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Problems facing students in Oral expression Class
The case of first year LMD students

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Dedication

In the Name of ALLAH, Most Gracious, Most Merciful, All the Praise is due to ALLAH

I dedicate this modest work to my dearest and wonderful parents, who brought 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.

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To all my English teachers especially the ones who always supported me since the very beginning.

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LIST OF ABBREVIATIONS

EFL: English as Foreign Language

LMD: License Master Doctorate

Abstract

The topic of our study is about the difficulties facing first year LMD students during oral classes. The objective of the present study is to illustrate the challenges encountered by EFL learners in their oral performance at the English department of the University of El Taref. Our research methodology involved the use of questionnaire. The data collected revealed several factors that adversely affect the students' oral performance in the oral expression course. Our study postulates that students face various impediments such as linguistic and psychological difficulties, as well as negative attitudes towards the subject matter, which hinder their progress in oral proficiency. To validate our hypotheses, we conducted an investigation on first-year LMD students and their oral expression module teachers at the aforementioned department. Based on our findings which approves our hypotheses that states the difficulties that first year LMD students face, the teachers are more than teachers they are a resource a controller , assessor and so on and also the activities that teachers should use to ameliorate students' oral performance.

Key terms: Speaking difficulties, Oral performance, EFL, Linguistic problems, Psychological

Problems.

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General Introduction:

Introduction:

The act of speaking is considered one of the four fundamental language skills that is commonly utilized in English as a Foreign Language (EFL) classrooms. Speaking entails an interactive process of creating and exchanging meaning, which necessitates the production, reception, and processing of information to accomplish diverse objectives. Consequently, learners accord speaking a high degree of importance, as it empowers them to articulate their thoughts and connect with their audience.

Despite students' best efforts to communicate fluently and accurately in English, they encounter difficulties that impede their speaking abilities. These difficulties may be linguistic in nature, such as a lack of grammar and vocabulary, inadequate pronunciation, or insufficient organization of statements. Alternatively, they may be psychological, stemming from fear of making mistakes, anxiety, inhibition, timidity, or low volume. Social factors may also play a role, including a lack of materials, poor material selection, low class motivation, insufficient communication and conversation, and a dearth of practice and resources. Teachers play a crucial role in creating a supportive and encouraging atmosphere that motivates students to speak. However, if teachers employ unsuitable strategies, they may exacerbate the challenges faced by their students and hinder their speaking abilities. Bygate (1987) emphasizes that the primary responsibility of language teachers is to impart sufficient knowledge to their students to enable them to speak competently. Furthermore, teachers face several challenges in their efforts to facilitate speaking skills.

Learners' resistance is a significant obstacle, particularly in monolingual classes where group and pair work may not be authentic, and it may be unsuitable to speak a

language with peers who share the same L1. Inhibition is another issue, as students may feel anxious and timid during communication. Finally, large classes can be problematic, as they may lead to noise, disruptive behavior, and the use of the mother tongue. Some teachers may also be overly active in teaching, while their students are relegated to a passive role.

Research Questions:

Currently, teachers are shifting their focus from teaching writing skills to develop students' speaking skills in foreign language classes. This is because success in foreign language learning is demonstrated through speaking ability.

The following questions will be answered through this study:

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?
3. What would teachers do to ameliorate students' oral performances?

Hypotheses:

This dissertation will explore the difficulties that EFL learners face in participating in oral expression courses and 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, they face linguistic and psychological problems.
2. The teacher plays a big role in guiding and assessing students throughout the course
3. Teachers use different techniques and activities such as roleplays, discussions, debates , group works and individual works to enhance students oral performance

Objective of the Research:

The main objective of this study is to shed light on the problems that EFL students encounter in oral expression courses. 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, this dissertation's 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.

Aim of the Study:

The aims of conducting this dissertation are:

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

Methodology:

To test our hypothesis and obtain the required information from our subjects and fit the objectives of our research, we will use two main tools: the descriptive and analytical methods. The descriptive method will determine the different obstacles that prevent students' participation and 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 answer the questions above. We will administer two questionnaires to both teachers of oral expression and first-year english students at El Taref 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 the English department are concerned about this study. We made a questionnaire for 60 students and 4 oral teachers.

Teachers' Sample:

In this dissertation, we will use questionnaires that will be administered to four oral expression teachers of the first year at the English department of El Taref 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 study will mainly focus on first-year English students of Chedli Ben Djedid. The students will be administered a questionnaire related to their participation hindrances.

Structure of the Dissertation:

The dissertation is divided into two main parts: a descriptive part that includes two chapters and an empirical part that includes one chapter. Chapter one deals with general issues on the speaking skill. Afterwards, it discusses the EFL students' difficulties during oral expression classes. Therefore, Chapter two deals with the teachers' role within the classroom 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 as our hypothesis.

Chapter One: Speaking

Skill and Oral Difficulties

Introduction:

When acquiring proficiency in any language, students typically require the development of their competence in the four fundamental skills, namely listening, speaking, reading, and writing, for various purposes. In the context of language instruction, teachers strive to enhance their students' vocabulary, pronunciation, and grammar, while also identifying the challenges that impede their learners' performance, particularly in speaking. Consequently, speaking constitutes a pivotal component of language teaching and learning. The global prevalence of the English language across all domains of life underscores the significance of effective speaking and communication in diverse settings. Nevertheless, a considerable number of students encounter difficulties in achieving the objective of speaking fluently in oral expression courses. Therefore, this chapter provides a comprehensive overview of the speaking skill and the challenges associated with it.

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 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 deserves more attention in both first and foreign language because it reflects people's thoughts 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:

The ability to speak English is of great importance to many individuals. It is widely regarded as the most challenging of the four language skills. As a result,

when inquiring about a foreign language learner's proficiency, the question "Do you speak English?" is often posed, rather than "Do you write in English?" This inquiry highlights the significance of speaking as a skill, as mastering this ability entails mastering other skills. As Ur (2000, p.12) notes, *"of all the four skills, speaking seems instinctively 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"*.

The development of speaking skills necessitates proficiency in other language skills. Consequently, through speaking, students can enhance their writing skills and expand their vocabulary and grammar. Furthermore, a proficient speaker requires a proficient listener to improve their oral-aural skills. For example, EFL learners can express themselves, argue, provide opinions, make requests, and perform other language functions. Thus, speaking is crucial both inside and outside the classroom, as it is a complex process that involves the verbal or nonverbal transmission and reception of messages.

Characteristics of speaking Performance:

Speaking is not an easy task, but every learners studies the foreign language wishing to be fluent and accurate, with the good use of vocabulary, grammar as pronunciation which are the characteristics that define the proficiency in speaking skills.

