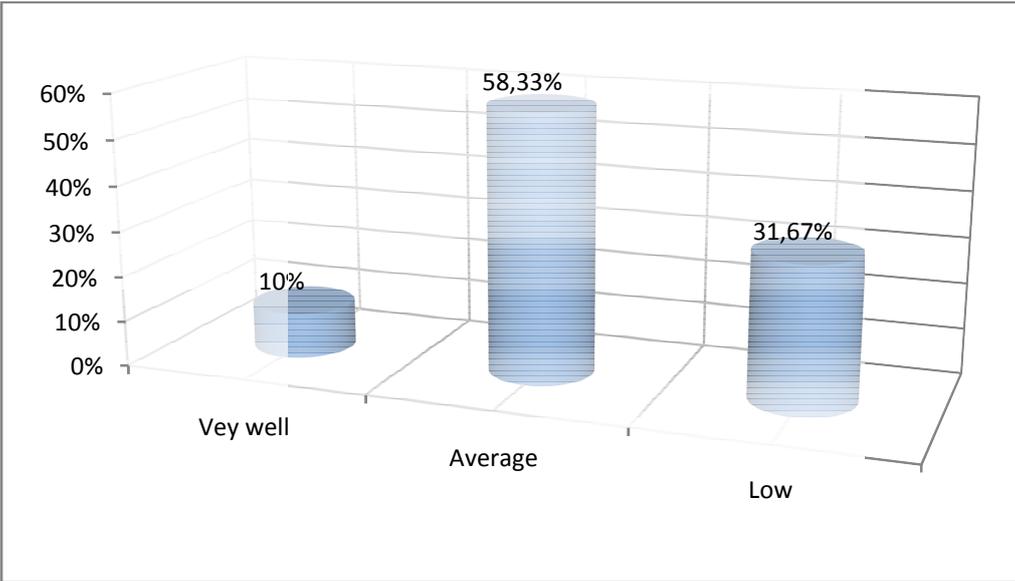


Figure8: Students’ evaluation on speaking ability

This question aims to assess the students’ speaking abilities. They are asked to evaluate their levels in speaking. Most of students (58, 33%) answer that they have an average level. Whereas, (31, 67%) have a low level, and only six students (10%) say that they speak very well.

Section Three: EFL students’ participation difficulties in oral course

7. Do you like oral expression course?

- a. Yes
- b. No

Options	Responses	Percentages
Yes	60	75%
NO	10	12,50%
No Answer	10	12,50%
Total	80	100%

Table7: Students’ attitude toward Oral Expression course

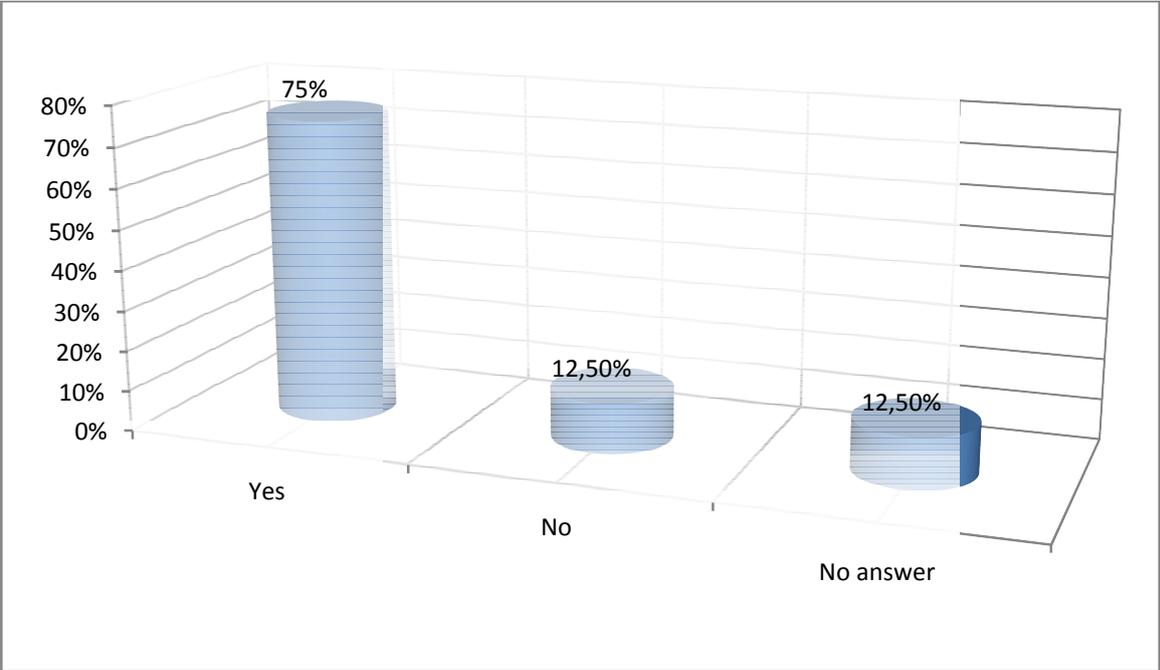


Figure9: Students’ attitude toward Oral Expression course

The largest part of the sample (75%) likes to attend oral expression course. This percentage is optimizing because it shows that they may be motivated to learn well and to participate effectively. The second percentage (12, 50 %) represents the answers of the students who do not like oral section. The followed one represents 10 students (12, 50%) who prefer to do not answer. This means that they have any feeling of like or dislike toward the oral expression course.

8. How often do you participate in the oral expression lessons?

- a. Always
- b. Sometimes
- c. Rarely

Options	Responses	percentages
Always	5	8,33%
Sometimes	43	71,67%
Rarely	12	20%
Total	60	100%

Table8: Frequency of students’ participation in oral expression course

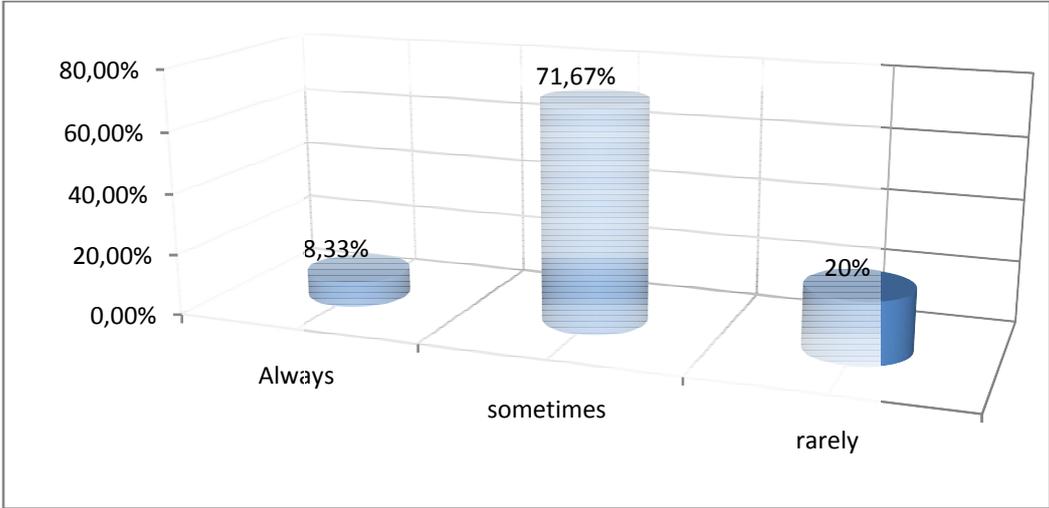


Figure11: Frequency of students’ participation in oral expression course

This question aims at knowing how frequently the students participate during the oral expression course. It leads to detect if the students do not participate because of many problems. Most of the students (71, 67%) respond with 'sometimes'. On other hand, 20% of

the students respond by 'rarely' which means that they are facing some obstacles hinder their participation. While, only five students respond by 'always.

