

**DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**  
**UNIVERSITY OF ABDLHAMID IBN BADIS MOSTAGANEM**  
**FACULTY OF FOREIGN LANGUAGES**  
**DEPARTMENT OF ENGLISH LANGUAGE**



**MASTER**

**Didactics and Applied Linguistics**

**An Investigation of the Difficulties that Prevent EFL Learners from  
Participation**

**Presented by:**

**Hammoudi Karima**

**Board of Examiners:**

**Chair: MRS Gharmawi**

**University of Mostaganem**

**Supervisor: MRS Hammadi**

**University of Mostaganem**

**Examiner: MRS Ben Doukha**

**University of Mostaganem**

**Academic Year: 2016-2017**

## **Dedication**

As always, first thanks Allah for giving me the chance for better education and help. I would like to dedicate this work to greatest people to my heart my dear parent who spend days, praying and asking Allah to help me,

My lovely sisters thank a lot for your support and encouragement,

My dear teacher, friends and relatives who are whom I find by my side in hard moment,

Thank you all you for your help and respect and I love you all.

## **Acknowledgments**

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

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

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

I would like to thank all the teachers of Oral Expression Module at the department of English in Mostaganem for helping me by their answers of questionnaires.

And also third LMD students thank you very much for your collaboration and help.

## **Abstract**

The present work aims at shading light at student's participation in classroom; it investigates the difficulties that prevent EFL learners from participating in class. Therefore, it introduces some techniques and strategies to enhance and promote student's participation and develop their abilities and skills. It is an attempt to explore the problems that hinder students from participating like lack of vocabulary, poor grammar, shyness, anxiety and so on. We choose to work on third LMD students and teachers of both expression modules (Oral and written) at Mostaganem in the department of English. Our work is divided in three part. The first part is theoretical one which conduct an overview about speaking skill in addition to some aspect of participation and the difficulties that EFL students face when participating in classroom setting. In The second part we have adopted analytical and descriptive method of investigation. The first method consists of two questionnaires administrated to teachers of Oral and written Expression and third year LMD students at English department. Whereas the second method is observation. The obtained result indicates that there are some problems that hinder students from participation in class and at the end, some strategies and techniques were presented to enhance the student's participation among university students.

## **List of Tables**

**Table01:** The teacher's role

**Table 02:** The students gender

**Table 03:** The choice of studying English

**Table04:** Students purposes for learning English

**Table05:** Attitudes towards oral expression module

**Table06:** The frequency of participation

**Table07:** The problem that face student's participation

**Table08:** The oral expression courses appropriateness

**Tbale09:** Language learning mean speaking

**Tbale10:** The activities used most in the classroom

**Tbale11:** The activities degree of achievements

**Tbale12:** Student's activities preferences

**Table13:** Teachers gender

**Table14:** Teachers degree and qualifications

**Table15:** Teachers perception about expression module

**Table16:** Teachers perception of student's participation in Oral classroom

**Table17:** Students participation

**Table18:** The problem of student's participation

**Table19:** The time devoted to oral expression

**Table20:** Teachers techniques in oral expression

**Table21:** Teachers activities in oral classroom

**Table22:** The efficiency of activities in enhancing student's participation

**Table23:** The student's fluency and accuracy

## **List of Figures**

**Figure 01:** The components of communicative competence

**Figure 02:** The students gender

**Figure03:** Students choice of studying English

**Figure04:** Students purposes for learning English

**Figure05:** Attitudes towards oral expression module

**Figure06:** The frequency of participation

**Figure07:** The problem that face student's participation

**Figure08:** The oral expression courses appropriateness

**Figure09:** Language learning mean speaking

**Figure10:** The activities used most in the classroom

**Figure11:** The activities degree of achievements

**Figure12:** Students activities preferences

**Figure13:** Teachers gender

**Figure14:** Teachers degree and qualifications

**Figure15:** Teachers perception about expression module

**Figure16:** Teachers perception of student's participation in oral classroom

**Figure17:** Students participation

**Figure18:** The problem of student's participation

**Figure19:** The time devoted to oral expression

**Figure20:** Teachers techniques in oral expression

**Figure21:** Teachers activities in oral classroom

**Figure22:** The efficiency of activities in enhancing student's participation

**Figure23:** The student's fluency and accuracy

## **List of Abbreviations**

**EFL:** English Foreign Language

**CLT:** Communicative Language Teaching

**LMD:** License Master-Magister Doctorate

## Table of Contents

<b>Dedication.....</b>	<b>i</b>			
<b>Acknowledgments.....</b>	<b>ii</b>			
<b>Abstracts.....</b>	<b>iii</b>			
<b>List of Tables.....</b>	<b>iv</b>			
<b>List of Figures.....</b>	<b>v</b>			
<b>List of abbreviations.....</b>	<b>vi</b>			
<b>Table of Contents.....</b>	<b>vii</b>			
<b>1.Introduction.....</b>	<b>1</b>			
<b>2.Reserach Question.....</b>	<b>1</b>			
<b>3.Hypotheses.....</b>	<b>1</b>			
<b>4.Objectives.....</b>	<b>2</b>			
<b>5.Methodolgy.....</b>	<b>2</b>			
<b>Part One: Theoretical Part</b>				
<b>1.Chapter One: Participation Difficulties in EFL Classrooms</b>				
<b>Introduction.....</b>	<b>3</b>			
<b>1.Identifying</b>	<b>Communicative</b>	<b>Language</b>		
<b>Teaching.....</b>	<b>3</b>			
<b>2.</b>	<b>The</b>	<b>Nature</b>	<b>of</b>	<b>Speaking</b>
<b>Skill.....</b>	<b>4</b>			
<b>2.1.</b>		<b>What</b>		<b>is</b>
<b>Speaking.....</b>	<b>4</b>			

<b>2.2.</b>	Teaching
Speaking.....	4
<b>2.3. Reasons for Teaching Speaking.....</b>	<b>5</b>
<b>3.The Natural of Oral</b>	
Participation.....	6
<b>3.1. Definition of Participation.....</b>	<b>6</b>
<b>3.2.</b>	
Fluency.....	6
<b>3.3. Accuracy.....</b>	<b>7</b>
<b>3.4. Communicative Competence.....</b>	<b>7</b>
<b>3.4.1.</b>	Grammatical
Competence.....	8
<b>3.4.2.</b>	Discourse
Competence.....	8
<b>3.4.3.</b>	Sociolinguistic
Competence.....	9
<b>3.4.4.</b>	Strategic
Competence.....	9
<b>3.4.5. The Importance of Participation.....</b>	<b>9</b>
<b>4.EFL Students Participation Difficulties.....</b>	<b>10</b>
<b>4.1. Linguistics Barriers.....</b>	<b>10</b>
<b>4.1.1.</b>	Lack
Vocabulary.....	11
<b>4.1.2. Poor Grammar Problem.....</b>	<b>11</b>

<b>4.1.3.</b>	Poor	
Pronunciation.....	<b>11</b>	
<b>4.1.4.</b> Poor Listening Practice.....	<b>12</b>	
<b>4.1.5.</b> Nothing to Say.....	<b>12</b>	
<b>4.1.6.</b> The Use of Mother Tongue.....	<b>12</b>	
<b>4.2.</b> Psychological Barriers.....	<b>13</b>	
<b>4.2.1.</b> Language Anxiety.....	<b>13</b>	
<b>4.2.2.</b> Shyness.....	<b>13</b>	
<b>4.2.3.</b> Lack of Motivation.....	<b>14</b>	
<b>4.2.4.</b> Lack of Self Confidence.....	<b>14</b>	
<b>4.2.5.</b> Fear of Making Mistakes.....	<b>14</b>	
<b>Conclusion.....</b>	<b>15</b>	
<b>Part Two: The Field Work</b>		
<b>Chapter Two: Field of Work</b>		
<b>Introduction.....</b>	<b>16</b>	
<b>1.Reserch Design.....</b>	<b>16</b>	
<b>2.Population.....</b>	<b>16</b>	
<b>2.1.</b>		
Students.....	<b>16</b>	
<b>2.2.</b> Teachers.....	<b>17</b>	
<b>3.Description</b>	<b>of</b>	<b>the</b>
Questionnaires.....		<b>17</b>

<b>3.1.</b>		Students
Questionnaires.....	18	
<b>3.2.</b>	Analyses of the	Students
Questionnaires.....	18	
<b>3.3.</b>	Teachers Questionnaires.....	30
<b>3.4.</b>	Analyses of the	Teachers
Questionnaires.....	30	
<b>4.</b>	Research	Design
.....	42	
<b>4.1.</b>	Description of the Observation.....	42
<b>4.2.</b>	Analysis of the Observation.....	44
<b>Conclusion</b>	.....	47
<b>Part Three: Strategies to Enhance Students Participation</b>		
<b>Introduction</b>	.....	48
<b>1.Teachers Students Relationship</b>	.....	48
<b>2.Positive Environment</b>	.....	49
<b>3.The Teachers Roles and Responsibilities</b>	.....	49
<b>4.The role of Learners</b>	.....	52
<b>5.Motivation</b>	.....	53
<b>5.1.</b>	Intrinsic versus	Extrinsic
Motivation.....	53	
<b>5.2. Motivational Strategies</b>	.....	54
<b>6.Teaching Techniques</b>	.....	55

<b>6.1.</b>		Cooperative
Learning.....	.....55	
<b>6.1.1. Group Work.....</b>	<b>55</b>	
<b>6.1.2. Pair Work.....</b>	<b>56</b>	
<b>7. Activities to Enhance Students</b>		
Participation.....	.....57	
<b>7.1. Role Play.....</b>	<b>57</b>	
<b>7.2. Discussion.....</b>	<b>58</b>	
<b>7.3. Problem Solving.....</b>	<b>58</b>	
<b>7.4. Oral Participation.....</b>	<b>58</b>	
<b>4.5. Information Gap Activity.....</b>	<b>59</b>	
<b>7.6. Gaming Activity.....</b>	<b>59</b>	
<b>8. Pedagogical Recommendations to Enhance Students</b>		
Participation.....	.....60	
<b>Conclusion.....</b>	<b>61</b>	
<b>Finding.....</b>	<b>63</b>	
<b>General Conclusion.....</b>		
.....65		
<b>Bibliography</b>		
<b>Appendices</b>		



# **General Introduction**

## **1.Introduction:**

Worldwide changes and all the countries nowadays given much importance to learn English which is indeed in many fields education, technology, media and so on. Great number of EFL learners learn English for the sake of being fluent speakers. Moreover, speaking skill is the basic of any language that must be given a special emphasis since we learn languages through this skill. Thus to develop the academic success of students in English foreign language classroom, students should be actively engaged in class oral activities and participation must be given its right place in the process of learning and teaching as a whole. However, participation is a struggle for many foreign language students. Students are inherited to participate in a class because of their deficient of vocabulary, pronunciation or they feel shy and nervous when attending expression modules like Oral Expression. In fact, teachers should know that their student's s need to be active, do much of the talk, engaged and be active in the classroom. Eventually this study aims to explore more the difficulties and problems that EFL students face in their classroom participation as well as help students by giving and helping them with some techniques, strategies and activities to enhance their participation and be active element in the classroom as well as in the learning process in general.

## **2.Research Questions:**

Students learn English as a foreign language to develop their background and be able to speak, discuss different topics and participate fluently and accurately inside or outside the classroom. The importance of participation is obvious, but EFL learners suffer from different obstacles that hinder them from participating in class which lead them to lose interest and motivation to learn and achieve academic success. To achieve the purpose of this study we ask two questions:

- 1.What are the problems that prevent EFL learners from participation.
- 2.What are the most appropriate technique and strategies that can be used by teachers and EFL learners to enhance their student's participation.

## **3.Hypotheses:**

Generally, participation play a vital role in providing opportunities for learners of EFL classes to produce language and express themselves, in a meaningful way then it can help them to develop

the linguistic knowledge and cognitive abilities such as vocabulary, speaking skill and developing their thinking. This research attempt to investigate the problems that hinder the EFL learners to participate in classroom and the hypotheses are the following:

1. It is related linguistics barriers such as deficient vocabulary, pronunciation, or poor grammar.
2. It is related to psychological problems such as lack of self-confidence, shyness and anxiety.
3. Students are not motivated and uninterested to learn
4. Students are not given opportunities to participate and share ideas.

#### **4. Objectives:**

Through this academic research we aim at:

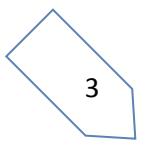
1. Identifying the factors that hinder EFL students from participating and cause them to be silent and passive in a class.
2. Motivate learners to talk and participate freely
3. Suggest some pedagogical techniques and strategies for both teachers and students to enhance classroom participation.

#### **5. Methodology:**

The present research consists of three chapters. The first chapter represents a general overview of speaking skill and communicative language teaching then it discusses the EFL student's participation difficulties in classroom setting.

The second chapter concerns with the most important method for collecting and analyzing data which are questionnaires and observation. To evaluate the validity of our hypotheses and to fit the goal of our study we used two questionnaires which was administered to EFL teachers and students at the English department of Mostaganem. Then the second is observation which is the qualitative method that we rely on to ensure the validity and reliability of our hypotheses, it help to record actual information.

Concerning the third chapter is concerned with the role of teachers, motivational strategies and some pedagogical techniques to enhance student's participation.



# **Chapter One**

**Chapter One****Participation Difficulties in EFL Classrooms****Introduction:**

Classroom participation is an important aspect of student learning that required students to speak and express their ideas in a way that others can understand. It has been repeatedly reported that most students remain passive and confront many obstacles that prevent them from participation in class. This chapter deals with an overview of some issues related to participation which are communicative language teaching, definition of speaking skill, how to teach and the reasons for teaching speaking. It provides a definition of participation by some of its features. Moreover, this chapter deals with the importance of participation and its effect on students' learning and achievements in addition to the difficulties and problems of participation that English foreign language learners face in their classroom.

**1. Communicative language teaching:**

Communicative language teaching is an approach to foreign or second language teaching which focuses on the idea that language should be learnt through communication. J.C. Richards and R. Schmidt (2002): "CLT is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities." (p.90). CLT makes communicative competence the goal of language teaching that involves speech where learners are exposed to engage, interact and negotiate meaning in different contexts or situations inside and outside the classroom.

In fact, communicative language teaching is teaching language as a process of communication and not teaching it as a matter of delivering rules or structure. Moreover, it offers a great chance for students to develop their communicative abilities and promote their level of performance when doing tasks or make use of any activity which would help them to participate and engage in real communication.

## 2.The nature of speaking skill:

### 2.1. What is speaking:

According to the Oxford Dictionary of current English (2009):” *speaking means the action of conveying information or expressing one's thoughts and feeling in spoken language*”. It is considered as a productive skill that allow students to express, convey ideas and thoughts and to know others ideas as well. Clark (1977) stated that: “*in speaking people put ideas into words, talking about perception, feeling and intention. They want other people to comprehend about what they are talking about. They assert things to change their store of knowledge and ask questions to get information.*” (p.272).

Speaking skill has considered as important part for teaching EFL as well as developing students speaking skill is fundamental to their progress in acquiring the language and it is a major way of understanding and expressing meanings that learners should develop in order to be more fluent and have a chance to reach their goals and achieve academic success or employment this view supported by J.Baker and H.Westrup (2003) who said that: “*a students who can speak English well may have a greater chance for further education, of finding employment and gaining promotion.*”(p.05).

### 2.2. Teaching speaking:

Speaking is one of the language skills which is very important to be mastered by learners. Teaching speaking has a crucial part in foreign language learning because it contributes to the success of students, give a systematic information and instruction about how to express one's self, thoughts, ideas, opinions and so on. Nunan (2003) was one of the researcher who described that teaching speaking means to teach learners:

- “Produce the English speech sounds and sounds patterns.
- Use words and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.

- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.”

Teachers should give their students the opportunity to speak in class and develop the ability to produce grammatically and connected sentences and utterances that are used in specific contexts because spoken language is essential to learn a language, students will have the ability to develop communicative efficiency in speaking express emotions, communicative needs and interact and exchange with others as well as their motivation and interest increased which make classroom a dynamic context.

### **2.3. Reasons for teaching speaking:**

According to Nunan (1991):”*to most people, mastering the art of speaking is the single most important factors of learning a second language or foreign language and success is measure items of the ability to carry out a conversation in a language.*” (p.39). Speaking is a productive language skill that students use to share and exchange meaning through the use of verbal and nonverbal symbols. Many teachers agree that students should learn how to speak in order to be competent and achieve better academic success. Through speaking students can learn English language being able to produce accurate utterances, exchange and involve in conversations. Harmer (2007) emphasized that The reason why it is good idea to teach speaking and give students tasks which can provoke them to use all and any language at their command are mainly three:

- “Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of classroom.
- Speaking tasks where students are trying to use all and any language they know provides feedback for both teachers and students. Teachers can see how well their class is doing and what language problems they are having.
- Good speaking activities can and should be highly motivating, if all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback. As a result, they will get tremendous satisfaction.” (p.78).

