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Students' Attitudes towards their Oral Use of English in Formal   Contexts:
The Case of Third -Year EFL Students at Tlemcen University

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the degree of Master in Language Studies

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Dedications 1

To my father and mother, source of my happiness and success in life. May Allah bless them.

To my lovely two sisters Meriem and Marwa, and my three brothers Abedrahmane, Zakaria and Mohamed for their encouragement, support and attention.

To my extended family and my closest friends Fella, Wahida, Amina and Hamida.

To all those who believed in me and prayed for my success.

Ibtissem

Dedications 2

I would dedicate this work

To my beloved father for his help and support.

To my lovely mother for her love and care.

To my dearest sisters and their adorable children for their moral help.

To my little brother.

To all my friends and relatives during my career of study; best of luck to them.

May Allah bless them all.

Fella

Acknowledgments

Abstract

Various psychological factors play a key role in learners' success to orally use the foreign language especially in classrooms. The present research was conducted to investigate the attitudes of third year EFL students towards the oral use of English in formal contexts at the University of Tlemcen. Furthermore, our study examines the effect of EFL students' attitudes and other factors on their language learning achievement in general and, in particular, their oral performance and participation in the classroom. Throughout this work, two research instruments were used to collect data: a questionnaire was directed to third-year EFL students and a structured interview addressed to EFL teachers. Thus, the obtained results were analyzed quantitatively and qualitatively. The outcomes of this study revealed that third-year EFL students maintain positive attitudes towards English. Besides attitudes, self-confidence, motivation, anxiety and learning styles are factors that have greatly influenced students' oral use of English in classroom. To conclude, the EFL learners need to adopt a positive stand towards the oral use of English that would enable them to orally practice with their teachers inside the classroom and outside. Also, they have to be self- confident, motivated and reduce their anxiety when they speak in English.

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List of Acronyms

ABC: Affect, Behaviour and Cognition.

CAC: Cognitive component, Affective component, and Conative component.

COE: Comprehension and Oral Expression.

EFL: English as a Foreign Language.

ICT: Information and Communication Technology.

LMD: License, Master, Doctorate.

 L2: Second Language.

OCA: Oral Communication Assignments.

PI: Participation Instruction.

WTC: Willingness to Communicate.

General Introduction

General Introduction

In the last two centuries, it becomes noticeable that English has spread rapidly across the whole world to the extent that new English varieties have emerged and are commonly called world Englishes. In consequence, English now is described as the international language of communication or the language on which the sun does not set. It is used approximately in all spheres of life including: mass media, advertising, traveling, commercial purposes, and for education. Hence, learning English is a necessity for many students around the world and the Algerian students are of no exception because this language would open doors for them to be in a direct contact with the different people from various nationalities and cultures.

The views that EFL students hold towards the English language and the learning context shape their way of thinking and influence their conduct inside the classroom by making them either participate eagerly or avoid this kind of activity. However, third year students bring to their classes a lot of personality traits that can impede or nurture their involvement in the classroom, such as: motivation and self-confidence.

The objective of this research work is to investigate the EFL third-year students' attitudes towards the oral use of English at Tlemcen University. The researchers want to find out whether these students hold positive or negative attitudes towards speaking English. Also, the impact of their attitudes and other features on their language learning achievement in general and during the oral production in particular.

This study seeks to provide answers the following research questions:

1. What attitudes do third year students have towards speaking English during their language classrooms?
2. Besides attitudes, what are the other features that may influence the oral use of third- year EFL students?

In return, these questions led to put forward the following hypotheses:

1. Third year EFL students hold positive attitudes towards speaking English because they assume being able to speak this language is going to enable them to have a good job and know other people from different cultural and ethnic backgrounds.

2. Though attitudes have a central role in facilitating or impeding the learning process of a foreign language, other variables may determine the oral achievement of students especially those related to their personality, like: self-confidence, anxiety, motivation, and the learning style.

This research work is divided into two chapters. The first chapter represents the literature review by reviewing the global status of English in general and its position in Algeria in particular. It also deals with the clarification of attitudes as a social psychological factor, its components and provide definition of the faculty of language attitudes and the correlation between this faculty and the students achievements. Then, it provides a list to a number of features that can directly influence students' oral production that are: motivation, self-confidence, anxiety, and learning style. Finally, it assigns a part to the meaning of the oral use of language, the problems that hurdle students oral participation and strategies to use for the sake of avoiding such a problem.

The second chapter is the practical part of this research. It deals with description of the target setting and the selection of a case study as a methodology of research in this work. In addition, it identifies the research instruments that were adopted by researchers in conducting this research work. Besides, it stresses the analysis of the collected data from the students' questionnaire and teachers' interview. Finally, it offers a number of suggested recommendations both to students and teachers in hope of overcoming this problematic in foreign language classes and improve students' oral productivity.

Chapter One:

Literature Review

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1.1. Introduction

Nowadays, the process of learning English has become a must for many students all over the world. This language has succeeded to encompass its geographical borders referred to as global language and it is used not only by the elite, but all categories of people to share in its universality. By the massive growth of technological advances in mass communication, Algerians, too, are looking forward to learn this language in hope be able to correspond with the whole world.

In the learning process, the attitudes that students have towards a language are key elements to pursue their studies and endeavor to achieve high degrees of proficiency. Besides, other elements are also responsible, to a large extent, to determine success or failure in learning languages, including: anxiety, self-confidence, motivation, and learning styles, etc. This chapter aims at discovering the relationship between students' perception of their language learning by examining the various variables that can nurture or impede their learning process and make a link with their achievement and production of the language.

1.2. English as a Global Language

Centuries ago, English was a minor language spoken mainly by native speakers in UK, United States, New Zealand, Australia, and Canada; during which only one form of English was regarded as high variety that should be adopted by all speakers as a norm (Quirk R, 1984: p.1). By the spread of the British Empire and the British leadership in the industrial revolution, English started to encompass its geographical borders and spread around the world as stated by Phillipson,(1992: p.1) as follows: "*the British Empire has given way to the empire of English*"*.* In the twentieth century, America emerged as the world's dominant power that leads extensively to an eminent spread of English to be used in all spheres of life, including: media, business, trade, and education.

Within globalization and its effects on most countries, the necessity to communicate in English has become essential. It is mainly due to the status of English gained as a global language as well as a lingua franca used among people to

correspond. In this respect, English has reached its stage as the most used language all over the world. Today, English is regarded as a global language which, according to David Crystal (2003: p3), *"is a language that achieves a genuinely global status when it develops a special role in every country"*. This means that it is important to give a language a "*special role*" to achieve a global status and this can be done according to Crystal through two main ways:

- First, when a language is used as an official language of a country, it is also used in such domains as government, education…etc. The same case is known when used as a second language of that country where, in fact, English has a special status in these countries like Ghana, Nigeria, India; and as a best example, Rwanda gave English an official status.

- Second, it is more related with teaching English as a foreign language, though it has no official status but still gains importance in such countries. In this sense, English achieves a special role when it is most taught as a foreign language in over 100 countries, Algeria included.

1.3. The Status of English in Algeria

Algeria is *de facto* a multilingual speech community due to the fact that the Algerian linguistic landscape is a complex and a unique one since it subsumes four major spoken languages: Modern Standard Arabic (MSA), Algerian Arabic(AA), Tamazight (or Berber) and French (the second or foreign language) as stated by Rezig (2011: p.1) as follows: *"The Algerian linguistic background is very rich and complex too. It makes of Algeria a particular Arab nation with a considerable number of languages used either in academic or non-academic contexts"*

Arabization policy took place between 1962 and 1999. It aimed at promoting and defending the Arabic language as the sole official and national language of the country. The Educational reform policy that started since 2000 is another initiative that aimed at improving the socio-economic level of teachers, reviewing the curriculum, and enhancing the status of foreign languages to provide openness to the outside world (Chemami, 2011: p.3-4)

However, the hegemony of the English language at the international level, the remarkable development of the educational system and the urbanization features have all contributed in strengthening the position of English in the Algerian speech community. And, from another perspective, English exists in the Algerian society without bitter colonial past in contrast to the French language that for many social revolutionists represents a colonial legacy that should be eradicated (Benrabah,2013: p.90). In this context, a leading Algerian writer in his interview with David Gordon in 1963 states the following: *«In ten to fifteen years […], Arabic will have replaced French completely and English will be on its way to replacing French as a second language. French is a clear and beautiful language, […] but it holds too many bitter memories for us" (Gordon,1966: p.103 cited in Rubdy,2015: p. 262)*

Algeria today is the second largest Francophone country (Ager Dennis,2001: p.20). It still reflects the language of the ex-colonizer with a prolonged and bloody fight for independence. Consequently, English, for Algerians, reflects a preference to replace French on one hand, and be in constant contact with the outside world via the use of the widely spread language in the world, hence, English.

1.4. The Importance of Learning English as a Foreign Language in Algeria

Nowadays, English represents the major language of international interactions. It is a prestigious language used almost in every walks of life including mass media, advertising, academic conferences, newspapers, technology to name but few. Thus, learning English has become a must for learners to further their studies or creating a personal business at an international level. Algeria is of no exception; where this language is publically defined as a foreign language and students ought to get involved in learning process to gain familiarity and being communicatively skillful in using this code.

In the Algerian educational system today, English refers to the second foreign language after French and started to be taught as a subject of instruction in the first year of middle school. Following this line of thought, it is noticeable that English in Algeria is learned in purely academic settings where it overshadows the use of other codes in everyday situations. The goals behind learning English as a foreign language

in Algeria can be best illustrated by reference to the English syllabus in various academic levels. for example, the first year secondary school course book general objectives are stated by (Belouahem, 2008: p. 26) as follow:

"the teaching of English in the first year of secondary school aims at consolidating, deepening and developing the learner's capacities, skills and knowledge that have already been acquired in the intermediate school […] the learner should achieve communication in its various forms, aspects, and dimensions"

That means that the syllabus of first year secondary school aims primary at strengthening students' competences and make them communicatively competent to express his needs and wishes.

1.5. Attitudes VS Learning

Sociologists and psychologists have studied attitudes in breadth and depth as key concept in understanding humans' behaviour. This importance was clearly reflected in literature. *"Attitudes is probably the most distinctive and indispensable concept in contemporary social psychology. No other term appears more frequently in experimental and theoretical literature"*. (Allport,1935: p. 1).while, many writers such as Thomas and Znaneik (1918)define the discipline of social psychology as the scientific study attitudes. However, the historical background denotes that the term attitude is derived from Latin aptus which means "adaptedness" (Allport, ibid).

In daily practices, individuals go through numerous choices and finally take a specific position. This process can help to visualize the whole world into likes and dislikes. Thus, attitudes can be considered as a basis upon which individuals might approach or avoid physical and abstract objects. Such categorization aims at facilitating the progress of society members, maximizing their positive impacts and minimizing their negative ones (R, H. Fazio,2000: p.1-2). Learners of English might have specific attitudes regarding their learning process. Such attitudes are accumulated from their previous experience constitutes their perception, and other factors that may influence their production of language.

1.5.1. Defining Attitude

In general terms, we use the concept attitudes to indicate emotions, feelings and evaluations towards something or someone that can be shaped through our previous knowledge, feelings and affect our future thinking and conduct. Social psychology is the genuine discipline in which attitudes have been profoundly investigated, but due to their pervasive role in making decisions and choices as an object appraisal, they became the meeting interest of other disciplines including: sociology, economics, political sciences and linguistics (Lanos,2014: p.95).