1-Accuracy:

Nowadays, the concept of accuracy has become a focal point for foreign language teachers in their pedagogical approach. This is due to the fact that learners often prioritize fluency over accuracy, resulting in poorly structured speech that may impede comprehension and diminish interest. Consequently, learners must take into account various factors when speaking, including grammatical structure, vocabulary, and pronunciation. It is imperative that learners possess a thorough understanding of language rules and their appropriate application within sentences, as noted by Yuan and Ellis (2003: 02). *"accuracy in speaking is the extent to which the language produced conforms to target language norms. So it means know to use grammar, vocabulary and pronunciation in the right way"*

2-Fluency:

It is the main characteristic of the speaker performance; Hedge (2005: 4) argued that: *“fluency means speaking easily, smoothly naturally and reasonably quickly without lots of pauses and stops.”* A good English speaker must possess the capability to utilize the English language with ease. Fluency, therefore, refers to the ability to respond coherently by effectively linking words and phrases, enunciating sounds clearly. Some speakers erroneously believe that fluency is synonymous with speaking rapidly without taking pauses. However, Thornbury (2, p. S6) asserts that speed is indeed a crucial aspect of fluency, but pausing is equally important. Even native speakers require occasional pauses to catch their breath and enable their listeners to comprehend their message. Hence, speakers must take breaths to enhance their fluency and clarity.

3-Grammar:

According to the Longman dictionary of English competency (2000: 193), grammar is characterized as the set of regulations governing the alteration of words and their combination into sentences. It is imperative for speakers to possess the knowledge of constructing grammatically correct sentences, which necessitates the inclusion of a subject, verb, and object. Additionally, speakers must be able to distinguish between adjectives and adverbs. The proper use of grammar enables individuals to effectively and appropriately convey messages, emotions, feelings, and ideas. As stated by Littlewood (1981: 19), this is of utmost importance. According to Littlewood (1981: 19) *“Grammar is an essential resource in using language communicatively so grammar is very important in communication, grammar help learners to use language accurately, and facilitate the interaction between people and makes speakers meaning clear”*

4- vocabulary

The term "vocabulary" is commonly understood as a compilation of words and their respective meanings, typically found in educational materials designed for the acquisition of a foreign language, such as the Oxford Learners' Pocket Dictionary (2008, p. 495). The attainment of lexical precision necessitates the selection of appropriate words, a task that can prove challenging for speakers and learners alike

when attempting to articulate their intended message and acquire the necessary vocabulary. As Harmer (2001, 35) posits: *“The knowledge of word classes also allows speakers to prefer well from utterances. So vocabulary is very important so teachers should help learners to develop their knowledge, and give vocabulary much important in the class”*

5-Pronunciation:

The term "pronunciation" is defined as the act or manner of articulating a word, or the specific way in which words are enunciated. According to Goh (2007: 129), pronunciation plays a crucial role in achieving intelligibility, as proper pronunciation aids listeners in comprehending the intended meaning. Additionally, it significantly enhances learners' speaking abilities. Therefore, to speak English with precision, learners must possess a thorough understanding of its phonological rules, including word stress, the appropriate use of intonation, and the distinction between rising and falling intonation. These components are essential in enabling learners to communicate accurately and effectively, while also facilitating better comprehension for their audience.

4.EFL Students' oral 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 may encounter impediments in their speaking proficiency. Such obstacles may arise from a dearth of vocabulary, erroneous pronunciation, or grammatical inaccuracies.

1-The use of mother language:

Students who share the same mother tongue often resort to utilizing their native language due to its inherent ease of use, as well as the sense of comfort and familiarity it provides during communication. This tendency is further reinforced by

the fact that learners may feel less confident expressing themselves in a language that is not their mother tongue. According to Baker and Westrup (2003, 12) *“barriers to learning can accrue if students knowingly or unknowingly transfer the culture rules from their mother tongue to foreign language”*. The utilization of the mother tongue in the classroom setting results in a breakdown of communication among students. Consequently, learners are unable to accurately employ the foreign language if they are influenced by the use of their mother tongue. This is primarily due to the insufficiency of vocabulary in the target language.

2-Pronunciation mistakes :

The ability to speak English proficiently entails possessing a commendable pronunciation, as it is the foremost aspect by which students are assessed and appraised. Students of English as a Foreign Language (EFL) must diligently practice their pronunciation and acquaint themselves with the various rules governing sounds, such as stress and 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).

3-Nothing to say:

In certain cases, students may find themselves unable to express their opinions in order to formulate conclusive statements, some of them prefer to remain silent, while others may say “I don’t know “or “I have no ideas”, this due to the lack of motivation in the chosen topics which they should discuss or talk about. Rivers (1968,192) say that: *“the teacher may have chosen a topic which is uncongenial to him or about which he knows very little, and as a result he has nothing to express, wither in the native language or the foreign language”*

Sometimes, students face difficulties when teacher ask them to answer, as they may lack ideas or proficiency in vocabulary and grammar. Therefore, teachers should provide students with the opportunity to choose topics that inspire and engage them, and that they can confidently discuss and deliberate upon.

4.2-Psychological problems:

1-Inhibition:

Littlewood (1999, 93) say that: *“it is easy for a foreign language classroom create inhabitation and anxiety”* which means that students are apprehensive about committing errors, anxious about receiving criticism, or simply experiencing shyness. On occasion, they may struggle to articulate their thoughts verbally, thereby harboring concerns about making mistakes during their discourse, particularly when addressing a discerning audience. Furthermore, some teachers may not possess the necessary skills to provide constructive feedback, leading to a decrease in students' willingness to participate in discussions. Additionally, during oral sessions, teachers may require students to express themselves in front of the entire class, which can induce stress and anxiety, further impeding their ability to speak with confidence in the classroom.

2-Lack of self –confidence :

Many students choose to keep their ideas and opinions to themselves in class because they are unsure of their abilities or are hesitant to participate in spoken assignments. EFL students have little confidence in their ability to speak English or even in themselves. They are either afraid of their teachers and peers, or they lack confidence in themselves. As a result, their lack of self-confidence causes them to speak only a few words in order to avoid making blunders and embarrassment.

3-Shyness :

Shyness is a psychological issue that is prevalent among students of English as a foreign language. It poses a significant challenge for these students as they experience discomfort when speaking in front of their peers and teachers. The impediment of shyness often results in a lack of natural participation in the EFL classroom, hindering their ability to perform tasks and attain their objectives. Consequently, this may lead to reduced participation or even complete disengagement, significantly impacting their academic progress.

