

**Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research
University Abdelhamid Ibn Badis – Mostaganem-
Faculty of Foreign Languages
English Department**



**Master degree in
“Language and Communication”**

**Studying a Foreign Language in a Non-native
country: difficulties Students Face in Oral
Communication
(Case Study of Foreign English Students in Algeria)**

Presented by:

KOUROUMA Soha Ismael

Members of the Board:

Chairperson: Miss Zineb DJOUB

Supervisor: Mrs Fouzia BEKKADOURI

Examiner: Mrs Leila BEKRI

Academic year 2019/2020

Dedication

To the most important person in my life, my mother,

To her late husband, rest in peace,

To my father who left too early, rest in peace,

To my uncle Tio Louis Serge,

I dedicate this work.

Acknowledgments

To my supervisor, mrs. Fouzia Bekaddouri, to whom I especially express my deep respect for her concern and patience.

To my mother, the one to whom I owe everything.

To mr Abdelbousset, my teacher.

Abstract

Pursuing studies abroad is a dream for some students who want to improve their university education with quality. Although the expected results sometimes do not reflect it. When we cite as example the way of expression of foreign students from the English department, it makes sense. There is a distance between the theoretical work done during the learning process and the fruits harvested in the field. With the aim of clarifying and helping to remedy this technical defect, this study was conducted. To identify the influencing factors and causes of this problem, the hypothesis is that foreign students do not integrate, if not really acclimatize to the host society, which does not facilitate the oral exercise of the target language. In addition, the great cultural influence (mother tongue) of their belonging seems to make learning efforts in vain, then finally, the lack of rigor and discipline in the studies. So to achieve our objectives, data collection was started by means of a questionnaire and an interview submitted to different students (foreigners) then to certain professors chosen at random, all from both the Ibn Badis University of Mostaganem and Moustapha Stambouli of Mascara. Rather conclusive results have proven the unsocial character of certain foreign students. As most students are more concerned with communicating in the local language (mother tongue or second language), rather than favoring the exercise of the English language. This could be explained by the communitarian nature of their frequentation. In addition, it all comes down to a lack of discipline and rigor with regard to learning and specialization, and even more so the cultural aspect which represents a real psychological block for these students from elsewhere.

Keywords: Language, oral communication, EFL class

List of tables

Table 01. Students' gender

Table 02. Students' university

Table 03. Contact between foreign student and Algerian outside University

Table 04. Time spent outside the place of residence per day

Table 05. Interest in Algerian culture

Table 06. Correspondence with Algerian other than colleagues for educational purposes

Table 07. Language used in conversations

Table 08. English practice time outside faculty

Table 09. Time spent with you're the community

Table 10. Membership of a study group

Table 11. Voluntarily skip

Table 12. Working time schedule

Table 13. English spoken by foreign students

Table of contents

Dedication.....	II
Acknowledgments.....	III
Abstract.....	VI
List of Tables	V
General Introduction.....	01

Chapter one: An Overview of Foreign Language and Oral Communication

Introduction.....	04
1-1 General Information about Language.....	04
1-1-1 What is a Language?.....	04
1-1-2 English seen as Lingua Franca.....	05
1-1-3 Language as Communication Tool.....	05
1-2 Foreign Language Study.....	06
1-2-1 What is a Foreign Language?.....	06
1-2-2 What makes the Specificity of a Foreign Language?.....	07
1-2-3 Difference between Foreign Language and Mother Tongue.....	08
1-3 The Concept of Oral Communication.....	09
1-3-1 What is Communication in a General?.....	09
1-3-2 What is Oral Communication?.....	10
1-4 Criteria for a Good Oral Communication.....	11
1-4-1 Language Skills Needed.....	11
1-4-2 Intercultural Skills Needed	11
1-4-3 Psychological Skills Needed.....	12
Conclusion	

Chapter two: Analysis and Data Collection

Introduction.....	14
2-1 Population.....	14
2-2 Research Methods.....	14
2-2-1 Students' Questionnaire.....	14
2-2-2 Teachers' Interview.....	15
2-3 Description of Instruments.....	15
2-3-1 Description of the Questionnaire.....	15.

2-3-2 Description of the Interview.....	16
2-4 Data Analysis.....	16
2-4-1 Analysis of Students' Questionnaire	16
2-4-2 Analysis of Teachers' Interview.....	20
Conclusion.....	21

Chapter three: Discussion and Findings

Introduction.....	23
3-1 Results and Findings.....	23
3-2 Some Recommendations.....	26
3-2-1 The Role of English Department.....	27
3-2-2 The Role of Students.....	28
3-3 Limitations.....	28
Conclusion.....	29

General Introduction

Communication and language are two closely related concepts. Language is the key to communication and there are many across the globe. English is among the most popular. It has become the ultimate language of communication. Most countries, native or not, offer academic language learning options to their students and foreign learners.

Foreign languages welcome millions of students around the world, many of whom are expatriates who have come to get a good formation. It is very unfortunate to see the mediocre progress offered by certain foreign students, particularly in oral communication. Here is the genesis of this thesis. The desire for perspective. Behind this project, hides an ardent desire to unmask the difficulties making English oral communication a real challenge for foreign students.

This study is part of the vision to point the finger at the inability to be able to speak fluently of foreign students. To do so, relevant questions helped to identify the major problem.

- Are the complaints of students about studying in a non-English speaking country fair?
- How does culture influence communication in a foreign language such as English?
- What should students in non-English speaking country do to overcome their challenge?

From these questions, follow these hypotheses:

Most foreign students do not get used to the host society very well, which makes it difficult to combine exercise with learning and practice with theory.

Cultural influence represents a serious obstacle to the linguistic development of foreign students.

The lack of rigor and discipline in learning and its obligations is also the cause of this failure.