The study of attitudes has been investigated by mainly two theoretical approaches: the mentalist and behaviorist schools. While, the mentalist school of thought refers to attitudes as hypothetical construct, internal and latent properties of the mind that can't be directly apprehended but only inferred from the observable behavior of individuals. Differently, the behaviorist view gives more attention to the relation stimulus-response in explaining this faculty. Following this approach, attitudes are regarded as single units that are exemplified in people's overt responses to a specific social situation.

Allport's (1935) conceptualization of the term attitude is probably the most used by scholars as a reference in defining this faculty. Allport defines broadly attitudes as follows: *"An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related"*. Such a broad definition correlates the notion of attitude to the mental capacities of an individual and states its ultimate role in reacting towards this mental image. On the other hand, Sarnoff (1970: p.279) narrows the definition considers attitudes as *"a disposition to react favorably or unfavorably to a class object"*, in such definition attitudes refers to the reaction of behaving positively or negatively towards an object.

In explaining the faculty of attitudes, many definitions have been put forward emphasizing different features and characteristics. Some scholars focus on the evaluative response towards an object that can be measured through the opinions and beliefs towards this object. for example, it was defined by Gardner (1985: p.9) as follows *"an individual's attitude is an evaluative reaction to some referent or attitude*

object, inferred on the basis of the individual's beliefs or opinions about the referent''. Besides, Ajzen (2005:3) considers attitudes as disposition through which we can infer human's behaviour and understand the overt actions. Simply because attitudes are latent characteristics that can be deduced from the observable cues of personality, in other terms, *"an attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event".* In other terms, Oppenheim (1982: p.39) has defined attitudes as follows:

> *"a construct, an abstraction which cannot be directly apprehended. It is an inner component of mental life which expresses itself, directly or indirectly, through much more obvious processes as stereotypes, beliefs, verbal statements or reactions, ideas and opinions, selective recall, anger or satisfaction or some other emotion and in various other aspects of behavior».*

> In this latter statement attitudes are considered as a psychological and mental construct that can be manifested directly or indirectly through behavior and emotion, such a definition could bridge between the mental behavioral school of thought.

1.5.2. Components of Attitude

The knowledge of whether attitudes have a unitary or multiple structure is main part in defining it. The mentalist and behaviorist schools show different views including different components in clarifying this faculty. The mentalist view considers attitude to have multiple componential structure including: cognitive, affective, and action components. Variously, those who define attitude as social response in itself also analyzes it as a unitary component (Agheisi and fishman,1970: p.139).

Many models of attitude have been proposed by scholars like: Expetency-Value Model proposed by Rosenberg (1956), Tripartite Model by Spooncer (1992), Technology Acceptance Model suggested by Davis (1993). Nonetheless, the ABC Model which was proposed by Eagly and Chaiken (1998 cited in Vishal, 2004) remains the most cited in social psychological literature. The ABC model explains the notion of attitude with regard to three components: affective, cognitive, and behavioral

components. The affective component refers to the emotions and feelings individuals have towards a given attitude object. For instance, the idea of learning Jazz music by someone who feels excited and joyful when listening to such a genre of music. Cognitive denotes the various individual's beliefs regarding an object, such as the enrollment of students in languages courses to further their studies and seeking better job standards. In this model the behavioral component implies the overt response and the result in terms of favorable and unfavorable acts towards a specific attitude object.

Likewise, Schiffman and Kanauk (2004) introduce the CAC model in which attitude are built by inserting three components: cognitive (belief), affective (feelings), and conative (behavior) components. On the other hand, Rokeach (1968) provides a complex paradigm in explaining the faculty of attitude. Within this latter composed structure, attitude is considered as a set of beliefs and each belief in itself comprises cognitive, affective, and behavioral components (Agheyisi and Fishman, ibid).

1.5.3. Language Attitudes

Languages cannot be studied separately from their social contexts in which they are used or learned, that is why languages are regarded as profiles in identifying the identity of social communities. As a consequence of this relation, individuals exhibit attitudinal variables regarding languages and their users. Accordingly, social groups have specific attitudes towards each other reflecting their social position in this society. These attitudes effectuate attitudes towards patterns characterizing these groups including language, transmitted to attitudes towards individual speakers of this language (Appel and Muysken,2005: p.16). In sociolinguistic framework, attitudes are considered of great importance simply because people's reactions to language varieties is key element in discovering their perceptions towards these varieties and explaining the language choices people make in multilingual situations.

It has been argued that the formulation of language attitude is resulted from the basic of three possibilities: intrinsic linguistic inferiorities or superiorities, intrinsic aesthetic judgements, and social conventions and preferences (Edwards,1982). Despite the fact that there have been many attempts to demonstrate that language varieties cannot be studied in terms of "better" or "*worse*", "*prestigious*" and "*less prestigious*"

ones. With regard to different cultural contexts, there is often a variety of language which is regarded as more prestigious in comparison with other codes; turns out to be attitudes towards speakers who use these varieties. In Great Britain for example, the Received Pronunciation (RP) or 'BBC English' speakers are seen as more competent and are reacted to more favorably by others than regional accented speakers.

   Peter Trudgill (1992: p.44) defines language attitudes by restating that language attitudes are likes and dislikes evaluations people make towards various codes and their speakers that have a social nature as a basic for their formulation, he says*:*

> *"the attitudes which people have towards different languages, dialects, accents, and their speakers. Such attitudes may range from very favourable to very unfavourable, and may be manifested in subjective judgments about the 'correctness', worth, and aesthetic qualities of varieties, as well as about the personal qualities of their speakers. Linguistics has shown that such attitudes have no linguistic basis. Sociolinguistics notes that such attitudes are social in origin, but that they may have important effects on language behaviour, being involved in acts of identity, and on linguistic change".*

   This indicates that language attitudes refer to the evaluation people give to various codes and these range from favourable to unfavourable ones.

1.5.4. Language Attitude and Achievement

   The association between attitudes and behavior can clearly be examined through an examination of student's achievement in their second language learning, because by one way or another the behavior of learners reflects their attitudes towards the learning situation enabling them to achieve a certain degree of competence and being productive in their classes. By the 1970's learners became the center interest in language teaching and learning framework; where they were required to be more responsible and active. In such paradigm, many researchers have been investigating the relationship between attitudes and achievement in second language learning, measuring to what extent they influence the success or failure of students in their learning process. Accordingly, in stating the functionality of attitudes in second

language learning (Savignon, 1997: p. 107) says: *"ultimate success in learning to use a second language most likely would be seen to depend on the attitude of the learner"* explains that prosperous second language acquisition prerequisite adopting a positive attitude towards SL that would facilitate the task and make learners in direct interaction in the learning environment.

It is noticeable that the degree of proficiency in speaking a foreign language is tightly linked with attitudes. Many researches assert that the attitudes students have towards the language facilitate his/her learning process. For instance, Alsatians that are politically dependent to German government speak French with heavy accent, while those who show their preferences for the French language reject to speak German (Mueller, Miller,1970: P. 298). From such a concrete situation, it becomes obvious that attitudes can either facilitate or obstruct the learning process of foreign language.

1.6. Factors Affecting Students' Oral participation

In the process of learning a second language, it has been widely recognized that learners show variations known as individual differences including many factors which affect their success and the level of mastering the L2 (Dornyei,2005: p.6). Many factors can affect the success or failure of students in second language learning including the cognitive variables that calls for his knowledge and intellectual abilities, or affective variables which refers the emotional side of students' behavior. Within this orientation, these variables can nurture or impede the learning process such as anxiety, self-confidence, motivation, and learning styles to name a few. These variables could influence students' attitudes, based on which he might be active in his studies or behave unfavorably by remaining silent and unproductive during lectures.

1.6.1. Anxiety

Anxiety is one of the most effective variables that influence the learning process of students. Generally speaking, anxiety refers to a psychological feeling of apprehension and discomfort that many students might have in expressing themselves either with teachers or in front of their classmates. Scovel (1991: p.18) points out that

"anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object".

The anxiety that students have towards their learning process is a situation specific anxiety that is specifically related to the learning context. On the same line of discussion, (Horwitz, Horwitz, Cope, 1986:p.128) put forward a definition of language anxiety by stating *"We conceive foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process"* and they further differentiate three related anxieties relevant typically to foreign language anxiety that are: first, communication apprehension which refers to a sort of shyness identified by fear to communicate with others. Then, test anxiety that demonstrates a kind of performance anxiety resulting from a fear of failure. Finally, fear of negative evaluation which denotes a discomfort student has in evaluative situations.

Nowadays, a lot of attention is given to the students' speaking proficiency and factors that would affect it. In explaining the dialectal relationship between language learning anxiety and oral performance Woodrow (2006: p.308) states *"second language anxiety has a debilitating effect on the oral performance of speakers of English as a second language"*. Which denotes that learners generally becomes more anxious when speaking in front of others and they generally fear of being negatively evaluated and being put on the spot. From this, it can be concluded that, language anxiety influences students' oral performance negatively by making them incapable of expressing themselves freely in front of audience.

1.6.2. Motivation

Motivation has its significant role and impact on students' language learning process.   Lifrieri (2005: p. 5) maintains that *"when asked about the factors which influence individual levels of success in any activity – such as language learning –, most people would certainly mention motivation among them"*. Thus, motivation can be defined as learners' effort or willingness towards language learning. In this vein, Gardner (1985: p.10) defines L2 motivation as *"the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction*

experienced in the activity”. In fact, motivation is considered as major factor for success or failure in language leaning, Gardner (2006:241) states *“students with higher levels of motivation will do better than students with lower motivation”* which indicates that students need motivation as an inner self drive that lead them to succeed in learning a foreign language rather than those learners who lack it.

While a bulk of studies have been conducted on L2 motivation. Lambert and Gardner (1972) are cited among the well know studies; in which L2 motivation has been classified into two distinctive types. Mainly named as integrative and instrumental motivation. Gardner (1983: p. 203) refers to integrative motivation as *“learning a language because the learner wishes to identifies himself with or become integrated into the society of target language”*. In other words, an integratively motivated learner is the one who has an interest to have knowledge about other culture as well as having communication and interaction within that community, "*to know more of the culture and values of the foreign language group…to make contact with the speakers of the languages… to live in the country concerned"* (Wilkins, 1972:p.184).On the other hand, instrumental motivation was defined by Gardner (1983: ibid) as *“learning a language because of someone or less clearly perceived utility it might have for the learner”*. In different words, a learner wants to learn a language for his/her academic purposes, *“to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it"* Wilkins (ibid). Learners may have integrative or instrumental motivation or both, depending on their desire or goal towards language learning.

Motivation also can be classified in terms of intrinsic or extrinsic motivation. The former refers to learner's internal interest. Whereas, the latter refers to the learner who gets a reward from external or outside world. Thus, Deci et Ryan (2000: p. 55) shed light on the distinction between intrinsic motivation *“which refers to doing something because is inherently interesting or enjoyable”*, while extrinsic motivation, *“which refers to doing something because it leads to separable outcome”*. It means that, a learner is intrinsically motivated, when he/ she is involved in the task of

learning a language for his own desire as well as how much is interested in learning the language, for example EFL learners' may learn English for having a great enjoy ,fun or like towards English. On the otherwise, a learner is extrinsically motivated when he /she has disinterest toward language learning just for the sake of getting resistance or punishment from the outside. EFL learners might be involved in the process of learning English for passing the exam and getting a diploma. Generally speaking, learners engage in learning a language for intrinsic self-desire or extrinsic motive to seek out their goals. Despite the fact, that intrinsic or extrinsic variables have different action to play, both of them are important in language learning as well as motivating students.