4-Anxiety:

Anxiety is a common problem for many EFL students. Anxiety is a bad emotion that students experience during the learning process. Anxious students do not learn well and do not communicate properly in the classroom. Wrench, Gorham, and Virginia (2009, p.55) support that *Numerous students fail to acquire knowledge when they experience fear, anxiety, apprehension, or terror. They exhibit ineffective communication with their educators when they are gripped by such emotions. Similarly, they perform poorly in examinations when they are overwhelmed by fear, anxiety, apprehension, or terror. In essence, students' academic performance is adversely affected by the presence of fear, anxiety, apprehension, or terror in the classroom environment.*

Conclusion:

Throughout this chapter, our aim has been to illuminate the intricacies of the speaking skill and the challenges that confront students of English as a foreign language (EFL) during oral expression lessons. As a productive skill, speaking plays a pivotal role in assessing students' proficiency in the target language. To effectively teach speaking, teachers must employ specific techniques, as it is the skill by which one's level of English proficiency is evaluated. The oral expression course is a crucial module, providing students with an optimal environment to practice and enhance their speaking abilities. Active participation and speaking are essential for achieving a high level of proficiency in the oral skill. However, many EFL students refrain from participating due to the aforementioned issues, which we have expounded upon in greater detail in this chapter, including linguistic barriers, psychological barriers, a lack of motivation, and other factors.

Chapter Two: Teachers

roles and the main techniques and activities enhancing EFL students' participation

Introduction:

There are numerous obstacles that impede students' participation in an EFL classroom. Consequently, students are hesitant to practice and speak the English language, leading to passive learning. This chapter aims to enumerate several pedagogical activities that facilitate students' participation and enhance their speaking skills. Additionally, it discusses the various roles of the teacher in the classroom, including prompter, controller, organizer, assessor, participant, recourse, tutor, and observer. Furthermore, teachers employ different techniques and strategies to motivate students to participate in various activities and speak in oral courses. Pair work and group work are utilized to engage students in an effective learning-teaching process. The chapter also delves into the details of the various activities that teachers have adopted to address students' speaking problems. These activities provide students with ways to overcome their speaking difficulties. Oral skills can only be developed in a setting where the learner feels at ease, in the presence of a friendly atmosphere, and among peers. The students must be fully certain that they will not be mocked, retaliated against, or punished for making mistakes, and that they are free to do so. Only with this confidence will the student be able to speak and interact.

Teacher's role:

In oral English teaching, students are the implementers, while teachers play different roles during this process. Teachers are conductors, guiding students to start activities. They are directors, designing scenarios for the activities and assigning roles to students. They are also critics, evaluating students' oral expression appropriately. The appropriateness of roles that teachers play can change the traditional oral English teaching which is teacher-centered. In this way, teachers can develop students' initiatives to a large extent and improve their abilities of oral expression in English.(Liu,2013)

1-Demonstrators:

In the perception of students, teachers serve as role models and exemplars to be emulated. As such, teachers must be cognizant of their standing in the eyes of their students, actively undertaking responsibilities and presenting themselves positively. Oral instruction involves both listening and speaking, as well as body language, rapid response capabilities, and language organization abilities. In oral instruction, teachers must hold themselves to strict standards of pronunciation to ensure that they do not make errors. As the primary demonstrators in oral instruction, teachers must perform this role adeptly by developing their oral English proficiency, pronouncing words like native speakers, and honing their language skills. In doing so, they can create a more conducive learning environment for their students. By listening attentively, teachers can identify effective teaching methods and strive to speak English in class using a gradual progression from simple to complex concepts. By teaching in English, students can learn more actively, and teachers should encourage students to answer questions in English to facilitate natural language acquisition. Body language is also crucial during interactions between teachers and students. In instances where students may not comprehend certain sentences, teachers can provide guidance and encourage attentive listening to foster language comprehension. This gradual transition from listening to speaking will be advantageous for the development of students' listening and speaking skills.

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”*. In the context of the classroom, the teacher assumes complete authority over the students, including their actions, speech, and manner of expression. This role is particularly crucial when introducing a new language, where precision and repetition are essential. However, it raises the question of whether this approach provides sufficient opportunities for students to engage in dialogue and whether it is conducive to an enjoyable learning experience. Additionally, there is a perception that this approach may lack diversity in its instructional activities.

3-Organizer:

One of the most significant responsibilities of teachers is to organize students to engage in various activities. This task typically entails providing students with relevant information, instructing them on how to carry out the activities, grouping them into pairs or teams, and ultimately concluding the activities at the designated time. 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”*.

4-Assessor :

The teacher assumes the role of an assessor to evaluate the performance of students and provide feedback and correction. This process is organized and executed with the aim of assessing the students' progress and identifying areas that require improvement. It is important to note that the manner in which feedback and correction are communicated can have a significant impact on a student's self-esteem and confidence in learning the target language. Therefore, it is imperative that such communication is carried out with sensitivity and support to ensure that it is productive and beneficial to the student's learning experience.

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).

5-Resource :

According to Harmer (2001, p.61) One of the crucial responsibilities of a teacher is to motivate students to utilize resource materials independently when seeking information, thereby fostering greater autonomy in their learning. Teachers serve as a resource, offering assistance and accessibility.

6-Tutor :

The role of a tutor is widely recognized for its ability to combine the roles of prompter and resource. According to Harmer (2001, p.62), being a tutor in a large group can be challenging. When students work in small groups or pairs, teachers can

offer guidance and move around the class, providing learners with the necessary support and assistance. This allows for a more personalized and effective tutoring experience.

2-Teaching techniques:

By employing appropriate pedagogical techniques, educators have the ability to establish a pleasant and fruitful classroom environment for pupils, wherein they can acquire crucial academic and social proficiencies that will endure throughout their lives. Numerous frameworks exist that teachers can utilize to assist students with varying interests, capabilities, and learning preferences. If one is a teacher or a specialist in the realm of education, it would be advantageous to explore novel instructional approaches to optimize the likelihood of success for one's students in the classroom.

1-Group work

During oral expression lessons, the teacher employs group work as a means of supporting learning and mitigating participation issues. Group work is a widely utilized technique among EFL teachers to encourage student engagement in classroom activities, enabling them to prepare presentations, discuss issues, and arrive at group decisions. This technique involves dividing the class into smaller units or groups, providing students with a meaningful opportunity to exchange ideas and opinions and work collaboratively without hindrance. In addition to its benefits, Harmer (2001, p. 117) highlights several advantages of group work, including a reduction in teacher talk and an increase in student participation, the promotion of broader skills of cooperation and negotiation, and the fostering of learner autonomy by allowing students to make their own decisions.

