

People Democratic Republic Of Algeria
Ministry of Higher Education and Scientific Research
Salhi Ahmed University Centre Naama
Faculty of Literatures and Languages
Department of Foreign Languages
Section of English



**An investigation into EFL Learners’
Difficulties in Oral Expression Session:
(The Case of Third Year LMD Students at the
University Centre of Salhi Ahmed, Naama)**

**Thesis Submitted to the departement of Foreign Languages as a Partial Fulfillment of the
requirement of the degree of ‘Master’ in Linguistics**

Presented By :

Aicha SAHNOUNE and Amel BRAHIMI

Supervised By :

Dr. Asma MERINE

Board of examiners

Dr. Nadjia Boussebha	Chairperso	University Center Naama
Dr. Asma MERINE	Supervisor	University Center Naama
Dr. Wahida SEBBAGHE	Examine	University Center Naama

2020/2021

Dedication

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

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

To my lovely sisters , CHAHINAZ, and NOUR EL HOUDA, AMINA and her daughter JOURI

To my dearest brothers FAROUK, and MOHAMMED EL AMINE

To all my cousin's family SAHNOUNE. ASMA ,HABIBA ,IKRAM ,AMINA MUSTAPHA ,ISLAM and AMEL

To all my cousin's family Tarchi: Fadila, Shahrazad, Kadiro, Rachid, Fatima.

To all member family of LAGARI

To all my best friends with whom I shared the university life with its lights and shadows. BRAHIMI AMEL , AHLAM SEDDIK and LIELA ALLALI

To my fiance MAAMAR ABDELLI and his mother AICHA

Dedication

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

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

To my lovely sisters NAIMA, NADJET, FOUZIA, RACHIDA and WIAM

To my dearest brothers LAHCEN and HOUCIN

To all my best friends with whom I shared the university life with its lights and shadows. AICHA SAHNOUNE , AHLAM SEDDIK and LIELA ALLALI

To all member family of BRAHIMI

To my fiance HICHAM BENAIACH

Acknowledgement

First and for most, my thanks go to Allah, for helping and granting me the energy to continue my efforts to complete this study.

I would like to express my deep appreciation and gratitude to my teacher and supervisor Mrs. Asma Merine for her continuous encouragement, guidance, help, and trust.

Thanks to the members of the jury (examiners) for reading and evaluating my work.

I would like to thank all the teachers of the Oral Expression Module at the department of English at University Center Salhi Ahmed at Naama for helping me with their answers to questionnaires. And also third-year LMD students thank you very much for your collaboration and help.

Abstract

The present study deals with some barriers affecting EFL learners' participation in oral expression courses at the English department, University center of Naama., so we choose to work on third-year LMD students and teachers of oral expression session at the university center of Naama, we use a questionnaire for both teacher and student, the study view that the student does not participate in oral expression session due to psychological barriers (anxieties, fear, shyness...) and linguistic barriers; for example, lack of vocabulary, pronunciation mistakes, and grammatical mistakes and To confirm these hypotheses, we investigated the case of third-year students (LMD) at the department of English the questionnaires that are distributed to both students and teachers of oral expression in the English department at the University Center of Naama. The data obtained from the two questionnaires indicate that there are some factors affect the students' participation in oral expression course. Furthermore, the data suggest some techniques and activities that EFL students need to work with to get rid of these barriers.

List of Abbreviation

EFL: English Foreign Language

LMD: License Master-Magister Doctorate

Table of Contents

Dedication.....	I
Acknowledgement.....	II
Abstract.....	III
List of Abbreviation.....	V
Table of Contents.....	IV
List of Graphs.....	VIII
List of Tables	IX
General Introduction.....	1
 Chapter One: Literature Review	
1.1. Introduction.....	5
1.2. Speaking Skill.....	5
1.2.1. Speaking Skill Definition.....	5
1.2.2. The Importance of Speaking Skill.....	6
1.2.3. Teaching Speaking	7
1.3. EFL Students' Difficulties in Speaking.....	8.
1.3.1. Lack Of Vocabulary.....	8
1.3.2. Pronunciation Mistakes.....	9
1.3.3 .Lack of Grammar.....	9
1.3.4. Psychological Barriers.....	10
a. Lack of Self-confidence.....	10
b.Shyness.....	11

c. Anxiety.....	11
1.4. Teacher's Role.....	11
1.4.1 Prompter.....	12
1.4. 2. Controller.....	12
1.4.3. Assessor.....	13
1.4.4. Organizer.....	13
1.4.5 Resource.....	14
1.4.6 Observer.....	14
1.5. Teaching techniques.....	16
1.5.1. Group work.....	17
1.5.2. Pair works.....	17
1.6. Activities Enhancing the Students' Participation.....	19
1.6.1. Role play.....	19
1.6.2. Problem Solving Activity.....	20
1.6. 3. Discussion and Debates.....	21
1.6. 4. Conversation.....	22
1.6.5. Story Telling Based Activities.....	23
1.7. Conclusion.....	23
Chapter two: Research Design and Data Analysis and Interpretation	
2.1. Introduction.....	25
2.2. Students' questionnaire.....	25
2.3. Description of the Questionnaire.....	25
2.4. Analysis Students' Questionnaire.....	26
2.5. Description of Teachers' Questionnaire.....	37
2.6. Recommendation	42
2.7. Conclusion	43
General Conclusion	45
References	46
Appendices.....	48

Appendix A (Students' Questionnaires).....	49
Appendix B (Teachers' Questionnaires).....	52

LIST OF GRAPHS

Pie-Chart 2.1: Students' Gender

Pie-Chart 2.2: Students' Age

Pie-Chart 2.3 : Reasons Behind Studying English

Pie-Chart 2.4 :The difficulties that Students face with the following skills

Pie-Chart2.5: Students' attitude toward Speaking English

Pie-Chart2.6:T importance of oral expression

Pie-Chart2.7: The frequency of participation

Pie-Chart 2.8: Frequency of given the students opportunity to participate during the lesson

Pie-Chart .2.9 : Developing speaking skill

Pie-Chart2.10: Enhancing speaking skill

Pie-Chart2.11: Asking about participation of student

Pie-Chart 2.13: the importance of oral expression session

LIST OF TABLES

Table 1.1. Teachers roles’

Table2 .1.: Students’ Gender

Table 2.3.: Students ‘Age

Table 2.4 : Reasons behind studying English

Table 2.5: the difficulties that students face with the following skills

Table 2.6: Students’ attitude toward speaking English

Table 2.7: The importance to the oral expression

Table2.8: The frequency of participation

Table 2.9: Frequency of given the students opportunity to participate during the Lesson

Table2.10: Developing speaking skill

Table 2.11: Enhancing speaking skill

Table 2.12 : Teachers’ Qualification

Table 2.13.: Asking about participation of student

Table 2.14 : The importance of oral expression session

General Introduction

General Introduction

Numerous learners in the world study English for different aims. In teaching English, teachers always give more attention to teach the linguistic aspects of the language especially grammar and phonology and neglect speaking which is an essential way in communication. Speaking is a rich skill. It needs more and more practice to produce an important function of competence was conducted and mastery of this skill.

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

Throughout the different oral sessions, teachers use different activities and strategies to empower learners' speech, brush up their English and enhance them to well pronounce and utter properly; however, teachers still face some students' obstacles. Many students do not participate in oral expression courses, do not contribute, and do not show any sign of progress which indicates that there is something wrong somewhere with students. Therefore, the objective of this study is to highlight the difficulties that students face especially in a foreign language, that is why a research to determine the limitation and strategies that teacher should adapt to solve these problems and deal with these restrictions at the basic level.

Actually, the present study sheds some light on what hinders the students from participating in these oral sessions. The focus will eventually be on the linguistic and psychological factors taking the third-year English stream at the University Center of Salhi Ahmed Naama as a sample to identify all the problems that they are facing.

Students, usually communicate and share their thoughts, opinion and feedbacks with their closest classmates not even the latter but also feelings and emotions to release their psychological barriers . Furthermore, they face many obstacles in their studies and one of the reasons is when they are pushed to talk about certain topics especially in oral expression session where they struggle with a lot of issues. we choose to work on third-year LMD students and teachers of oral expression session at the university center of Naama and we use a questionnaire for both teacher and student.

the following work will try to answer the following questions the study attempts to find answers to the following questions:

- 1- What are the difficulties that prevent student from participating during the oral expression course?
- 2- What are the solution and strategies that teacher would adopt within the classroom to ameliorate the student's oral performance?

The research of this work will try to provide reasons for the following hypotheses .

- a- students are unfamiliar with new topics and do not have a wide range of vocabulary.
- b- Teachers play an important role in solving speaking difficulties by creating a pleasant supportive atmosphere in the classroom, providing students with positive feedback....etc.