To sum up teaching speaking provide EFL learners with an ability to produce and use language automatically, participate and interact, get feedbacks, express emotions, communicative needs and express certain attitudes like desire, believe, regret and so on.

### **3.The nature of oral participation:**

#### **3.1. Definition of participation:**

Generally, participation is a face to face verbal interaction that take place in classroom setting, and that is undertaken by two or more participants. Dancer and Kamvounias (2005) agreed that: "*participation can be seen as an active engagement process which can be stored into five categories: preparation, contribution to discussion, group skills, communication skills and attendance.*" (p.187). Another definition proposed by Fritschner (2000) defined participation as; "*The number of unsolicited responses volunteered.*" (Cited in Kelly A. Rocca).

Participation occurred every day in the classroom activities between the teacher and the learners in which EFL students take a part, respond to teacher's questions, give opinions, comment and suggest

#### **3.2. Fluency:**

Fluency is one of the main characteristics of oral participation., it is about the correct use of linguistics aspect and the good use of language. In other words, fluency can be developed if students practice different classroom activities where they negotiate meaning, share ideas and experiences. Hedge (2000) described fluency as: "*it means responding coherently with the turns of conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation.*" (p.261). A speaker is considered as a fluent speaker if he or she speaks and participates rapidly and coherently without pauses because too much hesitation is considered as a failure of human being and since we all need to pause to draw breath, but too much pauses clearly indicate lack of fluency.

However, speaking fluently is considered as a difficulty for English foreign learners since the proficiency to present and express ideas coherently without pauses is a challenge that most of students cannot reach. So, fluency has a crucial part in participation that students should master and develop it in order to be active in classroom setting as well as in the learning process.

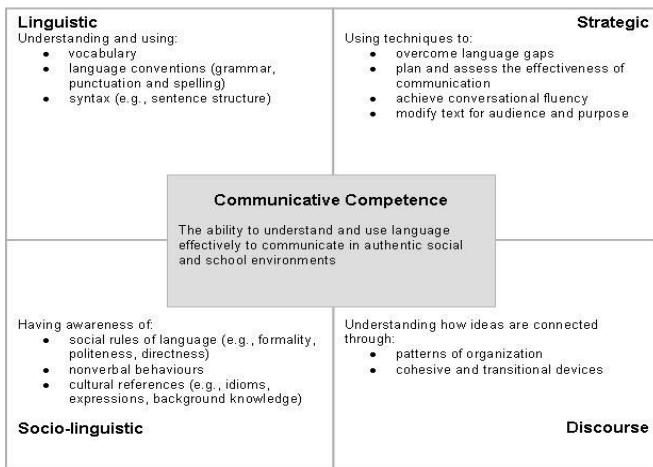
### 3.3. Accuracy:

Accuracy is one basic aspect of participation which focuses on grammatical correctness. Accuracy deals with the grammatical structures which cover some aspect like part of speech, tense, sentences and so on then to achieve the level of accuracy students are obliged to use the correct grammatical structure in their speech. Goh and Burns (2012) stated that: " *accuracy is a speech where the message is communicated using correct grammar.*" (p.43). So without accuracy the speaker will produce incorrect utterances while participating and he will not be understood by the listener thus students need to pay attention to grammatical structure, vocabulary and pronunciation they need to know the grammatical rules and how to use it appropriately in order to express and produce appropriate and comprehensive language and make their speech understood.

### 3.4. Communicative competence:

As we know communicative competence is a linguistic term which refers the ability of using language accurately and fluently that's mean to produce utterances which should be grammatically correct and used it in appropriate context. The term communicative competence was introduced by Dell Hymes on the basis of Chomsky's competence and performance. Hymes (1972) defined communicative competence as: " *it is not only as an inherent grammatical competence but also the ability to use grammatical competence in a variety of communicative situations.*" (p.95). (cited in Jelena Mihaljevic Djigunovic). He believed that to learn a language, learners should not only know the rules of language, but also know how to communicate using those rules. Brown (2007) also was one of the researcher that defined communicative competence and he describe it as: " *communicative is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts.*" (p.219). In this context, communicative competence helps the learners to apply certain grammatical rules and also negotiate meaning, express views and know what and how to use and produce his ideas appropriately according to certain situations.

Canal and Swain (1980) classified communicative competence into four categories: grammatical competence, sociolinguistic competence, discourse competence and finally strategic competence.



**Figure01: The components of communicative competence (slide share).**

This figure represents the component of communicative competence and its features that we find it in a slide share that presented by Canal and Swain (1980) and which are linguistic(grammatical) competence, discourse competence, sociolinguistic competence and finally strategic competence.

### 3.4.1. Grammatical competence:

To participate well students must have sufficient grammatical knowledge about the language. It is the ability to recognize and produce different grammatical structures and the ability to use them correctly when participating. In fact, it is defined by Canale and Swain (1980) who stated that: “*grammatical competence encompasses knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology.*” (p.29). Grammatical competence is made of linguistic and grammatical system that enable the learners to participate and produce pieces of spoken discourse which is meaningfully structured and comprehensible.

### 3.4.2. Discourse competence:

According to Brown (2007) discourse competence is: “*the ability to connect sentences and to form meaningful whole out of series utterances.*” (p.220). It is referring to an individual ability to

combine and produce unified, cohesive and coherent utterances then it considered as the ability to understand the context and to know how to link utterances of language in order to make speech coherent and meaningful they need to know what linguistics resources can be used to organize and structuring stretches of speech that they want to utter and express within classroom.

### **3.4.3. Sociolinguistic competence:**

Sociolinguistic competence is the ability to use language according to the social context. According to Brown (2007) sociolinguistic competence is: "*an understanding to the social context in which language is used.*" (p.220). In this context, it is the knowledge of how to express messages in relation between language and its social rules and context, speaker, listener, topic and the setting that is to say sociolinguistic competence make the learners able to communicate, comprehend the conversation depending on the circumstances he or she are in. So, learners are required to know the social context in order to behave, participate and adjust their message.

### **3.4.4. Pragmatic competence:**

For Canale and Swain (1980) strategic competence can be defined in terms: "*how to cope in an authentic communication situation and how to keep the communicative channel open.*" (p.25). It is considered as the ability to keep communication going and manage the difficulties when there is a communication breakdown or to enhance the effectiveness of the communication. Another definition that stated by Canale and Swain (1980): "*it is the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence.*" (p.30). Pragmatic competence comes into use when students are uncertain or even unable to say, express what they have in their mind about the language due to their lack of competence thus they have to take into account the pragmatic competence because it helps us to make repair, cope with imperfect knowledge, and to sustain communication through paraphrase, hesitation, avoidance and guessing in order to participate in classroom and be good speakers.

## **3. 5. The importance of participation in EFL classroom:**

According to lui (2005): "*participation usually means students speaking in classroom such as answering teachers or other student's questions and asking questions to get the better*

*explanation and clarification.”* (cited in Namini Devid /O Simanjalam. Students participation p.16). Participation is important and necessary for learning a language and get clarification output. It allows them to practice the language, express their personal feeling, thoughts, comment and suggest than it promotes cooperative learning which encouraged students to work together discuss, debate, think critically and solve problems.

Moreover, Liu (2005) stated that: “*participation in verbal interaction offers language learners the opportunity to follow up on new words and structures to which they have been exposed during language lessons and to practice them in context.*” (cited in Arafat Hamouda. An Exploration of Causes of Saudi Students Reluctance p.18). Inside classroom, participation help the learners to acquire different forms and patterns of language and being exposed to different activities students unconsciously learn a lot of new vocabulary and grammatical rules and use them in appropriate contexts.

In spite, participation bring positive energy in the classroom, increase their motivation to be more productive, active, focus more on the content and pay attention to the teachers talk discuss, engage, and interact with each other to make the classroom more conducive and successful. Besides that, Zoltan and long (2006) stated that: “*participating in classroom activities provides a critical opportunity for learning new skills.*” (cited in Namini Devid.p.18). In this context, participation help the learners to master and develop other language skills which they need in their learning like speaking which is very important skill that make the learners learn the English language and have opportunities for academic jobs. Usual it gives students an opportunity to get feedback from their teachers what they master and what they need to develop it allow them to build social positive relationships then be more comfortable and overcome their fear of hesitation, build their self-confidence and be more fluent and achieve success in spoken communication.

#### **4. EFL Students Participation Difficulties:**

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

#### **4.1. Linguistic barriers:**

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

##### **4.1.1. Lack of vocabulary:**

Lack of vocabulary is a crucial problem that face EFL students. Thornbury (2005) stated that: “*Spoken a language also has a relatively high proportion of words and expressions*”. (p.22). To learn a language student, need to have linguistic package that allow them to express themselves freely. Students are not able to introduce themselves or express their opinions. They find it difficult to put their ideas into proper word. So, they prefer to keep silent and avoid intervening in the conversation as well as they produce influent speech embedded with mistakes and pauses or start repeated words and lines which they had uttered before.

##### **4.1.2. Poor Grammar problem:**

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

##### **4.1.3. Poor pronunciation:**

Pronunciation is the way certain words are produced or articulated. It is the most important and difficult problem that non-native English speakers face when studying. Speaking a language

means to have a good pronunciation and students have to be familiar with the rules, stress, and intonations of English pronunciation. Bada, Genc and Ozkan (2011) focused on the importance of pronunciation in speaking “*in speaking, they compete with limited time to recall words, and also take care of their pronunciation...speaking is often dealt with at pronunciation level.*” (p.122.). Lack of pronunciation can lead to negative impression, when students talk to each other in classroom or in real life their way of speaking is the first thing that students are judged, Students avoid to participate in order to avoid misunderstanding and ineffective communication among each other’s. In fact, students remain passive and silent to avoid pronunciation mistakes and being laughed at.

#### **4.1.4. Poor listening practice:**

According Wallace: “*Listening skills are essential for learning since they enable students to acquire insights information and to achieve success in communicating with others*”. (p.13). Listening skill is important for acquiring and practicing the language and in order to speak accurately and fluently students must have good listening skill otherwise their communication will be almost impossible. It is due to the lack of concentration; students cannot concentrate on teacher’s speech or maybe they have low level of intelligence which make them need more time to comprehend, understand, speak or participate. So this problem can be added to the difficulties that prevent students from participation. Students must develop this skill because good speakers are the production of good listener.

#### **4.1.5. Nothing to say:**

We know that students are obliged to share thought and talk about a given topic. Some students keep silent when they asked to participate while others are unable to think they simply say “I have nothing to talk about” or “no comment” or “I don’t know”. This due to their lack of self-confidence, lack of preparation or they are afraid to talk in front of class. Penny Ur (1991) argued that: “*even if they are not inhibited, you often hear learners complaining that they cannot think of anything to say.*” (p.21). learners have nothing to say because they have difficulty to express themselves.

#### **4.1.6. The use of mother tongue:**

Mother tongue is a language which a person acquires in early years and which normally becomes their instrument of thought. Some students in English foreign language classes usually used their native language tongue to speak and participate inside the classroom because they feel comfortable and unstressed when speaking in their mother tongue. In fact, this is a problem that lead students to be passive in classroom discussion and participation. Students use their mother tongue because they couldn't express themselves in English language due to the lack of vocabulary. Consequently, students will not develop their language abilities if they keep on using their native language then they will not speak, participate or share their ideas with the teacher or peers.

## **4.2. Psychological barriers:**

In addition to the linguistic difficulties students may have other problem that hinder them to participate in classroom which are student's psychological problems. Anxiety, shyness, lack of motivation, self-confidence, fear of making mistakes and lack of interest are most of the psychological difficulties that students confronted.

### **4.2.1. Language anxiety:**

Anxiety is another important factor that frustrates the learners speaking ability which is defined by Scovel (1978) as: "*It is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry*". (p.134). In fact, all human beings particularly at the beginning of their activities in different domains, show signs of anxiety because it is normal and natural reaction that every can have it. However, if a student with speaking anxiety experience failure, he or she will rather remain silent and passive than take the risk of failure again. So, whenever they face a given task and find it difficult they will feel uncomfortable and doubt about their achievement toward that task. Anxiety can effect student's performance it can influence the quality of oral production and make students appear less fluent and passive.

### **4.2.2. Shyness:**

Juhana (2012) stated that: "*shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class*". (p.101). Shyness is one of the

problem that affect on student's participation, speaking, talking, enjoying tasks and even engaging with others in a classroom. The Students who are shy cannot take a part and be the center of the classroom because they afraid of making mistakes and they don't like to work neither with others nor in public as well as they couldn't engage themselves in any discussion or achieve their goals.

#### **4.2.3. Lack of motivation:**

Motivation is a crucial element in determine the success or failure it is the Centre end the heart of learning. Dornyei (2001) stated that: "*Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any real useful language*". (p.05). In EFL classroom, the lack of motivation can be considered one of the main aspect that prevent students from participation. It appears in form of uninteresting activity or topic or the learners state like illness, tiredness or hungry, etc. As a result, those factors may decrease student's motivation and prevent student engagement in classroom activities. Hence, Students have no goals to reach and they have weak desire to learn and participate in a class.

#### **4.2.4. Lack of self-confidence:**

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

#### **4.2.5. Fear of making mistakes:**

Fears of making mistakes is one of the psychological barriers of limited participation that most of EFL students face. As UR Penny (2000) declared that "*learners are often inhibited about trying to say things in a foreign language classroom in the classroom, worried about making*

*mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts*". (p.111). Students are inhibited to participate in a class due to their linguistic inferiority and fear of making mistakes, this factor stop them to interact, share their ideas and opinions. they prefer to be passive observer in order not to make mistakes and being laughed and critiqued by teacher and their classmate.

**Conclusion:**

The purpose of this chapter was to explore the difficulties that hinder FL learners from participating inside classroom. We dealt with some definitions of concepts related to our research such as CLT, speaking skill and how to teach speaking. In addition to that we have mentioned the concept of participation, its features and its importance in the learning process. Focusing on the linguistic and psychological problems that university students encounter when trying to produce the language, give opinions or participate in general such as lack of vocabulary, nothing to say, anxiety or lack of motivation and so on.

# **Chapter Two**

# **Chapter Three**

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

### **Techniques and Strategies to enhance Students Participation**

#### **Introduction:**

The first and the second chapters has so far presented the factors that prevented students from participating. The literature review and the data analysis indicate that EFL learners confronted many difficulties that hinder them to express ideas, interact and participate in a class. For this context, we will try in this chapter to outline and mention some techniques and suggestions that provide solutions for the research problems. We are going to spot the light on the relationship between teachers and their students i.e. How it should be, the positive environments and its role on creating successful conducive classroom then this chapter presents different roles of teachers inside the classroom as well as the role of learners. Moreover, we are going to highlight the motivational strategies that help EFL learners to learn and the different teaching techniques and activities with some recommendations.

#### **1.Teacher-student's relationships:**

The relation between teachers and students has always been seen as central interest in the teaching and learning process. In fact, teachers have always strived to have good relationship with their students because it increases attentiveness and effectiveness in learning. It is important to have a teacher who care for their students' needs and strengths giving them the same chance to participate because good relationship create safe environment and give students confidence to work without pressure, feel more motivated and stimulated to learn and actively engaged and collaborate in classroom. As Hattie (2009) declared that: "*it is teachers who have created positive teacher student's relationships that are more likely to have above the average effects on student's achievements*".

Such academic relationship make the students feel positive about class willing to have a go and ask for help when they need as well as be able to stand in front of the teacher and classroom. Students perform well because they feel that the teacher is passionate with them and this can motivate them to be more productive. So such positive relationship helps students to respond actively and participate in classroom as well as developing their abilities and skills.

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

### **2.Positive classroom environment:**

Classroom environment is an important factor in effective teaching and learning. A good classroom allows students to build positive relationship with teachers and their peers they all became one member of the same group participating, collaborating and interacting with each other, listen attentively, verbally contributed, taking notes and asking questions. McCombs and Whisler (1997) said that: " *learning occurs best in an environment that contains positive relationships and interaction and in which the learner feels appreciated, acknowledged, respected and validated*". (p.51). Such positive classroom helps students to think and engaged in different activities sharing their ideas without feel of judgements. In fact, classroom that characterized by high degree of teacher's directions and orders tend to produce most favorable student's outcomes and make the student feel relaxed express, interact and participate, it enhances the student's ability to learn and to be productive in the classroom. Their motivation and desired to learn increase they take challenges without fears of ridicule

### **3.The teacher Role and responsibilities:**

Most students will not engage in an interaction by themselves unless the teachers start first. Obviously English foreign language teachers are called upon to provide their students maximum opportunities to speak the target language by creating a supportive and motivating atmosphere that contains interesting topics, speaking tasks and authentic materials. The basis of the communicative approach is their capacity of to adapt himself or herself to change roles and stimulate the students to participate in the classroom. The primary role of the teacher is to create the best condition for facilitating the learning and teaching process give the students the chance to produce language, interact and participate in classroom. Harmer summarized the role of teachers as follow:

#### **3.1. Controller:**

Within a classroom the teacher is the responsible for learning and teaching process. The first role of the teacher is to act as a controller being the center of the classroom give knowledge, provide instructions and organize activities. According to Harmer (2001): " *when teachers act as controller they are in charge of the class and of the activity taking place in a way that is substantively different from a situation where students are working on their own in groups*". (p.52).

