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**English Speaking Performance Difficulties Facing EFL  
Students in Oral Expression Course: Case of Second year  
LMD Students at Abou Bekr-Belkaid University**

*Dissertation Submitted to the Department of English as a Partial  
Fulfillment for the Requirement for the Degree of Master in Language sciences*

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# **Dedication**

*I am grateful to dedicate this work to my beloved father:*

*My idol, source of my happiness and success in life.*

*To my lovely mother for her love and support.*

*To my adorable sisters and brothers,*

*Each one by her/his name.*

*To my fiancé.*

*May Allah bless them all.*

*Zahra <3*

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# Abstract

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In Algerian EFL classes, English speaking performance is mainly affected by some psychological factors (anxiety, fear of mistakes, shyness...); and also by linguistic problems; for example (mispronunciation of words, grammatical mistakes lack of vocabulary...). When real contact situations arise, many EFL students remain unwilling to perform and to speak English. Thus, the purpose of this research work was to investigate the issue of speaking performance from different perspectives taking into account its main variables.

The present work is conducted with second year EFL students at Abou Bekr Belkaid University (Tlemcen). The purpose of this study was to investigate the speaking problems and identifying the psychological state of students when speaking through arising awareness of those obstacles; it also attempts to help them to cope with such problems in order to improve their speaking performance. In view of this, two chapters are brought into play; the first chapter introduces a review of literature; while the second chapter attempts at analyzing the data collected and discussion of the main results from students' and teachers' questionnaires. Accordingly, the outcome of this research work has shown the significance of dealing with the psychological factors that contribute in low speaking performance. It assumes that it is crucial for both students and teachers to be aware and to grant a special attention to these obstacles to enhance the speaking skill within the Algerian EFL classroom.

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## *List of abbreviations*

*EFL:* English as a Foreign Language.

*LMD:* Liscence, Master, Doctorat.

*FL:* Foreign Language.



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# General Introduction

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Teaching English has received more attention. Speaking considered as the main issue in English language teaching which has spread widely all over the world and used by millions of speakers-natives or, second or foreign language learners). However, not all language learners can speak English fluently; some of them express themselves easily, while others remain silent. The last category of students who prefer to remain silent in English-speaking performance needs more attention and it is the objective of our research which is an investigation about the reasons behind learners 'weaknesses and difficulties in producing the English language and their preference to remain silent.

The status of English as a foreign language is a challenge in the Algerian educational system since there is a big difference between the native language (which is Arabic) and the target language (English). The major goal of all English language teaching is to give learners the ability to use English in an effective way. The present study sheds the light on what hinders the students from participating at oral sessions focusing on the psychological factors and the linguistic factors as well, taking the second year EFL students as a sample for the study to identify the obstacles they face.

The main purpose of this research work is to find answers to the following questions:

- What are the factors that influence students' speaking skill?
- What are the strategies used by University teachers to develop the speaking skills.

Most common students' problems while speaking are Linguistic and psychological difficulties.

- ✓ **Psychological barriers** like Anxiety, shyness, Lack self-confidence, afraid of making mistakes.
- ✓ **Linguistic barriers** like lack of vocabulary, Grammatical mistakes...etc.

# General Introduction

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- By the use of different methods and techniques to teach Speaking.

This dissertation is divided into two chapters. The first chapter gives an overview about speaking trying to define the concept by providing the main theories which will be mentioned; then mentioning the factors that influence the speaking skill.

The second chapter is devoted to give an overview of the main methods that will be used in this work including teachers' and students' questionnaires providing an analysis of the data collected, interpretation followed by some suggestions and recommendations proposed by the researcher to help students and teachers to improve English learners in their performance.

# Chapter One

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## 1.1. Introduction

Languages are generally taught and assessed in terms of the ‘four skills’ including listening, speaking, reading, and writing. Listening and reading are known as ‘receptive’ skills while speaking and writing are known as the ‘productive’ skills. In order to learn a language, the learner will need to develop his/her skills in each of these areas.

This chapter is a theoretical framework which tries to develop in this area of study, providing a definition of speaking, significance of teaching speaking and the aspect of the speaking skill focusing on the role of enhancing the speaking skill on learners’ competence and performance in the classroom. The chapter then concludes with psychological and linguistic difficulties faced in speaking skill by EFL learners and the influence of these factors in learning process.



## 1.2 Overview of Speaking

In literature, to speak means to produce words representing one's thoughts and ideas. Speaking is one of the four language skills besides listening, reading and writing. It is the means through which learners communicate with each others to express their opinions, and to succeed in conveying an idea.

Speaking is based on the process of building and sharing meaning through the use of verbal and non-verbal symbols in different contexts (Chaney, 1998 & Kayi, 2006).<sup>\*</sup> Subsequently, speaking is a part of four skills that has a vital role in communication. In this respect, Brown (1994) and Burns & Joyce (1997)<sup>\*</sup> reached a general agreement on the idea/ fact that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

### 1.3 Definitions of Speaking

Speaking is one of two productive skills in a language teaching. A simpler and less sophisticated definition of this skill was provided by Oxford Dictionary of Current English (2009: 414) articulating it as: *“the action of conveying information or expressing ones’ thoughts and feelings in spoken languages”*.

Nunan (1999) and Cameron (2001) explain that as a productive oral skill, speaking deals with the meaning and the active use of language to express meanings so that other people can make sense. This definition shows that speaking emphasizes the use of language interactively in order to make meaning on what is said. In addition, Nunan (2003:48) claims that speaking consists of producing systematic verbal utterances to convey meaning. In this sense, one can say that speaking is an area in which the learner presents new information, not only expressing ideas. In the same vein, Florez (1999:98) defines speaking as *“an interactive process of constructing meaning that involves producing and receiving and processing information”*.

Ramelan (1992:13) points out that *“all human being whenever they live always speak language, although they do not have any writing system to record their language”*. That is, speaking is very important in mastering a foreign language. Thus, the speaking capability can be measured whether a foreign language learner is successful in learning or not. In the English language teaching and learning, speaking is considered as a skill that has to be *“practised”* (M. Finnocchiaro & C. Brumfit, 1983, p. 1440, cited in I. Nurkhasanah, 2011, July) and *“mastered”* (A. G. Grognet, 1997, p. 136, as cited in Shohib, 2011).

Mastering speaking skill can be seen from the performance of learners in the classroom, and also from their competence in using the language, i.e. how to produce specific point of language such as grammar, pronunciation or vocabulary (linguistic competence), and understanding when, why, what way to produce the language (sociolinguistic competence). Furthermore, Finnocchiaro and Brumfit (1983: 1440) consider its complexity in *“the knowledge of sound, vocabulary and cultural sub-system of English language that it involves”*. Noticeably, during sessions of oral expression within the classroom, it is very important to distinguish between the

knowledge and the skill; taking into consideration the fact that studying knowledge of grammar, pronunciation, vocabulary, intonation...may not be enough to be a good learner. In the same vein, Bygate (2003: 3) reinforces that *“the application of this knowledge through the study of the skill in order to achieve a successful communication is fundamental”*.

From the above definitions, one may conclude that speaking concerns meaning creation that involves both verbal and non-verbal symbols through an interaction process.

#### **1.4. Significance of Teaching the Speaking Skill**

Today's world requires that the goal of teaching speaking must improve the students' one's communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules that are seen as appropriate in each communicative circumstances or situations. Due to the emersion of English as an international language of education, learning it has become a must in order to have opportunities in getting a job as well as an advanced education and travel chances. In this context, Baker and Westrup (2003: 5) stated that *“a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.”*

Since speaking is considered as a crucial part of second language learning and teaching, Harmer (2007:123) states three reasons for teaching speaking:

- Speaking activities provide rehearsal opportunities, chances to practice real life speaking in the safety of classroom,
- Speaking task in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and also what language problems they are experience.
- More students have opportunities to activate the various elements of language they have stored in their brain, the more automatic their use of these elements becomes.

As a result, students gradually become autonomous language users. This means

that they will be able to use words and phrase fluently without very much conscious thought.

### 1.5. The Aspects of Speaking Skill

According to the British Council, the main factors that could determine the success of learning English language among learners are: accuracy and fluency. Those two factors are considered as the major criteria to measure not only the linguistic ability, but also the speaking /communicative competence in the language use (speaking skill).

Specialists in the field have paid a great attention on these facts trying to come out with a distinction between accuracy and fluency and finding out the appropriate methods and strategies to gain them.

#### 1.1.1. Fluency

Richads *et. al* (1992:204) points that

*“fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions”. i.e. in order to speak the target language fluently , one has to avoid what make it sound like unnatural like hesitations ; miss-use of stress ; rhythm.....etc .*

According to Thornbury (2000: 3), fluency is the *“capability to produce language in real time without undue pausing or hesitation”*. In other words, speaking fluently is the spontaneous use of language and having confidence while communicating and expressing one's ideas, thoughts or opinions freely in different contexts without worrying too much about making errors and without making a lot of pauses and stops when speaking to think about what to say otherwise the speech will sound unnatural and boring or the interlocutors. In brief to be fluent is to be able to respond with reasonable speed in ‘real time’.

#### 1.5.2. Accuracy

The notion of accuracy in second and foreign language teaching refers to the *“ability to produce grammatically correct sentences”* (Richards, Schmidt, H. Kendricks & Y. Kim, 1992: 204). However, Harmer (2001: 104) points that accuracy

involves the correct use of vocabulary, grammar and pronunciation, which are considered by Thornbury (2000: 3) as three criteria that most teachers have reliance on concerning the assessment of “learner’s command of the linguistic systems.

The accuracy in oral production implies the attention of learners to correctness and competence of the language form for being understood and gains the attention and the interest of their interlocutors. Moreover, it requires the knowledge and the mastery of vocabulary, the grammatical structure and the correct way of pronunciation and intonation, which are manifested as follow:

### ❖ **Vocabulary**

Which means that learners should be knowledgeable about words and the correct use of them, their meanings word classes ....etc. The mastery of vocabulary gives the learners the ability to use and select the appropriate words, expressions, utterances depending on the context.

### ❖ **, Correct pronunciation**

Which means that learners should study how words are pronounced and knowing the phonological aspects of the sentence and its elements. “*Production of sounds, stress pattern, rhythmic structures and intonation of the language*” (Florez, 1999: 2).

### ❖ **Grammatical structures**

The learner should be aware of how elements of a sentence (morphemes phonemes, phrases, clauses ...etc.) work together to form a meaningful utterance.