This project will be carried out following a well-established questionnaire and interview. It will be addressed to different students (foreigners) then to some professors chosen at random, all from both Universities of Mostaganem and Mascara. The research will be organized in three parts. The first will be devoted to a generality on the foreign language

and oral communication. In this chapter, it will be general information about the foreign language, the concept of communication and the criteria for good oral communication. The second chapter concerns the practical case; this is the place to test the different hypotheses through the questionnaire and the interview. As for the last part, the discussion, findings and limitations of the study will be the subject of its content.

Chapter one

An Overview of Foreign Language and Oral Communication

Introduction

This chapter is the literal phase of our field of study. The definition of terms such as language, lingua franca and English under the status of lingua franca is one part of it, which expands by showing language as a communication tool. Beyond that, there is the study of the foreign language which makes case of the concept of foreign language, what is a foreign language and what makes its specificity. Then a skylight is opened to confront two notions, the foreign language and the mother tongue. After which, a look is launched to support the concept of communication in general and oral communication in particular. Finally, the chapter ends with the criteria for good oral communication. These include linguistic, intercultural and psychological skills needed.

1-1 General Information's about Language

1-1-1 What is a Language?

Language is a problematic term, its use is heterogeneous and often it is more or less impossible to decide which meaning we are dealing with.

Ferdinand de Saussure defined the language in these terms:

‘[...] the language thus defined is of a homogeneous nature. It is a system of signs where there is essentially only the union of meaning and the acoustic image, and where both parts of the sign are equally psychic.’

(Vulgate. F. de Saussure, *Langage, langue et parole*, 260-261)

In simpler terms, Saussure understands language as the association of a signified (concept) and a signifier (the acoustic image).

Wikipedia gives us a fairly similar definition by highlighting the diachronic character of the language:

“A language is an evolving system of linguistic, vocal, graphic or gestural signs, which allows communication between individuals”

Further on, the famous French linguist André Martinet, creator of functionalism, brings us his intellectual touch by making comments according to which language is an instrument of communication which differs according to the communities.

1-1-2 English seen as Lingua Franca (ELF)

According to Graddol (1997), English represents 750 million foreign users. Objectively speaking, the observation that is made about the language is that English has reached an alluring popularity all over the world. The facts are clear and the record is clear, everyone wants to speak English. It has become the language by excellence of communication, commerce, interactions, information. A bit like Lingua Franca in time, the English language is experiencing an even more sprawling expansion; we speak nowadays of English as Lingua Franca.

“In practice this often means English being used among non-native English speakers from the expanding circle, simply because these speakers exist in larger numbers than English speakers in either of the other two contexts (see e.g. Crystal 2003; Graddol 2006). However, this is not intended to imply that Outer or Inner Circle speakers are excluded from a definition of ELF. The vast majority of ELF researchers takes a broad rather than narrow view, and includes all English users within their definition of ELF. The crucial point, however, is that when Inner Circle speakers participate in ELF communication, they do not set the linguistic agenda. Instead, no matter which circle of use we come from, from an ELF perspective we all need to make adjustments to our local English variety for the benefit of our interlocutors when we take part in lingua franca English communication.”

{ *Journal compilation C _ 2009 Blackwell Publishing Ltd., 9600 Garsington Road, Oxford OX4 2DQ, UK and 350 Main Street, Malden, MA 02148, USA.* }

1-1-3 Language as Communication Tool

The metaphor of the instrument or tool is common to a number of linguists, who emphasize the communication function of language.

For André Martinet for example:

"Although metaphorical, the designation of a language as an instrument or tool very usefully draws attention to what distinguishes language from many other institutions. The essential function of this language instrument is that of communication. "

(A. Martinet, *Eléments de linguistique générale*, Paris, Armand Colin, 1980, p.9.)

The behavioral vision of Bloomfield, for example, teaches that language is used above all to satisfy non-linguistic needs. As with an instrument, what interest the speaker are the services that language can provide, not the way it works.

We don't have to know the mechanisms at work in the language to be able to use it and even use it very well. The metaphor of the tool therefore makes it possible to account for the way in which language is spontaneously perceived by its users

(Chrystelle Fortineau *Université de Nantes- GE RLH, EA 3718*)

"In the most common sense, a language is an instrument of communication".J. Dubois *et alii*, *Dictionnaire de linguistique et des sciences du langage*, Paris, Larousse, 1994.

1-2 Foreign Language Study

1-2-1 What is a Foreign Language (FL?)

On Wikipedia, it is said of a language that it is foreign when it is not the mother tongue of a person or an individual, so that the latter must learn it to be able to understand it. What can be done in different ways such as school, courses, internships or even training in adulthood by textbooks or multimedia methods, by linguistic bathing and so.

It is therefore with reason that Besse (1987, 14) considers that:

"A second / foreign language can be characterized as a language acquired (naturally) or learned (institutionally) after having acquired at least one mother tongue and, often, after having been educated in it"

In reality, a language is not foreign by nature but by belonging. Thus the language considered foreign by one state is in fact the official language of another state. It is the

popular and structured character that gives to certain languages the privileged status of foreign language. It is a constant that varies across space and time.

Legitimately, Dabène mentioned it in these terms:

“Foreign languages are not a school subject like any other insofar as they can be used directly and as they are outside the classroom, vis-à-vis interlocutors who have nothing to do with the classroom herself.”

(Dabène, 1994).

1-2-2 What makes the Specificity of a Foreign Language?

When we talk about specificity it automatically refers to the specificity of a thing or an individual.

Marckward (1963) shed light on this specificity by observing that English is special in the sense that it is taught first in schools and then in universities as a specialty. From the same conviction comes the quote from Kory Stamper that follows:

“We think of English as a fortress to be defended, but a better analogy is to think of English as a child. We love and nurture it into being, and one it gains gross motor skills, it start going exactly where we don’t want it to go: it heads right for the goddamned electrical sockets. We dress it in fancy clothes and tell it to behave, and it comes home with its underwear on its head and wearing someone else’s socks. As English grows, it lives its own life, and this is right and healthy. Sometimes English does exactly what we think it should; sometimes it goes place we don’t like and thrives there in spite of all our worrying. We can tell it to clean itself up and act more like Latin; we can throw tantrums and start learning French instead. But we will never really be the boss of it. And that’s why it flourishes.”