This dissertation consists of two chapters theoretical and practical. The first chapter represents the main theoretical aspects of speaking skills and it is divided into three parts, The first part deals with the main concepts of speaking skills, principally, its definition, importance, and the second part deals with the difficulties faced by the third years EFL students in speaking skills The last part deals with the strategies and techniques to improve speaking skills.

The second chapter is the practical phase of this study, in which data were collected through the use of two instruments of research; the questionnaire for both EFL students and their teachers, and then this data has been analyzed and discussed. The obtained results allowed the researcher to bring forward some proposals and recommendations for both EFL teachers and learners that seem to be helpful for the development of the productive skills teaching and learning processes, Since the objective of this study is to investigate the popular situation of EFL learners' participation, both teachers and classmates of the English department are concerned by this study.

This work will principally investigate the third-year English students of the English department at University Center Ahmed Salhi Naama. The learners will be administered a questionnaire related to their participant hindrances, and we chose five teachers who are concerned about this work because they can observe the difficulty of their learners who do not participate in their corresponding classrooms.

Concerning data collection tools the questionnaire is used as a fitting tool to improve a more reliable and expensive view, two main questionnaires are designed: one is directed to oral expression teacher who we think provided us with a reliable answer and also to know their difficulties and their strategies in the method of teaching speaking skill. the second questionnaire is designed for 3rd-year LMD student, it proposes to examine students consciousness about their speaking barriers, the causes, and result of those difficulties .

Chapter One: Literature Review

1.1. Introduction

1.2. Speaking Skill

1.3. EFL Students' Difficulties in Speaking

1.4. Teacher's role

1.5. Teaching techniques

1.6. Activities enhancing the students' participation

1.7. Conclusion

1.1 Introduction

The oral expression course proposes to present a suitable area for the students to practice their speaking skills. Speaking is the most pleasant skill by students. It is observed as a major skill to be improved because it is essential for displaying language proficiency during the lesson; learners participate in different tasks that teachers have to contribute. Consequently, the purposes of these series of activities are to provide learners with the courage to participate and to interest them fully in classroom communication as well as to give them the chances to speak effectively. In fact, many EFL learners are confronted with many barriers preventing them from practicing their speaking. Therefore, this chapter discusses the definition of speaking, the importance of speaking, and the difficulties that prevent the students to speak fluently.

1.2 Speaking Skill

In order to define speaking skill it is needed to understand first what is meant by the term 'Speaking'.

1.2.1. Speaking Skill Definition

Speaking is an operation of communication that is done by the mouth to talk for creating sounds, by using many parts of the body including lungs, lips, tongue; teeth also, we defined it as skills that allow users to communicate effectively. They give to use the ability to convey information verbally and in a way, the listener can understand, children will inquire about English speaking skills as well as speaking skills in other languages in primary or secondary.

Mastering the English language requires one to understand the entire skills productive and responsive. Speaking skill occupied an important place in foreign language teaching and learning.

In this light, Nunan (1991) states that:

To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language (p.38)

Speaking is an actual or productive skill that deserves more concentration in both primary and foreign languages because it reflects people's views and personalities. We judge people according to their speaking skill this what Hedge (2000) views that speaking is "*Skill by which they are judged while first impressions are being formed*" (p. 261).

The capacity to speak skillfully and fluently implements the speaker with many interests, such as the ability to inform and influence, the ability to produce definite relationships with others, and the ability to exceed the psychological hindrances.

1.2.2. The Importance of Speaking Skill

Since English has become a universal language, it is being developed and learned all over the world each as a second language or as a foreign language.

Today, English is utilized in many fields such as education, technology, and business, as a result, most of the research works are written in this language. For this reason,

the importance of spoken English has been raised O'Malley and Valdez Pierce (1996) answer:

Because oral communication involves the negotiation of meaning between two or more persons, it is always related to the context in which it occurs. Speaking means negotiating intended meaning and adjusting one's speech to produce the desired effect on the listener.(p.59)

Speaking is the most important element of one of our three major needs: connection. To speak well is to connect well and, if you wish, influence others.

1.2.3. Teaching Speaking

Speaking is the basic skill that EFL students have to develop to master the English language. The focus of teaching speaking is to enhance the oral production of the students and to make them communicate efficiently in real-life situations. Lately, a lot of attention has been paid to create a program that aims to teach speaking skills. In the classroom situation, EFL students should learn the language simply and teachers should provide them with plentiful opportunities to develop as well.

Hayriye ,K(2006) provides some proposals for English language teachers while teaching oral language:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different
- ways of student participation. Reduce teacher speaking time in class while increasing student speaking time
- Indicate positive signs when commenting on a student's response.

- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language

1.3. EFL Students' Difficulties in Speaking

The English language plays a big role in the world, as it has become a global language and contemporary. speaking is also considered one of the skills that are difficult to develop for most students in the English language, as they face obstacles in the oral expression session. Loama (2004) argues that *"Speaking in a foreign language is very difficult and competence on speaking takes a long time to develop"* (p.01) . Hence, through the speaking classes, EFL learners face many obstacles that inhibit their learning process. These difficulties are due to lack of vocabulary, pronunciation mistakes and grammar mistakes...etc

1.3.1. Lack Of Vocabulary

Vocabulary is the discovering knowledge of new words within several means as Beck, Mckeown, and Kucan (200801) define it: *"words that a reader reorganizes in print"* and *"learning meanings of new words"* (p.01) .

But several students have a lack of vocabulary which addresses their weak to show and share their feelings and ideas with others in a relaxed way. The main reasons that lie behind this problem are lack of reading books, listening to English music, discussing with friends outside the university walls, watching English movies, and using dictionaries. Another cause is when students think, they create their ideas in Arabic which makes them produce collocations in English. Those collocations are most of the time incorrect and improper.

1.3.2. Pronunciation mistakes

Speaking a language, English means having good pronunciation because the way of pronunciation is the greatest thing that students are assessed and judged. EFL students have to practice their pronunciation and be informed of the different rules of sounds like stress, inflection ... 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).

Regularly, students have unpronounced language that reflects a lack of familiarity with English sounds, cadences, and words stress, and student's bad listening to a native speaker or because of teacher's miss pronunciation as a non-native speaker. Hence, pronunciation faults are one of the main factors that prevent the students from doing their speaking activities easily and without any stress. This is the reason that leads to the difficulty of sharing.

1.3.3 .Lack of Grammar

It is the organization of words into correct grammatical and proper sentences. Ur (1980) defines it as: *“the way a language manipulates and combines words or bits of words in order to form longer units of meaning”*(p04) . But several EFL learners are not competent to produce correct grammatical sentences, this is due to the ignorance of the rules and guidance, such as the use of two negatives in the same sentence, the misuse of conditioners, the production of particle sentences, and

the mixture between tenses. Therefore, improper grammar leads to misunderstanding language.

1.3.4 Psychological Barriers

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

a. Lack of Self-confidence

Self-confidence is the students' knowledge of their capabilities using the risk and does not fear making mistakes. Hence, speaking is based on the learners' abilities to speak the target language, in addition to the student's self-assessment. Self-confidence provides to do assignments proficiently and accurately and helps learners to be more prosperous, progressed, and developed. In this regard, Krashen (1981) declares:

not surprisingly nearly all the available literature suggests that self-confidence is very much related to second language development...the self-confident, confident person is a more successful language learner (p.74).

So, learners who have high self-confidence and strong personality are improved and progressed in their oral performance. On the opposite law, self-confidence can affect learners negatively because they think that they have limited capabilities and deficiencies in representing themselves.

b. Shyness

Shyness is a purely psychological problem that EFL students are suffering from. Shyness is the most barrier that students of English as a foreign language face because they sense uncomfortable speaking in front of their classmates and their teachers. Students usually do not naturally participate in EFL classrooms because of shyness, so they are not able to perform their tasks and achieve their goals. This will affect their participation and lead them to low assistance or even to none.

c. Anxiety

It is an efficient variable that makes an obstacle for learners to be prosperous in foreign language speaking. Social (1978) answers: “*Anxiety is a complex effective concept associated with feelings of uneasiness or worry*”.p134 According to Scoval, anxiety makes students scared, nervous, and have a fear of exposing themselves orally. Philips (1992) argues that anxious students feel uncomfortable because maybe they have a failure experience which makes them quite silent and discouraged to take the risk and talk again. Additionally, anxious students are scared of being smiled in discussions.

Hence, it is very necessary to produce a positive atmosphere in the classroom and the opportunities of participation should be divided evenly between students so that all the voices will be heard and considered.

1.4. Teacher's role

EFL students do their effort to learn the English language; infact, they often face different types of barriers that prevent their language development. There many ways in which teachers can help the students to get a ride from these obstacles. Teachers are considered as the number one inside the classroom and the main responsible of diminishing these problems through using different techniques and activities. Consequently, the principal role of the teachers is to create the best condition for helping the learning process. According to Harmer (2001), teachers play different roles during classroom procedures. These roles are changed from one activity to another and from one stage to another.