## **1.6 Speaking Obstacles and Difficulties Encountered by EFL Learners**

What makes speaking difficult in a foreign language is just because the language, English is rarely used.

The fact that many students get afraid of practicing their English while speaking has become a dilemma in ESL/EFL teaching; since both teachers and students realize that speaking is a language skill that needs practice. There must be serious reasons why they are reluctant to do this practice.

In line with this issue , there have been relevant researchers who conducted .most of them argued that psychological factors are commonly the factors that hinder

students from practicing speaking English and performing in the class such as inhibition, shyness , lack of confidence , lack of motivation ,anxiety , fear of making mistakes .... etc.

### 1.6.1. Psychological Barriers

There are some psychological factors that hinder students from practicing their speaking in English class , some of them are explained below :

#### 1.6.1.1 Anxiety

Speaking anxiety seems to be an obstacle for language learning, it has been defined by the encyclopaedia of Britannica as:

*“An abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it”.*

*“Anxiety is explained as a sort of fear that is manifested by visual signs. Speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing” (Lanerfeldt, 1992: 53-54).*

*“Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class”.* (Lightbown & Spada , 2003: 60-61)

Speaking anxiety has to do with fear, which in most cases has developed from bad prior experiences. It is frequently suggested that children who have not been encouraged to speak from an early stage also create a weaker communicative behaviour pattern. Becoming silent at an early stage also contributes to limited opportunities to practice oral skills.

Speaking anxiety inhibits students from speaking which has a negative effect on their oral skills. Anxious student do not have an effective communication in classroom. In this context, Wrench, Gorham, and Virginia (2009, p.55) support that

*Many students don't learn when they are fearful, anxious, apprehensive, or scared. Students don't communicate effectively with us [teachers]*

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

Anxiety has been categorized by researchers in many types. Dörnyei (2005) classifies anxiety in two categories: facilitating and debilitating and trait and state anxiety. Facilitating anxiety is helpful for students to some extent, whereas debilitating anxiety is considered to be harmful and to impede performance. State anxiety is experienced in certain situations, hence situational, while trait anxiety is understood as an inherent characteristic of the individual. “Speaking-in-class anxiety”

Anxiety disorders may be caused by environmental factors, genetics, and brain chemistry. Test anxiety deals with students’ fear of being tested. The communication apprehension refers to the students’ ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The last cause has to do with other students’ evaluation. In this case, as mentioned above, very often that other students’ evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students’ anxiety (Liu, 2007).

#### **1.6.1.2 Inhibition**

In speaking activities (EFL courses), the learner is asked to present something orally in front of his teacher and his classmates since speaking activities require some degree of real-time exposure to an audience unlike the other skills; reading, writing and listening . In this sense, Ur (2000: 111) states that “*Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.*”

#### **1.6.1.3 Fear of Mistake**

Fear of mistake becomes one of the main factors of students’ reluctance to speak in English in the. According to Aftat (2008), this fear is linked to the issue of

negative evaluation and correction. Thus, it is important for teachers to convince their students that making mistakes is not as bad as they think where they can learn from their mistakes.

The reason behind this is that students are afraid of looking foolish when they speak in front of others and they are concerned about how the other will see them (Kurtus, 2001). In this context, Hieu (2011) and Zang (2006) agreed on the idea that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistakes. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context like in Algeria.

As argued by Middleton (2009) "*most EFL students are afraid to try and to speak in a foreign language they learn (...) students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on*".

#### **1.6.1.4 Shyness**

Crozier (2000:2) defined shyness as a "*state of discomfort or inhabitation in interpersonal situations that interferes with pursuing one's interpersonal or professional goals*". In other words, the tendency of feeling worried and awkward when in the presence of others due to the prospect of interpersonal evaluation .

Shyness could be a source of problem in students' speaking activities, since many students suffer from this when they are asked to speak in English classes. Some students are not exactly shy by nature but simply have no idea what to say or where to start. They prefer to stay quiet and not risk embarrassment; while their classmates use trial and error.

Baldwin (2011) explains that speaking in front of people is considered as one of the most common phobias that students face and feeling of shyness makes their minds go blank or that they will forget what to say. In other words, be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom. It can be said



that shyness plays an important role in speaking performance done by the students.

Intimidating when speaking English in front of others because they are not very confident.

Saurik (2011) identifies that most of Bowen (2005) and Robby (2010) argue that the nature of some learners that they are very quiet is the main reason of their shyness. They tend to be shy because most of them found it very English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

### **1.6.1.5 Lack of Confidence**

Students' lack of confidence occurs when students realize that they are not understood by their partners or when they do not understand other speakers in a conversation .In this situation, they would rather keep silent while others talk showing that they lack confidence when communicating. Additionally, Nunan (1999) explain that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows to some extent that building students' confidence is an important part of teacher's focus of attention.

Chen (2010) articulates the cause of students' lack of confidence is their low ability in speaking English. In this case, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' performance success.

### **1.6.2. Linguistic Barriers**

Linguistic knowledge plays a very important role in speaking skill.

## **1.6.2.1 Lack of vocabulary**

Learning a language means learning its vocabulary. We use the vocabulary in communication either in spoken form or written form. Students try to send messages, share information and ideas by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language (Kweldju, 2004:18).

A limited vocabulary in a second or foreign language impedes successful communication. Student cannot speak fluently when they lack of vocabulary. Research has shown that the lack of vocabulary is the main and the largest obstacle for EFL learners to overcome because when they have to express a concept, they need to have a store of words that are needed to communicate ideas and express the speakers' meaning.

## **1.6.2.2 Mispronunciation of words**

The way of pronunciation of words is the first thing that students will be evaluated and judged, Hedge (2000) views that speaking is “Skill by which they are judged while first impressions are being formed” (p. 261). I. EFL learners should have phonetic or phonological awareness, in other words to manipulate language at the level of phonemes.

Mispronunciation of words is one of the main factors that hinder students from participating; this is the reason that prevents them from doing speaking activities freely and with no stress. On the other hand, for some scholars, errors made by the EFL learners are something systematic rather than random. Students face problem in the pronunciation of sounds which are not familiar with.

## **1.6.2.3 Nothing to Say**

Speaking skills activities require the participation of the students and oblige them to expose their ideas and thoughts about the topic given. In this situation , some students feel embarrassed when they are asked to give their opinion thus they only respond with short answers like "I agree on what my classmate said" , "I have no idea", "no comment" ... or they choose to keep silent due to the lack of motivation in

expressing themselves .

### **1.6.2.4 Grammatical mistakes**

Grammatical mistake is one of the barriers that hinder EFL students from participation. In practicing English, the most difficult is grammar and learners most of the times are very focused on avoiding grammatical mistakes; so, they often prefer to keep silent rather than producing ungrammatical structure because they have the fear of being laughed at. The majority of proper English mistakes are made when students are not sure which word to use in which situation.

Hence, EFL learners have to attain Grammar knowledge to improve their oral ability to speak proper English: speaking properly will not change only the way you talk, but also, it will change the way people listen to you.

### **1.6.2.5 Interference (Mother tongue use)**

Learners often use the mother tongue when they could not express themselves in the target language so they shift to their native language to express what they want to say. The use of the mother tongue indicates the inadequate vocabulary repertoire and weak sentence building skills .According to Baker and Westrup (2003: 12), *“barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language”*.

### 1.7. Conclusion

As a conclusion, we have attempted through this chapter to shed the light on speaking by giving an idea about the speaking skill, it also focused on the main factors that EFL students face in oral expression session which is very important for learners to express themselves and to overcome their difficulties encountered such as psychological and linguistic obstacles in details. The following chapter is practical, it aims to highlight a discussion of the case study and to analyze the research findings.

# Chapter TWO

## Chapter Two: Research Design and Data Analysis

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# Chapter Two: Research Design and Data Analysis

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## 2.1 Introduction:

The present study is about factors that affect the EFL learners' performance in speaking skills. This chapter is designed to analyze the results obtained through investigating the EFL learners' performance difficulties in classroom. We have presented a brief review of literature related to speaking skill and affective factors that learners face in their performance. The following step is to move to something more practical based on procedures to collect data in the task such as: observations, questionnaires, interviews, tests. However in our present work, we have used two questionnaires one for the teachers and the other for students since they represent the main variables in our study and their opinions help us to confirm whether or not the hypotheses are true.

The students' questionnaire aims at revealing how psychological factors could hinder their performance in English. We have chosen to work with second year LMD English students at the English department Tlemcen University.

The second questionnaire was addressed to some teachers of oral expression at the same University of the academic year 2015/2016 in order to investigate their opinion about the influence of students' emotions on their speaking performance.

This chapter is composed of the analysis of data collected from questionnaires which contains questions given to teachers and students of English in order to gather information about the affective factors and to develop spelling skill. the aims are stated at the beginning of each questionnaire then an analysis of data collected through them.

## 2.2 Setting

The present study takes place in the Department of Foreign Languages (English Section) at Tlemcen University. This institute which was founded in 1989 has been one of the most important departments in the Faculty of Letters and Foreign languages. It consists of the new organizational framework known as LMD (License, Master, and

## Chapter Two: Research Design and Data Analysis

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Doctorate). This system was launched in the Algerian universities during the academic year 2004/2005.

The English Department offers a variety of modules basically related to two specialties: Language Studies plus Literature and Civilization divided in different modules, with 63 fulltime teachers and 1232 students (graduation).

### **2.3 Research Participants**

The sample population in this work is 2nd year students as well as teachers of oral expression module.

#### **2.3.1 The Teachers' Profile**

This research work involves six English teachers (males and females) in Tlemcen University. The teachers who were chosen randomly are holders of different degrees in English with varying experience ranging, and they are in charge of oral expression module: first year and second year. This category was selected as a source of information because it provides information needed in this research.

#### **2.3.2 The Learners' Profile**

Informants in this study were second year University students (males and females). The majority of them are between twenty-one twenty-two years old.

They are selected for this study because they are more likely to show psychological responses about factors that hinder their performance in oral session in order to improve it regarding the importance of English in their future life (Academic and occupational purposes). In this content Kennedy and Bolitho (1984:13-14) said that "the older a learner is, the more likely to have his own definite ideas on why he is learning English... the utility of learning English is likely to be apparent". Learners' views and impressions are crucial to be considered in this work.



# Chapter Two: Research Design and Data Analysis

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## 2.4 Research instruments

This research work focuses on questionnaires to collect data about factors that hinder students from participation in oral expression and to identify their needs. The choice of this research method depends entirely on the subject of the research, the sample population, and the aim.

