DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

ABDELHAMID IBN BADIS UNIVERSITY OF MOSTAGANEM

DEPARTMENT OF ENGLISH

STUDENTS' RETICENCE IN ORAL CLASSROOM PARTICIPATION

A Study on English Language Learning in The 3rd Secondary Level

A Dissertation Submitted as a Partial Fulfilment for the Degree of Magister in Didactics

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June 2008

Dedication

I dedicate this research work first to my supervisor Professor Bouhadiba, who really made all his attempts to help me in preparing my research from the beginning till the end, and to Mr Neddar who in turn facilitated my work and gave me much advice during this process.

It is also offered to the members of the jury professor Bahous and Doctor Dendane and to all teachers of the department of English of the University of Mostaganem and the one of Hassiba Benbouali University of Chlef as well.

I would like to express my gratitude to my family especially my wife who encouraged me greatly in this project and to my sons: Abderrezak, Mohamed, Abdelaziz and Fawzi.

Since I am still working in the hospital of Mazouna, I seize the opportunity to dedicate my present dissertation to all my colleagues especially Dr Meguerache, Dr Kansab, Dr Belmaaziz, Dr Allali, Dr Cheboub, Mr Belmaaziz A.

Acknowledgements

Though this has been an academic cliché, I would like to thank all those who contributed either directly or indirectly in this dissertation. Mohamed Boudiaf Secondary School staff should be at the top of my thanking list. A lot of colleagues encouraged me throughout my Magister studies. May all of them find here all of my gratitude.

Abstract

It is commonly known that learning a foreign language is a difficult matter, and what makes it more arduous is the fact of actualizing its abstract knowledge as a linguistic behaviour. The performance is in fact the main obstacle that learners face when converting types into tokens. This weakness in speaking English still exists despite the fact that they spent years in studying this target language. The reality shows that the "terminale" student is unable to express himself freely using simple words. This is indeed a great problem. So, how can any one study a language if he does not speak it? However, it is widely known that behind this non-ability of speaking there are many reasons and factors which discourage our students to deal with language freely and easily. In this respect, we are going to present the causes of this non-speaking ability via preparing questionnaires including important questions related to the present issue. The students will be given the opportunity to state the problems and difficulties they face during the learning process. Meanwhile, the teacher's views on the subject will also be taken into consideration about the way of dealing with the "terminale" students' reluctance in oral classroom participation. This will be done through questionnaires designed for teachers too. The students' and teachers' premises will be analyzed later on, to detect the main reasons that impede the progress of oral participation inside the classroom.

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General Introduction

This study attempts to investigate the main causes of students' reticence in oral classroom participation and its impact on their process of foreign language learning, namely English.

Many pratitioners in the field of English language teaching notice that their students are reticent in speaking inside the classroom in presence of their peers. They avoid expressing orally their personal ideas and hesitate to participate and respond to their teacher's questions even if they do know the exact answers. So, what are the reasons of this students' reluctance in classroom participation?

Throughout my dissertation, I will try to show the actual students' English learning situation at the secondary level. Both students and teachers complained and are still complaining about it. Students say that their teachers do not give them good opportunities to speak the target language inside the classroom. However, teachers answer that these learners' weakness in oral participation is due to the students' social environments on the one hand and to the system of education (syllabus) on the other hand.

Is this reticence due to bad classroom management on the part of the teacher when dealing with his students in different situations? Is it because of different affective obstacles that "terminale" students, in particular, feel in dealing with the target language? Are these difficulties in oral classroom participation the result of the syllabus that does not give much importance to the speaking skill or a consequence of the absence of oral tests?

As far as my research work is concerned, the focus is mainly projected on some relevant factors like the classroom management, the syllabus and the student's psychology which will be given more importance in my two first theoretical chapters. For this reason, this research work approaches a systematic analysis based on theory and practice arranged into three chapters.

Chapter one focuses primarily on the teacher's classroom management. It aims to seek issues of how to motivate students in classroom conversation practice and the way the teacher facilitates the process of learning via different activities, taking into account the language used inside the classroom, interaction generated and the students' responses and participation.

It also discusses the syllabus and the teacher's methodology. The latter is given much importance to see if the teacher is restricted by the syllabus designed by the ministry of education or the latter is just a guide line and, then, he can apply his own methodology when necessary to reach an effective learning.

Chapter two is dedicated to the psychological factors which may be considered as the main source of students' reticence that may lead to weakness in the target language. This chapter also sheds light on the teacher's feedback and error treatment which may have a positive or a negative impact on the students' process of learning depending on the way it is presented.

Chapter three is devoted to a discussion of some actual problems that our teachers face in teaching the speaking skill to our students, "terminale" level, in particular. It is an attempt to bridge the gap between the practical procedures of teaching and the theoretical domain that should precede practice. Throughout this work, an investigation is intended to seek the difficulties that our students face in speaking the English language. For this reason, two questionnaires have been given to both teachers and learners for data collection.

Attending the classroom as an observer will be necessary if the students' responses to questions seem to be subjective. This is the frame of my research work which aims, as I mentioned before, to investigate the reasons of students' reticence in oral classroom participation and its influence on the process of learning.

Chapter One

Teaching and Learning Classroom Management

1.1- **Introduction**

This part is devoted to some important theoretical points from which a good teacher's practice inside the classroom may derive.

The theory that is proposed in this chapter is selected according to the subject of my research work and the suggested hypothesis that I have already mentioned in the general introduction. This theoretical part may guide the teacher to deal with his students positively when managing the classroom in order to get rid of the main obstacles that students face in speaking English. It is commonly known that learning a foreign language is not an easy task. It needs more attempts and several techniques. Therefore, a language teacher should base his teaching on the four major skills: Speaking, writing, reading and listening. These skills are interrelated and any attempt to neglect one and focus on the other may lead to failure. However, what is seen is that students are only trained in learning to read and write the new language without giving enough importance to conversation practice. Speaking then becomes the main obstacle that students face in acquiring the English language. Through this chapter, I try to talk about teaching and learning processes. I attempt to show the precise roles of both teachers and learners during the classroom management. Directing conversation sessions and how different types of classroom activities should be managed as well as the language used during the presentation of the course will be given more importance, in order to bridge the gap between theory and practice. The teacher's methodology and its adaptation to the syllabus are also tackled in this chapter.

1.2- Teaching and Learning Processes

Inside the classroom, the foreign language teachers are expected to play an important role in motivating their students and creating a good learning atmosphere through some warm up activities. Classroom must have a learner-centered orientation to facilitate language acquisition via much practice. Teachers must ensure that classroom interactions are managed not only by themselves but by all students. In this situation, the teacher does not seem to be the leader of the class but class leadership emerges from within the group of students themselves. Here, teaching is not the fact of transmitting knowledge from teachers to their learners but rather it is the creation of suitable learning conditions. In this case, the teacher is no longer the only one who supplies knowledge or imposes his authority inside the classroom but he rather is the facilitator of the learning process. Despite the effect of this learner-centered approach, it could not get rid of some critics. For instance, J. Harmer (2001) expresses his disquietude towards focusing on learner-centered orientation. He says that letting students learn on their own and only intervening when necessary is considered as a form of neglection and insufficiency in the knowledge giving role. Harmer sees this kind of classroom learning orientation of great importance if teachers introduce some activities where they support students to solve problems on their own. This will, undoubtedly, have a positive effect on both students' leaning and classroom atmosphere. According to what is already pointed out, it is not an either / or situation. The teacher's behaviour, in this situation, depends on how he feels about teaching, the type of activity he intends to involve his students in and how they feel about what they are asked to do. This leads us to go deeply into details about the precise roles of both teachers and learners in the following points.

1.2.1- Teacher's Role

As mentioned, the teacher's role in a learner-centered classroom situation is to facilitate the learning process. He may act, in such a position, as a prompter of classroom participation, an organizer or a controller of students' activities. All these roles in fact and others contribute efficiently in guiding students to the right learning orientation. This will be tackled below.

1.2.1.1- Teacher as a Prompter

When teachers involve their students in classroom activities, they notice that they are unable to find suitable words to construct correct sentences. This is because of insufficiency in vocabulary. In such circumstances, teachers should adopt some kind of prompting role. This means to stimulate their students' interests through different simple questions. This process of teachers' questions and students' responses prompt students to rely on their own words when intending to express personal ideas. Teachers on their part seize opportunities from time to time to give their students words or phrases that may help them make sense of what they want to say. They also try to prompt them to speak English rather than the mother tongue.

1.2.1.2- Teacher as a Controller

In this case, the teacher takes responsibility of the activity taking place inside the classroom. He is in charge of the task given to his students, reading aloud for instance, organizing drills and telling them relevant things that may guide them in the right direction of the activity and attract their attention and admiration. Controlling students does not mean at any time being more authoritative in the classroom, but rather giving them opportunities to speak and avoiding to rely only on transmitting knowledge may result in sufficient student activities and classroom atmosphere.

1.2.1.3- Teacher as an Organizer

Organizing students to do different classroom activities seems to be the most important role that teachers have to perfom. Students need to know how they will do an activity and how to put themselves into groups. They also need to understand what they are supposed to do for the purpose of getting benefits and advantages from the activity taking place. Teachers have to engage their students' interests and make them ready and aware about what is going to happen. This will be done through explanation about the way activities will be done in order to reach an enjoyable, interesting and good work.

After making them aware about the activity, many necessary instructions have to be given to the students; saying, for instance, what they should do first and what should follows. Showing demonstration is very important in such suituation. For example, the teacher asks one of his students to demonstrate with him the activity in an appropriate way that may help his classmates to grasp what they are supposed to do on their own. At the beginning of the activity, they need to know when they should start and how much time they have got. Once they finish, the teacher tries to give them a chance to summarize what has been done. This task can not be done in a good way unless the organizer of the activity gives some kind of feedback.

1.2.1.4- Teacher as an Observer

In this case, the teacher is supposed to be careful not to interrupt his students in every word they say in order not to disturb them. His classroom observation then is not only to give feedback, but to see if the use of different materials and activities, during the course, are successful in order to make changes in the future in case of any kind of insufficiency.

1.2.2-Learner's Role

Researchers in the field of teaching state that students must have the desire to learn in order to reach the peak of effective learning. For instance, Jeremy Harmer (2001) suggested that students who have positive attitudes towards a language and who desired to be integrated into the culture of its native speakers learnt more successfully than the others. Students having positive attitudes towards their subjects and being highly motivated do better than those without any motivation at all. Teachers are supposed to provoke interest and involvement in any subject when they notice that their students seem to be less interested. They can manage to do so via their choice of topics, activities, the language used inside the classroom, their attitudes to class participation and their seriousness in performing different tasks. This does not mean that teachers are responsible for all their students' motivation, but they only encourage them to do so. Students are responsible too to do their homework and think carefully about what is beneficial for them. They do not just wait to be taught. Students should make efforts in their process of learning. For instance, they learn at home, do written exercises, acquire vocabulary and practise some kind of conversations with friends outside the classroom.

Students have to possess, first, a willingness to listen to what is going on, since good listeners undoubtedly become good speakers. Listening to the teacher, during the presentation of the course, is not only paying attention to his ideas, but also listening to the language used in expressing them. The second point that seems to be very important in foreign language learning is the possession of a willingness to acquire experience. Students are expected to get rid of any kind of fear or shame and prepare themselves to take risks by engaging in small group discussions in order to gain a good experience in language use even by making mistakes. Asking questions is also a very important step towards successful learning. Students then try to

ask questions through which they may understand what seems to be difficult or ambiguous. They also try to think about how to learn whether inside the class or outside. So, finding a suitable way of study seems to be necessary for facilitating the learning process. These attempts can be made when writing vocabulary or reading a text whether slowly, quickly, by translating every word or simply having a general idea about the passage they are about to read or to listen to. They need to know that the fact of making mistakes is unavoidable. In this case, they must have the willingness to accept correction whether from the teacher or their peers. Having positive attitudes towards the teacher's error correction and feedback is needed if they really want to be successful in the foreign language learning process. But this only comes with good results when teachers possess the ability to give a constuctive criticism instead of blaming the students for making mistakes. They have to praise them for their efforts of participation and their reasonable questions. These are in fact some good learning qualities that our learners must try to possess, in order to reach effective learning.

1.3 – Teacher's Authority and Learner's Autonomy

In any foreign language teaching process whether at the primary, middle or secondary level, the teacher has two commitments towards the management of his classroom. The first one is interactional, whereas the other is transactional.

In the first kind of classroom commitment, the teacher is supposed as a "professeur" to reach an appropriate behaviour based on a social attitude and educational ideology. In this case, the teacher has to think about the way students should be socialized. He has to take into account the selection of a suitable mode of interaction with his students for the purpose of reaching educational effects on the process of learning.

As for transactional commitment, the teacher plays the role of a teaching person "enseignant." He is expected to take a knowledge giving role. So, the two functions of the classroom commitment are in fact related to two other

important issues. One is the teacher's authority whereas the other is the student's autonomy. In this situation, the teacher must know the way he exercises his authority in both transactional and interactional processes. The students on their part should keep their autonomy within the limits set by the teacher's authority.

The exercise of authority seems to be different in both interactional and transactional processes. In the former, the teacher intends to keep his superior and dominant position regarding the role which has been assigned to him. He claims that he is the teacher and by the authority given to him, students must behave the way they are asked and have no right to object to any teacher's instruction whether they like or not. In the latter, the teacher "enseignant" as Widdowson (1990) suggests, exercises authority in terms of his ability to teach and then reach a successful transaction. In such case, he avoids dominating the classroom and focuses on giving knowledge. This does not mean that he is the teacher and students must obey what they are asked to do but because he is the teacher who has more experience and he is expected to guide them to the right direction and to select what is good for them.

The teacher, as Widdowson (1990) indicates, is in need to maintain a non authoritarian presence in the classroom. In other words, he helps his students feel free and enables them to learn not because it is a teacher's obligation but because they need it to achieve their own learning goals. He adds that sharing the learning process with students does not mean at any rate the teacher loses his authority in guiding the class.

The teacher's exercise of authority in the class depends on his attitude to education and society but it is preferable for him to be less authoritarian in the classroom interaction. For the transaction, the teacher tries to retain an undiminished authority. So, focusing on learner-centered activities and sharing the classroom management with students do not mean that he is less authoritative but he is completely so and the classroom collaboration is no more than a facilitating task teachers have to perform. They are in fact

expected to take responsibility of the classroom transactional management and any attempt to lessen his authoritative role means that no one will expect a good future for pedagogy.