1.6.3. Self-Confidence

Self-confidence is a psychological affective variable that has an impact on student success as well achievement in language learning. Generally speaking, self-confidence refers to an individual's belief about his /her own ability and competence. Dörnyei (1994: p277) defines self-confidence as *"the belief that one has the ability to produce results, accomplish goals or perform tasks competently"*

Concerning the learning process, self-confidence is considered as a determinant factor for the achievement in foreign language. Thus, students who have self-confidence are more likely to produce well and success in language learning. Some studies claim that no language learning activities will be carried out successfully without this affective variable. (Brown, 1994, Huitt, 2004 & Khodadad, 2003, cited in Safaa Mohamed AL-Hebaish (2012: p.60). Student with high self-confidence have more willingness to participate in classroom activities and tasks. In the same context, Yashimaet al. (2004: p. 124) points out that L2 self-confidence leads to L2 WTC.

Regarding speaking skills, students' oral performance are much more correlated with self-confidence. In classroom environment, those students who participate in different tasks, develop high self-confidence. In this context, McIntyre, Dörnyei, Clement, and Noels (1998 cited inTugbaKamali 2012: p.14) stated that in classroom environment students, raising their hands to answer a question, have

developed a self-confidence with the language in general to understand the question and formulate an answer.

Since self-confidence plays an important role in language learning. Therefore, researchers seek out to investigate some factors that help to develop self-confidence. Glenda and Anstey (1990), Pierceetet al. (1989), Brockner (1988) and Bandura (1982) cited in Martinez EA, Villa OES (2017:25-26) point to self-confidence being derived from several features. The most important features are:

- typical personal experiences; positive experiences increase self-confidence, while the negative experiences have the opposite effect and
- Social and friendly messages received from others, such as school, community, peers and home are important for self-confidence improvement. Sending positive messages for others is thought to be detrimental to the development of high self-confidence, whereas, exposure to negative messages decreases the level of self-confidence.

Obviously, students with high self-confidence believe in their abilities, also they are likely to be more successful in language learning. Rubio, (2007: p.7) states that "*Foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable learners*". On the hand students with low self-confidence are fearful and unable to engage in learning activities. In the same line, he adds « *When there is low self-confidence, on the contrary, „learners suffer from uncertainty, insecurity, fear and social distance*» Rubio (ibid). In brief, students with high self-confidence will be more successful in foreign language learning as it will enhance their speaking skill and vice versa.

1.6.4. Learning Styles

Learning styles refer to the methods and ways students apply in their learning process. That would facilitate the task and enhance the positive feelings and attitudes students hold towards the learning situation. In this respect, Hunt says: *"the concept of learning style is how the students learn instead of what they learn. The learning styles can be used as the meaning of the differences of individual approaches in the process*

of getting and processing knowledge." (mentioned in Yazicilar, Guven ,2009). This clearly states that learning styles focuses on the methods and ways of learning rather than the content and differentiates between students, regarding their preferences in learning.

In classrooms, some students prefer to work alone others function better while in peers or with an authoritative teacher. Students show more competences when it's matched their desirable condition. From the part of the teacher, he can identify only some elements of the learning style from a whole range of different physiological features (auditory or visual methods) and guesses Whether the students have more positive attitudes towards learning alone or with a partner. To sum up, students generally learn better when they know how to learn and the appropriate styles they have to follow.

1.7. The Oral Use of the English Language

The ultimate purpose students have in learning a foreign language is to be able to understand and being understood by others while speaking and communicating through this code. Students' oral participation is necessary in classrooms because it helps them to improve their academic achievement. Though, it might be difficult for some students to do so for many reasons like: anxiety, low self-esteem, and negative attitudes. Besides, EFL learners are deprived to a large extent from everyday opportunities of getting interacted using the target language with native speakers, they rely on their classes in learning how to speak. Thus, the oral use of a language is very important and a lot of interest is given to understand the obstacles students may face and strategies they can use to communicate orally using a foreign language.

1.7.1. Definition of Oral Use

Learning a foreign language is based on four skills (listening, speaking, reading, and writing). Therefore, speaking is among the important skills that must be mastered by any foreign language learner. Many researchers consider speaking as one of the most important productive skills as Ur (1991: p.120) declares that, "*of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing"*. In general, the oral use of a language refers to the spoken form of using the language to express thoughts, ideas, and emotions by an interlocutor.

Oxford dictionary states that speaking is the ability of using language (p.414). Moreover, Cole et al. (2007: p.12) points out *"Speaking is essential a collaborative and interactive process. It is an exchange. We may finish each other's comments, interrupt, disagree with or extend what is said"* which means that speaking skill allows learners to interact and exchange ideas with others as well give his / her opinion about the discussed topic. The process of speaking a foreign language exceeds the knowledge of grammar rules and vocabulary that is considered as just one part of the whole activity. Knowing about the language should also be emphasized, through which students should know how to adapt their speaking to the right social circumstances and adjust their conversation if unanticipated problem may face them. In this dimension, speaking a foreign language is defined as the knowledge of grammar rules and skill in dealing with various social environments (ByGate, 2009).

1.7.2. Difficulties that English Learners may face

In classroom activities, students are required to participate and practice their speaking skills. However, some students find it difficult to express themselves and perform orally in foreign language. According to Ur (1991) there are mainly four factors that foreign language learners may encounter in classrooms oral performance.

1.7.2.1. Inhibition

In classroom environment, sometimes students are asked to present something in front of their classmate, they often get anxious and worried about performing orally in a foreign language. Littlewood (1999: 93) argues that "*it is too easy for a foreign language classroom to create inhibition and anxiety*". For this reason, foreign language learners are   inhibited as they prefer to keep silent in classroom since they are afraid of making mistakes, fell shy, worried about other classmate 's critics in this perspective Ur (2000: 121) 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.*"

1.7.2.2. Nothing to say

In a situation, where students are exchanging views about a given topic as they are obliged to perform orally. Some students may choose to respond with short answers such as «*I have no idea*», «*no comment*", "*nothing to add*" this is mainly due to lack of motivation in expressing themselves about the discussed topic. Rivers (1968: 192) maintains that "*The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language.*" that is to mean the teacher must be careful in choosing a topic that is suitable to the learners' ability to express themselves.

1.7.2.3. Low or Uneven Participation

Within a large group of classes, students have a limited time to speak. Hence, the tendency of some students to be the dominant in discussion while others have a very little time to talk or not at all caused this problem. That's why, teachers must take control of classroom students 'participation and give the opportunity for each student to speak.

1.7.2.4. Mother Tongue Use

In classes, where the majority if not all students share the same mother tongue, learners tend to use their mother tongue inside and outside classroom, since they find it easier to express themselves and fell less exposed than speaking in foreign language. When foreign language learners find themselves in situation cannot express correctly and exactly what they want to say, they switch directly to their native language. According to Baker and Westrup (2003: p12) *"barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language"*.

1.7.3. Learning Strategies

There has often been an interest in discovering the nature of spoken form used by native speakers. In doing so, the strategies that label this use of language should be highlighted by foreign language learner to become communicatively competent (ByGate, ibid, p42). The linkage between communicative proficiency and the development of an essential communication strategies is undeniable. Thus, in learning foreign language, students must work to develop numerous communication strategies enabling them to enhance their speaking skills. Language learner strategies has been defined by Cohen, D.A (2014: p7) as the following: *"thoughts and actions, consciously chosen and operationalized by language learners, to assist them in carrying out a multiplicity of tasks from the very onset of learning to the most advanced levels of target-language performance"*. This definition clarifies that communication strategies refer to the techniques learners make with full awareness to enable him for a number of tasks specially to accomplish native like competences.

Foreign language learners generally use communicative strategies to manage communication problems and breakdowns. A number of strategic language devices can be used by a learner to handle these issues among them: message abandonment, which means to leave the massage unfinished due to a language deficiency. Message reduction, refers to avoidance of some language structures or intended elements because of the learner's lack of the appropriate language. Message replacement, this entails altering the predicate message and relying on its substitution (Dornyeiand

Scott, 1997: P 188). Two major competing taxonomies exist in the discussion of communication strategies that are achievement and reduction strategies. The former, happens when the learner compensate a language gap by substituting it. The latter, occurs in reducing messages to bring it to a field of their knowledge or leave that message and deal with other thing they can manage (ByGate, ibid). Hence, language strategies exemplify in first place a guide for the learner that helps him overcome different communication breakdowns.

1.8. Conclusion

To conclude this chapter, one can assume that attitudes are key features that determine to a large extent students' success to speak in the foreign language. In addition, a numerous of features lead students to participate easily including: self-confidence, anxiety, motivation, and the learning style. Moreover, we have focused on the speaking skill of students in classroom and the obstacles facing them when performing orally, as well as providing some strategies that would enhance their speaking skills. The following chapter is practical; it aims to analyze the research findings and providing a discussion of the obtained results.

Chapter Two:

Data Analysis and

Recommendations

2.1. Introduction

This chapter deals with the empirical aspects of our study, through a detailed description of the methodological aspects used in this research. In addition, it represents the research instruments which include the student's questionnaire and teacher interview. Logically it is followed by the data analysis and its interpretation. Finally, some suggestions and recommendations are set as procedural helps to overcome the problems.

2.2. Research Design

Research design is a structure or plan used for the studied research work which aims to investigate and analyze the given topic and provides answers to the research problems. Therefore, case study method helps a researcher to narrow down the field of his /her research. It also brings the researcher to investigate and explore data under an in-depth study. The present research is a case study of third year EFL students in the department of English at Tlemcen University. It is designed to investigate third year EFL students' attitudes towards English as well the impact of these attitudes and other variables on their English classroom oral performance. Yin (1984:23) defines the case study *"as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used."* This means that a case study research examines a phenomenon in real situation.

2.3. Research Objective

This investigation seeks to provide data about the nature of students' attitudes towards their oral use of English. Moreover, it aims at discovering other variables that can have an impact on learner's oral production especially self-confidence, motivation, anxiety, and learning style to have a clear vision about the features that can influence the use of the English language among third year EFL students in classrooms.

2.4. The Sample Population

The participants were third- year EFL students between twenty (20) and twenty-four (24) years old from the English department at Tlemcen University, thirty-eight (38) students have been chosen randomly from this population to answer a questionnaire. This represents a portion of one fifth (1/5) whole population. In addition, 07 teachers teaching oral production (COE) from the same department have been interviewed.

2.4.1. EFL Students

Third year EFL students are represented by a portion of thirty-eight (38) students from different groups and they are selected randomly to fill the questionnaire to recognize the impact of their attitudes towards English and the other features that affect their oral use of this language. The aim behind choosing third year students is mainly due to the fact that they have been studying English for two years at university that has enabled them to acquire a considerable amount of vocabulary during their learning process. Also third year LMD students tend to be involved more in classroom oral performance as they are generally aware about the problems that encounter them when speaking. As a result, discovering their attitudes and other personality traits that might influence their oral use of English is of a significant importance that determines their success in their learning process.

2.4.2. EFL Teachers

In addition to the participation of EFL students, seven (07) EFL teachers as well were part of our investigation. Two (02) of them are current oral expression teachers while six (06) have taught this module in the past and are now teachers of other modules. Oral expression teachers have been chosen because they can enhance the research by providing their vision about how can attitudes influence the oral production of their students as well as other variables (self-confidence, anxiety…etc.) and what strategies they can use to overcome such problems.

