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Ministry of Higher Education and Scientific Research University of Ghardaia

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**Exploring the Difficulties Facing EFL Students 'Participation in
Oral Expression Course
The Case of Second-Year LMD Students at University of Ghardaia**

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

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DEDICATION

In the name of ALLAH, most Gracious, most merciful, All the praise is due to ALLAH alone.

First and for most, the greatest thank is to ALLAH who gave me strength and patience to complete this work to my dearest and beloved parents who raised me and made me what i am today, thank you for your support, love, guidance, and encouragement, thank you for your unconditional love, I will make you proud of me.

To my dearest sisters, BOUCHRA, MASSOUDA, CHAHRA ZAD and RACHA thank you for your unwavering love which has always been and still a source of strength and motivation for me.

To my nephews, Noor Al YAQIN and OMRAN your presence added something special to our lives, may ALLAH protect you wherever you are.

To my fiancé, thank you for helping and support

To my dearest teachers especially « SADAOUI KHALED »

To all my friends with whom I shared the university dormitory.

To my closest friends Safa, NACIRA, AICHA

DEDICATION

In the name of ALLAH, the most gracious, the most merciful.

Thanks be to ALLAH first.

*I would to dedicate this work to my dearest and great parents who have raised me to be
the person I am today. Thanks for all you have given me.*

To my husband IBRAHIM and my darling daughter WESSAL.

To my dearest brothers' and lovely sisters.

To my big family without acception.

To everyone who supported me.

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Abstract

Abstract

The present work seeks to investigate the difficulties that prevent EFL learners from participating in class. Therefore, it introduces some techniques and strategies to enhance and promote students' participation and develop their abilities and skills. It is an attempt to explore the problems that hinder students from participating like lack of vocabulary, shyness and so on. We choose as a case study second-year LMD students and teachers of oral expression course at department of English at University of Ghardaia.

In this sense, the data will be collected from different sources through the use of two instruments including a questionnaire administered to second-year English foreign language students, and an interview with oral expression teachers. The data will be analyzed relying on a mixed approach which combines both quantitative and qualitative methods.

The obtained results indicate that there are some problems that hinder students from participating. Therefore, some strategies and techniques were presented to enhance the students' participation in oral expression course.

Keywords: Difficulties - Oral Expression – EFL - Second-Year Students - University of Ghardaia.

List of Abbreviation

EFL: English as a Foreign Language.

LMD: License _Master_ Doctorate.

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General Introduction

General Introduction

Speaking is considered to be the most important of the four language skills, as it helps to move one's knowledge of grammar, vocabulary, and pronunciation from the back of mind to the front. By time, this will improve one's fluency and memory too

Thus, to develop the academic success of students in English foreign language classroom, students should be actively engaged in class oral activities and participation must be given its right place in the process of learning and teaching as a whole.

However, speaking is very challenging for learners and oral teachers are well aware that their students need to be active in speaking but there are some obstacles that face them. Based on this, the researchers are interested in investigating the challenges faced by EFL students at University of Ghardaia. Also, the researchers are interested in investigating the techniques and strategies that can be implemented to help students overcome their speaking difficulties.

1. Research Problem:

EFL learners suffer from different obstacles that hinder them from participating in oral expression class which led them to lose interest and motivation to learn and achieve academic success. This study is designed to answer the following questions:

- What are the obstacles and difficulties that face EFL students in oral expression course?
- What are the most appropriate techniques and strategies that can be used by teachers to enhance their students' participation?

2. Hypotheses:

Participation plays a vital role in providing opportunities for EFL classes to express their abilities. This research attempts to investigate the problems that hinder the EFL learners to participate in classroom and the hypotheses are the following:

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- Students face psychological and linguistic problems (lack of self-confidence, anxiety of being ridiculed, corrected and laughed at)
- Teachers create a positive classroom environment in which their learners feel comfortable sharing their thoughts, taking risks, and confronting challenges to enhance their students' participation.

3. Purpose of the Study:

Our aims from conducting this dissertation are:

- To identify the difficulties that hinder EFL learners from participating during oral expression course.
- To suggest some techniques that can enhance the participation of the second-year LMD students at English department at University of Ghardaia

4. Limitation of This Study:

Several limitations of this study should be noted. First, the selection of participants was limited to one geographical location, restricting the study to a small subpopulation of students at University of Ghardaia. Second, this study is limited to a cross-sectional study during the second semester of the academic year 2022-2023. Finally, two instruments were used in this study, namely a survey questionnaire and interview. It was important to recognize these limitations and the implications they had for interpreting and extending the findings of this study

5. Motivation:

The reason that prompts us to highlight and focus on this topic specifically is the importance of speaking skill and oral expression. In modern world, it has become quite common to prove the candidates' talents during the interview. One who has good talent in speaking can conquer the whole world. Having good communication is the passport to get better employment opportunities for the student's future.

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6. Significance of the Study:

The main objective of this study is to highlight the obstacles that EFL students encounter at oral expression classes. The study is conducted to pinpoint the constraints and determine the strategies that teachers should adopt to bridge the gap and treat these constraints at a base level. Although many researches have been carried out in the field of teaching oral expression, the significance of our dissertation is paramount in the sense that it offers an opportunity to oral teachers to tackle these kinds of problems in their future oral teaching classes and improve the learners 'oral performance.

7. Methodology:

We used two main tools descriptive and analytic method in our research to test our hypotheses. The Descriptive method in order to determine the different obstacles that hinder the students' participation in oral classes. The Analytical method is used to investigate the problem and to answer the questions above. So far, we administered questionnaires to the second-year and conducted interviews with oral expression teachers at the English department at University of Ghardaia.

8. Data Collection Instruments:

The researchers seek to achieve a set of aims via highlighting a variety of research questions. The exploratory case study seems to be the best method that fits this situation. Throughout this research work, an attempt will be to discover if the sample has difficulties in oral expression courses the main causes of it.

The researchers also want to introduce some techniques and strategies to enhance and promote students' participation and develop their abilities and skills.

To accomplish the previous aims, a mixed approach using qualitative and quantitative methods is adopted to ensure the reliability of the findings. A questionnaire for students and interview will bring clear results and give answers to the issues raised in this work.

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Population and Sampling

Since the goal of this study is to examine the EFL learners' participation during the oral expression course, both teachers and students of English department at University of Ghardaia are concerned by this study.

Teachers' sample

In this dissertation, we decided to conduct interviews with all oral expression teachers of second year at English department at University of Ghardaia.

Students' sample

The second-year LMD students at University of Ghardaia are the case study of our research. The students will be administered a questionnaire related to their participant hindrances.

9. Structure of the Dissertation

The dissertation is divided into two parts; a theoretical part includes two chapters, chapter one deals the EFL students participation difficulties during classroom, while chapter two includes the techniques and strategies that can enhance EFL students' participation. The practical part which is the last chapter deals with the data analysis. It provides a detailed analysis of both teachers' interviews and students' questionnaires.

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1. Literature Review

Oral communication is a Two-way process between a speaker and a listener. Speaking is one of the macro skills of English language teaching and learning.

Brown (1994) and Burns and Joyce (1997) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information ; whereas, Harmer(2001) states that speaking is an interaction with one or more participants .Byron (1994, p. 9) believes that the main goal in teaching the productive skill is oral fluency and this can be defined as the ability to express oneself intelligibility, reasonably, accurately and without too much hesitation or otherwise communication may breakdown because the listener gets impatient or not interested . Embark (2002) defines speaking as the productive skill that can be achieved through understanding three major elements: sounds, grammar and vocabulary.

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney and Burk, 1998, p .13). Burns and Joyce as cited in Nunan (1999), Schwartz (2005), and Thornburg (2005), argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of committing mistakes are the factors that commonly hinder students from speaking. Furthermore, Brown (2002), claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence to perform the activities.

From his observation of classroom learning, he could find that learners with high self-esteem manifest more confidence and giving more positive evaluations in themselves will promote their language learning. Some students fail in oral English learning or feel less willing and less confident in speaking English in class because they have a low self-esteem. Ariyanti (2016) investigated psychological barriers faced by Indonesian students which affect their speaking performance.

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The researcher noticed through his observation and interview that the learners tended to feel anxious when performing speaking activities because they were afraid of making mistakes. This fear is a result of shortcoming of self-esteeming using English. Consequently, the students accompanied their speaking with mother tongue. They prefer to keep silent instead of participating and speaking in the course.

Another study conducted by Sato (2003) cited in Mingle and Yuan (20013), found that students of English were not highly competent in speaking because their fear of making mistakes. The same findings were also shared by another research conducted by Ballard (1996) cited in Yan (2007) who found that students failed to join in English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well.

Yan (2007) added that students found speaking English a stressful activity, especially, when they had to express something using English. Moreover, motivation is an important factor in language learning success. Brown (1980: p. 112) defines motivation as an inner drive, emotion or desire that moves one to a particular action, it is known to all that proper motivation will draw learners' attention and arouse their interests to learn. Thus, they are more likely to succeed in language learning.

