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*A Descriptive Study of Students Language Strategies
to Overcome their Learning Difficulties in EFL
Classroom*

*Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements of Master's Degree in EFL Didactics*

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DEDECATION

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 work to my dearest and wonderful parents.

To my super mother, without you I couldn't be here, I love you so much . Thank you for all the unconditional love, guidance, and support that you have always given me.

To my lovely sisters Nour EL Houda & Nada El Rayhane

To my partner in this work and my friend Safa

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To my lovely friend and my sister Amel I appreciate your standing with me all these years I wish you all the best in your life

To my wonderful husband

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ABSTRACT

The present study deals with some difficulties facing EFL learners' participation while and when they produce the language in oral expression courses at the English department, University of Chadli Bendjedid El Taref . In this study, we hypothesize that students do not participate in oral courses because of psychological and linguistic obstacles ; for example, anxiety , fear , shyness , lack of vocabulary, fear of making pronunciation mistakes , and also due the lack of motivation. To improve these hypotheses, we investigated the case of first year students (LMD) at the department of English, University of Chadli Bendjedid and the teachers of oral expression at the same department. Our work is divided into three chapters . A theoretical part, it includes chapter one in which we did a general overview about speaking skills , the importance and teaching speaking . In addition, we state the teachers role in the class . Also, we figure out the difficulties that faced the learners in oral and the activities that should be used to facilitate and motivate students to speak . From the other hand, we suggest some strategies that teachers of foreign language have saw it as solutions for the stated obstacles . Therefore, the chapter two is the practical part or we can say field of investigation , in which we analyze the questionnaires that are administered to both students and teachers of oral expression in English department at University of Chadli Bendjedid El Taref. The data collected from the two questionnaires indicate that there are some factors influence the students' participation in oral expression course. Furthermore, the third chapter includes the suggestions and recommendations .

Key words :linguistic obstacles, psychological obstacles, EFL learners, speaking skill, teachers role, activities, difficulties, strategies.

Résumé

La présente étude traite de certaines difficultés rencontrées par la participation des EFL apprenants pendant et quand ils produisent la langue dans les cours d'expression orale au Département d'anglais, Université Chadli Bendjedid. Dans cette étude, nous émettons l'hypothèse que les étudiants ne participent pas aux cours d'expression orale en raison d'obstacles psychologique et linguistiques ; par exemple, l'anxiété, la peur, la timidité, le manque de vocabulaire, la peur de faire des erreurs de prononciation, et aussi par le manque de motivation. Pour améliorer ces hypothèses, nous avons étudié le cas des étudiants de première année (LMD) au Département d'anglais, Université Chadli Bendjedid et les professeurs d'expression orale dans le même département. Notre travail est divisé en trois chapitres. Une partie théorique, elle inclut le premier chapitre dans lequel nous avons fait un aperçu général sur les compétences orales, l'importance et l'enseignement de la parole. De plus, nous précisons le rôle des enseignants dans la classe. En outre, nous identifions les difficultés rencontrées par les apprenants dans l'oral et les activités qui devraient être utilisées pour faciliter et motiver les étudiants à parler. D'autre part, nous suggérons quelques stratégies que les enseignants de la langue étrangère l'ont vu comme des solutions aux obstacles indiqués. Par conséquent, le chapitre deux contient la partie pratique ou on peut dire le champ d'investigation, dans lequel on analyse les questionnaires administrés aux étudiants et aux enseignants d'expression orale au Département d'anglais à l'Université Chadli Bendjedid El Tarf. Les données recueillies à partir des deux questionnaires indiquent que certains facteurs influencent la participation des étudiants au cours d'expression orale. De plus, le troisième chapitre est consacré pour les suggestions et les recommandations.

Les mots clés : obstacles linguistique, d'obstacles psychologique **EFL apprenants**, compétences orales, le rôle des enseignants, les activités, difficultés , stratégies

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LIST OF ACRONYMS AND ABBREVIATION

EFL: English as Foreign Language

Etc: et cetera

H: Hypothesis

I.e. : That is

L1: First Language

L2: Second Language

LMD: License Master Doctorate

(n.d.) : No date

Q: Question

General Introduction

GENERAL INTRODUCTION

Introduction

Language is a means of communication, in which we can use it in different ways either speaking or writing. The ability of using a language called skill, those productive skills are helpful for non native learner's to communicate. Speaking is considered as the most difficult skill to master, it is not just knowing the grammatical rules of a certain language. Due to the world globalization, speaking English has become a desire of many learners. Unlike its deserving attention, practicing oral communication is much neglected in most EFL classrooms. English has become increasingly important in Algeria in recent years. Algeria has introduced English as a second foreign language after French in education. There are some EFL students still have problems in communicating and sharing their ideas and thoughts orally inside the classroom. In order to overcome those problems students need to use different strategies, that can help them to improve their speaking. This work attempts to present a clear idea about EFL student's strategies to enhance their difficulties in speaking in the first year classes at Chadli Bendjedid University. This introductory section of the study contains the statement of the problem, the aim, and significance of the study. It provides the research questions and hypotheses and the research design; it also presents the organization and limitations of the study.

1.Statement of the problem

In our days, the emphasis on devolving the speaking skill becomes a priority for teaching English as a foreign language. The oral proficiency refers to the ability of using accurate language to communicate. This ability could be developed through the oral expression courses when the students have the opportunity to speak, practice,

participate and improve his capacities in the oral performance. In Algerian universities ,especially in Chadli Bendjedid University, the teachers in order to use the appropriate methods and activities, they focus on the student's needs. Those methods reduce the straggles in oral production ,also motivate them to practice in the classroom .This work attempts to present a clear idea about EFL student's strategies to enhance their difficulties in speaking and the teacher's role .

2. Significance of the study

This study aims at shedding some light on the EFL constraints in speaking English . Besides, the strategies that the students adopt to empower their skill. Although, this research presents the teacher's alternative techniques that could be convenient to the needs of the learners. It seeks to raise the awareness of the difficulties to facilitate the EFL learning teaching process in Chadli Bendjedid university. Further, this research enables us to know and fill the gaps in the process of teaching as future teachers .

The importance of knowing the learners difficulties that they faced in producing language can help teachers to figure out the appropriate methods to use. In addition , our work can help teachers in minimizing the time in choosing the method which they can use since in Algeria the English language become used in our educational system . in the near future, this study can be used as a source for those how want to explore and fond other information concerning the difficulties and the methods that we should use to help EFL learners and teachers. Furthermore ,finding and presenting the new strategies that used by the first year students could help the next generation in improving their skills and eliminate the obstacles.

3. Research questions

Teaching English for EFL learners is a difficult task needs awareness and various

Strategies and techniques . This study conducted to find answers to the following questions:

Q1: What are the activities used by the EFL teachers?

Q2: What are the difficulties that can face EFL learners in speaking?

Q3: Which strategies that students should use to overcome those difficulties and improve their speaking skill?

4. Research hypothesis

In the light of the above research questions, we hypothesize that:

H1: teachers provide the learners with a helpful methods and ways to avoid those difficulties and to present their language easily in the classroom and outside.

H2:EFL learners face different problems and difficulties while and when they produce the language

H3:EFL learners use a specific strategies to overcome their straggles in the oral production of language .

5. Methodology

To validate the hypotheses and answer the research questions, this study will follow the descriptive method .Thus , two questionnaires was used in the class of First year of English language of Chadli Bendjedid university of EL TAREF for a period of one month . It was used as a tool to collect the information ,the first questionnaire is for teachers of oral expression and the second questionnaire is for first year English language students.

6.Organization of the Study

The research consists of three chapters. The first one introduces the topic, deals With the background, the statement of the problem, the significance of the study, the research questions and hypotheses, the research methodology and tools followed by the organization of the study and the limitations. The second part which is the first chapter is present to the review of the literature related to the speaking skill and their

importance , Also, it introduce the teaching of speaking and what is the role of teachers in the classroom and how they deal with this skill . In addition, this chapter shows different activities that can help students to develop their speaking skill. Furthermore, it present different strategies that the teachers used in their oral expression courses in order to overcome those difficulties. The third chapter provides the implications of the research findings and some recommendations and suggestions. The thesis ends with a general conclusion that sum up our research.

7. Limitation of the Study

In this study , we did our efforts to collect new information but because of the repetition of the topic we try to find new information , Also , we worked with four teachers and only one of them did not answer our questionnaire . However, because of the huge number of first year students, we select randomly 40 student . That means we can not generate information from all first year learners .

CHAPTER ONE: LITERATURE REVIEW

CHAPTER ONE: LITERATURE REVIEW

Introduction

Communication is essential process in our life to express our ideas, taught and feelings. It allows learners to use oral language to communicate appropriately. This chapter aims at providing a comprehensive account about the speaking skill and introducing its importance in foreign language learning. Besides, teaching speaking skill and teachers roles in EFL classrooms. Moreover, it summarizes the different activities that used by the teachers to promote speaking. It also points out the major problems faced EFL students in improving the speaking skill. We highlight the strategies for developing student's oral performance in order to avoid and overcome the previous difficulties.

According to Etnologue (2005) and Nettle and Romaine (2000), as cited in Dziubalska-Kołodziej (2013), the number of non-native English speakers are estimated are about 350 million up to over a billion, while the English native speakers are around 340 million.

1.1. Speaking Skill

Speaking is the second of the four language skills and considered as the most important productive skill. According to Chastain (1998), speaking considered as productive skill that requires grammar, strategy, sociolinguistics and discourse; according to him speaking is not just producing the correct sounds, selecting the right words or getting the constructions correct (pp. 330-358).

Speaking is defined as the process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context, the participants, and the aims of speaking (Burns & Joyce, 1997). That means the students have the ability to express themselves accurately and fluently in the appropriate context. In other word, mastering the sub competencies is speaking not just producing sounds and words. In addition to those definitions, Chaney et al.

(1998,p.13) indicates that „speaking is the process of building and sharing meaning through using verbal and non-verbal symbols, in a different contexts.” Therefore speaking is a verbal communication by using words, sentences and voice or, non-verbal by using body language, tone and facial expressions.

1.1.1. Importance of speaking

Speaking is the most important tool for communicating, sharing knowledge and learning in general. Brown and Lee (2015) claim that “English is a tool for interaction among nonnative speakers”. Among the four skills ,speaking is the more demanded to learn a foreign language .Brown and Yuke (1983) say, “Speaking is the skill that the students will be judged upon most in real life situations”. Having a good communication is the key of getting better opportunities in discussion, debate, and in real life situations. One of the objectives of speaking effectively is the ability to persuade and prove his/here point of view. Almost the good speakers are good writers too. The learners adopt new vocabulary and write several drafts of speech. Also, a good speaker should be a good listener to improve his/her skill..