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

Harmer asserts that the controller is the teacher who stand in front of the class transmit knowledge, prepare the activities, monitor the interactions and checks homework's. When teacher control the class students feel comfortable ready to participate and engaged as well as activities run smoothly and efficiently.

### **3.2. Assessor:**

A teacher cannot just teach a lesson, he should evaluate student's growth and their own progress. In other word the role of an assessor is to give appropriate feedbacks about the performance of students, correct mistakes and make different evaluations for each students. Forexample, when teachers ask their students to do their activities individually or in groups he will evaluate their work as well as their performance what is right and what is wrong. According to Harmer (2001) "*students need to know how and for what they are being assessed. We should tell them what we are looking for and what successes looks like so they can measure themselves against this*". (p.60). In this context, students need to have a clear image about their levels if they progress or not what are their strengths and weaknesses to evaluate themselves and improved their abilities.

### **3.3. Organizer:**

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

As Harmer (2001) said:

*"It is vitally important for teachers to get this role right when it required. If the students do not understand what they are supposed to do, they may well not get full advantage from an activity. If we don't explain clearly the ways pairs or groups should be organized, forexepmle, the classroom will be chaotic. If we have not spent some time engaging the students interest and ensuring their participation, the activity may be wasted".* (p.59).

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

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

his objective unless the students comprehend what they are going to do with the activity. That is to say teachers are responsible for grouping the students and give them various kinds of activities to work on and guide them step by step in order to increase their interest and they will be highly to participate and perform in each stage of classroom.

### **3.4. Prompter:**

Teachers play different roles according to the student's needs. Sometimes learners get lost cannot think of what to say next, or how to start an activity. The role of the teacher is to encourage his students to think creatively. This means to prompt learners to be able to speak and participate using correct vocabulary. As Harmer (2001) stated that: "*In such situations we want to help but we don't want, at that stage to take charge because we are keen to encourage the students to think creatively rather than have them hang on our every word, thus it is that we will occasionally offer words or phrases*". (p.60) In other words, the teacher has to play the role of prompter, they have to hold back and let the students to work things out for themselves or motivate them by pushing them ahead. The teacher doesn't help the students fully but partially.

### **3.5. Resource:**

Harmer (2001) argues that: "*students might ask how to say or write something or what a word or a phrase means. They might want to know information in the middle of an activity about that activity or they might want information about where to look for something a book or a web site forexemple. This is where we can be one of the most important resources they have*". (p.61). Harmer viewed that teachers act as available resources only when students need help in finding appropriate information about something during the activity fore stance they might ask questions about meaning of words or define some concept or synonyms. In other word teacher guide and help his students too search for information in one hand and motivate them to be independent and use materials for themselves in the other hand.

### **3.6. Observer:**

Another role that the teacher needs to carry out in the classroom is an observer. In spite the teacher should be very careful when observing his students in order to assess and give them feedback as Harmer (2001) said: "*Teachers do not only observe students in order to give*

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

*feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future” (p.62).* Teachers role here is observing student’s behaviors, materials, activities and grouping. Through observation the teacher judges the success of the different activities that they take in the lesson and make changes in future when necessary.

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

**Table01: Teachers roles adopted from Spartt, Pulvernes, and Williams (145).**

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

### **4.The role of Learners:**

Not only the teachers who are responsible in the teaching and learning process, but even the learners are required to build their participation.

According to Richards (2011) “*Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listing to their peers in group work or pair work tasks, rather than*

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

*relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning". (p.05).*

Students should not just listen and memorize instead they have to involved in class participate and collaborate with each other, sharing information and opinions they have to be self-reliant when interacting with their peers as they have to be responsible for their own learning. Learners should be more attentive they have to pay attention, to be interested, involved and curious in order to be more active, participate and practice as possible as they can inside the classroom since they are the core of the class they have to develop their communicative abilities.

### **5.Motivation:**

Motivating students is one of the greatest challenges that instructors face. Most researchers agree that motivation is the most important factor for student's success or failure. Broussard and Garrison (2004) broadly defined motivation as "*the attribute that moves us to do or not to do something*" (p.106). In other words, motivation is the drive that push and help students meet his or her goals and interest. One thing to consider is that motivation control the students learning and behaviors in the sense that it serves as an evidence for teachers to interpret how much students are willing to learn.

#### **5.1. Intrinsic versus extrinsic motivation:**

Motivation, indeed involves two main classifications one of them is intrinsic and the other one is extrinsic. According to Harmer (2001) "*intrinsic motivation comes from the individual. students must be motivated by their personal desire and enjoyment of the learning process*" (p.51). Whereas, extrinsic motivation according to Brown (2007)"*is fueled by the anticipation of reward from outside and beyond the self*" (p.172). So, intrinsic motivation is internal one that requires students to strive towards a goal for personal satisfaction or accomplishments show a great deal of interest when learning a foreign language and a great deal of excitement when participating and practicing in classrooms. But, those who just learn the language from outside demand, obligation or rewards from parent or teachers that requires achievement of a particular goal are" extrinsically motivated".

#### **5.2. Strategies for increasing student's motivation:**

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

A number of scholars have proposed and published strategies that intended to be applied in classroom in order to capitalize students interest and motivate them to lose their inhibition toward participation and expose themselves too much. Dornyei (1994) have summarized a set of strategies that increase the student's motivation toward participation:

- 1". Make the language classes interesting by selecting varied and engaging topics, material and activities.
- 2.Have humor, fun and games in class.
- 3.Create a pleasant and friendly atmosphere.
- 4.Promote learner autonomy by allowing freedom in the classroom and sharing as much responsibility with the learners as you can.
- 5.Make the course relevant by doing a need analysis and adjusting the syllabus accordingly.
- 6.Develop the learner's confidence by encouraging them, giving them positive feedback, and make sure that they regularly have a feeling of success.
- 7.Make the foreign language real by introducing its culture, using authentic materials, inviting native speakers and arranging native speaking pen friends for your students.
- 8.Set a personal example in being motivated and committed yourself.
- 9.Develop a good and trustful relationship with the learners.
- 10.Emphasizes the usefulness of the knowledge of the foreign language.".

It is important to acknowledge that student's motivation is dynamic and by implementing an array of these strategies teacher can create a classroom environment in which he stimulates and sustains student's motivation to participate in classroom and with overall subject matter.

### **6.Teaching techniques:**

#### **6.1. Cooperative learning:**

Cooperative learning implies that learners learn from each other in pairs or groups. It requires activities where students benefit from each other's skills such as turn taking, listening, helping,

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

agreeing, disagreeing and accept other opinions. Richards and Rodgers (2001) described cooperative language learning as “*As an approach designed to foster cooperation rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities*”. (p.195). Cooperative learning is considered as instructional device that teachers use to enhance communication among learners since it engages them to work together in pair work or group. Moreover, cooperative learning helps students to achieve better performances and also help them to build positive relationships among students, giving all of them chances to be an active part in classroom setting.

Olsan and Kagan (1992) defined cooperative learning as: “*group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is accountable for his or her own learning and is motivated to increase the learning of others.*” (p.08). In other words, cooperative learning is a strategy that help students work cooperatively as a team help each other and develop their thinking abilities as well promote participation, communication and interaction among each other.

### **6.1.1. Group work:**

Group work is a form of cooperative learning; it is a key feature in the practice of language that help the students in the development of communicative abilities. Through participating in groups, learners will practice more the language since they do not just listen to their teachers, but rather speak, interpret, debate and discuss academic issues together. When students work in groups, do activities, solve learning problems and engage in various tasks within the classroom, their amount of speaking, participating and interaction will be higher raised and all group members will be active. In the classroom situations, the teacher can divide the whole class in to small units or groups. This technique considered as useful feature for students to participate and engaged in addition to the benefits of group work, Harmer (2001) state a number of advantages from this technique:”

1. It decrease the amount of teachers talk and give much opportunity for students.
2. It encourages broader skills of cooperation and negotiation.
3. It promote learner’s autonomy by allowing the students to make their decision.” (p.117).

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

To summarize, group work has been proven to be beneficial for students which raises student's self-esteem, increased engagement, improved skills and better understanding of subject matter.

### **6.1.2. Pair work:**

According Richards and Schmidt (200):" *Pair work is a learning activity which involves learners to work together in pairs.*" (381). Pair work is a good technique for students to exchange ideas, share opinions, promote communication and speaking. In other words, in pair work students feel confident and free to express ideas, develop their cognitive levels, sharing and getting knowledge, cooperate and listen to each other. In fact, this technique is considering as best strategy to build students confidence and motivation to participate an engaged in communication, according to Byrne (1989) who listed many advantage of this technique and they are as follow:

- "Pair work activities are students centered rather than teacher centered. One an activity has been explained, the students work independently of the teacher an at their own pace This means the students really have an opportunity to see how they can communicate in English.
- The language produced during pair work is generally more natural and authentic than in teacher-led sessions. It is also more personalized and, subsequently, more memorable for the students. Byrne said that students can face and talk directly to one another, so it much closer to the way we use language outside the classroom.
- Many pair work activities lead to a greater personalization and students begin to express their own personalities in a more natural and less inhibited way. This again contributes to creating a better learning atmosphere in class plus a positive group feeling. Pair work allows students to mix with everyone in group.
- Pair work is dynamic and active. Learning cannot really take place unless the students are actively involved in the process. Pair work keeps them active which increases their ability and desire to learn. It corresponds to Byrne ideas that pair work provides some variety during the lesson." (p.31).

### **7. Activities that enhance student's participation:**

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

In the foreign language classroom teachers use different types of communicative activities in order to stimulate students interest and to defeat their problem of participation. These activities are presented by the teachers to provide the learners with a great opportunity to practice, participate and interact with each other. In other words, student's participation developed through the communicative activities which can motivate them to be involved and establish good relationships among teachers and learners. Accordingly, Ur Penny (1991) stated that: "*classroom activities that develop learner's ability to express themselves through speech would therefore seem an important components of language course*". However, different investigations conducted that various interactive and communicative activities have positive contribution towards the development of student's participation like role play, discussion, conversation and so on.

### **7.1. Role play:**

It is one of the most speaking activities in English foreign language classroom. It is an effective way of getting students produce the language and to use it in real life contexts. Penny Ur (1981) defined role play as: "*Role play is giving students a suitable topic provides interest and subject matter for discussion dividing them into groups improves the amount and quality of the verbal interaction*". (p.09). Role play provide opportunities for high interaction among the learners, it encourages students to practice their speaking skill and develop their communication abilities. Though in role play students imagine themselves in a situation which would occur outside the classroom adopted a role and behave as if the situation really occurred.

Penny supported this view and he said that "*Role play is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom sometimes playing the role of someone other themselves and using the language appropriate to this new context*". (p.131). In other words, role play help students use language fluently they help them to be creative and imaginative and it can be performed in pair or group. So it considered as very good technique to be used in the classroom because it engages the learners in real life communication and reduce their fears and construct self-confidence.

### **7.2. Discussion**

A debate is a speaking situation in which opposite views are presented and argued. It is very important activity to increase student's participation. In fact, discussion activities provide learners

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

to discuss upon specific topics and help them to express themselves freely without imposed instructions from the teacher. Students are encouraged to participate, give opinions, share ideas about an event or find solution in their discussion group. Teachers should choose an accurate subject that can get students interest and make them feel enjoy when talking about this subjects to avoid boredom and foster interaction and participation language classroom. Littlewood (1981) agreed that: "*It(discussion) provides learners with opportunities to express their own personality and experience through the foreign language*" (p.47). This mean that discussion is regard as the best activity that develop the learner's communication skills, students will get an efficient fluency practice of the foreign language.

Therefore, discussion stimulates learners for speaking, participating, negotiating meaning between them and foster their critical thinking and quick decision making then they learn how to propose, suggest, and compare ideas and also justify themselves.

### **7.3. Problem solving activity:**

A problem solving is a way of discussing, analyzing, solving issues and find answers by the students. It is a way to develop students interest and motivation to work in pairs or groups, share their opinions and feeling about specific problem. As it is defined by Barker and Gaut (2002):"  
*Problem solving is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their finding*". (p160.). In problem solving students work collaboratively in order to gather information and find many solutions to different problems. It is good activity that help learners enrich their vocabulary and decreases the feeling of anxiety, develop their cognitive awareness of how to deal with problems and promote more participation

### **7.4. Oral presentations:**

Students oral presentations are part of classroom courses and it one way to improve their interaction. Most of teachers focus on this activity because it allows them to present their knowledge on a particular subject in front of the class. According to baker (200):"  
*Oral presentation is like a formal conversation speaking to a group as a natural activity*" (p.115). This activity considered as a part of spoken language that learners presented in classroom setting and it can be supported by visual aids like pictures, projector, videos and so on. In fact, Oral

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

presentation is very important activity that raise interaction and participation among peers gives the audience the opportunity to ask about things that are not clear to them. According to King (2002):” *Students give an oral presentation in front of the class is one of the activities that learners have and it included in the lessons to improve the student’s proficiency level*”. (p.401). Through oral presentation students develop their proficiency level in English and allow them to be self-confident when speaking in public. Moreover, it helps them to be aware of how to respond and communicate with others then it can be beneficial way to deal with student’s participation difficulties.

### **7.5. Information Gap Activity:**

Students need more opportunities to practice language and use it more effectively inside and outside the classroom. According to Gower (1995) information gap activity is defined as:” *A situation where information is known by only one or more some of those present, students use the language they have at their command to bridge the information gap, by asking questions and giving information*”. (p.211). In information gap activity students given different information that the other students may not have and this gap cannot be completed only if the learner use the language. It raises the students awarness and also provides students with extensive talk and participation. As Harmer (2001) who described it as: “*a key to the enhancement of the communicative purpose and the desire to communicate*. (p.85). This activity performed in pair or groups to reach the desire goal, participating and interacting freely with one another and creating a causal atmosphere in which every body feel comfortable and ready to exchange and get new usage of words, sentences from one another. Ozsevik (2010) supported that and he said that “*If students can be involved in information gap activities in order to exchange unknown information in language classrooms, more authentic communication is likely to occur in the classroom. By doing so, they will draw available vocabulary, grammar and communication strategies to complete a task*. (p.41).

### **7.6. Gaming Activity:**

Games are activities that teacher use as a technique to provoke communication and participation in his or her language classrooms such as combining and searching games. McCallum (1980) viewed that: “*Students in the formal atmosphere of game play are less self-*

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

*conscious and therefore more apt to experiment and freely participate in using the foreign language. In addition, games automatically stimulate students interest a properly introduced game can be one of the highest motivating technique.”* (p.04). Through communication games students give the opportunity to communicate orally and practice the language with each other then it raises their motivation and interest toward participation as well as increase their self-confidence and reduce stress and anxiety.

According to Harmer (2001) such activity include first “describe and Draw “in which one students describes a given picture and the other one draws it. Second,” describe and Arrange “one students describe a particular structure using oral language and the other one reconstruct it without seeing the original one. Third, “find similarities and differences “two students have similar two similar pictures but with some differences, they must extract these differences through describing their pictures i.e. Without seeing each other pictures. (p.272). On the whole, Games activities encourage students to get easily involved in classroom discussion and collaborate with each other as well as engaged and participate in classroom.

### **8. Some Recommendations to Enhance Student’s Participation:**

**1.**Create an environment that encourages students to feel comfortable about participating in class (e.g., if possible arranging chairs so that students can see each other. Reassuring students that all questions and different viewpoints are valued; getting to know your students and helping them to know each other and breaking large classes down into manageable smaller group for discussions.

**2.**In order to avoid the impact of fear of making mistakes teacher have to aware their non-participating students that making mistakes is the part of learning process. Silent students have to be encouraged to participate and speak any type of English with confidence. Further, student’s errors should be handled properly i.e. Teachers have to avoid negative comment and any type of criticism. They have to provide students with positive and constructive feedback even on their wrong responses.