2- Lecture-based learning

The lecture format is a customary method of organizing classroom instruction, wherein educators impart knowledge to students through explanation. The teacher conducts a lesson by delivering a presentation, displaying visual aids, and providing examples of a given subject matter. During the presentation, students are expected to attentively listen, observe, take notes, and replicate the teacher's demonstrations. Although this is a conventional and beneficial approach, teachers may modify it to

suit diverse learning settings. Instructors can use lectures to help students easily acquire knowledge of terms, basic facts, and simple concepts. Lectures are as effective, but not more effective, than other methods in transmitting simple information (Bligh, 2000).

3- Technology-based learning

Educators have the ability to utilize technology within the classroom to enhance the efficiency of teaching processes and facilitate student learning. Pupils can employ electronic devices such as computers and tablets to peruse materials, conduct research, or engage in educational games. Furthermore, the advent of cloud computing has enabled students to access documents and other resources from both school and home. Virtual classrooms, which employ video conferencing software, can serve as a valuable tool for remote education. This is particularly advantageous for students with disabilities who may encounter challenges concentrating within a traditional classroom setting.

4- Individual learning

Although group projects can present stimulating prospects for students, it is equally crucial to encourage individual learning to enable them to work independently. One effective approach to providing students with ample time to contemplate topics and formulate ideas and analyses is by assigning journal entries. This strategy is particularly beneficial before conducting a class discussion, as it equips students with ideas to contribute to the discourse. Additionally, teachers can evaluate written assignments to award points to students who may not be able to participate verbally in class.

5- Inquiry-based learning

Inquiry-based learning is predicated upon the notion of acquiring knowledge through investigation, whereby students are afforded the opportunity to undertake projects, pose inquiries, and independently arrive at solutions. Ajit, et.al. (2016) defines Inquiry-Based Learning (IBL) as a way of learning through questioning and experimentation. While educators serve as facilitators during these instances, the

objective is for students to independently surmount challenges and uncover information. Upon assimilating concepts, students are encouraged to articulate and explicate these ideas in their own vernacular, thereby reinforcing their comprehension. Subsequently, students are able to progress to more advanced levels at a pace that is commensurate with their individual learning style. This approach enables students to assume an active role in the learning process.

3-Importance of teaching techniques:

Teaching methods encompass a range of techniques employed to facilitate the attainment of learning outcomes by students, whereas activities refer to the diverse means of implementing these methods. The efficacy of teaching methods is contingent upon their alignment with specific learning outcomes. To ensure optimal alignment, instructors must carefully discern which teaching methods will best support a given learning outcome, taking into account the learning environment and the needs of the students. In so doing, instructors can enable students to acquire mastery of course content and develop the capacity to apply this knowledge in specific contexts.

The selection of a suitable pedagogical approach enlivens the process of imparting knowledge, while simultaneously motivating students to actively participate in the learning process and enhance their cognitive abilities and competencies.

4-Activities enhancing the students' participation:

1-Roleplay:

It is a technique enables students to engage in realistic situations through managed interactions with others, thereby fostering experiential learning and the exploration of diverse strategies within a supportive environment. Participants are assigned specific roles to assume during conversations or other interactions, such as email exchanges, that are typical of their respective disciplines. They may receive explicit instructions on how to behave or what to say, such as playing the role of an aggressive client or a patient in denial, or they may be required to act and react in a manner that aligns with the exercise's requirements. Following the enactment of the

scenario, participants engage in reflection and discussion regarding the interactions, including alternative approaches to handling the situation. Based on the outcome of the reflection and discussion, the scenario may be reenacted with modifications. Depending on the level of the students, it can be performed from provided scripts or from scripts developed by the students themselves. It is made up of small sequences that can be genuine or completely fictitious (Klippel, 1983, p. 121).

2-Problem solving activities:

Problem-solving is a classroom exercise wherein students are tasked with identifying solutions to a predetermined 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 26 general students will have to make suggestion, give reasons, and accept, modify suggestions and reasons given by others”* (p. 103).

Finally, students engage in active participation and verbal expression when faced with challenges in problem-solving tasks.

3-Discussions and debates:

1-Debates:

They provide students with the opportunity to examine both sides of a situation, topic, or story, and require them to engage in critical thinking and substantiate their arguments with factual information. Despite the potential for emotions and biases to surface during debates, the use of research-based supporting evidence can provide context and promote critical thinking, particularly when students argue against their initial beliefs. The "consider the opposite strategy" can compel students to set aside their emotions and biases and evaluate the evidence supporting both sides of a controversial issue (Budesheim & Lundquist, 2000).

In a Psychology of Women course, debates were utilized primarily to help students overcome their predispositions, as it has been observed that students often enter such courses with their own biases (Chrisler, 2013). Furthermore, since

classroom debates can foster critical thinking, considering the information presented during debates may assist students in moving beyond their biases in this course and potentially altering their perspectives on a topic, or at the very least, becoming more informed about the opposing viewpoint. To effectively incorporate debates, the following steps were taken: participants were provided with a list of issues, they voted for their preferred topics, and the most popular issues were selected.

2-Discussion:

The purpose of classroom discussions is to facilitate student learning, however, encouraging active participation from students can prove to be a challenging task. Silberman (1996) posits that in order to stimulate class discussion, it is imperative to first generate interest. Therefore, the question arises as to how this can be achieved. This paper presents a number of strategies that can transform a previously "quiet" classroom into one that fosters lively and meaningful discussion. Barton, Heilker, and Rutkowski (n.d.) Emphasize the importance of students being attentive, involved, and engaged in order to construct their own learning and participate in discussions. Additionally, Burton et al. (n.d.) Highlight that effective classroom discussions occur when students engage in dialogue with their peers, rather than solely with the instructor (para. 7).

4-Information gap activities :

An information gap activity is an instructional technique in which learners are presented with a task that requires them to obtain missing information through communication with one another. For instance, one learner may be given a biography of a renowned individual with all the place names omitted, while another learner may receive the same text with all the dates missing. By collaborating and asking each other questions, they can complete the text. In an educational setting, information gap activities offer several benefits. They facilitate extended speaking practice, simulate genuine communication, foster high levels of motivation, and necessitate sub-skills such as clarifying meaning and rephrasing. Common examples of information gap activities include describe and draw, spot the difference, jigsaw readings and listenings, and split dictations.

According to Hedge (2000, p.281), the information gap activity necessitates the engagement of each learner in a pair or group to process information that is not available to their peers. Also according to him while it may aid in the acquisition of language, it does not engage students in conversation strategies such as role-play and discussion.