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”. That means mastering speaking could be helpful for metering the other skills.Bygate, (1987).He quoted that:

"Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business .It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought" (P, 1). In oral or real classroom situation learners have the freedom to express ideas, practice and participate that could have a great role in achieving the oral performance

1.1.2. Teaching Speaking

Teaching is an art .It is the process of giving the information to students .When the

teacher is doing this activity it means that he is transferring knowledge, message, to the learners, and it is also create interactive process between teacher and students. Many experts have differently defined the word teaching. According to Feiman-Nemser and Buchmann (in Ball and Forzani, 2009) saw teaching as the process of engage and help the people to learn and study “worthwhile things,” which, as they pointed out, adds an explicitly moral dimension. Furthermore, Cohen (in Ball and Forzani, 2009) stated that teaching defined as helping others learn to do different things, is an everyday activity in which many people engage regularly. Thornbury (2005) state that speaking in an interactive process and requires the ability to cooperate in speaking conversation and exchanging turns. According to Thornbury speaking is a skill, and as such needs to be developed and practiced separately of the grammar curriculum. Kayi (2006) state that speaking is the productive skill in the oral module that make the learners to be active. It is similar to the other skills, is more complicated than it seems at first and require more than just pronouncing words.

According to Nunan in Kayi (2006:1), teaching speaking denotes that the teacher teach the listener in order to : (1) use the English speech sound and sound pattern,(2) produce word and sentence, stress intonation pattern and the rhythm of the second language, (3) choose the correct words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize and order their thoughts in a relevant and logical sequence, (5) use language as a method of expressing, value sand judgments, (6) use the language rapidly and confidently with just few unnatural pauses, which is called as fluency.

1.1.3. Teachers Role in EFL Classrooms

when the teacher start his lesson he needs to give the activities in classroom in different ways. i.e within the classroom, teacher's role may change from one activity

to another .

According to Richards and Rodgers,

“The teacher’s role is central and active. The teacher controls the direction and rate of learning, and monitor in the class and corrects the learners’ performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant situations to practice structures.”(56).

Teachers need to play different roles in the classroom .In each lesson they need to choose the appropriate role for example, act as a controller, an organizer, an assessor, a prompter ,an observer..ect.

1- Controller

Being controller in the class is very important because the teacher of EFL students need to see if his learners are following him in all what he does and says ie: emitting the teacher and follow him .However , it is difficult for some teacher to be controller in the classroom ,but good teachers can be controller, and this due to the experience that lead them to act this role in a good way .

According to Harmer,

“Acting as a controller from time to time creates sense like when declaration need to be made, when order has to be restored, when explanations are given, or sometimes when the teacher is leading a question and answer session. in many educational contexts this is the most common teacher role. Numerous of teachers fail to go beyond it since controlling is the role they are used to and are most comfortable with. This is a sadness because by sticking to just one mode of behaviour we deny ourselves and the students many other probabilities and modes of learning which are good not only for learning it self, but also for our students’ entertainment of that learning. “

2- Organizer

The teacher in this situation need to organize his lessons and information before he

came to the class and this is helpful to the teacher and the students ., when the teacher knows how to organize his lessons, the explanation will be easy and the learners will understand well the language.

According to Harmer, “An important tool in instruction is for the teacher to organize a demonstration of what is to happen. Furthermore, according to Harmer,

“ It is vitally important for teachers to get this role right when it is required. If the students do not understand what they are supposed to do they may will not get full advantage from an activity. If we do not explain clearly the ways pairs or groups should be organized, for example, chaos can ensue. If we have no spend from time to time with the students time and engaging the students’ interest and ensuring their participation, the activity may be wasted. “(58).

3-Assessor

when the teacher asks his learners to do their activities alone or in groups, He will evaluate their work and he will mark it also says who is right and wrong. According to Harmer, “while we act as assessors (whether in the matter of ‘instant’ correction or more drawn-out grade giving), we must always be sensitive and near to the students ’possible reactions. A bade grade can make them feel bad , But it can be made far more acceptable if it is given with sensitivity and suitable way . “and “ we might say, for example, that is given today’s piece of writing I will be looking especially at punctuation or in this communication activity I am more interested in your accuracy than fluency .

4-Prompter

when students need to learn something and they face problem in vocabulary or pronunciation, the teacher in this case , encourage his learners to think creatively .ie:to prompt learners to be able to speak English with using correct vocabulary. that is why Harmer says that “When we prompt we need to do it sensitively and encouragingly but, first and foremost , with discretion. If we are too adamant we risk

taking initiative away from the students. If, on the other hand, we are too retiring, we may not supply the right amount of encouragement.” (60).

5- Observer

The observation of students feedback is very hard . and teachers need to be aware when they observing learners , they should be always close to them to give them the correct feedback. Harmer says, “Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future.”(62) observation is very important because it helps teachers to know more about their students level and when they face problems .

According to Anuradha et al (2014), teachers play an important role in stimulating interaction and developing speaking skills. The roles are as follows:

- The teacher have to be fluent and accurate in spoken elements of language so as to be a role model for the learners.

- The teacher asks questions to encourage learners to practice the target language.

Giving questions and compelling them to answer something is one of the types of oral drills. Further, encouraging students to ask questions to the teacher and peers is also a good technique to propel discussion and involve learners to speak.

Examples

How was your day? (Answer)

Was yesterday Monday? (Answer)

When will she come here? (Answer)

Whose book is this? (Answer)

Have you ever.....? (Answer)

- The teacher gets chart containing pictures in the classroom. Teaching aids like charts containing pictures are good idea of interaction in the classroom. The teacher highlights that part of the chart which breeds discussion in the class.

Example

- The teacher brings a chart containing picture of a bakery. The model sentence is ‘He wants to buy some bread.’ If the teacher points to biscuits, students will say, ‘He wants to buy some biscuits.’ and so on.
- The teacher uses language laboratory (if available) for students speech practice through repetition whatever they listen with earphone

1.1.4. Activities To Promote Speaking

In order to motivate learners , teachers should use different activities which encourage them to practice without any obstacles . O'Malley and Chamot (1990) state that “ learning strategies are unique thoughts and behaviors that used to help them comprehend, learn, or retain new information. These activities can develop the student's communicative abilities”.

1.1.4.1. Discussion

Harmer (2001, p.272) elucidates that discussion can be seen as one of the most interesting form of oral activity in the class room since it makes the students exchange their feelings, ideas and opinion, also it enable them to talk about their experience in order to improve their oral production. In this activity the students divided into small groups and discuss topics that they are interested in and share knowledge.

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). Discussion is essential activity in EFL classrooms, it provides chance to build learning community. The teacher should take in account the time management , because this activity needs more time in preparing topics, grouping students and giving opportunity to each one to talk.

1.1.4.2. Role Play

Role play is the most enjoyable activity in the oral class , involves both speaking

and listening skills. 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). The teacher provides the learners with instructions to achieve the goal of the activity. He tells them who they are and what they should act , for example "You are David, you visit the doctor and tell him what you have suffered from last night, and..." (Harmer, 1984). Putting learners in realistic situation builds up their self confidence , it can be performed by preparing scripts or created by the students themselves.

Role-plays are crucial in the Communicative Approach since they provide students chance to practice speaking in different social contexts and different social roles (Larsen-Freeman & Anderson, 2013).Larson Freeman (n.d) points out that: Role plays are very important in the communicative approach because they give the students an opportunity to practice any foreign language in variety contexts and in different roles. Role Play enables students to interact with others also, enhance the ability of using appropriate language in appropriate context.

1.1.4.3. Dialogue

Dialogue is the traditional technique of practicing language, it is beneficial for developing oral fluency at elementary levels. The learners think about a short dialogue or memorize a given script to introduce it in public on front of their classmates .The dialogue can occur several times in various ways, moods, roles, imaginary situations, and contexts (Ur, 2012). From a historical perspective, according to Kramer (2013), 'the practice of dialogue is old asancient Greek culture. If we reflect on the term dialogue, we see that the Greek prefix "dia" has a variety of meanings, including: across, among, through, together. The Greek word "logos" has many cognates as well, including: reason, law, truth, word. Thus etymologically, "dialogos" means speaking meaningfully between people' (p.3). Teachers and scholars

believe that using dialogue as a task in EFL classrooms is helpful in encouraging learners to speak appropriately. In this sense Albright (1979) claims that most students cannot reach a satisfactory level of proficiency if textbooks do not present materials designed to develop communicative skill.

As cited in Dawes (2008, p.64), Alexander (2006, p.28) believes that dialogic teaching is:

Collective: teachers and children address learning tasks together.

Reciprocal: teachers and children listen to each other, share ideas and consider alternative viewpoints.

Supportive: children articulate freely and help one another to reach common understandings.

Cumulative: ideas are chained into coherent lines of enquiry.

Purposeful: teachers plan dialogic teaching with particular educational goals in view.

1.1.4.4. Information Gap

Information gap is an interesting activity in language learning. Communicative language learning emphasizes the need for meaningful communication; thus, when the students have a genuine reason to talk, they will learn to use the language more effectively (Goh, 2007). This information gap task is interactive technique where learners missing necessary information , mostly they work in pairs and it can not be completed unless if each one give the information he/she has .Information gap enables students to interact with each other to get the intended information to complete a task (Harmer, 2007). This type of activities considered as communicative task all the participants should talk and exchange information .To make information gap activities more productive, Li (2015, p. 173) recommended several tips:

First, preparation. Students need to prepare questions and responses. Students may be better presented with controlled information gap exercises at earlier stages and then move on to freer information gap exercises in the later stages.

Second, pre-teaching vocabulary. To avoid being interrupted during task completion, the teacher needs to pre-teach the keywords beforehand.

Third, clear instruction. Before the task is given, the teacher should ensure the instructions are crystal clear to students. The teacher can explain the instructions in students' native language if they do not understand the instructions in the target language.

Fourth, demonstration. To strengthen students' understanding and mastery of the task, the teacher can model the task first. By modeling, the students see and learn how the task is performed.

Fifth, Mixed ability is common for EFL learners. Some students may have intermediate proficiency, while others are at the beginning level. To handle this situation, the teacher can foster cooperative learning; in that the students are willing to exchange information and offer help.

Lastly, the teacher's role. After setting up the activity, the teacher can observe if each student is on the right track performing the activity. The teacher writes down problems or errors being faced by students and notes them for later attention. On the spot, correction should be minimized to avoid students perceiving the correction activity unwelcome.

1.1.4.5. Brainstorming

Brainstorming is one of the most importance stages that has a positive effect on students' achievements .Brainstorming is defined by many scholars as Brown and Hood (1989: 7) who say that: brainstorming is when "you storm or search your brain for the ideas, write them down very quickly, they don't have to be in English, do not worry about how useful they will be and do not worry about neatness and correctness". Hanson (2002: 5) comes up with a similar definition and who said that :Whoever, first coined the term brainstorm was a genius who knew what he or she was talking about. Scientific brain imaging processes such as MRIs reveal the brain's

electronic and chemical thinking processes as different colors. They show that writers who analyze and organize subjects and topics, using word lists and other graphic organizers before writing paragraphs, connect more neural pathways and access more knowledge. During brain-image testing, their writing processes register as energetic bursts of color .There really is a storm brewing in our brains. Bailey (2011 ,p.38) defines brainstorming as a helpful initial stage in thinking about atopic by writing down ideas without considering the order.