With regard to the learner autonomy, it has its own transactional and interactional aspects. For the transaction, the learner exercises his autonomy within the limits set by the teacher authority. This means that he lacks independence inside the classroom. The learner has to know that being independent in natural contexts of learning with friends and family is not the same as the exercise of independence within the school. The latter is considered as a setting where the learner is restricted by the teacher's authority especially when trying to exercise his autonomy in the transaction of language learning because of the insufficiency of knowledge that characterizes the learner. This undoubtedly requires the teacher's control of the activity and his intervention from time to time to guide the learning process in the right direction. However, giving an interactional autonomy may have a positive impact on the learner's participation. So, the fact of being independent and unconstrained, students will naturally develop their way of thinking and their own imagination. For instance, the teacher may organize the classroom in groups. Students are asked to do a problem-solving activity. From the transactional side, they are in need to be restricted in terms of controlling, guiding and giving knowledge when necessary. Whereas in interaction, they are given the opportunity to move freely, talk and exchange ideas with the classmates. Here by such classroom management, the teacher contributes efficiently in developing his students' way of thinking about adequate solutions of the exposed problems, increasing their interests in the subject dealt with and arriving finally to motivate the reticent students in classroom participation.

Many researchers in the field of language teaching suggest that teachers have to make all their attempts to help their students overcome their speaking difficulties by introducing practical uses of English inside the classroom like

dialogues, plays, songs, poetry and proverbs. These important types of activities in classroom interaction will be our following discussion.

1.4 – Classroom Interaction

Motivation, as we will see in chapter two (2.4), is one of the most crucial factors in language learning. For this purpose, many teachers of English as a foreign language have always tried to find new strategies that introduce practical uses of English inside the classroom.

The teacher has to give his students some activities in order to improve their level in learning the target language. For instance, he may include in his lesson some meaningful situations: Language games to establish patterns and some competitions to assess the students' language mastery. He can assign some students to talk about things related to their own experiences as he can give them opportunities to comment about their personal lives whether about the future or the past. In other words, students talk about things that really happened to them.

In order to motivate the students in the classroom , I would like to present some types of activities that teachers of E.F.L have to take into account if they really want to improve their students' level in speaking the English language and to create a good classroom atmosphere which helps students to get rid of any kind of reticence or other psychological obstacles.

1.4.1 - Dialogues

A dialogue refers to a short conversation between two persons on a given situation from the reality of life. It is very important since it helps students to develop their speaking level in English. In this respect, the teacher alters the dialogue and makes it conform to the reality that surrounds him and his students. He can introduce a measure of reality if he uses the names of his

students as characters in the dialogue. For instance, let's take the following dialogue:

A: Did you watch T.V last night?

B: No, I slept early because I was very tired. Were there any news?

A: Yes, there was a terrible explosion in a public garden in Algiers.

B: Oh. What a bad news. Where there any victims?

A: Fortunately, there were no casualties except one injured person.

As it has been already pointed out, the teacher should bring more reality to the above conversation by introducing some variations on specific lines of the dialogue, and insist that his students give an answer related to the reality as the following example: (Questions)

- Who is interested in watching T.V every time?
- What did you see in T.V news yesterday?
- Did you hear about the dramatic explosion?
- What were the reactions of people?
- How many injured persons were there?
- Were they heavily injured?
- In this situation, what do you think the authorities will do?

After any question asked by the teacher, the student gives an answer that seems to be related to the reality. Through this process of teacher's questions and students' responses about the dialogue, a kind of conversation is established between the teacher and his students especially with those who seem to be reticent. Later, the teacher asks them to compose similar questions with answers related to their own experiences. He can write the dialogue on the board and ask them to expand it with a logical addition to the conversation. For example: A says: "Fortunately, there were no casualties except one injured

person." Here the student playing the role of B adds "Was he a man or a woman? " and A could reply " No, he was a boy. "

This kind of exercise enables the students to express themselves in an imaginative way while remaining within the spirit of the dialogue. The teacher asks the students to paraphrase the lines of the dialogue for the sake of stimulating them to choose their own words within the framework of the dialogue situation. He asks them to look at the dialogue in their books or in the board and asks one of them to say something similar to the first or the second line. For instance, A says: "Did you watch T.V last night?" Another student replies "No, I did not. My T.V is broken. "This process will continue in the same way for the remaining lines until the dialogue is finished. Once the students become skilled in paraphrasing, the teacher asks one of them to paraphrase the dialogue without preparing, using appropriate motions such as looking at the watch, raising the eyebrows and so on. Later on, the teacher outlines a situation similar to the previous one or gives a dialogue as a model and encourages them to reproduce it in another way involving additional events if it is possible as changing characters, time, place and so on.

Model dialogue given by the teacher

- **Ali:** Did you see the news yesterday?
- **Mohamed**: No, what was it about?
- **Ali:** It was about a fire that took place in a restaurant.
- **Mohamed:** Really. Were there any casualties?
- **Ali:** Fortunately, there were no injured people as the fire came in time, and put off the fire.

Imaginative dialogues given by students

(Alterations in characters, place and time)

(1)	(2)
- **Anis:** Did you watch T.V yesterday?	-**Souad:** Did you watch in T.V the accident that took place in Oran Algiers motorway?
- **Mouloud:** No, I did not. I slept early. Were there any news?	
- **Anis:** Yes, a great storm swept across Tokyo.	-**Nadia:** No, I didn't my T.V has been broken. Were there any victims?
- **Mouloud:** Did it cause any casualties?	- **Souad:** yes, the drivers of the two cars died and three persons were taken to hospital.
- **Anis:** No, it was not so strong to cause victims.	- **Nadia:** Was it because of high speed?
	- **Souad:** I think it was so.

This activity raises students' interest in participating and speaking the target language, enables them to use their imaginations and trains them to express their own ideas and desires in their daily life situations. In the dialogue, as it is mentioned before, two or more students may be enrolled in the activity. But since the classroom involves several students, the teacher has to select a new technique which may enable many students to interact between them in short-role playing situations. This brings us to the matter of plays.

1.4.2 - Plays

Plays are popular activities in conversation activities "where the group has sufficient time to devote to the study practice and staging of a play" (Dobson 1974, p.47). During his class period, the teacher programs short plays in

order to give several students the chance of participating in the role playing. Sometimes, the English textbooks include long dialogues which involve more than two speakers. Here, the teacher can ask his students to perform it under the form of a play. He may think of a situation involving several characters. For instance, mother, father, headmaster, teacher and teenager. He writes few lines of a conversation that the characters above may say, asks students to propose some additional lines by creating other characters of the situation. These students' suggestions of situations must be selected by the teacher who, later on, chooses the easiest situation for his learners to perform. After selecting the suitable situation, he organizes the group, assigns the roles, guides the play and intervenes when his intervention is needed. If the teacher feels that his students are not ready for role playing, he gives them short modern play, asks them to select one which suits their needs and write it on their papers, i.e every student has a copy of the play. They read it and look at any difficult words at home. Later, the play has to be discussed in class between the teacher and his students about vocabulary and structure. Then, they analyze its setting, characters, plot and the author's message. Later, the teacher assigns roles and asks them to perform using gestures. He also advises them not to memorize the play, but use the talk and listen method instead of learning lines**.**

'On broadways, we don't memorize the play; we use the talk and listen system. Soon, we can look at the beginning of a sentence and know what the line is. But we are talking with other actors. Eventually, we put the script down. We have learned the play as conversation.'

(Dobson 1974, p.49)

In this statement, Dobson advises the students not to read the play from the Paper but perform it under the form of a conversation listening to his classmate, talking, using gestures as being in a real situation.

1.4.3- Songs

Songs are important in the English learning process. It is so in the sense that it changes the classroom atmosphere. So, the students become relaxed without fear of speaking. Singing is a popular activity in the world and students of English as a foreign language find a great pleasure in learning English songs. They benefit from them, i.e as the teacher sings an English song, the students listen attentively to improve their aural comprehension and he gives them the chance to relax from the pressure of conversation. They can carry the song outside the classroom and sing for their families and their friends. This fact of singing beyond the classroom doors reinforces the students' interests in learning English.

Another point that I would like to add is that before presenting a song to the students, the teacher has to be sure he knows its words and its melody if he wants to sing it himself. In case he can not, he resorts to some one who will do it in a very good way that will be easy for the other students to follow as they use the tape recorder. The song has to be written on the board, asking the students to copy it in a piece of paper. Then, the teacher reads each line with the whole class, and simultaneously corrects any false pronunciation, explains new words and lets his students practice several times to learn it well.

Once the song is learnt, he asks questions with vocabulary items from it. He talks about its historical background, its particular meaning and its cultural context if it is a traditional one. Songs offer a change from routine classroom activities. Regina (1998) says that they are invaluable tools to develop students' abilities in listening, reading, speaking and writing, and can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives and verbs. Learning English through songs provides a non-threatening atmosphere for students who usually are tense when speaking English in a formal classroom setting. Regina adds that this activity offers a great deal of advantages in developing the four skills of

English learning and the greatest advantage is stimulating the students' interests and enhancing their involvement.

1.4.4- Poetry

Poetry is the use of language in an artistic way. It can be used in unlimited activities. It is characterized by a high degree of sophistication for understanding and appreciation. For this purpose, the teacher should study English poems with his students. He selects short poems, reads each one two or three times before writing it on the board. Students should listen to the meaning and the rythme of words and lines. After that, the teacher writes the poem on the blackboard. He gives every one a copy, explains unfamiliar words and expressions, reads the poem again and asks students to follow the written form. They discuss together the message the poet wants to transmit, his point of view, their agreement or disagreement towards his opinions, his philosophy, his life and other information that interest the students.

1.4.5- Proverbs

Proverbs play an important role in the students' English learning process. They can make them good conversation starters in advanced level English classes. In this respect, the teacher selects a set of English proverbs, writes them on the blackboard, explains the grammar and vocabulary and discusses with his students the popular wisdom and the historical values. After they finish, the teacher leads a conversation group about the cultural values and what the proverbs refer to.

For instance, the he gives the following proverbs:
- It's an ill wind that blows no good.
- A bird in the hand is worth two in the bush.
- Rome was not built in a day.
- Charity begins at home.
- When the cat's away, the mice will play.

- Where there is a will, there is a way.
- Actions speak louder than words.
- An ounce of prevention is worth a pound of cure.
- All that glitters is not gold.

After giving all these proverbs, he develops the discussion through some questions like for instance:

- What does this proverb mean?
- Is it a good advice?
- What does it refer to?
- Do the students know other similar proverbs?

Throughout these questions, a kind of conversation starts to take place between students and it may finally develop their speaking abilities. In addition to all these classroom activities just mentioned before, students need to be trained to practice orally some drills at the level of words and whole sentences like, for instance, substitution, restatement, transformation, expansion and reduction. These drills will be discussed with explanation in points 1.5 as well as some speaking classroom activities in 1.6. These different drills and activities stimulate the motivation of the reticent students in oral participation.

1.5 - Some Oral Practice Drills

In this point, I would like to list some drills that help students grow in their control of the patterns of language. Students need drills and need practice because they cannot speak English. Therefore, they need to hear dialogues, to have expansion drills in which the teacher gives one part of a sentence and they add the other parts till they finish completing its sense. They need substitution drills in which they become able to change a word by another one from the same class. Transformational exercises are important in the sense that they train students to change one structure into another. In order to go deeply into these drills, let us list some of them and show how students deal with language during their learning process.

1.5.1 -Substitution

In this drill, students are asked to use another word from the same class in the place of another one at the level of a sentence. For example, a noun is replaced by a noun, a verb by another verb and the same thing for adjectives and articles.

In this case, the teacher gives a simple sentense 'I have a pen.' He shows a book and asks one of them to build a sentence. The student says: 'You have a book.' Here, he becomes able to substitute two words at the level of the teacher's sentence. The teacher shows objects or pictures to his students and asks to use them in the same sentence. He trains them to use the suitable words in the sentence. By such exercise and more practice, students acquire the ability to make any modification at the level of any sentence.

1.5.2- Restatement

In this point, students are expected to restate a sentence by using synonymous expressions. They are asked to replace one element by another. For example, a noun by a pronoun. They are given the following sentence : 'John has a good reputation.' One student says : ' He has a good reputatrion.' He changes the noun « John » by the pronoun « he » and the same thing for other sentences like: ' I see the teacher.' The student will say : ' We see him.' In case of a paired sentence, the teacher gives a sentence and asks a question : ' Peter likes to study. What about you ? A student may reply : ' I like to study too.' That is in fact a good practicing drill that helps students develop their speaking abilities.

1.5.3- Transformation

In this drill, Students are supposed to change from affirmative to negative or from affirmative to interrogative and the same thing for tenses ; i.e changing from present to past or to future etc..

 The teacher gives a sentence and asks his students to make questions from it. The model sentence is: 'The teacher writes the example on the blackboard.' The students ask the following questions:

- Does he write the example on the blackboard?
- What does he do on the blackboard?
- Where does he write the example?

 The same procedure with the negative form. The teacher is not obliged to use the terms « negative » or « past ». He simply says : ' Let us my boy start with « no ». A student could say: ' No, he does not write the examples on the blackboard.' He can ask them to use « yesterday » or « going to » and they say: 'Yesterday, the teacher wrote the examples on the blackboard.' Via such practice, students acquire the ability to deal easily with tenses and different forms of sentences.

1.5.4- Expansion

 Students will be given a word or expression to be added to a sentence similar to the teacher's one. For instance, he asks them to add the word « always » to the following sentence: ' I have a pencil.' The student says : ' I always have a pencil.' After that, the teacher asks them to use some expressions like « I am sure, I like, I think, I know », and to make multiple expansions like: « Once upon a time, however » to noun phrases or verb phrases. For instance, the teacher says: 'I see a boy.' The student could expand:' I see a boy with red hair.' He gives a sentence in an interrogative form and asks them to change it to a reported speech. He says: 'How old are you?' A student could reply using the past with a reported speech: 'The teacher asked me how old I was.' By such practice and exercises, students will be skilled in how to expand a sentence respecting grammatical rules.

1.5.5- Reduction

In this drill, students are supposed to reduce a sentence by changing an expression to a word. For example, ' I have the book.' To ' I have it.', ' I am going to the library.' To ' I am going there.', ' I would like one of the books in the window.' To ' I would like one of those.', ' I see all the people.' To ' I see every one.'

During the practice, the teacher directs a student to ask his peer a question. This needs a lot of help from the him at the beginning. This exercise will be done in two stages. In the first one, he chooses two students X and Y and directs their exchange of questions and answers. He whispers to X « Do you have a pen ? » X says aloud: « Do you have a pen ? » He says to Y « Yes, I have a pen. » or simply « Yes, I have ». The student Y will repeat the sentence aloud. In the second stage, the teacher does not whisper the direct questions but lets them say themselves. In case if they do not know what to say, he helps them of course.