### 2.4.1 Questionnaire

The questionnaire is considered as the most common tool used for gathering information about any topic. Jordan (1997:33) states that:

*The questionnaire has been established the most common method, through which they can express Themselves since it involves the students' awareness of their language use and areas of difficulties as it can be also conducted to teachers of the target language. In other words; it helps us to draw a profile of the learners' needs, lacks, wants, learning styles and strategies.*

For the present study, the questionnaire is composed of a set of questions given to a specific population; it was addressed to EFL university learners and teachers.

The main purpose of using questionnaires for both students and teachers is that they are useful for collecting a large amount of data in a short amount of time from larger portion of participants.

### 2.4.2 Teachers' Questionnaire

This questionnaire is delivered to teachers of oral expression in the department of English at the University of Abou Bekr Belkaid in Tlemcen.

#### 2.4.2.1 Aim of the Questionnaire

The teachers' questionnaire aims at exploring teachers' ideas and opinions towards learners 'feelings toward participation in speaking activities inside classroom, and to

## Chapter Two: Research Design and Data Analysis

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share their experience and perception through examining the effectiveness of some factors namely ;anxiety, inhibition, fear of mistake, lack of confidence, shyness....on learners' when they come to speak.

### **2.4.2.2 Description of the Questionnaire**

The questionnaire is composed of 14 questions divided in 2 sections each of them deals with a particular aspect. The first section includes questions concerning personal information about gender, educational level, and length of teaching English at the university. In the second section teachers are asked about their attitudes towards learners and different procedures and methods they use to overcome the difficulties that their students face in oral expression.

### **2.4.3 Students' Questionnaire**

This questionnaire was given to 50 students, 30 only answered the whole questionnaire.

#### **2.4.3.1 Aim of the questionnaire**

This questionnaire is mainly intended to shed lights on what factors hinder students from participating and to identify the different factors influencing the learners'.

#### **2.4.3.2 Description of the questionnaire**

The whole questionnaire is made up of (14) questions that are designed for second year English students at the department of Tlemcen University of the academic year 2015/2016. It was not possible to include all of them in the study because of the lack of time, we chose a sample which consists of 50 participants but we received only 30 papers (about 80%). They are chosen randomly to investigate the factors that affect their participation in oral expression course.

The questionnaire involves different types of questions: Open-ended questions which depend on giving personal opinions or background information from learners or adding a justification for their choice, this type of questions allow the respondent to

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express freely; on the other hand, the closed -questions which require the students to answer by “Yes” or “No” or to select the right answers from a set of options and then they are expected to justify or explain their choice (s). This type is used to classify the students’ difficulties through different aspects which facilitate the analysis of these questions.

### 2.5 Analysis of the Results

In the following section, data obtained throughout the research tool (teachers’ and students’ questionnaire) will be analyzed to establish the appropriate answers of the research questions.

#### 2.5.1 Teachers’ Questionnaire Analysis

- This section investigates data collected from the teachers’ questionnaire in two rubrics: the first category of questions aimed at gathering information from the informants related to their profile, and the second section contains question concerning the present work. (See Appendix B).

Each question will be analyzed and discussed separately.

- The first section aims at collecting information on the teachers’ Background.

*Item One:* Gender:

**Table 2.1:** Gender

Male	Female
3	3

- ❖ The first question specifies the gender of the teachers.

## Chapter Two: Research Design and Data Analysis

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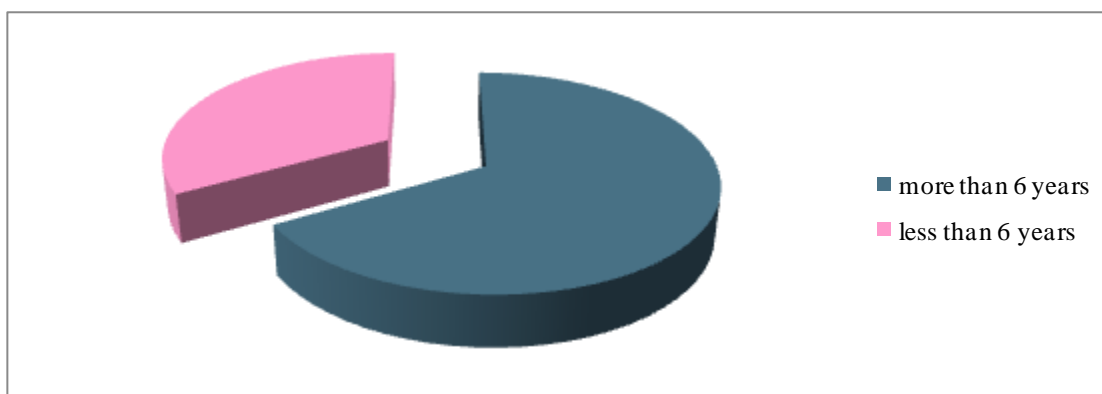
The table 2.1 shows a parallel in teachers' gender: three males and three females.

**Item Two:** Educational level:

- ❖ Information about the teachers in terms of degrees. Teachers are asked to give the number of years they have been teaching English, i .e. their teaching experience. It specifies the teachers' educational level.

**Item Three:** How long have you been teaching English university?

1. In this question the teachers were asked about how many years they have been teaching oral expression. Most teachers have an experience in the field which varies between six to twelve years teachings at the university. The majority have doctorate degree in TEFL and Sociolinguistics whereas two teachers among them have an MA.



**Pie chart 2.1:** Years of Experience

- Section two: Teachers' Attitudes towards learners:

**Item Four:** How are your students in speaking class?

2. In this question, teachers were asked about how are their students in the speaking class, three teachers said that they get anxious when they come to speak; two

## Chapter Two: Research Design and Data Analysis

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teachers claim that they are motivated to speak and one teacher declares that his students are confident in speaking class.

**Item Five:** Why are some students reluctant to speak?

3. All teachers agree that students are not ready to speak because of the limited linguistic repertoire they have. Several factors such as anxiety, fear of making mistakes, and shyness were found to influence the reluctance problem among speakers. One teacher only added other reason related to the reluctance, he admitted that the teacher's techniques in correcting students' mistakes are frustrating sometimes.

**Table2.2:** Students' Reluctance to Speak English in Classroom.

Speaking is difficult.	0
Their limited linguistic repertoire.	5
Afraid of making mistakes.	4
Students' anxiety and shyness.	4
Others	Sometimes the teacher's techniques in correcting students' mistakes are frustrating.

**Item Six:** How do you help your students cope with these problems?

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**Table2.3:** Teachers strategies to develop students' speaking skills.

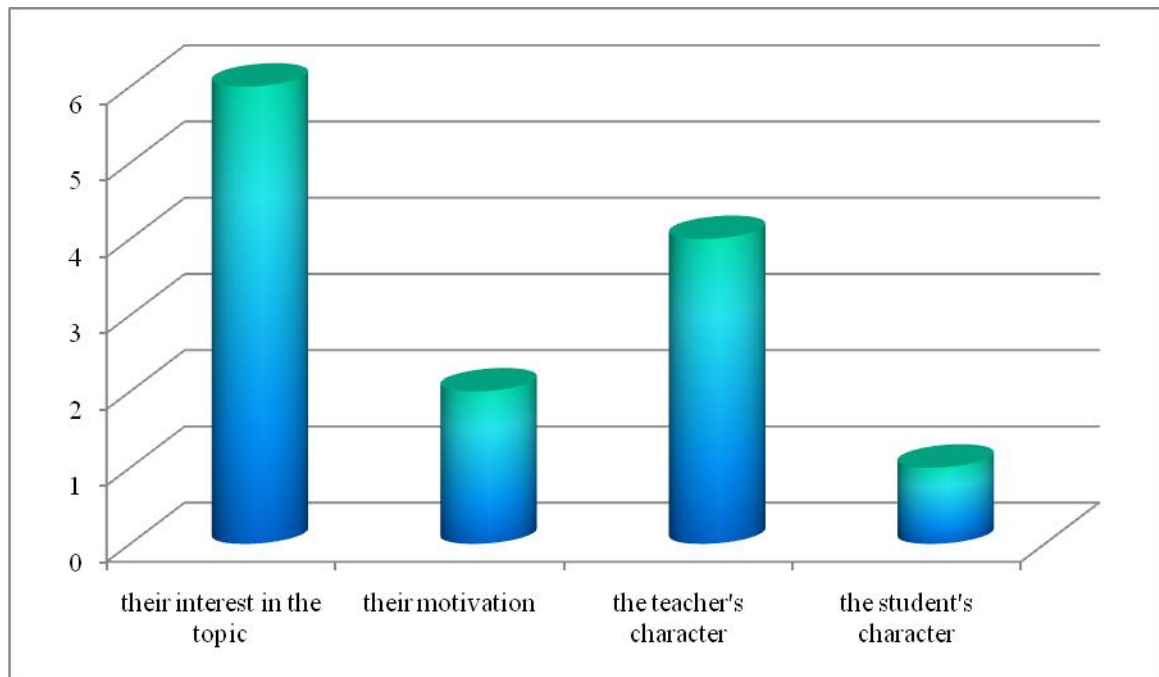
Teacher 1	-Make them self-confident
Teacher 2	-Choose adequate materials and activities to their level and interests. -Encourage them to speak to each other in pairs and in groups, they are more confident. -Give them time to prepare for a speaking activity. -Guide,assist and encourage them when necessary.
Teacher 3& 4	-By encouraging them to speak even if they make some mistakes. -Telling them that we learn from mistakes.
Teacher 5 &6	-Be patient with them. -To forget about the errors, just let them speak. -Through smiling and helping them by providing the needed word or expressions.

**Item Seven:** What reasons encourage the students to speak?

4. All teachers ensured that the more the topic is interesting, the more students' interest will be: Student interest in a topic holds so much power. When a topic connects to what students like to do, engagement deepens as they willingly spend time thinking, dialoging, and creating ideas in meaningful ways.., besides, the teacher's character has a fundamental influence on students as shown in the Bar-graph2.1.

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**Bar-graph2.1** Reasons Getting Students to talk in class.