2.5. Research Instruments

The use of multiple research instruments is necessary to obtain reliable research results. As it has been mentioned, different research instruments have been applied in this research work to collect data. The questionnaire was addressed to third year EFL students, while the interview was set for teachers. Therefore, a questionnaire is intended to third year EFL students that aims to find out students' attitudes toward English and the problems facing them when speaking; while, interview concerns English teachers to provide information about the teaching classroom situation where teachers can provide strategies to overcome the difficulties faced in the speaking skill.

2.5.1: The Questionnaire

The questionnaire is considered as one of the most common and useful research instruments used for collecting data from the sample population. According to the Oxford English dictionary questionnaire is defined as "list *of questions to be answered to get information"* (2008, p. 360). This means that questionnaire is a set of written questions with different types that aim to search for the respondents' answers. Another definition was put forward by Cohen, Manion, Morrison (2018, p. 471) as "*the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, able to administered without the presence of the researcher and often comparatively straightforward to analyze".*

The present questionnaire is divided into four sections including a number of questions of different types.

- Section one: consists of two closed questions about students' personal information including gender and their level in English.

- Section two: aims to investigate students 'attitude and opinion towards learning English language. It is designed in a form of Likert scale in which students were asked how much they do agree, disagree or are neutral about the given statement.

- Section three: investigates the impact of variables such as self-confidence, anxiety, motivation, learning style…. on students' achievement and oral production in language classroom. The first and second questions of this part aim to investigate how often students feel anxious when speaking English and what makes them worried when speaking. However, the third question seeks to know if self-confidence is a necessary variable to speak. The fourth question then requires students' preferable learning style. The fifth and sixth questions from this section deal with students' motivation   with justifying their answers and their main goals behind studying English language.

- Section four: is about the oral use of English, the First question requires informants to classify the four skills to their importance accordingly. Then, the second and fourth questions   intent to investigate whether the speaking skill is easy or difficult and what are the problems facing them when they speak. While, the third question deals with how often respondents participate in classroom. The last one is an open question requiring respondents' suggestions for enhancing their participation in classroom.

2.5.2. The Interview

In this research work we used a structured interview as a second research tool. Interview is seen by Kvale (1996) cited in Cohen (2018): p. 506) "*as an inter-view, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data*".

Therefore, the present interview is intended for EFL teachers who have an experience with teaching oral expression in the department of English at the University of Tlemcen. We interviewed seven teachers (7) to get answers of seven (7) questions. In parallel, Interview aims to examine how attitudes affect students' participation (from teachers' perspectives), and what are the methods or strategies that can a teacher provide to enhance student 'oral performance in classrooms.

2.6. Data Analysis

Through the present research work, the researchers opted for data analysis first. Therefore, the questionnaire and the interview are analyzed. Then, interpretation of both used instruments are sketched out.

2.6.1. Analysis of Students' Questionnaire:

This section of the study is devoted to the explanation of the obtained data by analyzing them qualitatively and quantitatively. Therefore, it is meant to provide the reader with the main results and attempting to see percentages displayed through tables and figures.

Section one: student' personal data.

Question one: students' gender

Options	male	Female	Total
Number	06	32	38
percentage	15,79	84,21	100

Table 2.1. Students' Gender

From the table above, it can be noticed that females thirty-two (32) exceeds five times the number of males six (06). Such fact could be explained that girls find it more interesting to study foreign languages than males who prefer to study in other fields.

Question two: students' evaluation of their communicative skills in English

Option	Low	Average	Good
Number	00	17	21
Percentage	00	44,74	55,26

Table 2.2. Student's Evaluation of their Communicative Skills in English

The table indicates that the majority twenty-one (21) of students have a good level while communicating in English. This capacity might be gained through their practice in the previous years of education, while many students seventeenth (17) confessed that they have an average level and they still find it difficult to communicate their ideas using the target language. But no student declared that he/ she has a low level.

Section two: Students' Attitudes towards English.

Question three: I like English

It is noticeable that students show their positive preference and likes towards the English language. Twenty-five (25) students select the option *agree* and thirteen (13) students also choose the option *strongly agree* this makes the total population which denotes that no student shows a negative attitude either by selecting strongly disagree or even disagree.
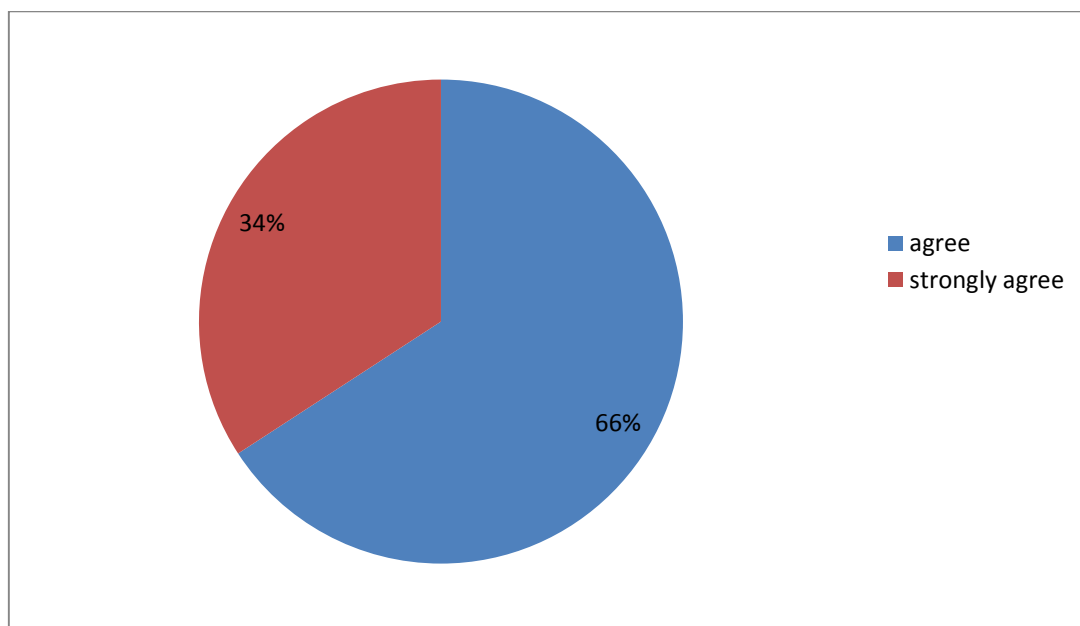
Fig 2.1. Students' Preference of English

This can reflect the current status of the English language in the world where it is widely defined as an international language. Logically, this would lead learners to work hard to be able to communicate using it and sharing its universality.

Question four: I enjoy English courses

The aim of the third question was to know whether students like or not the courses delivered to them in English. The pie chart below shows that seventeen (17) students choose to be neutral, fifteen (15) agree, five (5) strongly agree, and only one student (1) selects the option *disagree*.
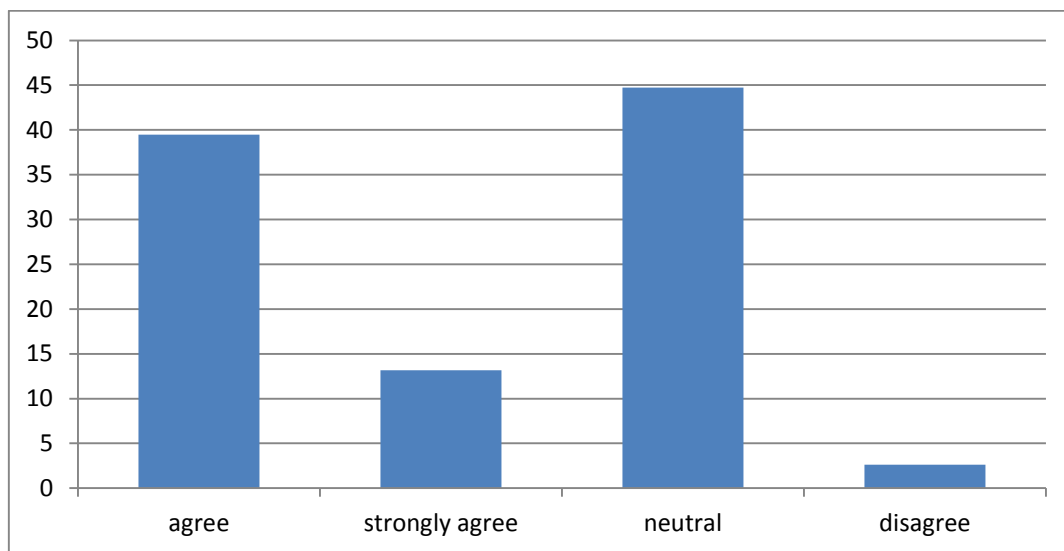
Fig 2.2: Student's Attitudes towards English Courses

This indicates that although students find studying English of great importance, they might face problems inside classrooms and this probably decrease their interest in learning this language in formal context.

Question five: I learn English to get a good job in the future

This question concerns the reasons and motives that make students choose to study English. As it is shown in the table below, (16) students agree, (11) strongly agree, (7) neutral, (3) disagree, and (01) strongly disagrees.

Option	agree	Strongly agree	Neutral	Disagree	Strongly disagree
Number	16	11	7	3	1
Percentage	42,105	28,95	7,89	18,42	2,63

Table 2.3. Learning English to Get a Good Job in the Future

From these results, it can be deduced that the majority of students consider that getting a good job is a good reason for studying English and they wish after finishing their studies they can get a job and earn money that would enable them to have good standards. The other students still find learning English is not for getting a good job rather it might enable them to know people from different cultures, to communicate, and travel…etc.

Question six: I learn English because I admire the Anglo-Saxon culture

Culture is an indispensable element in learning any language and regarding this question, six (6) students strongly agree, six (6) students agree, twelve (12) are neutral, ten (10) disagree, and four (4) strongly disagree.
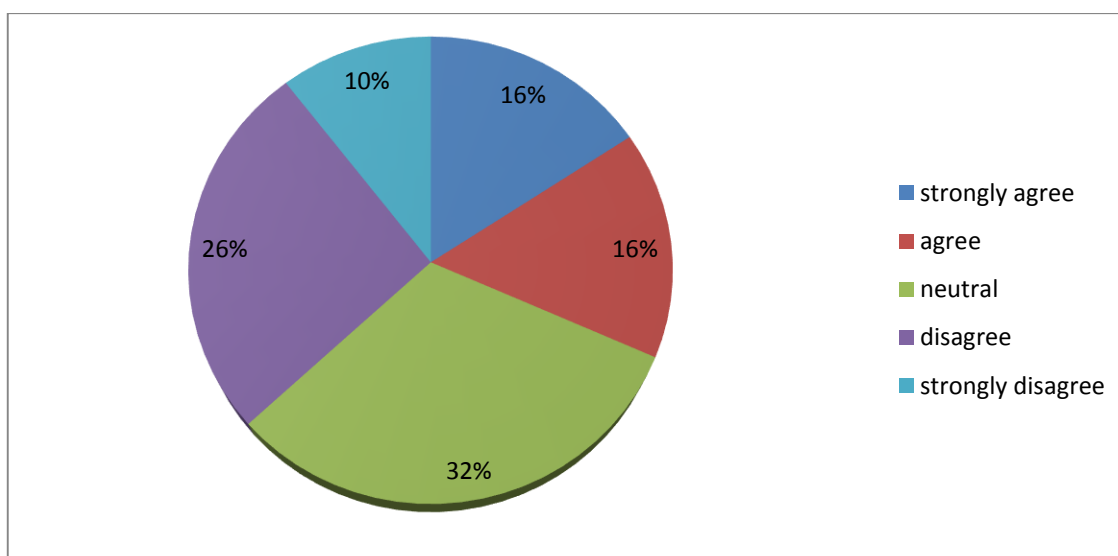
Fig 2.3. Students' Attitudes towards Learning English because of an Admiration to the Anglo- Saxon Culture

From the figure above, it can be noticed that students do not rely much on knowing the Anglo-Saxon culture to learn about the English language while the opposite might be true. This means that learning a language might implicitly lead the student to know about its culture.