1.6- Classroom Speaking Activities

The teacher introduces many classroom activities that improve the English speaking. Among these activities, he asks them to perform any script found in the course book. He is also expected to provoke communication between reticent students through games and group discussions. All these issues will be our following discussion.

1.6.1- Acting from a Script

In this kind of activity, students are asked to act out scenes from plays or the course book's dialogues. They write them on their own and come out to the front of the class to perform it. In this case, the teacher should pay attention to the selection of students. He avoids choosing the shyest one in the first time of the activity. This role must be assigned first to extrovert students in order to keep a good performance of the dialogue and to create a

good atmosphere in the class. But before performing this piece of dialogue, students need sufficient time to develop it and imagine new ideas and situations. During this classsroom activity, the teacher has to draw their attention to the stress and intonation. Acting from a script is an important speaking activity in which students are expected to use their imagination and to create new ideas. When they read a story or a dialogue, a mental picture comes to their minds. Later on, they try to think about the setting and characters. After this, they start to perform what they have just read. Teachers should encourage their students to make some modifications upon the dialogue.

1.6.2- Communicative Games

The classroom speaking activities mentioned in 1.5 and 1.6 including this one, have a communicative end. This means that students, especially the reticent ones, are trained to use the language forms appropriately in a variety of contexts in order to develop their knowledge and skill. Students are involved in real communication where language accuracy is less relevant than the communicative task to be performed.

For classroom games, the teacher is expected to provoke communication between students. For instance, a student talks to his classmate to solve a puzzle, to describe a picture or to put things in the right order. The teacher asks his students a set of questions and tells the group to find the object after refering if it is mineral, animal or vegetal. Students ask only « yes » or «no » questions such as: Can we eat it? Can we use it in the kitchen? Here, the teacher encourages them by giving good marks to those who find the object. He gives one minute for each one to speak about a subject on his own without hesitation, repetition or deviation. If another classmate hears a mistake, he or she interrupts him or her and carries on the same subject and gets points. Through this type of classroom activity, reluctant students find opportunities to speak the target language and get rid of any kind of shame, fear or other

psychological factors which have a negative impact on their foreign language learning.

1.6.3 – Discussion

In this case, students are given the chance for quick discussions in small groups before speaking to the whole class. They are given time to think of ideas and the language used in expressing them, in order to reduce the level of stress during the performance in front of the public. The teacher can ask them to read a passage in the coursebook and they discuss together all ideas that have been understood on the subject. Students are trained to respond immediately to the teacher's questions. This means, he shows photographs or any thing and asks them to say immediately any idea that comes into their minds. They can be given a short summary about any text after reading, and show their reactions to it. The teacher tries to ask questions in the middle of lessons for discussion. These questions are unprepared but if encouraged can prompt students to speak and enjoy the language class atmosphere. Giving them opportunities to discuss any subject they select stimulate the students' motivation and raise their interests especially those who seem to be reluctant in oral classroom participation. In addition to all the activities mentioned above, foreign language teachers have to give much importance to the language they speak and the way they use it inside the classroom. This will be tackled in detail in the following passages.

1.7 – Aspects of Classroom Interaction

Every teacher should bear in mind that the teaching process is not an easy task. It is difficult in the sense that it needs more efforts, more competence and more strategic techniques. One of its major difficulties is the way the teacher interacts with the students. That is to say, the way he uses language which is one source of students' comprehension. It is through the use of language that the teacher may succeed or fail in his teaching. In this concern,

when presenting his course, he takes into consideration the students' levels and their abilities to grasp the language. He avoids to use the language authentically as natives do so as to avoid discouraging his students and disabling them to learn the language. In short, he develops a suitable strategy to the way he adresses his learners, i.e the suitable teacher talk for the purpose of putting the language at students' levels.

1.7.1 – Teacher-Talk

The teacher-talk is defined as a 'speech used by teachers that is characteristically modified in four areas: Phonology, lexis, syntax and discourse.' (Osborn 1999, p.10).

In order to explain more the previous definition, Osborn (1999) introduces some of the typical modifications concerning teacher- talk:

Characteristics of teacher talk

Phonology	Lexis	Syntax	Discourse
-Exagerated articulation - Extended pauses - Slower rate of speech -Less reduction of vowels	- more basic vocabulary - Fewer colloquial English -Fewer indefinite pronouns	-Fewer subordonate clauses -Higher proportion of simple present tense - High proportion of well formed sentences	-Fewer functions per time unit -More conversational frames (different types of conversation -More self repitition

Table 1.1: Characteristics of teacher talk
(Osborn 1999)

If one wants to analyse Osborn's view, he will notice that he makes a relationship between the rate of teacher's speech and student's comprehension. For him, the more a teacher speaks clearly, slowly and simply, the more the students comprehend easily and rapidly the message. The idea of simplicity of teacher's talk compels him to use a language that is neither difficult nor easy for students, i.e slightly above learners' levels. This is linguistically called by Harmer (1983) as the Roughly Tuned Input.

The teacher avoids using difficult and unfamiliar words and expressions. As an example, instead of saying: 'Jot down sentences written on the board.' It is prefereble to say: 'Write the sentences written on the board.' In this example, one could notice how it is difficult for a student to understand the meaning of « jotting down » Which seems quitly familiar to the teacher. He has to take vocabulary in consideration when speaking inside the classroom. When the teacher imposes authentic speech, he is about creating a concrete obstacle to the students. They feel unable to acquire the language. The reason why, it seems definitely impossible to reach the effectiveness. This leads us to conclude that the teacher's use of language has a great impact on the students' learning process.

1.7.1.1 - Teacher's Questions

Teacher's questions inside the classroom are very important. They are so in the sense that the major part of interaction is generated by the teacher asking questions. Researchers in the field of teaching found that seventy per cent of classroom talk consists of teacher's asking questions, nominating a student to answer them and providing feedback to him. Questions are usually used to check the students' comprehension, to see if they have acquired knowledge, to focus their attention and involve them in the lesson. If we go deeply into the teacher's questions, we notice that 'the type of question that the teacher asks affects the kind of response that the students produce' (Tsui 1985,p.23). Therefore, a kind of classification of questions has been established. There are two kinds of questions: The factual questions which start with « what, when, who, where » and the reasoning questions which begin with « how » and « why ». The former are closed ones in which students are compelled to give limited and exact answers, because they may have only one   acceptable answer. Whereas the latter are called the open ones. The student have a range of aceptable answers.

On the whole, the kind of questions has important effects on students' responses and the kind of interaction generated. Teachers who ask closed answers are likely to restrict the students' language output. However, as Tsui (1985) states that those who use what appears to be open questions, will encourage students to guess what they want as an answer rather than what is appropriate as an answer, i.e they focus on functions rather than forms for communicative end.

1.7.1.2 - Explanation:

The teacher's explanation is very important. The role of the teacher is to make knowledge accessible to students. There are two types of explanation: The procedural explanation and the content one.

In the former, the teacher deals with the organization of the lesson. It means how an activity should be done and other instructions about homework. Whereas the latter refers to the explanation of the subject content of the lesson. It means the explanation of vocabulary, text, grammar rules and so on. In order for this explanation to be effective, the teacher needs to take into account the problem to be explained and the persons to whom it is explained. In this respect, researchers study the explanation and give us the main characteristics of a better one.

Characteristics of explanation
- Higher level of cognitive demand.
- More linked statements leading to a solution of the problem.
- More frequent use of examples, audiovisual aids, …
- More focusing statements highlighting the essential features.

Table 1.2: Characteristics of explanation

(Tsui 1985)

So, the effective explanation does not include only the teacher's giving knowledge to students but also their active involvement in processing the information. It requires that the teacher has to grasp the nature of the problem to be explained and needs the ability to organize the explanation in a clear sequence.

1.7.1.3 – Feedback and Error Treatment

Feedback is another very important aspect of the teacher's talk to students' responses. It is in the feedback that the teacher makes evaluations and gives comments on the students' performances. The classroom exchanges consist of three parts: An initiation from the teacher and a response from students followed by a feedback on the part of the teacher. The kind of feedback provided affects the students' learning. For instance, a teacher who provides a negative feedback creates a frustration among students. However, the positive one is much more likely to motivate them to learn, to participate, and to create a warm social climate in the classroom. With regard to error correction, the teacher takes this point into account since it deals with the affective state of students. They are not considered as recipient of knowledge but they share the big part of classroom management. In this case, their classroom talk must be increased and decrease the teacher's one. The details of this important point will be tackled later in 1.7.2.

1.7.2 – Student Talk

In a given period of time, the student was seen as a passive recipient, whose role was just to acquire knowledge and apply what the teacher gave him, without having the right to negotiate the given ideas.

Nowadays, the student plays a much more active role in the learning process. Thanks to the new approaches like the communicative one, he is no longer the recipient who accepts every thing given by his teacher. Rudder (1999) asserts that the learner is the principal element in the classroom,

adopting and adapting strategies to accomplish immediate as well as long-term goals, acquiring and developing critical thinking and cooperative learning skills.

As a recapitulation to what has been said, the communicative trend intends to increase the student's talk in order to give them more opprtunities to express themselves, their ideas, their experiences in life and to create an exchange of data with the teacher through an interactional process. The teacher has to elecite the student's talk. He can do so through guided questions, comprehension questions and exercises to summarize, or to describe events, characters or places of differnt situations.

The reinforcement of involving pair work and group work activities is another way of promoting the student's talk. This can be done by suggesting different topics and giving them opprtunities to analyse and discuss together ideas related to the subject. He encourages students to use their own language when speaking about their personal ideas. This means instead of talking about characters in the textbook, students can talk about themselves, their friends and their own family. Likewise, they can replace the settings in their textbooks by the names of their own cities. However, eleciting student talk does not mean at any time preparing open discussions without guidance and control because students are expected to make mistakes from time to time during their speech. In this case, the teacher's intervention is needed to treat his students' errors. The question of error treatment, which will be tackled in detail in 2.2, is very important since it deals with the affective state of students. They feel disappointed and find themselves unable to express their ideas freely in front of their classmates. The teacher gives a feedback towards his students' errors by avoiding immediate correction. He allows first the students' self-correction without quick interruption. Because of the fact that making errors is something unavoidable, it is preferable to tolerate rather than to penalize them. Generally speaking, one of the important teacher's goals is to develop the students' communicative oral skills which are essential for the student–student

interaction and teacher – student interaction. It is through enhancing the student's talk that the learner feels free to express himself, to debate, to argue and in general to acquire the language. In the previous passages, we tackled some issues points related to the classroom management and how any teacher should direct conversation sessions and guide his students' process of learning. The question that any one may ask in this case is the following: Is the teacher free to apply all that is seen relevant to his students or must he be committed to follow what is designed by the ministry of education. This leads us to the matter of the syllabus design and the teacher's methodology that is dealt with below.

1.8 – Syllabus Design and Teacher's Methodology

In this important point, I intend to discuss two most relevant elements that any foreign language teacher relies on: The syllabus and the teacher's methodology. Can the teacher apply his own methodology in giving knowledge and selecting suitable materials for his students? Or does his classroom management depend on the syllabus, and he has no right to violate and to deviate from the designed principles?

Before going deeply into detail in this point, let's define the term 'syllabus'.

1.8.1 – Definition of the syllabus

Many different views are given to the syllabus. It is seen as being concerned with the selection and gradation of the content. This means that the designer selects the content of any program and orders its units from simple to more complex according to the students' levels, whereas the teacher's methodology is concerned only with the selection of learning tasks and activities during the classroom management. Yalden (1984) states that the syllabus or 'method' is considered as an instrument by which the teacher, helped by the syllabus designer, achieves satisfaction of learners' needs and

aims through activities taking place inside the classroom. Widdowson (1984), on his part, defines the syllabus as a framework within which classroom activities can be managed. For him, a syllabus is no more than a guideline to facilitate learning, otherwise it becomes a threat to pedagogy if it is taken seriously as absolute rules for determining what points to be taught rather than points of reference. Widdowson (1984) gives a sort of relative independence to the teacher to use his own methodology when necessary to satisfy the learners' needs and aims. The syllabus as Breen (1984) indicates, is considered as a set of assumptions about language, psychological process of learning and about the pedagogic process within a classroom. Allen (1984) sees it as part of a general educational program (curriculum) which specifies what units to be taught as distinct from how they will be taught which is a business of teacher's methodology.

As every one can notice, language specialists mentioned above believe that teachers should keep methodology separate from the syllabus which selects and grades only the content and it has no right to do so at the level of classroom learning tasks and activities. It is simply a statement of content used as the basis for planning courses. A number of different kinds of syllabi are used in foreign language teaching. A list of these types, that teachers may come across in practice, are provided below with brief explanations.

1.8.2 – Types of Syllabi

A language teaching syllabus includes the integration of subject matter i.e what to talk about and a linguistic one, how to talk about it. The selection of syllabus can range from the more or less purely linguistic where the content of instruction is the grammatical and lexical forms of language to the purely semantic and informational ones in which the content of instruction is some skill and information, and incidentally the form of the language. To design a syllabus is to decide what to teach and in what order. For this reason, the theory of the language teaching method will play an important role in

determining what syllabus is adopted. The theory of the learning method also plays a significant role in determining the kind of syllabus used. For instance, a syllabus based on a structural view would emphasize language forms. However, a syllabus based on a communicative view would emphasize on the new language in an appropriate variety of dicourse types. The choice of the syllabus is an important decision in language teaching and should be made as consciously and with as much information as possible. There has been much confusion in the last decades as to what different types of content are possible in the language teaching syllabus and as to whether the diferences are in syllabus or method. Several different types of language teaching syllabi exist, and these types may be used in various teaching situations. They are seen as if each one of them is used purely in practice but in reality they rarely occur independently of each other. Almost all actual language teaching syllabi are a combination of two or more types that will be defined briefly later on. This means that for a given course, one type of a syllabus usually dominates, while other types of content may be combined with it. So, the types are not entirely distinct from each other. For instance, the distinction between skill-based and task-based syllabi may be minimal. The characteristics, differences, strengths, and weaknesses of individual syllabi are defined briefly as follows:

The first syllabus is the structural or grammatical one. It is the selection and gradation of the input which depends on the students' levels and the simplicity and complexity of the grammatical notions. This means that the transition from a lesson to another is not allowed until the first is introduced and mastered by learners to pave the way to the second one. Nunan (1988) suggests that the grammatical syllabus consists of a finite set of rules combined in various ways to make meaning. It is synthetic in the sense that these rules are learnt one by one before being incorporated in learners' stock of knowledge. As mentioned before, the structural syllabus is a synthetic language teaching strategy. It is defined as the one where the different parts of language are taught   separately and step by step so that the acquisition is a process of

gradual accumulation of parts untill the whole structure of language has been built up.