Figure N° 01. The four speaking skills



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2. The Importance of Speaking

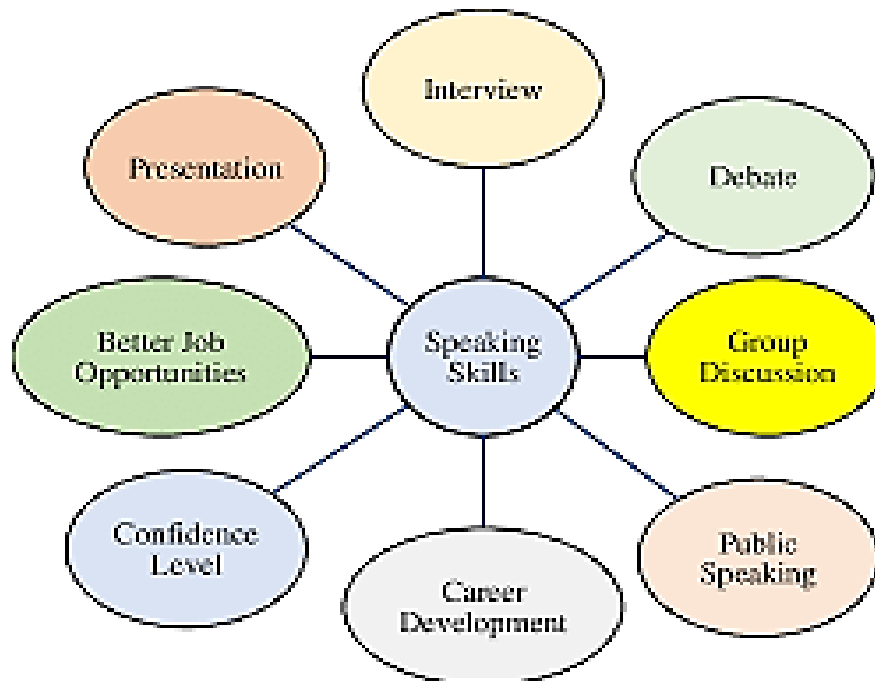
Speaking is not merely a matter of using words, but it needs a more complicated process of producing speech. Speaking is a productive skill that needs a lot of practices. The term « speaking fluency » is linked to the meaning of « communication » (Harmer, 2007). Speaking skills are most essential skills for all the learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunity, make public speeches, attend interviews, participate in debates and group discussions, give presentations and so on, In the present modern world, everything is linked with speaking skills.

According to Bueno, Madrid, and McLaren (2006, p.312) « Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even though the learners learn the language for so many years, they find it difficult to speak in real time situations when it is demanded. So, the EFL learners should understand the importance of speaking skills and try to acquire them as they need them to compete in this competitive world.

Speaking seems to be difficult because the speakers have to produce sentences on the spur of the moment; it is quite difficult for foreign or second language learners to produce sentences without learning the grammatical structures and having proper knowledge of adequate vocabulary. Therefore, EFL learners face many problems in terms of grammar and vocabulary when speaking.

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Figure N° 02. The Importance of Speaking Skills



3. Reasons for Teaching Speaking:

Speaking is a productive language skill that students use to share and exchange meaning through the use of verbal and nonverbal symbols. Many teachers agree that students should learn how to speak in order to be competent and achieve better academic success. Through speaking students can learn English language and be able to produce accurate utterances, exchange and involve in conversations.

Harmer (2007) emphasized that the reasons why it is a good idea to teach speaking and suggested the following activities:

- « Good speaking activities can and should be highly motivating, if all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback. As a result, they will get tremendous satisfaction ». (p.78)
- Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of classroom.

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4. Definition of Participation:

Participation, is the way in which the student expresses his understanding of the lesson through his interaction and it is evidence of the student's integration with the class. Dancer and Mamounia's (2005) agreed that « participation can be seen as an active engagement process which can be stored into five categories; preparation, contribution to discussion, group skills, communication skills and attendance. » (p.187). Another definition proposed by Fritsche (2000) defined participation as; « the number of unsolicited responses volunteered. » (Cited in Kelly A. Rocca).

5. The Importance of Participation in EFL Classroom:

According to Lui (2005); « participation usually means students speaking in classroom such as answering teachers or other student's questions and asking questions to get the better explanation and clarification. » (Cited in Nambini David. Students' participation p.16). Participation is important and necessary for learning a language and getting clarification output. It allows them to practice the language, express their personal feelings, thoughts, comment and suggest than it promotes cooperative learning which encouraged students to work together discuss, debate, think critically and solve problems.

Moreover, Liu (2005) stated that participation in verbal interaction offers learners the opportunity to follow up on new vocabulary and structures to which they have been exposed during language lessons and to practice them in context. Inside classroom, participation helps the learners to acquire different forms and patterns of language and being exposed to different activities students unconsciously learn a lot of new vocabulary and grammatical rules and use them in appropriate contexts.

Besides that, Zoltan and Long (2006) stated that: « participating in classroom activities provides a critical opportunity for learning new skills. » (Cited in Nambini Devid.p.18). In this context, participation helps the learners to master and develop other language skills which they

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need in their learning and have opportunities for academic jobs. Usually, it gives students an opportunity to get feedback from their teachers what they master and what they need to develop it allow them to get build social positive relationships then be more comfortable and overcome their fear of hesitation, build their self-confidence and be more fluent and achieve success in spoken communication.

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Introduction

Classroom participation is an important aspect of student learning that required students to speak and express their ideas in a way that others can understand. But many students do not participate during the different oral sessions, do not contribute and do not show any sign of progress which indicate that there is something wrong somewhere with students. In this chapter we shed light on some of the obstacles that hinder the students from participating at these oral sessions then we suggest some techniques and activities to develop the learner's performance in oral expression course.

1. EFL students' Participation Difficulties in Oral Expression Course

The role of classroom participation is to enhance the students' communicative efficiency, but the majority of foreign language learners are confronted with unpleasant problems and difficulties which prevent and deceive their participation. Linguistic and psychological barriers are the factors that prevent students to take a part and participate in class.

Linguistic barriers:

Generally, EFL learners want to speak, interact and participate fluently and accurately, but when they try to express themselves and share ideas, they faced some linguistic difficulties such as lack of vocabulary, grammar and pronunciation problems then poor listening, nothing to say and fear of making mistakes. All these factors hinder students from participation in class.

1. 1. Lack of Vocabulary:

Lack of vocabulary is a crucial problem that face EFL students. Thronbury (2005) stated that « spoken a language also has a relatively high proportion of words and expressions ». (p.22). To learn a language, students need to have linguistic package that allow them to express themselves freely. Students are not able to introduce themselves or express their opinions. They find it difficult to put their ideas into proper word. So, they prefer to keep silent and avoid

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intervening in the conversation as well as they produce fluent speech embedded with mistakes and pauses or start repeated words and lines which they had uttered before.

1. 2. Poor Grammar Problem

Grammar is needed in spoken language in order to arrange the correct sentences and if students do not have grammar mastery, they will not be able to produce sentences that are grammatically correct.

Grammar describes the speaker's knowledge of language as asserted by Carmen Perez Lantana who said that: « knowledge of English grammar is necessary in order to communicate, accurately, meaningfully and appropriately. ». However, students prefer to keep silent in order not to produce ungrammatical structures and being ridiculed by their classmates and the teacher. Grammar is the basic of any language and if students do not acquire it, they will face problem in participation, there will be no interaction no engagement in discussion and this issue make the students be silent all the time because they feel afraid of producing ungrammatical and incorrect sentences and being laughed at or get negative feedback from teachers.

1. 3. Poor Pronunciation:

Pronunciation is the way certain words are produced or articulated. It is the most important and difficult problem that non-native English speakers face when studying. Speaking a language means to have a good pronunciation and students have to be familiar with the rules, stress, and intonations of English pronunciation. Bada, Genk and Okan (2011) focused on the importance of pronunciation in speaking « 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.).

Lack of pronunciation can lead to negative impression, when students talk to each other in classroom or in real life their way of speaking is the first thing that students are judged, students avoid to participate in order to avoid misunderstanding and ineffective communication

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among each other's. In fact, students remain passive and silent to avoid pronunciation mistakes and being laughed at.

1. 4. Poor Listening Practice:

Listening skill is important for acquiring and practicing the language and in order to speak accurately and fluently students must have good listening skill otherwise their communication will be almost impossible. It is due to the lack of concentration; students cannot concentrate on teacher's speech or maybe they have low level of intelligence which makes them need more time to comprehend, understand, speak or participate. So, this problem can be added to the difficulties that prevent students from participation. Students must develop this skill because good speakers are the production of good listener.

1. 5. Nothing to say:

Some students keep silent when they asked to participate while others are unable to think they simply say « I have nothing to talk about » or « no comment » or « I don't know ». This is due to their lack of self-confidence, lack of preparation or because they are afraid to talk in front of class. Penny Ur (1991) argued that « even if they are not inhibited, you often hear learners complaining that they cannot think of anything to say. » (p.21). Learners have nothing to say because they have difficulty to express themselves.

1. 6. The use of Mother Tongue:

Mother tongue is the language which a person has grown up speaking from early childhood and which normally becomes their instrument of thought. Some students in English foreign language classes usually used their native language tongue to speak and participate inside the classroom because they feel comfortable and unstressed when speaking in their mother tongue. In fact, this is a problem that leads students to be passive in classroom discussion and participation. Students use their mother tongue because they couldn't express themselves in English language due to the lack of vocabulary. Consequently, students will not develop their

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language abilities if they keep on using their native language then they will not speak, participate or share their ideas with the teachers or peers.