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

- a. Yes
- b. No

Options	Responses	Percentages
Yes	38	63,33
No	22	36,67
Total	60	100

Table9: Students' participation in oral expression course

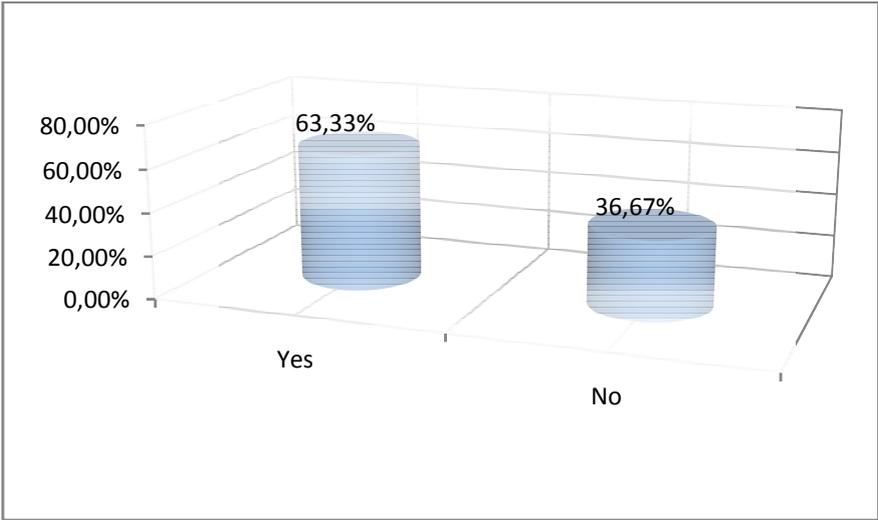


Figure12: Students' participation in oral expression course

The question aims at determining whether the students are afraid about speaking and participation during the oral course. Consequently, we obtain the following results which show that (36, 67%) of the students are not afraid to participate. They consider themselves as talkative or able to participate, while (63, 33%) represents that the majority are afraid from participation. This might be due to of several reasons: linguistic problems, psychological

problems and other problems. We propose the following question in order to give the possible answer.

10. If yes, is it because

- a. Fear of making grammatical mistakes
- b. Fear of making pronunciation mistakes
- c. Lack of vocabulary

Reasons	Responses	Percentages
Fear of making grammatical mistakes	11	25%
Fear of making pronunciation mistakes	13	29,54%
Lack of vocabulary	20	45,45%
Total	44	100%

Table10: Linguistic barriers

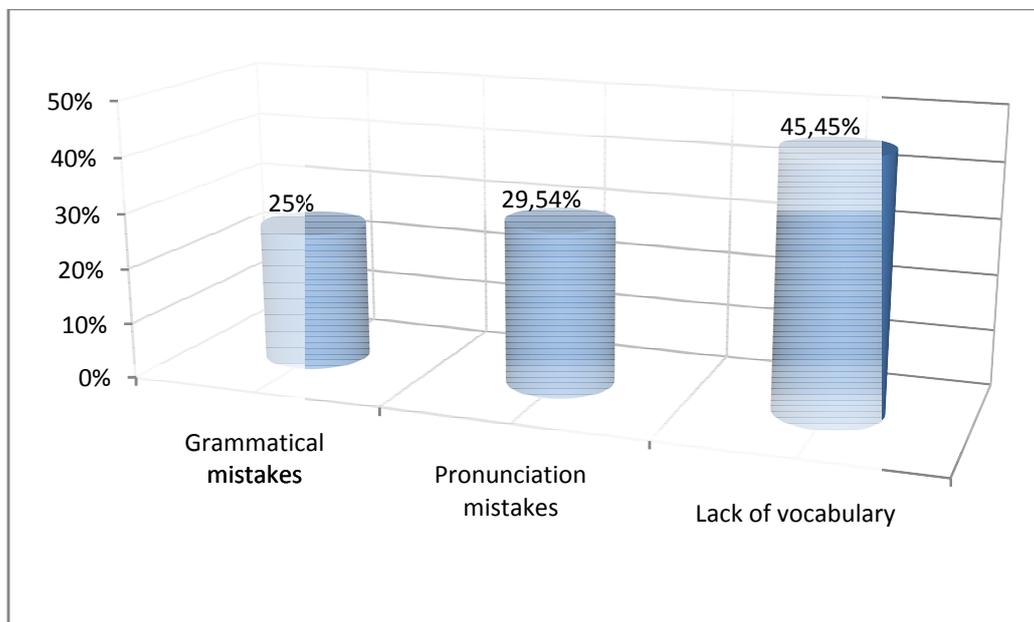


Figure13: Linguistic barriers

In this question we attend to highlight some of the linguistic problems that hinder the students' participation. The results indicate that approximately half of students (45, 45%) do not participate due to the lack of vocabulary. Then, about of (29, 54%) also does not

participate because they are afraid from making pronunciation mistakes; however, the rest of students (25%) have indicated that they are afraid because of the making grammatical mistakes.

11. Or you do not participate because of

- a. Shyness
- b. Lack of self- confidence
- c. Anxiety
- d. The topic is not interesting

Options	Response	Percentages
Shyness	11	22%
Lack of self- confidence	10	20%
Anxiety	15	30%
The topic is not interesting	14	28%
Total	50	100%

Table11: Psychological and other barriers

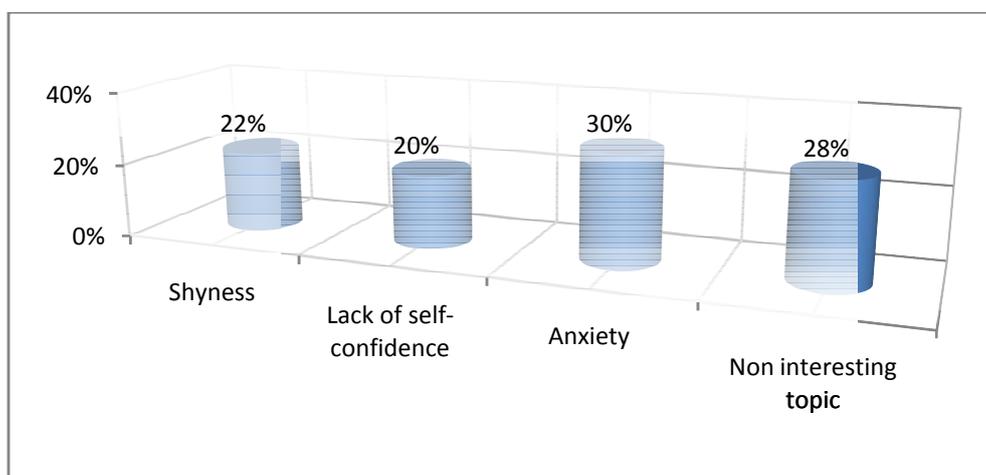


Figure14: Psychological and other barriers

The choices come to discuss why the students do not participate in the classroom, and they are provided with a set of possibilities from which they have to choose the appropriate choice that describe their case. Out of sixty students, fifteen students (30%) do not participate because of the anxiety, fourteen (28%) are because of the uninteresting topic that is discussed in the classroom. Whereas (22%) has indicated that they are afraid due to the shyness, and the rest of the sample (20%) are lacking the self-confidence.