This means that different discrete lists of grammatical items are studied in detail respecting the order of simplicity and complexity until learners become able to master and accumulate the whole language system. Once they internalize the formal aspects of a given piece of language, learners can use it in communication outside the classroom in different situations.

Later on, the structural syllabus started to be criticized since it misrepresents the nature of the language. This means that the focus is only on one aspect, the formal grammar. But the reality shows that there are a set of communicative functions to fulfil.

In the notional-functional syllabus, the content of the language teaching is the collection of the functions that are performed when language is used or of the notions that language is used to express. Instances of functions involve: informing, agreeing, apologizing, requesting. Examples of notions include size, age, colour, comparision, time and so on.

With regard to the situational syllabus, the content of language teaching is a collection of real or imaginary situations where language occurs or is used. A situation usually involves participants engaged in some activity in a specific setting. The language occurring in the situation involves a number of functions combined into a logical part of discourse. The primary purpose of a situational language teaching syllabus is to teach the language that occurs in the situations. Examples of situations involve: seeing the dentist, bying a book at the book store, meeting a new student and so on.

The content of language teaching, in a skill-based syllabus, is a collection of specific abilities that play an important part in using the language. Skills are special abilities that students must possess in order to be competent in a language, relatively independently of the situation or the setting where the language use can occur. While the situational syllabus groups the functions together into specific settings of language use, the skill-based syllabus groups

the linguistic competencies (pronunciation, vocabulary, grammar and discourse) together into generalized types of behaviour, such as listening to the spoken language for the main idea, writing well formed paragraphs, giving effective oral presentations and so on. The primary purpose of skill-based instruction is to learn the specific language skill. A possible secondary purpose is to develop more general competence in the language, learning only incidentally any information that may be available while applying the language skills.

For the task-based syllabus, the content of the teaching is a series of complex and purposeful tasks that students want or need to perform with the language they are learning. The tasks are defined as activities with a purpose other than the language learning whereas in a content-based syllabus, the performance of the tasks is to develop the foreign language ability. The language learning is subordinate to the task performance, and language teaching occurs only as the need arises during the performance of a given task. Tasks integrate the language skills in specific settings of language use. The difference between the task-based teaching and the situational-based teaching is that while situational teaching has the goal of teaching the specific language content that occurs in the situation, the task-based one has the goal of teaching students to draw on resources to complete some piece of work (a process). The students draw on a variety of language forms, functions and skills, often in an individual and unpredictable way, in completing the tasks. The tasks that can be used for language learning are generally tasks that the learners actually have to perform in any case. Examples involve: applying for a job, talking with a social worker, getting housing information over the telephone, and so on.

As for the content-based syllabus, the purpose of instruction is to teach some content or information using the language that the students are learning. The students are at the same time language students and students of whatever content is being taught. The subject matter is primary, and language learning occurs incidentally to the content learning. The content teaching is not

organized arround the language teaching but the vice-versa. The content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes. An example of content-based language teaching is a science class taught in the language the students need or want to learn, possibly with linguistic adjustment to make the science more comprehensible.

Generally, the types of instructional content are presented beginning with the one based most on structure, and ending with the one based most on language use. The language is a relationship between the form and the meaning, and most instructions emphasize one or the other side of this relationship.

Although the syllabus types are defined in isolated contexts, it is rare for one type or content to be used exclusively in actual teaching settings. The syllabi are usually combined in more or less integrated ways, with one type as the organizing basis around which the others are arranged and related. In discussing syllabus choice and design, it should be kept in mind that the issue is not only which type to choose but which types, and how to relate them to each other. It is clear that no single type of content is appropriate for all teaching settings and the needs and conditions of each setting are so important, and the combination may not be possible. The syllabus designers have to take a set of guidelines into account when preparing a practical language teaching syllabus.

First, designers have to determine what outcomes are desired for the students in the instructional programme; that is, defining as what the students should be able to do as a result of instruction.

Second, they classify the syllabus types taking into consideration the outcomes intended to be achieved. Several classifications may be necessary if outcomes are somehow complex. Third, the evaluation of available resources in expertise for teaching needs analysis, material choice, production, and also in training for teachers. Fourth, they determine what syllabus types would be

the easiest to implement with given resources. Finally, they determine a final ranking, i.e to select one or two syllabus types as primary and dominant and one or two as secondary. In making practical decisions about the syllabus design, one must take into consideration all the possible factors that may affect the teachability of a particular syllabus. Designers try to find practical solutions to the problem of appropriateness and effectiveness in syllabus design by starting with an examination of each syllabus type, relating the choice and integrating different types according to the students' needs. They also have to make the pratitioners in the field of teaching aware of the importance of testing and evaluation in the learning and teaching processes. This significant point will be tackled in detail in the next point.

1.9 – Testing Speaking Abilities

Testing and evaluation are two main tools in the learning and teaching processes. Therefore, the evaluation should be taken into account in the syllabus. It would involve judjing:

' The student's progress toward the linguistic objectives of the course, determining his attitude not only toward English language learning, but also toward native English speakers, judjing the results of the methodology and the materials in use, and appraising the effectiveness of the total English program in serving the needs of the learners, for whom it is intended.'

(Finocchiaro 1974, p125)

In this context, the teacher who intends to test his students' attitudes has to bear in mind that he does so for a specific purpose. It is obvious that the student must be graded. This means that he is moved forward to the next higher class or retained at his present level. This can be done indeed via appropriate tests through which the teachers can establish 'realistic standards of achievement for groups or individuals' (Finocchiaro 1974, p.126).

By doing so, the teachers compare their test results in similar classes or communities having the same conditions, and judge whether they are establishing their standards too high or too low.

In addition to what I have already pointed out, there are infact a whole host of reasons related to testing. First, it can be done to recognize the features of the language, in which the individual students or groups are facing difficulties. Second, by testing, the teachers judge their abilities in their teaching process. Third, the test is a means by which they know much what their students have learnt and how much they have achieved. One could notice that the students' failure does not mean that the teachers have not planned or taught them well, but there are in fact many factors that are considered as the source of this failure, among which the intellectual, physical, emotional and social factors are to be taken into account. One should not forget that testing students' abilities has not to be done hasardly, and at any time. On the contrary, it should be programmed and well planned. The reason why in all educational institutions, there are usually mid-term or end-term exams in which the students' proficiency is tested. The teachers can give a comprehensive examination after each unit for the purpose of knowing if the students have understood the unit data or not. This brief test can give teachers information about the students' difficulties. The unit itself is to be taught before moving to a new one. Many criteria are to be taken into account: The structure to be studied, the practice, the time he should take and the degree of mastery.

Through oral tests, the teacher judges the students' oral production of sounds, stress, rhythm, intonation patterns, fluency and automatic responses to oral or written stimuli. Here, the teacher calls each student to his desk individually, asks him to read, to repeat, to follow directions and so on. He presents during the time of testing the materials needed like the tape recorder, through which he records the students' responses. He asks them to give their names at the end of the test to be recorded. What is more important is that the teacher has to test all that seems to be very relevant. For instance, he tests the

students' knowledge of the phonemic, structural and lexical systems as well as the information or the data on any subject. He also tests the students' ability to understand, to speak, to read and to write, since all the four skills are interrelated. With regard to the speaking and listening skills, the teacher judges their capacity to understand the language, to ask and to answer questions, to make the normal responses which a situation demands to start a conversation and to narrate an event.

The teachers then need to evaluate their own teaching and their students' learning in order to know whether they are in the right direction and whether they have achieved the peak of their goals or there is something that still witnesses a failure and has to be retaught.

Conclusion:

The first chapter is an attempt to shed light on some important practical backgrounds related to the classroom teaching and learning management. The teacher is not the only one who manages the classroom, but students also participate in creating a good classroom atmosphere. I attempted to talk about the precise roles of both teachers and learners. Teachers should motivate their students and create suitable learning conditions in order to ensure a fruitful management. They should adopt some kind of a prompting role by stimulating their students' interests through different simple questions. Controlling them is another significant role. This does not mean at any time being more authoritative, but rather giving them opportunities to practise English inside the classroom. Organizing students to do various classroom activities is also another important role that teachers have to perfom. Students need to know what they are supposed to do in order to get benefits and advantages from the classroom activities taking place. The teacher's observation is necessary too. It is so in the sense that it sees if the use of materials and activities are fruitful or not. These are briefly the main roles that any foreign language teacher plays in motivating his students. This does not mean he is quitly responsible for all his students' motivations, but students are responsible too in ensuring suitable classroom learning.

Another subject dealt with in my first chapter and seems to be more important is the teacher's authority and the learner's autonomy. I tackled the subject and explained that teachers try to keep a non authoritarian presence inside the classroom in order to make their students feel free, and give more opportunities to reticent ones to participate orally. Many researchers in the field of foreign language teaching suggest that teachers have to do their best in helping their students overcome their speaking difficulties by introducing various classroom activities like dialogues, plays, songs, poetry

and proverbs. All these activities were discussed in detail.

In addition to all these activities just mentioned, students need to practise orally some drills and to be trained to do them whether at the level of words or whole sentences. Many oral practice drills were discussed like for instance substitution, restatement, transformation, expansion and reduction. The teacher reinforces the classroom activities and adds others that may improve their English language. Among these activities, I shed light on acting from a script. In this, students are expected to write dialogues or scenes on their own and try to perform them in front of the whole class. Communicative games and discussions of important topics in small groups are also prominent. They motivate the introvert students and help them to get rid of their reticence in oral classroom participation.

The teacher's and student's talks were also parts of my discussion in the first theoretical chapter. I refered to some characteristics of the teacher's use of language as well as the way of asking questions and explanation of courses, in addition to feedback and suitable ways to correct errors. I also refered to the student's talk which plays a much more active role in the learning process.

The syllabus design and the teacher's methodology are important elements discussed in detail, to see if the teacher is independent to select his own suitable materials or this depends on the syllabus, and he has no right to violate or deviate from its principles.

Finally, some points of testing speaking abilities were presented for the sake of informing our teachers that the absence of oral tests could be a cause of students' difficulties in speaking the target language.

The first chapter was dedicated to discuss some important isues that foreign language teachers are in need of when managing the classroom. They should take into account the affective state of their students. This means they do not rely only on the presentation of the language, but the student's

psychology has to be their main concern too. They should know that the students' psychological state may also be the source of reluctance in speaking the English language. The reason why, the next chapter will be dedicated to discuss this important issue.

Chapter Two

Students' Psychological Aspects of Learning

2.1 – Introduction

As mentioned before, my research attempts to tackle some important psychological issues. The student's affective state is considered as the main source of students' reticence in oral classroom participation. Students then face some psychological obstacles which impede their learning process, especially in classroom conversation practice. Some obstacles are the result of the teacher's bad treatment. This leads us to speak about the teacher's feedback and error treatment. We discuss the way he or she corrects his or her students' errors or mistakes in their oral presentation of a given activity; in order to avoid any kind of failure or frustration among them. This may lead to reluctance when dealing with different classroom activities. Motivation is another relevant point to shed light on. It is essential to success in foreign language learning. Teachers should be aware of how to motivate learners and how to sustain this motivation by providing comprehensible input that makes them understand and consequently participate in the activity.

After listing these two main points related to teaching i.e feedback, error treatment and motivation which can help students to free themselves of the state of reticence, we will move to list some other psychological barriers felt on the part of students themselves. The first item is anxiety. It is considered as an important emotion that has a negative impact on students' responses to any classroom situation.

Different variables which differentiate one student from the other are also some causes of the students' reluctance in foreign language learning. These variables or factors are divided into three categories: Cognitive, affective and personality variables. All these items will be discussed in detail to show their influence on the process of English learning.

2.2 – Teacher's Feedback and Error Treatment

The teacher's feedback is intended to promote correction. It develops the learner's confidence. This means that even if the learner could not make changes on the input after receiving the teacher's feedback, he at least knows where he is wrong. Long (1983) defines the teacher's feedback as a behaviour which allows the learner to obtain knowledge of results, which may encourage him to correct himself. Long, in this definition, refers to the detection of errors and mistakes expected from the learner. The learning process is undoubtedly affected by the kind of feedback provided. The teacher who constantly gives a negative feedback to his students will create a kind of reluctance among them, especially in the case of oral participation. On the contrary, those who are receiving an encouraging feedback will show that they are interested to learn and help their teachers to create a good atmosphere inside the classroom. The teacher's feedback, as mentioned before, intends to avoid any kind of failure or frustration among students. As a manager of the classroom, the teacher is expected to encourage their contribution and provide positive feedback in order to get them learn and participate in class.

Despite the fact that feedback is very helpful in case of oral work, teachers should not deal the same way in all oral production. This means that they have to make a distinction between accuracy and fluency. They decide whether a classroom activity is presented to expect sudents' accuracy, such as the study of grammar, pronunciation and vocabulary or it intends to engage them in using language as fluently as possible. Students want to be given feedback on any kind of performance. Teachers, on their part, have to correct their students' English even if they think it is inappropriate. When students are involved in accuracy work, the teachers' intervention to stop the activity and to make correction is somehow acceptable.

On the contrary, during communicative activities, teachers have no right to interrupt their students, but rather give them time to use language and reach

fluency. Otherwise, teachers find themselves tied by the study of language form and meaning. The classroom speaking activities having communicative ends help students to move from the process of learning to the process of acquisition. This means they are forced to think about how to express a meaning they intend to transmit. During the process of communication, the immediate teachers' intervention for correction raises stress among students and stops the process of acquisition. In such situation, specialists in the field of teaching propose that the best answer to the question of the teacher's intervention in the student's talk is as late as possible. There are times indeed during the classroom communicative activities, teachers may intervene to offer correction or give suggestions when they see that the student's communication is at risk or it seems the right moment to draw his or her attention to some problems. Harmer (2001) states that teachers should have the ability to correct mistakes without offending them. This means not to react to every mistake if this troubles students and creates a kind of reticence later. Teachers have to decide where, when and how to intervene during the students' talks.

In acuracy exercises, feedback is suggested to be given in two stages. In the first, teachers inform their students that a mistake has been made. Second, they help them to detect it and try to correct it themselves once the problem has been pointed out. Showing incorrectness during the student's talk is very important in accuracy activities. It can be done in different ways. Teachers ask students to repeat what has been said, and to show that something is unclear. It can be done by statement and question. They simply say : 'It is not quite right.' or 'Does some one think that's correct ?' to show that there is a mistake. To show incorrectness, teachers can use special expressions or gestures. They may also formulate the whole sentence or part of it, like for instance :

Student: I would not have obtained good marks if I did not revised several times.

Teacher: If I had not revised several times …

 Student: I would not have obtained good marks if I had not revised

several times.