1.4.1 Prompter

Teachers play many roles according to the student's needs. Sometimes learners become lost cannot think of what to say next, or how to start an activity. The role of the teacher is to help his students to think creatively. This means to prompt students to be ready to speak and participate using the correct vocabulary. As Harmer (2001) stated that:

In such situations we want to help but we don't want, at that stage to take charge because we are keen to encourage the students to think creatively rather than have them hang on our every word, thus it is that we will occasionally offer words or phrases. (p.60)

In other words, the teacher has to play the role of the prompter, they have to hold back and let the students work things out for themselves or motivate them by pushing them forward. The teacher doesn't help the students fully but somewhat.

1.4. 2. Controller

In a classroom, the teacher is the responsible for learning and teaching process. The first role of the teacher is to act as a controller being the heart of the classroom give knowledge, provide instructions and organize activities. Harmer (2001) claims that:

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 students are working on their own in groups. (p.52).

1.4.3. Assessor

A teacher cannot just teach a lesson, he should evaluate student's growth and their journey. In other words, the role of an assessor is to give proper feedback about the execution of students, correct mistakes, and make different evaluations for each student. For example, when teachers ask their students to do their exercises individually or in groups they will evaluate their work as well as their performance what is correct and what is wrong. According to Harmer (2001),

Students need to know how and for what they are being assessed. We should tell them what we are looking for and what successes looks like so they can measure themselves against this. (p.60).

In this context, students need to have a clear image about their levels if they improve or not what are their powers and inclinations to evaluate themselves and improved their capacities.

1.4.4 Organizer

The teacher is required to give important instructions telling the students what they should do first and what they should do next. So one of the teacher's major responsibilities is to design and organize tasks, creating a group of activities, and sum up the class lecture.

As Harmer (2001) said:

It is vitally important for teachers to get this role right when it required. If the students do not understand what they are supposed to do, they may well not get full advantage from an activity. If we don't explain clearly the ways pairs or groups should be organized, for example, the classroom will be chaotic. If we have not spent some time engaging the students interest and ensuring their participation, the activity may be wasted.

Harmer supported that the role of the organizer is to provide proper instructions so that they can do the task with ease. Because the pursuit will not be successful and the teacher will not achieve.

His purpose except the students to comprehend what they are going to do with the activity. That is to say, teachers are responsible for grouping the students and give them different kinds of activities to work on and guide them step by step to improve their interest and they will be deeply to participate and perform in each stage of the classroom.

1.4.5 Resource

Harmer (2001) argues that:

students might ask how to say or write something or what a word or a phrase means. They might want to know information in the middle of an activity about that activity or they might want information about where to look for something a book or a website for example. This is where we can be one of the most important resources they have. (p.61).

Harmer viewed that teachers act as free resources only when students need help in finding relevant information about something during the activity for instance they strength ask questions about the meaning of words or define some idea or synonyms. In other word teacher guide and help his students too search for information in one hand and motivate them to be independent and use materials for themselves in the other hand.

1.4.6 Observer

A different role that the teacher needs to carry out in the classroom is an observer. In spite, the teacher should be very cautious when observing his students to estimate and give them feedback as Harmer (2001) said:

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 (p.62).

The teacher's role here is observing student's behaviors, materials, activities, and grouping. Through observation, the teacher judges the success of the different activities that they take in the lesson and make changes in the future when necessary. All in all, the following table illustrate the main roles of the teacher.

Role	The teacher
1.Planner	Prepare and think through the lesson in detailed before teaching it so that is has variety and there are appropriate activities for the different learners in the class
2.Informer	Give the learners detailed information about the language or about an activity
3.Manager	Organizes the learning space, make sure everything in the classroom is running smoothly and set up rules and routines (i.e. Things which are done regularly)
4.Monitor	Goes around the class during individual, pair and group work activities, checking learning
	Make sure all the students are taking parts in the activity
6.Diagnostician	Is able to recognize the cause of learners difficulties
7.Resource	Can be used by learners for help and advice

Table 1.1. Teachers roles (adopted from Sparrt, Pulvernes, and William, p.145).

To conclude, teachers should provide a big responsibility in the classroom. They are not there just to correct speech and writing. He should create learning conditions and give the opportunity to produce language, communicate and participate

1.5.Teaching techniques

One of the most important challenges for the teachers of English language is to make all the learners participate especially in oral expression course that aims to provide suitable place for learners to speak. But, many students do not speak during the lesson. To increase students' participation and interest in speaking and communication in the EFL classes, teachers design pair and group work. Pair and group work are the most effective pedagogical techniques that further participation and collaboration with the students.

1.5.1.Group work

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

Group work is a classroom situation where the teacher can distribute the whole class into small units or groups. Group work is a meaningful technique for students to exchange ideas and opinions from each other and to work together without any hinders. In addition to the advantages of groups, Harmer (2001, p. 117) states some advantages from this technique

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

To summarize, group work is produced by the teachers to decrease many problems of participation and to promote the learning process because students often fancy learning from each other.

1.5.2.Pair works

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

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

- 1- It increases the amount of speaking for the students.
- 2- It gives the opportunity for the students to work and interact independently.
- 3- It allows teachers time to work with one pair and the other students continue working.
- 4- It promotes cooperative help in the classroom among the students.
- 5- It is relatively quick and easy to organize.

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

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

To conclude, group and pair work are very meaningful processes to solve problems. They give the students total independence to express ideas, knowledge, and many problems they are facing during their learning. Working in groups and pairs create a social environment for students; moreover, they feel obliged to deal with and promote each other in different activities they have to work on.

1.6.Activities enhancing the students' participation

To motivate students in EFL classes, the teacher should include a variety of activities and strategies that help students to develop their strengths in speaking English. Motivating the students to speak and participate without any barriers is the main purpose of the teacher during the lesson. EFL teachers must promote their classmates to use the language in the classroom and to get included in the different activities. Motivation is important for encouraging success.

Students' motivation to learn a language is very complex and it changed overtimes. Students' motivation can be influenced by two main parts contextual and internal factors. Contextual factors include the teacher and those around the students if they are interested in the learning activities. The amounts of engagement from those around the students increase the students' motivation to engage as well. Therefore, internal factors that affect motivation include the students' assessment of the pleasure and the advantages from the activity (Swierzbinska and Taroni, 2009) The discussion below centers on the major types of speaking activities during oral expression course:

1.6.1. Role play

Providing a role play in the classroom is very important in improving students' oral ability. We use the term 'role play' to refer to the set of activities in which students take an creative leap out of the confines of the classroom, providing a useful spring board for real life language use (Thornbury,2005). Gillian Porter Ladousse (1987) states the means of 'role play' as words

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

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

1.6.2. Problem solving activity

Problem-solving is a classroom activity in which the students are supposed to find solutions for a given problem. According to Klippel (1983)

problem solving activities demand that the learners themselves decide upon the items to be ranked ... the language which is needed for problem solving activities depends on the topic of each exercise, but in general students will have to make suggestion, give reasons, and accept, modify suggestion and reasons given by others (p. 103).

Finally, students find themselves participating and speaking when they are trying to find a solution to the problem that is displayed in problem-solving tasks.

For example, the teacher asks the students to choose the best action and the practical solution is such as (Pearse and Davies, 2000).say

You see a fellow worker in your office steals a portable computer, you know, he/ she is a single parent of two young children and has financial problems

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

1.6. 3. Discussion and debates

Discussion and debates are the most common activities that develop the students' communicative skills and practice the language in different situations. They attempt to engage the students' interests, ideas, histories, and experiences. Green, Christopher, and Lam (1997) cited in Murcia (2001) states that "*students will be more involved with and motivated to participate in the discussion if they are allowed to select discussion topics and evaluate their peers' performance*" (p. 106). Besides that, many teachers argue that the best discussions in classes arise spontaneously from topics that interest the students and are proposed or selected by themselves. It may take just a few minutes or take the whole lesson. Thornbury (2005, p. 102) suggests five discussion formats: discussion cards, warm-up discussion, balloon debate, pyramid (or consensus) debate, and panel discussion. Douglas Brown (2004) asserts that discussion is one of the best ways that help in eliciting the students' abilities such as:

- ✓ topic nomination, maintenance, and termination,
- ✓ attention getting, interrupting, floor holding, control,
- ✓ clarify, questioning, paraphrasing,
- ✓ Comprehension signals (nodding, "uh-huh", "hmm", etc.);
- ✓ negotiating meaning;
- ✓ intonating pattern for pragmatic effect;
- ✓ kinesics, eye contact, body language; and
- ✓ Politeness, formality, and other sociolinguistic factors

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

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

1.6. 4.Conversation

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

1.6.5. Story telling based activities

Storytelling is another activity that is a universal function of language and one of the main components of casual conversation. Through stories, learners can know each other and interact with a story of one another. The stories can be a means of communication between the students and a way to make friends. It improves their speaking skills through narration. Douglas Brown (2004) assert that the main objectives of retelling stories are to produce several conversations “*communication sequences and relationships of events, stress and emphasis patterns, “expression” in the case of dramatic story*” (p. 182), fluency, and interaction with the hearer.