5-Story telling activities:

The act of storytelling is a ubiquitous function of language and a fundamental component of informal discourse. Through the sharing of stories, individuals can acquaint themselves with one another and engage in meaningful interactions. Such narratives serve as a means of communication between students, facilitating the formation of friendships and enhancing their oral communication skills through the art of narration. As Douglas Brown (2004, p. 182) posits, the primary objectives of retelling stories include the production of oral discourse, the establishment of communication sequences and event relationships, the identification of stress and emphasis patterns, and the expression of dramatic elements. Additionally, storytelling can take on various forms, as noted by Thornbury (2005):

- Insert the card
- Chain story
- Guess the lie

Conclusion:

This chapter provides a concise analysis of the various responsibilities that English as a Foreign Language (EFL) teachers must undertake within the classroom setting. In order to encourage students to engage in oral expression, teachers frequently employ pair work and group work. These methods are highly effective in fostering an environment that facilitates active interaction between learners and between learners and teachers. Furthermore, the implementation of diverse activities such as role-play, problem-solving, discussions, and debates can significantly

enhance student participation and address any difficulties they may encounter with speaking.

Chapter three

Field Investigation

Introduction:

The purpose of this chapter is to analyze the findings obtained from an investigation into the participation difficulties experienced by EFL students in an oral expression course. The primary objectives of this study are to verify the validity of our hypotheses. Given that the teachers and students are the primary variables in this study, their perspectives and opinions are crucial in testing the stated hypotheses. The most appropriate method for conducting this investigation is through the use of questionnaires administered to both teachers and students. Therefore, we have selected first-year LMD English students in the English stream at Chedli Ben Djedid University as our target group, and the second questionnaire will be administered to all teachers of the oral expression course at the first-year level at the same university.

1- Students questionnaire :

Description of the questionnaire :

The questionnaire is specifically designed for first-year English students of El Taref University. The study comprises a sample of 60 randomly selected participants, aimed at investigating the factors that influence their participation in the oral expression course. The questionnaire has a variety of question types, including both closed and open-ended questions. Closed questions require respondents to answer with a simple "Yes" or "No" or to select the correct answer from a set of options, while open-ended questions prompt them to provide personal opinions, background information, or justifications for their choices. The questionnaire consists of a total of 15 questions, which are classified into three sections.

Section One: This section pertains to the background information of the students and serves the purpose of gathering data about the participants of this questionnaire. It comprises of three questions.

Section Two: This section focuses on the speaking skill, which is a crucial element in this study. Speaking is an indispensable skill that must be honed to achieve mastery in the English language. This section consists of three questions.

Section Three: This section centers on the oral expression course, which is the primary area of study for EFL students' participation. The objective of these questions is to determine the extent of students' participation and identify the obstacles that hinder their involvement during the oral expression course. Additionally, it aims to ascertain the preferred techniques that students prefer to work with and identify the most enjoyable activities for students during the oral expression course, according to EFL students. This section comprises of eight questions.

2-Analysis of the results

Section One: Background information

This section investigates the background information of the students:

Table1: Students' gender

Gender	Number	Percentage
Male	16	26.66 %
Female	44	73.33 %
Total	60	100 %

The results show that most of students who tend to study languages in general are girls (73.33 %) and only (26.66 %) represents boys from the sample population.

2-Age:

Table2: Students' age

Age	Number	Percentages
17-18	24	40 %
19-20	15	25 %
21-22	13	21.67 %

23-28	05	8.33 %
No answers	03	5 %
Total number	60	100 %

The presented table shows the ages of the students, which range from 17 to 28 years old. The data reveals that the majority of students (40%) fall within the age range of 17-18 and attend the school without ever failing. This group also represents the youngest students. The second category (25%) comprises students who may repeat one year and are aged 19-20. The percentage of students aged 21-22 (21.77%) represents those who may repeat two years. Additionally, 8.33% of students are aged 23-28 and may have repeated more than twice, changed their field of study, or are studying English as an additional diploma. Finally, the data indicates that three students (5%) did not mention their age.

3-Why did you choose to study English?

- A. Personal choice
- B. Parents choice
- C. Administrative orientation

Table3: Reasons behind studying English

Options	Responses	Percentages
Personal	50	83,34%
Parents	5	8.33%
Administrative orientation	5	8.33%
Total	60	100%

The following results shows the decision of the students to pursue the study of the English language. Upon a cursory examination of the table, it is evident that a significant majority (83.33%) of the students have opted for English as a personal choice. This indicates that they are not compelled to learn the language, and therefore possess a certain level of motivation to acquire proficiency in it. A small proportion of students (8.33%) have selected English based on the advice and preference of their parents. However, 5 students (8.33%) have been directed administratively to study English, which may have been due to their academic performance not aligning with their personal inclination to pursue a different field of study

Section Two: Speaking

4- Which of the following skills do you really want to improve?

- A. Listening
- B. Speaking
- C. Writing
- D. Reading

Table4: Skills that students prefer to develop

Options	Answers	Percentages
Listening	11	18.33%
Speaking	28	46.67%
Writing	15	25%
Reading	6	10%
Total	60	100%

The findings indicate that the majority of students have selected speaking as their preferred skill, with a total of 28 responses (46.67%). This suggests that more than half of the respondents consider speaking to be the most desirable skill to cultivate. Writing follows in second place with 15 responses (25%), while listening ranks third with 11 responses (18.33%). Lastly, reading is deemed the least important skill to develop. This table demonstrates that students are more inclined to focus on developing productive skills, such as speaking and writing, rather than receptive skills.

5-Speaking English is

- A. Very easy
- B. Easy
- C. Difficult
- D. Very difficult

Table5: Students' attitude toward speaking English

Options	Responses	Percentages
Very easy	15	25%
Easy	15	25%
Difficult	10	16.66%
Very difficult	20	33.34%
Total	60	100%

The objective of this inquiry is to ascertain the diverse perspectives of the students regarding the act of speaking English. The data presented in the table indicates that a quarter of the students (25%) consider speaking English to be very easy, while another quarter (25%) sees that it is easy to speak the language. Conversely, a minority of the sample, comprising 10 students (16.66%), perceive speaking English to be difficult. Therefore, 10 students (16.66%) see speaking English as difficult; however, 20 students from the sample (33.34%) say that it is very difficult to speak English.

6-What is the level of your speaking skills?

A. Very well

B. Average

C. Low

Table6: Students' evaluation on speaking ability

Options	Responses	Percentages
Very well	6	10%
Average	35	58.33%
Low	19	31,67%
Total	60	100%

The objective of this inquiry is to evaluate the speaking proficiency of the students. They are requested to assess their own speaking aptitude. A majority of the students (58, 33%) responded with an average level. Conversely, (31, 67%) indicated a low level, and merely six students (10%) reported speaking with great proficiency.

Section three: EFL students' participation difficulties during oral class and the oral expression activities and techniques

7-Do you like oral expression class?