During the accuracy work and through such procedures, teachers help their students and make them able to correct themselves once indicating that something does not work in their speech. In case they could not do so, teachers can ask a student-student correction in order to create a cooperative atmosphere by saying for instance : 'Is there any one who knows the answer ?' Or 'Can any one help his friend ? All that has been mentioned can only be done in case of accuracy activities.

During the fluency work, feedback is provided differently. In such situation, teachers are also expected to focus on the content not just on the language form. They need the ability to solve problems which their students are encountering after their performance and not during it, in order not to interrupt students in the process of communication. Tolerance of making mistakes in communicative sessions seems to be the best way of helping students acquire the language rather than in controlled sessions. During the fluency activities a gentle correction has to be given if they cannot think of what to say. It can be offered in different ways. Teachers simply reformulates what has been said and students are expected to pick up rapidly the correction without being interrupted. For instance:

 Student : Yesterday, I see a terrible …

 Teacher : … I saw a terible … (Quick correction without interruption)

 Student : Yesterday, I saw a terrible accidentb but fortunately without

victims.

Teachers can record mistakes during the students' performances. They act as observers, and the feedback will be provided later after mentioning all different types of mistakes (grammar, pronunciation, stress, words, phrases...)

Error treatment is also another important point that has to be taken into account in classroom management. Teachers must be aware of the significance of their learners' errors and have a positive attitude towards them. For the error correction, they try to find suitable ways that help students rather than interrupt their process of learning. They attempt to correct errors as little as possible and let them express themselves in English without worrying too much about mistakes. Students' wrong points have to be noticed and dealt with later without interruption for correction during communication. Learners should not be obliged to say only correct things. Language is not learnt in this way but rather it is a system of rules that has to be acquired indirectly via daily practice, and making mistakes is natural and an unavoidable part of this process. So, instead of looking to errors as a sign of failure, whether by students or teachers, it is preferable to see them positively as an indication of a teaching lack that has to be re-taught again until it is mastered. Teachers should help their students to correct themselves in the spoken language using for instance gestures to indicate where the mistake is in the sentence, and what kind of mistake it is. Correction helps students to clarify their understanding of the meaning and construction of language. It has to be done carefully and not in an insensitive way, otherwise students will be disturbed and lose confidence. As mentioned above, students cannot correct themselves easily. Teachers have to help them either by asking one of their colleagues or explaining the problem encountered without humiliating those who have made mistakes. They have to be sensitive to avoid any kind of students' anxiousness. This affective obstacle of anxiety and its impact on the process of foreign language learning will be dealt with in the following section.

2.3 - Language Learning Anxiety

Generally speaking, anxiety, as an affective obstacle, is always present in all language learning situations. This affective factor is a relevant emotion that

influences the student's responses to any classroom situation. Language anxiety is identified as a distinct complex of self perceptions, beliefs and behaviours related to the classroom language learning, arising from the uniqueness of the language learning process. This idea sees language anxiety as a set of complex experiences related to failure in communication which means difficulty in the response of a real act of speaking. This failure is due to the social nature of English language which is not frequently used. The levels of anxiety develop as a result of repeated negative experiences with foreign language learning, and can easily have a negative impact on the students' talks and the future foreign language learning in general.

Many researchers find that language learning anxiety is expected to diminish over time. This positive result can be realized after accumulation of positive experience and increase of proficiency. The anxious students, who have lower levels of verbal production, will certainly have difficulty in basic learning, and production will be less likely to volunteer answers in class. They are reluctant to express personal relevant information in a foreign language conversation. Anxiety would be expected to decline as the students gain proficiency.

So, the more a student is adventuresome in using the language and less anxious, the more positive results will be achieved. The students' motivation contributes efficiently in declining the levels of their learning anxieties. This can be realized through social contact between students and members of the target language community or at least with the users of that language. This opportunity will undoubtedly eliminate or diminish the level of anxiety and increase self confidence. The learning anxiety inside the classroom may come into being after the student has been ridiculed for a wrong answer. In learning a foreign language, he is quitly expected to master the target language and to perform it at the same time.

Many researches have revealed that anxiety can make problems to the foreign language production and achievement. They report that half of all language learners experience different levels of anxiety in both second and foreign languages. Anxiety poses potential problems because it can intervene at the level of acquisition, retention and production of the target language. It also inhibits the learner's ability to deal with the new language and develops the process of acquisition. An interaction is often found among anxiety, task difficulty, and ability which interferes at the input and output levels. If anxiety weakens cognitive function, anxious students learn less than the others, and they fail to demonstrate what they have learnt. Therefore, the anxiety will be more serious. This serious language anxiety causes other problems with self-esteem, self-confidence and the risk-taking ability. These problems cause difficulties of proficiency in the foreign language process. So, a foreign language anxiety is a complex psychological idea, difficult to define because it is due to the complex hierarchy of intervening variables. In an attempt to undestand more on the role that anxiety plays in learning a foreign language, Trylong (1987) undertakes many researches to identify the main factors which contribute to anxiety, and others which may reduce it. His attention focuses on the participants' beliefs, experiences and feelings in order to shed light on the participants' perspectives of the foreign language anxiety. The study bases on the students' own voices, and examines their words and beliefs for the purpose of understanding the phenomenon of anxiety. Through this research, he wants to know some significant issues, and desires to know if students believe that anxiety is an obstacle for language acquisition, which factors they believe contribute to anxiety and which ones they think reduce it. How anxiety was manifested was also the main question that needed an answer. Students were asked a set of questions. This interview was audiotaped. They were asked to describe their feelings about the foreign language, to tell what they like best, and what disturb them the most when being in the class. They were also asked if there are other things that may disturb them, and

what are the reactions of their classmates. Through his questions, the researcher wants to know the students' confidence and abilities, their reactions when finding themselves in stressful situations, their feelings, and their own ideas to reduce the stress. The students' premises provided details and gave rich information to the researcher concerning their beliefs and abilities. The taped interviews were analysed for the purpose of seeking for factors believed to reduce anxiety. Students when asked to describe their feelings gave instances of how anxiety can drive to frustration and even anger.

During the interview, the students were eager to talk. Each one had a story to tell, whether against a particular teacher or methodology. The researcher found that students were under the pressure of a painful situation.. It was in fact an opportunity not only to express their problems and concerns but to allow them to get rid of a small percentage of frustration with the exception of some highly anxious students. Others appeared to learn that they were not alone in their anxieties. In such situation, the researcher found that anxiety was reduced for many students by knowing that they were not alone in their fear and beliefs. Trylong (1987) says that students suffered from various sources of anxiety such as speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, methodology, pedagogical practices and even the teacher himself. With regard to the non comprehension, many students complained that the teacher spoke much too fast, the reason why they had no time to listen well to his words and then understand. Speaking activities were also an anxiety-provoking factor. Students were afraid of communicating orally in the presence of their classmates. Perhaps, this is due to an immature vocabulary or limited grammatical knowledge. Concerning the pedagogical and instructional practices, many students thought that the language class moved quickly that they could not digest the grammatical rules and vocabulary because of the insufficient time. Teachers just kept going on because they were obliged to respect the limited time given to each course and the whole program.

Another pedagogical point counted as an anxiety-provoking factor was error correction. Some students reported being disturbed when teachers started to blame them for making mistakes. They became frustrated when teacher would correct errors, before students formulate complete responses. Another problem that might be included to the list of anxiety-provoking factors was the intervention of classmates during the student's act of speaking. This interruption was the cause of losing the focus and ideas.

After listing the main factors that led to anxiety, we now refer to others that students believed may help them to reduce it. Students were asked by the researcher to offer concrete suggestions to prevent this anxiety. The first point suggested was the sense of community. It was suggested that students had to be encouraged to get together outside the classroom and know each other personally, working in groups. The researcher found as a result that the group work appreared to reduce anxiety. The other point that seemed to be an anxiety-reducing factor was the classroom environment. Suggestions were made that students should sit in a semi–circle facing each other. A personal relationship with the teacher was also helpful and contributed in reducing anxiety. Finally, the participants in the research found that the role of the teacher is paramount in eliminating or at least diminishing the students' anxiety. Teachers should provide a supportive and understanding environment by employing suitable teaching methods and using relevant topics which seem to enhance the foreign language experience. So, anxiety as Young (1990) says, "decreases when instuctors create a warm social environment." Many researchers like Horwitz (1986) give significant recommendations and suggest that teachers have to make all their attempts to create a low stress, a friendly and supportive learning environment, an atmosphere of group solidarity and support, to be sensitive to students' fears and insecurities and to help them to confront these fears using gentle methods of error correction and offer words of encouragement. Through such process, the teacher finds himself contributing

efficiently in reducing the anxiety. This teacher's effort may encourage students and generate motivation inside the classroom. This important issue will be given more importance in the following discussion. We will also discuss the main sources of motivation and how to initiate and sustain it when undertaking classroom activities.

2.4 – Motivation to Foreign Language Learning

It is commonly known that motivation is essential to success in the foreign language learning process. Without it, teachers will certainly fail in making their students interested in learning the target language. They have to be aware of the importance of how to motivate learners and how this motivation can be sustained. Before going deeply into the present subject, we briefly define the word 'motivation'.

2.4.1 – Definition

The word 'motivate' means 'to activate'. It refers to any thing that initiates the activation of expectancies by the situation which moves us into action. It is generally agreed that a motive can not be observed directly whether external or internal. When a motive is activated by a situation, its effects can be seen on the student's behaviour, and we can say that he is really motivated. Harmer (1984) claims that motivation is an of internal drive that encourages somebody to pursue a course of action. He adds that if someone perceives a goal and sees it sufficiently attractive, he will undoubtedly be strongly motivated to do whatever is necessary to reach that goal. Motivation is described as a phenomenon which includes some components such as needs, drives and incentives.

First, human needs are not clearly understood, sometimes predictable and almost ambiguous to define. Many specialists show that human needs are likely to be considered as psychological deficiencies. Maslow (1968) shows another view towards the notion of motivation. For him, the biological perspective of

early human needs should be viewed with a more humanistic appraisal of social and intellectual needs. Maslow suggests that human needs are based on a special classsification. In this, he classifies needs as biological, social and psychological. He does not only classify but also states that each one relates and determines the other. According to him, human needs must be satisfied before any other forms of motivation start to operate.

Second, drives are another determinant of the phenomenon of motivation. Maslow sees the basic needs as the primary biological drives which are present in human beings. This view does not only stress the physiological state of the individual but also infers his psychological state. These two states were combined together by the British neurologist Henry Head who detects through his study that when vigilance is high, mind and body are ready to react and respond to any event either internal or external.

After talking about the intrinsic motivation or drive which may be caused for instance by the enjoyment of the learning process itself or by a learner's desire to make himself or herself feel better, we move to another important external motivation called : Extrinsic motivation (incentives). It is defined as the incentives as the objects or goals towards which the motivated behaviour is directed. In other words, he regards them as inducements to act.

One could notice that the previous human motives: needs, drives and incentives are related to each other. These three main components are important phases which complete the whole operation of motivation. As a whole, Wingfield (1979) explains that the expression 'motivated behaviour' in its broad sense in physiology refers to any behaviour which is encouraged or energized by specific needs and directed towards the attainment of specific goals or incentive.

Motivation, according to the previous views, is an internal drive which pushes someone to do things in order to achieve something. The cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge and ego enhancement. The adult who starts going

to a gym, for instance, may hope that a new body image will add ego enhancement and be stimulated by the active nature of this new undertaking. Motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is a sustained intellectual and/or a physical effort so that the person can achieve some previous goals. The strengh of motivation depends on how much value the teacher places on the outcome he or she intends to achieve.

2.4.2 – Sources of Motivation

The motivation that drives students to the process of English learning can be influenced and affected by the attitude of a number of people who form part of the world around the student's feelings when engaging in the process of learning.

The society is considered as an important environment students are living in. There exist different attitudes to foreign language learning outside the classroom. Different issues have to be taken into account such as the importance of the English language in the society, its status in the curriculum and the students' selection of the language to study among other languages. All these views towards the foreign language learning will affect the student's attitudes towards the language being learnt. The strength of attitudes will certainly have a deep impact on the degree of motivation. Students, after making their own decisions to come to class and study English, They undoubtedly have some social attitudes. These attitudes may seem to be positive or negative depending on the social place of the language being learnt.

Students can also be affected by other people around them like parents. So, the family has a profound effect on the students' process of language learning. This means that the students' success needs the approval and encouragement from the parents and a positive attitude towards the language being studied.

Classmates can play an important role in motivating their peers as they may let their motivation suffer when showing a negative attitude.

Another important factor of students' motivation is the teacher. Despite the fact that this subject was tackled in the first chapter in 1.2.1, it is worth pointing out the teacher's attitude towards the language learning and the task or the classroom activities being done will be extremely important to ensure a positive classroom atmosphere. It is very important to point out that both teachers and students must have certain confidence in the way courses are presented in the class. This leads us to say that the loss of confidence will directly affect the students' motivation which can be ensured unless if these students feel comfortable, and possess positive attitudes towards the foreign language they are learning.

2.4.3 -Initiating and Sustaining Motivation

At the outset of any course with students of different levels and ages, the teacher finds himself facing a whole range of motivations. Some students come to class with an intrinsic motivation to achieve their learning goals. However, there exist others who still have a weak motivation towards the foreign language learning. A student's initial motivation is not stable. It may be weak and die, as Rogers (1996) says in Harmer (2001), as it may be increased and directed to new orientations. So, directing and increasing the students' motivation are the teacher's responsibility. This means that the teacher has a profound impact on the students' classroom participation in three points.

The first point is linked to goals and goal setting. The motivation is directly related to the students' desire to achieve long or short goals. With regard to long-term goals, students focus on the mastery of English, the exam and the intention to obtain a job.

Unlike the long-term goal which seems to be difficult to achieve, the students, in the short term one, are only interested in a small amount of new

language. They may intend to succeed in a writing essay or in a speaking test in the middle of the week. A short-term goal seems to be more important since it is closer to the students' every day reality. It is easier for them to focus on the end of the week than on the end of the year or semester. If the teacher makes efforts to help his students achieve the short-term goals, this will certainly influence their daily motivation.

The learning environment is another important area that helps students to continue their motivations. This depends on the kind of classroom environment. It means if the classroom atmosphere is attractive at the beginning of the course, motivation will undoubtedly take place. However, when students find themselves in unattractive environment, motivation may not be initiated in this way. In such environment, the teacher has to make all his attempts to use visual materials or songs in order to change the classroom atmosphere which can help students to be more motivated.

2.5 – Different Types of Variables

Inside any classroom, there exist many factors that make differences between students in the process of learning.

These factors or variables are divided into three categories. Some are called cognitive, others are called affective related to the learners' feelings and the third category of variables that we shall shed light on are the personality variables such as extroversion and introversion which seem to be the most important ones.