1.7.Conclusion

Teaching speaking is a very important part of second language learning. The capacity to communicate in a second language clearly and efficiently provides to the success of the learner in school and success later in every aspect of life. Therefore, language teachers must pay great care to teach speaking. Rather than leading students to pure memorization, providing a rich environment where important communication takes place is desired. With this aim, different speaking activities such as those listed above can contribute a great deal to students in developing the basic interactive skills important for life. These activities make students more active in the learning method and at the same time make their learning more meaningful and enjoyable for them the nest chapter will takle the tool that are used in current study the gather data analysis and interpretation of the result.

Chapter two: Research Design and Data Analysis and Interpretation

2.1. Introduction

2.2. Students' questionnaire

2.3. Description of the questionnaire

2.4. Analysis of Students' Questionnaire

2.5. Description of Teachers' Questionnaire

2.6. Recommendation

2.7. Conclusion

2.1 Introduction

This chapter is designed to analyze the conclusions obtained through investigating the EFL students' participation difficulties in oral expression courses. Our purposes for conducting this study are to strengthen if our hypotheses are true or false. Since the teachers and the students are the main variables of this study, their views and opinions are important to test the stated hypothesis. The most appropriate tool for this investigating is through addressing questionnaires to both teachers and students. Hence, third-year LMD English students of the English stream at University center Naama and the second one is administered to all teachers of oral expression course at the third-year level at the same University of the academic year 2020-2021

2.2. Students questionnaire

The questionnaire consists of 11 questions addressed to students .

2.3. Description of the questionnaire

This questionnaire is designed for third-year English students at the department of university center Naama for the academic year 2020-2021. The participants of this questionnaire are 30 students from three groups. They are chosen randomly to investigate the factors that affect their participation in oral expression courses. This questionnaire involves different types of questions: "closed" and "open-ended" questions. Closed questions ask the students to answer by "Yes" or "No" or to tick up the right answers from a set of options and open-ended questions which ask them to give their personal opinions or background information about subjects or add a justification for their choice. The whole questionnaire is made up of (11) questions.

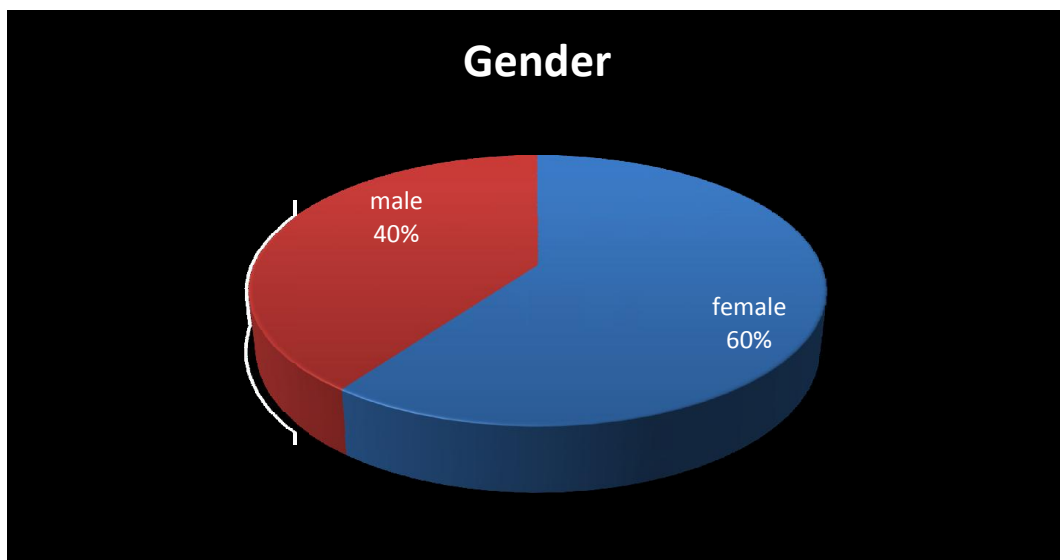
2.4. Analysis Students' Questionnaire

The result will be analysed as follows.

2.4.1. Gender

Sex	Number	Percentage
Female	18	60%
Male	12	40%
Total	30	100%

Table2 .1.: Students' Gender



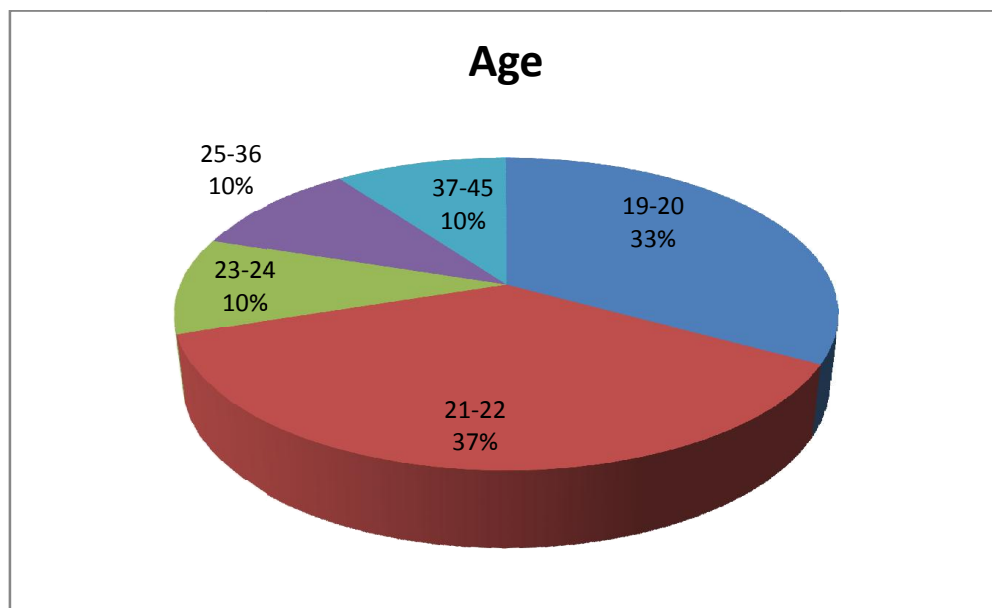
Pie-Chart2.1: Students' Gender

The results show that the majority of students are girls (60 %) who tend to study languages in general, and only (40 %) represents boys from the sample population

2.4.2. Age

Age	Number	Percentages
19-20	10	33%
21-22	11	37%
23-24	3	10%
25-36	3	10%
37-45	3	10%
Totale	30	100%

Table2.3.: Students 'Age



Pie-Chart2.2: Students' age

Chapter Two : Research Design and Data Analysis and Interpretation

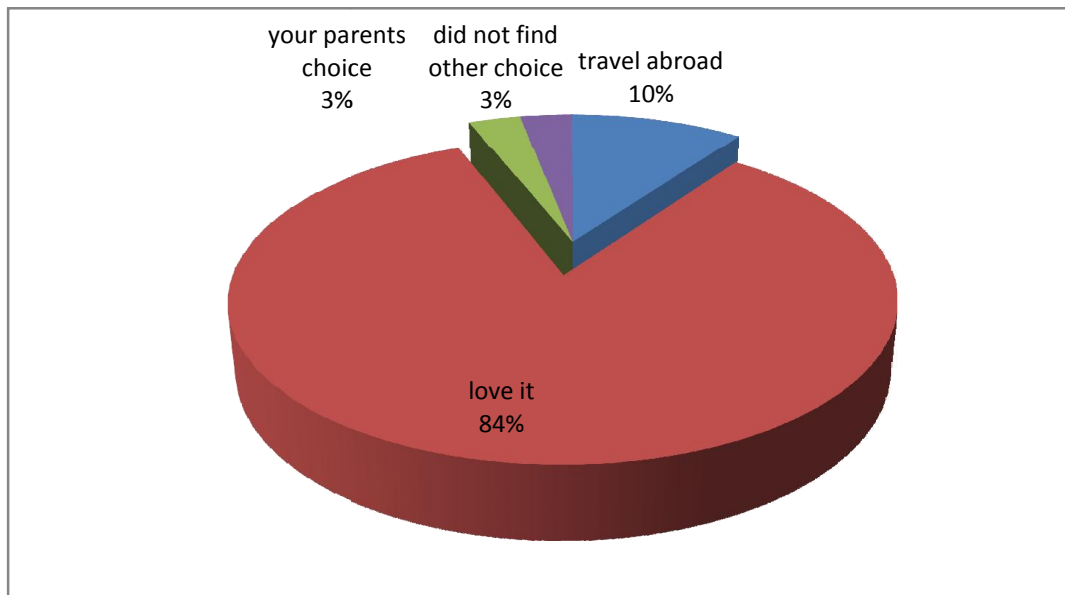
Results show the ages of the students. They are varying from 19 to 45 years old. It shows that the majority (37 %) is between 21 to 22 that attends the school and never failed. The second category 19 to 20 is (33%)represents the youngest students who did not repeat the year. the third category is from 23 to 24. The percentage (10%) was given to the categories of 25 to 36; whereas (10%) was for the last category which is between 37 and 45years representing the aged students who may be repeated more than twice, changed their field of study or study English as for additional diploma.