(Word by word: The Secret Life of Dictionaries, 2017, P 15)

In the same vein, Jerry Lee Norman (2006) only claimed the ability of a language such as English to assert oneself in the educational environment of a non-native country and thus

allows people to be able to express themselves and dialogue around the world represents a grandiose feat that too few languages can boast of having attempted.

1-2-3 Difference between Foreign Language and Mother Tongue

“Any non-mother tongue is a foreign language. We can then distinguish three degrees of xenity (or strangeness): material or geographical distance, cultural distance... and linguistic distance...”

(Dictionary of French Didactics, 2003, p.150).

The median line between these two entities is both fine (in both cases it is the language used for communication) and very complex.

Indeed, in a fairly pragmatic way the mother tongue can be defined as the language of the immediate parental environment, it is the most used by the speaker in various spheres of activity and it is still the language in which the latter s' will identify in a privileged way since it is the emblematic language of the group or the community to which he adheres. At the same time this language assumed to be native due to the arguments provided above, may also be found to be a foreign language because it is studied and taught in other non-native communities. As a result, mother tongue and foreign language meet at this culminating point that is the individual who uses it.

However, the difference between these two concepts can also be explained from the point of view of the individual. Unlike the mother tongue, which is naturally assimilated by the individual subject to his perception and this from an early age, the foreign language requires even more effort and a good period of learning. As a result, we realize that the process of acquiring one is natural, while that of the other is subject to progressive learning.

In both cases, it is important to remember that prolonged exposure to the language favors its rapid acquisition according to Krashen's theory.

It is in this sense that Doctor Oscar Valenzuela of the University of Playa Ancha (Valparaiso-Chile) declared:

"In didactics, a language becomes foreign when it is constituted as a linguistic object of teaching and learning which is opposed by its qualities to the mother tongue. The foreign language is not the language of first socialization, or the first in the order of linguistic appropriations. The proportion between learning

and acquisition is reversed in its mode of appropriation in relation to what founds the mother tongue and the criterion of belonging is also reduced. A language is therefore foreign for two types of subjects: those who, not recognizing it as their mother tongue, enter into a more or less voluntary process of appropriation; those who, recognizing it or not as a mother tongue, are teaching it to non-native speakers. "

(*Synergies Chili* n° 6 - 2010 pp. 71-86)

In the learning process and acquiring the language, it is not uncommon to find certain coincidences between the mother tongue and the foreign language. As with the accent, the speaker has great difficulty absorbing his linguistic knowledge to mask this natural fact.

Marton in Ellis (1999, p. 150), "there is never peaceful co-existence between two language systems in the learner, but rather constant warfare, and that warfare is not limited to the moment of cognition, but continues during the period of storing newly learnt ideas in memory".

That is the first language gets in the way or interferes with the learning of foreign language such that features of the first language are transferred into the foreign language.

1-3 The Concept of Oral Communication

1-3-1 The Communication in General

In truth, communication is what gives meaning to life in society. It is very often in collusion with speech or another means which serves to convey a will. Communication is the intention of a sender translated into a message interpreted by a receiver and having an effect on it. A message called feedback is then sent back. So, each of the interlocutors' takes turns taking the place of transmitter and receiver.

Roman Jakobson, American-Russian linguist has identified six functions of language that plays a major role in communication and describes them as follows:

« The referential function is oriented toward the context (the dominant function in a message like 'water boils at 100 degrees') ; the emotive function is oriented toward the addresser (as in interjections 'bah!' and 'oh!'); the conative function is oriented toward the addressee

(imperative and apostrophes); the phatic function serves to establish, prolong or discontinue communication [or confirm whether the contact is still there] (as in ‘Hello!’); the metalingual function is used to establish mutual agreement on the code (for example, a definition); the poetic function (e.g., ‘Smurf’) puts ‘the focus on the message for its own sake’ [(jakobson, 1960, p. 356)]” (trans. of Tritsmans, 1987, p. 19).

(Louis Hébert (2011), “The Functions of Language”)

1-3-2 The Oral Communication

Oral communication is the most natural form of expression, since speech is still the most useful and frequent means of communication in everyday life. To develop students' oral communication skills, they must often have the opportunity to speak at length while developing their thinking. Tasks should simulate everyday situations so that students have the opportunity to develop the six functions of language and do not develop one at the expense of the others (Jakobson). The stronger is the interaction, the clearer is the understanding.

"In communication, the most complicated thing is neither the message nor the technique but the receiver." Dominique Wolton, *Revue de la Communication publique*, 30 November 2015.

Noam Chomsky has never stopped expressing reservations about the primary function of language as a means of communication. He uses the following terms to highlight the depth of his thought:

“There is no reason to believe... that the “essential purpose” of language is “communication”. Language can be used to transmit information, but it also serves many other purposes; to establish relations among people, to express or clarify thought, for play, for creative mental activity, to gain understanding, and so on. In my opinion, there is no reason to accord privileged status to one or the other of these modes.”

“Language and Responsibility”, (1977)

1-4 Criteria for a Good Oral Communication

1-4-1 Language Skills Needed

First of all, it is important to get used to the target language. Addition requires constant practice of it so as not to lose the thread of expression. Through this habituation, it becomes easier to acclimatize to the variations and tones of the language depending on the speaker's frequency. Likewise, it is good to avoid interference with the mother tongue or other language. Language practice should be both conscious and unconscious. Nowadays there are many ways to learn outside of school and the student has to do his best to improve performance. Stubbornness in listening to music in the target language, watching videos you like in the target language, finding the meaning of objects use every day are also a good way to achieve the goal. It is important to immerse completely in the universe of this language.