**3.**English foreign language teachers have to implement communicative approach in all type of the lessons. Moreover, they have to encourage students to communicate in English, make the learning environment safe and conducive and motivate students to avoid any anxiety that may restrain their active participation.

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

**4.**Teachers should make the classroom environment conducive which involved the interaction between instructor and student because this type of classroom environment will stimulate learning, make the students involved and engaged. Moreover, students can obtain the benefits such as the enjoyments of sharing ideas with others and learn more if they are active to contribute in class discussion. In addition to that students must engage actively by playing the roles of information seekers. The acts of asking questions, giving opinions or simply answering questions posed by the instructors.

**5.**Students have to think that participating will help them to deal better with the topic discussion. Also, students should do their best to acquire a high oral competence through interaction inside the classroom in order to be good speakers in the future. Therefore, students have to engaged and participate regularly to get rid of their shyness and hesitation.

**6.**Teachers can introduce new teaching methods that enhance participation. They can use various resources to help students develop their communication abilities. Forexemple, English teachers can incorporate cooperative learning within their classrooms in order to promote group discussion, helping students work out several language problems in pairs and groups, using role plays and conversations to make the classroom more productive.

### **Conclusion:**

In short, in this chapter we have tried to provide some pedagogical techniques that help learners to overcome their problems of participation. Creating conducive environment and build positive relationships with teachers considered as best strategy to make learners feel at ease and provide them with chances to participate and interact with each other's. Teachers and learners in EFL classroom have significant role and responsibilities that they should adopted to increase classroom participation and bring much more interest and motivation. Pair and group work are most effective teaching techniques that teachers focused on to create interactive and productive students. This chapter also highlighted some communicative activities such as role paly, discussion, problem solving and so on in order to create good atmosphere where learners can interact, participate and speak freely without hesitations or fears in addition to some recommendations that can be very helpful for teachers and students.

### **Finding**

Our work has revealed the difficulties that face English foreign language learners. The findings of this study based on the views of participants who are third year students and Expression modules (Oral and Written) teachers in Mostaganem at the department of English. The result that obtained from both questionnaires and observation indicate the reasons of participation difficulties, though they differ in their interpretations of these problems according to their level and experiences in the learning and teaching process. In fact, both students and teachers agreed on the importance of participation and the role of Expression modules in enhancing student's participation.

In spite the obtained result allowed us that to know that there still students incapable of expressing their ideas and thoughts or even participating in class; most of students face the same problems of participation which are the linguistics barriers such as lack of vocabulary, poor listening practice, poor grammar, and the use of mother tongue. In addition, we discovered and observed that the linguistics problems are not only the ones who make students remains passive, but also the psychological barriers which decrease their participation and hinder them from participating. like anxiety, shyness, lack of self confidence and the fear of making mistakes. All these reasons affected the student's participation and lead them to be passive and silent element in classroom.

In the other hand, there are some students who do not know how to solve their problems. For that reason, all the teachers do their effort to solve the above problems by creating successful and comfortable environments to increase the student's interest and motivation to participate in

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

classroom. In fact, building positive relationships is one element that make students feel relaxed, safe and be able to speak, interact with teachers and peers inside classroom. Moreover, when teachers adopt different roles in classroom this can be best technique to manage student's participation and require the needs of learners. Accordingly, teachers have suggested different interesting and motivating techniques for controlling their classes as well as the student's difficulties of participation. More interestingly, pair and group work considered as best teaching techniques that give students best chances to practice the language with peers and the teacher. In addition to a careful guidance and motivation from teacher's play a very important role in helping students to speak and participate within classroom. Also we have explored that involving students in different kinds of activities like role play, discussion, information gap activity and so on creates an enjoyable atmosphere in the classroom that lead to successful communication and participation in class.

Clearly, the study of this work has given an answer to our research questions, confirmed the research hypotheses and achieve its aims. Indicate the difficulties of participation that EFL learners face and provide the pedagogical techniques which help to reduce these difficulties and develop classroom participation.

### **General Conclusion**

Our research aimed at identifying the main problems and factors which inhibit the EFL learners and indicating the techniques that help EFL learners to overcome their difficulties. Before we have discussed our research, we have divided the work in three chapters and each chapter has relationship with one another.

In the first chapter, we have discussed issues related to participation starting with the definition of communicative language teaching, speaking skill, and how to teach speaking in classroom and which instructions to follow. Then we defined the concept of participation and its features which are accuracy, fluency, communicative competence and its components then we move to the importance of participation and its effect on FL learners during their learning process. Moreover, we highlighted the difficulties that prevent students from participation we discovered that there are many reasons and factors that hinder students from participating in class which are the linguistics and psychological barriers like lack of vocabulary, poor grammar, lack of confidence, shyness and so on.

The second chapter was devoted for gathering and analyzing data, we have stated that we chose tow methods for conducting our research the quantitative(questionnaires) and qualitative(observation) method. The population of our research is third year LMD students and both Oral and Written expression teachers. We developed tow questionnaires and administrated them to students and teachers and both of them consists of 12 questions with yes /no or with justification. On the other hand, the observation method was another tool that we used it as a tool

## **Chapter Three Techniques and Strategies to Enhance Students Participation**

---

for gathering data it helps us to observe and recorded actual information then we analyzed both questionnaires and observation in order to get the result of the research work.

Finally, in the third chapter, we discussed the finding and brought some techniques and strategies to increase the difficulties that prevent FL learners from participation. We started by describing the relationship between teachers and students following by roles and responsibilities of teachers that they should adopt in classroom. Motivational strategies help them to be more interested in class, hence, we highlighted the teaching techniques and various activities that should be used in the classroom setting to enhance learning as well as participation.

From the analysis and interpretation of questionnaires and observation we can prove that EFL learners face many difficulties and problems that hinder their participation and most of them are linguistic and psychological barriers. Thus teachers should help and motivate their learners by using pedagogical techniques and strategies.

## Bibliography

- **Arafat Hamouda,** An Exploration of Causes of Saudi Students Reluctance to Participate in the English Language Classroom. Faculty of Arabic Language and Social Studies.
- **Baker, J., & Westrup, H. (2003).** *Essential Speaking Skills*.London: Voluntary Service Overseas.
- **Baker, A. (2000).** Improve your Communication Skill.Kogan Page.
- **Barker, L.L., &Gaut, D.R. (2002).** Communication (8). Boston: Allyn and Bocon.
- **Broussard, S.C., &Garrison, M.E.B. (2004).** the relationship between classroom motivation and academic achievements in elementary school-aged children. Family and Consumer Sciences Research Journal,33(2),
- **Brown, H.D. (1994).** *Principles of Language Learning and Teaching (third ed)*. Englewood Cliff: prentice Hall, Inc.
- **Brown, H.D. (2007).** *Principles of Language Learning and Teaching*. An Francisco: Pearson Education.
- **Brown, H.D. (2007).** *Principles of Language Teaching*.
- **Byrne, D. (1989).** Techniques of Classroom Interaction. Longman Group UK limited
- **Canale, M.&Swain, M. (1980).** Theoretical Bases of Communicative Approach.
- **Cermen Perez-Llantada.** New Trends in Grammar Teaching: Issues and Applications.
- **Chaney, A.L., and T.L. Burk. (1998).** *Teaching Oral Communication in Grades*
- **Dancer&Kamvounias, (2005).** *Students Participation in the College Classroom: An Extended Multidisciplinary Literature Review* Kelly A. Roca. Communicative. Education vol.59.N02Environment.*CommunicationQuarterly*,60

- **Defining Communicative Competence.** Vesna Bagaric. Faculty of Philosophy, University of Osijek. Jelena Mihaljevic Djigunovic.
- **Dornyei, Z. (1994).** Motivation and motivating in the foreign language classroom. *Modern Language Journal*, 78, 273-284.
- **Dornyei, Z. (2001).** *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- **Examining Factors that Affect Silent Students Oral Participation in EFL Classroom:** The Case of Grade 11 and Grade 12 Students At Gelemso Preparatory School. College of Social Sciences and Humanities, Department of Foreign Language Studies, Haramay University.
- **Goh, C., & Burns, A. (2012).** *Teaching Speaking*. Ney York: Cambridge University Press.
- **Gower, R., Phillips, D., & Walters, S. (1995).** teaching practice handbook. Oxford: Macmillan Education.
- **Harmer, Jeremy,** *how to Teach English*, Harlwo: Pearson Educational Limited.
- **Harmer, J. (1991).** The Practice of English Lnaguage. London: Longman.
- **Harmer, J. (2000).** The Practice of English Language Teaching (third ed). London: Longman. (2007). How to teach English (New Edition) London: Longman.
- **Harmer, J. (2001).** *The Practice of English Language Teaching*. (3<sup>rd</sup>ed). London: Longman.
- **Harmer, J. (2001).** The Practice of English Language Teaching. Pearson Eication LTD.
- **Hattie. (2009).** Visible Learning: A synthesis of over 800 meta-analysis relating to achievements. New York: Routledge.

- **Hedge, T. (2000).** *Teaching and Learning in the Language Classroom*. Oxford University Press.
- **Jelena Mihaljevic Djigunovic**, Defining Communicative Competence. Faculty of Philosophy University of Osijek.
- **Jones, L (2007).** The students centered classroom. Cambridge: Cambridge University Press
- **Juhana, M. (2012).** *Psychological Factors that Hinder Students from Speaking in English Class*. Environment.*CommunicationQuarterly*,60.
- **Clark, H.H, EV. 1977.***Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Jovanovich, Inc.
  
- **Kelly A. Rocca**. Students participation in the college classroom. An Extended Multidisciplinary Literature Review.
- **King, (2002)**. Preparing EFL learner for Oral Presentaion.Dong. Hina Journal of Humanistic Studies,401-114.
  
- **Lehman, S.& Schraw, G. (2009).** *Interst*.In Anderman, E.M.&Anderman, L.H.(Eds). Psychology of Classroom Learning: An Encyclopedia.USA: Jay Flynn.
  
- **Marshall Catherine&Rossman, Gretchen B. (1999).** Designing Qualitative Reasearch.Newbury Park CA: Sage
  
- **Liittlewood, W. (1981).** Communicative Language Teaching. Cambridge: Cambridge University Press.
  
- **Marianne Celce-Murcia Editor**. Teaching English as a Second or Foreign Language.
- **McCallum, G.P. (1980)**.101 words games: for students of English as a second or foreign language. Oxford: Oxford University Press.

- **McCombs, B.L., & Whisler, J.S. (1997).** The learner-centered classroom and school: Strategies for Increasing Student's Motivation and Achievement. San Francisco: Jossey – Bass.
- **Myers, S.A., & Claus, C.J. (2012, August).** The relationship Between Students Motives to Communicate with their Instructors and Classroom Environment. *Communication Quarterly*, 60 Environment. *Communication Quarterly*, 60.
- **Namini Devid/Osimanjalam.** Students Participation in English Language Classroom. Faculty of Cognitive sciences and Human Development. Univesity Malaysia Sarawak 2008
- **Nunan. (2003).** Practical English Language Teaching. NY: McGraw-Hill.
- **Nunan, D. (1991).** Language teaching methodology: A textbooks for teachers. Ney York: Prentice Hall.
- **Ozgan, Y. Bada, E, and Genc.B.(2011).** *Speak the Real: New Articles as Major Source For Oral Competence.* David, J.A. English as a Second Language: Language and linguistics: New York: Nova
- **Oslan, R.E., & Kagan, S. (1992).** About Cooperative Learning. In C. Kessler(Ed.), *Cooperative Language Learning: A teacher's resource book*(pp.1-30). Englewood Cliffs.
- **Ozesovic Z. (2010).** The Use of Communicative Language Teaching. Turkish EFL teachers Perceived Difficulties in Implementing CLT in Turkey.
- **Richards, J.C., & Rodgers, T.S. (2001).** Approaches and Methods in Language Teaching.
- **Richards, J.C, and R Schmidt, R., (2002).** *Longman Dictionary of Language Teaching and Applied Linguistics.* Third Edition. England: Pearson education limited.

- **Self-confidence and Personal Motivation.** Roland Benabou and Jean Tirole. First Version: June 1999.
- **Scovel, t. (1978).** The Effect of Affect.Languge. *Language Learning*.
- **Students Participation in English Language Classroom.** Faculty of Cognitive Sciences and Human Development. University Malaysia Sarawak. (2008). NAMINI DEVID/O SIMANJALAM.
- **Spratt, Marry, Alan Pulverness, and MelaniWillimas.** Teaching Knowledge test: Preparation Course (TKT). Cambridge: Cambridge University Press,2005.
- **The Oxford Pocket Dictionary of Current English, (2009).** “Speaking”. Encyclopedia.com.On 1Jun.2010 available at:<http://www.encyclopedia.com>.
- **Thornbury, S. (2005).** *How to Teach Speaking*. New York Logman.
- **Trudy Wallace, Winifred E. Stariba and Herbert J. Wallberg.** *Teaching Speaking, Listeningand Writing*. Educational Practices Series-14.
- **Ur, P. (1996).** *Course in language Teaching*. Cambridge: Cambridge University Press.
- **Ur, Penny,** Discussions That Work: Task-Centered Fluency Practice, New York: Cambridge University Press,2007.

## **Appendices A**

### **The Students Questionnaires**

**Dear Students,**

You are kindly requested to fill in this questionnaire to express your attitudes towards the difficulties that prevent EFL learners from participation. Your responses are very important for the validity of our work. For that, we hope that you will give us your attention. Please tick ( ) the choice that corresponds to your answers. Thanks in advance.

#### **Section One: Personal Information**

**1. Your gender is:**

- . Male
- . Female

**2. Learning English at the university is:**

- . Personal
- . Imposed

**3. Do you study English for:**

- . Academic purposes
- . Communicative purposes
- . Others purposes

#### **Section Two: About Participation**

**4. Do you like Oral expression module:**

- . Yes
- . No

**5.**How often do you participate in classroom:

- Always
- Sometimes
- Never

**6.**Justify your answer:

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

**7.**What are the difficulties do you generally encounter while participating:

- Vocabulary
- Fear of making mistakes
- Shyness
- Lack of self confidence
- Others

### **Section three: Activities that Increased Students Participation**

**8.**Do you think that Expression modules are the most appropriate courses to improve your participation.

- Yes
- Somehow
- No

**9.**Do you think that to learn a foreign language you have to speak it and practice it.

- Strongly agree
- Agree

. Disagree

**10.** Which of the following activities that the teachers used most:

. Role play

. Discussion and debates

. Oral presentations

. Others

**11.** Do you think that these activities improve your participation:

. Very much

. Much

. Little

. Not at all

**12.** In classroom session do you prefer:

. Group work

. Pair work

. Individual

## **Appendices B**

### **Teachers Questionnaires**

**Dear Educators,**

We would be very grateful if you could help us answering the following questions for the sake of gathering information about the difficulties that prevent EFL learners from participation. Please put a tick ( ) in the boxes and make full statements whenever needed. Your answers will be of a great help for the research. Thank you very much in advance.

#### **Section One: General Information**

**1.Teachers gender:**

. Female

. Male

**2.Degrees held:**

.BA

.MA

. PHD

**3.Do you like teaching Expression modules:**

. Yes

. No

#### **Section two: Teachers perception about the difficulties that prevent students from participation in classroom (Oral and Written classes).**

**4.How often does your students participate in classroom:**

. Always

. Sometimes

. Never

**5.**Do your students problems when participating:

. Yes

. No

**6.**If yes what are the factors that hinder them from participating:

. They are not interest

. They are shy

. They have a lack in vocabulary

. Others

### **Section three: Activities to enhance student's participation**

**7.**Do you find the amount of time devoted to Expression Modules are sufficient:

. Yes

. No

**8.**Do you make your learners work in, please justify your answer:

. Group work

. Pair work

. Individual

**9.**What sort of activities do use in classrooms:

. Discussion and debates

. Oral presentations

. Problem solving

**10.**Do you think that these activities are sufficient in order to enhance the level of participation in class? Justify your answer.

. Yes

. No

Justify.....  
.....  
.....  
.....

**11.** When assessing classroom activities, do you focus on:

- . The student's fluency
  - . The student's accuracy
  - . Both of them

**12.**From your experience as a teacher, it is possible to make all the students participate in the classroom? explain why?

**Chapter Two****The Field Work****Introduction:**

In this part of our research, we will move to something more practical that intends to gain a valuable insight about the difficulties of participation that third LMD students face. This chapter present our work of study which was conducted under analytical and descriptive method. To investigate that we designed two questionnaires one for Oral and Written expression teachers. and the second one for third year LMD students in order to obtain their responses and if possible their comments and suggestions. Whereas the second method we have used the observation classroom to obtain and observe actual facts and also to confirm the questionnaires results.