Question seven: Knowing how to speak fluently is the most important skill

In this question, thirteen (13) students agree, nineteen (19) strongly agree, five (5) are neutral, and one (1) student disagrees as shown in the following table

Option	Agree	Strongly agree	Neutral	Disagree
Number	13	19	5	1
Percentages	34,21	50	13,16	2,63

Table2.4. Student's Evaluation of the Speaking Skill

It is obvious that the majority of students see that speaking fluently is the most important skill in comparison to the other skills because being able to express themselves and to speak correctly with others is the ultimate purpose of learning a foreign language.

Question eight: In Algeria it has become necessary to speak English rather than French

This question tended to investigate if learners consider being able to speak English is more powerful than their capacity to speak French in the Algerian speech community. The figure below demonstrates that the majority of students agree with ten (10) students who strongly agree and other seven (7) students agree while twelve (12) students disagree on this fact and the remaining students nine (9) are neutral.
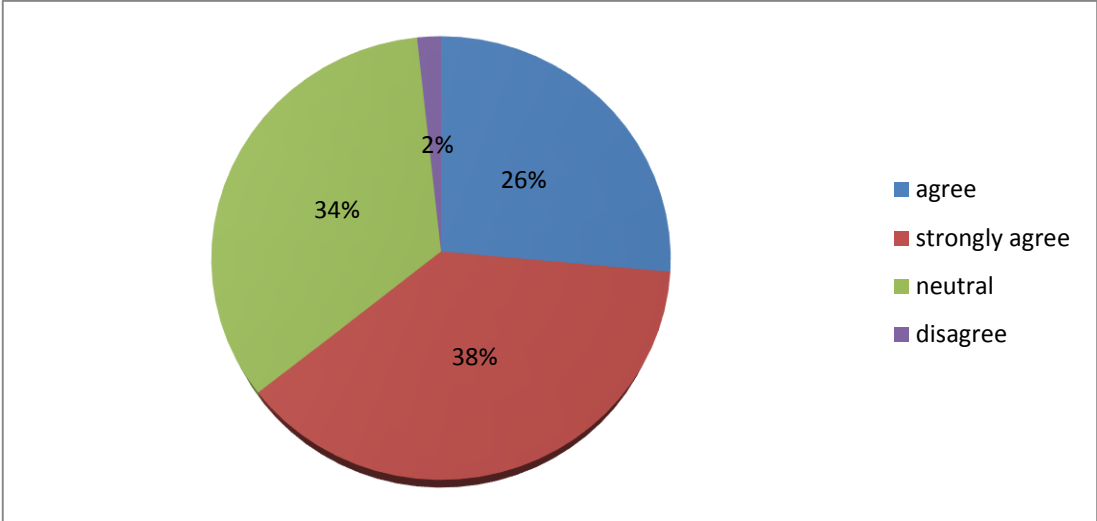
Fig 2.4. The Necessity to Speak English rather than French in Algeria

From the findings, it is noticeable that there is an increased necessity reflected in students' answers that it is time for Algerians to start learning and using English instead of French in their daily lives and this is due to the openness of the world where English can be used as a powerful tool to reach international standards.

Section Three: the effects of other variables on students' achievement

Question nine: Do you feel anxious or worried when you speak in English?

Always ☐   Sometimes ☐   Never ☐

Concerning this question, only three (3) students say *always* and twenty- seven (27) students say *sometimes* while eight (8) students say *never*. The table below demonstrates the findings.

Option	Sometimes	Always	Never
Number	27	3	8
Percentage	71.05	7.89	21.05

Table2.5. Students' Anxiety when Speaking

From the table above, it can be understood that students are situationally anxious when they speak or participate in the classrooms. This means that, from one class to

another, the participation of students differs taking into consideration all the aspects that might influence their involvement in their classes.

Question ten: In speaking are you afraid of

☐ Your grammar mistakes

☐ Your lack of vocabulary

☐ Your teacher evaluation

Others: …………………………………………………………………………

Question ten tried to know the reasons behind student's anxiety. Seven (7) students opted for *grammar mistakes*; eighteen (18) students stressed their lack of vocabulary, four (4) students pointed at their teacher's evaluation. five (5) of them saw that grammar mistakes and their lack of vocabulary are both responsible for their lack of participation. While other four (4) students proposed four different answers.
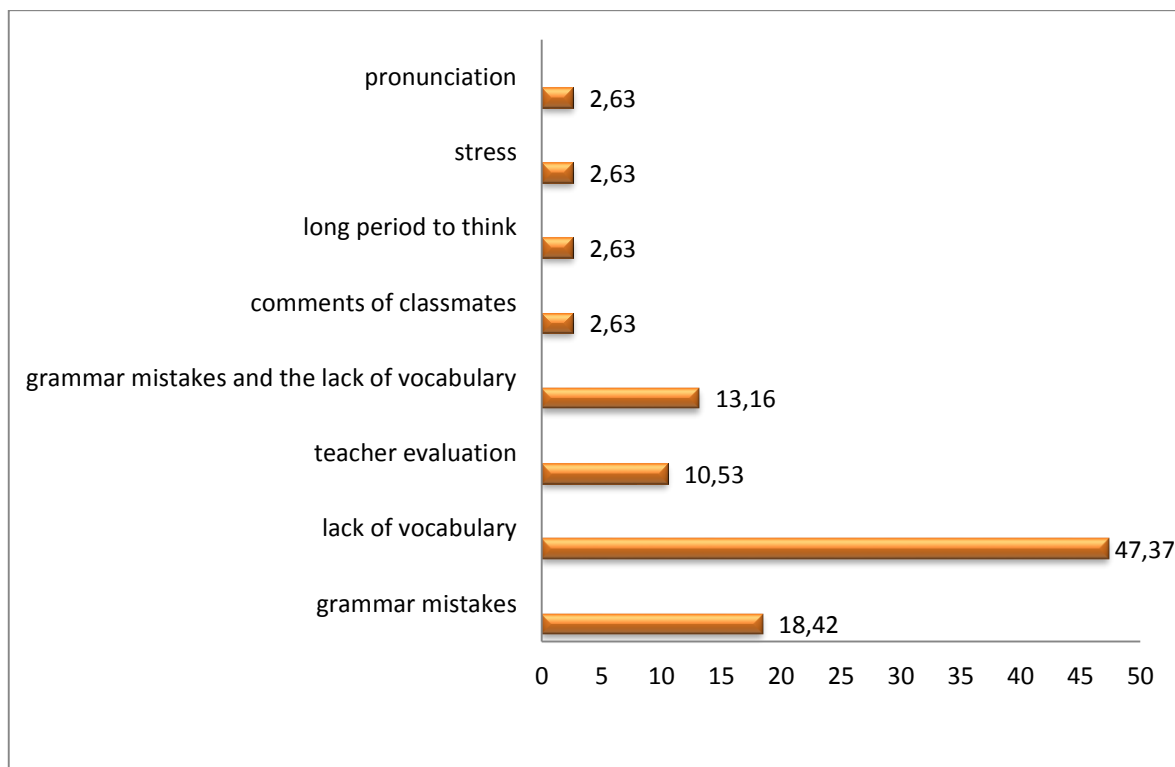
Fig.2.5. Reasons of Students' Anxiety

From the above figure, it can be mentioned that a lot of reasons deprive students from participation in classrooms and every student differs from the other. This pushes the teacher to take all these features into consideration and try to provide a good environment to make students feel at ease.

Question eleven: Are self- confident students more successful in speaking?

Yes [   ]   No   [   ]

Why?..

In this question, the majority of students twenty-eight (28) stated *yes*, while only ten (10) students said *no*.
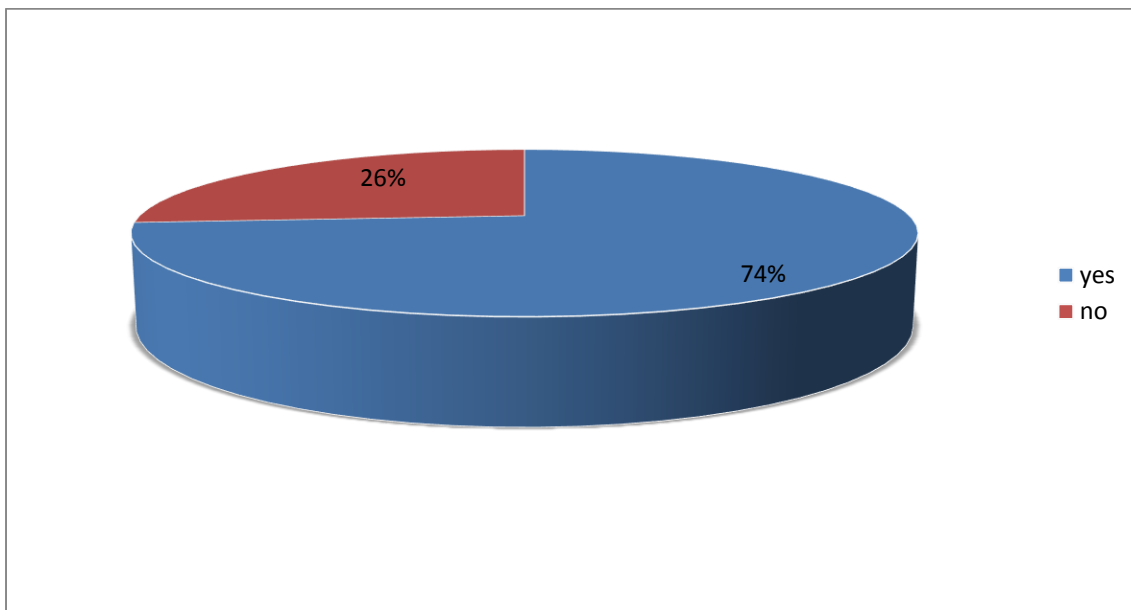
Fig 2.6. Importance of self- Confidence in Speaking

In here, the majority of students believe that self-confidence enables them to speak in front of others. And in explaining how this can affect their participation, many of them said that self-confidence is the key that allows students to perform better. They are careless about making mistakes since they know it is part of the learning process. However, ten students consider that having self-confidence is not adequate to speak fluently stating that having linguistic skills and competences is more important.

Question twelve: When a teacher gives you a task, which is more suitable for you?