The Foreign Language Learning Process, The British Council, 1978, P, 12

1-4-2 Intercultural Skills Needed

Chomsky said in the documentary, "We Still Live Here: As Nutayunean," (January 10, 2011):

“A language is not just words. It’s a culture, a tradition, a unification of a community, a whole history that creates what a community is. It’s all embodied in a language.”

The learner of the foreign language must be able to integrate into the targeted culture, to appropriate it.

As stated in the Model of intercultural communicative competence by Michel Byram (1997) Intercultural skills is at first interpreting and relating, It's seeing and interpreting things from a different perspective, from a point of view other than the one we've always had. Accept to see in the culture of others a reference, a support capable of broadening the vision and understanding of situations. It is to make a comparison between the other's culture and one's own in order to establish a bridge in knowledge about cultural difference. Accept to look at new perspectives in the culture of others and not systematic opposition. Open-mindedness is also present as it promotes acceptance of new knowledge about culture other than one's

own. The valuation of the habits and customs of other cultures is an important point in intercultural attitudes. It is right to respect the beliefs of others even when they are opposed to what you believe in. Knowledge and education are the last two key points of intercultural competence. "You must first know yourself, your culture, your people, in order to get to know others and their culture" it is a life principle. The perception of your own culture may well be similar to that of others.

1-4-3 Psychological Skills Needed

Anything, any act and any accomplishment however great it takes flight in the mind. It is concerned with attitudinal, emotional and personality factors. In addition, it is essential to disregard a lot of prejudices in order to achieve your ends. You have to know how to grasp the situation and blend in with the crowd. Having values is a good thing, but there is an African proverb which says "the hand that asks is always down", as if to say that it is good to know how to make you very small in life, to know how to remain humble because humility has always preceded glory, knowledge.

The Foreign Language Learning Process, The British Council, 1978, P, 18

Conclusion

In this part of our work, general information about the language has been provided, making mention of English as Lingua Franca. Then, it was the case of the foreign language. After that, the communication was debriefed before focusing on its oral aspect. Finally, the linguistic, intercultural and psychological skills necessary for good oral communication were revealed before closing this chapter.

Chapter Two
Data Collection and Analysis

Introduction

This second part of our investigation is the practical phase. Here the objective is to gather the opinions and observations of each other about the difficulties that foreign students face in oral communication. The information will be collected following a questionnaire submitted to various foreign students chosen at random from various universities in Algeria. Then will follow an interview submitted to different professors from the Moustapha Stambouli University in Mascara. The results obtained will help us identify the real reasons that plague the shortcomings of foreign students in oral communication.

2-1 Population

In order to carry out this research, students and certified teachers agreed to participate in this collection of information. As for the students, there are fifteen of whom ten are from Mostaganem University and the other five are from the University of Mascara. All foreigners and foreign language students. The three professors, all of them from the University of Mascara, were interviewed for three questions. These teachers are all language teachers who have already had expatriate students.

2-2 Research Methods

In order to obtain optimal results, two research methods will be used. A questionnaire will be sent to different students and, in terms of quality, an interview will be sent to different teachers. This will allow research to combine quantity and quality at the same time.

2-2-1 Students' Questionnaire

Ten specific questions, aimed at elucidating the mystery of our research subject, constitute the content of the questionnaire.. The purpose of this questionnaire is to collect as much data as possible about the difficulties they face in oral communication. This questionnaire enjoys a quantitative and qualitative duality. This is why it had to be translated into French and Arabic to facilitate understanding by some of the providers and thus obtain much more reliable data.

2-2-2 Teachers' Interview

The opinion of the professors is of paramount importance for the good of this study. Thus, three relevant questions were posed to different professors at the University of Mascara. This in order to gather the informed opinion of experienced teachers on the difficulties that expatriate students have to speak with accuracy in English.

2-3 Description of Instruments

2-3-1 Description of the Questionnaire

The questionnaire is a set of ten questions selected according to the different hypotheses supported. It has been subdivided into three parts according to each hypothesis defended. This makes four questions referring to the first hypothesis and three for each of the two remaining hypotheses. These include answering with "Yes" or "No" or multiple choice questions.

Therefore, the first series of questions (04) sets out to determine the level of integration of participants in the host society with questions about a possible friendly relationship with their Algerian host outside the university (Q01). This is followed by the question on the average time spent outside the city or place of residence per day (Q02). The third question is about the interest in Algerian culture (Q03). The fourth question concerns possible correspondence with Algerians other than classmates, for educational purposes (Q04). The second series of questions aims to establish the culpability of culture in the mediocrity of foreign students speaking. To do this, the (Q05) concerns the preferred language of the participants in their daily interactions, followed by the average time of communication in English outside of class hours (Q06), before expanding on the language used for communicate with those who share their time (Q07). Finally in the third series, as if to illustrate the lack of rigor and discipline in learning, the (Q08) is whether the participant in a study or dialogue group in English. Do you ever voluntarily skip classes? (Q09). The question of whether the participant in a work schedule that he meets is (Q10).

2-3-2 Description of the Interview

The first question is to describe the relationships between foreign and Algerian students during their course or during group work in the classroom (Q01). Then (Q02) asks to qualify the English speaking by foreign students during or outside the course, with justification if possible. The (Q03) stipulates the regularity and the involvement of foreign students in the courses given.

2-4 Data Analysis

2-4-1 Analysis of Students' Questionnaire

Students' Gender

Gender	Number of Students	Percentage
Male	09	60%
Female	06	40%
Total	15	100%

Table 01. *Students' Gender*

Table 01 shows the gender and number of participants along with the percentage of each gender. These are just details without any influence on the results of the investigation and which are just used to classify the data collected.

Students' university

University	
Ibn Badis Mostaganem	10
Moustapha Stambouli Mascara	05

Table 02. *Students' University*

Section 1

Q01. Are you in contact with your Algerian colleagues outside of classes and faculty?