These results do not present the answers of the students who are afraid about participation, but also the answers of the students who say that they are not afraid about participation. This means that both students who participate and do not participate face the same problems.

12. What type of atmosphere that your teacher creates in the oral lessons?

- a. Fearful
- b. Friendly and motivated
- c. Neutral

Options	Responses	Percentages
Fearful	5	8,33%
Friendly and motivated	29	48,33%
Neutral	20	33,33%
No answer	6	10%
Total	60	100%

Table12: Type of classroom atmosphere

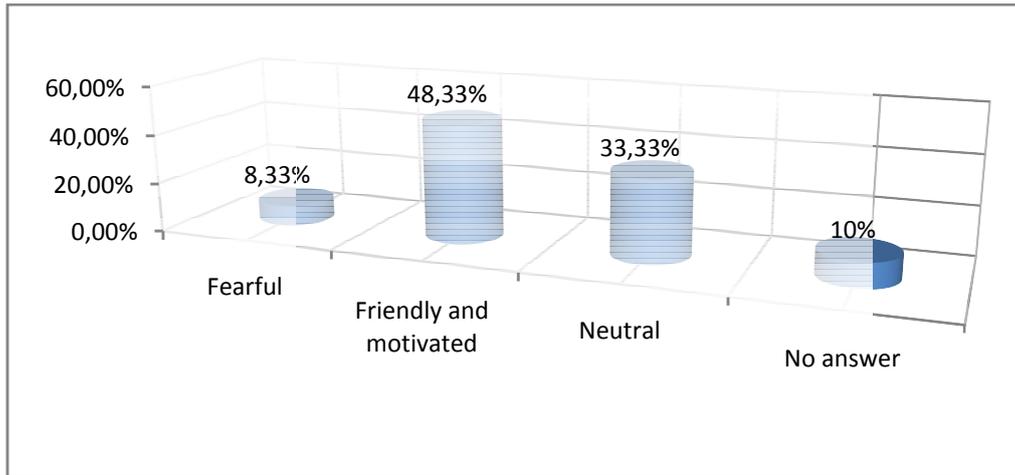


Figure15: Type of classroom atmosphere

This table presents the kind of atmosphere inside the classroom. Most of the students (48, 33%) state that their teachers try to create a friendly and motivated atmosphere. This can be considered as helping factor for learning process. Then, the other students (33, 33%) say that the general atmosphere is neutral, while five students (8, 33%) indicate that their teachers create a fearful atmosphere. This latter can be a discouraged factor for the students or none motivating to their participation during lesson time.

13. How often the teacher gives you the opportunity to participate during the lesson?

- a. Always
- b. Sometimes
- c. Never

Option	Always	Sometimes	Never	Total
Response	18	39	3	60
Percentages	30%	65%	5%	100%

Table13: Frequency of given the students opportunity to participate during the lesson

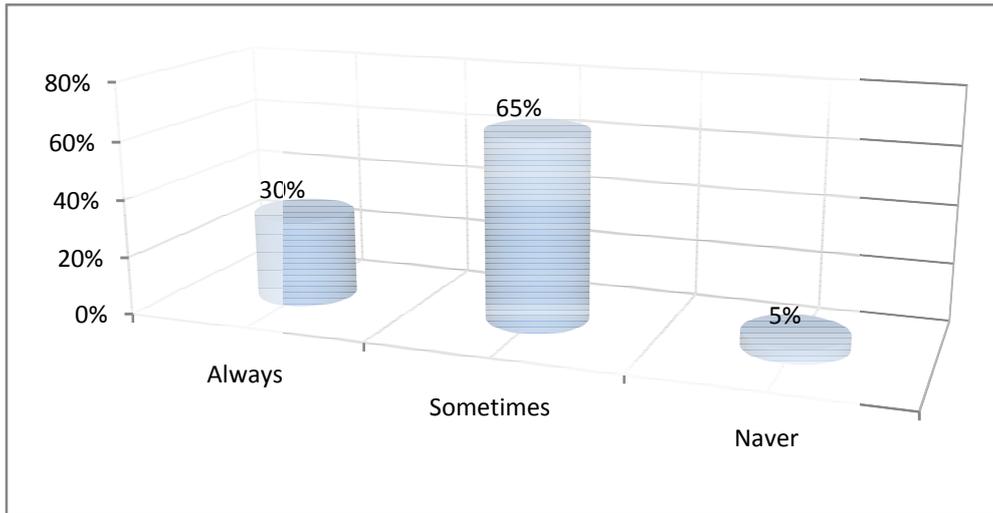


Figure16: Frequency of given the students opportunity to participate during the lesson

The result (65%) shows that teacher sometimes gives the opportunity to students to participate in oral course. 18 % from the total percentage indicatse that the teacher always gives them opportunity to speak during the lesson. Only three students (5%) say that he never gives them the chance to participate. Dispit all of that, students believe that teachers do their best to give all of them opportunity to speak and participate.

Because?

This table presents the justification of the answer ‘always’.

No justification	6
Justification	<p>-Teacher is like friend. He tries to create for us the appropriate atmosphere.</p> <p>-Teacher does his best to make the learning process enjoyable to improve our language, specially our speaking skills.</p> <p>-Teacher makes us feel at ease and very comfortable inside the classroom.</p>

Table14: Justification of the answer ‘always’

The table below concerns the justification of the option ‘sometimes’.

No justification	20
Justification	<ul style="list-style-type: none"> -Teacher’ talk is more than students’ talk. - The methodology is not encouraging the participation. - Number of students is overcrowded. -Time is not enough. -Teacher prefers to deal with specific students specially who are fluently speaking. -Lack of confidence.

Table15: Justification of the answer ‘sometimes’

The following table represents some students’ justification on the answer ‘never’.

No justification	/
Justification	<ul style="list-style-type: none"> -Teachers talk too much and do not give us opportunity. - Topics are familiar to us.