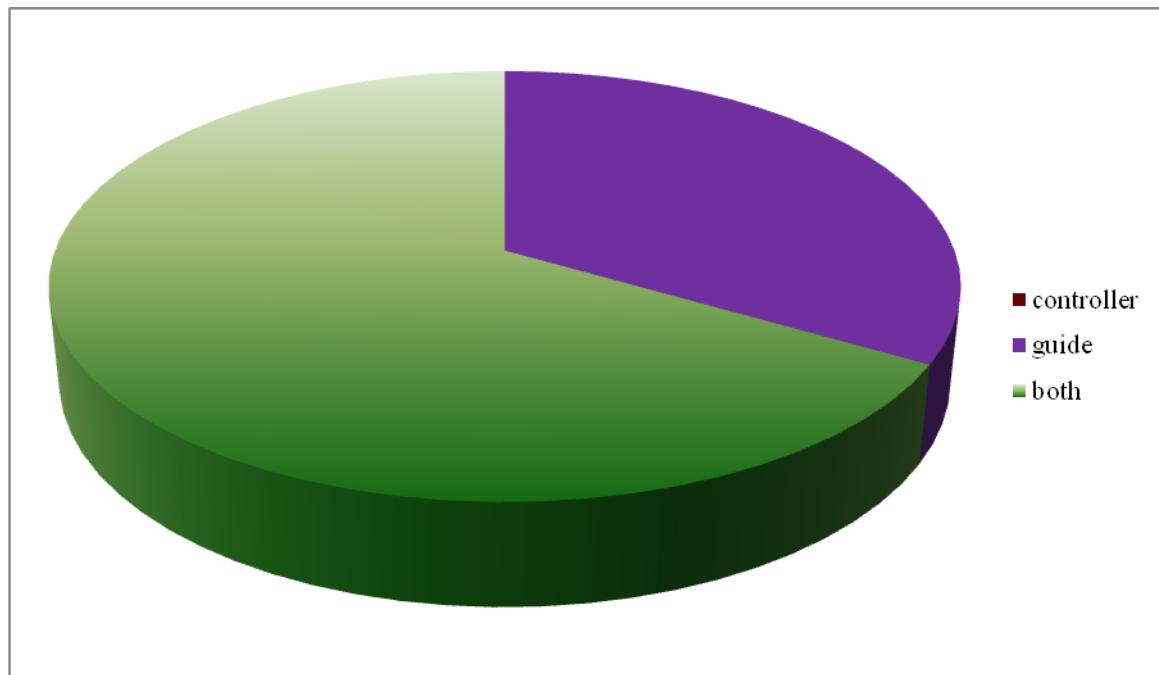
**Item Eight:** What is your role in the classroom?

5. The teacher's role in the classroom is important for students to engage in the speaking task and to cope with the psychological problems. A classroom that is out of control yields lower achievement for learners. For the sake of obtaining information on teachers' role in the classroom, teachers were asked to provide an answer, the results revealed that the role of majority of them (four teachers out of six) is both controller and guide at the same time, whereas the rest (two teachers) said that they play the role of a guide as shown in figure2.

Some teachers provided other roles they perform in the classroom for example: he encourages student learning, evaluator, the leader, assessor, organizer...etc.

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**Pie-chart2.2:** The teacher's role in the classroom.

*Item nine:* what are the activities you make your learners practice in oral classroom?

6. The purpose behind asking this question was to explore the type of activities that teachers make their students practice in the oral production course.



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**Table2.4:** Speaking activities to have a successful participation.

Teacher 1	<ul style="list-style-type: none"><li>-Imitating natives.</li><li>-Drills.</li><li>-Discussion.</li><li>-Debating.</li><li>-Negotiating.</li><li>-Employing expressions.</li><li>-Building dialogues.</li></ul>
Teacher2	<ul style="list-style-type: none"><li>-Dialogues.</li><li>-Debating various topics.</li></ul>
Teacher 3	<ul style="list-style-type: none"><li>-Interesting free topics</li><li>-Debates.</li><li>-Dialogues.</li><li>-Games.</li><li>-Presenting plays.</li></ul>
Teacher 4	<ul style="list-style-type: none"><li>-Role playing activities.</li><li>-Games.</li><li>-Debates.</li><li>-Individual presentations.</li><li>Plays.</li></ul>
Teacher5	<ul style="list-style-type: none"><li>-Plays and conversations on real life situations.</li><li>-Word-games.</li><li>-Description of pictures.</li><li>-Storytelling...</li></ul>
Teacher 6	<ul style="list-style-type: none"><li>-Pair and group work.</li></ul>

The results summarized in the table above revealed that games, plays, debates, dialogues are the most frequent activities used in oral session. Some

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teachers provided other activities such as storytelling, imitation natives, drills...etc in the list of activities.

**Item ten:** what is your reaction when the students get anxious during their presentation?

7. The researcher asked this question in order to know teachers' reaction when the students' get anxious during their presentation. All the teachers said that when a student gets anxious during his presentation, they help him to overcome this huge barrier which is anxiety, since anxiety is not about ability, it is about interference, in this context Minahan said "When anxiety is fueling the behavior, it is the most confusing and complicated to figure out," Thus all teachers express sensitivity towards students' anxiety so keep quiet, smile and encourage him to move on and go on the task in order to make him feel better; this entails that teachers are aware that anxiety has a direct influence on students' performance.

**Item eleven:** what are the methods you use to help your learners to overcome their difficulties?

8. Results indicate that the teachers use different techniques and methods (see the table below) to solve the problem of speaking anxiety and to cope with the obstacles that affect their speaking performance.

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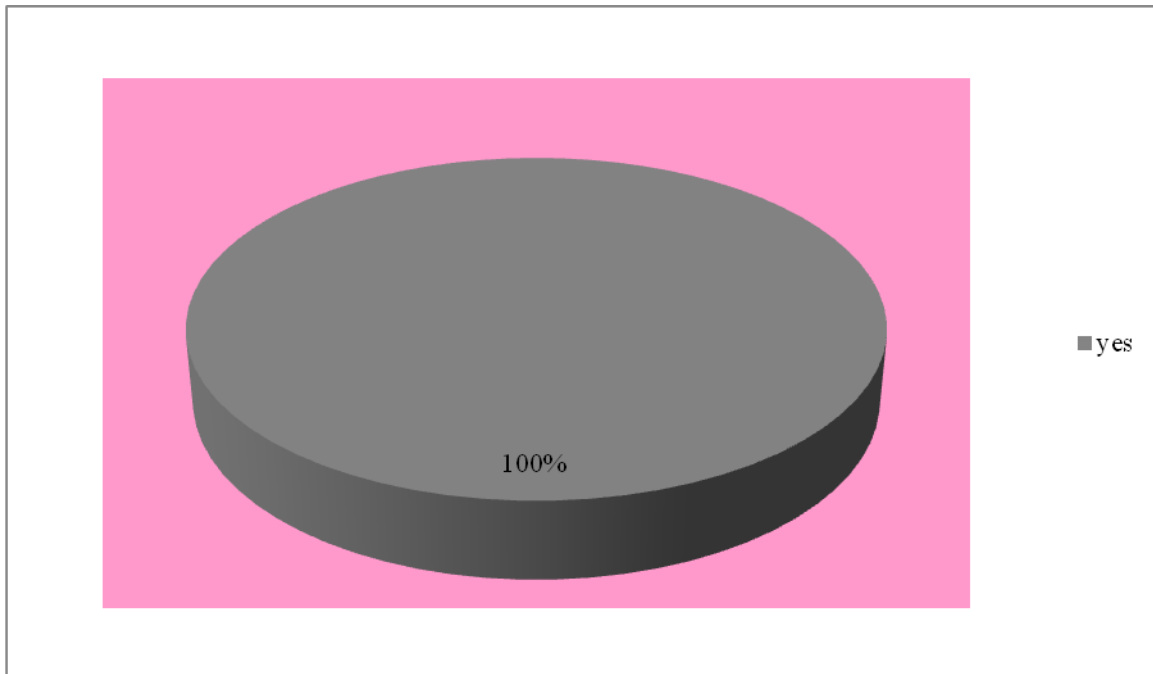
**Table2.5:** Teachers’ techniques and methods to cope with students’ speaking problems.

<b><i>Teacher 1</i></b>	<ul style="list-style-type: none"> <li>✓ Facial expressions meant to encourage and reduce their anxiety.</li> <li>✓ Use encouraging expressions.</li> <li>✓ Give some hints to help them hold speaking.</li> <li>✓ Change the topic through question that may lead them to speak about points they master better.</li> </ul>
<b><i>Teacher 2</i></b>	<ul style="list-style-type: none"> <li>✓ Providing them with activities where they feel obliged to practice in class.</li> </ul>
<b><i>Teacher3</i></b>	<ul style="list-style-type: none"> <li>✓ Suggesting interesting topics to discuss.</li> <li>✓ Focusing on vocabulary activities.</li> <li>✓ Encouraging group works.</li> </ul>
<b><i>Teacher4</i></b>	<ul style="list-style-type: none"> <li>✓ Have fun with the learners.</li> <li>✓ Give more pair work and group work.</li> <li>✓ Energize the learners.</li> </ul>
<b><i>Teacher5</i></b>	No answer
<b><i>Teacher6</i></b>	<ul style="list-style-type: none"> <li>✓ Use dictionaries to check the spelling and pronunciation of words.</li> <li>✓ Encourage them to read books, articles, or newspapers to improve their reading and writing skills and enrich their vocabulary.</li> <li>✓ Consult websites on YouTube to improve their listening and speaking skills...</li> </ul>

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**Item twelve:** Do you encourage your learners to participate in the oral class?



**Pie-chart2.3:** Teachers' Encouragements' percentage.

9. All the teachers (100%) confirm that they encourage their learners to participate in the oral class. Since they all said “yes” they were asked to give more details about the method they use to make their learners participate and speak freely. They respond as it is mentioned in the table below:

If yes how

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**Table 2.6: Teachers methods to get their students in talk.**

<i>Teacher1</i>	✓ I always tell my students: “we learn from mistakes and practice makes perfect.”
<i>Teacher2</i>	✓ Breaking the ice first
<i>Teacher3</i>	✓ They are encouraged to present most of their homework orally.
<i>Teacher4</i>	✓ To make the learners feel comfortable discussing any topic.
<i>Teacher5</i>	✓ Give them enough time and make them feel at ease.
<i>Teacher6</i>	✓ By asking them questions and make them participate in oral tasks especially in group work or in oral presentations.