**1.Research Design:**

In order to fulfil any study, the researcher must choose the method that determined by the nature of the research that will help him or her discovering the effective result of the problem. There are different methods that used to collect and gain a lot of valuable information. In this study, we have made two questionnaires: students questionnaires and teachers questionnaires. Although all the questions were clearly enough in order to help the students and teachers understand and provide us with the most appropriate answers. Both questionnaires were administrated in suitable environment and teachers were somehow limited by time. Moreover, observation was another method that we used to conduct our research through in which we attended three classes of Oral Expression and saw how things go there, and the number of each class was between 16 to 28 students.

**2.Population:****2.1. Students:**

In order to test our hypotheses, we choose the population of third year LMD students at the university of Abd Alhamid Ibn Badis. All of them are baccalaureate holders from different streams and they have experienced learning English as a foreign language in university since two years. From the population of (321) students we have been deal with (50) students selected

randomly to be our simple. The sample was mixed levels and genders 25% females and 25% males and their ages ranged from 21 to 23 years old. The reason behind choosing to work with third year LMD student is that they are still younger and they face problems of participation that's why teachers should use different strategies to motivate them to participate especially they are supposed to graduate this year and be teachers in the future.

## **2.2Teachers:**

The population of this study were teachers of English at Mostaganem university, we will deal with simple of 8 teachers were mixed of Oral and Written expression. These teachers are full time and they are specialized in the field and their experiences vary from 5 to 8 years.

## **3.The Description of the Questionnaires:**

### **3.1. StudentsQuestionnaires:**

A questionnaires was administrated to third year LMD students of English at Abdel Hamid Ibn Badis. It was applied to explore the difficulties that hinder students from participating in class. It is composed of three sections. (12)questions that contains different types of questions: closed-ended where students answered by “yes”/ “no” and multiple choice questions where respondents select appropriate answers or put a tick in the corresponding boxes as well as give brief justifications whenever necessary.

The questionnaire is been divided into three sections:

#### **Section 01: Personal information**

The student’s questionnaires contain an introducing part which concerned with personal information. It consists three questions, where students are asked to specify their gender (female or male); we get information about their choices to learn English besides their reasons behind learning that language.

#### **Section 02: About participation**

This section seeks information about the student's participation. It contains of 5 questions aims to know the student's attitude toward oral expression course and how they participate in classroom in addition to the difficulties that make them passive elements

**Section03: Activities to increase student's motivation**

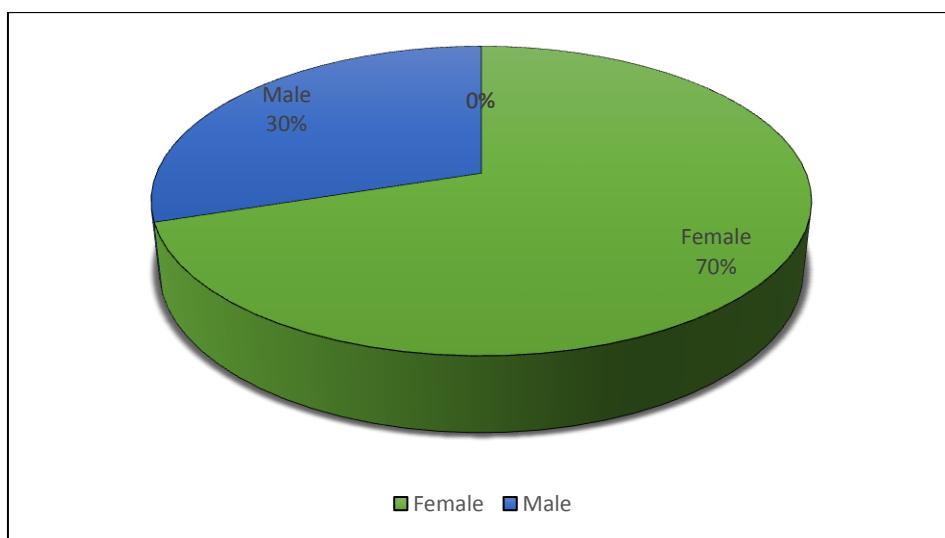
This section is devoted to investigate the type of activities that are presented in classroom courses and if they help them to enhance their participation. Then, there preferable technique (individual, pair or group) and so on.

**3.2. Analysis of the Student's Questionnaires:****Section One: Personal Information**

**Q1:** Your gender is:

Gender	Number of students	Percentage
Female	35	70%
Male	15	30%
<b>Total</b>	50	100%

**Table 02: The students gender**



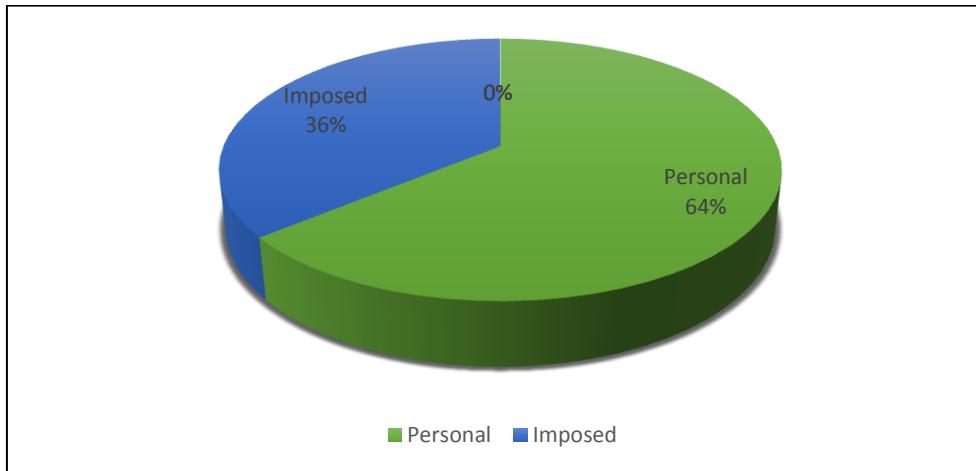
**Graph02: The students gender**

A quick look at the table above reveal that the majority of our respondents are females, we recorded 70% of females and the rest are males gender. This illustrated that females are very interested in studying foreign languages since they are numerous than boys.

**Q2:** Learning English at the university is:

Leaners choice	Number of students	Percentage
<b>Personal</b>	32	64%
<b>Imposed</b>	18	36%
<b>Total</b>	50	100%

**Table03: choice of studying English**

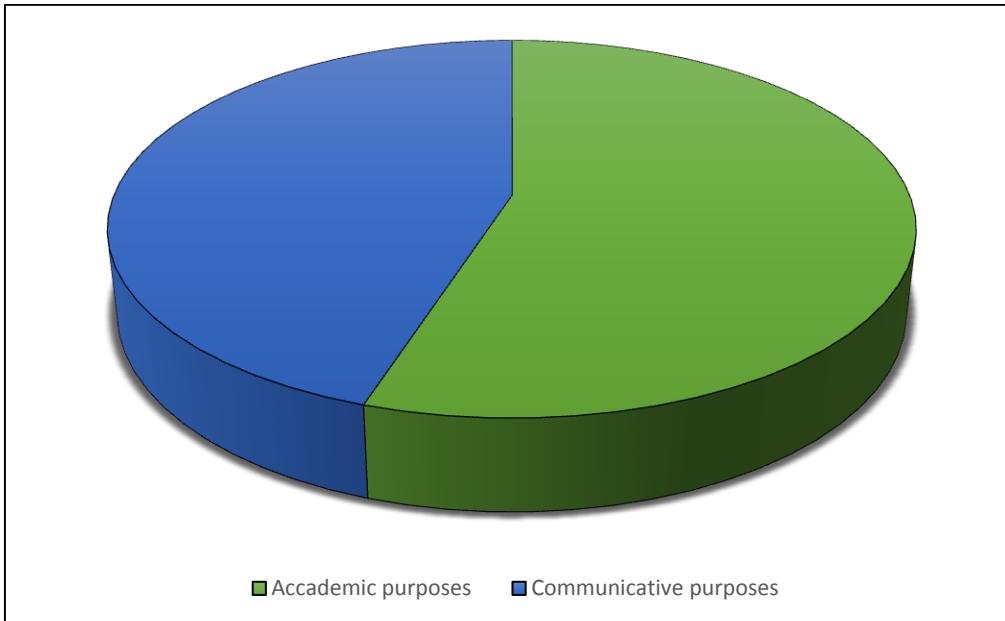
**Graph03: choice of studying English**

These result shows for us that most students (64%) choose to learn English it was personal and with no obligation. Just (36%) were obliged to study English in university by their relatives or administrative decision.

**Q03:** Do you study English for:

- a. Academic purposes
- b. Communicative purposes

c.Others



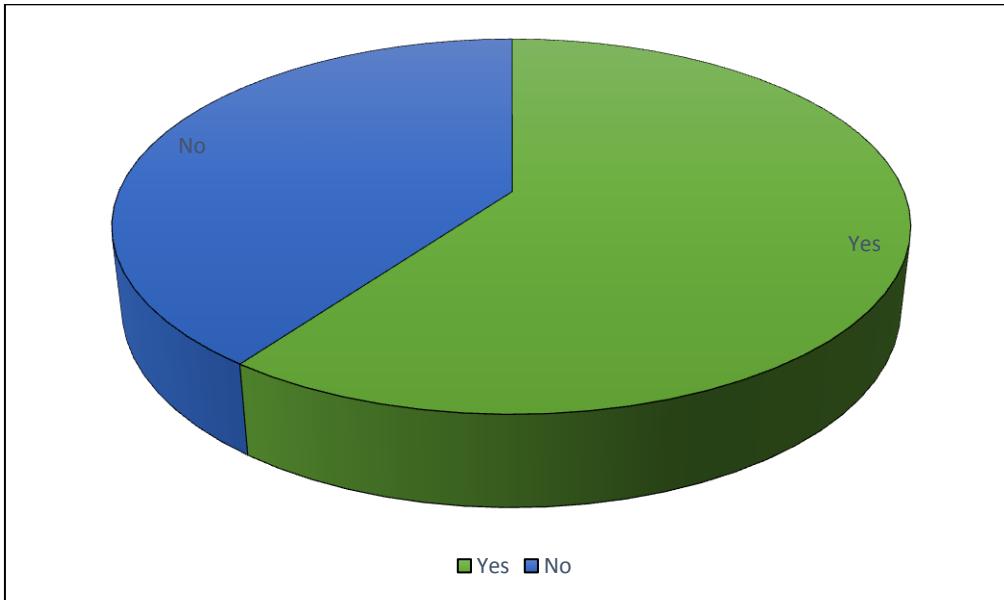
**Graph04: Students purposes for learning English**

From the table above we notice that the majority of students (55%) learn English to get a diploma. that's mean they want to be teachers of English, they need work after graduating (social reason). However, (45%) study English in order to develop their communicative abilities expressing thoughts, interacting with others. Few students answered that their aim for studying English is to acquire new language, some of them like English and want to get more knowledge about it since it is the language of the world and others have no purpose in their mind.

## **Section Two: About Participation**

**Q04:** Do you like Oral expression module:

Responses	Number of students	Percentage
Yes	30	60%
No	20	40%
<b>Total</b>	50	100%

**Table05: Attitudes towards Oral Expression modules****Graph 05: Attitudes towards Oral Expression modules**

We can observe throughout the table that (60%) like Oral expression. Since it helps them to develop their speaking abilities, enhance their participation and it is a chance for them to build their self-confidence and express their ideas without any conditions and also to develop their vocabulary and pronunciation.

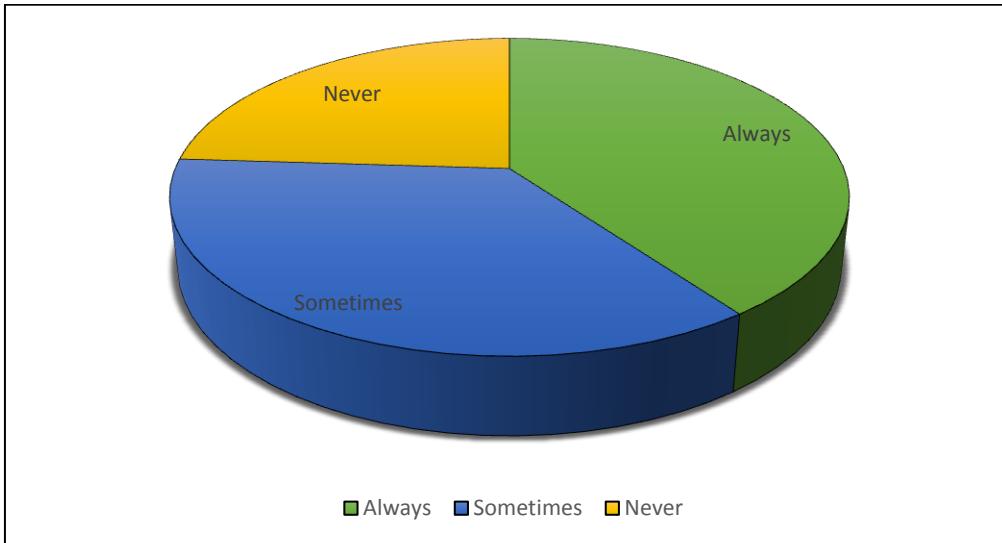
**If no, justify your answer,** the (20%) students don't like Oral Expression because they have find it difficult. some of them hate it because of their teachers and others answered that they don't like it because of oral presentations and others said that their speaking skill is bad.

**Q05:** How often do you participate in classroom.

Responses	Number of students	Percentage
Always	20	40%
Sometimes	18	36%
Never	12	24%
Total	50	100

**Table06: the frequency of participation**

The result revealed the average frequent of the learner's participation in class. Only motivated students always take the initiative to participate this category is presented by (40%). (36%) of the respondents answered sometimes participated. While (24%) of them never do so.



**Graph06: The frequency of participation**

**Q06:** Justify your answer:

	<b>Reasons</b>
<b>Always</b>	<ul style="list-style-type: none"> <li>✓ To develop speaking skills and be more fluent speakers</li> <li>✓ To be more competent</li> <li>✓ To be more self confidence</li> </ul>
<b>Sometimes</b>	<ul style="list-style-type: none"> <li>✓ It depends on the questions</li> <li>✓ It depends on individual mood</li> </ul>
<b>Never</b>	<ul style="list-style-type: none"> <li>✓ Students hate participation</li> <li>✓ Shyness</li> <li>✓ Not interested</li> </ul>

**Q07:** What are the difficulties do you generally encounter while participating

a-Vocabulary

b-Fear of making pronunciation mistakes

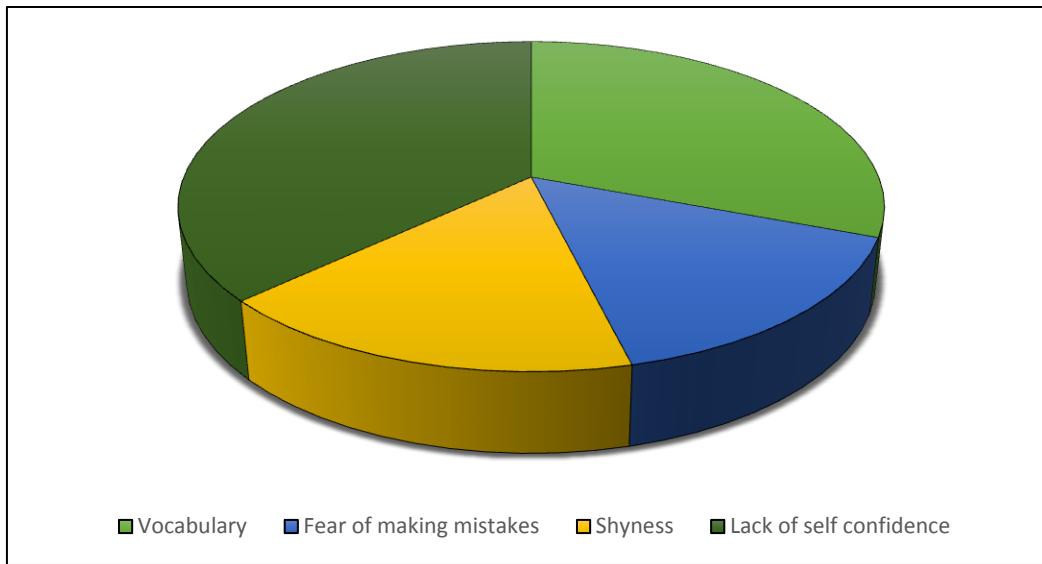
c-Shyness

d-Lack of self confidence

Others

Responses	Number of students	Percentage
<b>Vocabulary</b>	20	40%
<b>Fear of making mistakes</b>	10	20%
<b>Shyness</b>	11	22%
<b>Lack of self confidence</b>	09	18%
<b>Total</b>	50	100%

**Table07: The problems that face student's participation**



**Graph07: The problems that face student's participation**

The finding revealed that The deficient of vocabulary is considered as the main reason that students face, they don't have the ability to express their thoughts, ideas or engaged in oral

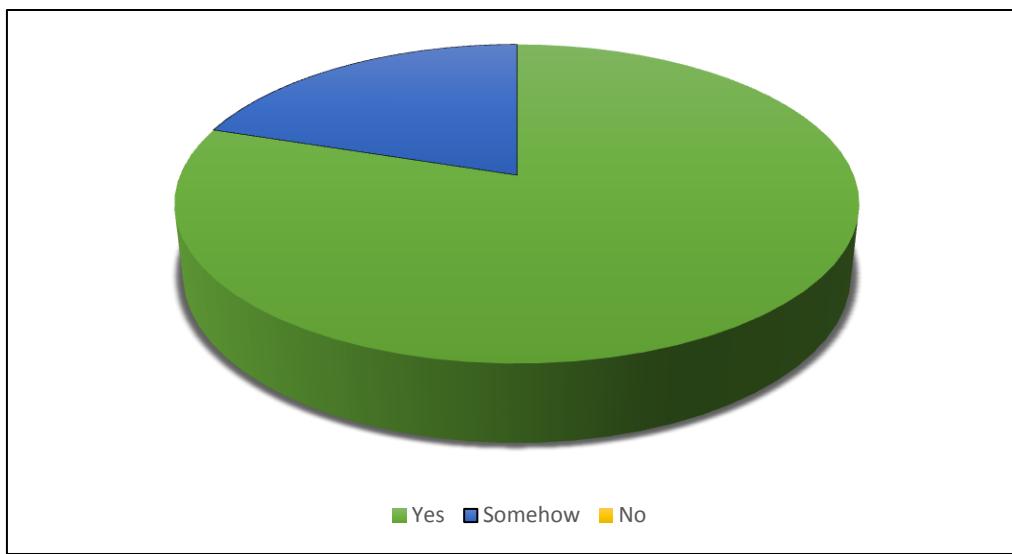
discussion. (20%) of students responded that they don't participate in order to avoid pronunciation mistakes since they are not fluent speakers. Shyness is also one of the major factor (22%) of the students face that psychological problem. And only (18%) have lack of self-confidence. Therefore, some respondents mentioned others factors like lack of grammar, lack of practice and fear of making mistakes.