Question 3 : Why de you prefer to study English At university ?

- To travel abroad
- Love it
- Because of your parent choice
- You did not find other choice

Options	Responses	Percentages
Travel abroad	3	10%
Love it	25	84%
Your parents choice		3%
Did not find other choice	1	3%

Table 2.4 : Reasons behind studying English



Pie-Chart2.3 : Reasons behind studying English

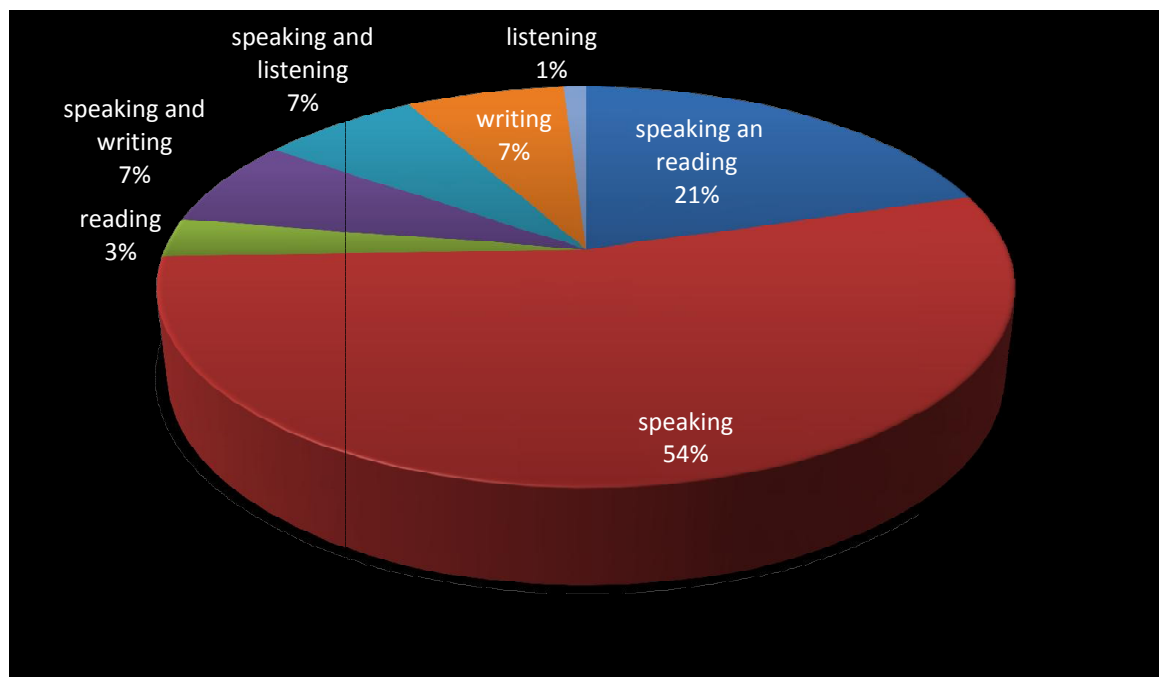
These results represent the choice of the students to study the English language. A glance at this table will show that the majority (84%) of the students choose English because they love it. This means that they are not obliged to learn, so they have some motivation to learn and to master the English language. Some students (10%) have chosen English to travel abroad. However, only 2 students (3%) have chosen English according to their parent's choice and the second one (3%) he didn't find other choices.

Question 4: what are the difficulties that you face whth the following skills ?

- Reading
- Speaking
- Writing
- Lestening

Options	Answer	Percentages
Speaking and Reading	6	20%
Speaking and writing	2	7%
Speaking and listening	2	7%
Speaking	16	53%
Reading	1	3%
Writing	2	7%
listening	1	3%

Table 2.5: the difficulties that students face with the following skills



Pie-Chart 2.4 :The difficulties that students face with the following skills

Chapter Two : Research Design and Data Analysis and Interpretation

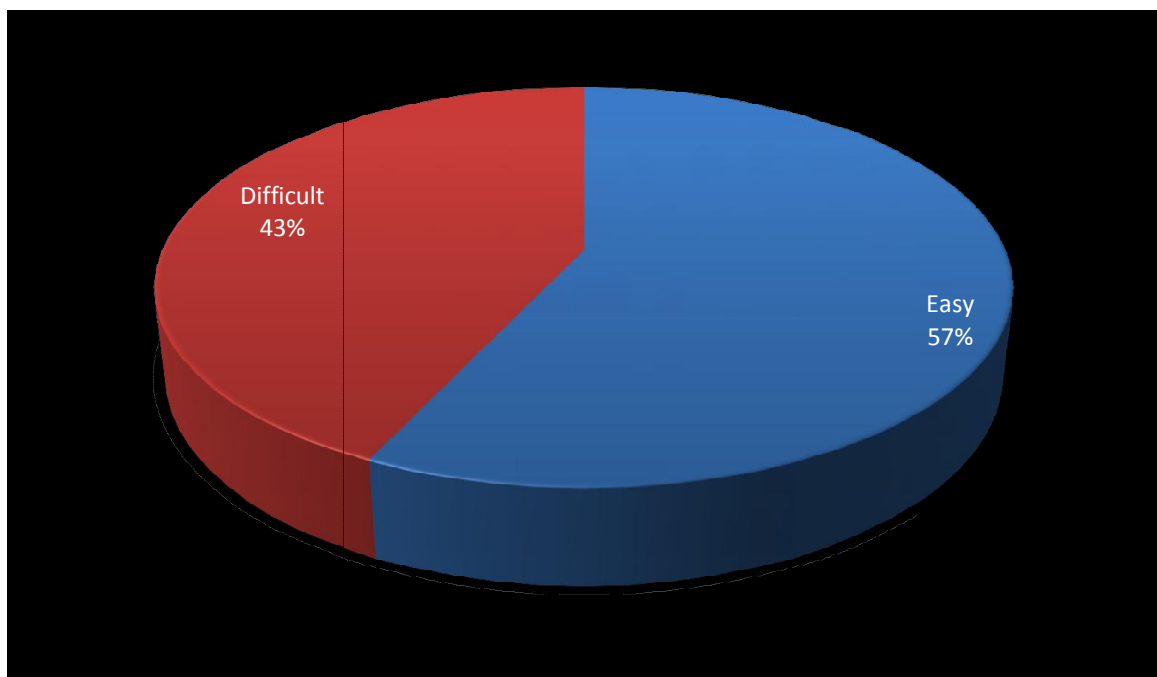
The results show that the majority of students(53%)face difficulties in speaking skills. (20%) of the total percentages indicate that students have difficulties in reading and speaking skills. And (7%) of the student that they prevent the problem in speaking and writing, speaking and writing 7%, speaking and listening (7%), and finally the rest of the other skills researcher found only reading and listening (3%) from the total percentages.

Question 4: How do you find English as a speaking skills?