1.1.4.6.Storytelling

Telling story is one of the effective ways in classroom to learn a new language . This activity leads students to use new vocabulary when they telling a story . In line to this point, Dujmovic (2006) explains that storytelling important activity that shows the power of words. Here, this words are used to make listener imagine what is being told. Moreover, it uses words to increases comprehension, and creates mental image for students. Wang & Lee (2007) assert that storytelling is a verbal activity which assists learners to imagine and creates plots. It also helpful in making details, plot prediction, and drawing conclusion. Al-Mansour & Al-Shorman (2011) also support this point by stating that , it motivate the learners to speak. Through story, the learners can be able to connect their real environment with the imaginable events in the story..

HayriyeKayi agree that learners could quickly sum up a tale or story they listened from someone beforehand, or they can produce their own stories to inform their classmates. Moreover, storytelling promotes imaginative thinking. Which also aids the learners to say information in the design of the beginning, development, and ending, consisting the character and setting should to have. Furthermore, students also can tell riddles or jokes. For example ,at the beginning of each class sitting , the teacher can call a few learners to tell short riddles or jokes as an opening .in this way, the teacher will not only address students' speaking ability rather also catch the

attention of the whole classroom.

1.1.4.7. Story Completion

According to Ghiabi (2014), now many linguistics and EFL teachers agree on that students learn to speak English language by "interacting ". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication .

. In other words ,EFL teachers should create in the classroom a real-life where students can have communication, authentic activities. This can be helpful for students when they collaborate in groups to complete a task. Story completion is a very effective and students can feel comfortable when they can use free- speaking activity. For this activity, a teacher starts to tell a story when he finish few sentences every student completes the narration from the point where the previous one stopped. Students star adding new characters, events, descriptions and so on. This activity helps students' speaking skills improving. This is an open task where students can feel free of using their vocabulary.

1.1.4.8 Communication Games

Communication games is an activity that make the student learn in enjoyable environment and helps them to show their fluency when the teacher brings these activities from radio games or TV into the classroom. So, the student has to talk with other students to solve a puzzle .for instance, "In spot the differences" students are asked to find the differences in two identical images without looking at each others picture and "In describe and draw ", I n this game, one student describes a picture to another student who is required to draw it from the description. Finally, "In describe and arrange", here the student is asked to arrange objects from the description and instructions by another student without seeing the original picture (Harmer, 2001,p.272). In this sense McCallum (1980, p.4) states that :When one considers the importance of communicative competence in the target language, a major goal of all

language acquisition, and the need of spontaneous and creative use of that language, one organizes the significant role of word games in achieving these objectives. Students in game playing are less self-conscious and therefore communication game can be one of the important techniques.

Hence, communicative competence is really important and games help to develop it through practice games activity during the lesson because it teach the student how to create and learn in positive way ,also games motivate students to learn more and push them to speak in front of the class.

1.2. Learning Speaking

Undoubtedly, English language has become the sole widely spoken language across the world due to the world globalization. In learning process of English language , speaking skill gained a prominent place because of it's importance .Speaking skill is given the vital importance during the teaching and learning process of foreign language throughout the history(Nazara, 2011). For language learning, there are four conditions that should exist, which are the exposure, opportunities to use the language, motivation, and instruction .Learners need chance to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened (Willis,1996, p.7). It is commonly fact that speaking professionally in FL is a challenge needs a lot of work and practice. The primary goal of learning English is to be able to receive and produce the language orally.

1.2.1. Problems faced EFL Speaking Learners

The teachers have to adopt several techniques to develop their student's speaking

skill. Among these techniques , they use fun activities , games , listening to music to get the interest of the learners and involve them to participate in the oral classes.

Mastering speaking in English is not easy since it is not our L1. Generally , most of the learners still have some struggles in producing the language due to different factors. These difficulties are lack of vocabulary, lack of self-confidence ,fear of making mistakes, anxiety, mother tongue use, non motivating atmosphere.

1.2.2. Lack of Vocabulary

The appreciate selection of words and a good knowledge of vocabulary are essential for speaking a foreign language. In this context , some of EFL learners have great ideas but they fail in finding the suitable words to present their message. Therefore, they avoid the oral activities and prefer the written ones because they need time to think and find the appropriate words. The learners should maximize their linguistic repertoire as possible as they can for fixing the problem of the limited words.

1.2.3. Lack of Self-Confidence

It is known that in the oral class , students should participate and speak , but some of them prefer to stay silent because of the Lack of self-confidence. EFL students did not believe in their abilities in speaking appropriately might be because in particular situations they can not deliver the message or understand the speaker. For them facing the teacher and the classmates in its self is a challenge. An important part of the teacher's attention is to increase their self-confidence.

1.2.4. Fear of Making Mistakes

This issue is often seen in the EFL oral classes , it have a negative impact on the speaking skill. According to waston& friend (1969.p, 448) this factor can be defined as “apprehension of others evaluation, distress over their negative evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively”. The learner influences by the teacher's negative feedback and

evaluation which makes him/ here stays outside of the speaking circle. When the learner being unsure about the appropriateness of his saying , he will fear of being laughed at or criticized. In this case, this obstacle will increase and develop varying levels of anxiety.

1.2.5. Anxiety

Anxiety is one of the blocking factors for effective language learning. Some of learners participate less than the others due to the psychological pressure which makes them worry and feel uncomfortable. Horwitz and Cope (1986:p.125) define anxiety as “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. The negative emotion become an obstacle for the learning process. Anxious learners can not face their classmates and speak but they have great ideas .Therefore, the teaching process focus more on this category to develop their self-confidence.

1.2.6. Mather Tongue Use

Language interference is well known in the foreign language classes. When the student face struggle with the target language (TL) he/she turns to the L1 because of the limited vocabulary. 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). Speaking in our first language is more comfortable but, that did not serve the learning process of a foreign language. In some cases we find the teachers accept the use of L1 inside the classroom just to convey the meaning of the unknown words not to communicate with it.

1.2.7. Non Motivating Atmosphere

The environment is very important for the learners to explore their abilities. But lack of material and poor choice of subject can negatively affect their level and can demoralize them.

1.3. Strategies Used to Overcome EFL Difficulties

There are many methods and strategies used to overcome the difficulties that faced the students during their language production and those strategies Nakatani adopted.

1.3.1. Social Effective Strategy

The social effective strategy is a tool for reducing the negative emotions in speaking with others. Due to anxiety and shyness, the learners fear of speaking in public which makes them look for some techniques to fix it. The users of this strategy encourage themselves and prefer to cooperate with others.

1.3.2. Fluency Oriented Strategy

For conversational repair the learners use the fluency oriented strategy, where they try to make the conversation more effective. Students who use this strategy, they listen more and imitate the language appropriately. Also, they take time while they speak to avoid mistakes.

1.3.3. Meaning Negotiation Strategy

In a conversation, the speaker can use communicative strategies to speak effectively by neglecting the meaning. Non native speakers (NNSs) employ this strategy by repeating the utterance and raising the intonation to confirmation checks, also the ability of self correction.

1.3.4. Accuracy Oriented Strategy

It is the ability to speak English accurately, students in this case they can improve their grammatical accuracy by correcting themselves when they notice mistakes. They have the ability of self-correction.

1.3.5. Message Reduction and Alteration Strategy

It is used to facilitate the comprehension of the listener by using simple and non complex words that has the same meaning of the main message.

1.3.6. Message Abandonment Strategy

The learner use this strategy when he feels in the middle of his speech that he can not continue so, he either starting a new idea or he close his speech.

1.3.7. Attempt to think in English Strategy

This method helps students to think in English instead of thinking in the L1 in order to use the correct structure and use the appropriate vocabulary and this strategy leads them to produce the language easily for make them feel more confident.

Conclusion

In a conclusion, this chapter reviewed the literature on the speaking skill and it's importance .Also, it stated the teacher role in EFL classrooms with providing a set of activities to improve the oral communication. After that , we have presented learning speaking English language as a tool for interact and communicate appropriately.

Furthermore, we have introduced the major problems faced EFL learners in enhancing their speaking skill . Finally, we have targeted some learners strategies to overcome the speaking difficulties.

Chapter two: Field of Investigation

CHAPTER TWO: METHODOLOGY, DATA ANALYSIS AND DISCUSSION

Introduction

This chapter is the practical part designed to support the review of literature by investigating the EFL learners strategies to overcome their difficulties and the teachers view about the difficulties and the activities that should be used. It aims at confirm the correctness of our hypothesis . The participants views are very important in conducting this research therefore, we addressed a questionnaire for both students and teachers. The chapter constitutes the research location, the population and sampling and the research instruments .

Also , it analyses a qualitative and quantitative data gathered from both students and teachers questionnaire. In the final part we discuss the findings and results to draw a final conclusion.

2.1. Research location

This research conducted in lab 2 and lab 3 in the department of English language at Chadli Bendjedid University El_Tarf.

2.2. Population and sampling

In this investigation a random choice method was used concerns first year students in the department of English at Chadli Bendjdid University El tarf. Initially The sample consists of 40 students from the 5 groups . Their overall number is about 120 .Also four teachers of oral expression in academic year 2022/2023 . Therefore, the sample statistically should be 100% of students and 75% of teachers.

2.3.The Research instruments

In this research we have collected data by using questionnaires for both students and teachers . The questions are a combination of open ended questions and close ended questions.

2.4. Student's questionnaire

2.4.1. Description of the Questionnaire

The questionnaire used in this study is adopted from a questionnaire designed by Nadia Dridi (2018). It aims at gathering information about the students difficulties and strategies to enhance the speaking skill. We have used different types of questions and gave them the opportunity to present their views. The whole questionnaire made up of 17 questions classified under four sections:

Section one : Background information (Q1 _ Q2)

This section contains two questions aims at collecting general information about the participants to be analyzed later on (Appendix A).

Section two: speaking skill (Q3_Q5)

This section contains three questions. It deals with the importance of speaking skill for first year students .Also , the participants are requested to give their opinion about the speaking skill as a difficult task or not .

Section three: speaking difficulties and strategies (Q6 _Q14)

This section contains nine questions. It investigates the students participation in the oral expression class and the difficulties that they could face in speaking. Also, it deals with the factors that could effect the speaking ability. Furthermore, our aim of

asking those questions is to discover the effectiveness of the students strategies to overcome their difficulties .Section four: oral expression activities (Q15_Q17) This section contains three questions. It seeks to present what type of activities the students prefer and what the teachers use as techniques to make the oral expression class enjoyable .

Also, we asked them to suggest what can be helpful for improving the speaking skill and we can do it as a future teachers.