Answer	Number of students	Percentage
Yes	02	13%
No	10	67%
Sometimes	03	20%
Total	15	100%

Table 03. *Contact between foreign students and Algerians outside the University.*

The results show that the vast majority of foreign students do not maintain contact with their Algerian counterparts outside of faculty and courses. Looking at the table, we can easily notice that only 13% stay in touch, while 67% do not care. While 20% cannot say for sure. This while knowing that fraternizing with their hosts would benefit their integration which would facilitate the communication relationship.

Q02. How much time on average do you spend away from your place of residence each day?

Answers	Number of students	Percentage
Few	4	27%
Fewest	10	67%
Much	1	6%
Total	15	100%

Table 04. *Time spent outside the place of residence per day*

(6.66%) of foreign students spend a lot of time outside their place of residence. This percentage shows the distance existing between the latter and Algerian society. As for those who make the effort to spend a little time outside their home, only 27%, while 67% show practically a lack of interest in their host society.

Q03. Are you interested in the Algerian culture? Justify?

Answer	Number of students	Percentage
Yes	0	0%
No	08	53%
Sometimes	03	20%
Not really	04	27%
Total	15	100%

Table 05. *Interest in Algerian culture*

From the table, it appears that 53% of foreign students have no interest in the culture of their host country, 27% had not really thought about it and 20% paid attention to it a few times. What is even more alarming is that none of the participants has a particular and specific interest.

The majority having answered with the negation is justified in these terms

Since more than half answered with a negation, the most plausible explanation for this choice according to them is that they find no credit, no link between the Algerian culture and their language study which could benefit them. Furthermore, since culture is largely influenced by Arab culture, this would be of great disadvantage to them in their training due to the great difference between Arab and English culture.

Q04. Do you correspond with Algerians other than your classmates for didactic reasons, for example?

Answer	Number of students	Percentage
--------	--------------------	------------

Yes	01	07%
No	11	73%
Sometimes	03	20%
Total	15	100%

Table 06. *Correspondence with Algerians other than colleagues, for educational purposes*

Many people have no correspondence with other Algerians such as former students in order to further boost learning. Almost (73.33%) fall into this category and only (07%) have this kind of contact when (20%) do so occasionally.

Section 2

Q05. What language do you use the most in your conversations? Why?

Answer	Number of student	Percentage
English	1	7%
French	6	40%
Arabic	5	33%
Others	3	20%
Total	15	100%

Table 07. *Language used in conversations*

The results obtained reveal that (7%) of the participants use English as their preferred language in their conversations, while (40%) express themselves more in French, (33%) for the Arabic language and (20%) express themselves in languages which have not been mentioned in the questionnaire.

To justify their answers, most participants said

It was necessary to justify speaking almost all the time in the language chosen, so the majority if not almost all of the speakers maintained that the language chosen was either their mother tongue or the national language of their country of origin, and having more fluency in speaking it was what favored their choice for the latter.

Q06. How long do you practice English outside of school hours? Why?

Answer	Number of students	Percentage
Few	6	40%
Fewest	6	40%
Much	2	13%
Every time	1	07%
Total	15	100%

Table 08. *English practice time outside faculty*

The table shows that (40%) of the population practices English in a moderate and very moderate way. While (13%) spends considerable time practicing in English only puts (07%) the practice permanently.

As for the justification, it appears that

The (07%) who constantly practice English are actually native nicknames of the language. In other words, English is the official language of their country. The (40%) speaking English in a moderate and very moderate way are justified by the fact of their lack of audience or interlocutors with whom to practice and also by the fact that the people with whom they could have maintain have a notion of English almost as poor as theirs.

Q07. How much of your free time do you spend with your community?

Answer	Number of students	Percentage
Few	02	13%
Fewest	00	00%
Much	13	87%
Total	15	100%

Table 09. *Time spent with your community*

Almost the entire population spends most of their free time with their community (87%). Only (13%) engage in extra-community activities.

Section 3

This section is the place for collecting and analyzing data relating to the lack of discipline and self-denial with regard to studies by English foreign language students (hypothesis 3).

Q08. Are you part of a study group?

Answer	Number of students	Percentage
Yes	00	00%
No	15	100%
Total	15	100%

Table10. *Membership of a study group*

According to the results in the table above, (100%) of the participants do not belong to any study group.

Q09. Do you ever voluntarily skip classes? If yes, why?

Answer	Number of student	Percentage
--------	-------------------	------------

Yes	15	100%
No	00	00%
Total	15	100%

Table 11. *Voluntarily skip classes*

. The results are unmistakable, as crystal clear as rock water. All of the participants (100%) authorize rest days during the course days.

And to justify this choice, here is what they say

After a summary of all the supporting documents obtained, it generally appears that some participants find some courses boring and useless for their training. Others go further by taking offense at the conduct and nonchalance of some of their teachers. The most reserved say they lack motivation due to the climate which seems unfavorable for a study day.

Q10. Do you have a work schedule outside of class?

Answer	Number of student	Percentage
Yes	02	13%
No	13	87%
Total	15	100%

Table 12. *Working time schedule*

It is fairly clear that foreign students do not have a work plan. (87%) answered with a negative, when (13%) said the opposite.

2-4-2 Analysis of the interview

Q01. How will you describe the relationships between foreign and Algerian students during your lessons?

This question not being a multiple choice, it was a question for the professors to give an opinion in view of the observation and remarks made during the lessons. After having examined and analyzed the various assertions of the professors, it appears that there is clearly a certain respect coupled with a mutual distrust which veils the originality of the reports. Further on, it is said that there may be a distance between the different counterparts.

Q02. How would you rate the English spoken by your foreign students and why?

Answer	Number of teacher	Percentage
Good	00	00%
Bad	00	00%
Not bad	01	33%

Could be better	02	67%
Total	03	100%

Table 13. *English spoken by foreign students*

Out of (100%), (33%) of the teachers qualified the level of English language of foreign students not bad. The remaining percentage, in this case the 67% will indulge in an optimism revealed by saying that there could be evolution.