A. Yes

B. No

Table7: Students' attitude toward Oral Expression class

Options	Responses	Percentages
Yes	40	66.67%
No	10	16.66%
No answer	10	16.66%
Total	60	100%

The majority of students (66.67%) like taking oral expression classes. This number is increasing since it indicates that they are driven to study and contribute successfully. The second percentage (16.66%) indicates the responses of students who dislike the oral section. The one after that reflects 10 students (16.66%) who prefer not to respond. This indicates they have any feelings about the oral expression course, whether they like it or detest it.

8-How often do you participate in the oral expression class?

- A. Always
- B. Sometimes
- C. Rarely

Table8: Frequency of students' participation in oral expression class

Options	Response	Percentag es
Always	7	11.66%
Sometimes	45	75%
Rarely	8	13.34%
Total	60	100%

This question aims at knowing how frequently the students participate during the oral expression course. Its objective is to identify any potential issues that may be hindering student participation. The majority of students (75%) responded with the answer 'sometimes'. Conversely, a minority of students (13.34%) responded with 'rarely', indicating that they may be facing obstacles that impede their participation. Only seven students responded with 'always'.

9-Are you afraid to participate in oral expression class?

A. Yes

B. No

Table9: Students' participation in oral expression class

Options	Responses	Percentages
Yes	40	66.67%
No	20	33.33%
Total	60	100%

The question seeks to determine whether the students are afraid to participate in oral classes or not. As a result, the ensuing findings reveal that (33.33%) of the students do not experience any trepidation in participating. They perceive themselves as garrulous or capable of contributing, whereas (66.67%) denotes that the majority are fearful of participation. This could be attributed to various factors, such as linguistic, psychological, and other issues. In order to provide plausible solutions, we posit the following query.

10-If yes, is it due to

A. Fear of making grammatical errors

B. Fear of making pronunciation errors

C. Vocabulary deficit

Table10: Linguistic problems

Reasons	Responses	Percentages
Fear of making grammatical errors	10	16.66%
Fear of making pronunciation errors	18	30%
Vocabulary deficit	32	53.34%
Total	60	100%

The results suggest that 53.34% of students do not participate due to the vocabulary deficit . Additionally, approximately 30% of students abstain from participation due to their apprehension of committing pronunciation errors. However, the remaining 16.66% of students have expressed their fear of making grammatical errors as the reason for their reluctance to participate.

11-How often does the teacher provide you with the opportunity to participate during the lesson?

A. Always

B. Sometimes

C. Never

Table11: Frequency of given the students opportunity to participate during the lesson

Options	Responses	Percentages
Always	37	61.67%
Sometimes	20	33.33%
Never	3	5%
Total	60	100%

The outcome of the study, which yielded a percentage of 61.67% of the total percentage suggests that the teacher always allows students to speak during lessons. Furthermore,33.33%, indicates that the teacher sometimes provides students with the opportunity to participate in oral coursework. Furthermore,. A mere 5% of the students surveyed reported that the teacher never affords them the chance to participate. Despite these findings, students maintain a belief that teachers make a concerted effort to provide all students with the opportunity to speak and participate.

12-Do you speak English outside classroom with your classmates?

- a- Yes
- b- B- No

Table12: the use of English outside the classroom

Options	Responses	Percentages
Yes	26	43.33 %
No	34	56.67 %
Total	60	100 %

The results indicate that a majority of the sample, specifically 56.67%, do not engage in English communication beyond the confines of the classroom. This phenomenon may be attributed to the fact that English is not their primary language, and as such, their immediate environment lacks proficiency in the language. Conversely, the remaining 43.33% of students are observed to utilize English in their interactions outside the classroom, possibly with peers who share similar academic backgrounds and possess a comparable level of English proficiency.

13-Which of the following techniques you prefer more?

- A. Group work
- B. Pair works
- C. Individual

Table13: Techniques students prefer more to use

Options	Responses	Percentages
Group work	30	50 %
Pair work	25	41.66 %
Individual	5	8.34 %
Total	60	100 %

The table presents a comprehensive overview of the predominant methodologies that educators may employ to facilitate a speaking exercise. It is noteworthy that the majority of students (50%) evince a preference for group work, while the second largest cohort (41.66%) favors working in pairs. A minority subset of the sample (8.33%) indicates a predilection for individual work.

14-What are the activities you think motivate you to participate?

- A. Role play
- B. Discussion and Debates
- C. Problem solving
- D. Information gap activities

Table14: Activities motivate the students' participation

Options	Answers	Percentages
Roleplay	19	31.67%
Discussion and debate	25	41.66%
Problem solving	10	16.66%
Information gap activities	6	10%
Total	60	100%

The responses provided by the students are diverse, with each student having their own preferred activity during the oral expression class. A majority of the students (41.66%) favor discussions and debates as their preferred activity, which is an effective way to encourage students to speak more as they discuss various topics. A smaller percentage of students (31.67%) prefer role-playing activities, while a minority (16.66%) prefer problem-solving activities. However, a small percentage of students (10%) opt for information gap activities. It is noteworthy that the students do not limit themselves to a single activity, but rather prefer to engage in a variety of

activities. Additionally, some students have expressed interest in other types of activities, as evidenced by their responses.

2-Teachers' analysis of questionnaire

Description of teachers' questionnaire:

The target population for this study is teachers of oral expression in the English department at the University of El Taref who are responsible for teaching oral expression. A questionnaire was distributed to four teachers, who demonstrated their willingness to participate by providing comprehensive responses and offering comments and suggestions as necessary to aid in the research. The questionnaire includes both closed questions, which require teachers to select either "yes" or "no" responses or to choose from a set of predetermined options, and open-ended questions that ask teachers to provide explanations or suggest alternative approaches. The questionnaire consists of ten questions divided into three main sections.

Section One: The primary objective of the initial section is to gather data pertaining to the sample. The first question (Q1) seeks information regarding the teachers' degrees . In (Q2), the teachers are requested to disclose the duration of their English teaching experience.

Section Two: This section pertains to the oral expression course, which is deemed as an appropriate platform for acquiring and enhancing speaking proficiency. It comprises of two questions.

Section three: aims to examine the challenges encountered by students learning English as a foreign language (EFL) in terms of their participation. Additionally, it addresses the various strategies that teachers must employ to inspire and engage students during lessons. Furthermore, it delves into the typical activities that teachers utilize to foster an interactive classroom environment. This section comprises five questions.

Analysis of the results:

Section one: Background information:

1-Degree (s) held:

- A. License
- B. Master/ Magister
- C. Doctorate

Table15: Teachers' Qualification

Options	Responses
License	1
Master/Magister	3
Doctorate	1

According to the table, three of the four teachers have a Master's degree and just one has a Doctorate.