2.4.2. Analysis of Students' Questionnaire

Section One: Background information

Q1: Specify your gender

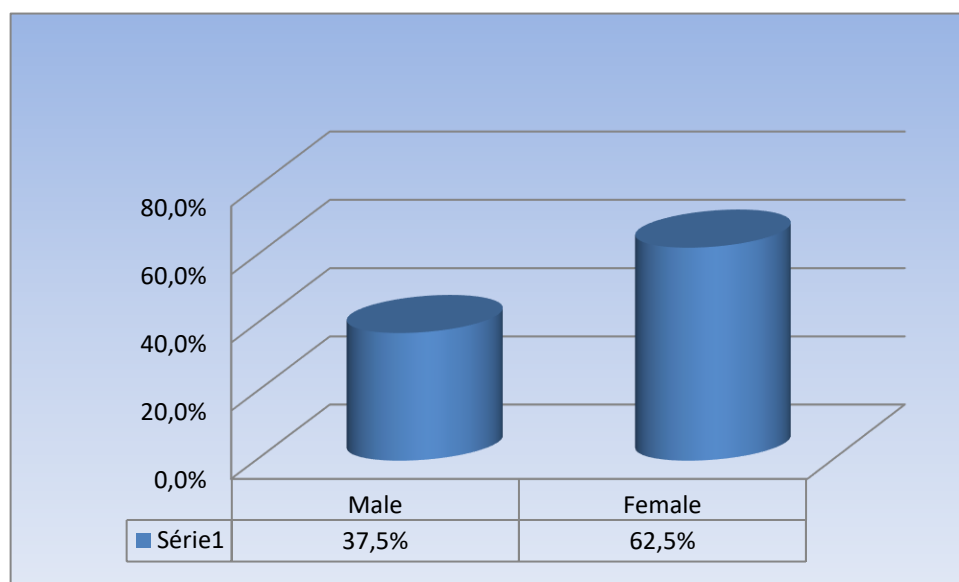


Figure 1: Student's gender

The figure shows that the majority of the English language students from the sample population are females(62,5%) where the males present only(37,5%) .

Q2: Why did you choose to study English?

Option	Number	%
Personalchoice	21	52.5%
Parents choice	3	7.5%

Four future job	11	27.5%
Because it is the language of international communication	5	12.5%
Total	40	100%

Table1: Reasons of studying English

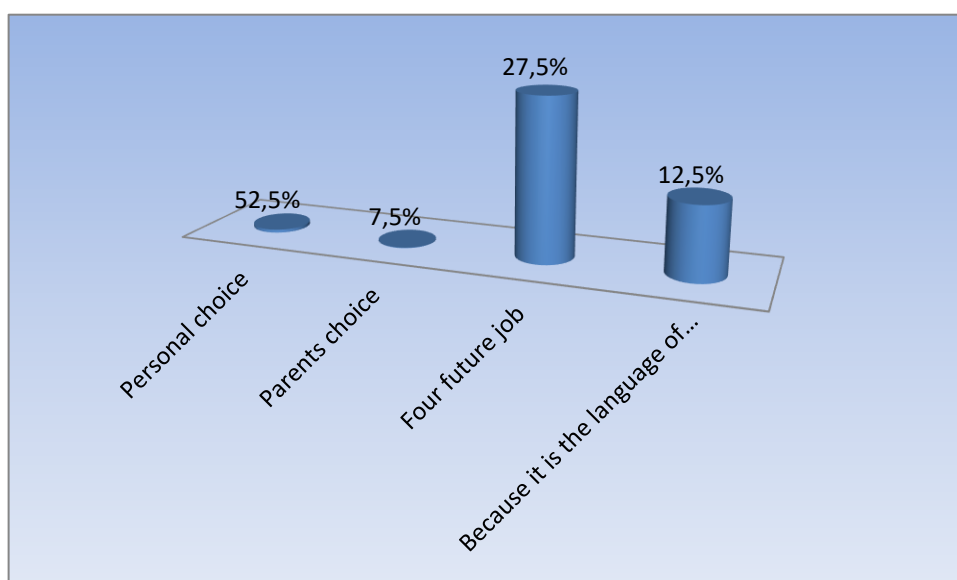


Figure 2: Reasons of studying English

The results present that, studying English is the personal choice of the majority of the students (52,5%). where, (27,5%) choose studying English to get better chance in future job . Due to the importance of this language as a language of international communication (12,5%) choose it .Then , (7,5%) follow their parents choice .

Section two: Speaking Skill

Q3: Classify the following four skills according to what you prefer

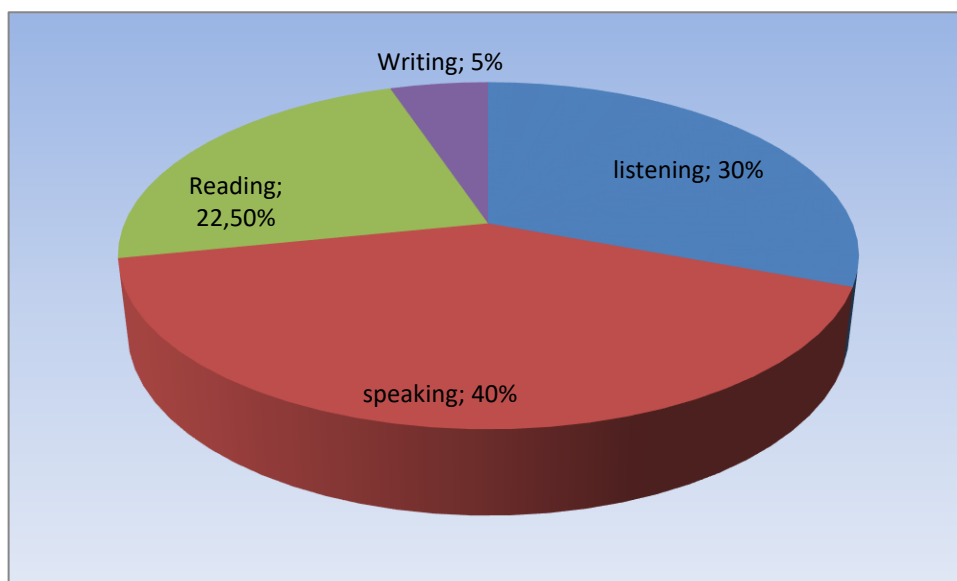


Figure 3:The classification of the four skills

The question aims at knowing what is the important skill according to students. Less than half of students choose the speaking skill 40% which represents the highest percentage. That means developing the speaking skill is the most important in learning English language . They choose in the second place the listening skill 30% , while reading presents 22,5% of the sample. The writing skill classified as the last one with only 5% .

Q4: How do you describe your level of speaking ability?

Option	Number	%
Very good	6	15%
Good	26	65%
Average	8	20%
Poor	0	0%
Total	40	100%

Table 2:Learner's oral production

In this question, the students asked to evaluate their level . The results obtained denotes that the majority 65% answer that they have a good level of speaking English .

Yet 20% evaluate their level as average and 15% describe their ability of speaking as very good . Also no student consider his/her ability as poor.

Q5: Do you think that speaking English is a difficult task?

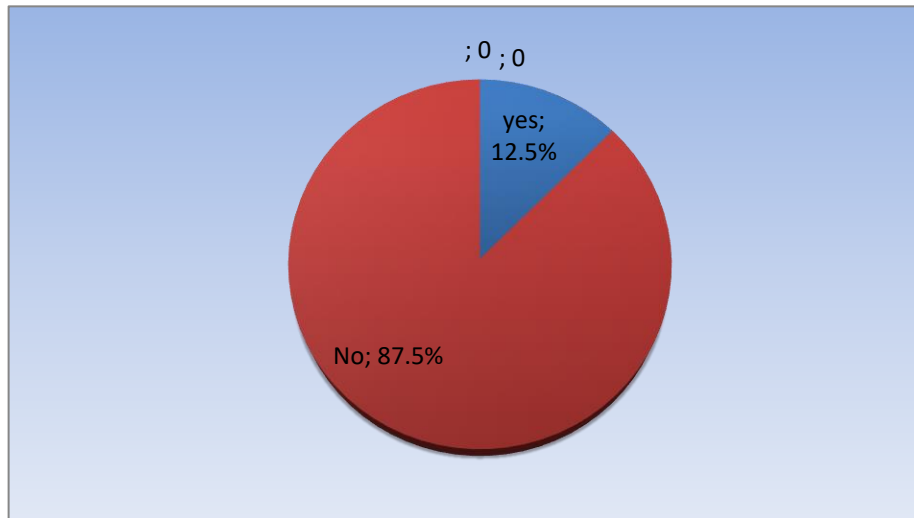


Figure 4: Learner's attitude towards speaking

The question designed to diagnose the students attitude towards speaking . The largest part of the sample 87,5% think that speaking English is an easy task , they can communicate comfortably . In the other hand, some of them 12,5% claim that it is difficult to learn speaking skill.

Justifications

No justification	0
Justifications	<ul style="list-style-type: none"> -I can speak just for a while - I don't know the vocabulary - I can't put the words in a correct context - English language has difficult grammar - I fear of speaking in public

Table3: The justification of option "yes " .

Section three: speaking difficulties and strategies

Q6: Do you enjoy the oral expression classes?

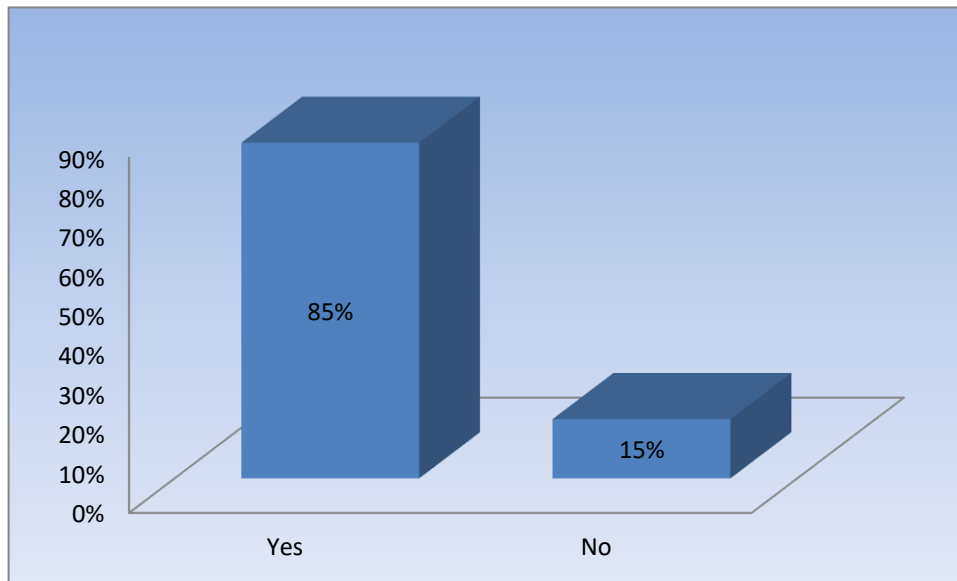


Figure 5: Student's feeling about the oral expression classes

The aim of asking this question is to know what the students feel about the oral expression. Most of the sample (85%) determine that the oral expression classes are exited and (15%) did not enjoy it .

Q7: Do you prefer to be silent during the classes?