Table16: Justification of the answer’ never’

14. Do you use your mother tongue inside classroom with your classmates?

- a. Yes
- b. No

Option	Responses	Percentages
Yes	49	81,67%
No	11	18,33%
Total	60	100%

Table17: Mother tongue use

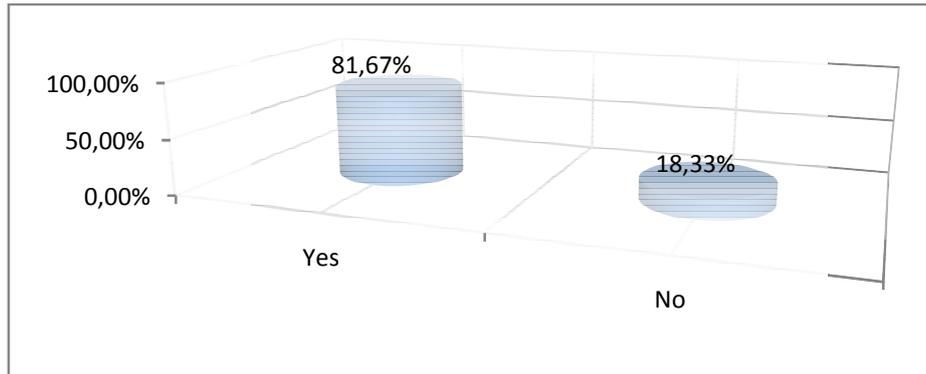


Figure17: Mother tongue use

The question aims at knowing if the students use their mother tongue (Arabic language) within the classroom. The majority asserts that they really use their mother tongue with their classmate; however, just 18, 33% answers that they do not speak Arabic inside the classroom. The tables below represent the different reasons from the use and disuse of the mother tongue.

Here are some reasons that students suggest from their use of mother tongue. As a general remark, students prefer to speak with their mother tongue because it is the easiest way to them. Also they emphasize that they are lacking to the vocabulary in English language.

No justification	12
Justification	<ul style="list-style-type: none"> -The use of mother tongue is easier than English and more comfortable and less embarrassing. -Exchanging the opinions, the ideas come easier. - They can understand each other and reach their opinion fast. - Students feel shy and anxious and they are not motivated to speak in English. -lack of vocabulary. -Speaking with their mother tongue (Arabic) is a habitual thing. - They are afraid about their mispronunciation and being criticizing. -Their level in English is low.

Table18: Justification of mother tongue use in side classroom

This table shows the justification of the students from saying they do not use their mother tongue inside the oral classroom. They agreed that they are here to study English not Arabic, so they have to profit from this chance.

Justification	<p>-Learn and speak English as much as good.</p> <p>- Speaking English with mistakes rather than using the mother tongue.</p> <p>-To develop their skill and correct their mistakes from the teachers' feedback.</p>
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Table19: Justification of students who do not use the mother tongue inside classroom

15. Do you speak English outside classroom with your classmates?

a- yes

b- No

Option	Responses	Percentages
Yes	28	46,67%
No	32	53,33%
Total	60	100%

Table20: The use English outside the classroom

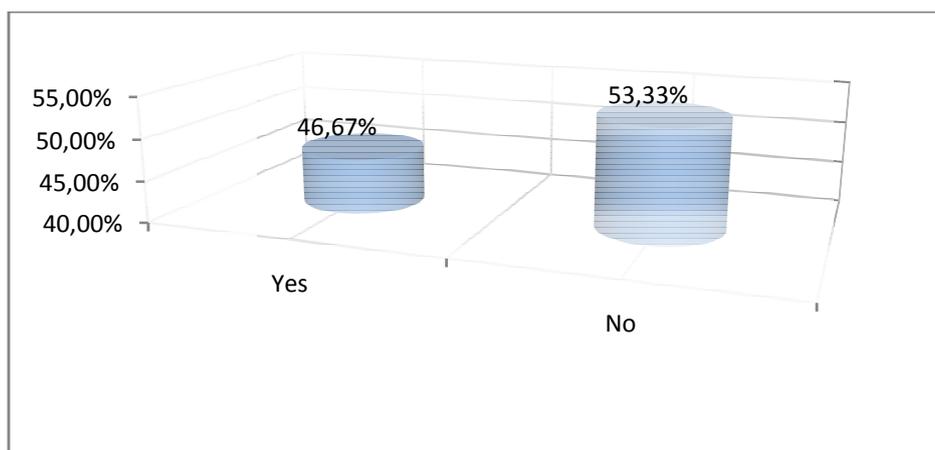


Figure18: The use English outside the classroom

The results denote that (53, 33%) from the sample does not speak in English outside the classroom. This is maybe because English is not their mother tongue, so their

surroundings do not know and do not speak it. Whereas, (46, 67%) presents the students who speak English outside the classroom. They may use it with their classmates or students who are from the same field and know the English as well.

Section Four: oral expression activities and techniques

16. Which of the following techniques you prefer more?

- a. Group work
- b. Pair works
- c. Individual

Option	Responses	Percentages
Group work	35	58,33%
Pair work	13	21,67%
Individual	12	20%
Total	60	100%

Table21: Techniques students prefer more to use

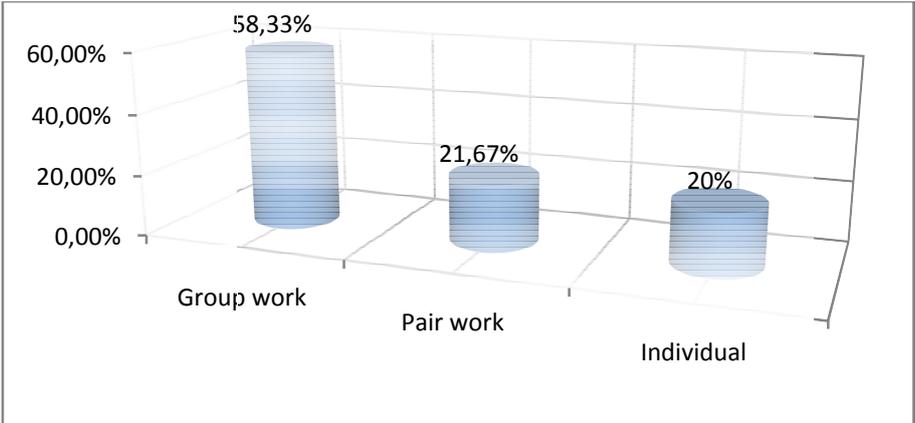


Figure19: Techniques students prefer more to use

The table above summarizes the most frequent techniques that teachers can use in order to carry out a speaking activity. It is noticed in this table, more than half of the students

(58, 33%) prefer to work in groups. The second category represents (21, 67%) of the students, who prefer working in pairs, while (20%) of the sample show that individual work is more preferable for them.

Because?

The table below restates the main reasons of the students from preferring to work in groups.

No justification	Justification
6	<ul style="list-style-type: none"> -Exchange opinions, ideas and information between each other, and it is more motivated and enjoyable. -Share experiences and profit from each other. - To be more sociable. - Make the tasks easier.

Table22: Justification of students who work in groups

The table gives the justification of the students who choose to work in pairs.

No justification	1
Justification	<ul style="list-style-type: none"> -Learn from each other. -Help each other and exchange information. -Feel at ease to work with friends. -Concentrate more in the work.

Table23: Justification of students who work in pairs

The following table shows the different reasons of the students who prefer individual work.