**Item thirteen:** In a scale from 1 to 10 how would you examine the difficulty of teaching the speaking skills?

- ❖ This question is administered in an attempt to know teachers’ point of view concerning teaching speaking skill. They were asked to evaluate in a scale from 1 to 10. The half of teachers (50%) said it is difficult (8/10), 33% (7/10) and only one teacher classify the difficulty at 5 from 10.

**Item fourteen:** What are the difficulties you faced while teaching?

- ❖ Tightly related to the previous one, this question had the purpose to explore the difficulties teachers faced while teaching oral production session. Teachers provide a variety of suggestions:

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**Table 2.7:** Difficulties in teaching oral production session.

	<i>Difficulties</i>
<b><i>Teacher1</i></b>	<ul style="list-style-type: none"> <li>✓ Learners are shy and afraid to speak.</li> <li>✓ Low participation of learner.</li> <li>✓ To select the appropriate topic.</li> </ul>
<b><i>Teacher2</i></b>	<ul style="list-style-type: none"> <li>✓ Many and different depending on the situations.</li> </ul>
<b><i>Teacher3</i></b>	<ul style="list-style-type: none"> <li>✓ Shyness.</li> <li>✓ Lack of self-confidence.</li> <li>✓ Un-motivation.</li> <li>✓ Lack of vocabulary.</li> <li>✓ Disinterest.</li> </ul>
<b><i>Teacher4</i></b>	<ul style="list-style-type: none"> <li>✓ Students' lack of the necessary vocabulary and motivation.</li> </ul>
<b><i>Teacher5</i></b>	<ul style="list-style-type: none"> <li>✓ Students are passive.</li> <li>✓ Low participation.</li> <li>✓ Students' lack of vocabulary.</li> <li>✓ Students' frequent use of first and second language especially French words.</li> <li>✓ Choice of topic.</li> </ul>
<b><i>Teacher6</i></b>	<ul style="list-style-type: none"> <li>✓ Students' reluctance.</li> <li>✓ Shyness.</li> <li>✓ Anxiety.</li> <li>✓ Limited vocabulary, they don't know how to work in a group.</li> </ul>

# Chapter Two: Research Design and Data Analysis

## 2.5.2 Students' Questionnaire Analysis

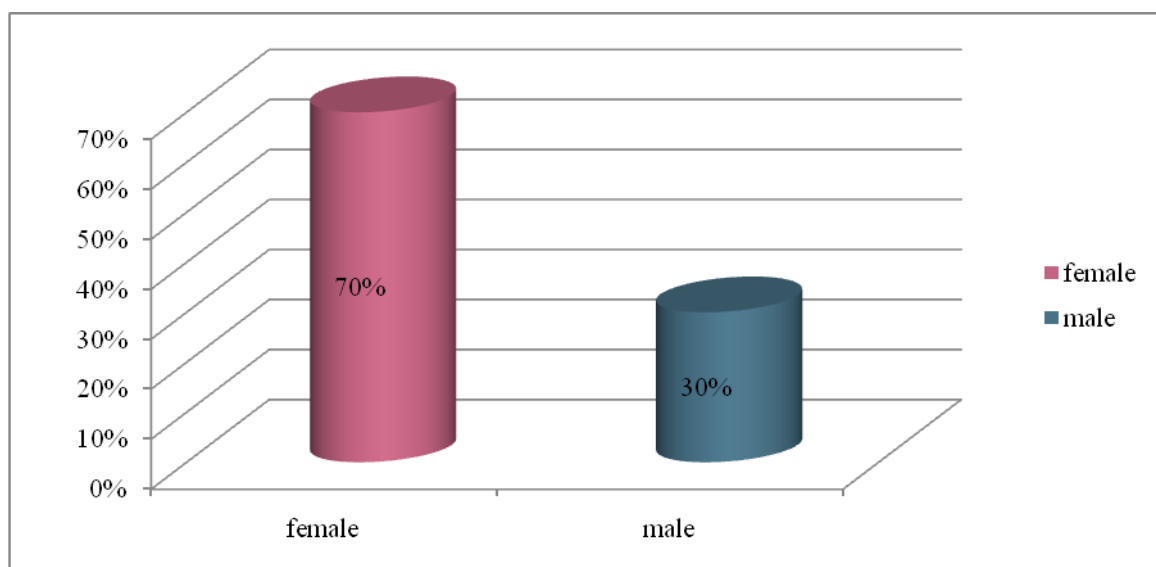
This section investigates the background information's of the students. This work includes the questionnaire which aims at identifying the obstacles faced by students in speaking.

➤ Questions 1 and 2 dealt with learners' profile.

- ❖ Q1: It was noticed that the number of female is superior to the number of male students. We found that great amount of students are girls %, and only % represents boys from the sample population. This difference in the number of students in terms of gender is represented in the Bar-graph 2.2.

**Table 2.8:** Students' gender

Sex	Number	percentage
Female	21	70%
Male	9	30%
Total	30	100%



**Bar-graph 2.2:** students' gender.

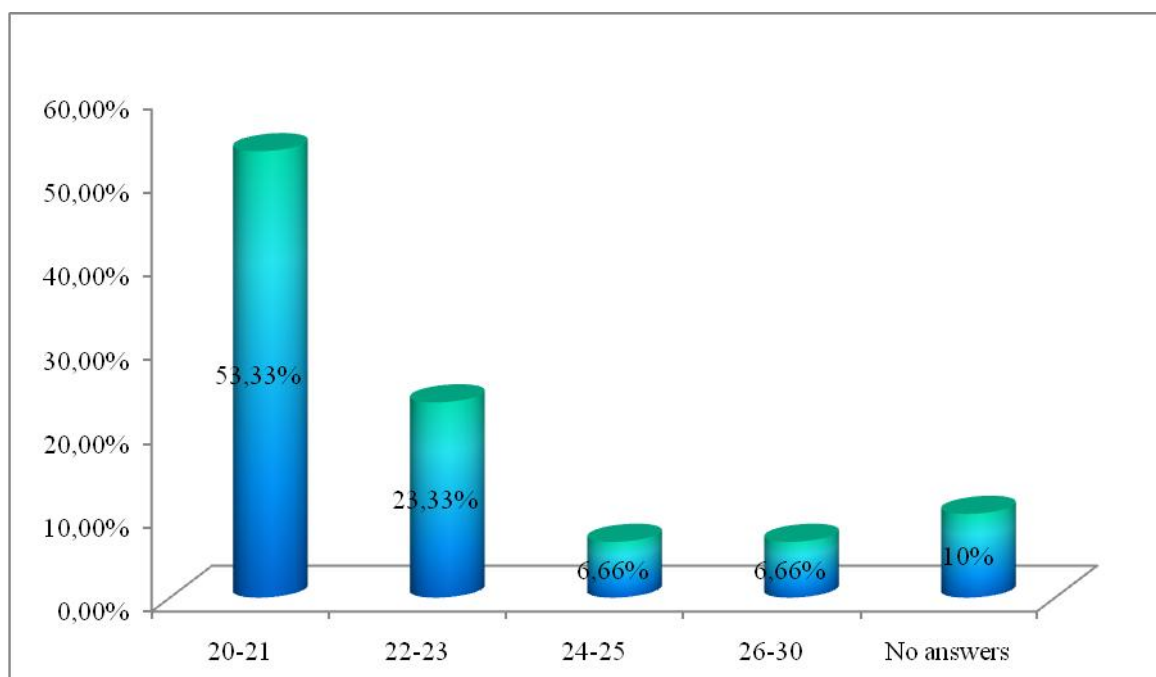
## Chapter Two: Research Design and Data Analysis

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- ❖ In Q2 the students were asked about their age. The table below represents the age of the students which vary from 19 to 26 old. The highest proportion of the students are aged 19-21(53, 33%); 23,33% are aged 22-23 whereas 6,66% represents the aged students 24to 30.The rest (10%) they didn't give their age.

**Table2.9:** Students Age.

Age	Number	Percentage
19-21	16	53,33%
22-23	7	23,33%
24-25	2	6,66%
26-30	2	6,66%
No answers	3	10%



**Bar-graph2.3:** Students' Age

- ❖ Q3: In this question, the researcher wanted to explore the reasons behind choosing English at the University.



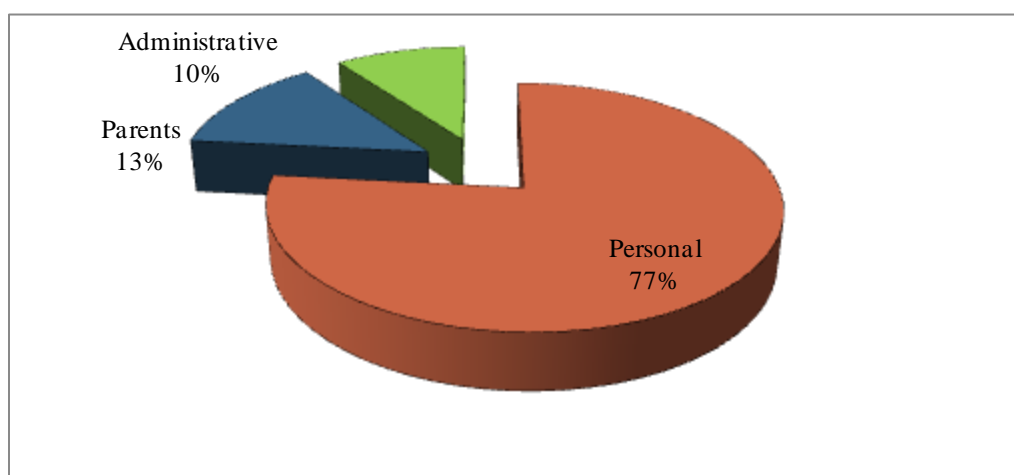
## Chapter Two: Research Design and Data Analysis

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**Table2.10:** Reasons behind choosing English.

Options	Responses	Percentages
Personal	23	76,66%
Parents'	4	13,33%
Administration	3	10%

The data gathered indicates that the majority of the students (80%) have chosen to study English as a personal choice so they were motivated to go deep and learn English with no obligation; some students (12%) choose English to satisfy their parents' desire but only 4% who were obliged to study English at the university since the administration oriented them to do that because of their average in the baccalaureate exam or other administrative reasons.