- Easy
- Difficult

Options	Responses	Percentages
Easy	17	57%
Difficult	13	43%
Total	30	100%

Table 2.6: Students' attitude toward speaking English



Pie-Chart2.5: Students' attitude toward speaking English

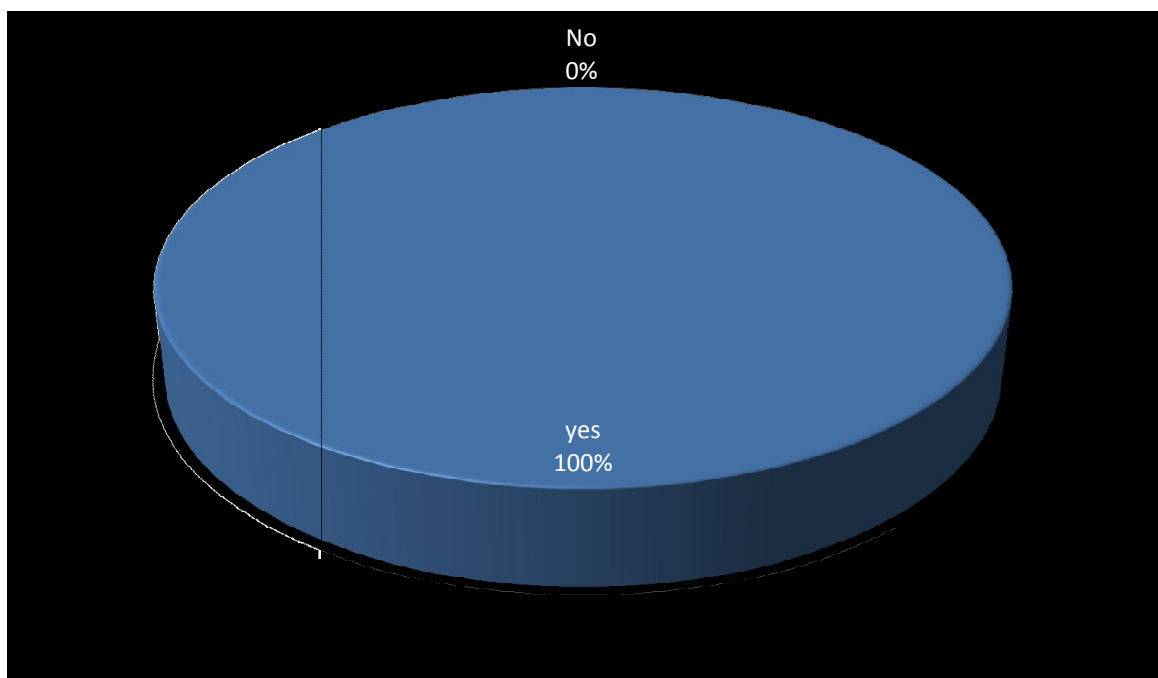
This question aims at knowing the different point of views of the students on speaking English. The table shows that the majority of students (57%) response that speaking English is an easy task, while (43%) views that it is difficult to speak English.

Question 6: do you give importance to the oral expression?

- Yes
- No

Options	Responses	Percentages
Yes	30	100%
No	0	0%
Total	30	100%

Table 2.7: The importance to the oral expression



Pie-Chart2.6:T importance of oral expression

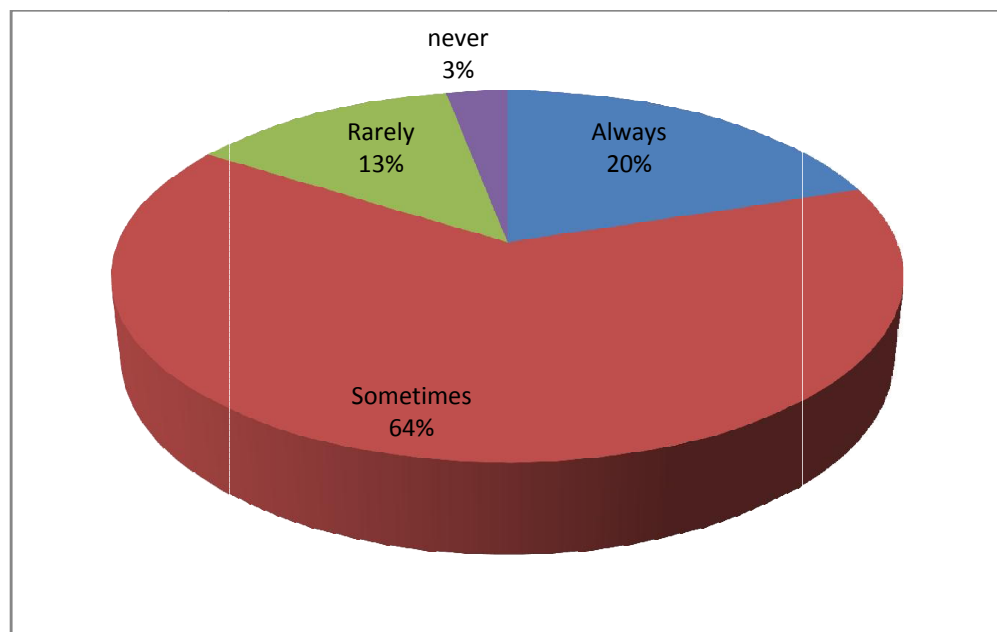
The results indicate that all the students (100%) give importance to oral expression session course.

Question 7: how often do you participate in oral expression?

- Always
- Sometimes
- Rarely
- Never

Options	Responses	Percentages
Always	6	20%
Sometimes	19	64%
Rarely	4	13%
Never	1	3%
Total	30	100%

Table2.8: The frequency of participation



Pie-Chart2.8: The frequency of participation

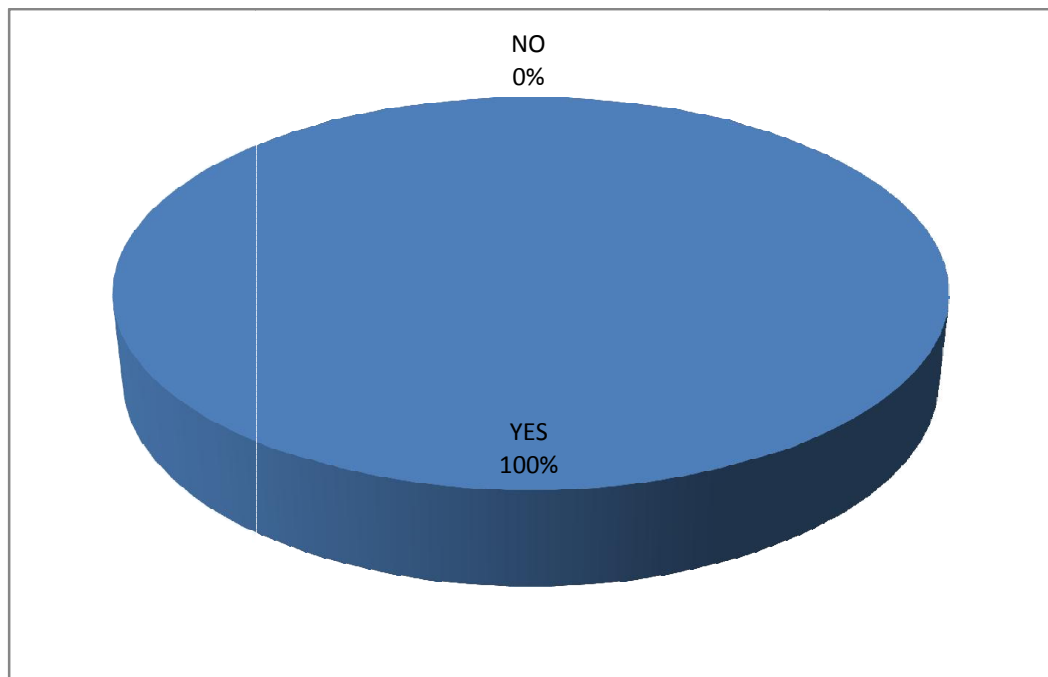
The results point out that students(64%) sometimes participate in the oral course. (0 %) of the total percentage indicates that the students always participate to speak during the lesson. Only (13%) students say that they rarely speak. 3% say that they never participate during oral expression session

Question 8 : Does your teacher give you a chance to participate in the oral expression session?

- Yes
- No

Options	Responses	Percentages
Yes	30	100%
No	0	0%
Total	30	100%

Table 2.8: Frequency of given the students opportunity to participate during the lesson



Pie-Chart 2.8: Frequency of given the students opportunity to participate during the lesson

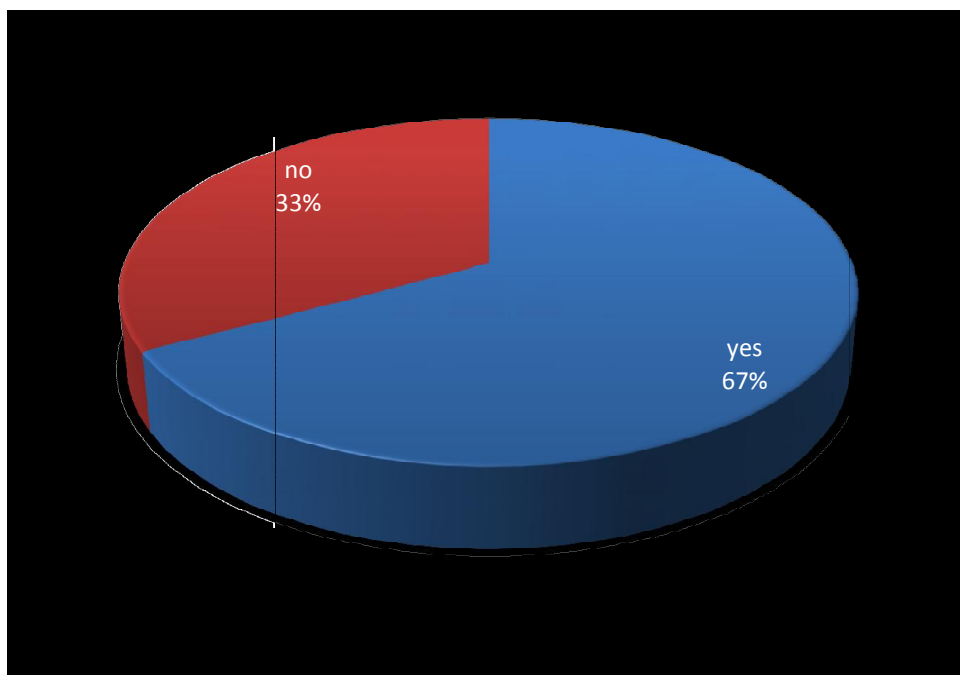
The result shows that teachers (100%) always allow students to participate in the oral course.