To work: alone [   ]   in group [   ]   in pair [   ]

The majority of students twenty-two (22) prefer working alone, five (5) students like to be in group and eleven (11) students find working in pairs the most useful one.
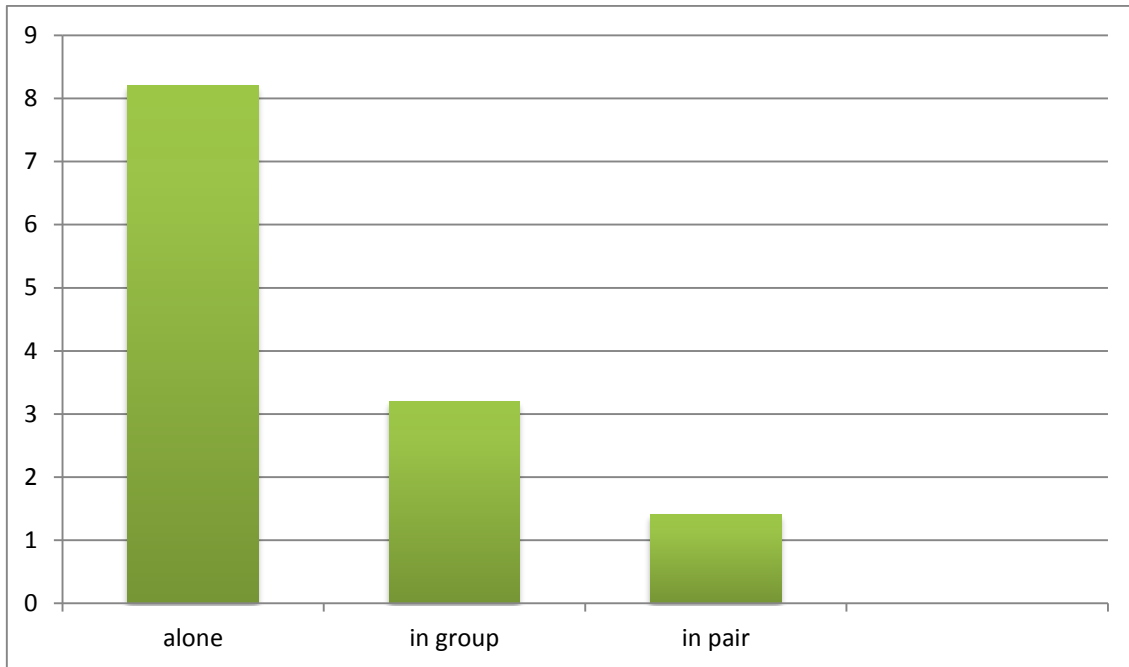
Fig 2.7. The Suitability of the Learning Style for Students

The majority of students prefer working alone because they find themselves freer to express their ideas and nothing is imposed on them unlike their participation with other students when they feel obliged to understand the other ideas and be tolerant with their behaviours.

Question thirteen: Do you feel motivated when studying English?

Yes ☐   No ☐

Why?..

In this question, the majority of students thirty-three (33) answered by *yes* while only five (5) students said *no*. which indicates that approximately all students are motivated to learn English. This can be a good sign that helps them overcome the difficulties and hardships they might face throughout their learning process.
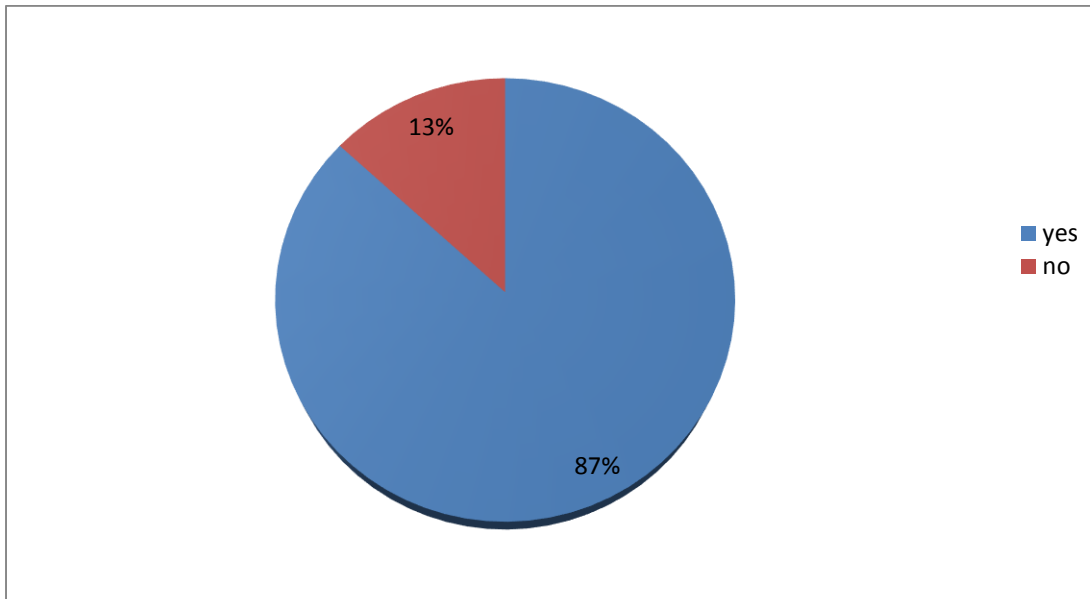
Fig 2.8. Students' Motivation to Learn English

In an attempt to know the reasons that make students motivated to learn English, most of the students expressed their personal positive attitudes towards the English language and state that they like and enjoy learning this language. They find it useful to learn a language that can be used all over the world. Thus, they are looking forward to improve their communicative skills. On the other hand, the other five students mention that they are unmotivated because the modules they are dealing with are not interesting, difficult, and boring. In addition, one student reports that she feels demotivated because of her lack of self-confidence and fear of speaking in front of her classmates.

Question fourteen: What are you studying English for?

To communicate ☐   to improve your career ☐   to get a diploma ☐

Others: ……………………………………………………………………………

The aim of studying English differs from one student to another. Hence, two (2) students admit that they are studying English in order to be able to communicate and eleven (11) students confess that they are studying English to improve their careers while other six (6) students are aiming to get a diploma. Ten (10) students chose all the available choices and the other five (5) students select to improve their careers and get diplomas as their purposes. New aims have been proposed by other four (4) students

that are mentioned as follow: to know other cultures and places, to master perfectly the language, to achieve some dreams, and to go abroad.

Section four: The oral use of English.

Question fifteen: Rank the skills according to their importance:

Reading ☐   speaking ☐   writing ☐   listening ☐

The aim of this question is to know students' classification of the four language skills including speaking, writing, listening, and reading. Fourteen (14) students consider speaking as the most important skill. Eleven (11) students report that listening is the most important language skill. However, seven (7) students claim that writing skill is the important one, and six (6) students believe that reading is the most important to be mastered.

Option	Speaking	writing	Listening	Reading
Number	14	7	11	6
Percentage	36,84	18,42	28,95	15,79

Table 2.6. The Most Important Language Skills According to Students

The table indicates that fourteen (14) respondents choose speaking because through speaking students can directly express their wants and needs and be in a direct contact with people from different backgrounds.

Question sixteen: How do you consider the speaking skill

Easy ☐   average ☐   difficult ☐

In this question, twenty-one (21) students admit that the speaking skill is and average task and eight (8) students regard it as a difficult activity and other nine (9) students see it as an easy task as demonstrated in the following figure
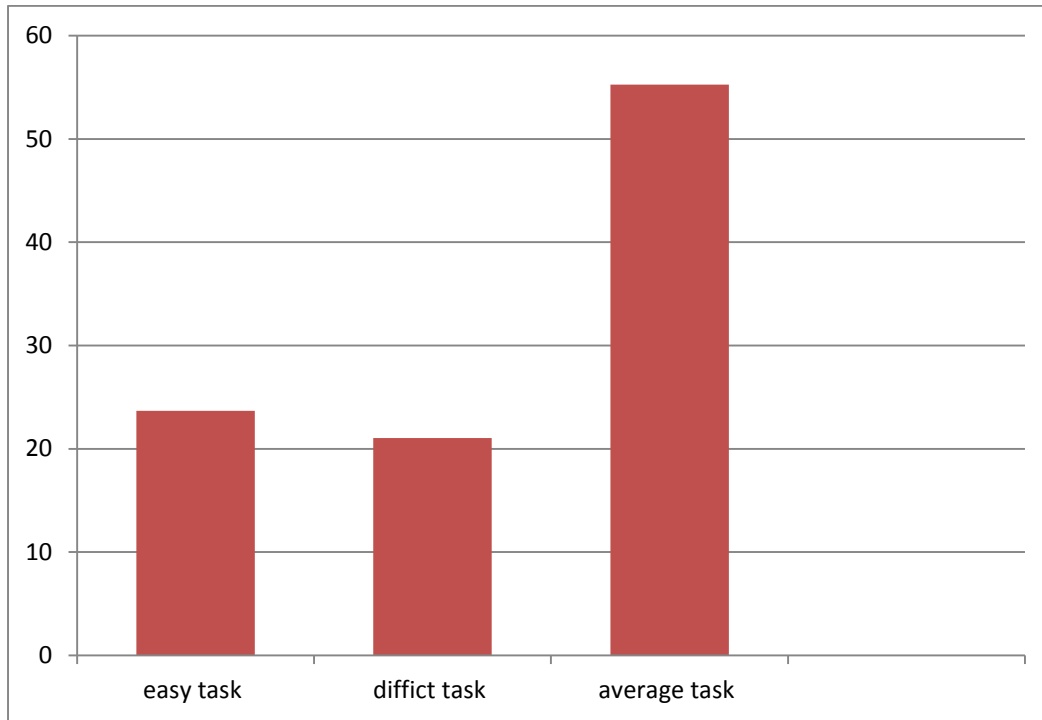
Fig .2.9. Students' Evaluation of the Speaking Skill

Therefore, the speaking skill is generally regarded by students as a hard task that requires the student to master the language, its grammar, and have a good language repertoire that enable them to speak fluently the target language.

Question seventeen: How often do you participate in the classrooms?

Always [   ]   sometimes [   ]   rarely [   ]   never [   ]

Concerning question seventeen, twenty-two (22) students confirm that they sometimes participate in their classes while eleven (11) always participate and only five (5) students state that they rarely do and none of students choose the *never* option.

Option	Always	Sometimes	Rarely	Never
Number	11	22	5	00
Percentage	28,95	57,89	13,16	00

Table 2.7. Frequency of Students' Participation in their Oral Classes

From the above table, it can be noticed that the majority of students sometimes participate five (5) of them rarely participate because of problems that impede their participation, while the rest of students, eleven (11) find it easy and always participate simply because they overcome the problems that their classmates still face.

Question eighteen: What are the problems that face you when you speak in English?