**Pie-chart2.4:** Reasons behind choosing English.

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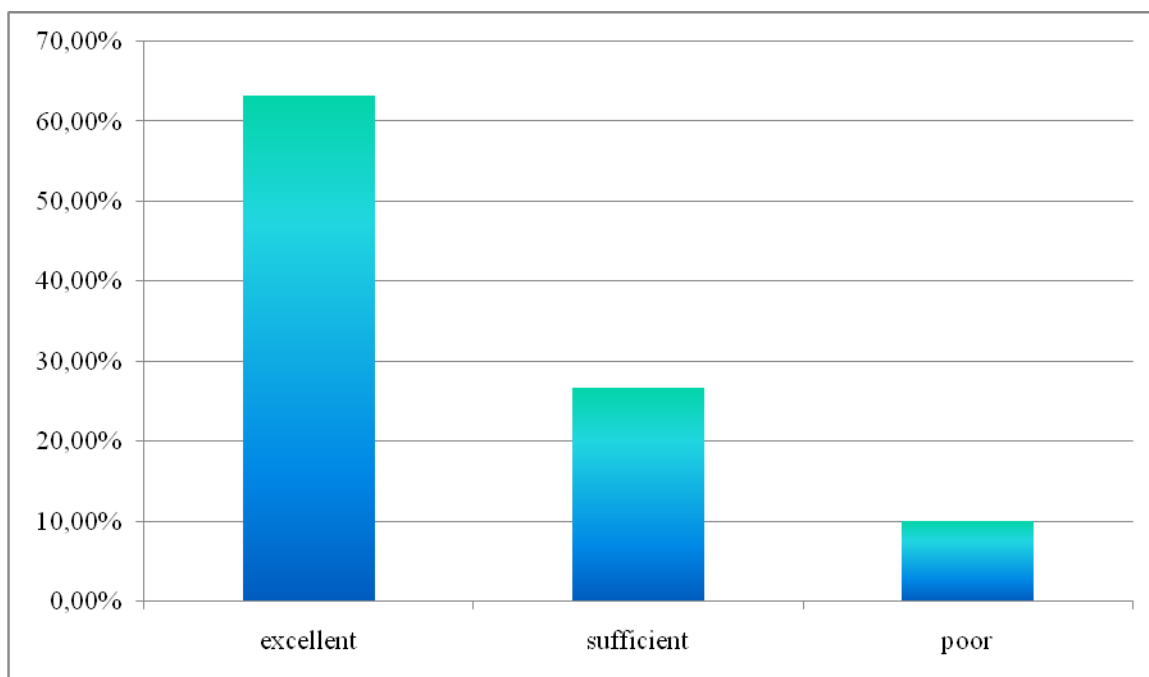
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- ❖ Q4 aims at identifying learners' level in speaking skills.

**Table2.11:** Evaluation of speaking ability.

	Responses	Percentage
<b>Excellent</b>	<b>19</b>	<b>63,33%</b>
<b>Sufficient</b>	<b>8</b>	<b>26,66%</b>
<b>Poor</b>	<b>3</b>	<b>10%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

We can notice that the highest percentage of students (63%) claims that their English speaking is excellent ,others (26%)say that it is sufficient , however (10%)of students show that their English speaking is poor.



**Bar-graph2.4:** Evaluation of speaking ability.

- Questions 5 to 10 dealt with learners' attitudes towards oral expression session.

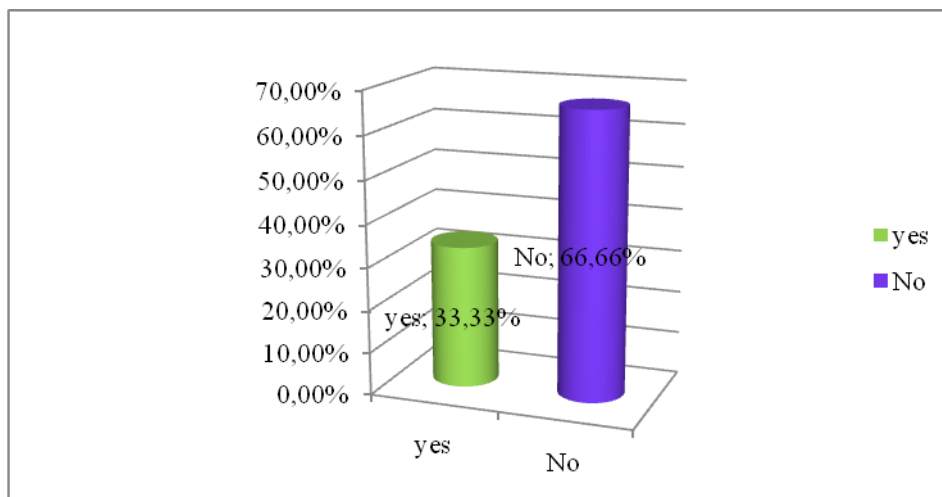
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- ❖ Concerning the fifth and sixth questions, the researcher aims at knowing the different opinions.

**Table2.12:** student's satisfaction about the Oral session time.of students about the time given to oral class.

	Responses	Percentage
Yes	10	33,33%
No	20	66,66%

This question aims at knowing whether students are satisfied about the time devoted to oral expression module or not, the majority (66,66%) said that they need more hours in order to improve their speaking skill whereas (33,33%) of the students thought that the amount of time devoted to oral production module is enough.



**Bar-graph2.5:** Student's satisfaction about the Oral session time.

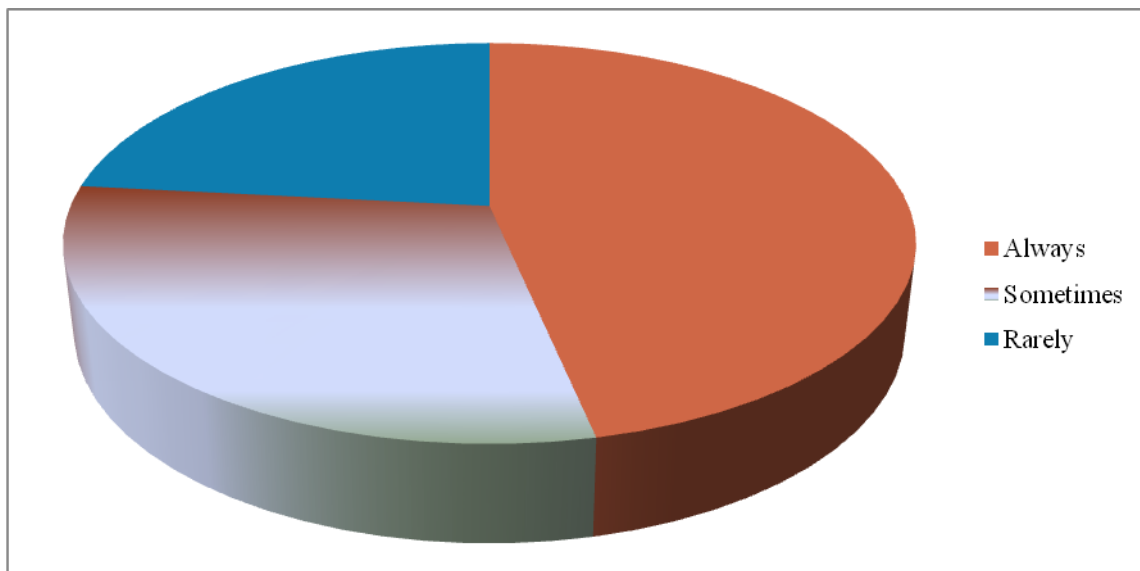
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❖ Q7 :

**Table 2.13:** Amount of student's participation in the classroom.

	Responses	Percentage
Always	14	46,66%
Sometimes	9	30%
Rarely	7	23,33%



**Pie-chart2.5:** Amount of student's participation in the classroom.

❖ **Q8. What are the factors that hinder you from participating?**

Tightly related to the previous one, this question attempted to discover the factors that hinder students from participating in the classroom. The results are summarised in Table2.12.

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**Table2.14:** The factors that hinder students from participating.

Shyness	15	50%
Lack of confidence	5	16,66%
Anxiety	5	16,66%
Shyness and lack of confidence	3	10%
Lack of confidence and anxiety	2	6,66%

**Bar-graph2.6:** The factors that hinder students from participating

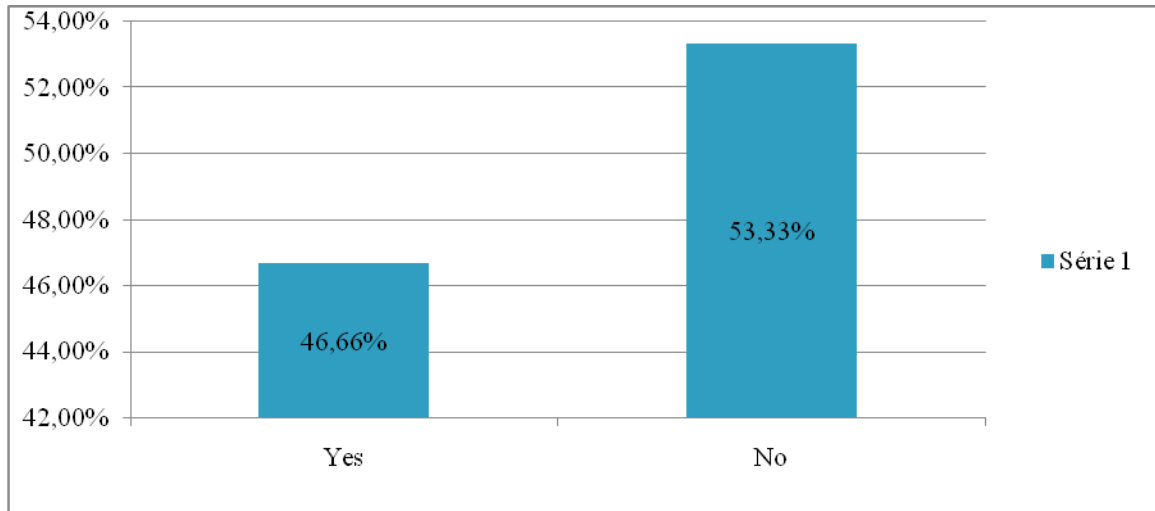
When the students ere asked to choose the factors affecting their speaking performance among the factors listed, half of the (50%) agreed that they were shy shyness affected in a way or another speaking performance.

(16, 66%) said that they lack confidence while speaking in front of the others. the same percentage of students' responses (16,66%) viewed anxiety as one of the factors which had influence on them .10% considered both shyness and lack of confidence as obstacles in their speaking performance whereas only 6,66% referred to both anxiety and lack of confidence as factors that hinder them from participating.