1. 7. Psychological Barriers:

In addition to the linguistic difficulties, students may have other psychological problems that hinder them from participating in classroom. Anxiety, shyness, lack of motivation, self-confidence, fear of making mistakes and lack of interest are most of the psychological difficulties that students are confronted with.

1. 8. Language Anxiety:

Anxiety is another important factor that frustrates the learners speaking ability which is according to Shovel (1978) « ... associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry ». (p .134).

In fact, all human beings particularly at the beginning of their activities in different domains, show signs of anxiety because it is normal and natural reaction that every can have it. However, if a student with speaking anxiety experience failure, he or she will rather remain silent and passive than take the risk of failure again. So, whenever they face a given task and find it difficult, they will feel uncomfortable and doubt about their achievement toward that task. Anxiety can affect student's performance it can influence the quality of oral production and make students appear less fluent and passive.

1. 9. Shyness:

Johana (2012) stated that: « shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class ». (p.101). Shyness is one of the problems that affect student's participation, speaking, talking, enjoying tasks and even engaging with others in a classroom. The students who are shy cannot take a part and be the center of the classroom because they are afraid of making mistakes and they don't like to work

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neither with others nor in public as well as they couldn't engage themselves in any discussion or achieve their goals.

1. 10. Lack of Motivation:

Motivation is a crucial element in determining the success or failure, it is the center and the heart of learning. Dorney (2001) stated that: « without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any real useful language ».

In EFL classroom, the lack of motivation can be considered one of the main aspects that prevent students from participation. It appears in form of uninteresting activity or topic or the learners state like illness, tiredness or hungry, etc. As a result, those factors may decrease student 's motivation and prevent student engagement in classroom activities. Hence, without motivation students have no goal to reach and they have weak desire to learn and participate in class.

1. 11. Lack of Self-Confidence:

It is strongly believed that no successful participation or effective activity can be fulfilled without building self-confidence. It is one of the psychological problems that lead the students to hesitate to intervene in classroom discussion. Jones (1999) has advocated that « such confidence can only be built by having students work together, so that when they have to talk with strangers in English in real life, they will feel less scared and they will be more prepared for real conversation » (p .15). It is the believe that students can achieve success and competence based on the abilities to produce and speak a language. Students who are not self-confident are always questioning their abilities being shy. Moreover, they prefer to avoid challenges and take risk as a result their chances of speaking and participating will be reduced.

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1. 12. Fear of Making Mistakes:

Fears of making mistakes is one of the psychological barriers of limited participation that most of EFL students face. UR Penny (2000) declared that « learners are often inhibited about trying to say things in a foreign language classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts ». (p.111). Students are inhibited to participate in a class due to their linguistic inferiority and fear of making mistakes, this factor stops them from interacting, and sharing their ideas and opinion. They prefer to be passive observer in order not to make mistakes and being laughed and critiqued by teacher and their classmate.

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2. Strategies and Techniques to Enhance Students' Participation in Oral Expression Course

Using strategies and techniques by teachers to motivate and enhance the students' participation in oral expression course is very important. In this section, we will try to mention some techniques and suggestions for possible solutions to the research problems. We are going to spot the light on the relationship between teachers and their students i.e. How it should be, the positive environments and its role in creating successful conducive classroom. Then we present different roles of teachers and learners inside the classroom. In addition, we are going to suggest some motivational strategies to help the EFL teachers to be aware of different teaching techniques.

2. 1. Teacher-Student's Relationships:

Researchers shows That a category of teachers' skills called personal competencies has a powerful impact on teacher effectiveness. The fore Most of these competencies is the teacher-student relationship. Evidence finds that teachers who create a positive relationship have a large effect on increased student achievement; they also have fewer discipline problems, office referrals, and related conduct issues.

Qualities of a teacher's personal competencies with the largest impact include being consistent, providing structure, having an assertive presence, showing empathy, exhibiting warmth, encouraging learning, setting high standards, being adaptable displaying awareness of high-needs students, being culturally sensitive, and showing respect for students. It is important to understand that simply caring about students isn't enough. A teacher who shows warmth but lacks the other qualities will founder. Establishing an effective teacher-student relationship requires a balance of these competencies. Such academic relationship makes the students feel positive about class willing to have go and ask for help when they need as well as be able to stand in front of the teachers and classroom. Students perform well because they feel that

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teacher is passionate with them and this can motivate them to be more productive. So, such positive relationship helps students to respond actively and participate in classroom as well as develop their abilities and skills.

2. 2. Positive Classroom Environment:

Classroom environment is one of the most important factors that affect student learning. An ideal learning classroom is when students view their classrooms as positive and supportive. It is a space where they feel safe and secure. A positive nurturing environment is an indispensable part of learning, it is in a positive environment that a student feels comfortable; a place where healthy relationships with peers and teachers flourish. In a positive environment, the process of learning becomes something that students easily adapt to and look forward to.

To achieve This environment, students need to be nurtured with love, care and support. In fact, Classroom that are characterized by high degree of teacher's directions and orders tend to produce most favorable student's outcomes and make the student's ability to learn and to be productive in the classroom. Their motivation and Desire to learn increase and they take challenges without fears of ridicule.

3. The Teachers Role and Responsibilities:

Regarding the importance of the teacher' role, most students will not engage in an interaction by themselves unless teachers start first. Obviously English foreign language teachers are called upon to provide their students with maximum opportunities to speak the target language by creating a supportive and motivating atmosphere that contains interesting topics, speaking tasks and authentic materials.

The basis of the communicative approach is their capacity to adapt himself to change roles and stimulate the students to participate in the classroom. The primary role of the teacher is to create the best condition for facilitating the learning and teaching process give the students

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the chance to produce language, interact and participate in classroom. The main important roles of teachers can be summarized as follows:

3. 1. Organizer:

Harmer (2001) said: « 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 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 ». (p.59).

Harmer supported that the role of organizer is to provide proper instructions so that they can do the task with an ease. Because the activity will not be successful and the teacher will not achieve his objective unless the students comprehend what they are going to do with the activity. That is to say, teachers are responsible for grouping the students and giving them various kinds of activities to work on and guiding them step by step in order to increase their interest and they will be highly motivated to participate and perform in each stage of classroom.

3. 2. Observer:

Despite the fact that teachers should be very careful when observing his students in order to assess and give them feedback, they should carry a big responsibility in the classroom. They are not there just to correct speech and writing. They should create learning conditions and give students the chance to produce language, interact and participate.

3. 3. Controller:

According to Harmer (2001): « When teachers act as controller they are in charge of the class and of the activity taking place in a way that is different from a situation where students are working on their own in group. » (p. 52). Harmer asserts that the controller is the teacher who stands in front of the class transmits knowledge, prepares the activities, monitors the

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interactions and checks homework's. When teachers control the class students feel comfortable ready to participate and engaged as well as activities run smoothly and efficiently.

3. 4. Assessor:

The role of an assessor is to give appropriate feedbacks about the performance of students, correct mistakes and make different evaluations for each student. 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 success 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 progress or not what are their strengths and weaknesses to improve their abilities.

3. 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 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 web site for example. This is where we can be one of the most important resources they have ». (p.61). In order for teacher to guide and help his students to search for information in one hand and motivate them together.

4. Teaching Techniques:

4. 1. Cooperative Learning:

Olshan and Kagan (1992) defined cooperative learning as: « group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is accountable for his or her own learning and is motivated to increase the learning of others. » (p.08).

Cooperative learning is a strategy that helps students work cooperatively as a team help each other and develop their thinking abilities as well promote participation, communication and interaction among each other.

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4. 2. Group Work:

Group work is used by teachers to achieve at least three significant instructional objectives. First, for helping students learn valuable communication skill and developing more effective thinking processes. Second, for improving student's thinking and helps them construct their understanding of the subject matter. Third, for promoting students' involvement and engagement. Group work is a form of cooperative learning; it is a key feature in the practice of language that helps the students in the development of communicative abilities.

Through participating in groups, learners will practice more the language since they do not just listen to their teachers, but rather speak, interpret, debate and discuss academic issues together. be independent and use materials for themselves on the other hand.

Figure N° 03. Group Work Technique



4. 3. Pair Work:

This technique is considered as a best strategy to build students' confidence and motivation to participate in communication. In pair work, students feel confident and free to express ideas, develop their cognitive levels, share and get knowledge. Byrne (1989) listed many advantages of this technique as follow:

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- Many pair work activities lead to a great personalization and students begin to express their own personalities in a more natural and less inhibited way. This again contributes to creating a better learning atmosphere in class plus a positive group feeling. Pair work allows students to mix with everyone in group.

Pair work activities are students centered rather than teacher centered. Once an activity has been explained, the students work independently of the teacher at their own pace this means the students really have an opportunity to see how they can communicate in English.

5. Activities That Enhance Student's Participation:

It can be hard to motivate students to increase their levels of participation. Some activities have been suggested to encourage students 'participation in classroom. Accordingly, Ur Penny (1991) stated that: « classroom activities that develop learner's ability to express themselves through speech would therefore seem an important component of language course». In the EFL classroom, teachers use different types of communicative activities in order to stimulate students' interest and to defeat their problem of participation.

These activities are presented by teachers to provide the learners with a great opportunity to practice, participate and interact with each other. Student's participation developed through the communicative activities which can motivate them to be involved and establish good relationships among teachers and learners

5. 1. Problem Solving Activity:

It is a way to develop students' interest and motivation to work in pairs or groups, share their opinions and feeling about specific problem. As it is defined by Barker and Gaunt (2002) « problem solving is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their finding ». (p160). In problem solving students work collaboratively in order to gather information and find many solutions to different problems. It helps learners to enrich their

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vocabulary and develop their cognitive awareness of how to deal with problems and promote more participation.