Justification	<ul style="list-style-type: none"> -To check his /her level in oral course. -To work seriously. -To select whatever they want. -Not helpful since each student has his own level. -Anxious students make problems for them. - Feel at ease alone.
----------------------	---

Table24: Justification of students who work individually

17. What are the activities you think motivate you to participate?

- a. Role play
- b. Discussion and Debates
- c. Problem solving
- d. Information gap activities

Options	Responses	Percentage
Role play	21	36, 66%
Discussion and Debates	30	38, 33%
Problem solving	12	13, 33%
Information gap activities	10	11, 66%
Total	60	100%

Table25: Activities motivate the students' participation

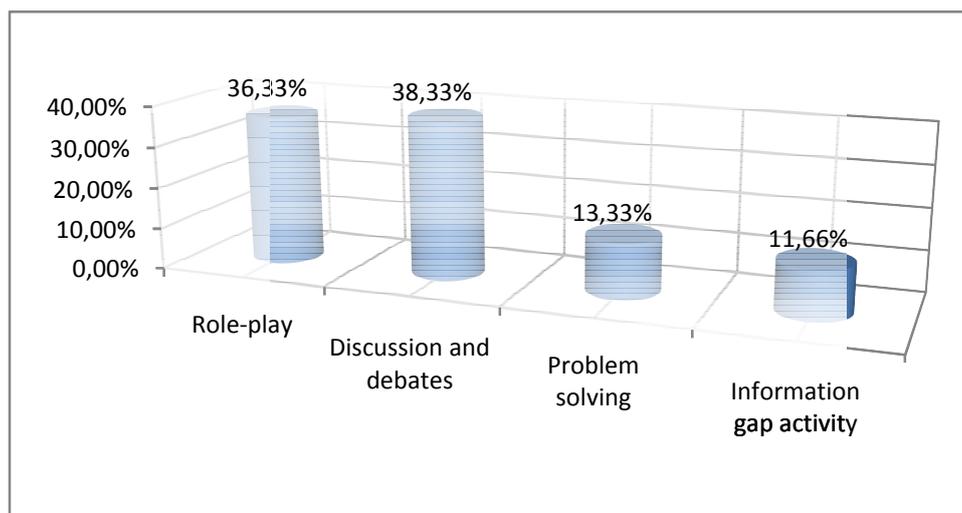


Figure20: Activities motivate the students' participation

The present item of information is intended to ask the students about the activity that motivates their participation. Students' answers are varied; each student has his own favorite activity during the class of oral expression. Most of students (38, 66%) prefer discussion and debates as the most preferable activity, which is a good way to make the students speak more since they are talking about different topics. 36, 66% prefers role play than the other (13, 66%) prefers problem solving activity. However, the rest of students (11, 66%) choose information gap activity.

The most noticeable is that the students do not choose only one activity but they also choose other activities. Hence, they prefer to work with variety kinds of activities. They also restate other kind of activity as the following answer.

Other activities?

The students suggest other preferable activities that are motivating them to participate which are: Stories, songs, dialogue, monologues, poems, idioms, telling jocks, voice chat, riddle, individual performance.

2. Teachers' analysis of questionnaire

2.1. Description of teachers' questionnaire

Our target population consists of teachers of oral expression in the department of English at the University of Biskra who teach oral expression to third year LMD students. The questionnaire was handed out to (06). They show their collaboration through the complete answers, and through adding comments and suggestion when it is necessary that help me in my work. The questions are either closed questions, requiring from the teachers to choose “yes” or “no” answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives. The teachers questionnaire consists of (15) questions which were divided into four main sections

Section One: The first section aims at collecting information on the sample. The first question (Q1) specifies the gender of the students. The (Q2) seeks information about the teachers in terms of degrees. In (Q2), teachers are asked to give the number of years they have been teaching English, i .e. their teaching experience.

Section Two: This section deals with oral expression course as the suitable place to learn and develop speaking skill. It contains three questions

Section three: This section aims at exploring the difficulties that face EFL students' participation. Since the teachers are the main responsible during the lesson he can observe these obstacles easily. It contain seven questions

Section four: This section deals with the different techniques that teachers have to adopt to motivate the students during the lesson. It also deals with the activities that teachers usually use to make his students participate and create active classroom. It contains two questions

2.2. Analysis of the results

Section one: Background information

1. Gender

a. Female

b. Male

Gender	Responses
Female	3
Male	3

Table26: Teachers' gender

The table shows a parallel in gender of the teachers. 3 teachers are females and 3 are males.

2. Degree (s) held

a. License

b. Master/ Magiste

c. Doctorate

Options	Responses
License	1
Master/ Magister	5
Doctorate	/

Table27: Teachers' Qualification

As the table indicates, among the six teachers, five of them have Magistère degree and only one teacher has License.

3. How many years have you been teaching oral expression?

Teachers, here, are asked to give in numbers how many years they have been teaching oral expression to check their teaching experience. The most teachers are experienced. They have been teaching form 4 to 7 years. We can notice that only one teacher teaches for 10 years the oral expression module. Finally, there is one teacher teaches oral expression for one year. She is not experienced teacher.

Section two: oral expression course

4. Do you follow any specific program in teaching oral expression?

a. Yes

b. No

Answer	Responses	Percentage %
Yes	4	66, 67%
No	2	33, 33%
Total number	6	100%

Table28: Teachers teaching program in oral expression

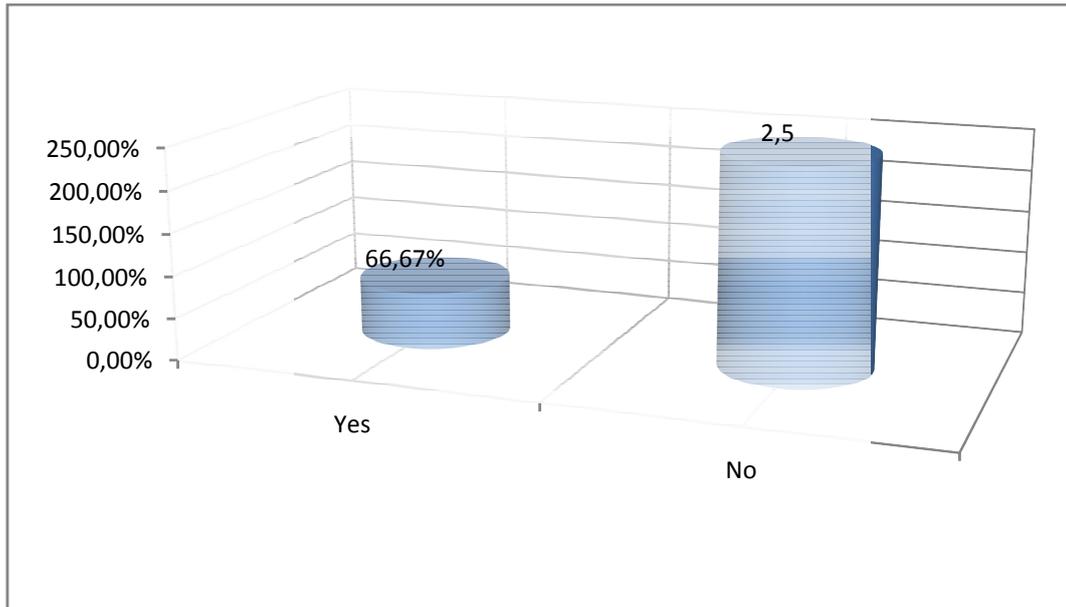


Figure21: Teachers teaching program in oral expression

Four teachers state that they do follow a specific program while teaching Oral Expression to their students. They know their goals and want to reach it through applying specific program when teaching oral expression course. However, two teachers state that they do not follow any specific program. They start their lesson spontaneously to give the students the freedom and opportunity to choose and select what they want to study.