When the learners were asked about the problems that face them when they use English, most of them fourteen (14) students stated the grammar mistakes as the most prominent problem that hurdle their participation in classroom. Others eleven (11) students stated that their lack of vocabulary and selecting words that are appropriate to the specific context is an important feature that prevent them from participation. Eight (08) students mentioned fear and stress when everyone is looking at them make them unable to express their ideas. Two (02) students put that their lack of self-confidence doesn't allow them to participate. One (01) student answered that *accent problem* he has does not enable him to distinguish between American and British accents. Two (02) students confirmed that that they don't face any problem when they speak. The answers are summed up in the following figure as follow:
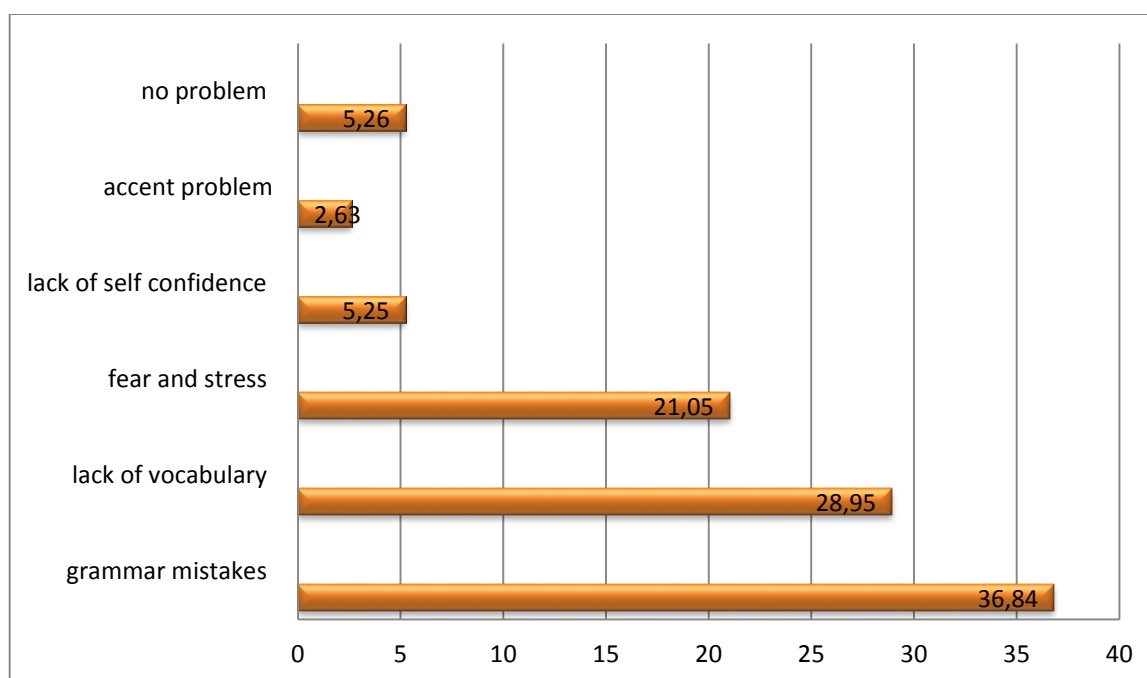
Fig 2.10: Student's Problem when Speaking

Question nineteen: According to you, what should be done to encourage EFL students participate more in official contexts?

Question nineteen was an open ended question in which learners were asked to mention some suggestions for increasing their oral participation in the formal contexts. The findings indicated that eleven students did not answer the question while the remaining students put forward some suggestions that are summarized as follows:

- To join clubs and sign up in professional institutions of leadership and try to create an environment to debate.

-To provide more open lectures.

- To give the students more freedom and let them interact between each other.

- To give marks according to their students' participation and add pluses when someone participate more.

-To be aware how to communicate effectively in different real situations and being able to overcome the weaknesses in speaking.

- To motivate students more and more.

-To encourage students to read books and making reading challenges and writing competitions.

- To use of ICT in classrooms.

2.6.2. Analysis of the Teachers' Interview:

Question01: How long have you been teaching English at university?

This question seeks to know EFL teachers' experience in teaching English at Tlemcen University. The average of teaching English of four teachers is between six (6) to eleven (11) years. Whereas, two teachers said that they have been teaching English just one year and only one teacher has been teaching English for 18 years.

Question02: How long have you been teaching oral expression courses?

Teachers have an experience of two to three years teaching oral expression. Only one teacher has been teaching oral expression more than three (3) years.

Question 03: According to you, how can attitude towards a topic effect students' participation in your classes?

The results reveal that the majority of teachers agreed that student's positive attitude towards the topic is an important factor for students' participation in classroom. However, one teacher claimed that positive attitudes of course help in discussion, but participation also depends on student's interest. Some students have positive attitude towards the topic but they have little knowledge about the discussed topic. Another teacher said that students' participation is 50 about their attitudes towards the topic and 50 about the method of the teacher and the way he motivates his student to participate. The teacher may bring a topic that students have never heard about or they are not interested in the way the teacher presents the topic, may motivate them to participate. Also, most of the interviewees shed light on the importance of choosing the right topic or the subject to which students are really interested.   Two teachers said that they give their students the opportunity to choose the topic in order to help them feel at ease and be more productive.

Question04: How can a teacher helps his students to be less anxious and have self-confidence when speaking?

For the answers of this question teachers have different ways that can help their students to be less anxious and have self-confidence:

One teacher said that it is very difficult to overcome those problems. Yet, it is part of the teacher's role and the student willingness.

✓ To help anxious students, two teachers agreed on the idea that involving students by working in pairs or groups with whom they feel at ease   is very effective to abbreviate this psychological factor also a teacher can give tasks to these anxious students to prepare and practice at home then they come in classroom and present it.

✓ The teacher should make his students aware that making mistakes is part of the learning process that will probably reduce an amount of anxiety

also raising the point that he knows the topic or the title better than the audience to have a self-confidence when speaking.

✓ A teacher has to create a very flexible environment in classroom including and engaging his students in the lecture for example by asking them to express an idea or sharing personal experience, they will feel more comfortable and be less anxious also a teacher should avoid correcting his students while speaking

✓ Leading learners to practice more inside the classroom. So that you can lower their anxiety also a teacher should tell his students it is a normal process and they have to be trained in speaking English, so that latter they can speak fluently.

✓ The teacher should be friend with his students and do not play the role of the authority inside classroom. just as a guide for his student and let them feel free and comfortable.

Question 05: What makes students participation obstacled in classrooms?

Teachers' answers concerning this question show that students may face different problem that make them unable of speaking inside the classroom. The majority of the interviewees stated that some students are not interested in the topic or don't have an amount vocabulary about it. Another teacher declared that there are internal and external obstacles. Among the internal obstacle is self-confidence and motivation. Some students are not motivated also fear of making mistakes. As far as external obstacles are concerned, students are not interested about the discussed topic. Sometimes even the time is not helpful for students. Other problems that students have according to the teachers' answers are: some students are not motivated to participate, or the question asked by the teacher is ambiguous and complex so they will not participate. Some students are shy, lack of practice, there is no comfortable atmosphere for learning, or simply they fear of making mistakes. Also, some students may have psychological issues where they cannot speak in front of public.

Question 06: Concerning unmotivated students what activities you use to make them participate in classroom?

From the results obtained, several activities are provided by teachers to help unmotivated students. They are as follows:

- ✓ Using dialogues or giving oral questions to the learners may be very useful to make them participate in classroom.
- ✓ Using tricks that students like to do at home for instance: videos and songs in English… etc.
- ✓ Learning through fun for example by asking student to tell you a joke or story that happened to him in English.
- ✓ Making them work in group.
- ✓ Pushing them to talk as much as they can even if they make mistakes or they are out of the topic.
- ✓ Using oral presentation by giving students freedom to choose a topic and discuss it.
- ✓ Meeting their needs what they want to work on or study.
- ✓ Encouraging and praising them by saying that you can do it. "yes it is good" or "you are right"

Only one teacher said that sometimes teachers get tired from pushing students to be productive, since there are certain students who do not respond at all. However, some students who need to push them and feel comfortable.

Question 07: What are the different teaching strategies do you apply to enable your students to participate?

This question attempts to find out the different strategies than can a teacher use to make his students speak in classroom. The EFL interviewed teachers maintain different strategies that can vary from one teacher to another. The first interviewee declared "One teaching strategy through the Competency- based Approach or in the LMD system is to encourage students take their learning at hand. They are responsible above their own learning. It is no more the teacher who should give or tell the

information or hold the knowledge. Students should take part in their own learning. Today the best teaching strategy is the one that shifts the responsibility of teaching from the teacher to the learner". Two teachers said that each time they change their way of teaching because it depends on the atmosphere or classroom environment and students' level. Other teachers' responses are as follow:

- ✓ Using different vocabularies in classroom
- ✓ Asking questions and giving students the opportunity to discuss inside the classroom.
- ✓ Choosing a free topic, each one will make oral presentation.
- ✓ Selecting a topic for discussion or debate.
- ✓ Trying to reduce TTT and pushing STT.
- ✓ Playing games from time to time.
- ✓ Using marks as one teacher stated "the more you talk the more you get.
- ✓ Motivating them to talk.

2.7. Results Interpretation:

The current study has aimed at investigating third year students' attitudes towards their English oral use in classroom. For this reason, two research instruments (students' Questionnaire and teachers' interview) were used to gather information and provide evidence for the two proposed hypotheses.

The analysis of students' questionnaire resumed that all students like the English language and this is tightly linked to its status and the utilitarian chances students would have once he/she becomes able to communicate effectively using this code. Concerning the students' appreciation of the English courses, the analysis indicated that many of students are facing problems in their language classrooms because the majority of students adopted the neutral option as their attitudes towards the English courses. Getting a good job in the future is among the purposes students are seeking to achieve and this would enable them to live and gain comfort. On the other hand, the majority of students don't consider that knowing the Anglo-Saxon culture as a vital element in their learning process of English, but they regard their knowledge of the communicative competence as the supreme importance and as the most important

language skill that should be mastered by every EFL student. In the Algerian speech community, students regard that it is high time to change the Algerian language policy and encourage the learning of the English language instead of relying on the French language.

The students' questionnaire analysis illustrates that the majority of students are sometimes anxious when they speak in English taking into consideration all the features that make students anxious in one class rather than another. In addition, they believe that grammar mistakes, their lack of vocabulary, and the teacher' evaluation are the major reasons that make them afraid when they speak in English. Besides, the answers of the participants have demonstrated that self- confident students are more successful in speaking because they have the ability to speak in front of their classmates without being afraid of making grammar mistakes. The informants prefer working alone exhibiting an individual learning style. The results have also shown that approximately all EFL students are motivated and passionate to learn English since it opens door for them to know other people, customs and cultures that are different from their own. Following the same line of thought, the majority of students indicate that they are studying English to improve their careers in the future.

The oral use of English is a very important task that most foreign language learners are aiming to endeavor and this fact matches with the questionnaire findings in which students rank the speaking skill as the most important skill despite the fact that students consider this task as rather an average to a hard activity to be done. For these reasons, most students do participate from time to time and avoid their usual involvement with their teachers though there exists a number of facts like their lack of vocabulary, having stress and fear to participate in front of their classmates.

On the other hand, the analysis of teachers' interview denotes that most EFL teachers consider positive attitude towards the topic as a key element for students' participation in classroom. From the analysis of the teachers' interview, it is clear that students have different problems that affect their oral performance in classroom including lack of interest about the topic, certain psychological issues, such as; fear of

making mistakes, motivation, self-confidence such issues may have negative impacts on third year students' oral production.

In addition, it can be noticed from the obtained results that teachers help their students surpass the psychological issues by initiating different activities to integrate them in classroom participation, also aid them overcome these problems.

Teachers' interview outcomes show that teachers are called to use different teaching of various methods and strategies to boost students 'oral performance and give them the opportunity to speak and participate inside the classroom. More importantly, teachers encourage learners to practice the language orally even outside the official context of learning.

In the beginning of the work, two hypotheses were suggested by the researchers. The first hypothesis posits that third year students hold a positive attitude toward the oral use of English. This hypothesis has been proved by students' questionnaire. After analyzing the collected data from students' questionnaire. It has been proved that all third year EFL students maintain a positive attitude towards English.

Regarding the second hypothesis which stipulates that other variables may have an impact on the oral achievement of students, such as: self-confidence, anxiety, motivation, and the learning style. The obtained results from EFL teachers' interview showed the relatedness of the hypothesis with the findings.