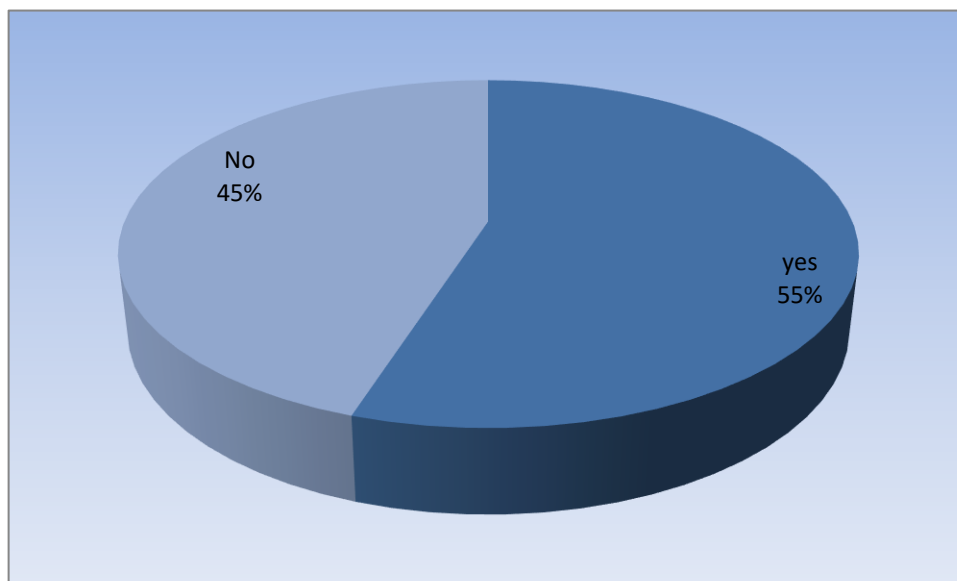


Figure 6: Learner's silent

This question investigates the participation of the students in oral expression .The

results shows that (55%) answered by "yes" , they prefer to keep silent without participation. Whereas, (45%) answered by " no" because they like to speak and participate.

Q8: If yes , it is because?

Option	Number	%
Lack of vocabulary	5	22.73%
Fear of makingmistakes	6	27.27%
Lack of self confidence	4	18.18%
Anxiety	7	31.82%
Total	22	100%

Table4: Reasons behind being silent in oral expression classes

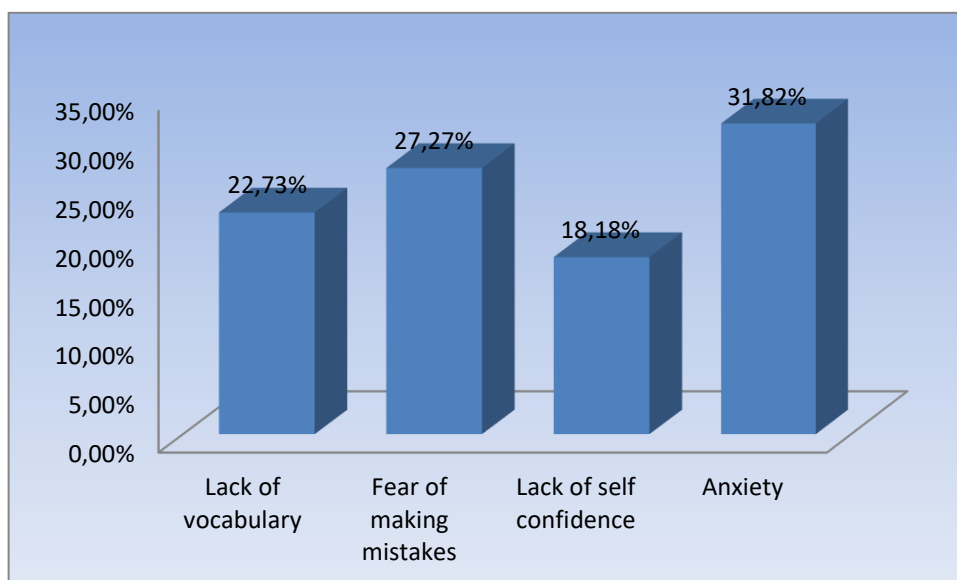


Figure 7: Reasons behind being silent in oral expression classes

The students are requested to indicate the problems behind being silent during the speaking task. The investigation results on (31.82%) of the students do not participate due to the anxiety. Then, (27.27%)of them fear of making mistakes . Also,

about (22.73%) are afraid of speaking because the lack of vocabulary. The rest of students (18,18%) are not self confident students.

Q9: How often you use your mother tongue inside the classroom?

Option	Number	%
Always	4	10%
Sometimes	25	62.5%
Rarely	10	25%
Never	1	2.5%
Total	40	100%

Table 5: Frequency of using mother tongue inside classroom

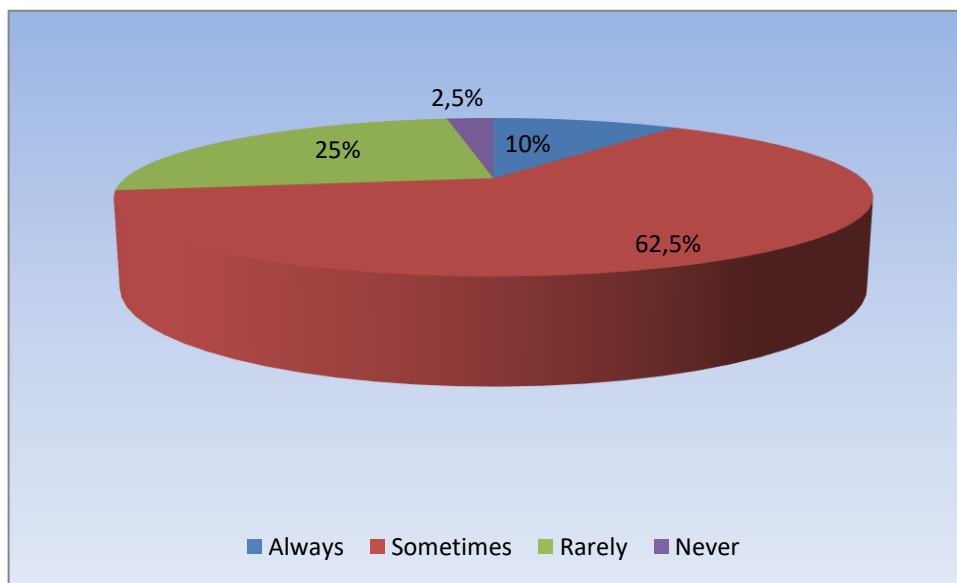


Figure 8: Frequency of using mother tongue inside classroom

The results show that the majority of the sample (62,5%) use their mother tongue sometimes . Whereas,(25%) state that they use it rarely and (10%) attempt to use it always in the oral expression class. Also only one student (2,5%) never speak with his first language

Why?

No justification	20
Justification of answer « always »	-It is difficult to speak in English - To delivermyidea
Justification of answer « sometimes »	-Just like that and i prefer to be silent more than talking -There are some complex words -Using the translation from L1 to English - Because I do not have a high level of English -Lack of vocabulary - When I have an idea in Arabic , I translate it into English - I use it only to communicate with my classmates -Fear of making mistakes - Sometimes the teacher too use his mother tongue - Lack of confidence -L1 interference -To avoid be silent - I use it sometimes but, I know that is not helpful
Justification of answer « rarely »	-I use it rarely when I do not understand - When I forget a word , I prefer to say it in Arabic rather than be silent - To express my correct idea - Just when I feel blocked
Justification of answer « never »	-I study English so I can not use my mother tongue

Table 6: The reasons of using mother tongue inside classroom

Q10: Which kind of feedback your teacher provides you with?

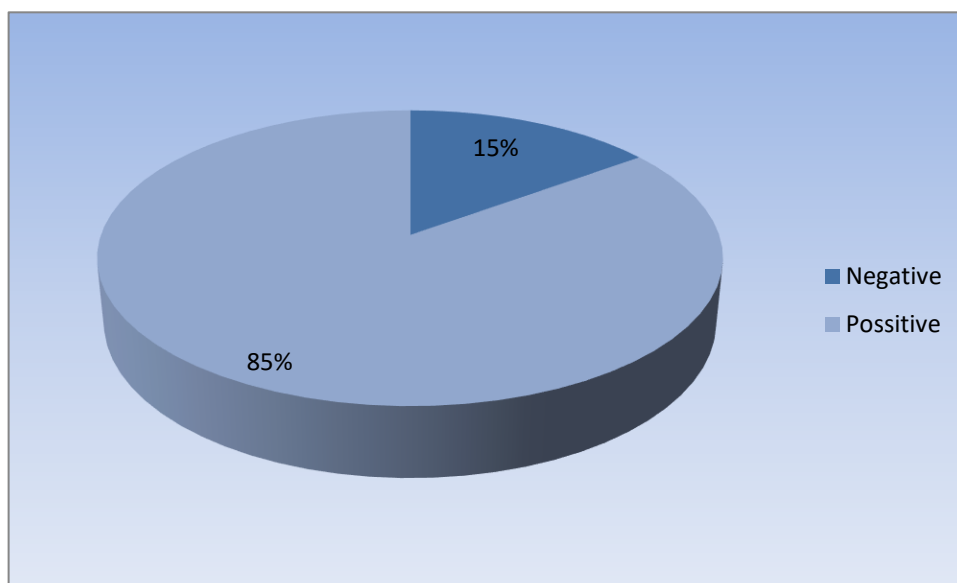


Figure 9: The kind of the teacher's feedback

Most of the student's answer is positive feedback (85%) and only (15%) claim that the teacher provides them with negative feedback.

Q11: If it is positive, how it could help you in speaking?

The impact	Number	%
Be motivated	9	26.47%
Participate more	11	32.35%
Build your self confidence	14	41.18%
Total	34	100%

Table 7: The impact of the positive feedback

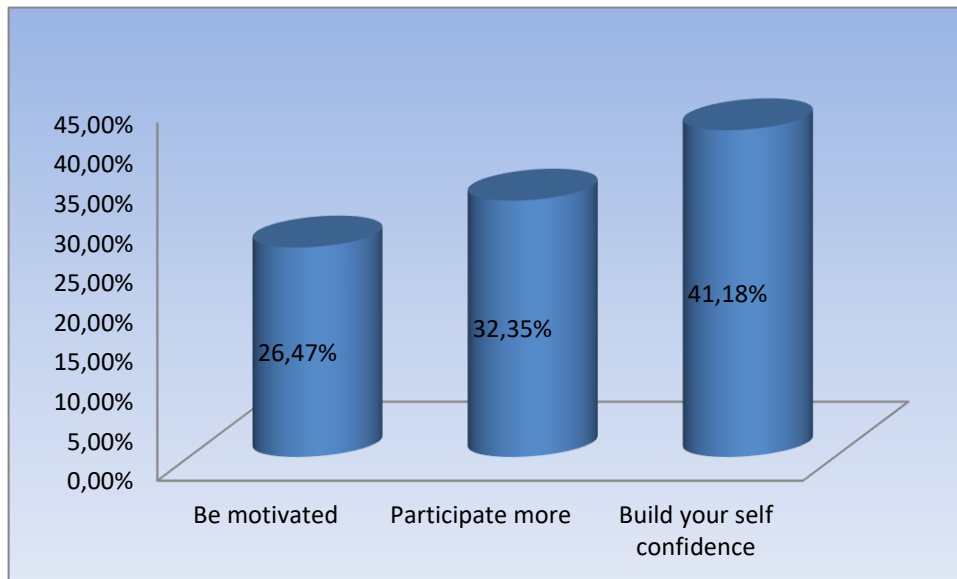


Figure 10: The impact of the positive feedback

The aim of this question is to investigate the results of the positive feedback on the students. We find that the positive feedback helps (41,18%) of the sample to build their self confidence and (32,35%) participate more . Also, it motivate the students to speak more.