**Section03: Activities to Increase Student's Participation**

**Q08:** Do you think that Expression modules are the most appropriate courses to improve your participation:

Responses	Number of students	Percentage
Yes	40	80%
Somehow	10	20%
No		100
Total	50	100%

**Table08: The Expression modules appropriateness**



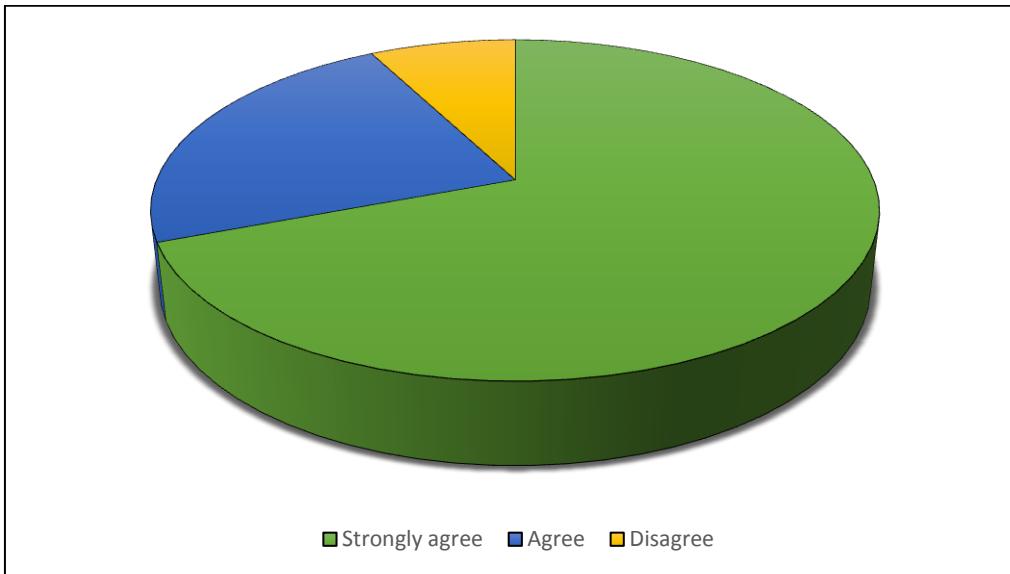
**Graph08: The Expression modules appropriateness**

This result indicated that the majority of students (80%) answered with yes Expression modules are the most appropriate courses for developing participation. While others were not totally agreeing they answered with “somehow” and no answers for the “No”.

**Q09:** Do you think that to learn a foreign language you have to speak it and practice it

Responses	Number of students	Percentage
<b>Strongly agree</b>	36	72%
<b>Agree</b>	12	24%
<b>Disagree</b>	04	08%
<b>Total</b>	50	100%

**Table09: Language learning mean speaking**



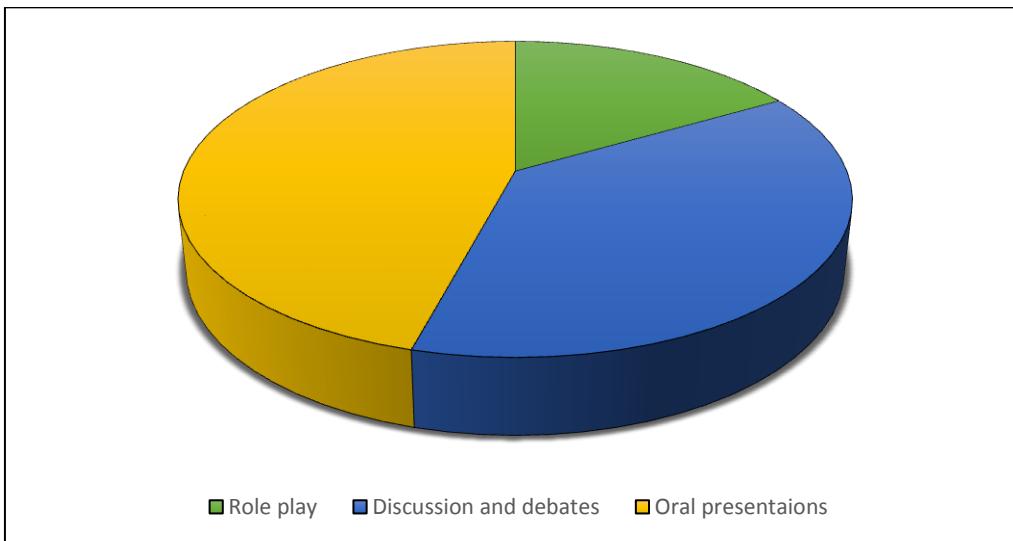
**Graph09: Language learning mean speaking**

The table above results that the majority of students (72%) strongly agree that to learn a language students have to speak it. (24%) agree on that issue whereas (08%) disagree that it is not necessary to speak a language we have to speak it.

**Q10:** Which of the following activities that the teacher used most:

Responses	Number of students	Percentage
<b>Role play</b>	08	16%
<b>Discussions and debates</b>	18	36%
<b>Oral presentations</b>	22	44%
<b>Others</b>	02	04%
<b>Total</b>	50	100%

**Table10: The activities used most in the classroom**



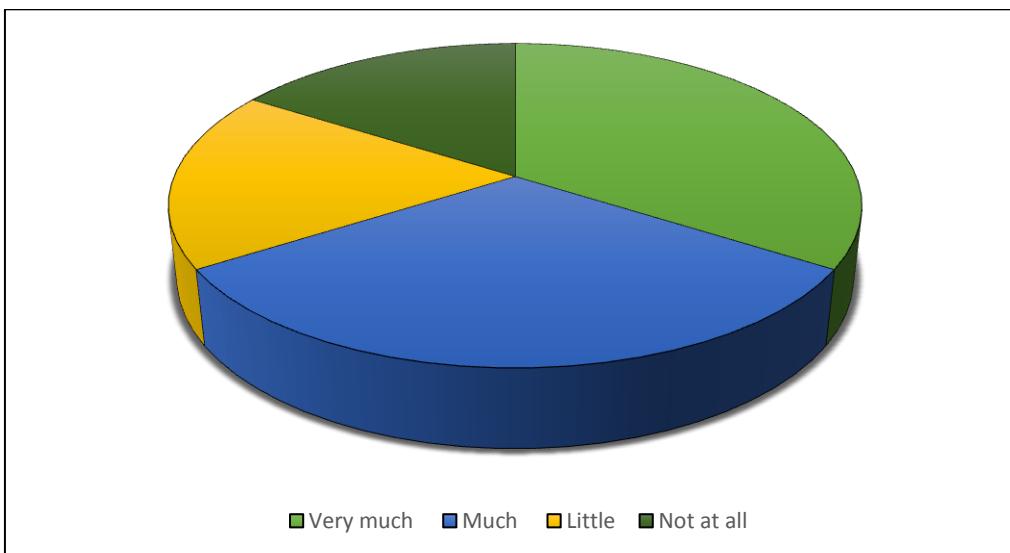
**Graph10: The activities used most in the classroom**

The table 11 highlights some of the activities that teachers used in Oral classrooms. Discussion and oral presentations are at the supreme activities that teachers focus on. We observe (36%) for discussion and (44%) chosen for oral presentations. Since these two activities provided a much amount of participating and speaking within a class. However, (16%) of students selected role play and (04%) provide others activities like, problem solving, oral presentations, dialogues and conversation.

**Q11:** Do you think that these activities improve your participation:

Responses	Number of students	Percentage

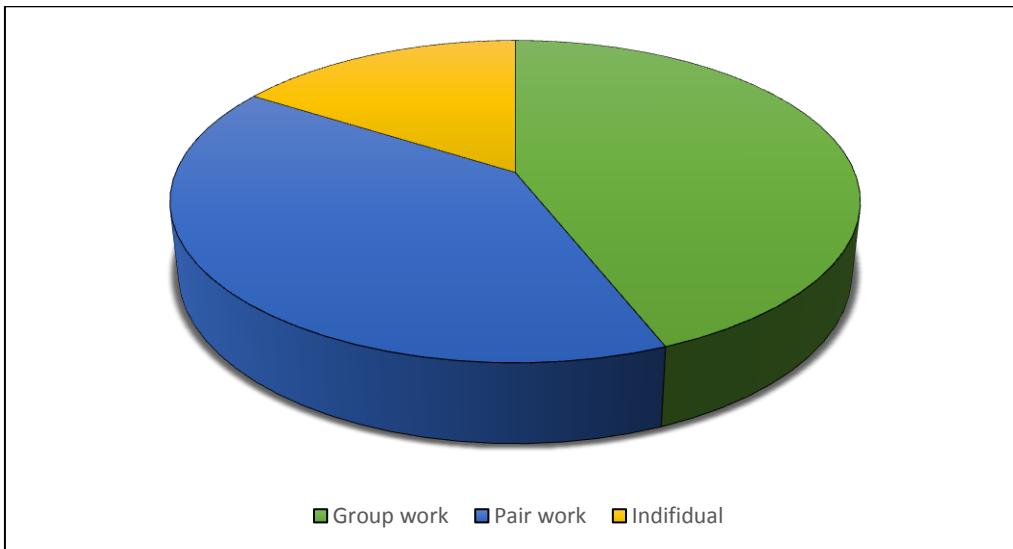
<b>Very much</b>	17	34%
<b>Much</b>	16	32%
<b>Little</b>	09	18%
<b>Not at all</b>	08	16%
<b>Total</b>	50	100%

**Table11:** The activities degree of achievements**Graph11:**The activities degree of achievements

The table 11 illustrated that for (34%) Oral Expression activities are “very much” enhance their participation. (32%) answered with “much”. Whereas, (18%) believed that their participation is little enhanced and only (16%) argue that these activities do not improved their participation at all.

**Q12:** In classroom session, do you prefer:

Responses	Number of students	Percentage
<b>Group work</b>	22	44%
<b>Pair work</b>	20	40%
<b>individual</b>	08	16 %
<b>Total</b>	50	100%

**Table12: The student's activities preferences****Graph12: The student's activities preferences**

It is visible that most of students prefer to work collaboratively. And write after the majority of (40%) like to work in pairs. This kind of students need other support. (16%) of the student's favors to work individually may be they feel relax when working alone.

### **3.3. TeachersQuestionnaires:**

The questionnaire was directed to (07) teachers of Oral Expression at the department of English. They were composed of (12) questions closed-ended, open-ended and multiple choices questions where teachers answer by yes/no or put a tick in the corresponding boxes followed by brief justification.

#### **Section One: General information**

This part includes three questions aims at identifying the teachers gender, their qualification and their perception toward expression module.

#### **Section Two: Aboutclassroom participation**

This section is designed to know about the teacher's perception about the problems that EFL learners face when participating in class. It encompasses three questions related the participation difficulties.

#### **Section Three:**

The third section aim to identify the teacher's activities that use to enhance the student's participation. It consists of six questions about the teacher's view concerning the sufficient time of oral expression, the different communicative activities and their effectiveness in developing student's participation. In addition, also to their focuses (accuracy or fluency) and finally some teacher's suggestions to make all students participate.

### **3.4. Analysis of the TeachersQuestionnaires:**

#### **Section One: General information**

##### **Q1: Teachers gender:**

<b>Gender</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Female</b>	07	87.5

<b>Male</b>	01	12.50
<b>Total</b>	08	100%

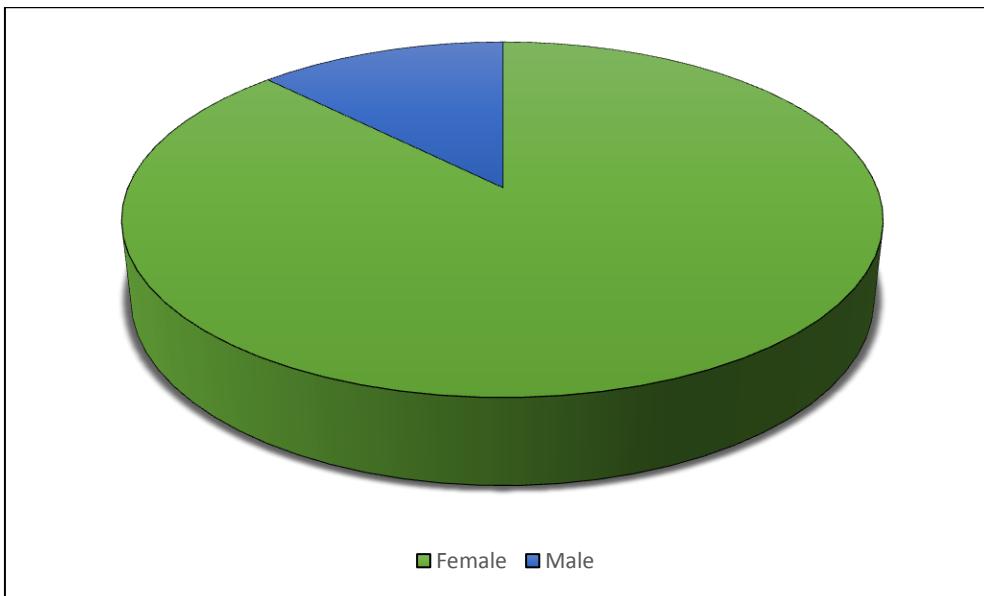
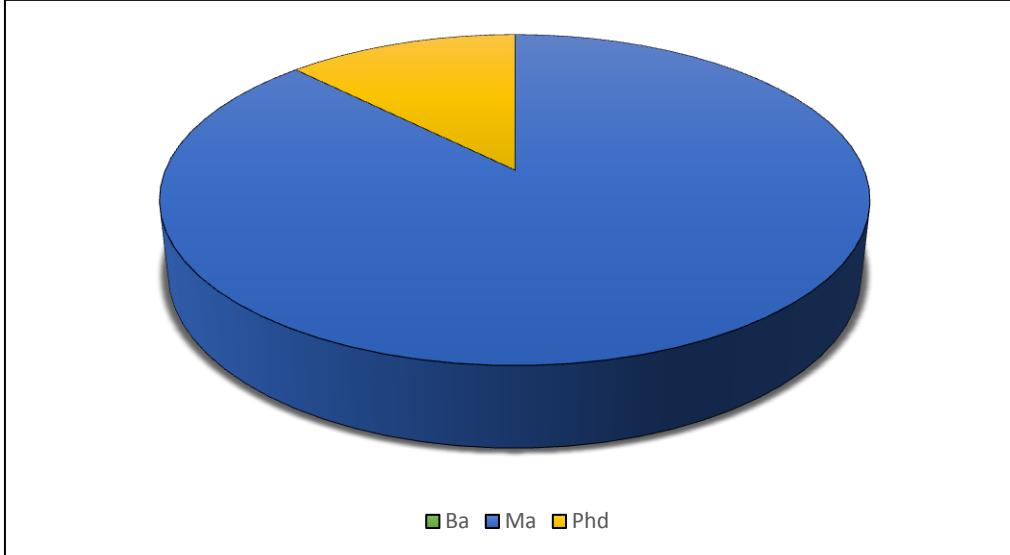
**Table13:** Teacher gender**Graph13:** Teacher gender

Table one illustrated that the majority of teachers (07) are females, whereas (01) is for male. These show us that teachers female are more interested in teaching foreign languages more than males. Especially (Oral Expression module).