5. If ‘yes’, what are the objectives of this program?

The main points that oral expression’ teachers state are:

- Develop the learners’ proficiency.
- Develop the learners’ communicative competence.
- To make the students participate in conversation and debates.
- To make the students express themselves in different situation.
- To bring the learner to an upper level.

6. How do you assess your students' level of oral proficiency in English?

Option	Excellent	Good	Average	Low
Responses	/	1	5	/

Table29: teachers' evaluation of students' level

Most of the teachers (5) state that their students have average level this is due to many reasons. The students may have problems that decrease their level and stop them ameliorating it. But only one states that his students' level is good. None of them states the two other options (excellent and low).

Section three: EFL students' participation difficulties in oral expression course

7. Did all of your students speak during the lesson?

Answer	Responses
Yes	/
No	6

Table30: Students participation in oral expression course

All the teachers confirm that the majority of students do not speak during the lesson. They have few students who participate in oral course and the others keep silent or say few words. These answers assert that they have some factors that affect their participation and hinder them from speaking in oral expression course.

8. If 'no', based on your observation, what are the obstacles that prevent your students from speaking English in oral course?

Options	Teacher1	Teacher2	Teacher3	Teacher4	Teacher5	Teacher6
Fear of making grammatical mistakes	✓	✓	✓		✓	
Fear of pronunciation mistakes		✓	✓	✓	✓	
Lack of vocabulary	✓	✓	✓		✓	✓
Subject is not interesting			✓			
Mother tongue use	✓					
Lack of self confidence	✓	✓	✓	✓		✓
Shyness	✓	✓	✓	✓	✓	✓
Anxiety			✓			✓

Table31: The students participation' difficulties

According to the results displayed in table above, all teachers answer that shyness is the most obstacles for the students that hindered their participation in the oral course. Then, almost all of them (five teachers) confirm that lack of vocabulary and self confidence are also other obstacles. However, four teachers state that fear of grammar mistakes as well as fear of making pronunciation mistakes are other problems. Students do not participate during the course because they are fearful, so they prefer to stay silent rather than speaking in English. Also, two teachers affirm that anxiety is considered as a participation problem that hinders students. One teacher believes that if the topic is not interesting, it can affect the students' participation, while one teacher maintains that the mother tongue use prevent the students from speaking in English.

Others, specify?

- Students' learning style may affect his/her speaking, i.e. he prefers writing rather than speaking as an example.
- The type of the activity proposed and the degree of complicity (some activities are motivating others are not).
- Some students are reclusive by nature, but it's up their teacher (s) to make them out of their skills.

9. Do you try to create a friendly and motivating atmosphere in the classroom?

Option	Yes	No
Responses	6	/

Table32: Classroom atmosphere

The table shows that all the teachers try to create a friendly and motivating atmosphere in the classroom. They always do their effort in order to make the students feel at ease and

comfortable to speak without any problem. The type of the atmosphere can play as supportive or hindrance to the students' participation.

If 'yes', why?

In this question the teachers are asked to state their reason from creating friendly atmosphere to their students. They state the following reasons:

- It reduces students' anxiety and decreases their shyness.
- To encourage the students' interaction within their teachers and classmates.
- Make students feel more comfortable strong their self confidence.

10. How many students do you have per group

Teachers state that the number of students is between 35 to 54 students per group. This is considered as over-crowded number of students which make teaching process difficult. Teachers could not teach the students well and they could not give them an equal chance to speak during the lesson. Oral expression course requires a small number of students to reach the optimal objectives.

11. Do you think that the number of students is appropriate for achieving your goals?

Options	Responses	Percentages
Yes	2	66,67%
No	4	33,33%
Total number	6	100%

Table33: Teachers believes toward the number of students per group

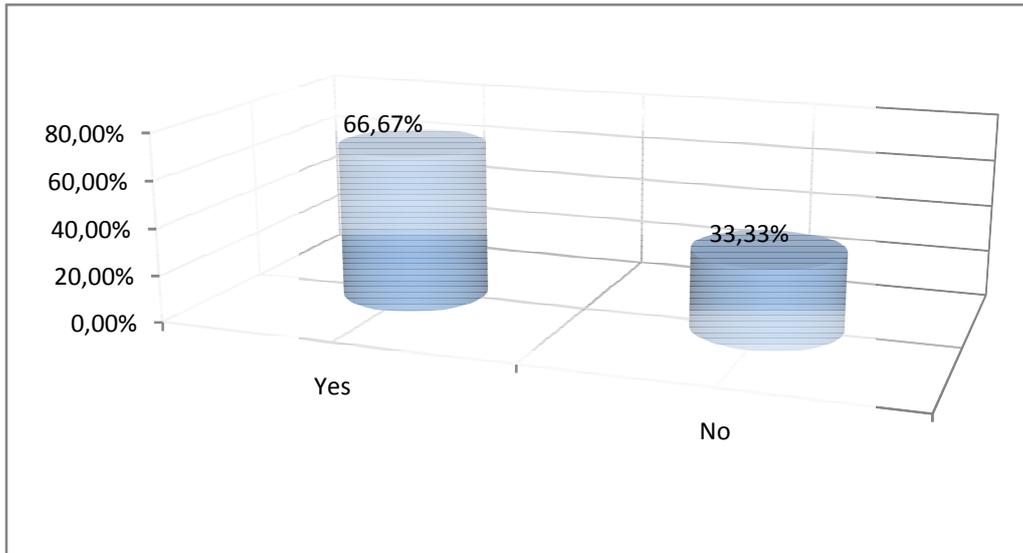


Figure22: Teachers believes toward the number of students per group

In either case, say why?

This question aims at knowing their justification from the option they choose. The teachers who choose the option “yes” they state that just few students 10 to 13 attend the session that why they think it is appropriate. One teacher say that having a big number in class is not really obstacles. It makes conversation and debates richer and they can use group work to facilitate the work.

However, the teachers who choose option “no” think that the number of the students is not appropriate to them and to the students to learn batter. It is impossible to make the all students participate and work and it is difficult to make them involved in different tasks. They confirm that this type of session (oral expression course) requires a small number of students to successfully achieve the course goals.

12. How many hours are allocated for oral expression course per week?

All teachers to whom the questionnaire is administered teach at the same level, third year students. They answer that they have three hours per week which is programmed by the administration of the departments.