### ❖ Q9: Are you afraid of speaking in front of your class mates?

Within this question, we wanted to investigate if EFL learners are afraid of presenting and performing in fronts of their mates. The majority of the participants (53, 33%) maintain that they find themselves ready to speak in oral tasks without being afraid. Fourteen students claim thay they fear presenting in front of their peers.

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**Bar-graph2.7** Fear of speaking in public.

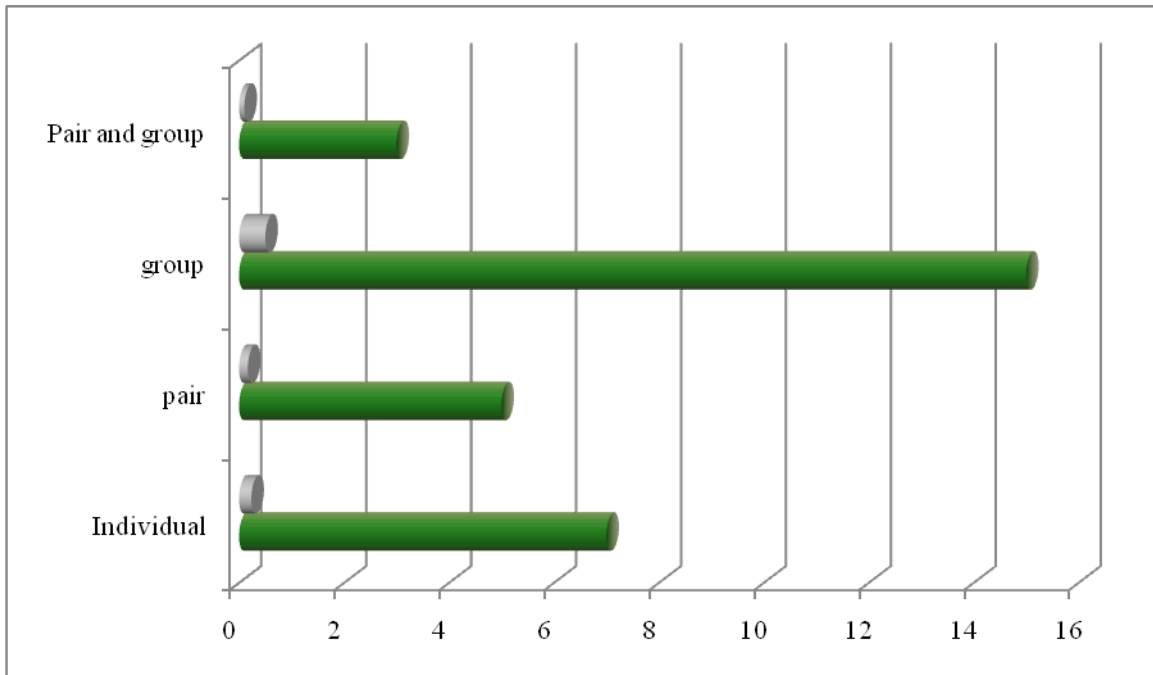
### ❖ Q10: What learning situation suits you better?

**Table 2.15:** Knowing which learning situation learners prefer.

	Responses	Percentage
Individual	7	23,33%
Pair work	5	16,66%
Group work	15	50%
Pair and Group work	3	10%

- ❖ As the Bar-graph 2.8 shows , half of the students (50%) prefer to work on a team, 23,33% said that they prefer to work by themselves alone , however 16,66% of the sample view that pair work is more preferable for them while only 10% who prefer to work in pairs and in groups.

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**Bar-graph 2.8:** Knowing which learning situation learners prefer.

❖ Q 11 is about students' point of view to their teacher' role in the classroom.

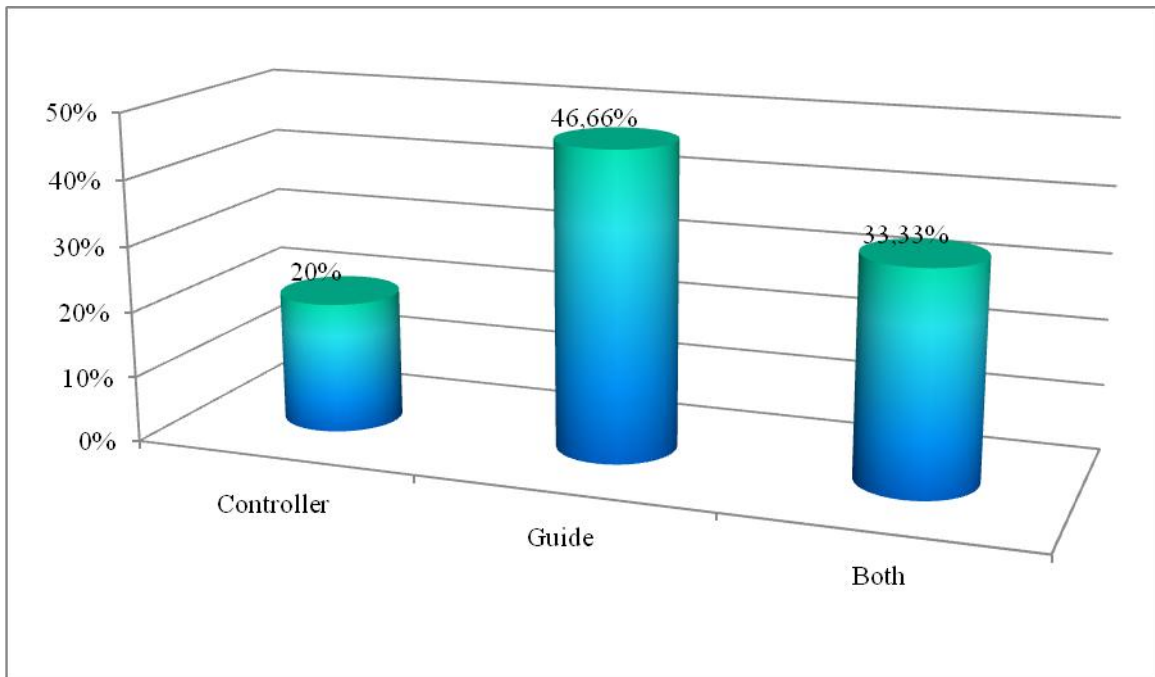
### 10. What is the role of the teacher in your classroom.

**Table2.16:** The role of the teacher in the classroom.

	Responses	Percentage
Controller	6	20%
Guide	14	46,66%
Both	10	33,33%

The results obtained show that nearly the half of students (46,66%) agree on the fact that the teacher plays the role of the guide in the classroom. Others (20%) said a controller whereas 33,33% of the students claim that the teacher is a guide and a controller at the same time.

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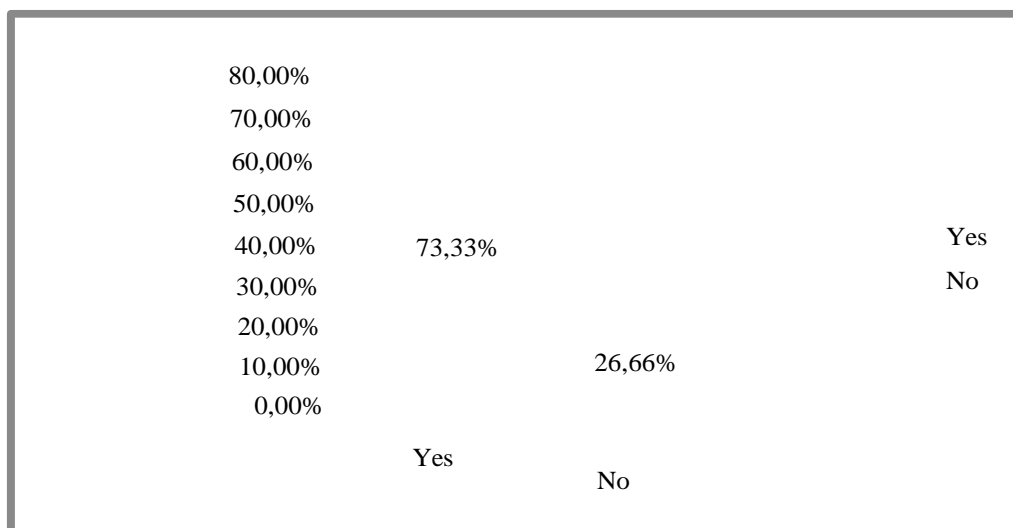


**Bar-graph2.9:** The role of the teacher in the classroom.

## 11. Does he encourage you to speak?

**Table2.17:** Teachers' encouragement.

<b>Yes</b>	<b>22</b>
<b>No</b>	<b>8</b>





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### Bar-graph2.10: Teachers' encouragement.

- ❖ In this question, we want to know whether the teacher encourages his students to speak or not. Eight students (26, 66%) claim that they do not receive any encouragement from their teacher. i.e. he does not encourage them to speak, while the majority agrees that they get the needed encouragement from him.

➤ Question 13 about learners' use of mother tongue inside the classroom.

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

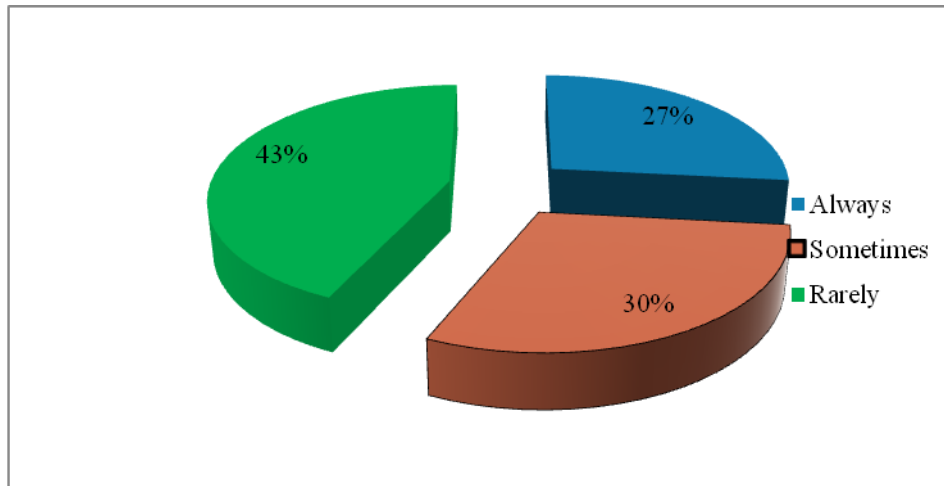
**Table2.18:** Mother tongue use inside the classroom.