**Q02:** Degree(s) held:

Degree	Number of students	Percentage
<b>Ba</b>		
<b>Ma (magister master)</b>	07	87.5
<b>PhD</b>	01	12.5
<b>Total</b>	08	100%

**Table14:** Teachers degrees and qualification

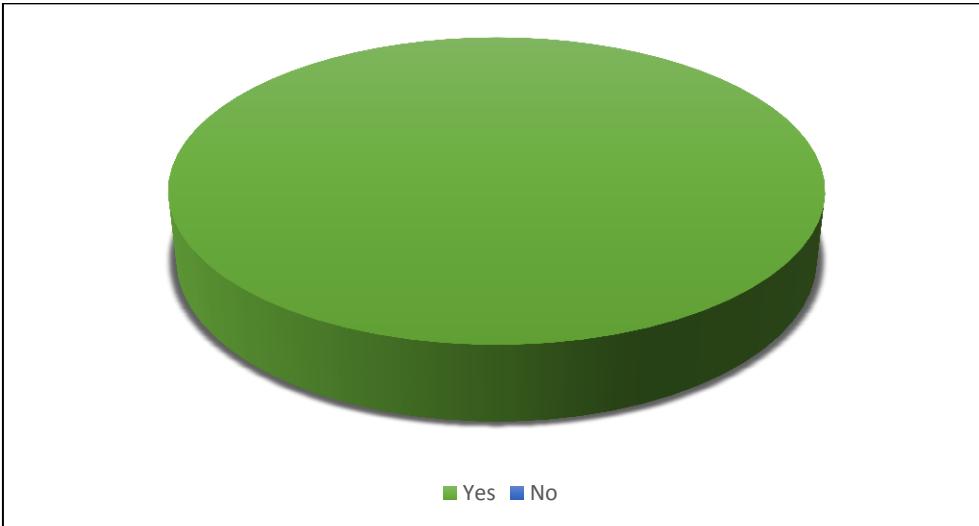
**Graph14: Teachers degrees and qualification**

When teachers were asked about their degree, we found that the majority (08) have MA degree, and only one teacher who has got their PHD degree.

**Q03:** Do you like teaching expression modules:

Responses	Number of teachers	Percentage
Yes	08	100%
No		
Total	08	100%

**Table15: Teachers perception about Expression module**



**Graph15:Teachers perception about Expression Module**

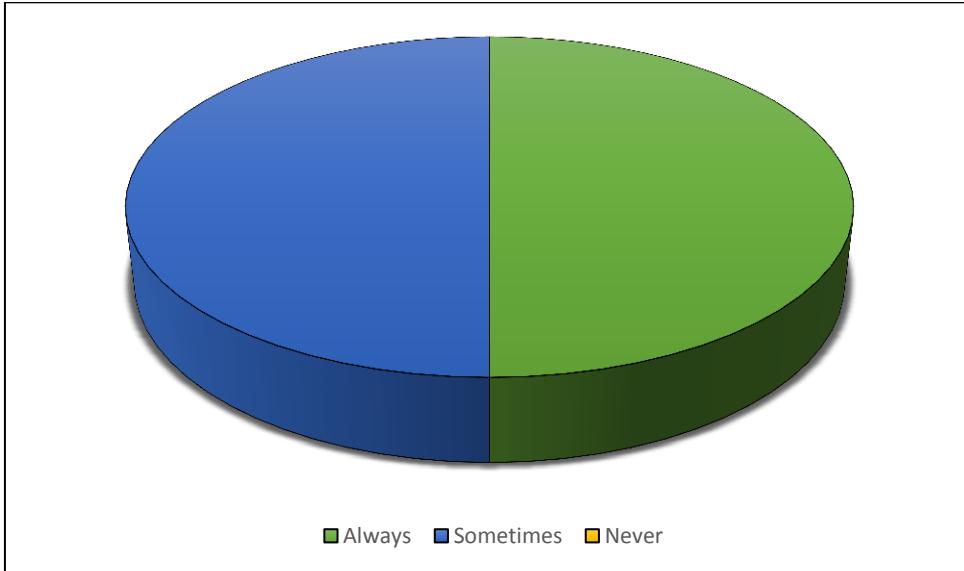
Consequently, from this table it is obvious that most of teachers like teaching Oral Expression module they believe that Expression modules are interesting courses where students develop their speaking and participating skill.

**Section two: Teachers perception about the difficulties that prevent students from participation in classrooms (Oral and written)**

**Q04:** How often does your students participate in classroom:

Responses	Number of teachers	Percentage
Always	04	50%
Sometimes	04	50%
Never		
<b>Total</b>	<b>08</b>	<b>100%</b>

**Table16: Teachers perception of student's participation in classroom**

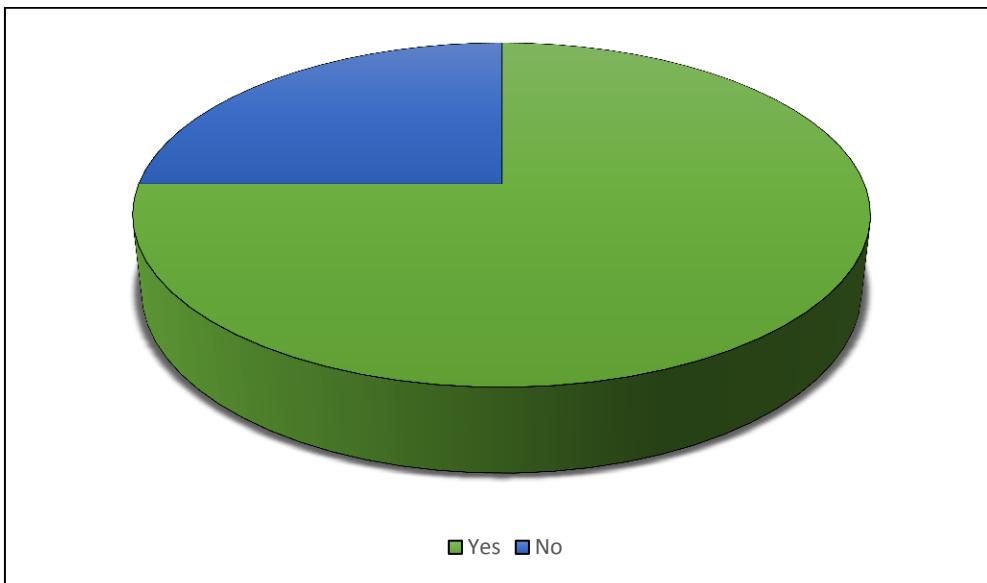
**Graph16:Teachers perception of students participation in classroom**

The result show that half (50%) of teachers declared that their students are always participating during classrooms. We believe that these students are motivated by their teachers and interested in different activities. However, the other half (50%) responded that their students participate but not all the time sometimes.

**Q5:** Do your students face problems when participating:

Responses	Number of teachers	Percentage
<b>Yes</b>	06	75%
<b>No</b>	02	25%
<b>Total</b>	<b>08</b>	<b>100%</b>

**Table17: Students Participation**

**Graph17: Students participation**

The table above revealed that (75%) from teachers said "yes" their students face difficulties that prevent them from participation whereas (25%) answered with "no"

**Q06:** If yes, what are the factors that hinder them from participation:

a-They are not interested

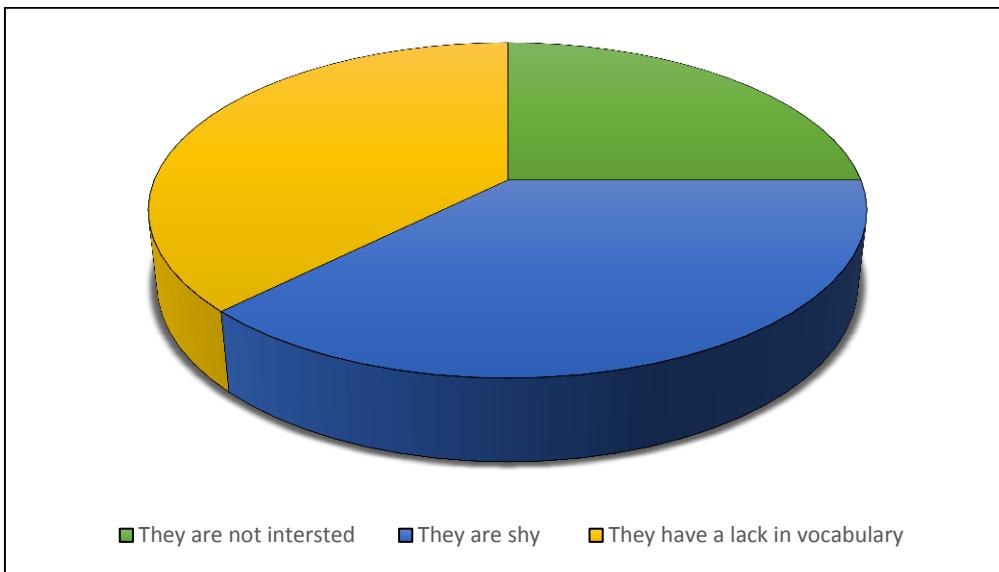
b-they are shy

c-they have a lack in vocabulary

Others

Responses	Number of teachers	Percentage
They are not interested	2	25%
They are shy	03	37.5
They have a lack in vocabulary	03	37.5
<b>Total</b>	<b>08</b>	<b>100%</b>

**Table18: The problems of student's participation**

**Graph18: The problems of student's participation**

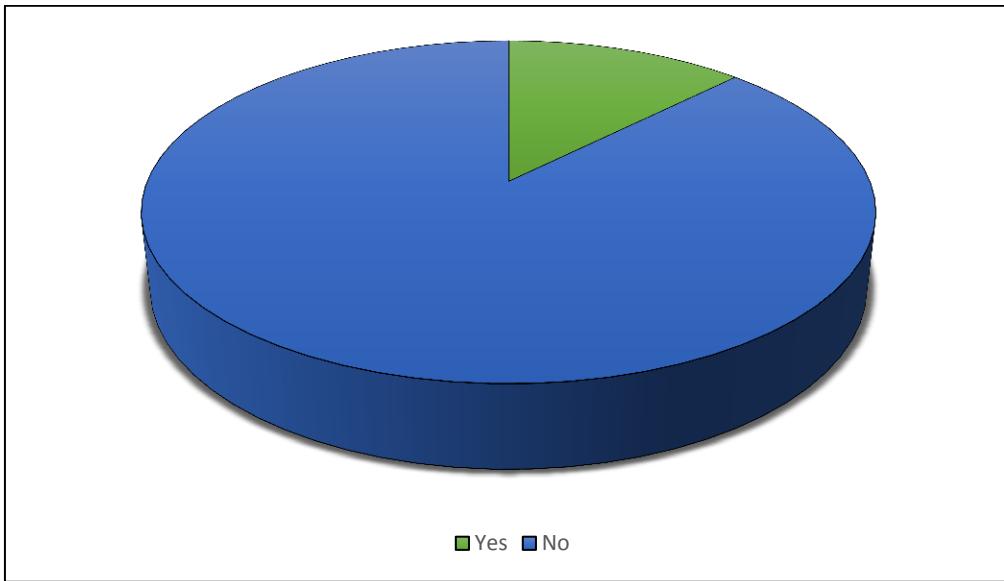
Different problems and difficulties are encountered by students during participation. (25%) teachers responded that students are not interested in developing their speaking abilities because they don't need it for their life since it not their mother tongue so they are not motivated to participate. Moreover, (37.5%) teachers of the whole participant believed that Psychological problems such as shyness lead to their decrease of participation and it is a crucial problem that make the students remain passive. Another factor is linguistic barriers such as lack of vocabulary which considered by the teachers a problem that affect the student's participation since their linguistic baggage is weak and poor they start to use their mother tongue as a result their participation will decrease and be silent students

### **Section Three:** Activities to enhance student's participation:

**Q07:** Do you find that the amount of time devoted to Expression modules is sufficient.

Responses	Number of teachers	Percentage
Yes	01	12.5%
No	07	87.5%
Total	08	100%

**Table19: The time devoted to Expression Modules**

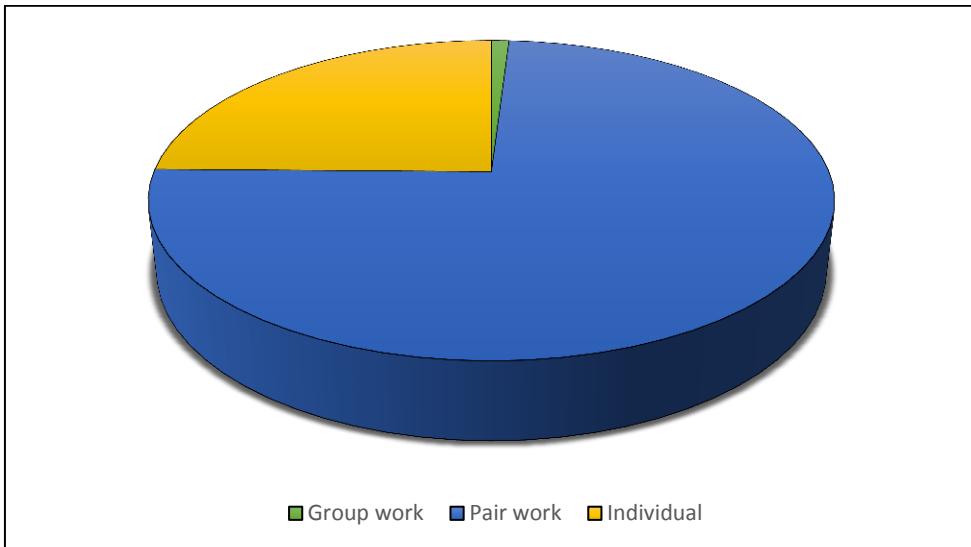
**Graph19: The time devoted to Expression Modules**

According to the result, the majority of teachers (87.5%) reported that the amount of time that devoted to Expression modules is not sufficient. Since these kind of tutorial classes involves a high level of talk and help the students to develop the speaking abilities and to be more interactive and active in the learning process. So, the time for teaching Oral and Written Expression modules should increase and be more sufficient because one in one week is not enough. However, (12.5%) teachers responded with "yes" sufficient and help the learners to enhance and develop their speech.