5. 2. Oral Presentations:

Most of teachers focus on this activity because it allows them to present their knowledge on a particular subject in front of the class. According to Baker (200): « Oral presentations are like a formal conversation speaking to a group as a natural activity » (p .115). Oral presentations are very important activities that raise interactions and participation among peers and give the audience the opportunity to ask about things that are not clear to them. Through oral presentations students develop their proficiency level in English and allow them to be self-confident when speaking in public.

Figure N° 04. Oral Presentation Activity



5. 3. Role Play:

Penny Ur (1981) defined role play as the process of giving students a suitable topic that provides interest and subject matter for discussion through dividing them into groups which improves the amount and quality of the verbal interaction. Though role play students imagine themselves in a situation which would occur outside the classroom adopted a role and behave as if the situation really occurred. Role play helps students use language fluently it helps them to be creative and imaginative and it can be performed in pair or group.

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5. 4. Gaming Activity:





Games are activities that teachers use as a technique to provoke communication and participation in their language classroom such as combining and searching games. Through communication games, students are given the opportunity to communicate orally and practice the language with each other and their motivation and interest towards participation increase their self-confidence and reduce stress and anxiety. In addition, games activities encourage students to get easily involved in classroom discussion and collaborate with each other.

5. 5. Information gap Activity:

Information gap activity is another useful activity in oral EFL classes. According to Hedge (2000, p.218), information gap activity involves each learner in a pair or group processing information which the other learners do not have. This activity is effective for students; the value of this kind of task is to motivate students by bridging the information gap to solve a problem. It assists language acquisition but do not involve students in conversation strategies as role-play and discussion do (Hedge, 200).

The teacher's aims from conducting such activity is sharing information since this information are known by one part and the other part of group has to complete the information by asking questions.

Figure N° 05. Information Gap Activity

Student A	Student B
1 	1
2	2 
3 	3
4	4 

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5. 6. Conversation:

One of the most focus that EFL teachers have to deal with is the emphasis on having students analyse and evaluate the language that they or others produce. Murcia views « One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication » (p. 108). The development of conversation skills paves the way to develop the language itself.

Conclusion:

In conclusion, there are many techniques that can help students overcome the difficulties affecting their participation in oral expression course. So, teachers and learners in EFL classroom have significant role and responsibilities that they should adopt to increase classroom participation and bring much more interest and motivation. Besides, pair and group work are most effective teaching techniques that teachers focus on in order to create interactive and productive students. Finally, some communicative activities such as role play, discussion, problem solving should be implemented so as to create a good atmosphere where learners can interact, participate and speak freely.

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Introduction

This study is designed to investigate the difficulties facing EFL student's participation in oral session, particularly second-year LMD English students at university of Ghardaia. This chapter presents the methods and procedures that were used to conduct this study. It includes research design, population and sample, data collection, and research instruments used in the study. It also describes data analysis methods, and discusses the results in relation to the research questions and hypotheses proposed by the researchers.

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1. Students' Questionnaire:

1.1-Description of the Questionnaire :

The questionnaire survey was addressed to second-year students at university of Ghardaia during the academic year 2022/2023. In addition, the questionnaire consisted of 15 questions which turn around the same purposes so that the researchers gathered as much as students' opinions. Indeed, the researchers explained each question to the sample. By watching the sample, the researchers could make sure that they answered all the questions. It is worth nothing that questions varied from close-ended to open-ended questions. A total of 40 student participated in the survey, of whom 17 were males (42.5%), 23 were females (57.5%).

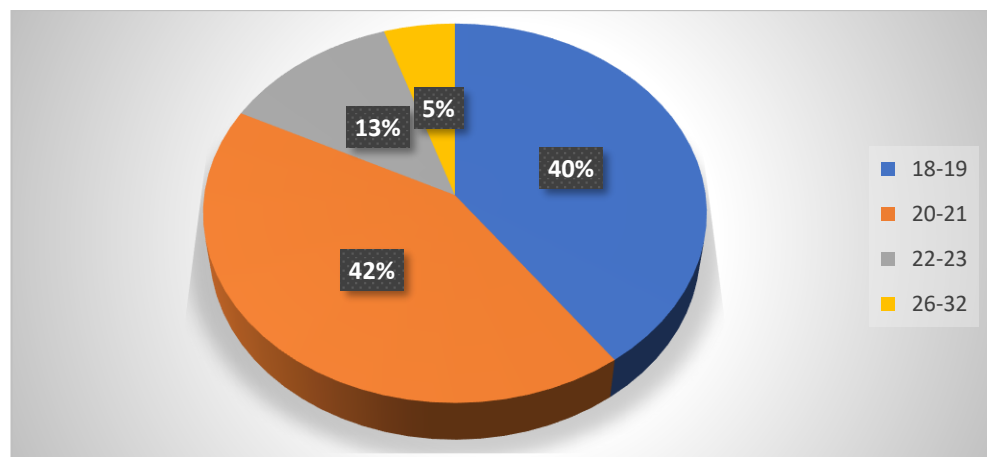
1.2 Analysis of the Results:

1. Age:

Table N° 1: Students' Age

Age	Number	Percentages
18-19	16	40%
20-21	17	42.5%
22-23	5	12.5%
26-32	2	5%
Total number	40	100%

Figure 1. Students' Age



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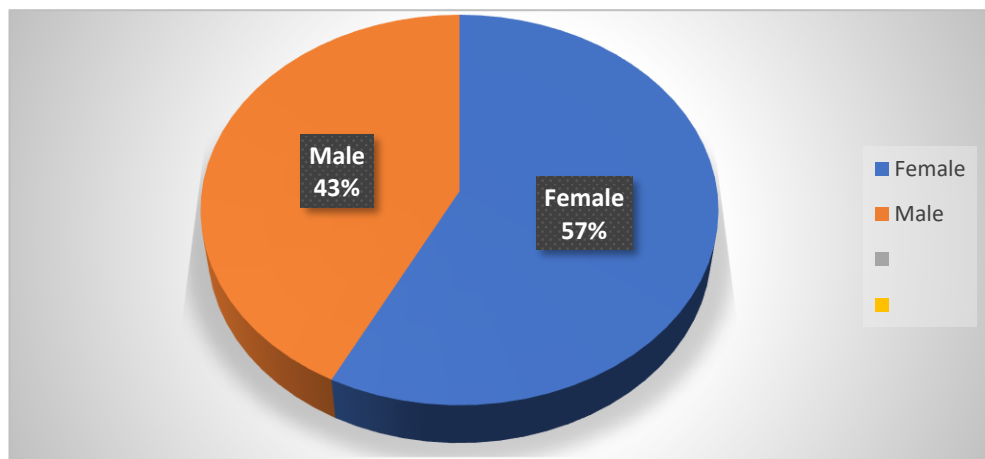
The first question was about the students' age. As seen from the pie chart above, the ages of students vary from 18 to 32 years old. The majority (42.5%) were from 20 to 21 who attended all classes and did not repeat the year. Secondly, (40%) represent students from 18 to 19 years old who went to school early. Then, the students (12.5%) from 22 to 23 who may repeated the year once or twice. Finally, (5%) represent students from 26 to 32 who repeated the year many times or joined the study recently.

2. Gender:

Table N° 2: Students' gender

Sex	Number	Percentages
Female	23	57.5%
Male	17	42.5%
Total	40	100%

Figure 2. Students' gender



- The results showed that the majority of the respondents 23 (57.5%) were females while 17 (42,5%) were males.

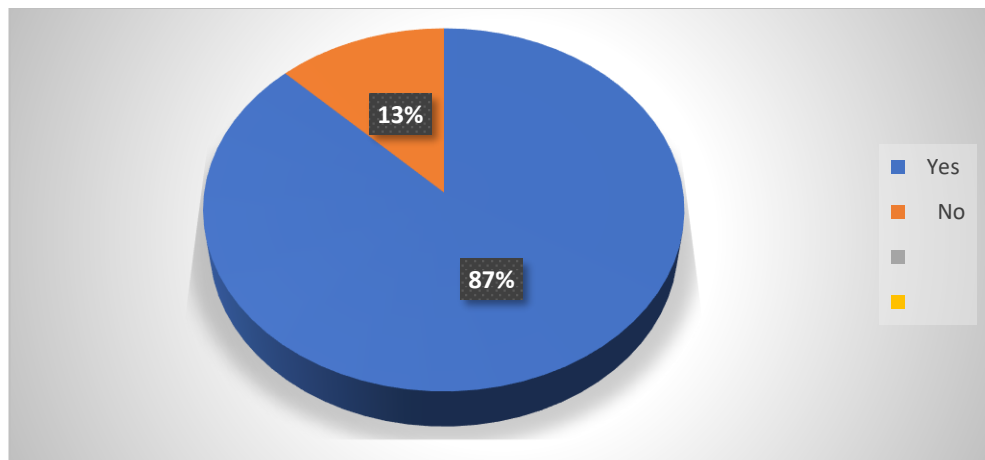
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3. Do you like oral expression courses?

Table N° 3: Students' attitude toward oral expression course.