As justification, here is the synthesis that could be made of the different interventions

After qualifying the level of English spoken by their foreign students, each teacher tried to clarify their choice. What has been learned tells us that * foreign students could have a perfect expression in English were it not for the maternal and cultural accent which in many cases negatively influences their speech and the perception of the message by the audience or receiver.

Q03. What can you say about their regularity in your lessons and their involvement during?

Like the first, this question is a direct question addressed to the professors in order to collect their personal opinion. Fortunately, the latter were not shy in giving fairly relevant opinions, among which we can retain the one according to which, it would seem or at least that is the impression it gives, that foreign students hesitate to get involved during the course, unless they have to. The fear of being wrong and the look of the other students created a psychological block which put them in total discomfort during the interactions in progress. Absenteeism and complexity are the words that marked the speech of these eminent teachers on the issue.

Conclusion

This chapter is the practical form of research. Here are various investigations conducted in order to elucidate our thesis entitled "Studying a foreign language in a non-native country: difficulties that students face in Oral Communication (case study of foreign English students in Algeria.)". To do this, both qualitative and quantitative methods were used. Through the questionnaire, a lot of data could be collected, while the interview facilitated the quality of the data collected. Using the table, this data could be analyzed. It is important not to forget the enormous contribution of the population subjected to these methods as described.

Chapter Three
Discussion and Findings

Introduction

It was with a deep desire to unravel the mystery behind the difficulties of foreign students in Algeria (case study) to speak with accuracy in English. Identifying the causes and factors inherent in this mediocrity in order to allow an improvement in the linguistic level through various perspectives, is the aim of this research. It is in this context that a population composed of students and professors from the two universities of Mostaganem and Mascara was asked to collect valuable data which will later be used to establish " a complete diagnosis of the situation. In this chapter, the summary is based on the findings resulting from the collection of information, and then follows the suggestions and recommendations step in order to promote better performance. After which a window is opened on some limitations of the study.

3-1 Results and Finding

The results obtained from the analysis of the different data, resulted from several conjectures.

Section 1

According to the data obtained, most foreign English-speaking students in Algeria do not befriend their Algerian counterparts. Very little remains in contact with their Algerian colleagues outside of the faculty and the courses. This is due to the fact of bad relational relationships between the two parties (Algerian and foreign students). This could be explained by the cultural difference between those concerned, especially since where there is a difference in culture, there is also a difference in mentality, visions, priorities and even principles.

In the same spirit, the results also showed that foreign students prefer to spend most of their day in university housing or their place of residence, without much apprehension for exploring the city and of the host society. This proves a real lack of interest in the new environment to which they must belong during their studies.

This is, moreover, what the results of the question relating to the interest shown in Algerian culture revealed. Almost all of the participants expressed an unhappy interest in the

culture of the country which offers them hospitality and knowledge. Curiosity being one of the most necessary qualities in learning foreign languages, knowing enough about the host culture would facilitate integration into the host society much more and, as a boo-boo effect, will improve human relations with the locals. . Which in the future is likely to create connections and decrease distrust and distrust due to cultural difference. Thus, this will be beneficial to the student who will expand his audience for the exercise of the language.

In this regard, it was noted that very few foreign students correspond with other Algerians (former students or language teachers) for educational purposes. Simply because they refuse to show any need, even to facilitate their learning. In fact, students fail to put interest in study and learning before pride. This reflects a lack of intercultural competence, a fundamental quality for better integrating into a foreign society. In truth, sacrifice and compromise toward itself is necessary when one has the desire to achieve a goal. It's showing maturity.

Section 2

The results of section two aimed to determine the culpability of the culture in the poor performances in English oral communication among the foreign students.

This was immediately approved when the results showed that only one of the participants used English as a language of communication outside the language faculty and even that the latter was himself from a country where English is the official language. This shows how foreign students prefer to communicate in their mother tongue rather than getting used to speaking in English. Relatively, this fact perfectly illustrates the negative cultural influence on their learning.

Likewise, the time allocated to practicing the language is so insignificant. It seems that learning English comes as an antithesis to contradict the mother tongue which can be seen as a thesis. However, cohabitation between the mother tongue and the foreign language must be done in a conciliatory and peaceful manner. This refusal can sometimes be instinctive due to excessive exposure to the mother tongue. According to Marton (Ellis, 1999) when the mind is involuntarily or disinterested in the practice or acquisition of a language other than that to which it is used, a process of rejection and boycott very often spontaneous takes place.

Also, the results of the seventh question showed that foreign students share most of their free time with members of their community. It goes without saying that the latter will communicate in their mother tongue, which on the contrary only reinforces the automatisms of the mother tongue and, on the other hand, further increase the linguistic deficiencies of the target language. Clearly, this is due to the cultural influence of foreign students which represents a block for their learning.

Section 3

The purpose of this section is to demonstrate the lack of rigor and discipline of foreign student's vis-à-vis their learning.

The observation is made immediately and all alone when we realize that none of the participants deemed it necessary to join a study group, which in general could favor concepts such as cohesion, intellectual and cultural interaction and sharing. These are key concepts in language learning. There is a saying "wanting is power", which means that will precedes action. Learning seems to be a burden for the vast majority. It seems that the choice to study the English language was imposed on them.. There is nothing more painful for a student than to hate what he is studying, it makes him feel like he is wasting his time.

This is often the case as clarified by the results of the data analysis. Indeed, foreign students believe they are free to follow their own pace and not that imposed by the timetable. They have no objection to missing classes if they want to. It's quite amazing to see students so detached from the responsibility to learn when that's the only reason they had to travel outside their home countries. Although it is unfortunately quite the opposite. When a student allows himself to choose which courses to take and when to take them, it shows how real the lack of discipline and rigor in the work is. So it seems normal that mediocrity should sanction such an immature and childish attitude.