2-How many years have you been teaching oral expression?

- A. Three years
- B. Six years
- C. Nine years

options	answers
Three years	1
Six years	2
Nine years	1

Teachers are requested to provide a numerical representation of their years of experience in this particular field. According to the table the majority of teachers have been engaged in teaching for a period ranging from three to six years. It is noteworthy that only one teacher has been teaching for nine years.

Section two: oral expression course

3-Do you follow a particular curriculum or methodology in teaching oral expression?

A. Yes

B. No

Table16: Teachers teaching program in oral expression

Options	Answeres	Percentag es
Yes	3	75%
No	1	25%
Total	4	100%

Three teachers assert that they follow a particular curriculum when teaching in Oral Expression. They possess a clear understanding of their objectives and aim to achieve them by implementing a specific program during the delivery of the oral expression course. Conversely, one teacher asserts that they do not follow any

specific program. They start their lessons spontaneously to provide their students with the liberty and chance to select and determine what they want to study.

4-How do you see the oral proficiency of your students in the English language?

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

Table17: teachers’ evaluation of students’ level

Options	Responses
Excellent	/
Good	2
Average	2
Low	/

The table above shows that students are divided into good and average while there is no one who is actually excellent or bad

Section three: EFL students' participation difficulties in oral expression class and oral expression activities and techniques:

5- Do all of your students speak during the lesson?

A-Yes

B-No

Table 18: teachers evaluation of students participation

Options	Responses
yes	1
No	3

The majority of students do not speak throughout the session, according to all of the teachers. They have a few students who participate in the oral course, while the rest remain silent or say only a few words. These responses say that they have some elements influencing their involvement and preventing them from speaking in the oral expression course.

6-Do you make an effort to establish a welcoming and stimulating environment in the classroom?

Table19: Classroom atmosphere

Options	Responses
Yes	4
No	/

The table indicates that all the teachers try to create a good atmosphere in the classroom. They always do their best to make the students feel at ease and comfortable to talk.

7- What is your assessment of the allotted time for the oral lecture?

- a. Enough
- b. Not enough

Table20: Teachers' evaluation of the time allocated for the oral course

Options	Responses
Enough	2
Not enough	2

Two teachers see that the allotted time is adequate and suitable for attaining the objectives. While the other two teachers see that the time provided is wholly inadequate and insufficient.

8- What techniques do you employ to encourage students' participation?

.....
.....

Options	Answers
Group work and pair work	2
Engaging topics	2
The use of mother tongue	/
Total	4

There exist various techniques that oral expression instructors employ in classroom settings. The most suitable technique, unanimously agreed upon by all four teachers, is the utilization of group and pair work. Teachers prefer this technique as they believe that students feel more at ease with their peers, enabling them to exchange information and feel less inhibited. Two teachers opt for selecting engaging topics, recognizing that topics that pique students' interest lead to increased participation and engagement in classroom activities. However, none of the teachers consider allowing the use of the mother tongue as the most effective technique for enhancing students' speaking skills. Furthermore, the teachers suggest other ways to motivate students to speak during oral courses, which they believe lead to active participation, including the use of authentic materials, audio-visual aids, presenting interesting activities, and individual oral presentations.

9- What are the speaking activities that you prioritize in order to facilitate successful participation?

- A. Debates and discussion
- B. Roleplays
- C. Dialogues
- D. Problem solving activities

Options	Answers
Debates and discussion	1
Roleplays	1
Dialogues	1
Problem solving activities	1
Total	4

There exist various methodologies for instructing the speaking skill, and we have proposed four alternatives for oral teachers. One teacher emphasizes debates and discussions as a means of fostering successful participation and bolstering their students' self-confidence, while another teacher favors role-playing as an activity to stimulate verbal expression. The others two teachers see dialogues and "problem-solving activities" as suitable techniques for enhancing their students' motivation to participate in the oral class.

Conclusion:

This chapter pertains to the collection of dependable data regarding the difficulties encountered by students in participating, as well as the observations of teachers regarding these issues. Additionally, it focuses on the techniques and activities that enhance participation and address related problems.

The aforementioned information was obtained through the distribution of two questionnaires to both teachers and students. The first questionnaire was administered to first-year LMD English students of Chedli Ben Djedid University. The second questionnaire was administered to oral expression teachers in the same university.

Overall, the analysis of the results provides reassurance and substantiates our hypotheses regarding the obstacles faced by students in participating. This implies that EFL students encounter numerous hindrances that impede their skill development and participation. The proposed solution highlights various activities and techniques that can be employed to address these problems and enhance their participation.

Findings and Discussion

Based on the results, the tables above demonstrate that EFL students encounter numerous obstacles that hinder their participation. All students assert that speaking skills play a significant role as the main element in oral expression sessions that need to be developed. They add that speaking requires more attention. Consequently, most of them prefer the module of oral expression because they enjoy this type of course and feel free since they are not obliged to follow any restricted instructions.

The findings from the questionnaire results strengthen our hypotheses about the hindrances faced by students. Most students who are afraid or not willing to participate in the classroom face the same problems, which vary from linguistic obstacles to psychological ones. They see that the lack of vocabulary is the most remarkable problem, followed by grammar and pronunciation mistakes.

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

The data and the obtained results show that students face many serious problems that impede them from speaking during oral expression sessions. Likewise, one may assert that all teachers confirm the non-participation of their students. They prove that linguistic and psychological barriers hold back the students and reduce their

participation. From what has been discussed, it can be found that all teachers emphasize shyness as the main psychological problem.

Additionally, both the time allocated and the number of students are regarded as participation problems for both teachers and students.

RECOMMENDATION

In conclusion, this study has highlighted several factors that impact students' participation. As such, we offer the following suggestions and recommendations that should be useful to oral expression teachers, as well as educators in general:

Firstly, teachers should actively encourage and assist students in participating in classroom discussions. Secondly, they should strive to create a welcoming and secure learning environment that fosters language learning success. Thirdly, teachers should design engaging and enjoyable activities that motivate and sustain student interest. Fourthly, they should intervene periodically to maintain the flow of the learning process. Fifthly, teachers should organize and manage their classes to promote a positive learning-teaching atmosphere. Sixthly, they should incorporate pair and group work activities that encourage cooperative learning and facilitate the exchange and discussion of ideas. Seventhly, teachers should vary speaking activities to develop students' communicative abilities, such as role-playing, debates, discussions, and games. Finally, teachers should provide students with more opportunities to participate by allowing them to choose the topic of discussion

General Conclusion

Language education involves the acquisition of four language skills, namely listening, speaking, writing, and reading. Students must master all four skills to achieve proficiency in the language. Among these skills, speaking is typically the most preferred and is often used to determine whether someone has successfully learned a language or not. Consequently, most students make good speaking performance their ultimate goal in language learning. Furthermore, speaking is the most frequently used language skill in almost any language setting. Rao (2018) argues that speaking plays a dominant role in foreign or second language acquisition. Teachers often focus on promoting students' good speaking skills as speaking is useful for developing people's networking, personality, and character. Additionally, students can gain social and professional advantages if they can use the language orally, such as opportunities for student exchange, fast graduation, scholarships, international employment, and further education (Supriyadi, 2005).