Q12: Do you feel blocked when you start a conversation?

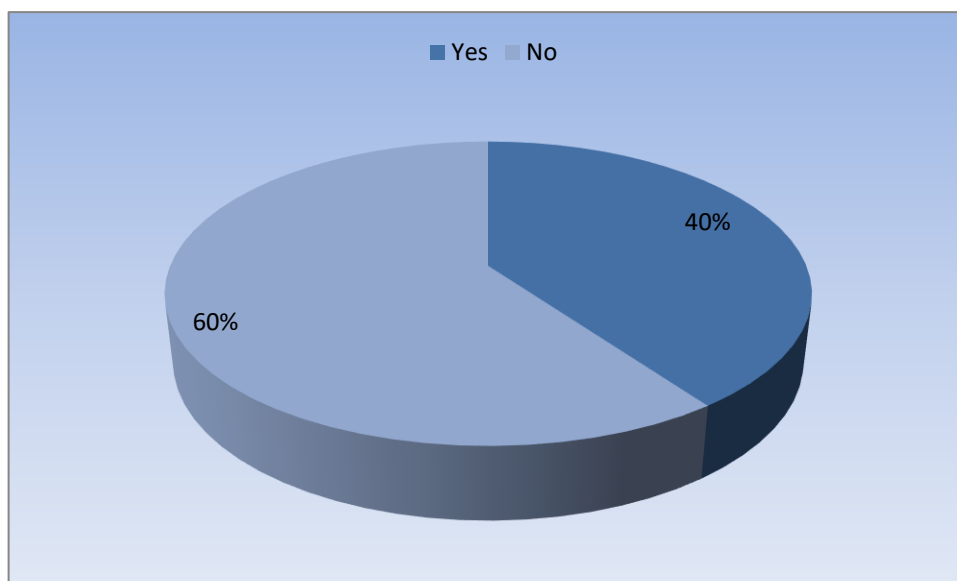


Figure 11:The feeling of being blocked in a conversation

As the figure shows, (60%) of the sample did not feel blocked in the conversation

whereas, (40%) feel blocked.

Why?

The following tables present the justification of the answers yes and no .

No justification	11
Justifications	<ul style="list-style-type: none"> -I feel stressed when I speak -The feeling of shyness when I facing my classmates and talking to them -The lack of knowledge -I feel embarrassed if the teacher criticize me -Because they laughing while I speaking

Table 8: Justification of answer yes

No justification	13
Justifications	<ul style="list-style-type: none"> -I am a social person -I have self confidence -I always try to find another way and word to express my point of view -It happened to me but now I feel more comfortable when I talk -I do not fear of judgment -English is interesting language that makes you exited to talk -Because I always use it with my family -Because I think before I talk -I feel comfortable when I talk

	-Due to the good background knowledge
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Table 9: Justification of answer no

Q13: What are the strategies you use to improve your speaking skill ?

No answer	25
The student's strategies	<ul style="list-style-type: none"> -Watching movies -Listening to music -Discussing and asking questions -Group work -Reading books to develop my vocabulary -I think before speak -Practice at home -Use the language in daily life -Translate from my mother tongue -I do not use any strategy; I just avoid making mistakes -Listening to songs with subtitles -I start a conversation with my self -Speaking in front of the mirror -Reading novels and translating the difficult words -Listening to native speakers

Table 10: The student's strategies to improving the speaking skill

Q14: Are they effective strategies?

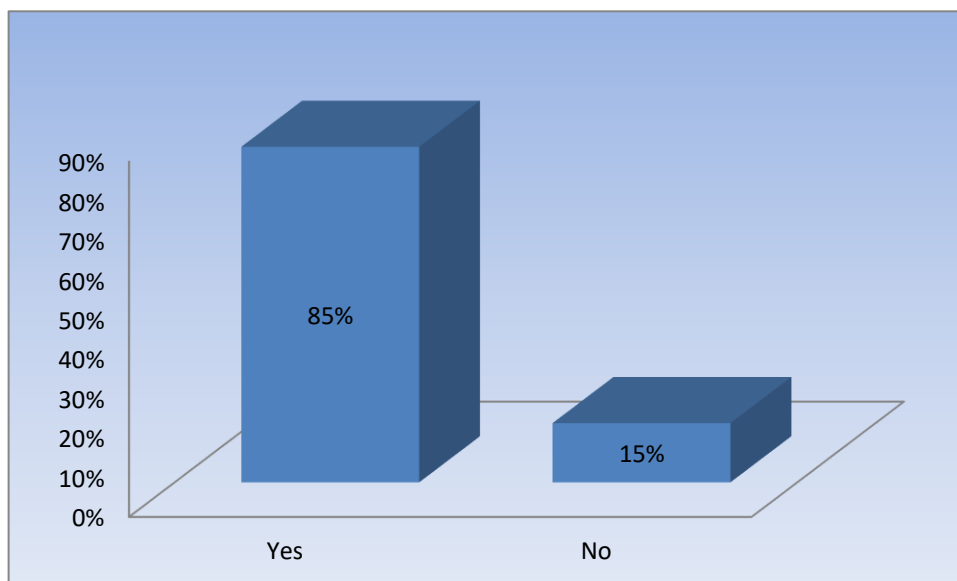


Figure 12: The effectiveness of the student's strategies

In the evaluation of the strategies, (85%) determine that are using effective strategies. In the other hand, (15%) think that their strategies are not effective in improving the speaking skill.

If yes , How?

No justification	4
Justifications	<ul style="list-style-type: none"> -It is helpful in improving my speaking skill -It makes me more confident - While you are interesting and enjoying , you learn new words and things - You assess your self - When I listen to native speakers, I learn the correct pronunciation - Practicing speaking with my friends enable me to acquire new vocabulary - Talking to my self helps me to reduce

	<p>my anxiety and watching movies develops my vocabulary</p> <ul style="list-style-type: none"> - Listening to natives is the better way to learn - Using the language in daily life motivate me to talk in classroom - Discussion is a good strategy to be a fluent speaker
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Table 11: The reasons of the effectiveness

Section four: Oral Expression Activities

Q15: What do you prefer?

Option	Number	%
Group work	13	32.5%
Pair work	7	17.5%
Individualwork	20	50%
Total	40	100%

Table 12: Activities students prefer more to use

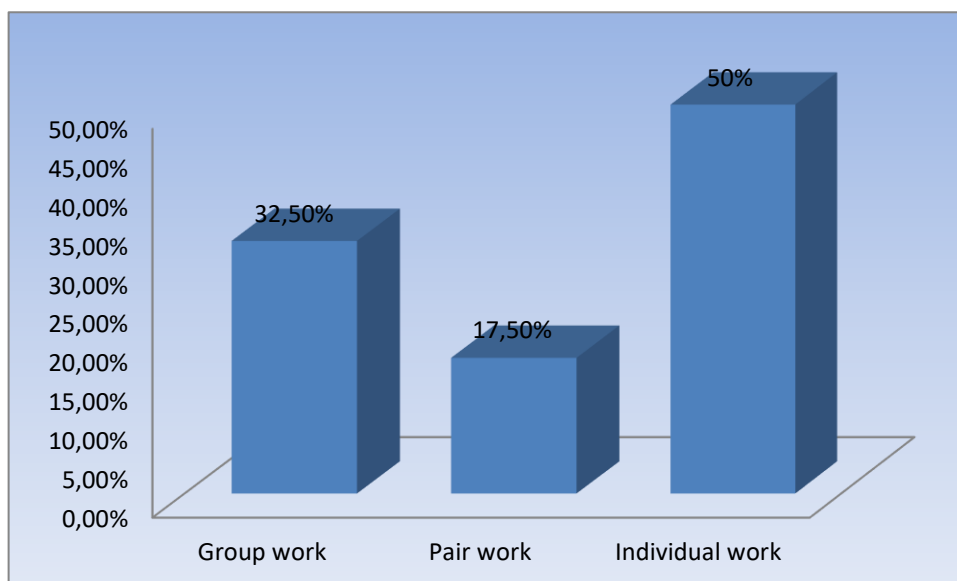


Figure 13: Activities students prefer more to use

The aim of this question is to know how the students prefer to work in oral expression class. The results are as following (50%) prefer the individual work and (32,5%) prefer working in groups then, only (17,5%) prefer the pair work.

Q16: Which of the following activities does your teacher used more?

Option	Number	%
Roleplay	3	7.5%
discussion	17	42.5%
Information gap	6	15%
Dialogue	7	17.5%
Brainstorming	5	12.5%
Communication games	2	5%
Total	40	100%

Table 13: Activities the teacher use more

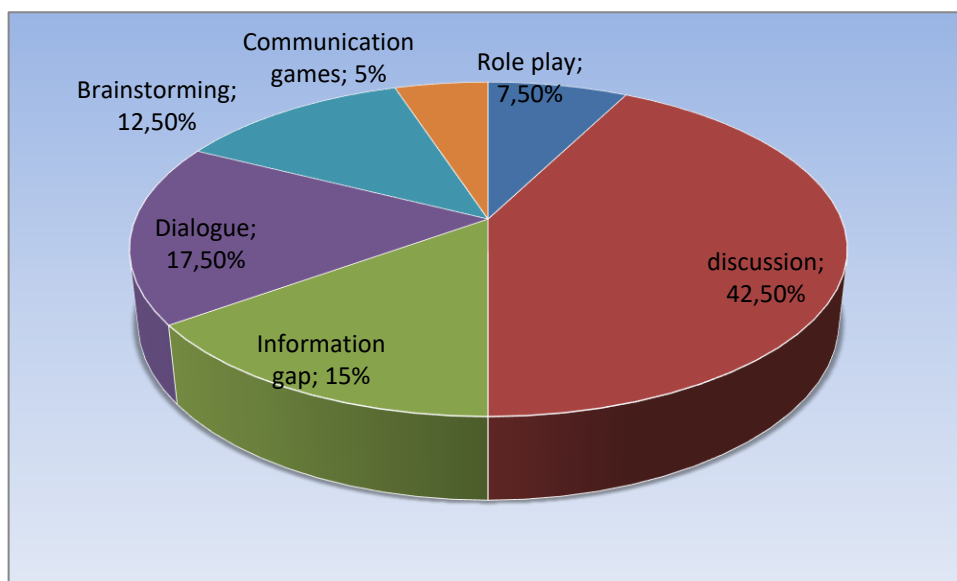


Figure 14: Activities the teacher use more

The results present that (42,5%) state that the teacher focus on the discussion while, (17,5%) practice the dialogue more . We have (15%) of the sample determine that the teacher use the information gap activity. Then , (12,5%) claim that they practice the brainstorming activity in the oral expression class. Only (7,5%) choose the role Play activity. Communication games are the less used presents only (5%) of the sample.

Others?