On the other hand, the lack of organization shown by foreign students is quite alarming. For foreign students it seems clear that studying accounts for 80 percent of their attention. As a result, having a work schedule is the least you can do. Even more in the area of

languages. As learning a foreign language is not easy, it is needed to give you the time and resources to do so. Spend a lot of time developing listening, reading, communication and writing skills. It takes a lot of time and exercise. Although the majority of foreign students prefer to get involved in studies as they approach exams. This is heartbreakingly unconscious. There is no doubt that the fruits of such an effort are rewarded by a very low level of language. It is rightly that such indiscipline in learning is sanctioned by such a low level of expression.

Teachers' Interview

Through the information gathered from the analysis of the data collected, it has been established that foreign students prefer to be passive during lessons. Beyond that, it may be that the difference in culture contributes to the reluctance of newcomers. People have to be very mature to sympathize with the unknown, but they need less when the unknown in question shares and will share your school year. This means that the obligation is to cooperate for the happiness of everyone.

Cooperating is probably the best thing to do for foreign English students. In view of their linguistic background and the shortcomings they have in oral communication, it would be welcome for them to get closer to their Algerian counterparts for more fluency in speaking in English. According to the data, the level of English language of these could clearly improve if certain sacrifices are made. Giving up on the misuse of their mother tongues is one of the things that they will need to seriously consider. When learning a language, it is important to immerse you in it.

3-2 Some Recommendations

Communication is the basis of life in society. Human beings communicate with each other, hence the presence of languages. English has become such a popular language that the simple fact of being able to express oneself in this language gives a total opening on the whole world. This research made it possible to show the reasons and the factors which make that the expatriate students of the English language have a bad level in oral communication. Whatever it is and what it costs it seems very clear that many measures must be taken in order

to avoid this kind of inconvenience. Thus, some recommendations below are likely to improve the performance of foreign students in oral communication of English.

3-2-1 The Role of English Department

The failure of foreign students is the prerogative of everyone. Certainly the most important being awareness, the fact remains that the effort must be collective, starting with the English department. Strict measures must be taken to remedy this disappointment which gives a bad image of the academic training in English of the university.

Prioritizing Communication and Interaction

.Emphasizing communication in the target language would be a good way for the department to condition its students to express themselves more in English. Whether during lessons or outside, no window should be opened on a language other than English. It is not uncommon for some teachers to skimp on the use of the English language, sometimes referring to French or Arabic to get their message across. The English language department must be a place where the one and only language spoken is English and everyone must comply with it, starting with the administration itself.

Increase the Mastery of Basic Grammar Rule

The rule is what gives the language its autonomy vis-à-vis dialects and other Creoles. In the case of the English language, the basics are grammar. Mastering the basics of grammar is mastering the basics of English. It is therefore with good reason that the emphasis should be on grammar and those from the start of student training. It is up to the department to favor the mastery of grammar by taking concrete action in this regard. It is not uncommon to find that master students do not know irregular verbs and their agreement. These are some of the subtleties of language that grammar can grasp. Learning is a process that must be carried out step by step without missing any. Including frequent checks of grammar rules would be a good way for the department to instill the foundations of the language in its students.

3-2-2 The Role of English Students

Creating English Clubs at Home or Residence

It is important to stay in touch with the language when studying it. The creation of English clubs would therefore not be a bad idea for foreign students of English. With the rise of information and communication technology, such an initiative will have no difficulty in being realized. What should be emphasized is the seriousness of the different members. The objective should be the same for all, that is to say, learn English, and self-denial should be there. There are many such initiatives today. The problem is that the participants very often get lost on the way and the English club sometimes turns into a joke or virtual correspondence group.

Time Management

Although not very much in force among foreign students, time management remains something of the almost importance in learning a foreign language. Knowing how to manage your time allows having a global vision of the occupations and studies. It is easier to plan a study program in order to be up to the level for learning. This also ensures a daily follow-up of the student's progress. Through this attitude, the student avoids delays in Linguistic conceptualization and can thus have more opportunity to exercise his aptitude for' the oral practice of the target language.

3-3 Limitations

This research has practically reached its peak and its goals and objectives at the same time. There is no perfection because perfection is divine. Even if human achievement is acceptable, there will always be doubts. It's a good thing because that's where innovation comes from. This research work is a perfect illustration. Although having tackled several key points and arrived at a satisfactory end, there still remains the doubt of imperfection, of limitation. There are inevitably ways which could have facilitated and improved the quality of this output

- A larger population including Algerian students could have been chosen. This would give more legitimacy to the data collected and the work would have even more relevance.
- Another limitation would be that the subject be approached under other hypotheses because in reality the question of the difficulties encountered by foreign students of English in oral communication, could have been approached in various aspects than those taken into account in this investigation. This is a fairly delicate subject and rich in hypotheses, each as relevant as the other.
- Concerning the questionnaire and the interview, more relevant questions would have made it possible to collect much more reliable data. Admittedly there was a slight lack of relevance in the questions of the different methods of data exploitation.

Conclusion

After having commented on the various findings, perspectives were submitted to try to remedy the problem of communication of foreign students in English. Thanks to the information received from the interview and the questionnaire, it was possible to shed light on the reasons and factors for poor oral communication by foreign students in English. Obviously, this investigation could have been done with more realism and relevance, hence the presence of limitations.

General Conclusion

This investigation was carried out on the difficulties encountered by foreign students in oral communication. The study focused mainly on the reasons and factors behind the poor expression of foreign students in English oral communication. The population studied was foreign students of the English Language from the Universities of Mostaganem and Mascara, but also professors from the University of Mascara.