Our research is centered on the exploration of the challenges encountered by students of English as a foreign language (EFL) in their participation in oral expression courses. The objectives of this study are to identify the obstacles to participation faced by first-year LMD students during the oral expression section and to propose alternative solutions to address these issues. To achieve these goals, we will employ a combination of descriptive and analytical methods. To validate our hypotheses, we will administer two questionnaires to both first-year English students and teachers of the oral expression course Chedli Ben Djedid University.

Our research is founded on the investigation of hypotheses presented in the introduction. It is divided into two main parts: theoretical and practical. The first part is further classified into two chapters. Chapter one provides an overview of speaking skills, which are considered the most important skills to develop in oral sessions. Additionally, we discuss the difficulties that EFL students face in participating in oral expression courses. In chapter two, we examine the role of teachers in the classroom, as they often play various roles depending on the situation. We also briefly discuss the definition and types of motivation as a means of enhancing learning. We mention different techniques that can be adopted in classroom activities to encourage the development of speaking skills and enhance student participation. Through the implementation of various speaking activities, students' confidence will be built, and they will be able to speak and participate without any obstacles.

The primary challenges encountered by students in speaking English can be categorized into psychological-related and linguistic-related issues. Psychological-related problems encompass factors such as attitude, self-confidence, motivation, anxiety, duration of exposure to the language, classroom conditions, environment, family background, and the competencies of both students and teachers. Linguistic-related problems, on the other hand, include vocabulary, fluency, grammar, and pronunciation. Students often face affective-related problems in speaking due to reasons such as anxiety, low confidence, and nervousness. The factors contributing to speaking difficulties include a lack of general knowledge, insufficient speaking practice, fear of making mistakes, inadequate usage of words and grammar, low motivation, low participation, laziness in reading, shyness, limited use of dictionaries, fear of criticism, and unfamiliarity with word pronunciation.

The second part of our work involves field investigation. We analyze data gathered from questionnaires administered to first-year students at the English department of El Taref University and their teachers of oral expression modules. Each questionnaire is preceded by a brief description before moving on to the analysis of the results. Based on the obtained results, we can improve our hypotheses that students face linguistic and psychological barriers, as well as other barriers related to their teachers.

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Appendices

Students' Questionnaire

University of El Taref

Department of English

Dear students,

This questionnaire has been designed to gather information necessary for the completion of a master's dissertation. Its objective is to investigate the challenges encountered by English as a Foreign Language (EFL) learners in participating in oral expression courses.

Your responses are crucial for ensuring the validity of this research endeavor.

We kindly request that you complete the following questionnaire by selecting the appropriate box (√) .

Section One: Background Information

1. Gender:

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-What is the level of your speaking skills:

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

Section Three: EFL students' participation difficulties during oral expression class and the oral expression activities and techniques:

7-Do you like oral expression class?

- a. Yes
- b. No

8-How often do you participate in oral expression class?

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

9-Are you afraid to participate in oral expression class?

- a. Yes
- b. No

10-If yes,is it due to:

- a. Fear of making grammatical errors
- b. Fear of making pronunciation errors
- c. Vocabulary deficit

11-How often does the teacher provide you with the opportunity to participate during the lesson?

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

12-Do you speak English outside the classroom?

- a. Yes
- b. No

13-Which of the following techniques you prefer more?

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

14-What are the activities you think motivate you to participate?

- a. Roleplay
- b. Discussion and Debate
- c. Problem solving
- d. Information gap activities

THANK YOU VERY MUCH FOR YOUR COLLABORATION

Teachers' Questionnaire

University of El Taref

Department of English

Dear Teachers,

This questionnaire has been designed to gather information necessary for the completion of a master's dissertation. Its purpose is to investigate the challenges encountered by English as a Foreign Language (EFL) learners in participating in oral expression courses.

I would greatly appreciate your willingness to share your experiences by responding to the questions provided. Your responses are crucial to ensuring the validity of the research being conducted.

Please indicate your response by checking the appropriate box (✓) and providing a detailed explanation when necessary.

1-Section One: Background informations:

1-Degree Held:

a. License

b. Master/Magister

c. Doctorate

2-How many years have you been teaching oral expression?

.....years.

Section Two:Oral expression course:

3-Do you follow a particular curriculum or methodology in teaching oral expression?

- a. Yes
- b. No

4-How do you see the oral proficiency of your students in the English language?

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

Section Three:EFL students' participation difficulties in oral expression class and oral expression activities and techniques

5-Do all of your students speak during the lesson?

- a. Yes
- b. No

6-Do you make an effort to establish a welcoming and stimulating environment in the classroom?

- a. Yes
- b. No

7-What is your assesement of the allotted time for the oral lecture?

- a. Enough
- b. Not enough

8-What techniques do you employ to encourage students' participation?

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9-What are the speaking activities that you prioritize in order to facilitate successful participation?

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THANK YOU VERY MUCH FOR YOUR COLLABORATION

الملخص

تتناول هذه الدراسة سبب عدم تحدث الطلاب الذين يتعلمون اللغة الإنجليزية كلغة أجنبية في فصول اللغة الإنجليزية بجامعة

الطارف. نعتقد أن الطلاب لا يتحدثون لأنهم خائفون أو خجولون، ولأنهم يواجهون مشكلة في الكلمات والقواعد. وقد لا

يكونون مهتمين أيضاً بالموضوعات التي يتعين عليهم التحدث عنها. و لمعرفة ما إذا كان هذا صحيحاً قمنا بسؤال طلاب

وأساتذة السنة الثالثة في الجامعة. لدينا جزأين لدراستنا. الجزء الأول يدور حول ما يمنع الطلاب من التحدث، والجزء الثاني

يدور حول أفكار لمساعدة الطلاب على التحدث أكثر، أما الجزء الأخير فسننظر إلى إجابات الاستبيانات التي قدمناها

للطلاب والمعلمين لمعرفة ما إذا كانت هناك أشياء يمكن أن تساعد الطلاب على التحدث أكثر.