Options	Responses	Percentages
Yes	35	87.5%
No	5	12.5%
Total	40	100%

Figure 3. Students' attitude toward oral expression course



The vast majority of respondents (87.5%) said that they liked oral expression and pointed out that they were motivated to attend the oral sessions and participate in them. Just over one in ten students (12.5%) reported that they did not like oral expression sessions.

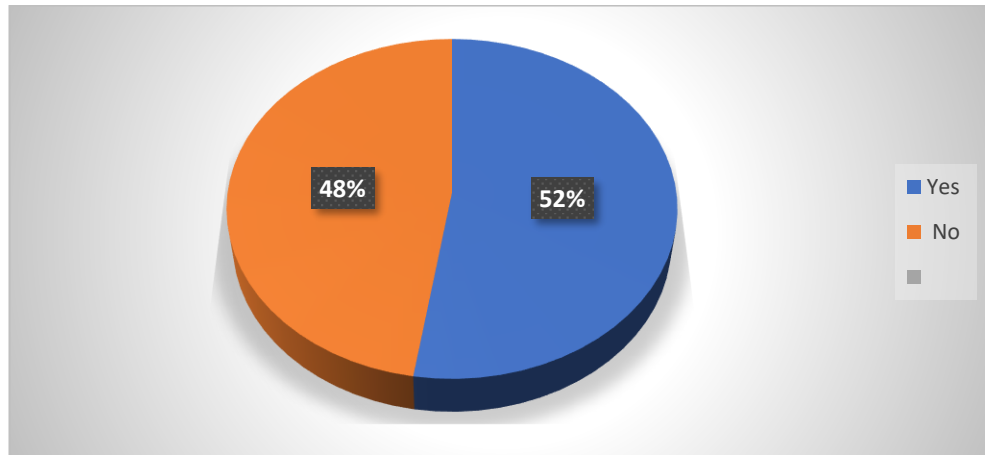
4. Are you afraid of participating in oral courses?

Table N° 4: Student's participation in oral expression course.

Options	Responses	Percentages
Yes	21	52.5%
No	19	47.5%
Total	40	100%

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Figure 4. Students' participation in oral expression courses



The aim of this question was to find out if students were afraid to participate in oral expression courses. Consequently, the results showed that 21 of them (52.5%) were afraid of participating in oral classes, whereas 19 of the students (47.5%) did not express any fear over oral classroom participation. We noticed that the majority were afraid to take part in oral sessions. There could be numerous reasons for this, including the linguistic and psychological problems... Students were then asked about the main reasons why they were afraid to take part in the oral session.

5. If “Yes” is it because of?

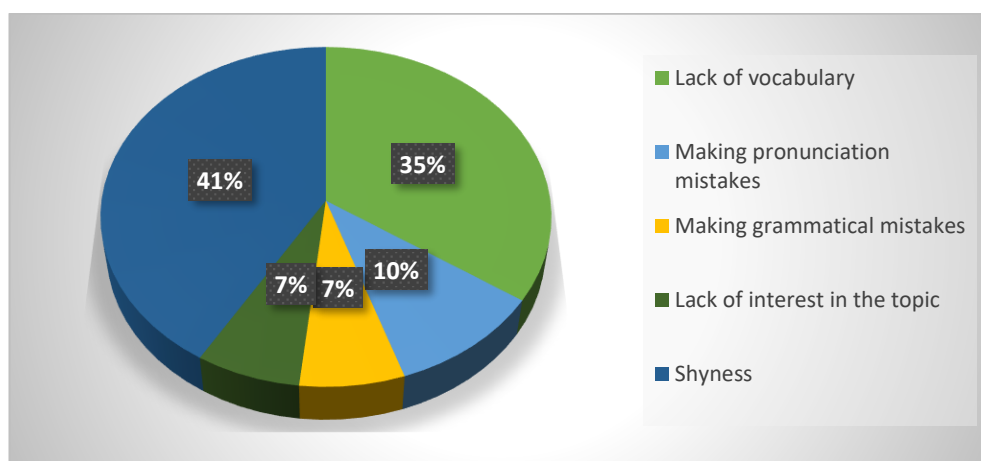
- a. Lack of vocabulary
- b. Making pronunciation mistakes
- c. Making grammatical mistakes
- d. Lack of interest in the topic
- e. Shyness

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Table N° 5: Linguistic barriers.

Reasons	Responses	Percentages
Lack of vocabulary	10	34.48%
Making pronunciation mistakes	3	10.34%
Making grammatical mistakes	2	6.89%
Lack of interest in the topic	2	6.89%
Shyness	12	41.37%
Total	29	100%

Figure 5. Linguistic barriers



Students were also asked about the factors that hindered their participation in oral classes. The results showed that shyness was the biggest problem that affected students' participation (41.37%). The second problem was the lack of vocabulary (34.48%), and then the fear of making pronunciation mistakes (10.34%). Finally, making grammatical mistakes and lack of interest in the topic were the two obstacles that received the same percentage (6.89%).

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6. Do you use your mother tongue during the course?

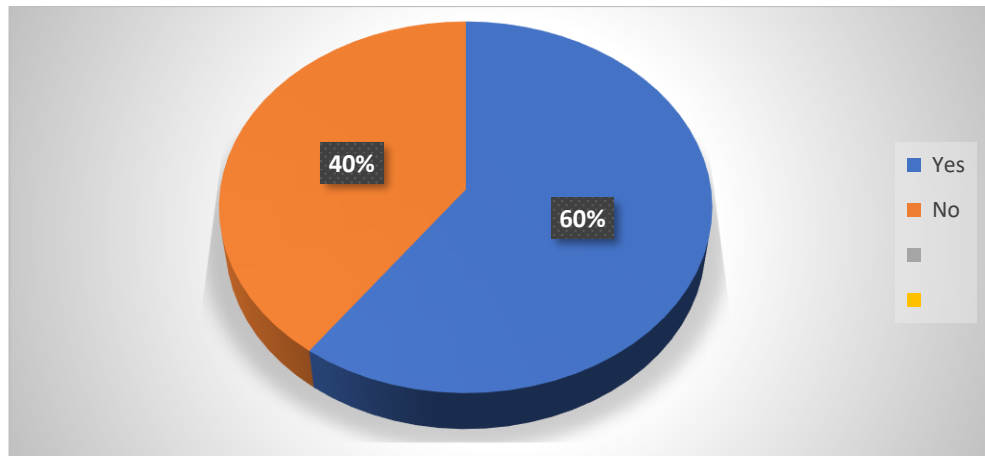
a. Yes

b. No

Mother tongue use

Option	Responses	Percentages
Yes	24	60%
No	16	40%
Total	40	100%

Figure 6. Mother tongue use



The role of mother tongue has always been an important issue in the study of foreign language teaching, here we asked students whether they used the Arabic language (mother tongue) or not. We found that most of students (60%) used their mother tongue during the course, while the rest (40%) did not use it in the oral class.

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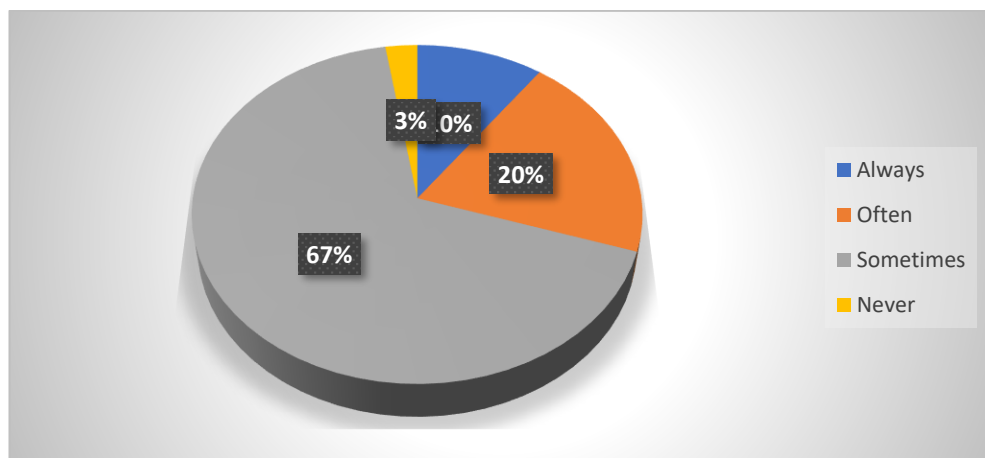
7. How often do you participate in the oral expression courses?

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

Table N° 6: Frequency of students' participation in oral expression course

Options	Responses	Percentages
Always	4	10%
Often	8	20%
Sometimes	27	67.5%
Never	1	2.5%
Total	40	100%

Figure 7. Frequency of students' participation in oral expression course



The focal aim of this question was to see how often the students participate in oral expression courses. The results revealed that (67.5%) of the surveyed students state that they always take part in oral sessions, (20%) of them answered often, and (10%) said always. Only

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one student (2.5%) expressed that they never participate in oral discussion, which means that they face some problems which affect their participation.