At the very beginning of the research, a generality on the foreign language and oral communication constitutes chapter one. In this chapter, we first talk about general information on the language in question define the language, approach the term lingua franca, open a window on English as lingua franca to finally end on the language as a communication tool. Next, there is the study of the foreign language, referring to the concept of the foreign language and the definition of it as well as its specificity. After which the two notions of foreign and mother tongue were confronted before moving on to the notion of oral communication and its definition in depth. Finally, chapter one ends with the criteria for good oral communication, which are linguistic, intercultural and psychological skills.

Beyond that, the theoretical part of the work was tackled with the presentation and analysis of the questionnaire and the interview, following the exploitation of the data obtained from the performance of the different participants. Which data could elucidate the reasons and factors for difficulties encountered in oral communication by foreign students of the English language in Algeria. The results obtained made it possible to establish a plausible diagnosis of the shortcomings drained by foreign students. Diagnosis being in perfect synchronization with the hypotheses raised at the beginning of the investigation, showed after deduction that the lack of integration into Algerian society is a factor of the shortcomings of foreign students in oral communication of English. As well as, their cultural influence and especially the lack of discipline and rigor in the studies.

As a result, interesting recommendations have emerged to remedy this unpleasant situation. It has been observed that it is appropriate for both the English language department and foreign students themselves to take concrete action to avoid this kind of inconvenience. Like all objective research, limitations on work have been the subject of the final layer of complaint.

To conclude, it would be essential that any research on this type of subject could extend into the depths of the problem as it did for this one, by highlighting the reasons and factors for the gaps in the oral English among foreign students in Algeria. A number of recommendations and suggestions have been made to enable the students concerned to improve and avoid this kind of unfortunate situation in the future. English being a wonderful

and very popular language which offers many opportunities to its practitioners. They still have to learn it with passion and enthusiasm.

Work Cited

DE SAUSSURE F., *cours de linguistique générale*, 2002.

DE SAUSSURE F., « *cours de la linguistique générale* », Ed, Paris, 1916.

(Legros & de Pembroke, 2005 ; Le Ny, 1987).

2009 The Author(s). Journal compilation C _ 2009 Blackwell Publishing Ltd., 9600 Garsington Road, Oxford OX4 2DQ, UK and 350 Main Street, Malden, MA 02148, USA.

DABENE, L, « *Langues et migrations* », Grenoble, Publication, 1981, P.39

MARTINEZ, P, « *la didactique des langues étrangère* », Paris, 2004

Fred E Jandt, *An Introduction to Intercultural Communication, Identities in a Global Community*, California State University, SAGE Publications, 2010, p.52-55.

Corresponding author's email: cyril.brosch@uni-leipzig.de

ISSN: 1457-9863

Publisher: Centre for Applied Language Studies, University of Jyväskylä

© 2015: The authors

<http://apples.jyu.fi>

J. Dubois *et alii*, *Dictionnaire de linguistique et des sciences du langage*, Paris, Larousse, 1994.

A. Martinet, *Eléments de linguistique générale*, Paris, Armand Colin, 1980, p.9.

The Foreign Language Learning Process, The British Council, 1978.

Wikipedia.org

www.azquotes.com

books.google.dz

Vulgate. F. de Saussure, Langage, langue et parole

{ *Journal compilation C _ 2009 Blackwell Publishing Ltd., 9600 Garsington Road, Oxford OX4 2DQ, UK and 350 Main Street, Malden, MA 02148, USA.* }

.J. Dubois *et alii*, *Dictionnaire de linguistique et des sciences du langage*, Paris, Larousse, 1994.

Chrystelle Fortineau *Université de Nantes- GE RLH, EA 3718)*

Word by word: The Secret Life of Dictionaries, 2017,P 15)

(*Dictionary of French Didactics, 2003, p.150*).

Synergies Chili n° 6 - 2010 pp. 71-86

Louis Hébert (2011), “*The Functions of Language*”)

Dominique Wolton, *Revue de la Communication publique, 30 Novembre 2015*.

Language and Responsibility”, (1977). Noam Chomsky

(*The Foreign Language Learning Process, The British Council, 1978, P, 12*).

Appendices

Appendices

Student's Questionnaire

The following questionnaire is addressed to the foreign students of the department of foreign language and the English specialty of the universities of Mostaganem and Mascara.

Dear colleagues,

This is a questionnaire for research work on the difficulties that foreign students of the English language have in oral communication. The goal is to identify the main causes and factors. Your contribution to this work will receive my deep respect. To do this, you are kindly asked to complete this form frankly.

Gender

Male: Female:

University of.....

Put a cross in front of your choice and justify if necessary.

Section 1

Q01. Are you in contact with your Algerian colleagues outside of classes and faculty?

Yes: No: Sometimes:

Q02. How much time on average do you spend away from your place of residence each day?

Few: Fewest: Much:

Q03. Do you have a keen interest in Algerian culture? Justify your choice!

Yes: No:

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

Q04. Do you correspond with Algerians other than your classmates for didactic reasons?

Yes: No: Sometimes:

Section 2

Q05. What language do you use the most in your conversations? Why?

English: French: Arabic: Others:

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

Q06. How long do you practice English outside of the faculty? Justify your choice!

Few: Fewest: Much: Every time:

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

Q07. How much of your free time do you spend with your community?

Few: Fewest: Much:

Section 3

Q08. Do you have a study group?

Yes: No:

Q09. Do you ever voluntarily skip classes? If yes, why?

Yes: No:

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

Q10. Do you have a work schedule outside of class?

Yes: No:

Teachers' interview

This interview is addressed to English language teachers at Moustapha Stambouli University in Mascara who have already had expatriate students.

Dear teachers,

This interview is one of the practical parts of my dissertation focused on the shortcomings of foreign students in oral communication in English. I have three questions about your international students so I humbly hope to have your full cooperation.

Q01. How would you describe the relationships between Algerian and foreign students during your lessons?

Q02. How would you rate the English spoken by your foreign students and why?

Good:	Bad:	Not bad:	Could be better:
.....			
.....			
.....			
.....			

Q03. What can you say about their regularity in your lessons and their involvement during?