Question 9: does the oral expression course help you to ameliorate your speaking skill?

- Yes
- No

Options	Responses	Percentages
Yes	20	67%
No	10	33%
Total	30	100%

Table2.9: Developing speaking skill



Pie-Chart .2.9 : Developing speaking skill

Chapter Two : Research Design and Data Analysis and Interpretation

The results show that the student (67%) see the oral expression help them to ameliorate their speaking skills, (33%) of the total percentage indicates that the students are not agree with the oral expression help them to ameliorate their speaking skills.

Question10: what are your favorite activities that you practice in the classroom?

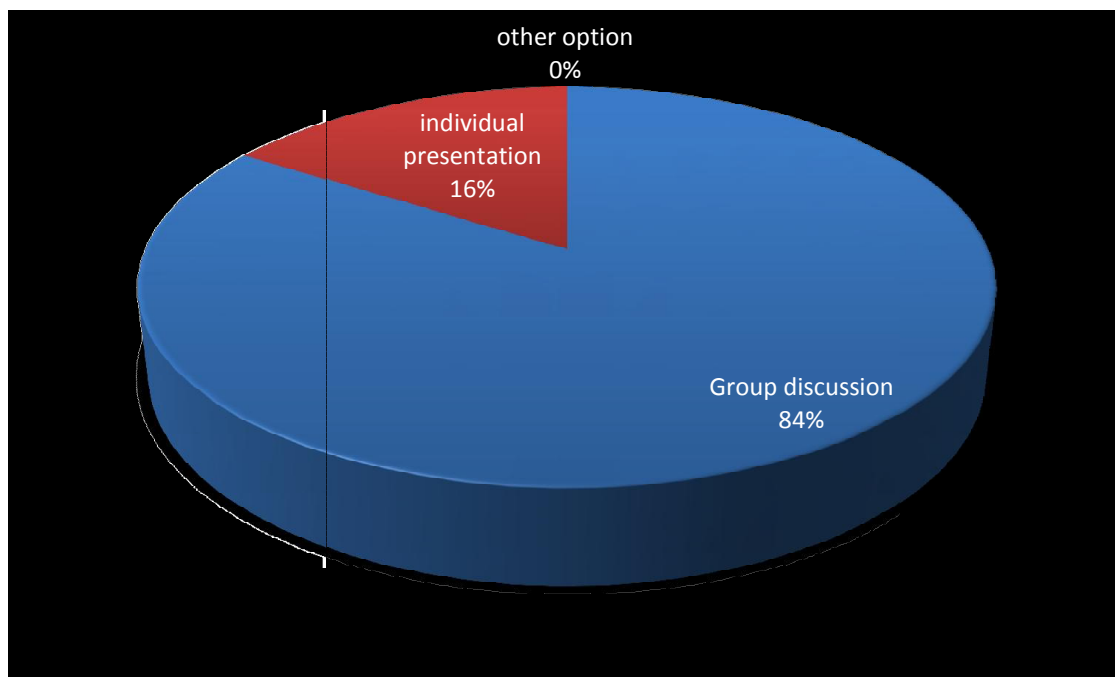
The majority of student prefer to use technology like watching videos or listening to the audios and discuss what they understand because they see that the technologies help them to practice to practice on the oral expression session.

Question 11: which type of assignments do you like to enhance your speaking skill?

- Group discussion
- Individual presentation
- Other option ,please specify

Options	Responses	Percentages
Group discussion	25	84%
Individual presentation	5	16%
Other option	0	0%
Total	30	100%

Table 2.10: Enhancing speaking skill



Pie-Chart2.10: Enhancing speaking skill

The result 84% shows that the majority of student prefer to work in a group, 16% of the total percentage see that the individual presentation help them to enhance their speaking skill.

According to the data collected the first hypothesis which state that: the students are unfamiliar with new topics and do not have a wide range of vocabulary. is confirmed.

2.5. Description of teachers' questionnaire

Our target population consists of teachers of oral expression in the department of English at the University Center Salhi Ahmed Naama who teach oral expression to third-year LMD students. The questionnaire was handed out to (05). They show their collaboration through the complete answers, and through adding comments and recommendations when it is necessary that help me in my work. The questions are either closed questions, asking the teachers to choose "yes" or "no" answers, or to pick up the proper answer from some choices, or open questions where teachers are inquired to explain or suggest other alternatives. The teacher's questionnaire consists of (8) questions.

Question 1: what degree do you hold?

- Master
- Magister
- Ph.D

Option	Responses
Magister	2
Master	0
Ph.D	3
License	0

Table .2.12 : Teachers' Qualification

As the table indicates, among the five teachers, three of them have Doctorate and only two teachers has License.

Question 2: How long have you been teaching oral expression session?

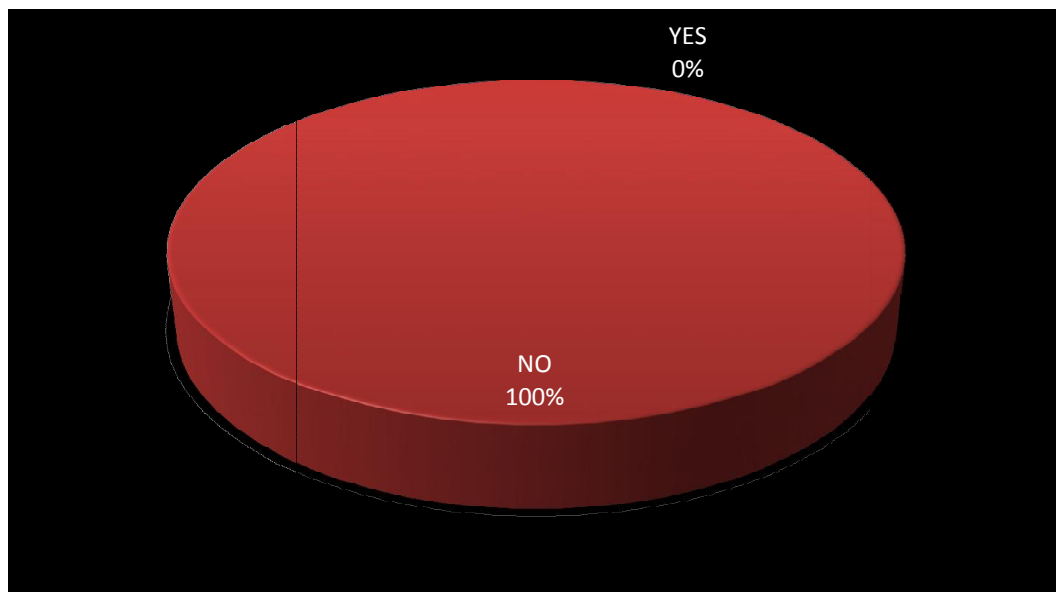
Teachers, here, are asked to give in numbers how many years they have been teaching oral expression to check their teaching experience. Most teachers are experienced. They have been teaching for 2 to 10 years. We can notice that only one teacher teaches for 19 years the oral expression module.

Question3: Do all students participate in the oral expression session?