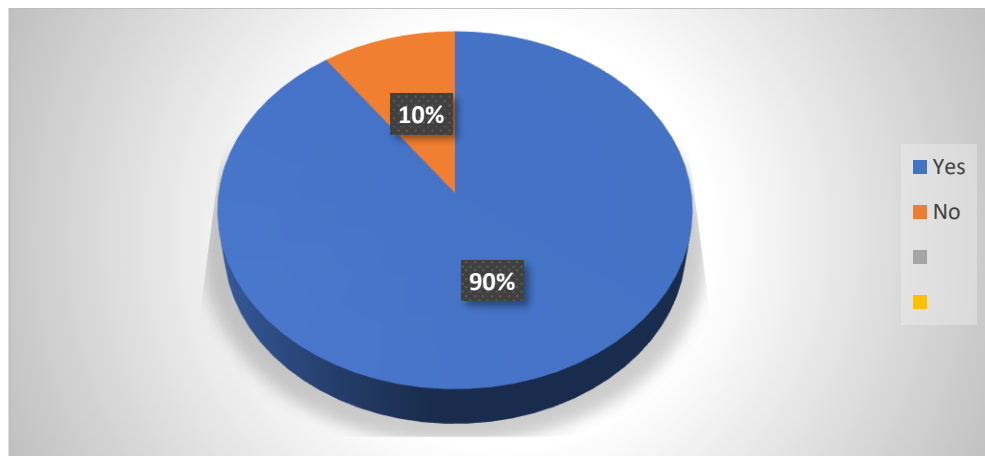
8. Do you use English in your classroom?

- a. Yes
- b. No

Table N° 7: The use of English inside the classroom.

Options	Responses	Percentages
Yes	36	90%
No	4	10%
Total	40	100%

Figure 8. The use of English inside the classroom



Next, students were asked whether they used English language in their classrooms or not. The overwhelming majority of the respondents (90%) answered yes, while only a minority (10%) of them answered no. This may refer to many problems they suffer from in English language.

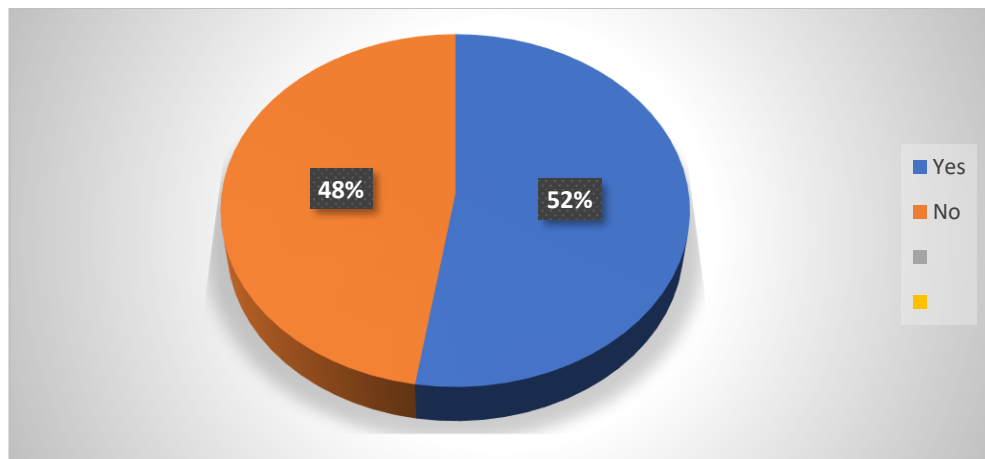
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9. Do you speak English outside classroom with your classmates?

Table N° 8: The use of English outside the classroom.

Options	Responses	Percentages
Yes	21	52.5%
No	19	47.5%
Total	40	100%

Figure 9. The use of English outside the classroom



Through the results, we knew that (52.5%) of the students use English outside classroom. They are mostly good in English language so they use it with their classmates or someone who has a good grasp of the language. (47.5%) do not use the English language outside classroom.

10. Why did you choose to study English?

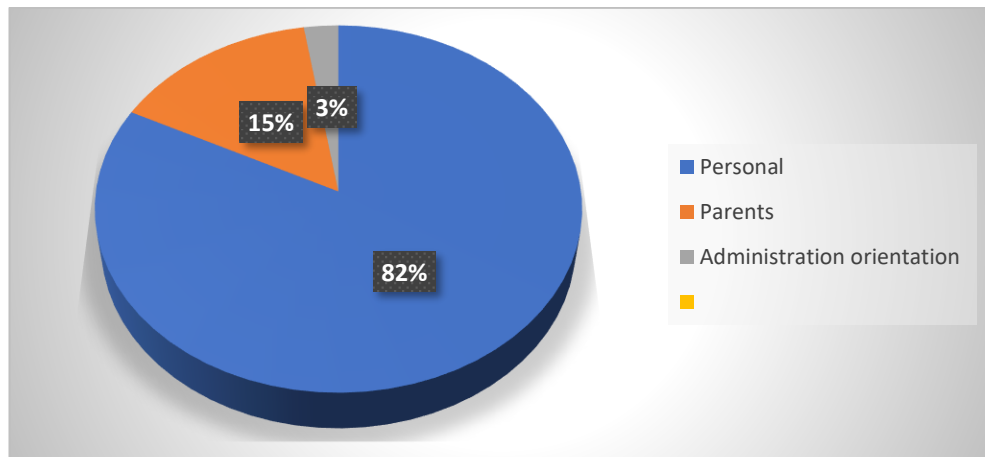
- Personal choice
- Parents' choice
- Administration orientation

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Table N° 9: Reasons behind studying English

Options	Responses	Percentages
Personal choice	33	82.5%
Parents	6	15%
Administration orientation	1	2.5%
Total	40	100%

Figure 10. Reasons behind studying English



This question is designed to ask how students chose to study English. Most of them (82.5%) said that their choice was personal and of their own free will. This is positively due to their studies which make them more motivated and successful. The remaining respondents (15%) stated that they followed the advice and guidance of their parents. While only one student (2.5%) was directed by the administration.

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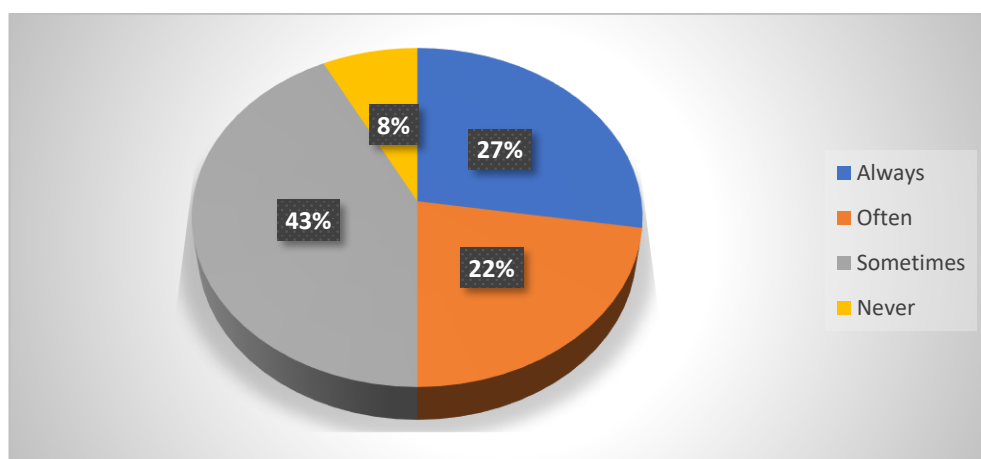
11. How often does the teacher give you the opportunity to participate during the course?

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

Table N° 10: Frequency of being given the opportunity to participate during oral class

Options	Responses	Percentages
Always	11	27.5 %
Often	9	22.5%
Sometimes	17	42.5%
Never	3	7.5%
Total	40	100%

Figure 11. Frequency of being given the opportunity to participate during oral class



The above table shows that 4 out of 10 students (42.5%) reported that they were sometimes given the opportunity to participate in oral session, while (27.5%) said that they were always allowed to take part during the session. In the same vein, (22.5%) were often given

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the opportunity to speak and only (7.5%) reported that they were never given the chance to do so.

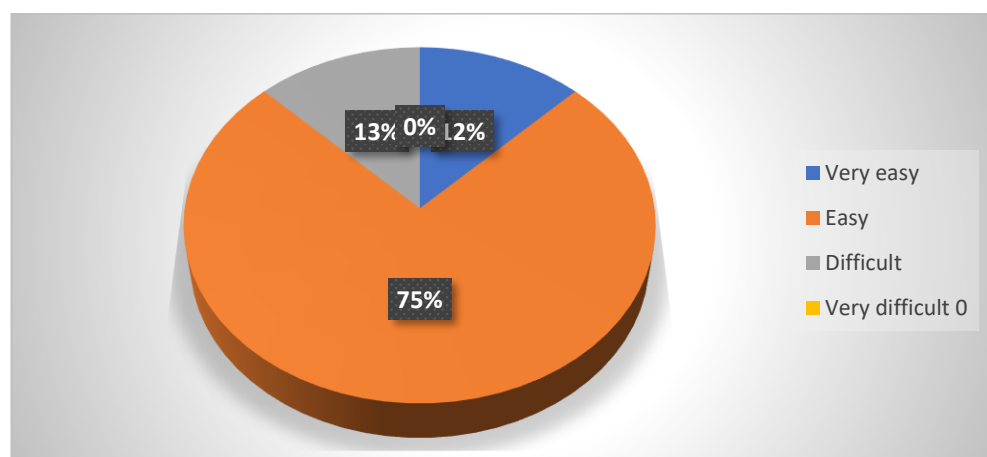
12. Speaking English is:

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

Table N° 11: Students attitude toward speaking English.