13. How do you evaluate the allocated time of the oral lecture?

Options	Response
Enough	2
Not enough	4

Table34: Teachers' evaluation of the time allocated for the oral course

Teachers, here, are asked to evaluate the time allocated of the oral session. Two teachers state that the time is enough and appropriate to the achievement goals. However, four teachers say that the time allocated is not enough at all and not sufficient. It is considered that three hours per week is insufficient to cover all the aspects of program. The latter result indicates that the time can be considered as other factors that prevent students' participation and hinder the teachers from achieving their objectivities of the lesson.

Section Five: Oral Expression Activities and Techniques

14. How do you make your students participate?

	Group and pair work	Choosing interesting topic	Allowing using mother tongue
Teacher1	✓	✓	
Teacher2	✓		
Teacher3	✓	✓	
Teacher4	✓		
Teacher5	✓	✓	
Teacher6	✓	✓	

Table35: Ways that enhance the students' participation

There are several ways that oral expression teachers adopt within classroom situation. The most appropriate technique that all teachers (6) agreed on using group and pair work. Teachers favor this type of techniques because they believe that students feel more comfortable with each other and can exchange information and feel less inhibited with them. Four teachers select choosing interesting topics. Teachers who opted this way realize that the topics that interest students lead them to more participation and bring them to the classroom activity. However, none of the teachers choose the option 'allowing the use of mother tongue' as best techniques to enhance their speaking skill.

Others

The teachers state other ways to motivate the students to speak during the oral course. They believe that this ways leads to active participation which are:

- Using authentic material.
- Using audio-visual aids.
- Presenting interesting activities.
- Oral presentation (individually).

15. What are the speaking activities you focus most to create a successful participation?

	Role play	Discussion and debates	Problem solving	Dialogues
Teacher1		✓		
Teacher2	✓	✓		✓
Teacher3	✓	✓		
Teacher4	✓	✓	✓	✓
Teacher5	✓	✓		✓
Teacher6	✓	✓		

Table36: Speaking activities to create a successful participation

There are several ways for teaching the speaking skill. We have suggested four options for teachers .The table above illustrates that all of the teachers (6) focus on debates and discussions to create a successful participation and to build their confidence. On the other hand (5) teachers prefer role play as an activity to motivate them to speak, other (3) teachers focus on dialogues. Only (01) teacher tick the option of “problem solving activity” as the appropriate activity to ameliorate their motivation to participate without any difficulties.

Others

Teachers are asked to suggest some activities they prefer to adopt within oral expression course which are:

- Monologue
- Classroom tasks and oral presentation (research paper)
- Quizzes
- Games

Conclusion

This chapter is concerned with gathering reliable data about the students' participation difficulties and the teachers' observation about these problems, as well as, the techniques and activities that enhance their participation and resolve its problems.

The information was gathered through submitting two questionnaires to both teachers and students. The first questionnaire is administered to third year LMD English students at Biskra University in English stream. The second one is administered to all teachers of oral expression at third year in the same university.

All in all, the analysis of the results comfort and prove our hypotheses about the students' participation obstacles. This means that EFL students face many obstacles prevent them from developing their skills and participate as well. The revealed solution states the different activities and techniques to solve these problems and make their participation more.

Findings

The data we have collected from the questionnaire that administered to third year LMD students at the department of English of Biskra University confirm our hypotheses. Based on the results the tables above show that EFL students face many obstacles hinder their participation. All of the students assert the significant role of speaking skill as the main important element in oral expression session to be developed. They add that speaking needs more care. Thus, most of them prefer the module of oral expression because they enjoy this kind of course, and feel free since they are not obliged to follow any restricted instructions.

The findings from the result of the questionnaire strengthen our hypotheses about the students' hindrances. Most of the students who they are afraid or not from participation in the classroom face the same problems which are varied from the linguistic obstacles to psychological one. They see that the lack of vocabulary is most remarkable problems, then come grammar mistakes and pronunciation mistakes.

Moreover, the results also prove that linguistic barriers are not the only problem, but also the psychological problems can hinder their participation and reduce their development in speaking skill. In addition, the teachers play a considerable role in enhancing their participation through the opportunities they give to them and through the type of atmosphere they create. Despite all of that, the reliance of students on using the mother tongue inside the classroom can create for them participation' hindrances. Based on the theoretical and the hypotheses stated in the introduction, the results reinforce that pair and group work are the appropriate remedy for their problems. Both techniques help the students to enhance their amounts of speaking and build up their confidence. Furthermore, role play, discussion and debates, problem solving activity and information gap activities are also considered as the suitable solution to resolve the participation' difficulties of the EFL students.

The data and the obtained results show that the students really face many serious problems which impede them from speaking during oral expression session. Likewise, one may assert that is all teachers confirm the non participation of their students. They prove that the linguistic and the psychological barriers hold back the students and reduce their participation. From what have been discussed, it can be found that all teachers emphasize on shyness as the main psychological problem.

Additionally, both time allocated and students' number is regarded as participation problems for both teachers and students. They prevent the teacher from achieving their programmed goals and do not allow them to give much opportunity to their students. This latter invites other problems for the participation of students during the lesson time. Despite all of that, teachers often do their effort to solve the above mentioned problem as much as possible. They maintain successful techniques and strategies that enhance the students' participation. This, in fact, led us to assume that all the teachers adopt group and pair work to reduce the students' problems. In addition, they choose interesting topic that motivate the students and also they select the most sufficient activities in the classroom.

General Conclusion

GENERAL CONCLUSION

Our research is based on exploring the difficulties that face EFL students' participation in oral expression course. Our purposes from this modest work are to detect the participation' obstacles that third year LMD students face during oral expression section, then, to propose some alternative solutions to resolve this problems. To answer our questions, we aim at combining the two methods descriptive and analytical one. Therefore, in order to confirm our hypotheses, we submit two questionnaires to both third year English students and teachers of oral expression course at the Department of English at Biskra University in the academic year 2011-2012.

Basing our research on investigating the hypotheses that are indicated in the introduction, we divide it into two main parts theoretical and practical part. The first part is classified into two chapters. We begin in the chapter one by providing an overview about speaking skills as the most important skill that have to develop in oral session. Then, we discuss in the same chapter some difficulties that face EFL students' participation in oral expression course.

In second chapter, we deal with the teachers' role within classroom situation. They often play variety of roles according to the situation demands. Also we discuss briefly definition and kinds of motivation as a way to enhance learning. Therefore, we mention the different ways of encouraging the development of speaking skills and the use of the techniques that can be adopted in the classroom activities to enhance the students' participation. After the implementation of a variety of activities in speaking, students' confidence will be built and they will be able to speak and participate without any obstacles.

The second part of this work is a field of investigation. In this part, we analyze the data gathering from questionnaires that are devoted to students of third year at the English department of Biskra University and to their teachers of oral expression module. In each questionnaire, we provide a brief description before moving to the analysis of the results.