- Yes
- No

Options	Responses	Percentages
No	5	100%
Yes	0	0%
Total	5	100%

Table 2.13.: Asking about participation of student



Pie-Chart2.11: Asking about participation of student

If no ,why

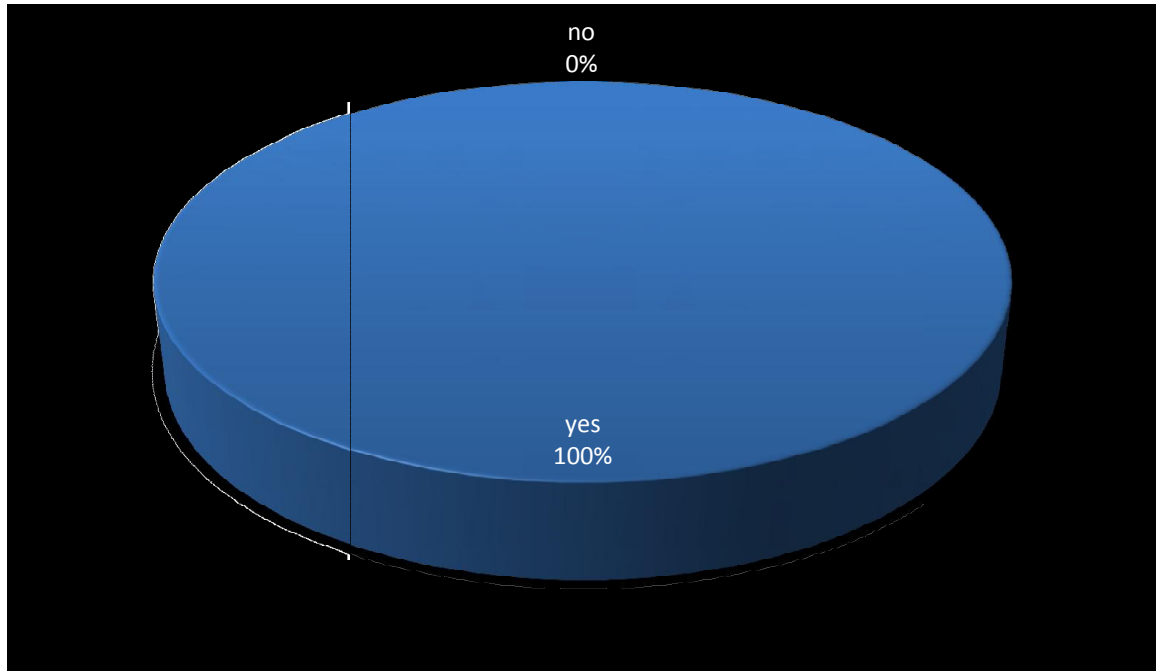
The majority of teachers claim that the students' lack of participation in oral expression is due to the student's anxiety and academic background such as lack of vocabulary.

Question 4: Does the student give importance to your session?

- Yes
- No

Options	Responses	Percentages
Yes	5	100%
No	0	0%

Table2.12:the importance of oral expression session



Pie-Chart 2.13: the importance of oral expression session

The results show(100%) that all teacher see their student are interesting to his session.

Question 5: What are the major difficulties that your student face in oral expression?

All the teachers confirm that the majority of students do not speak during the lesson. They have few students who participate in the oral course and the others keep silent or say few words. The teacher's responses were the similar, tha answer was as follows:

-Lack of vocabulary, poor cultural context ,lack of motivation, Shyness, Anxiety, Lack of self confidence Lack of self.

Question 6: Do you encourage your students to talk in oral expression session ?

All teacher of the oral expression answer "Yes" and one of them said that he could check about their understanding

Question 7: What are the activities that you use to teach the speaking skill?

The majority of teacher were close to teaching speaking skill in terms of using group work, telling stories ,dialogue and videos....etc

Question8: As a teacher, what do you suggest to overcome speaking's problems?

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

- The use of ICT tools
- Care about students individually.
- using group work.
- Selecting topics which my student interested in.
- Reading and listening to so much content in the target language.

2.6. Recommendation

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

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

2.7 Conclusion

This chapter is concerned with gathering reliable data about the students' participation difficulties and the teachers' observation about these problems, as well as, the techniques and activities that improve their participation and resolve its problems. The information was gathered by submitting two questionnaires to both teachers and students. The first questionnaire is distributed to third-year LMD English students at Naama University Center Salhi Ahmed in the English stream. The second one is administered to all teachers of oral expression in the third year in the same university.

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

General Conclusion

General Conclusion

Our research is based on An investigation into EFL learners' difficulties in oral expression sessions. The purposes from this modest work are to detect the participation' obstacles that third-year LMD students face during the oral expression section, then, to suggest some alternative solutions to resolve this problem. To answer our questions, we aim at combining the two methods descriptive and analytical. Therefore, to confirm our hypotheses, we present two questionnaires to both third-year English students and teachers of oral expression course at the Department of English at the University Center of Naama in the academic year 2020-2021.

Basing our research on investigating the hypotheses that are shown in the introduction, we divide it into two main parts theoretical and practical parts. The first chapter is classified into three parts. that is representing speaking skills as the most important skill that has to develop in an oral session. Then, we discuss in the same chapter some difficulties that face EFL students' participation in oral expression courses. and, we deal with the teachers' role within classroom situations. They often play a variety of roles according to the situation demands. Also, we discuss briefly techniques that can be adopted in the classroom activities to enhance the students' participation.

The second chapter is a field of investigation. In this part, the researchers analyze the data collected from questionnaires that are devoted to students of the third year at the English department of Naama University center and their teachers of the oral expression module. In each questionnaire, we provide a brief description before moving to the analysis of the results. Based on the obtained results from the administered questionnaire, we can improve our hypotheses that the students confront linguistic and psychological barriers. In addition to other barriers that are related to the teachers.

References

- Brown, H. D. (2004). *Language Assessment. Principles and Classroom Practices*. Pearson Education, Inc. Longman.
- Celce-Murcia M. (2001). *Teaching English as a Second or Foreign Language* . (3rd ed). USA: Heinle & Heinle.
- Davies P., & Pearse E. (2000). *Success in English Teaching* . Oxford: Oxford University Press.
- Harmer J. (2001). *The Practice of English Language Teaching*. (3rd ed). London: Longman.
- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). London: Longman.
- Hedge T. (2000). *Teaching and learning in the language classroom*. Oxford University Press.
- Kayi H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, 11, 10.
- Klipple F. (1983). *Keep Talking. Communication Fluency Activities for Language Teaching*. Cambridge: Cambridge University Press.
- Ladousse, P. G. (1987). *Role Play*. Oxford: Oxford University Press.
- Malley O., & Valdez P. (1991). *The importance Of Spoken English*.
- Nunan D. (1991). *Language Teaching Methodology .A Textbook for Teachers*. New York, Pentice Hall Intermediate (UK) LTD.
- Ozkan Y., Bada E., & Genc B. (2011). Speak the Real. In *English as a Second Language: Languages and Linguistics*. David J A.

- Taron E., & Swierzbin B. (2009). *Exploring Learner Language*. Oxford: Oxford University Press.
- Thornbury S. (2005). *How to Teach Speaking*. New York: Longman.
- Ozkan, Y. Bada, E, and Genc. B. (2011). *Speak the Real: News Articles as Major Source for Oral Competence*. David, J.A. *English as a Second Language: Languages and Linguistics*. New York: Nova

Appendices A

The Students' Questionnaires

Dear student,

You are kindly requested to answer the following questionnaire, indeed your responses will be a great help to recognize the difficulties in oral expression and to suggest strategies for overcoming such problems. Please read carefully and pay attention to all questions .

Please , select the option that best represents your answer and express your view where required .

1_ Age.....years

2_Gender male ☐ female ☐

3_ why do you prefer to study English at the university ?

- To travel a broad ☐
- Love it ☐
- Because of your parent choice ☐
- You did not find other choice ☐

4_ what are the difficulties that you face with the following skills?

- Listening ☐
- Speaking ☐
- Reading ☐
- Writing ☐

5_ how do you find English as a speaking skill ?

- Easy ☐
- Difficult ☐

5_ do you give an importance to the oral expression ?

Yes ☐ No ☐

6- how often do you participate in oral expression lecture ?

- Always ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

7_ does your teacher give you a chance to participate in oral expression

.....
.....

8_ does the oral expression course help you to ameliorate your speaking skill ? why ?

Yes ☐ No ☐

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

10_ what are your favorite activities that you practice in the classroom ?

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

11_ which type of assignments do you like to enhance your speaking skill?

- Group discussion
- Individual presentation
- Othe roption ,please specify

Appendices B

Teachers' Questionnaires

Dear teacher

You are kindly requested to answer the following questionnaire, indeed your responses will be a great help to recognize the difficulties that students face in oral expression and to suggest the strategies and solutions for overcoming such difficulties .

Thank you for your collaboration

1_ what degree do you hold?

Master	☐	Magister	☐	
Ph.D	☐	Other	☐	

2_ how long have you been teaching oral expression module?.....years

3_ do all students participate in oral expression session?

Yes	☐	No	☐	
-----	--------------------------	----	--------------------------	--

If no why

.....

.....

.....

4_ does the student give importance to your session ?

Yes	☐	No	☐	
-----	--------------------------	----	--------------------------	--

5_what are the major difficulties that your students face in oral expression?

.....

.....

.....

.....

6_Do you encourage your students to talk in oral expression session?

.....

.....

.....

.....

7_what are the activities that you use to teach the speaking skill?.....

.....

.....

.....

.....

8_as a teacher ,what do you suggest to overcome speaking's problems?

.....

.....

.....