There is no answer for other activities

Q17: state any further suggestions, you find them could be helpful for improving the speaking skill.

The students suggest some solutions to develop the speaking skill and enhance the teaching learning process

No suggestion	28
Student's suggestions	<ul style="list-style-type: none"> -Using English in daily life - Using audiovisual aids - Communication games are interesting - Use group chats with natives

	<ul style="list-style-type: none"> - Develop new strategies and methods - Try to use the application “hello” - Giving chance to practice the role play activity - Creating a motivate atmosphere could help us to practice more -Our teachers should use the student centered approach - Avoid giving the student negative feedback - Each course use different kind of activity - Do not rely only on one strategy to teach English
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Table 14: Student's suggestions for improving the speaking skill

2.5. Teacher’s Questionnaire

2.5.1. Description of the Questionnaire

The questionnaire used in this study is adopted from a questionnaire designed by Messouda Loubazid (2012). Our questionnaire is submitted to the teachers of oral expression in the department of English at the University of Chadli Bendedid EL TAREF who teach oral expression to first year LMD students. The questionnaire was handed out to (03). They help us by answering the questions, and through adding comments and suggestion when it is necessary that can help us in our research.. 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 (13) 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 teacher .The (Q2) seeks information about the teachers in terms of degrees. In (Q3), teachers are asked to give the number of years they have been teaching English.

Section Two:

This section deals with oral expression course as the appropriate place to learn ,producing and developing the speaking skill. It contain three questions .

Section three:

This section aims at exploring the difficulties that face EFL students' in oral expression and the production of the English language. considering that the teachers are playing the role of the observer they can pick up these obstacles easily..It contains five questions.

Section four:

This section deals with the different activities that teachers have to adopt to help the students during the lesson to speak more ,participate and create active classroom. Also, it deals with the strategies that the teacher used to motivate and make all the students participate and exploring their abilities in producing the language. It contain two questions.

2.5.2. Analysis of The Questionnaire

Section one: Background information

1. Gender

Gender	Response
Male	3
Female	0

Table 15: Teachers' gender

The table shows that, there are three teachers are Males(100%) and there is no Females.

2. Degree (s) held

Option	Response
License	0
Master/ Magister	3
Doctorate	0

Table 16 :Teachers’ Qualification

The table indicates that , the three teachers have Master / Magister degree. The sample population shows that 100% of teachers have master degree.

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

In this question, teachers are asked to give numbers how many years they have been teaching oral expression to know more about their experience . we can notice that , only one teacher have been teaching for eight years the oral expression module and one of them have been teaching for three years however, the other teacher have been teaching for five years .

Section two: oral expression course

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

The results indicates that, two teachers (66.7%) said that, they follow a specific program while presenting the course of oral to their students . However, one teacher (33.3%)did not answer this question .

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

The teachers mention the following objectives :

Teacher one said : “Motivate students to speak and Facilitate the task .”. However

teacher two said that : “It Focus on oraccy, helps Help students on learning and Use

the CLT approach that help students and aids their language learning abilities .”

6. How do you assess your students’ level in speaking English

Option	Teacher 1	Teacher 2	Teacher 3
Excellent	✓		
Good			
Average		✓	✓
Low	✓		

Table 17 :Teachers’ evaluation of students’ level

The table shows that Only one teacher state that, their students level is low and excellent , this means that his class is a combination between excellent and low students . But, two teachers state that their students level is average and this is because of the problems that they faced while they speak .

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

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

Option	Response	Percentage%
Yes	1	33.3%
No	2	66.7%
Total	3	100%

Table 18: Teachers observation of students participation

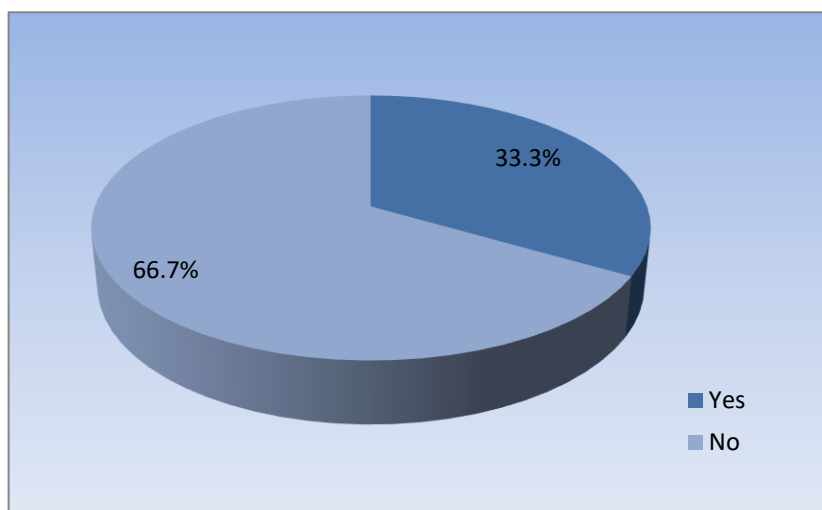


Figure 15: Teachers observation of students participation

According to the result ,we can see that two teachers confirm that , the majority of their students do not speak during the session or they speak few words without giving full sentence .However ,the others keep silent and this prove that they face difficulties in oral expression module that block their participation. Whereas, one teacher state that all of his students speak while the session .

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

Option	Teacher 1	Teacher 2	Teacher 3
Fear of making grammatical mistakes	✓	✓	
Fear of making pronunciation mistakes			✓
Lack of vocabulary	✓	✓	✓
Subject is not interesting			
Mother tongue use			✓
Lack of self confidence	✓	✓	
Shyness	✓	✓	
Anxiety	✓	✓	✓

Table 19: The problems that faced the students in oral courses

According to the results 100% of teachers answer that Anxiety and lack of

vocabulary is the most obstacles for the students and it affect their participation and speaking in oral course. Then, two teachers confirm that fear of making mistakes , lack of self confidence and shyness are also other obstacles . However, one teacher believes that, fear of making pronunciation mistakes and mother tongue use it can affect their oral performance and participation .

Others, specify?

One teacher states that “some students avoid speaking and participating because they are afraid of bullied by their classmates”.

9. Do you try to create a motivating and suitable atmosphere in the classroom for your students ?

Option	Response	Percentage%
Yes	3	100%
No	0	0%
Total	3	100%

Table 20: Classroom atmosphere

The table shows that 100% of teachers try to make a motivating and suitable environment in the classroom in order to , make their students feel more comfortable and relaxed when they speak .Because ,motivating or demotivating the students can play a positive or negative role for them.

In either case, say why?

Here the teachers are supposed to give reasons why they make motivating atmosphere for their students , They state the following reasons:

“To make them feel more relaxed and motivated to engage their selves in a speaking activity”.

“It motivate them and makes the task simple and easy to avoid anxiety”.

“Making motivating atmosphere help them to develop their communicative competence”.

10. Do you think that the number of students can be an obstacle for

achieving the goals of your course ?

Option	Response	Percentage%
Yes	3	100%
No	0	0%
Total	3	100%

Table 21: Teachers believes toward the number of students per group

In this question the teachers asked to answer if the number of students in the class can be an obstacle for them and all the teachers (100%) answer by “yes” .

In either case, say why?

To know more about the teachers answers we asked them to justify why . All of them (100 %) states that not having a enough time they can not listen and give the chance to all of the students. Also, they say its better to work with a very limited members of students .

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

Response	Ratio	Percentage
1:30h	1	33,3%
3h	2	66,7%
Total	3	100%

Table 22: Time allocated for oral expression per week

For this question there is two answers for the teachers. 66,7% of teachers confirm that three hours is enough for a week . However, 33,3% believes that one hour and a half can be enough for teaching oral for a week.

Option	Response	Percentage%
Enough	0	0%
Not enough	3	100%
Total	3	100%

Table 23: Teachers judgment about time

The table above indicate that 100% of teachers state that the time is not enough.

Section Five: Oral Expression Activities and strategies

12. What are the speaking activities you focus most to create a successful production of English ?

Option	Teacher 1	Teacher 2	Teacher 3
Discussion and dialogue	✓	✓	✓
Role play	✓	✓	✓
Communication games	✓		
Allow using mother tongue			
Story telling	✓		

Table 24: Speaking activities to create a successful participation

In this question we have suggested five activities that the teacher can use in his oral course that can help the students to speak more. The table above shows that the three teachers (100%) use role play and discussion and dialogue in order to give the students the opportunity to speak and to be more relaxed. On the other hand, 33,3% of them state that he used communication games and story telling as an activity in his course. In addition, all the teachers (100%) confirm that they do not allow their students to use mother tongue.

Others

Teachers are asked to suggest other activities they used to facilitate the oral course for their students which are: one said that: "Reword table discussion and Debates can be a good activity for them". However, the other two teachers state that: "Free Topic Presentations is more better for their students."

13. What are the strategies that you follow in your courses ? (you can choose more than one)

Option	Teacher 1	Teacher 2	Teacher 3
Social Effective	✓		

Strategy			
Meaning Negotiation Strategy			
Attempt to Think in English	✓	✓	✓

Table 25 :Strategies that the teachers used in their courses of oral expression

In the table above we can see that all the teachers (100%) use Attempt to Think in English Strategy .However , 33,3% of teachers choose to use Social Effective Strategy.

Others

We asked the teachers to give other strategies that they used in their oral expression course and one of them state that he use case study and negotiation solution to problems .However , two teachers they didn't give an other strategies.

Findings and Discussion

After the student's questionnaire analysis , we find that the learners enjoy the oral expression and the majority of them choice to study English language because they like it . Also, the results show that there is combination of good and average students .Some of them are self confident , active , and participate during the oral expression class. Whereas, there are learners suffer from the speaking difficulties such as fear of making mistakes , anxiety , lack of vocabulary and lack of motivation. Therefore , they try to face those obstacles by using variety of strategies which are effective in improving the speaking ability. For example, listening to native speakers, practicing the language in daily life , translating from L1 and discussing . Although, the used strategies are helpful but, not for all the learners . In this case the teacher role is to use different activities which motivate them to participate

From the results of the teachers questionnaire , we can say that from the

observation of the students the teachers notice the difficulties that face them in oral expression such as ; fear of making mistakes, anxiety, and lack of vocabulary .Also , we notice from that investigation , that teachers are prefer different activities to help students to avoid those problems like :story telling, dialogue and discussionIn addition, according to the results , we can see that all teachers use different strategies to simplify the course of oral and to make students speak more. From the results of both students and teachers questionnaire, we figure out that students are suffer a lot in EFL classes. Therefore, teacher's duties in their classes have to help the students to rich their needs.

Conclusion

This chapter is concerned with collecting reliable information about the students difficulties and the teachers' observation about these problems, as well as, the activities and strategies that can help students to improves their abilities in oral expression courses and resolve its problems .The information was gathered through submitting two questionnaires to both teachers and students. The first questionnaire is administered to first year LMD English students at Chadli Bendjedid University of El Taref in English also, the teachers questionnaire administered to (4) teachers of oral expression in the same university.

All in all, the analysis of the results confirm and prove our hypotheses about the students' difficulties . 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 strategies that we suggested to solve these problems and make their production of oral more proficient .