2.8. Recommendations and Suggestions

As long as attitudes play an important role in the students' language learning process, other variables such as self-confidence, anxiety, motivation come to have an impact on students' achievement and success. Since the speaking skill is regarded as an indicator of mastery of a foreign language, we as researchers want to help providing some recommendations to enhance students' oral use of English inside and outside the classroom.

 2.8.1. For Students

   Below is a set of recommendations for students. They are meant to help EFL students enhance their learning process.

1. Students should develop positive attitudes towards learning English that would enable them to overcome the hardships that they come across during their language classrooms.

2. Students should be tolerant and raise cultural awareness of the foreign language because language is inseparable from culture.

3. Students should avoid feeling anxious or worried when speaking and they must feel at ease when dealing with language orally.

4. Students must develop a solid linguistic competence and enlarge their language repertoire to the extent that would enable them to express themselves in various contexts.

5. Students must believe that self-confidence is an acquired language skill that comes with practice and they should work intensively to develop these important sensations.

6. Students have to work on their speaking skills by getting accustomed to listen to various original documentaries, videos, movies, and read books to enlarge their vocabulary and become intellectual.

2.8.1.1. The Use of Social Media

   Since foreign language learners are deprived from being in a direct use of the target language and they lack being in the suitable environment that would enable them to deal with various social situations and breakdowns. The use of social media can create a good platform for these students to connect other native speakers and learn from them how they use the language in their everyday life and hence improve their speaking skills. In this context, Sunetall (2017: p 2) said "Mobile-assisted language learning (MALL) – an emerging advanced technology that fosters personal and learner- centered learning opportunities through ubiquitously accessible and flexible practices- has become an important trend in EFL learning" which means that

the use of mobile social network can provide a significant source to foster the students' participation in their classes. Many researchers have proved that mobile- speaking application with automatic speech recognition lead to the enhancement of students speaking skills that includes: accuracy, fluency, and complexity.

2.8.1.2. The Employment of PI

The participation instruction was defined by Tsou (2005: p 47) as follows "*PI focuses on applying techniques for changing students' participation behaviors in class and providing communication strategies for participating in discussions, such as taking and/or maintaining the floor, indicating a lack of comprehension, requesting help and/or additional information, checking a point of view, and clarifying as well as inquiring about classroom procedures*"

2.8.1.3. The Use of Communicating to Learn Strategies

The reasons behind using these strategies are mentioned by Grace, Gilsdorf (2004: p166) as follows "*these series of communicating-to-learn assignments is designed to help students overcome their initial fears of speaking in public while reinforcing their technical grasp of accounting*". OCA involves four representation task; the first requires the student to introduce him/herself in one minute and it is ungraded. The second task, calls for students' presentation of accounting exercise in five minutes and it is graded. Then, the third activity entails the students to respond to instructor question in one minute and it is graded. The last assignment demands students to make a summary of current business news features for the duration of five minutes and it is also graded. Thus, it can be noticed that the use of communicating to learn strategies goes from easy to difficult task to minimize students' fear when they speak in front of public.

2.8.2. For teachers

As for EFL students, EFL teachers are also addressed with some suggestions, these are put forward below:

1.Teachers' should provide their students with a flexible atmosphere, where they

can feel at ease and discuss inside the classroom freely.

2.Teachers should also build a friendly relationship with their students that enable them to practice the speaking skill with no fear.

3.Teachers should make students aware that making mistakes is part of the learning process and encourage them to speak.

4. Teachers must involve their students in classroom speaking situations by giving them tasks or preparing for oral presentations.

5.Teachers positive critics to students help raise self-confidence about their abilities.

6.Teachers should give the opportunity for each student to speak and express his ideas.

7.The Teacher must avoid correcting students while speaking.

8. Teachers should be comprehensible with those students who suffer from psychological issues and take care of them to decrease these problems.

2.9. Conclusion

This chapter represents the empirical and practical work of the studied phenomenon that aims to investigate the attitudes of third year EFL students towards the oral use of English in classes. It gives a clear idea about the research instruments used to gather data. Additionally, it provides an analytical study of both third year EFL students 'questionnaire and EFL teachers' interview. Then, the discussion of the obtained results was provided which confirmed researchers' hypotheses. At the end, some recommendations are proposed by researchers for both students and teachers.

General Conclusion

General conclusion

Attitude is such a significant factor that effects students' language achievements in general and oral production in particular. Thus, this research work has focused on students' attitudes towards the oral use of English in formal contexts. Also, we attempt to examine the effects of variables, such as: self-confidence, motivation, anxiety and learning style on English learners' oral performance in classes. Therefore, our main objective seeks to investigate third- year learners' attitudes towards English language oral use in classes and the impact of their attitudes with others factors on their oral production. Hence, two research questions have been raised for this issue:

1. What attitudes do third year students have towards speaking English during their language classrooms?
2. In addition to attitudes, what are the features that influence the oral use of third year students in formal context?

The research work encompasses two chapters: the first chapter is the theoretical part which provides definitions and description of the main concepts that have a relation with the studied issue. It begins with English as a global language and its status in Algeria. Then, it provides a definition of the concept of *"attitudes"*, its components and the relation between attitude and achievements. It ends with an overview of the oral use and the problems encountered by third year EFL students while speaking.

The second chapter is the practical part of the work. It deals with describing and analyzing the two research tools (questionnaire and interview) used to gather data. While the questionnaire is addressed to third year EFL students, the interview was directed to EFL teachers. After that, the results obtained were discussed. The chapter concludes with some recommendations for both teachers and students.

In our research work, we have set two main hypotheses to provide answers to the research questions asked at the beginning. Regarding the first one, we assert that third-year students hold positive attitudes towards the oral use of English. The Second hypothesis which supposes variables like: self-confidence, anxiety, motivation,

learning styles have really an impact on students' oral use of English in classes. Therefore, the results obtained from the research tools (questionnaire and interview) have proved the validity of our hypotheses.

In fact, our work highlights the importance of attitude in learning a foreign language. Since we are interested on students' oral use in classroom, we endeavor to look for the issues that foreign learners come across while performing orally in formal contexts.

To conclude, we hope that EFL students seek to improve their English' oral performance and strive to overcome their obstacles facing them while speaking. On the other hand, EEL teachers' role has its significance to decrease students' classrooms problems and provide suitable classroom situations. Like any research work, the present study has some limitations. The problem of time constraints prevented the researchers to use another research instrument and deepen more the research.

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Appendices

Appendix "A" :
Students' Questionnaire

Students' questionnaire

Dear Student,

You are kindly asked to fill the following questionnaire. It is designed to investigate the impact of third year EFL students' attitudes and other variables on their oral production in English language classrooms.

Please tick the appropriate box and provide full answers whenever necessary.

Section one: Personal Data.

1.Gender: male ☐ female ☐

2. How do you evaluate your personal communicative skill in English?

Low ☐ average ☐ good ☐

Section two: Students' Attitudes towards English

number		agree	Strongly agree	neutral	disagree	Strongly disagree
3	I like English					
4	I enjoy English courses					
5	I learn English to get a good job in the future					
6	I learn English because I admire the Anglo-Saxon culture					
7	Knowing how to speak English fluently is the most important skill					
8	In Algeria it has become necessary to speak English rather than French					

Section three: The Effects of Other Variables on Students' Achievement.

9. Do you feel anxious or worried when you speak in English?

- Always ☐ sometimes ☐ never ☐

10. In speaking English are you afraid of:

-Your grammar mistakes ☐

- Your lack of vocabulary ☐

- Your teacher evaluation ☐

Others……………………………………………………………………..

11. In your opinion, are self-confident students the most successful in speaking the language?

Yes ☐ No ☐

Why**?**

………

……

……..

12. When a teacher gives you a task, which is more suitable for you?

- To work: alone [ ]   in group [ ]   in pair [ ]

13. Do you feel motivated when studying English?

Yes [ ]   No [ ]

Why?

……

……

……

14. What are you studying English for?

-To communicate [ ]

-To improve your career [ ]

-To get a diploma [ ]

Others: ……

Section four: The Oral Use of English.

15. Rank the Skills According to Their Importance:

Reading [ ]   Speaking [ ]

Writing [ ]   Listening [ ]

16. How do you consider the speaking skill?

Easy [ ]   average [ ]   difficult [ ]

17. How often do you participate in the classroom?

Always [ ]   sometimes [ ]   rarely [ ]   never [ ]

18. What are the problems that face you when you speak in English?

……

……

……

19. According to you, what should be done to encourage EFL students participate more in official contexts?

……

……

……

Thank you so much for your help.

Appendix "B"
Teachers' interview

Teachers' Interview

Dear teachers,

You are kindly asked to answer the following questions that aim to gather information about the impact of EFL students' attitudes on their oral performance in classrooms.

Question 01: How long have you been teaching English at university?

Question 02: How long have been teaching oral expression courses?

Question 03: According to you, how can attitude towards a topic effect students' participation in your classes?

Question 04: How cans a teacher helps his students to be less anxious and have self-confidence when speaking?

Question 05: What makes students participation obstacles in classroom?

Question 06: Concerning unmotivated students what activities you use to make them participate in classroom?

Question 07: What are the different teaching strategies do you apply to enable your students to participate?

Summary:

Language attitude is a key element that determines students' success or failure in language learning. The present research was conducted to investigate third-year EFL students' attitudes towards the oral use of English in classrooms. It also examines the effect of students' attitudes and other variables on their oral performance. The data gathered from the students' questionnaire and the teacher's interview revealed that third -year EFL students hold a positive attitude towards English. Besides attitudes, self-confidence, motivation, anxiety, and learning styles are factors that have greatly influenced students 'oral use of English in formal contexts.

Résumé :

L'attitude linguistique est un élément clé qui détermine le succès ou l'échec des élèves dans l'apprentissage des langues. La présente recherche a été menée dans le but d'enquêter sur l'attitude des étudiants de troisième année d'anglais langue seconde vis-à-vis de l'utilisation orale de l'anglais dans les salles de classe. Il examine également l'effet des attitudes des élèves et d'autres variables sur leur performance orale. Les données recueillies à partir du questionnaire des étudiants et de l'entretien avec l'enseignant ont révélé que les étudiants de troisième année d'anglais ont une attitude positive à l'égard de l'anglais. Outre les attitudes, la confiance en soi, la motivation, l'anxiété et les styles d'apprentissage sont des facteurs qui ont grandement influencé l'utilisation orale de l'anglais par les élèves dans des contextes formels. Mots-clés: attitudes, étudiants de troisième année en EFL, usage oral, anxiété, motivation, confiance en soi, styles d'apprentissage.

الملخص

موقف اللغة هو عنصر أساسي يحدد نجاح أو فشل الطلاب في تعلم اللغة. اجري البحث الحالي لدراسة مواقف طلاب اللغة الانجليزية في السنة الثالثة ليسانس من الاستخدام الشفوي للغة الانجليزية في قاعات الدراسة. كما يفحص تأثير مواقف الطلاب و المتغيرات الأخرى على أدائهم الشفهي. كشفت البيانات التي تم جمعها من استبيان الطلاب و مقابلة الاساتدة إن طلاب اللغة الانجليزية كلغة أجنبية في السنة الثالثة لديهم موقف ايجابي اتجاه اللغة الانجليزية. إلى جانب المواقف، الثقة بالنفس، التحفيز، القلق، أساليب التعلم هي العوامل التي أثرت بشكل كبير على استخدام الطلاب الشفوي للغة الانجليزية في السياقات الرسمية.