2.5.1 – Cognitive Variables

In this point, we attempt to shed light on some cognitive factors which have a positive impact on the process of learning of any target language. Among these variables, we have intelligence and aptitude.

2.5.1.1 – Intelligence

Intelligence is the mental ability for understanding, and it is considered as an important factor for foreign language learning. A certain degree of intelligence is essential for success. Many researches were undertaken to seek the relationship or the correlation between intelligence and the foreign language proficiency. In a study done in 1961 on ninety six learners of French in Louisiana, two Canadians, Gardner and Wallace (1972) in their book 'Attitudes and Motivation in Second Language Learning' report that there is a little relationship between intelligence and achievement in the foreign language learning. Other Canadian researchers like Gardner and Lambert conducted many studies in the domain of applied linguistics, because of the fact that Canada consists of two communities, one is French and the other is English. Canadians are interested in the foreign language learning issues. One of the major experiments was to discover the immersion programs. In the first days, children were selected and tested, and were considered as intelligent. Genessee (1977), a Canadian researcher, intended to know whether these programs were learnt with less intelligent students. In this study, he first tried to find out how good all pupils were at French via different tests. He measured their intelligence by giving them other tests. At the end of this study, he attempted to correlate French results with intelligence, using statistics in order to know whether being good at French was related to being intelligent, and whether being bad at French had a relation with not being so intelligent. Genessee was interested to see not only the pupils' ability at French in general, but their performances in the four skills: Listening, reading, speaking and writing. Pupils were tested in each skill. In order to measure intelligence, he gave the subjects an IQ (Intelligence Quotient) test. The results, according to Genessee, showed no correlation between intelligence and what is called communication skills (speaking and listening). However, he found a relationship between intelligence and what he called accademic language skills (reading and writing). These results suggest that being intelligent will help students to learn

reading and writing and not speaking or listening. Genessee concludes that correlation between intelligence and the foreign language learning depends on which language skills we consider. Genessee's findings have an interesting view, which is that intelligence correlates not with the ability in the foreign language learning as a whole, but with the ability to profit from certain skills rather than others.

2.5.1.2 – Aptitude

Learners can possess extraordinary skills in several areas and even in the foreign language learning. Many of them can be fluent in different foreign languages, such as French, English, German and Spanish. Such rare case seems to provide strong evidence for the idea that there is such a thing as an aptitude for foreign language learning that is separate from general cognitive ability. It may be this idea that stimulated interest in the foreign language aptitude area in thet period of sixties which witnessed an increase of interest in the subject. Another reason for this is the practical desire to acquire the ability to discover the students who will succeed in the language learning before. In order to understand this idea, we need to distinguish aptitude from achievement and proficiency. To test the learners means to measure how well they have done something whereas an aptitude test looks at how well they would do it. It is predictive. This was in fact the desire and the hope of specialists in the sixties.

For them, aptitude testing would be able to identify in advance individuals that need to make efforts in language learning and those who can achieve a quick language acquisition. We all need here to identify language aptitude. It is the rate at which students, at the secondary level and university, will successfuly master a foreign language. This means that every one can acquire a language, but the difference is that some people do it more quickly than others. Carroll and Sapon (1959) developed an aptitude test called the Modern Language Aptitude Test (MLAT) including five sub-tests. To undertake this test, they drew up a long list of factors related to the language aptitude. Over

time, they started the research to see which of these factors really correlates with actual language learning performance. Four factors were identified. The two most important of them are phonetic coding ability and grammatical sensitivity, in addition to two other factors, inductive learning ability and rote learning ability.

The sub-test of phonetic coding ability deals with sounds. Sometimes, we say that students have a good ear for languages. This means that language aptitude has a component which deals with sound. It is an ability to code auditory phonetic material in such a way that this material can be recognized, identified and remembered over something longer than a few seconds. This ability is important because students lower in this ability, will face some troubles not only in remembering phonetic materials, words, forms but also in imitating speech sounds. It is important to note that this skill is not the simple ability to hear differences between sounds, but the most important element is memory which means remembering the phonetic material. In addition to the phonetic material, there is the coding material. It is not only the involvement of the ear but also the brain. Gardner and Lambert (1972) say that this ability is a higher cognitive skill in which the individual actively seeks to impose a meaningful code on material. For them, this ability is very important for foreign language learning.

The second most important sub-test of Modern Language Aptitude Test (MLAT) is the grammatical sensitivity. It is defined as the individual's ability to demonstrate the awareness of the syntactical patterning of sentences in a language. The individuals possess the grammatical sensitivity to varying degrees and it is indeed related to success in the foreign language learning. So, the individual differences exist among learners concerning the syntactical structure of the spoken sentences. Many researchers suggest that the grammatical sensitivity is an important skill for foreign language learning. The sub–test of MLAT (Modern Language Aptitude Test) that measures grammatical sensitivity is considered as the most important one of all the sub-

tests used in the language aptitude field. Gardner and Lambert (1972) observe that the grammatical sensitivity has a relation with grades in all areas of academic achievement not only in the foreign language learning. Although this concept has a relationship with language, Gardner and Lambert suggest that it has indeed a relevance to non language areas. It is so in the sense that the foreign language learning and other sorts of learning are somehow linked together. The two other major areas identified in the aptitude tests of (MLAT) are the inductive learning ability and rote learning ability. With regard to the first, it examines the language materials, and notices and identifies patterns involving either a meaning or a grammatical form. Rote learning ability has to do with learning things by heart. It is related particularly to the area of vocabulary learning.

Finally, one could say that the aptitude tests of MLAT mentioned above, were the successful predictive tools used to identify those who would and those would not succeed in the foreign language learning.

2.5.2- Affective Variables

The affective variables are very important. This may drive us to speak about two main items such as motivation in learning the foreign language for different reasons, and the students' attitudes towards the language itself, the native speakers and its culture.

2.5.2.1 - Motivation

In all domains of human life, there exist many reasons why people do things. Foreign language learning is no exception. Some people learn the foreign language not for love of its country or its culture, but to contribute to its destruction as being spies for example. Others learn it because they feel the need to speak it and understand its culture. However, other people learn English, for instance, so they can study abroad. These instances of learners exemplify a distinction made in motivational studies between integrative and

instrumental motivation. Learners are considered as integratively motivated unless they are learning the foreign language with the desire to learn more about its culture, and being integrated more within the target language society. Instrumental motivation includes learning for the purpose of achieving other goals. So, if some one learns English in order to get a better job, then his motivation is instrumental. Here, one can predict that the learners integratively motivated succeed at language learning. Gardner and Lambert (1972) made a study in this area. They looked at learners' groups in Montreal, Louiziana, Maine and the Phillipines. They found a relation between integrative motivation and proficiency. In their study, they concluded that the integrative motivation was more effective than the instrumental one. In the Phillipines, Gardner and Lambert discovered a correlation between instrumental motivation and success at English. In other words, students who approached the study of English with an integrative view, and received parental help were clearly more successful in developing proficiency in the target language.

Generally, the researchers find that it is sometimes difficult to make a clear instrumental-integrative distinction because of a wealth of motives for foreign language learning. Burstall et al. (1974) conducted a research in this area. She and her colleagues started the research project concerned with the teaching of French at the primary schools in Britain. Part of this project looked at how a number of psychological variables correlate with the learning of the French language in English schools. With regard to motivation, they reported that motivational characteristics of individual pupils seemed to be neither exclusively integrative nor completely instrumental, the reason why it was somehow difficult to categorize the motives in terms of the integrative or instrumental distinction. Burstall and her colleagues also reported that there existed findings in the research related to gender differences. They found that girls were more integratively motivated than boys. In their view, this was due to their parental support in learning the foreign language. They add that some parents regarded learning foreign languages as suitable for girls, whereas the

boys were encouraged to study the scientific subjects such as electronics and mechanics.

Researchers found that the integrative-instrumental distinction is a difficult and complex matter. The study of motivation then raises the interesting issue of cause and effect. This means that motivation can lead to success as it can be its consequence. However, other views, after long studies in the learning area, said that a high motivation of pupils was the result of success and not the vice-versa.

2.5.2.2 - Attitude

The most studied attitude is towards the target language speakers. Some Canadian researches done on the area of learning French in Montreal conclude that the attitude towards the French speakers is extremely important. This means that despite aptitudes and motivation, learners are wasting their times if they dislike French speakers. They should have good attitudes towards speakers of the language being learnt; otherwise they could not reach the peak of effective language learning. Attitude appears to be central in motivational dynamism. It is a mental and a neutral state of readiness organized through experience. It plays a dynamic influence upon the individual response to all objects and situations with which it is related. Edgar (1968) conducted a research in the field of psychology and emphasized four elements: Socialization, education, social interaction and mass communication. The first two elements are important in the early childhood, whereas the two others are constructed during the adulthood period. This difference means that the earlier elements construct the foundation for general attitudes, while the others are associative with changes in attitudes. With regard to socialization, the person acquires the way of thinking and the behaviour of the culture of the society in which he grows up. It occurs first between the child and his family members, especially parents. This relationship known as empathy, deals with intrinsic motivation. The second, which is education, refers to the school as an

institution for acquisition of knowledge and skills and a context for the formation of attitudes. So, the construction of attitudes comes as a consequence of the social relationship in educational process between the student and his teacher. The third psychological element, the social interaction refers to the different situations in which the person exhanges views through conversation, group discussion and decision making. In this case, we refer to opinion and orientation more than to attitudes, because general attitudes were already constructed before social interaction. Mass communication refers to the media such as T.V and magazines. In such situations, people are exposed to some information and messages expected to have an effect on them. Researchers in the field of psychology suggest that successful language learners are likely to be those with positive attitudes towards the target language and its culture. On the other hand, those with negative attitudes find themselves consciously or unconsciously rejecting any foreign subjects. The study in this area seems to be difficult, since people are unwilling to unveil their true opinion and keep their deep-seated attitudes. With regard to the students' attitudes towards the target language community, Gardner and Lambert (1972) conducted important studies in this area. In the frame of social psychology, they focused on learners' social attitudes, values and motivation in relation to other social factors. The result of these studies show that both researchers recognize that there is a positive association between learning outcomes and attitudes towards the community. This means that learners willing to identify with people of the target language are likely to do well in classroom settings and may have the intention to adopt various features of behaviour which characterize another linguistic community. It seems clear that the learners' preconception about the other culture makes their attitudes in a positive or negative orientation. In this subject, Renzo (1981) states that positive or negative attitudes towards a language as object of study are not inborn.

Rivers (1968) suggests that the kind of attituditional factors may be more influential in the early stages of learning English. Parents' feelings and their

attitudes towards the new language, their encouragement and their potential influence on their children are considered as a dynamic factor in developing childrens' attitudes along with the learning process. A positive socio-cultural atmosphere within the family provides a lively language learning situation.

2.5.3 - Personality Variables

In addition to the factors mentioned above, personality variables are relevant too. They contribute efficiently to success as they may lead to weakness as well. Among these factors, we have introversion, extroversion and tolerance of ambiguity.

2.5.3.1 - Introversion and Extroversion

In addition to cognitive and affective variables, there are other factors that can also contribute to individual success or failure in language learning. So, the lack of success has something to do with personality variables. Skehan (1989) discusses individual differences. He starts his discussion about extroversion-introversion and the foreign language learning by describing extrovert and introvert personalities. For him extroverts are sociable and have many friends. They need to have people to talk to, and do not like to study by themselves. They are impulsive individuals, and always have ready answers and like to exchange ideas about different subjects. In the other side, introvert student are quiet and retiring sorts of persons. They are fond of books rather than people, reserved and distant, except with some intimate friends. They tend to plan their works and are not impulsive individuals. Skehan adds that these sorts of persons do not like excitement, take seriously their matters of every day life and like a well ordered mode of life. He identifies two characteristics of extroversion. One is sociability which deals with orienting the extrovert people, and the other is impulsivity which refers to the extrovert's preparedness to take risks. The test which aims to measure the characteristics mentioned above is the introversion-extroversion scale of Eysenck. It consists of

statements to which the subject agrees or disagrees to a greater or lesser degree. In Eysenck's scale, two questions are asked. First, the extrovert is asked if he sometimes says the first thing that comes to his mind. Second, he is asked if he usually solves a problem better by studying it alone than by discussing it with others. Skehan points out that, concerning extroverts and introverts, there is a conflict of expectations for learning in general and for language learning in particular. Eysenck, for instance, suggests that extroverts find difficulty in concentrating, and says that they do not make very good learners. But when it comes to language learning, many feel that extroverts should have the advantage. They engage in conversation a lot, exposing temselves to input and producing output. Both characteristics are relevant for language learning. Some researchers, after several studies, find a correlation or a relationship between the sociability side of the extrovert's personality and fluency in spoken French. To some extent, extroversion is the act, state or habit of being predominantly concerned with interaction and obtaining gratification from what is outside the self. Extroverts tend to enjoy human interactions and to be enthusiastic and talkative. They take pleasure in activities which include large social gatherings such as parties, community activities, public demonstrations and business or political groups. An extrovert is likely to enjoy time spent with people and finds less advantage in time spent alone. He enjoys risk-taking and often shows leadership abilities. He feels energized when being in groups of people, and easily become bored without other people around. Extroverts tend to think as they speak. When given the chance, they talk with someone else rather than sit alone and think.

With regard to the other side, introversion is the tendency towards being wholly concerned and interested in one's own mental life. Introverts intend to be quiet and relatively non-engaged in social situations. They take pleasure in activities such as: Reading, writing, drawing, watching movies, listening to music, inventing and designing. An introverted person is likely to enjoy time spent alone, and finds less rewards in time spent with large groups of people

and he only interacts with close friends. They prefer to concentrate on a single activity at a time and like to observe situations before they participate. Introversion is not the same as shyness, though introverts may also be shy. Introverts choose solitary over social activities by preference, whereas shy people avoid social encounters out of fear. Introverts are energized when alone and tend to think before speaking. When given the chance, they will sit alone and think rather than talk with someone else. There are also persons who are neither extroverted nor introverted. These are called ambiverted persons. Ambiversion is a term used to describe those persons who are in the middle and have tendencies to join both groups. So, ambiverts are normally confortable with groups and enjoy social interactions, but also enjoy spending time alone and being far from people.

Introversion and extroversion are normally measured by self report. Many statements can be exposed to the person if he agrees or disagrees with them such as : 'I am the life of the party', 'I am skilled in handling social situations', 'I start conversation', 'I make friends easily…Such statements, if agreed about, can easily show that the person is quitly extrovert, whereas statements like : 'I am quiet around stangers', 'I don't like to draw attention to my self', 'I am a private person', 'I enjoy listening to music alone', 'I think a lot before I talk… Such statements, if agreed about, show that the person is quitly introverted. The one who agrees for all the statements, mentioned above or most of them, is ambivert. By such measurement, the researcher can easily identify who, among students, are extroverted and who are introverted. One could say that extroversion is an important psychological factor which contributes efficiently in foreign language learning.