Chapter three : suggestions and recommendations

CHAPTER THREE: SUGGESTIONS AND RECOMMENDATIONS

Introduction

The English language is the language of international communication, it is the most demanding language in education and work. Due to its importance we have notice that the number of the student's is higher than the previous years. The EFL teacher have variety of responsibilities, he can be controller, organizer, assessor, promoter and observer. Therefore, the teacher has prominent role in developing the student's oral performance .A successful teaching method based on motivating the learners to learn, the more they like the language the more they learn. Although, the EFL learners have some obstacles in speaking, but they try to find the effective strategies to overcome their speaking difficulties. The teacher should consider the student's efforts to develop their oral performance .Finally, the EFL teacher should know how and when he use the appropriate resources to achieve the desired goal.

3.1. The importance of the teacher role in EFL classroom

As we all know, it is not easy to be a teacher of a foreign language. It requires the appropriate selection of the classroom activities which serve the learners needs. Inside the classroom, the teacher has several changes from organizing the students to motivating them especially, who have difficulties in the oral production.

However, the EFL teacher is the center of learning. He/ she transmit the knowledge to the students and they depend on it as the general source of information. The student's readiness to learn is dependent on the teaching methods. The teacher implementation of effective pedagogies influence the learners to practice inside the classroom . Thus, in order to apply the active learning which is the most important approach in teaching English language, the teacher needs to adopt the new technology to enhance the student's engagement in the speaking activities.

Effective EFL teacher should plan for his course in order to manage the classroom

activities and avoid frustration. When he starts the lesson without organized ideas , the learners will notice that their teacher is not interested in presenting the lesson. Therefore, it can have negative impact on the students performance , that means failure of achieving the teaching goals.

We can not speak about teaching without mention the psychological side of the students. Knowing the names of the students can makes them comfortable and reduce the fear of speaking in front of him. The majority of the learners suffer from the anxiety, shyness and stress.

In this case , the teacher role is to create a motivated and friendly atmosphere to encourage them to speak . If the learners feel that their teacher understands them , they will make more effort to improve their level. Also, providing them with positive feedback helps in building their self confidence.

Another point, one of the important teacher's responsibilities is the assessment of the students. The learner's evaluation should satisfy them , the teacher can not depend only on one task to evaluate the learner's level. It is important to give the chance to the students in practicing different activities .

3.2.Suggestions and recommendations

3.2.1. Strategies for improving the speaking skill

According to the outcome of this study which investigates the student's strategies to overcome their difficulties . We state some suggestions and recommendations which help the learners to improve the speaking skill.

The learners need to practice the language in their daily lives . Speaking to the family members is more comfortable than speaking in front of the teacher, thus encourage them to be fluent speakers . The family support motive the learners to start a conversation during the oral expression class and express their ideas without fear of judgment.

Another effective way to learn the language correctly is listening to native

speakers. When we listen to them , we acquire the correct pronunciation either we know the rules or not . Also, using the group chats with natives can be helpful in build the self confidence. We suggest the application " hello" to have fun practicing and enjoy speaking English with native speakers. It is impossible to have native teachers at the university ,but due to the developed technology, the learners can have online courses with those teachers.

Some students suggest that reading books is helpful for the English language students who want to rich their vocabulary. The learners who use reading as a strategy for enhancing the oral performance will be familiar with the words without even noticing that. Also, by reading out load , we practice speaking too and develop our way of oral performance.

Offering psychologists to help the learners to reduce the psychologist factors that affect their oral production of language . In other words , we can say that the administration have to make psychological lectures provided by psychologists, at least one lecture every three months, as these lectures help raise the morale of students and give them advices on how to deliver their research without feeling fear or hesitation and also when they speak in the class .

It also instilled in them self-confidence. This will help the students to reduce the difficulties that face them . Here the administration need to help the teachers as well as to make their teaching successful and facilitate on them the process of teaching the oral expression.

Moreover, developing cultural activities that motivate students and help them to explore their language skills, such as role play that enable them to face a large audience, which gives them great confidence, as well as giving them opportunities to recite poems and songs of their own .This will help the learners to participate more in the class without facing problems

3.2.2 Methods for enhancing the teaching process of oral expression

Since the speaking skill is an important skill that can affect the performance of the learners negatively we suggest different methods to involve them into oral discussions . we suggest that the teachers need to press the learners to speak and that by encouraging them by using positive comments for example : you can do it , you are good .This will give them the courage to participate without fear of making mistakes or being shy in front of their classmates or even in front of their teachers. This will create an authentic atmosphere for them that help them to be more comfortable when they speak .

In addition, the teachers role is to use different activities when they presenting their courses and they should choose the appropriate activity in each course in order not to make their students be bored by using the same activities each time .

The teachers also can give the students the freedom to choose the activity that they want in order to show to them that they are not restricted . Teaching the oral expression can be easy if the teachers organize their class by using better teaching atmosphere , this can help them to control their class without facing problems .

However, in the class ,the teachers have to make pair and group work activities to push students to participate together by making conversation , discussion and also role play . This will help the learners performance and even when they making mistakes when they exchanging the ideas it would be normal for them.

Furthermore, in oral expression the teachers always work to give different activities that goes with the topic but, the teachers need to take into consideration the opinion of the learners and give them the opportunity to choose the activity that they prefer and when they used they feel relaxed . This will minimize the difficulties that faced them when they speak.

The learners also need to have the chance to present any topic they want ,they shouldn't be limited by the topic of the teacher because ,this will affect their

performance and it will make them passive in the class just listening in a course of oral expression it will be a serious problem .

Conclusion

To conclude ,this chapter was designed to give different suggestions and recommendations to the teachers and as well as the learners to overcome the difficulties in oral expression module and giving other activities that should be used by the teachers , in addition , giving the importance to the learners by let them to choose the method and the activity that help them in producing the language easily as well as, the administration also is concerned by these recommendations and suggestions in order to help the teachers and the learners to overcome the difficulties in oral expression

GENERAL CONCLUSION

GENERAL CONCLUSION

Speaking is one of the most important skills . That is why , the learners need to master this skill by following different strategies that is given by the teachers . However , the teachers need to create new activities and strategies to help their students in this skill. Therefore, we shed light on this topic through first year English students of Chadli Bendjedid University El Taref who find difficulties to develop their oral production . This study was conducted to investigate the difficulties that faced the learners in oral expression courses as well as suggesting and giving strategies by teachers to overcome those difficulties and problems .

In this respect, three main questions have been raised for the purpose of investigating the problems that EFL learners suffer from and affect their performance . The first question investigated the difficulties that can face EFL learners in speaking and make their performance weak. The second one is the strategies that teachers and students should use to overcome those difficulties and improve their speaking skill. Whereas, the third question attempted to explore the role of the teacher and the activities he/she should use .However, the finding of the research proved that there are many aspects affecting oral production. These aspects are cognitive and linguistic .In addition to these aspects , this study explored the difficulties that abstracted the development of the oral production .we analyzed the data gathering from questionnaires that are devoted to students of first year at the English department of El Taref 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. The results explored these difficulties and they are :insufficient time of oral expression module, Arabic language interference, lack of vocabulary, and other ones.

Finally, this study discovered many problems that blocked EFL from producing good speech these problems are lack of self confidence, anxiety, fear of making mistakes .From the findings, we figured into very important points that should be taken into consideration by teachers and students . EFL teachers have to use such appropriate methods and strategies that can help in developing the speaking skill of EFL the students .

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APPENDIXES

Appendix One: First Year Students' Questionnaire

University of Chadli Bendjdid

Department of English

Dear students, This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. It aims at presenting the learners strategies to overcome their difficulties in oral expression first year class. Your answers are very important for the validity of our research..

You are kindly requested to answer the following questionnaire.

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

Section One: Background Information

Q1: Specify your gender

a. Male

b. Female

Q2: Why did you choose to study English?

a. Personal choice

b. Parents choice

c. For future job

d. Because it is the language of international communication

Section two: Speaking Skill

Q3: Classify the following four skills according to what you prefer

(from 1 to 4)

a. Listening

b. Speaking

c. Reading

d. Writing

Q4: How do you describe your level of speaking ability?

a. Very good

b. Good

c. Average

d. Poor

Q5: Do you think that speaking English is a difficult task?

a. Yes

b. No

If yes , please justify

.....
.....

Section three: speaking difficulties and strategies

Q6: Do you enjoy the oral expression classes?

a. Yes

b. No

Q7 : Do you prefer to be silent during the classes?

a. Yes

b. No

Q8: If yes, it is because:

a. Lack of vocabulary

b. Fear of making mistakes

c. Lack of self confidence

d. Anxiety

Q9: How often you use your mother tongue inside classroom?

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

Why?.....
.....
.....
.....

Q10 : Which kind of feedback your teacher provides you with ?

- a. Negative
- b. Positive

Q11: If it is positive, how it could help you in speaking?

- a. Be motivated
- b. Participate more
- c. Build your self confidence

Q12: Do you feel blocked when you start a conversation?

- a. Yes
- b. No

Explain why?

.....
.....

Q13: What are the strategies you use to improve your speaking skill ?

.....
.....
Q14: Are they effective strategies?

a. Yes

b. No

How yes?

.....
.....

Section four: Oral Expression Activities

Q15: What do you prefer

a. Group work

b. Pair work

c. Individual work

Q16: Which of the following activities does your teacher used more?

a. Role Play

b. Discussion

c. Information gap

d. Dialogue

e. Brainstorming

f. Communication games

Others,

.....
.....

Q17: State any further suggestions, you find them could be helpful for improving the speaking skill.

.....

.....

Appendix Two:Teacher’s Questionnaire

Teachers’ questionnaire

University of Chadli Bendjedid El Taref

Department of English

Dear teachers,

This questionnaire is done for collecting information needed for the accomplishment of a master dissertation.. It aims at exploring the difficulties facing EFL learners’ in oral production and the strategies that can be used to overcome those difficulties and problems in oral expression courses.

we would be very grateful if you can give us the time to share your experience by answering the following questions . 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 strategies in teaching oral expression?

a. Yes

b. No

5. If 'yes', what are the objectives of these strategies?

.....
.....

6. How do you assess your students' level in speaking English ?

a. Excellent

b. Good

c. Average

d. Low

Section Three: EFL Students' 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 problems 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

f. Lack of self-confidence

g. Shyness

h. Anxiety

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

9. Do you try to create a motivating and suitable atmosphere in the classroom for your students?

a. Yes

b. No

In either case, say why?

.....
.....

10. Do you think that the number of the students can be an obstacle for achieving the goals of your course?

a. Yes

b. No

Why?

.....
.....

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

.....Hours per week

a. Enough

b. Not enough

Section Four: Oral Expression Activities and strategies

12. What are the speaking activities you focus most to create a successful production of English?

a. Discussion and Dialogue

b. Role play

c. Communication Games

d. Allow using mother tongue

e. Story Telling

Other.....
.....

13.What are the strategies that you followed in your courses?(You can choose more than one)

a. Social Effective Strategy

b .Meaning Negotiation Strategy

c. Attempt to think in English Strategy

Other.....
.....
..