<b>Always</b>	8	26,66%
<b>Sometimes</b>	9	30%
<b>Rarely</b>	13	43,33%

- ❖ Pie-chart2.6 below represents the results obtained while inquiring about learners' views concerning the use of mother tongue (Arabic) within the classroom. The results clearly showed that the great majority of students 43; 33% uses rarely the mother tongue, 30% respond with "sometimes", whereas the rest of the students 26; 66% from the total percentage indicates that they always include Arabic inside the classroom in order to express their ideas and opinions.

## Chapter Two: Research Design and Data Analysis

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**Pie-chart2.6:** Mother tongue use inside the classroom.

### Q14: Do you speak English outside the classroom?

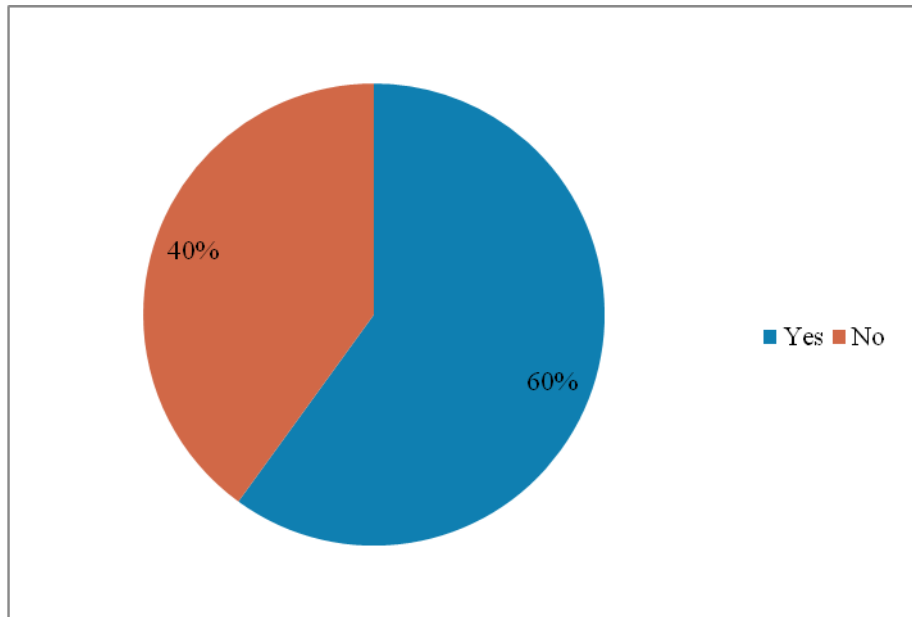
- ❖ We wanted in this question to know whether students speak in English outside the classroom or not, we found that 60% from the sample speak and English out of classroom with their friends or others who master English or even native speakers (social-media), while the rest 40% presents the students who do not speak English outside the classroom. The results summarised in the table2.17.

**Table2.19:** Students' use of English outside the classroom.

	Responses	Percentage
Yes	18	60%
No	12	40%

## Chapter Two: Research Design and Data Analysis

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**Pie-chart2.7:** Students' use of English outside the classroom

# Chapter Two: Research Design and Data Analysis

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## 2.6 Data Interpretation

Data interpretation permits the researcher to set out an overall understanding of the results. The present study was conducted to highlight the difficulties that students face when performing in oral session and to find out the factors that influence EFL learners speaking performance. In this section we attempt to discuss the main findings obtained throughout research instrument used over this study.

From questionnaires analysis, both students' and teachers' findings are summarized as follows:

- According to learners answers, it has been noticed that more than a half of learners do have an excellent level in speaking performance
- The majority of students show their dissatisfaction about the amount of time devoted to oral expression session
- EFL students face many obstacles that hinder their participation in the classroom.
- Most of the students are afraid from participation in the classroom because of the psychological problems as mentioned in the tables above.
- The learners' lack interest of the topic can affect their performance.
- All teachers express sensitivity towards students', they are aware that anxiety has a direct influence on students' performance.
- Teachers can create an authentic practice environment within the classroom.
- Students will gain confidence in their ability to manage the various communication situations when their teachers respond positively.
- Teachers 'strategies help to increase the speaking ability for students.
- The teacher must be able to convince his students to speak English, to express say whatever they want to say even if they have bad grammar.
- The teacher must convince his students that making errors is a normal thing in learning this way will increase students' motivation to speak English.

## Chapter Two: Research Design and Data Analysis

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The results obtained from the students' and teachers' questionnaires confirm our hypothesis about the students' challenges in English speaking performance. EFL learners' reluctance to speak English in the classroom is related to psychological and linguistic barriers that hinder their development in speaking skill. Moreover, the teacher plays a vital role; they can help students overcome their hindrances by occurring them in any type of interaction whatever their language skill levels.

## Chapter Two: Research Design and Data Analysis

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### 2.7 Conclusion

This questionnaire is designed for second year LMD students at the department of English university of Tlemcen during the academic year 2015/2016. The participants of this study are 30 students from one group; they were chosen randomly to investigate the factors that influence their performance in speaking. The questionnaire is made up of 17 questions that are classified under two different types: “closed-questions” in which they were asked to answer either by “Yes” or “No”, or selecting one or more answers from a set of options, whereas on the other type of questions which is “open-ended” they were asked to give their personal points of view or to add justification supporting their choice.

# **General Conclusion**

# General Conclusion

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Our research aimed at investigating the problems that the students at Tlemcen University experienced in speaking courses and to detect the causes that students face during oral expression session. The results of the study indicate that psychological difficulties influence in a way or another students' performance and affect their ability to have an affective performance discussion. For that reason we choose to deal with both students and teachers of oral expression module at the Department of English at Tlemcen University in the academic year 2015/2016 to tackle the problem. One should bear in mind that there are many factors which could contribute to the weaknesses of speaking performance.

For the sake of conducting an exploratory study about the factors that affect students' speaking performance, a sample of 30 second year (LMD) EFL students at Abou Bekr Belkaid University was selected, in addition to 0teachers of oral production module, in this way, data richness is enhanced.

Accordingly, the research work comprises two chapters: first, it began with a theoretical framework which is devoted to conduct data about speaking skill and to investigate the factors that can influence students' performance in a theoretical way: the researcher dealt with a general overview of speaking skill; afterwards, there was a broad explanation of problems students encountered in English speaking performance.

The second chapter is the empirical phase of the work entitled 'Research Design and Data Analysis' that served both the design of the research as well as the analysis of the results: it dealt with research informants and instruments (students' and teachers questionnaires) for the sake of gathering informations from EFL teachers and learners questionnaires. These tools were discussed and analysed then the results obtained were interpreted in order to confirm the hypotheses suggested at the beginning of this investigation.

To sum up, one may say that there is no definite conclusion that can be reached in this subject; results revealed a high motivation that has been positively advocated by



## General Conclusion

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the majority of the respondents. Both teachers and students are seeking to strengthen the English speaking performance towards a high performance: students show that they seek to overcome their obstacles and to improve their oral performance for a good English speaking, on the other hand, There is a transfer of responsibility from learners to teachers in order to develop students' initiatives to a large extent and to improve their abilities of oral expression in English.

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<http://www.britannica.com/bps/dictionary?query=anxiety>).

# Appendices

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## Teachers' Questionnaires

### Dear Teachers

This questionnaire is part of a research work carried out in the department of English at the university of Tlemcen .This research presents an investigation of the speaking difficulties faced by the learners. It would be of great help if you could make small time to answer this questionnaire. Please put a tick in the appropriate box (es) and make full statements whenever necessary.

### **Section One :Teachers' Background**

#### **1-Gender:**

Male    Female

#### **2-Educational level:**

Licence / B.A

Magister / M.A.

Doctorate/ Ph.D.

#### **3-How long have you been teaching English university?**

.....

### **Section Two: Teachers' Attitudes towards learners:**

#### **4-How are your students in speaking class?**

Motivated

Anxious

Confident

#### **5-Accroding to you why are some students reluctant to speak?**

# Appendices

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Speaking is difficult.

Their limited linguistic repertoire

Afraid of making mistakes.

Students' anxiety and shyness

Others.....

**6-How do you help your students cope with these problems?**

.....

**7-According to you, what reasons encourage the students to speak?**

The student's character

Their interest in the topic.

Their motivation.

The teacher's character.

Others.....

**8-What is your role in the classroom?**

Controller

Guide

Both

**9-What are the activities you make your learners practice in an oral classroom?**

.....

**10-What is your reaction when the students get anxious during their presentation?**

Keep quiet, smile and encourage them to go on their task.

Stop them.

Get annoyed.

# Appendices

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Others

**11-What are the methods you use to help your learners to overcome their difficulties?**

**12-Do you encourage your learners to participate in the oral class?**

Yes

No

If yes how ? .....

**13-In a scale from 1 to 10 how would you examinatethe difficulty of teaching the speaking skills?**

.....

**14-What are the difficulties you faced while teaching?**

.....

*Thank you for your cooperatin*

# Appendices

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## 2. Students' Questionnaire

Students' Questionnaire:

*Dear students,*

*I would be very grateful to you if you could fill in the questionnaire below.*

*Please select the appropriate answer which fits your opinion, for each question, circle, please, only **one answer** that is true (you can choose more than one answer) for some questions you are asked to write your reasons.*

*Thank you so much for your cooperation.*

**1. Age ... years**

**2. Gender:**

a. Male.

b. Female.

**3. Studying English was your**

a. Personal choice.

b. Parents choice.

c. administrative choice.

**4. How well do you speak English?**



# Appendices

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a. Excelent.

b. Sufficient.

c.Poor.

**5.How many hours do you study oral expression per week? .....H**

**6. Do you think it is sufficient?**

a. Yes

b. No

**7.Do you participate in the oral expression lesson?**

a.Always.

b.Sometimes.

c.Rarely.

**10. What are the factors that hinder you from participating?**

a.Shyness.

b.Lack of confidence.

c.anxiety.

**11. Are you afraid of speaking in front of your class mates?**

a.Yes

b.No

**If yes why?**

**12. What learning situation suits you better ?**

a.Individual.

b.Pair work.

c.Group work.

**14.What is the role of the teacher in your classroom?**

# Appendices

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a.Controller.

b.Guide.

c.Both.

**15. Does he encourage you to speak?**

a.yes

b.No

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

a. Always.

b.Sometimes.

c.Rarely

**17. Do you speak English outside the classroom?**

a.Yes

b.No