Options	Responses	Percentages
Very easy	5	12.5%
Easy	30	75%
Difficult	5	12.5%
Very difficult	0	0%
Total	40	100%

Figure 12. student's attitude toward speaking English



We want to know from this question the different opinions of students about speaking English. We found that most of the students (75%) responded that speaking English was easy, while (12.5%) found it very easy, and (12.5%) founded it difficult. No one (0%) said it is very

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difficult. From this we conclude that the English language is not very difficult, but some students found it somewhat difficult may be because they faced some obstacles.

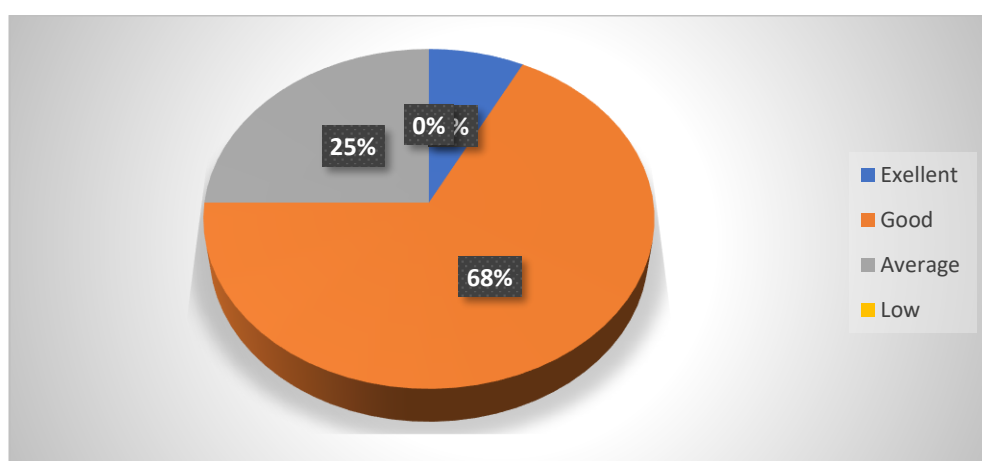
13. Your speaking abilities are:

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

Table N° 12: Table 13. Students 'speaking abilities.

Options	Responses	Percentages
Excellent	3	7.5%
Good	27	67.5%
Average	10	25%
Low	0	0%
Total	40	100%

Figure 13. Students' speaking abilities.



In this question, students were asked about their speaking abilities or how they evaluate these abilities. The majority (67.5%) indicated that they had good abilities, while, (25%) of

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them said they had average abilities. Only 3 students (7.5%) said that they had excellent abilities and no one (0%) claimed to have low abilities.

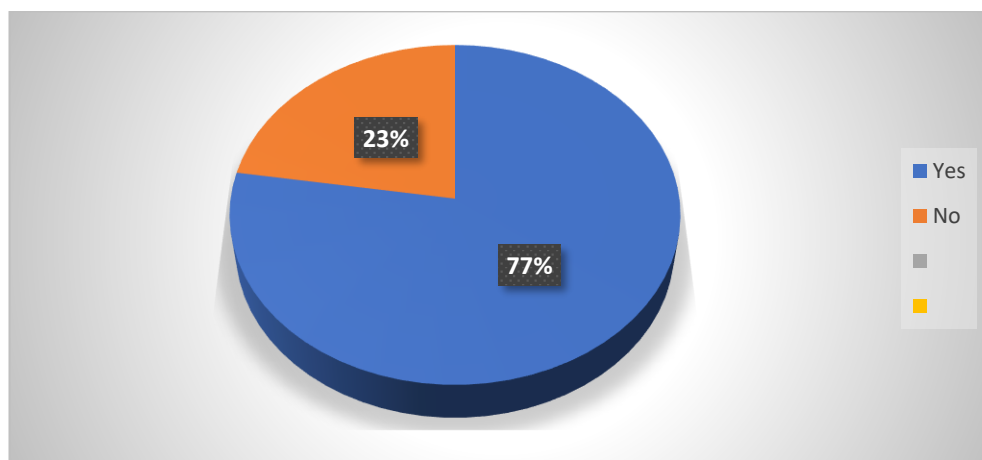
14. Does your teacher use a motivating and interesting method during the course?

- a. Yes
- b. No

Table N° 13: Teachers' method of teaching.

Options	Responses	Percentages
Yes	31	77.5%
No	9	22.5%
Total	40	100%

Figure 14. Teachers' method of teaching.



This question aims to know if the teacher uses a motivating method during the course or not. The vast majority of the respondents (77.5%) answered yes, while only (22.5%) of them answered no. We notice that most of the students said that their teachers used good and interesting method. This was to allow their students to get better results and achieve success.

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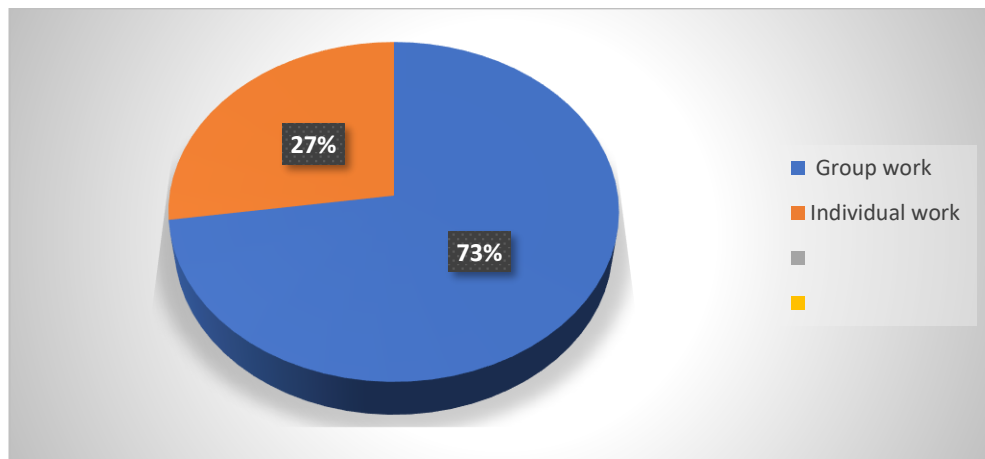
15. Which of these methods do you prefer?

- a. Group work
- b. Individual work

Table N° 14: Methods students prefer to use

Options	Responses	Percentages
Group work	32	72,72%
Individual work	12	27.27%
Total	40	100%

Figure15. Methods students prefer to use



Why?

- The table below shows the reasons why students prefer to work in group:

No justification	Justification
4	<ul style="list-style-type: none"> -Exchanging ideas, information and vocabularies with each other and developing the communication skills. - Knowing others' way of thinking and opinions. -Being motivated and overcoming shyness.

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	- Benefiting from others' experience.
--	---------------------------------------

- The following table represents the different reasons of the students who prefer individual work:

No justification	Justification
	- knowing one's abilities and having more free time to work and concentrate. -using one's experience and knowing her/his weak points.

- This table presents the justification of the students who chose both of individual and group work:

Justification
Each method completes the other. -Both are needed. -All of them are necessary.

Students were also asked their opinion on individual versus group (team) work within the context of their Master's. As seen from the table above, the majority of students (72.72%) preferred to work in groups, while the rest (27.27%) preferred the individual work. Some students were in favour of both individual and group work for several reasons...

Teachers' Interview:

A structured interview with two teachers of oral expressions was carried out from three to five May 2023. The interviews were conducted in the department of English at University of Ghardaia. The purposes behind the interviews were to illicit teachers' opinions about the main difficulties that face second- year students during oral classes. In addition to this, the focal aim was to discover the strategies used in class by teachers for helping students to cope with these difficulties.

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Teachers' profile:

First of all, the teachers were asked about their names, sex, degree, specialty, and how many years they have been teaching oral expression. In this regard, the interviewees were one male and one female. One teacher is currently

preparing his PhD thesis in translation studies and the other has an MA in didactics. One of them has been teaching oral expression for more than two years, but the other has just started to teach oral expression (one year)

- Do you follow special methods in teaching oral expression?

When asked if they followed special methods in teaching oral expression, teachers answered yes. They mentioned that they apply the communicative approach and motivation.

They teach students that it is not enough to express themselves orally knowing the linguistic forms, meanings and functions, drawing their attention to the fact that they must also know the social context, possible ways of negotiating, paraverbal elements, to interact satisfactorily.

In addition, they motivate their students by inviting them to participate and express their ideas without forcing them to use the rules while speaking. Moreover, some students might need a little guidance to engage in conversations, so they spark interactions whenever they can by asking questions, rephrasing the students' answers, and giving prompts that encourage oral conversations to continue.

-If "yes" what are the objectives of these methods?

Teachers pointed out that they apply the communicative approach in the oral sessions because it prepares their student for real oral communication with other interlocutors, using didactic resources that simulate the external reality of the classroom. As for motivation, they

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maintained that motivation plays a great role in enhancing the students' speaking skill, it helps them to be more engaged, more involved in the oral class

and the learners' participation in the classroom depends on motivation.

- What is your students' level of proficiency in English?

Both teachers agreed on the fact that their students' level of proficiency in English is average; the students can take part in conversations on a variety of concrete and abstract topics. They may not know a lot of special terminology, but they can still convey complex thoughts, explanations, experiences, or concepts with moderate accuracy.

- Do all your students participate during the course?