**Q08:** Do you make your learners work in, please justify your answer?

Responses	Number of teachers	Percentage
<b>Group</b>	04	50%
<b>Pair work</b>	03	37.5
<b>Individual work</b>	01	12.5%
<b>Total</b>	08	100%

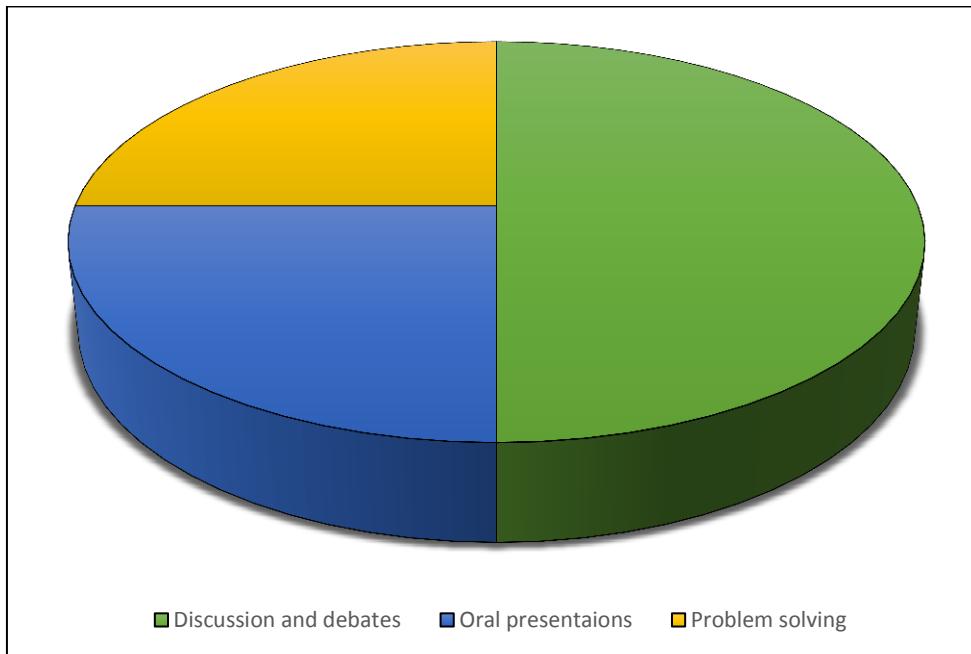
**Table:20 Teachers techniques in teaching Expression classes**

**Graph20: Teachers techniques in teaching Expression classes**

We observe from this table that (50%) teachers prefer to use group work to make their learners speak and participate. They think that speaking and participating are interactional process in which students collaborate with each other to feel comfortable as a result they exchange and express ideas without fear of making mistakes so as a result and unconsciously their amount of speech, participation, collaboration and engagement increase. However, (37.5%) teachers asserted that their favorable technique is pair work. According to them using this type of technique can benefit the students for more engagement and discussion. Working in pairs help the learners to avoid mistakes since they exchange opinions with each other and one can correct the second one So. their motivation increase for showing their output in front of teachers and students, not like working in groups that result noisy classroom with no participation and no benefit outputs. The last technique is working individually and (12.5%) respondent teacher preferred this technique. His/she said that this technique makes the learners relay on their selves and build their self-confident. According to this teacher working individually help the learners to know his needs and lacks. This technique can be best method to develop the thinking abilities of learners and give each student an opportunity to participate, express his self freely and share his opinions with the teacher and peers.

**Q09:** What sort of activities do you use in classrooms:

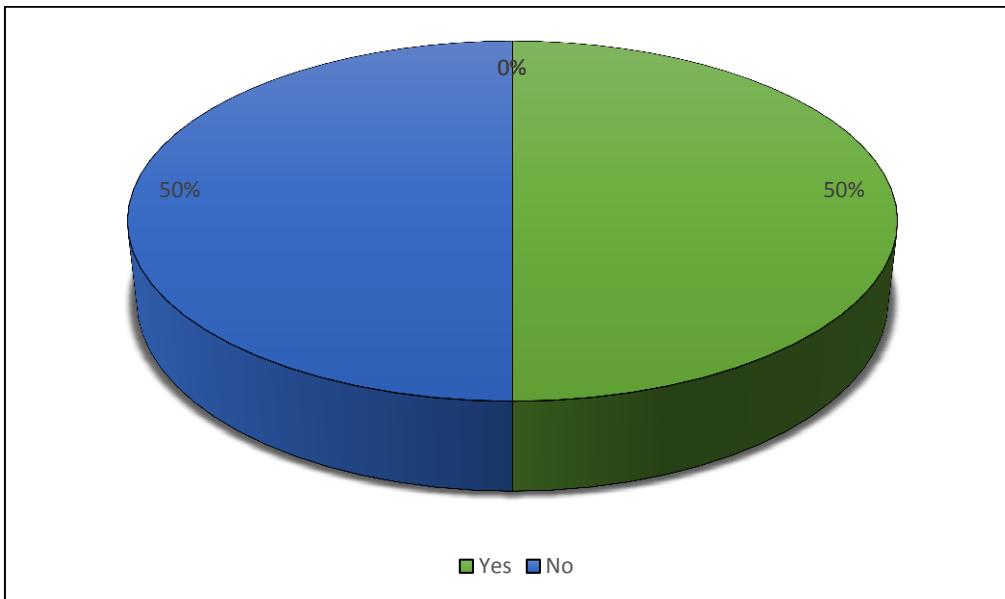
Responses	Number of teachers	Percentage
<b>Discussion and debates</b>	04	50%
<b>Oral presentations</b>	02	25%
<b>Problem solving</b>	02	25%
<b>Total</b>	08	100%

**Table21:** Teachers activities in classroom**Graph21:** Teachers activities in classroom

This table highlights the different activities that used by teachers in classroom. (50%) teachers focused on discussion and debates since it is very effective in improving students speaking skill and. giving students interesting topics to discuss and debates raise their motivation in learning as well as they became more active and productive. Problem solving is another activity that (25%) of teachers selected. This activity provides giving and receiving from teachers and students and this can enhance student's speech and participation. In addition to problem solving which was chosen by (25%) teacher from the whole participants.

**Q10:** Do you think that these activities are sufficient in order to enhance the level of participation in class. If no justify your answer.

Responses	Number of teachers	Percentage
Yes	04	50%
No	04	50%
Total	08	100%

**Table22: The efficiency of activities in enhancing student's participation****Graph22: The efficiency of activities in enhancing student's participation**

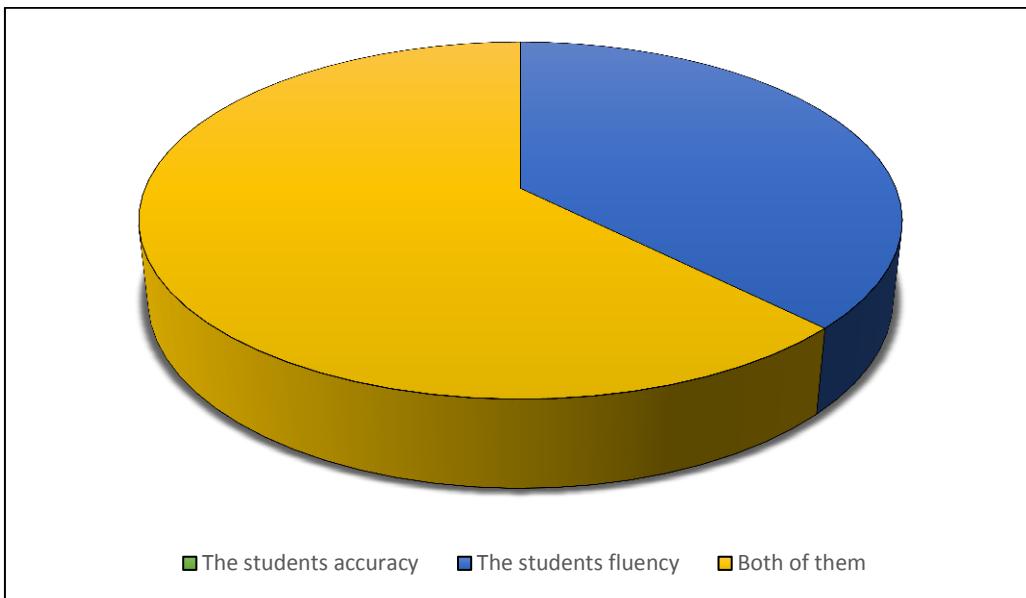
The table above show for us that both answers were equally the same. (50%) teachers answered with “Yes” these activities are sufficient in developing student’s participation. Whereas, the second answer is “” No”. According to (50%) teachers these activities are not enough for increasing student’s participation and their justification was as follow:

- There are other activities that used to raise the participation of students like Oral presentation it is very helpful in class and should always be used to make the students adapt and be productive in each time.
- The use of materials such as videos, pictures which are important in raising student’s interests and motivation and also in creating funny and interactive environments.
- The use of dialogue, conversation and role play are also should be used in Oral class to assess and develop the participation of students.

**Q11:** When assessing classroom activities, do you focus on?

Responses	Number of teachers	Percentage
<b>The students accuracy</b>		
<b>The students fluency</b>	03	37.5%
<b>Both of them</b>	05	62.5%
<b>Total</b>	08	100%

**Table23: The student's fluency and accuracy**



**Graph23: The student's fluency and accuracy**

This table illustrated the results of student's accuracy and fluency in classroom activities. According to (37.5%) teachers when doing activities, they focused more on the student's fluency. We know that the aim of the teacher's activities is to make the students more competent and fluent in speaking and participating. Besides, (62.5%) of the respondents answered that they focus on both fluency and accuracy since they are related to each other.

**Q12:** From your experience as a teacher, it is possible to make all the students participate in the classroom? Explain why?

In this question we ask Oral Expression teachers to provide us with some instruction that they used:

- ✓ It is depending on the teacher's methodology and strategies to motivate their students. Teachers should first know the needs of his learners then he have to choose topics that work with their interests, needs and wants so that students will be all involved in the course
- ✓ Teacher should create comfortable classroom in order to reduce student's shyness and anxiety. As well as teachers should treat their students in the same way and pay attention to each individual especially when explaining.
- ✓ Teachers should use communicative activities that provide all the students engagements
- ✓ Praising rewards is also one strategy that help the students to be active and involved in discussion. Moreover, marks are important for students and most of students like to get excellent marks so teacher should provide for each answer or speech a point thus all students will oblige to participate.

#### **4.1. Research Design:**

The observation took place in the second semester within 3 year LMD students at Mostaganem university in the year 2017-2018. It lasted for 4 weeks and it consist of 3 groups we chosen randomly from the whole number of students (321). We observed three groups in different session, with different teachers and different times. It was done to identify the problems that prevent EFL students from participation and also to observe certain elements that have a relation to our research work like the different activities that oral teachers presented in their classroom and also their roles as teachers. The observation presented in a forms of sections and under each section there are set of items. The first section is devoted for observing the learner's participation inside the classroom. Whereas the second section is designed for observing the different activities that presented by oral teachers in a class. The last one is concerned with the role of teachers.

#### **4.2. Description of Observation:**

Observations is the process of collecting data, recording the behavioral patterns of people, objects and occurrences. As It is a useful tool that aim to collect live data about such a problem and help us to gather information about classrooms and know more about teachers and student's

behaviors. This observation was carried out to find and explore what goes inside the classroom(Oral class) that prevent students from participation, it was applied with three year LMD students at Mostaganem.

**Section one: General observation about the learner's participation in the classroom:**

This section involves (5) items which concerned with the difficulties of learner's participation like the lack of vocabulary, lack of interest, shyness and so on.

**Section two: Classroom activities:**

This section is talk about the various activities and techniques that used in classroom by oral expression teachers and it includes two items discussion and oral presentation activities.

**Section three: The roles of oral expression teachers:**

Section three id designed to know the teacher's roles and responsibilities in the classroom.

**Section one: General observation about the learner's participation in the classroom**

The observation was carried out to see how students really performed in classroom and what problems that prevent them from participation. During observation we discovered two categories of students "active and passive learners". The active students were really motivated, they participated, engaged and involved in classroom. They like Oral Expression module and want to be more and more fluent speakers. In fact, those students were interested in developing their communicative abilities they like to participate, gave opinions, provided suggestions and share it with their teachers and classmates. In addition to that they were always raised their hands and asked questions. They were self-confident even though they had some pronunciation and grammatical mistakes but that didn't affect their motivation to participate. Moreover, teachers were sometimes laughing with their students tried to create some humor and enjoyment to make them feel relaxed.

Whereas, the second category was the passive students who are the concern of our research. During our observation we treated to find out the reasons why they were unable to participate. We have noticed that students were rarely participated and their lack of participation was due to many factors:

### **4.3. Analysis of Observation:**

#### **Item one: The lack of vocabulary**

This factor was the main one that we saw in the 4 observation classes. Students were unable to produce full sentences in English they couldn't express their ideas and thoughts so they returned to switch between English and their mother tongue and sometimes they used French. Some teachers didn't accept that and told them to participate in English otherwise keep silent.

#### **Item two: Lack of interest:**

It has been noticed that when students are not interested they will not learn and this what we observed in the observation classes. They were not interested to participate and develop their speaking skill or engaging in a discussion. However, they just came to write their names (attendance) they were laughing with their friends and disturb their classmates. In addition to that they didn't care about the presence of the teacher they brought their cell phones and started to chatting and listening to music's.

#### **Item three: Shyness:**

Shyness is another psychological factor that prevent them from participation. During our observation we discovered that students didn't participate because they were shy. When the teacher asked questions about a given topic some of the students lowered their heads in order to avoid eye contact between them and their teacher.

#### **Item four: Lack of self-confidence:**

In oral sessions, we noticed that some students were not confident on their selves. They seemed nervous they wanted to participated but they couldn't may be they were afraid of making mistakes and being laughed by their peers.

#### **Item five: The teacher interruption of students answers:**

We know that teachers play an important role in the classroom and the way they behave with their student's affect on their learning. Some students were demotivated by their teachers. They

tried to take part and share their knowledge but the teacher interrupted them before they finished because their answers was wrong. So, that behavior from the teacher can be one of the causes that prevent students from participation in class.

**Section two: classroom activities****1. Classroom activities:**

We know that every teacher uses a variety of activities in his class in order to make students involved and develop their understanding and abilities. The three classes that we attended we saw teachers implemented different communicative activities and techniques like debate discussion and oral presentations.

**Item one: Discussion and debates:**

Discussion and debate was one of the common activity that we observed. Some teachers proposed topics to their students. They started to interact with their students asking questions in order to activate their knowledge and attention. Teachers divided students into groups, the classroom was looked united and cooperated. Though students started to reflect on such given topics and wrote down their ideas on a paper. During activities teachers observed and paid attention to the student's discussion some of them were moving around the class to check each group work i.e. They play the role of "monitor" however there was some noise but teachers ignored that for the sake of avoiding interruption and let students worked at ease.

In the observed classes, the classroom atmosphere often looked participative more cooperative in sharing and discussing topics given by teachers; Considerable number of students were, to some extent, fluent in simple term they express their ideas freely, interact, exchange opinions with teachers and their peers. While, more than half of students seemed uninterested they didn't interfere in groups they kept silent without giving any comment i.e. They showed unwillingness to give or share their ideas. Moreover, some students were not self-confident from themselves they looked shy and anxious to answer teacher's questions or share their ideas; we observe also that few students from the observed classes were hesitated to talk and participate they made noise and neglect their college comment and speech while others were feel bored and tired they were

not motivated to engage in interaction perhaps they hate the module or the topics that was proposed by teachers.

During our observation we observed that two teachers didn't proposed topics, they gave the opportunity to their students to suggest topics which they like to discuss, they divided their students in pairs and asked them to work together after that each pairs in their places started to present their topics and gave their opinions. However, some students still made mistakes in pronouncing words their fluency was somehow bad sometimes they hesitated and had nothing to say. When the classes were about to finish teachers told each pair to present their work on next session orally.

**Item two: Oral presentation:**

Oral presentation is another activity that all teachers implemented in their classes. We observed that students were given topics to present sometimes individually and sometimes in pairs. Some students were interested and motivated they liked to present they seemed confident and active their voices were raised, they were not shy and always in advance they comment, suggest and brought new ideas some of them used materials like "projector", pictures and videos, there were also some students who felt shy and anxious they didn't have enough confidence to go on stage and present their work. We observed also that some students were looked like machines because they were presented information which they memorized in their mind. In fact, students lack of interest were more observed, some of them were not interested they were looked speaking while their classmates were presenting. They were laughing at their classmate's pronunciation and also about the behavior and speech of their teachers.

Sometimes teachers were motivated their learners by using different expressions like "good", "well done" and "excellent". Also they corrected the student's mistakes and provided them with feedbacks concerning their oral presentation.

**Section three: the role of the teachers in the classroom:**

As far as teacher's role is concerned, we noticed that teachers of Oral Expression tried their best to create a pleasant and inspiring environment. They motivated their students to speak and participate in order to develop their abilities in communication as well as their fluency speaking.

They were provided them with information about the content of the course how to do such an activity and so on. They were always there corrected the mistakes of their students such as pronunciation and grammar. We also observed that some teachers moved around their classes and most of them gave feedbacks to their students either "positive or negative" and also they provide them with pieces of advice concerning how to develop their skills by watching English movies in order to get more vocabulary and learn about pronunciation. In addition to that we saw all teachers tried to create a humor in their classes for the sake of making their students feel comfortable, motivated and interested to learn as well as to participate. Moreover, we observed that Oral Expression teachers focused on two different techniques group work and pair work in order to engage all the students and allowed them to work cooperatively and collaboratively and maintain positive relation between students. We had noticed in our observation the use of the Arabic language by some teachers they used it when their students didn't understand new vocabulary. In fact, there was one teacher that obliged his students to participate by giving points for each participation and presentation, he did this for the sake of making all students participate.

### **Conclusion:**

In general, the analysis of students, teacher's questionnaires and classroom observation show for us the problem of participation that third year university students faced in classroom setting. In fact, the result indicates for us that participation in classrooms is very important that students should follow in order to improve their skills and abilities. Both questionnaires and observation lead us to confirm that Linguistic and psychological barriers were the factors that prevent students from participating in classes. Teachers should help their students to promote their participation by using different techniques and strategies.