2.5.3.2 - Tolerance of Ambiguity

This subject may remind us of many students who become very agitated if the future is unclear to them. In such a situation, they simply must know what will happen to them next. Other students seem to be happy living in a

state of uncertainty. Tolerance of ambiguity is the tendency to perceive the ambiguous situations as sources of threat. As it was done with the other variables, this factor is measured by a scale. The scale of intolerance of ambiguity includes some statements to agree or disagree with. Naiman et al (1978) administer a test through which they attempt to correlate its results with French proficiency. Later, they find a correlation especially in the listening comprehension test. They suggest that those who are tolerant of ambiguity are better language learners than those who are not. In their study, they also find another interesting and related connection which is between the intolerance of ambiguity and the degree to which learners and their first language to be used in class. The researchers find that some differences exist between learners. These differences are related to their attitudes towards the teacher's use of the foreign language in the classroom. This means that some students are quit happy to listen to the language used in class even if they do not understand what is being said by the teacher. Other learners are quit sad, and are disoriented by not understanding. They complain that the native language is needed and has to be used when necessary in order to help communication in class. Naiman et al show that learners who do mind using a foreign language in class are the ones to be tolerant of ambiguity in class. However, those who object to use it are intolerant of ambiguity. As a result, all the studies previously discussed find that the fact of not being careful of the extensive classroom use of the foreign language is correlated to tolerance of ambiguity. All theses factors are related to success in foreign language learning. At the early stage of learning, proficiency and tolerance of ambiguity become strong, and during this stage, those who are intolerant of ambiguity may take the decision to give up learning the target language.

To sum up, several studies have shown a correlation between learning strategies and personality, and that certain personality types have varying degrees of tolerance of ambiguity. A number of theories hold that personality factors influence the degree of success that individuals achieve in learning a

foreign language. Some features of the learner's personality may encourage or inhibit the foreign language learning by enhancing certain parts of language learning while impeding others. In the classroom, the teacher can not change many personality factors. According to some researchers like Barron (1981), much of one's personality is genetically determined but never changes fundamentally. So, whether personality changes or not, it is generally known that different learners respond differently to the same input as a function of the ways in which their personality affects their perception and interpretation of the world. Several studies, such as Guiora (1981) and Ehrman (1993) have shown that learners who tolerate levels of ambiguity are more likely to persist in language learning and to achieve more than those who do not. Ely (1989) says that tolerance of ambiguity is one's acceptance of confusing situations and a lack of clear lines of demarcation. Ehrman and Oxford (1995) link it to risk-taking because those who can tolerate ambiguity are more likely to take risks in language learning. Ehrman (1993) provides a three part model of the concept which involves the ability to take in new information, to hold incomplete information without rejecting one of the contradictory elements or coming to premature closure on an incomplete schema, and to adapt one's existing, affective and social schemata in light of new material. Ellis (1994) says that tolerance of ambiguity is a dimension of the language being learnt. It requires an ability to deal with ambiguous new stimuli without frustration and without appeals to authority. He adds it is also a learner's ability to construct and/or retain meaning given incomplete shemata from ambiguous stimuli, with no appeal to the first language as a means of verifying meaning.

All the researchers, mentioned above and others show that persons who are tolerant of ambiguity are more successful in their learning process than tose who are not. Ambiguity can be a real obstacle in front of some students. Teachers must try to clarify the input they want to transmit to them. Speaking about this clarification of data presented to the students may lead us to shed light on the importance of comprehension which is urgently needed if teachers

really want to make students grasp what is being said or presented to them. This important item will be discussed in the following section.

2.6 - Importance of Comprehension

Speaking about the student's comprehensible skill leads us to refer to the Importance of the teacher's comprehension input. It refers to the students' abilitiy to understand the essence of what is being said or presented to them. This does not mean that teachers are obliged to use only simple words that students understand, but they rather try to present an input that is just a bit more difficult than they can easily understand. Students are not obliged to know the sense of all words, but with the meaning of few ones they understand the general idea. So, making the input comprehensible to students goes beyond the suitable selection of vocabulary. It includes presentation of background and context, explanation of unclear content, and the use of effective techniques. By using context or visual cues and by asking for clarification, students can improve their knowledge of English. When input is comprehensible, students understand most of what is required for learning and respond easily to different classroom situations. Teachers should try to explain ideas several times using slight changes in terms and examples. Comprehensible input is linked to more than just language development. Giving appropriate context is very important. Teachers have to be sensitive to the language and cultural background of their learners. This can be respected unless they provide their students with instructions that draw on their experiences. In other words, teachers try to connect the learning to the past experiences, with of course listening carefully and attentively to them. They can also increase their students' understanding by using consistent language and frequent use of visuals, and providing frequent opportunities to express their ideas. This means that they carefully control their vocabulary, use concrete objects and gestures if they think this develops their understanding. To clarify the language of instruction, the foreign language teachers have to be more interactive. They must involve sudents, ask questions

and encourage students to express their ideas and thoughts in the language being learnt and why not give them opportunities to share their language, culture and experiences. Giving them chances of oral expression helps students to increase receptive language skills. Crashen (1981) who advocates this idea was critisized by other linguists like for example White (1987) who objected to Crashen's Input Hypothesis which concentrates on the context and meaning for the purpose of making the input well comprehended ; it means changing it into intake. White said that comprehension is not necessary in language learning. The language acquisition is defined by the learner himself according to his or her current state, i.e the current knowledge that he has in mind. For White, if learners are unconsciously able to focus on relevant input why should teachers provide them with comprehensible input? I his view, the Crashen's hypothesis cannot bring any change at the level of grammar development, which means that grammar cannot be developed only via comprehensible input , but it also takes into account the internal factors. He propably referred here to LAD of Chomsky which involves memory and analysis. In this area of mind, the learner may reject input that cannot be interpreted or modified. As White noticed, the current knowledge of grammar can be considered as a filter of the input. This kind of filtering depends on the linguistic state rather than on psychological factors. For him, input does not arrive in the form of structures which need a structural analysis, but the role of grammar here is to impose itself on the input. Input Hypothesis, in this view, needs a theory of interaction of precise aspects of the input with aspects of the learner's existing knowledge.

White criticized Crashen for being misguided when saying that the Input Hypothesis depends on comprehensible input. He objected to the Crashen's idea which gives more importance to the simplified input, whereas details are urgently needed. White is quitly against the roughly-tuned input, i.e the simplified input which is neither beyond the learner's level nor under it. From this point, White is totally against any teacher whose role is only to provide his learners with simple sentences. By doing so, he is depriving them of input

which is crucial in their learning process. White shows that a complex maternal speech, for instance, may have a positive effect on the language growth of children. He is strictly against Crashen's hypothesis which is based on intake. So, the intake here is not the only source of any language acquisition, but it may be due to the complexity of interaction of input and the internal system. It is defined by the learner himself and it is not possible for language classroom to provide it.

With regard to this view, one could totally disagree with White's idea. It could be so, because comprehensible input is necessary and urgently needed in the process of learning, and any learner's intake reflects the good understanding of input that can easily be produced through an output.

It is important to say that students must be conscious of what is being said or presented to them. This means that they need consciousness in their foreign language learning process. This idea leads us to highlight in the next section the different views related to consciousness, to see whether the process of foreign language learning is conscious or unconscious.

2.7– The Role of Consciousness in Foreign Language Learning

Richard Schmidt reveals that there is a controversy between linguists over the process of language learning, is it conscious or unconscious? In other words, are the learners of foreign languages aware about what they receive as input? Or is there an internal process that facilitates their language acquisition?

Some linguists say that conscious understanding helps students to grasp the grammatical rules and use them correctly in different contexts. So for them, making errors is the result of either ignoring these rules, forgetting them or not paying attention to them. They show that consciousness plays an important role in facilitating the language learning. Others like Sliger (1983) object to this idea and say that language learning happens at the level of unconsciousness.

Many linguists like for instance Baruss (1987), Batista (1978) and James (1890) state that the process of consciousness equals awareness, which means

that any learner has to be aware about any input received from the teacher if he really wants to acquire a language, otherwise how can he use the grammatical rules in different contexts if he cannot understand for instance where to apply perfect tenses or past ones. For learners, being aware and understanding all what they are exposed to as input, is very important in any language learning. The linguists, already mentioned, say there are three levels of awareness. The first one is perception which is the internal representation of external events and it is not necessarily conscious. Noticing is the second stage in which the learner memorizes the input. Understanding is another important level through which he can make what is considered as input into intake which is relative and can be determined only by the learner himself. It depends in fact on the degree of consciousness, i.e the learner's intention and the understood knowledge which has already been grasped.

Schmidt says that unconscious learning is the unconscious induction of principles and rules, whereas conscious learning means the establishment of such principles based on insight, but rules cannot be used without being consciously understood. Baars (1988), in his theoretical approach of consciousness, says that the process of consciousness has to be associated to memory, intention, control and information exhange. The elements which have just been listed can determine the concept of intake which, as Crashen (1981) says, is considered as a synonym of the comprehensible input.

Other linguists say that language learning is not only reproducing from memory what has been noticed and understood, but it is also another process that goes in the learner's mind beyond the data presented. It is indeed the unconscious process based on abstraction and induction of linguistic rules. So, one could notice here, as many cognitive psychologists did before, that there is no learning without conscious awareness, which means giving learners explicit rules instead of implicit ones helps them reach an effective study with good results.

2.8 - Conclusion

As you may notice in this chapter which seems to be purely psychological, the students' affective state plays an important role in the process of learning. The reluctance can be created among students if the teacher does not pay attention in how to give feedback and which way to take in correcting errors and mistakes. For instance, immediate teacher's intervention, i.e interruption, can quickly raise stress among students and refrain the process of acquisition unless the teacher sees that their communication is at risk, and it is the right moment to draw attention to some problems. Teachers should not react to every mistake if this troubles students and creates a kind of reluctance.

Anxiety is also another obstacle which affects directly the students' feelings and complicates things to the degree that they become unable to respond to any classroom situation.

We also discussed some factors that can make differences between students such as intelligence, aptitude, motivation, attitude, introversion, extroversion and tolerance of ambiguity. So, chapter two was generally dedicated to psychological factors just listed above, and that are considered as the main source of students' reticence which drives to weakness in learning the foreign language, namely English.

For the purpose of knowing more about this theory whether it is applied in practice or not, we will try to dedicate the next chapter for a discussion on the results of my investigation done on 'terminale' students about their reluctance in speaking English language. This following practical chapter will take into account all the theoretical items seen in the first and second chapters in order to bridge the gap between theory and practice in the field of teaching.

Chapter Three

Practical Aspect

Data Treatment and Analysis of

Questionnaires' Results

3.1 - Introduction

Since few past years, Teaching English as a Foreign Language in Algeria has suffered from various problems. This can be seen in all teaching levels especially at the secondary school, and precisely the 'terminale' level. These problems encountered during the learning process are in fact due to some psychological and pedagogical obstacles. Unfortunately, this may expose the student's learning proficiency to risk and lead to a low learning level especially in speaking skill which has been our exact area of inquiry. For this purpose, my study aims to seek the reasons of this students' reluctance in speaking English language when being exposed to different classroom situations. So, what are the main causes which make students lack the ability to express themselves when given the opportunity to speak inside the classroom and to participate in different activities?

In this last chapter, which seems to be purely practical, we try to discuss some actual problems that students are facing. We also shed light on the main issues that teachers encounter in teaching the speaking skill to their students, 'terminale' level in particular. It is an attempt to bridge the gap between the practical procedures and the theoretical domain that should precede practice. It is clear that no teacher ignores the fact that the good classroom management derives from the good knowledge of language, the student's psychology and the pedagogy. These are the major elements that have to be considered in any foreign language teaching.

Throughout this research, I intend to investigate the main issues in each of the three elements just listed above, and to show how these problems have certain influence on the classroom practice, especially in speaking English language. Before that, two questionnaires will be given to both teachers and 'terminale' students to state their problems and difficulties they face in both teaching and learning processes.

It is commonly known that learning a foreign language is a difficult matter, and what makes it more arduous is the fact of speaking which becomes the main obstacle that students feel unable to overcome in their process of English language learning. This weakness in speaking still exists despite the fact that they spent years and years in studying English. The reality shows that the 'terminale' student is unable to express himself freely using simple words. Indeed, this is a problem. So, how can any one study a foreign language if he does not speak it?

It is widely known that behind the unability of speaking there are many reasons and factors which discourage students to deal with language freely and easily. In this respect, we are going to present the causes of this non-speaking ability via questionnaires which include important questions related to the present issue. They will be given the opportunity to state their problems and difficulties they face during their learning process, i.e the speaking difficulties. Meanwhile, the teachers' views over this issue will be also taken into consideration about the way of dealing with the 'terminale' students' reluctance in oral classroom participation. This will be done through questionnaires designed for teachers too. Later, the students' and teachers' premises will be analyzed to detect the main reasons which impede the progress of oral expression. Some suggestions concerning the classroom management will be presented too in the present chapter.

3.2 - English Language Teaching in Algeria

English seems to be the frequently used language in every corn of the world. It is used in some places as a mother tongue, whereas in other parts of the globe as a second or a foreign language. With regard to the third world countries, it has been quickly spread thanks to the economic development and techonological advancement. It becomes then the language of scientific research and the important means of communication between different continents of the world especially Africa.

Algeria, which is part of the African continent, has given opportunities to its students to study for higher levels and to make researches in different fields such as science and technology. The Algerian system of education has given great importance to the foreign languages and has encouraged their use, especially English which is felt present and urgently needed in politics and economics. The Algerian interests in the field of petroleum and natural gaz, for instance, orientate the country to the west English speaking like the United States of America and the United Kingdom. Therefore, English language is still gaining a great importance as a main tool for communication between all nations of the world.

After our country obtained its independence, it established political and economical relations with many world countries. It seized the opportunity to import technology from the west via Algerian intellectual groups who studied abroad and became able to perform English fluently. One could say that this language contributed efficiently in the economic development, electronics, computing and telecommunication. The only difficulty encountered is in the matter of conversation, because of the fact that English has been taught only in academic settings, starting from the middle, secondary to the university level where many departments were created for high degree studies. But, since the study is concerned only with the secondary level, let me shed light on this side.