Both teachers said that a large number of their students usually take part in oral expression courses. They, however, stated that there are certain students who are afraid of participating during the sessions.

If "no" what are the obstacles that prevent them from participating?

As for are the main obstacles that prevent some students from participating, the instructors believed that poor language command and lack of experience doing oral presentations were among difficulties that second-year students face during oral classes. They also reported the lack of self-confidence and grammatical knowledge.

- How can you help your students to overcome these difficulties?

The teachers confirmed that they do their best to create a positive classroom environment in which their learners feel comfortable sharing their thoughts, taking risks, asking questions and confronting challenges during oral expression sessions. The interviewed teachers pointed out that academic performance is likely to increase in the motivating atmosphere.

In addition, students are more likely to take ownership of their learning experience, and they will be more likely to support other students with difficulties. Also, there will be an increase in positive interactions between students and teachers.

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2. Discussion of the Main Results:

This questionnaire was the first tool used in our work to collect and analyze information about the difficulties that second-year students face in participating in oral expression courses at University of Ghardaia during the academic year 2022/2023. The results show that the number of females (57.5%) is bigger than the number of males (42.5%), which seems to indicate that females have a tendency towards learning languages. More than half of the students who completed the questionnaire were in their 20s. This is quite important, as it seems that the majority of students in master didactics are mature students, with all the implications this might have.

The questionnaire also confirmed that most students (87.5%) liked oral expression courses, which reflects their burning desire to learn this language, especially given that studying English was their own choice. All students, who face some difficulties in participating in oral expression classes, provided many reasons. That is, (52.5%) of the students were afraid to participate due to some linguistics and psychological problems.

On the other hand, lack of vocabulary, pronunciation and grammatical mistakes, and shyness were other reasons that made almost half of the students (47.5%) anxious to speak. The fact that studying English was not the personal choice of (17.5%) could be another reason why some students have speaking difficulties because they were obliged to study English while they had neither desire nor competency to do so.

The questionnaire illustrated that more than half of respondents (60%) use their mother tongue in class. However, in this context, Haining Xu (2018) strikes a note of warning, saying that the mother tongue should be restricted to be facilitative, supportive and compensatory in foreign language classrooms and too much dependency on it should be avoided. As a matter of fact, not all students are at the same level as only (10%) of them participate always while (20%)

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participate often because they are well versed in the English language and their results were excellent.

As for most of the students (67.5%), they answered that they participate sometimes, which means that they are experiencing some problems. Only (2.5%) of the students said that they did not participate at all, this is for sure because they were afraid, ashamed or had linguistics and grammatical problems. With regard to the use of the English language in the classroom, (90%) of the students use it and the others (10%) did not use it and this is due to the problems previously mentioned.

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Conclusion:

The present chapter was devoted to the quantitative and qualitative analysis of data which were collected through two instruments. In fact, the analysis of survey results revealed that the main speaking difficulties encountered by second -year LMD students of English at University of Ghardaia are linguistic and psychological as some learners feel shy, lack the necessary vocabulary items and grammar structures. They also think of making pronunciation mistakes in speaking in front of their classmates. Then, suggesting some strategies for helping the students to overcome their speaking difficulties was crucial so as to enhance their active skill.

GENERAL CONCLUSION

GENERAL CONCLUSION

The ability to speak the English language becomes essential nowadays because it opens up endless professional, academic, and personal opportunities. It is essential, therefore, for EFL students to develop this skill so as to succeed academically and professionally.

Yet, this productive skill is hindered by a number of factors. In this vein, the researchers triggered to explore the difficulties that hinder second-year LMD English students at university of Ghardaia from participating in oral session, and find out the causes of these obstacles.

As a result, it was needed to suggest some solutions to encourage the development of speaking skills and some activities that can be adopted in classroom activities to enhance the students' participation. Thus, the researcher asked the following questions:

- What are the obstacles and difficulties that face EFL student in oral expression course?
- What are the most appropriate techniques and strategies that can be used by teachers to enhance their student's participation?

The above questions led the researchers to formulate the following hypotheses:

- Students face psychological and linguistic problems (lack of self-confidence, anxiety of being ridiculed, corrected and laughed at)
- Teachers create a positive classroom environment in which their learners feel comfortable sharing their thoughts, taking risks, and confronting challenges to enhance their students' participation.

Accordingly, the dissertation was split into two parts; the first one dealt with theoretical and methodological considerations of developing foreign language speaking skill. In the second part, the research work spotted light on the classroom situation as it was more practical through the use of different research tools. Indeed, various recommendations and suggestions were given. Through designing and conducting an exploratory case study at University of Ghardaia, and after the analysis of data gathered from different sources using a set of research instruments

GENERAL CONCLUSION

(students' questionnaire, and teachers' interviews), the three hypotheses put forward were confirmed.

That is, the main speaking difficulties encountered by students are linguistic and psychological such as feeling shy, lacking the necessary vocabulary items and grammar structures. Also, teachers create a positive classroom environment in which their learners feel comfortable sharing their thoughts, taking risks, and confronting challenges to enhance their students' participation.

This research was an attempt to investigate the issue of EFL students' difficulties in speaking by highlighting the main factors that contributed to the existence of these speaking difficulties. It helped to find some strategies to cope with speaking difficulties and improve the speaking skill. Effectively, it was possible to answer all the research questions by confirming all the hypotheses.

One might argue that second-year LMD English students at university of Ghardaia faced some psychological and linguistics difficulties such as feeling shy, lack of vocabulary, and the fear of making grammatical and pronunciation mistakes.

But, being able to control it and cope with it is more important. Effectively, students can communicate confidently and effectively. Students can be helped to overcome their speaking difficulties by creating a warm atmosphere, lowering their anxiety, relating topics to their life, introducing speaking opportunities outside the class, avoiding fears of making mistakes.

To conclude, as some obstacles affect the speaking skill, they can also affect the three other skills, i.e., listening, reading, and writing. Therefore, investigating the obstacles that have an impact on three skills is crucial for future research because being competent in the four skills is needed and important for every student who seeks to master the English language.

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Appendices

Appendices



University of Ghardaia
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- Students questionnaire :
- Dear student :
- You are kindly invited to answer the present questionnaire that aims to figure out the difficulties faced by 2nd year students in oral expression courses.

It would be so kind of you if you can help us via filling in the questionnaire

1- Age :

2- Gender :

Male

female

3- Do you like oral expression courses ?

Yes

No

4- Are you afraid of participating in oral courses ?

Yes

No

5- If " yes " is it because of?

- Lack of vocabulary
- Making pronunciation mistakes
- Making grammatical mistakes
- Lack of interest in the topic
- Shyness

Appendices

6- Do you use your mother tongue during the courses ?

Yes

No

7- How often do you participate in the oral expression courses ?

Always . often . sometimes . never

8- Do you use English in your classroom ?

Yes

No

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

Yes

No

10- Why did you choose to study English ?

Personal choice . parents choice . administration orientation

11- How often does the teacher give you the opportunity to participate during the course ?

Always . often . sometimes . never

12- Speaking English is :

Very easy . easy . difficult . very difficult

13- Your speaking abilities are :

Excellent . good . average . low

14- Does your teacher use a motivating and interesting method during the courses ?

Yes

No

15- Which of these methods do you prefer ?

- Group work

- Individual work

- Why?

Appendices

_ Do you follow special methods in teaching oral expression?

_ If "yes" what are the objectives of these methods?

_ What is your students' level of proficiency in English?

_ Do all your students participate during the course?

_ If "no" what are the obstacles that prevent them from participating?

_ How can you help your students to overcome these difficulties?

_ Is there enough time in the oral expression course?

الملخص

نتناول في دراستنا هذه بعض المعوقات والعقبات التي تؤثر على مشاركة طلبة السنة الثانية لغة إنجليزية في حصص التعبير الشفهي في جامعة غرداية، افترضنا في هذه الدراسة أن الطلبة لا يشاركون لوجود مشاكل لغوية ونفسية، ولتأكيد هذه الفرضيات اجرينا استبياننا بقسم اللغة الانجليزية في جامعة غرداية واستجوبنا الاساتذة المدرسين لحصص التعبير الشفهي. ينقسم عملنا إلى قسمين جزء نظري يحتوى على فصلين، الفصل الأول يشمل تعريف مهارة التكلم والمشاركة وأهميتهما أما الفصل الثاني تطرقنا فيه إلى ذكر الصعوبات التي تواجه الطلبة في حصص التعبير الشفهي ثم اقترحنا استراتيجيات ومنهجيات من شأنها ان تحفز الطلبة على المشاركة في هذه الحصص (التعبير الشفهي) كما يحتوى الفصل الثالث على الدراسة التطبيقية التي تم فيها تحليل الاستبيان التي تم توزيعه على طلبة السنة الثانية لغة انجليزية ومقابلة الاساتذة المدرسين لحصص التعبير الشفهي في جامعة غرداية ومن خلال النتائج تأكدنا أن هناك بعض العوامل التي تؤثر على الطلاب في حصص التعبير الشفهي. ونتيجة لذلك، اقترحنا بعض التقنيات والانشطة التي يمكن ان يعمل بها طلاب اللغة الانجليزية كلغة أجنبية للتخلص من هذه العقبات.

الكلمات المفتاحية: المعوقات والعقبات، المشاركة، التعبير الشفهي، السنة الثانية لغة إنجليزية، المشاكل النفسية واللغوية، مهارة التكلم.