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

RECOMMENDATION

To close this study which highlights some factors that affect the students' participation, we state some suggestions and recommendation that will be useful and helpful for the oral expression' teachers in specific and for all teachers in general :

- Teachers have to invite the students to participate in the classroom by encouraging and helping them.
- They have to create a warm and protective classroom environment to make the students feel secure and to contribute in language learning success.
- They must design a simple and fun activity to keep students motivated and interested.
- They have to intervene from time to time for keeping the flow of learning process.
- They also have to organize their classes and control them to bring better learning-teaching atmosphere.
- They have to design pair and group work activities to increase their students' cooperative learning through exchanging and discussion of ideas, and help them feel less inhibited about speaking out.
- They have to vary the students' speaking activities that develop their communicative abilities such as: role play, discussion and debates and some games.
- They have to provide more opportunity for the students to participate through giving them the chance to choose the topic.

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Appendices

University of Biskra

Department of English

Dear students,

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. It aims at exploring the difficulties facing EFL learners' participation in oral expression course.

Your answers are very important for the validity of this research we are undertaken. You are kindly requested to answer the following questionnaire.

Please, tick the appropriate box (✓) and make full statements whenever necessary.

Section One: Background Information

1. Sex:

- a. Male
- b. Female

2. Age:

3. Why did you choose to study English?

- a. Personal choice
- b. Parents choice
- c. Administrative orientation

Section Two: Speaking

4. Which of the following skills do you prefer to develop?

- a. Listening
- b. Speaking
- c. Writing
- d. Reading

5. Speaking English is

- a. Very easy
- b. Easy
- c. Very difficult
- d. Difficult

6. How do you evaluate your speaking abilities?

- a. Very well
- b. Average
- c. Low

Section Three: EFL Students' Participation Difficulties in Oral Course

7. Do you like oral expression course?

- a. Yes ,
- b. No

8. How often do you participate in the oral expression lessons?

- a. Always
- b. Sometimes
- c. Rarely

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

- a. Yes
- b. No

10. If yes, is it because

- a. Fear of making grammatical mistakes
- b. Fear of making pronunciation mistakes
- c. Lack of vocabulary

11. Or you do not participate because of

- a. Shyness
- b. Lack of self- confidence
- c. Anxiety
- d. The topic is not interesting

12. What type of atmosphere that your teacher creates in the oral lessons?

- a. Fearful
- b. Friendly and motivated
- c. Neutral

13. How often the teacher gives you the opportunity to participate during the lesson?

- a. Always
- b. Sometimes
- c. Never

Because.....

.....

14. Do you use your mother tongue inside classroom with your classmates?

- a. Yes
- b. No

Why?

.....

.....

15. Do you speak English outside classroom with your classmates?

- a. Yes
- b. No

Section Four: Oral Expression Activities and Techniques

16. Which of the following do you prefer more?

- a. Group work
- b. Pair works
- c. Individual

Because.....

17. What are the activities you think motivate to participate?

- a. Role play
- b. Discussion and Debates
- c. Problem solving
- d. Information gap activities

Others.....

.....

THANK YOU VERY MUCH FOR YOUR COLLABORATION

University of Biskra

Department of English

Dear teachers,

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. It aims at exploring the difficulties facing EFL learners' participation in oral expression course.

I would be very grateful if you give me the time and the energy to share your experience by answering the questions below. Your answers are very important for the validity of the research we are undertaken.

Please, tick the appropriate box (✓) and make full statement whenever necessary.

Thank you very much in advance.

Section One: Background Information

1. Gender

- a. Female
- b. Male

2. Degree (s) held

- a. License
- b. Master/ Magister
- c. Doctorate

3. How many years have you been teaching oral expression?

..... Years

Section Two: Oral Expression Course

4. Do you follow any specific program in teaching oral expression?

- a. Yes
- b. No

5. If 'yes', what are the objectives of this program?

.....
.....

6. How do you assess your students' level of oral proficiency in English?

- a. Excellent
- b. Good
- c. Average
- d. Low

Section Three: EFL Students' Participation Difficulties in oral expression course

7. Did all of your students speak during the lesson?

- a. Yes
- b. No

8. If 'no', based on your observation, what the obstacles that prevent your students from speaking English in oral course? (You can choose more than one)

- a. Fear of making grammatical mistakes
- b. Fear of making pronunciation mistakes
- c. Lack of vocabulary
- d. Subject is not interesting
- e. Mother tongue use
- a. Lack of self-confidence
- b. Shyness
- c. Anxiety

Others,specify,.....
.....
.....
.....

9. Do you try to create a friendly and motivating atmosphere in the classroom?

a. Yes

b. No

In either case, say why?

.....
.....

10. How many students do you have per group?

..... Students Per group

11. Do you think that the number of students is appropriate for achieving your goals?

a. Yes

b. No

Why?

.....
.....

12. How many hours are allocated for oral expression course per week?

.....Hours per week

13. How do you evaluate the allocated time of the oral lecture?

a. Enough

b. Not enough

Section Five: Oral Expression Activities and Techniques

14. How do you make your students participate?

a. Group and pairs work

b. Choose interesting topics

c. Allow using mother tongue

Other.....

.....

15. What are the speaking activities you focus most to create a successful participation?

a. Role play

b. Discussion and debates

c. Problem solving

d. Dialogue

Other.....
.....

THANK YOU VERY MUCH FOR YOUR COLLABORATION

المخلص

تتناول الدراسة الحالية وجود بعض العقبات التي تؤثر على مشاركة المتعلمين للغة الإنجليزية كلغة أجنبية في حصص التعبير الشفوي في قسم اللغة الإنجليزية بجامعة بسكرة. خلال هذه الدراسة افترضنا أن الطلاب لا يشاركون في الحصص الشفوية عن طريق الكلام و ذلك بسبب المشاكل النفسية (القلق والخوف والخجل...)، والمشكلات الغوية مثل وجود نقص في المفردات، وأخطاء لفظية و نحوية، وأيضا بسبب الموضوعات غير مستحبة وعدم وجود الحافز. وللتأكد من هذه الفرضيات قمنا بالبحث على فئة طلاب السنة الثالثة (LMD) قسم اللغة الإنجليزية بجامعة بسكرة و فئة المدرسين لهذه المادة(حصّة التعبير الشفوي). وينقسم عملنا إلى قسمين. جزء نظري يشمل فصلين ، يشمل الفصل الأول لمحة عامة عن مهاراتهم في الخطابة، ويليهما دراسة مختلف العقبات بطريقة مفصلة التي تحول دون مشاركة الطلاب و من ناحية أخرى اقترحنا بعض الأساليب والأنشطة التي يجب أن تطبق من طرف معلمي اللغة الأجنبية لإيجاد حلول لمختلف الصعوبات المذكورة. أما الفصل الثالث احتوى الدراسة التطبيقية التي اعتمدت منهجية لإجراء تحليل الاستبيانات التي وزعناها على كل من الطلاب ومدرسي التعبير الشفوي في قسم اللغة الانجليزية بجامعة بسكرة. والبيانات المستقاة من الاستبيانات تؤكد أن هناك بعض العوامل التي تؤثر على مشاركة الطلاب في مسار التعبير الشفوي. وعلاوة على ذلك، فإن البيانات تشير إلى بعض التقنيات والأنشطة التي يعمل بها طلاب اللغة الإنجليزية كلغة أجنبية للتخلص من هذه العقبات.