In the recent years, teaching English in the secondary school in Algeria took the most part of discussions in the educational system. Specialists in the field of teaching decided to tackle the issue of how this target language should be taught and learnt after years of unsatisfactory results obtained by applying the structural approach which focused on language usage rather than on the language use. This means that students were taught only grammatical forms. The reason why they later on found diffiiculties in dealing with language when trying to convey their own ideas into communicative situations. In other words, students fail to put into practice (use) what has been learnt (usage). Widdowson (1972) states that the problem which is faced is that students, who have learnt many years of structural or formal English teaching, remain weak to possess the ability to use it and understand its use in normal communication. The weak point of the structural learning process is in the fact that it bases on the acquisition of forms rather than functions. The specialists show that a good acquisition of any foreign language requires a notional-functional approach which helps students to transmit the target language into real use.

In an attempt to make learners gain language proficiency, a communicative view has been taken into account to change the focus from the formal side to a functional one (see 1.8.2). Brumfit (1979) states that the new view of language as communication appears as a reaction against the view of language as a set of structures. In other words, the language should be learnt in a meaningfull social context without focusing a lot on grammatical items. In this view, the speaking skill is given more importance for the purpose of helping learners reach a communicative competence.

After years of adopting such communicative approach, pratitioners in the field of teaching felt the need to shift to another view especially after the unsatisfied results obtained by students during their communicative learning process. Students, according to some teachers, have neither the ability to transmit a message nor to jot down simple sentences. It is for this reason that

the ministry of education thinks to give students more opportunities to more share the classroom management with their teachers.

Recently, they have applied the Competency Based Approach which appears as a new approach to be implimented in the English syllabus design. So, a competency is a know-how-to-act process which integrates and mobilizes a set of capacities and skills, and an account of knowledge that will be used effectively in various problem-solving situations or circumstances that have never occured before. A competency continues throughout and beyond the school curriculum. The shift from the product syllabus to the process one has made important changes in language teaching program, especially English language in Algeria. Believing in the idea that no syllabus is fixed and that should be flexible to any change, our country decided to adopt the C.B.A after finding weaknesses which have been evaluated. This new approach has been taken into consideration to be an appropriate approach for English language teaching. It is in its beginning and intends to put students in real world tasks. In other words, the classroom activities should reflect the competencies students will acquire at the end of the program. The emphasis is on the real world activities related to life. Basing on this idea, the syllabus designer tends to help students, via teachers, to put theory into practice i.e what they learn in the classroom can be transferred to the real world beyond the classroom doors.

After highlighting the various methods applied in the educational system in Algeria, particularly with respect to English language, I would like to shed light, in the following section, on the results obtained via questionnaires distributed to 'terminale' students in order to analyze them later, and know the main causes of their reticence in oral classroom participation.

3.3 - Results of Students' Questionnaires

As mentioned above, one of the major dificulties that secondary students, 'terminale' in particular, face during their learning process is the unability to speak communicatively the English language. In other words, 'the

terminale' students can neither participate orally in different classroom group discussions as volunteers nor express themselves through simple words, when asked by the teacher.

During this inquiry, I relied on a number of students 3 A.S (literary stream) in a secondary school located in my home town Médiouna (Secondary school of Mohamed Boudiaf). These (20) twenty students have a beginner intermediate level. They have an average age of eighteen years old. I gave them a chance to state their major weak points in speaking English language and to give their suggestions and proposals that may help them get rid of this obstacle of reticence.

In addition to the 'terminale' students, teachers have been taken into account in my study too. I seized the opportunity to take their remarks and their personal views on the students' failure in speaking the target language since they are the only persons who are closed to them and they really know their real levels.

In preparing this project, I based on collecting data from the 'terminale' students via a questionnaire which includes several questions about the classroom management, i.e the way teachers supply them with information and the way they treat them in different classroom situations. Their psychological side was also taken into consideration since it represents the main point that teachers should consider. (See appendix N°02)

With regard to the teaching process, and for the purpose of knowing more about the pratitioners in the field, another questionnaire was given to teachers. It includes some questions asked about the classroom management too, the pedagogy and their reactions to the students' learning situations such as the case of error treatment.

All these steps in fact helped me in investigating the major causes of the students' reticence in oral practice. (See appendix N°01)

In order to know more about this subject, I preferred to attend the teacher's course as an observer, and live the students' language problems.

Twenty 'terminale' students (3.A.S literary stream) were asked to give their views on their classroom learning situations. The students' answers of the different questions are in the following table of statistics.

Students' interests in learning skills	results			
	Yes	No	Sometimes	%
Students' interests in speaking	15	00	00	75%
Students' interests in writing	02	00	00	10%
Students' interests in reading	01	00	00	05%
Students' interests in listening	02	00	00	10%

Investigated points	Results					
	Yes		No		Sometimes	
Students' shame in oral practice	01	05 %	14	70%	05	25 %

Investigated points	Yes		No		Sometimes	
Ability of memorizing words	03	15 %	03	15 %	14	70 %
Hating to make mistakes	18	90%	02	10%	00	00%
Students' need of time for thinking	16	80%	00	00%	04	20%
Students' asking questions in the class	03	15%	08	40%	09	45%
English practice outside the classroom	02	10%	11	55%	07	35%
Teacher's bad reaction towards errors	00	00%	20	100%	00	00%
Students' opportunities to speak in class	10	50%	02	10%	08	40%
Students' volunteer participation	07	35%	00	00%	13	65 %
Understanding the teacher's language	17	85%	01	05%	02	10%

3.4 - Analysis of Students' Premises

At the first glance on the students' premises, it seems clear and without doubt that learners have the tendency to speak English, and this is exactly what I obtained through the questionnaires. With regard to the first item, 15 students out of 20, i.e 75% are really interested in speaking the target language, but the reality shows that they have not enough capacities to do so. (See appendix N°02) These students' interests can be seen clearly in the diagram :
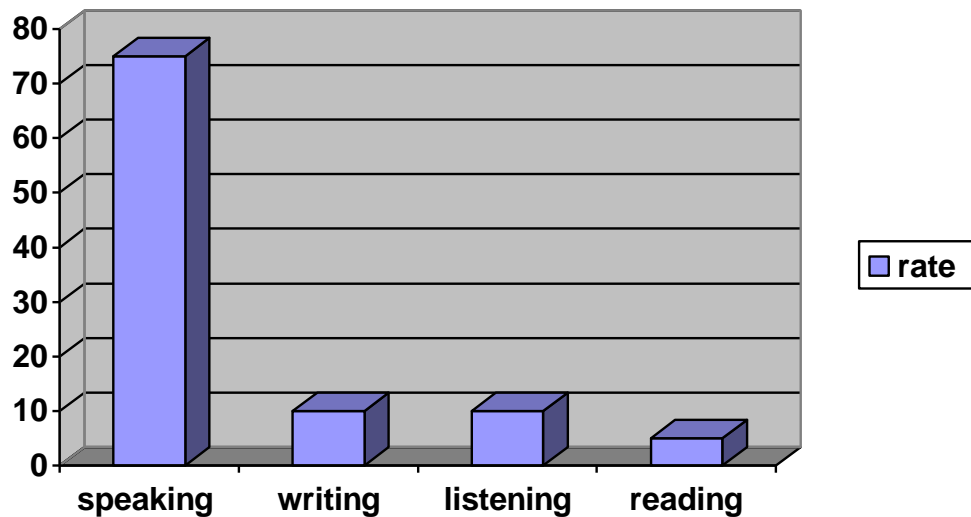
Diagram: The rate of students'interests in the four skills

This diagram is about the students' interests in the four learning skills. Via these students' premises, one could notice that the speaking skill takes the big share in the students' interests, but this does not mean at any rate they are competent in speaking the English language. In other words, 'terminale' students have a great desire and tendency to practise English, and this was clearly observed during my attendance of the teacher's course. So, I make it clear that the diagram refers to the students' desire to speak and not their competence in dealing with English language.

The students' failure in this skill is definitely related to a whole host of reasons that will be listed later. I noticed that the 'terminale' students, when answering my questions, were not objective. This absence of objectivity hardened somehow my investigation of the main causes of their speaking difficulties which can easily lead to reticence in classroom participation.

Starting from the first question, the students when asked about the most important skill, the majority 75% replied the speaking skill. This reflected their interests in speaking the target language. (See 3.3) Meanwhile the reality shows that the major problem for them is speaking. Students were shy to utter simple words in the presence of classmates, but when asked to answer the questionnaire, I felt contradictions in their responses as I found the majority of them (14 out of 20) answered against shame. The reason why, I did not rely only on questionnaires but I tried to live the reality myself by attending the teacher's course. So, it should be noted that my research work was not based only on the information received from the 'terminale' students or from their teachers but also on my personal observation.

Speaking about the main causes leads us to shed light on some important points. According to the results, students are interested to speak English language but unfortunately they have not enough vocabulary that helps them to do so. This insufficient vocabulary is due to the lack of ability of memorizing new frequently used words, 03 students out of 20 i.e 15 % who are able to save words in mind. (See table 3.3) Affectively, they fear to make mistakes, the reason why they avoid to speak as not to fall in this trick. So, being afraid to speak in the presence of classmates is the main psychological obstacle that students face, 'terminale' in particular. In addition to all these factors of students' reticence in speaking, time is also another problem. In other words, students have not enough time to express themselves when attempting to respond to the teacher's questions. This may complicate the task and refrain them to give their own answers. Therefore, 16 students out of 20 (80%) need much time to think first about ideas without being quickly interrupted from

teachers who in turn find themselves obliged to respect the time given to each session. Asking questions inside the class is also very impotant, but students show no interest, only 03 students who try to do so. This shows clearly the lack of interaction between them and the teacher. In such situation, the students remain quiet during all the sessions, whether because the teacher does not attempt to motivate them or the students themselves do not care of what is being presented to them. Moreover, the students' communication is very limited either inside the classroom or outside. Only 02 students out of 20 (10%) try to use English outside the classroom doors. (See table 3.3) In this case, no one can blame them since there are no newspapers or magazines in English that help them enrich their vocabulary. Students then find themselves in a bitter reality whether to use English with the teacher or not to practise it at all. Another point that should be taken into account is the way teachers treat their students' mistakes. Accordingly, they react positivily towards them. Such students were lucky to be taught by such a kind teacher, but in fact this cannot be generalized on all teachers. There are indeed some of them who penalize their students when making mistakes. Such a bad behaviour obliges students to hesitate when intending to express personal ideas, and consequently they remain quiet during the whole session. Teachers have to bear in mind that making mistakes is something inevitable during the learning process. The reason why, they are obliged, during any students' oral presentation, to listen to them without interruption, to mention mistakes, to give feedback after they finish and to encourage them to carry on the right process. In addition to all these, students claim that their teachers focus only on few classmates who participate and forget about the others. This means that teachers do not make attempts to involve the quiet students in participation through questions or other effective techniques. What I also noticed was the frequent interruptions of students to each other. Some of them said that when given the opportunity to speak, they find themselves quickly interrupted by another one. Undoubtedly, this impedes their speaking process and consequently they lose their ideas. This

will be also discussed in the next section which will be dedicated to a personal analysis of the data gathered from the teachers' questionnaires.

3.5 - Analysis of Teachers' Responses

In this part, we tackle the problems faced during the classroom management and different issues related to English syllabus. With regard to the first point, language teachers bear the whole responsibility in providing the convenient atmosphere for their students to learn the language, i.e to speak it. Unfortunately what is seen in reality is quitly different as the teacher becomes unable to manage his classroom easily because of the large number of students that does not facilitate the task. In other words, how can a teacher manage perfectly a classroom of fourty students where the majority are noisy and bad mannered? Automatically, the proposed activity that may help them develop their competence in speaking cannot be done in a very good way. Consequently, the teacher fails to achieve his objectives.

Another obstacle that any teacher faces during the teaching process is the lack of audio visual means which are necessary in developing the students' ears, i.e listening, since they cannot be good speakers if they are not first good listeners. At least, TV and tape recorder are the means that shoud be provided for the learners. So, how can we wait for good results in speaking without having the least necessary means for that? The lack of such means may be due to the problem of finance in some secondary schools. Moreover, the other barrier that restrains the students' abilities to speak is the lack of use of some types of activities like plays, games, songs which contribute efficiently in developing the students' oral capacities. Here, the teacher may reply that this is due to the limited time specified for a given teaching unit. That's to say, they cannot dedicate some hours for songs, games or proverbs, since otherwise they will find themselves too late, and threatened not to finish the programme.

In addition to what I have mentioned above, there are other obstacles that students encounter in the use of language inside the classroom. Teachers say

that 'terminale' students are poor in vocabulary. In my view, this is due to the neglection of reading through which they acquire new words and items that can be used when practising English language, and also to the lack of effective strategies and techniques of memorization. In addition to all these issues, teachers claim that society does not help students acquire the target language because they are obliged, beyond the classroom doors, to speak their native language. The reason why, their hard efforts cannot reach its peak. The insufficient availability of English books outside the academic institutions and the absence of English and American private schools in the country are also some obstacles that impede students to improve their English.

Speaking about the classroom management leads us to list other important reasons of the students' failure in speaking, among which we have the lack of participation from students, i.e no question-answer interaction with the teacher, and the insufficient time given to them in each unit, the reason why they cannot fulfil their target.

The teacher's use of language seems to be very important. It can be a threat to the foreign language acquisition when it lacks its clarity and simplicity. This leads us to refer to the issue of comprehension discussed in 2.8. Some 'terminale' students say that teachers, when explaining the course, forget that the language they are using is difficult, the reason why they do not understand what is being said. So, how can a student participate if he does not understand ? It is preferable then for foreign language teachers to give a roughly-tuned input which is neither easy nor difficult i.e slightly above the student's level.

With regard to the syllabus, the teachers respond that it does not give enough importance to the speaking skill. They feel restricted and obliged to follow it. They claim they are not allowed to change or to add their own techniques to enrich the content of the syllabus. This is exactly what is seen in some teachers' responses. (See appendix 01) The majority of them reply that the present syllabus guides students to focus on writing, reading and listening

skills but with less emphasis on the speaking one, unless the teachers try to do it on their own, as it is the case of the teacher Mr B.M (see samples of teachers' questionnaires). Unfortunately, they find themselves tied by time which is also another problem in front of them as they are obliged to respect the period of time given to each session. As a result of this, there is a total absence of oral exams, i.e students are not orally evaluated during their learning process as Mr B.M said in his additional comment of the questionnaire. (See samples of teachers' questionnaires). Consequently, the students do not care too much about the speaking skill. This means, if there is an oral examination; students will certainly make efforts to get ready for it, by making conversations and some oral drills with their classmates inside the classroom and outside.

Another issue, I would like to shed light on, is the teacher's competence. In this respect, one could notice that the period of the university students' training in secondary schools was insufficient to make them as future teachers ready to bear the heavy responsibility of teaching. Trainees claim that this period was not sufficient even to establish a relationship with their new students, let alone teaching them the whole year. Unfortunately nowadays, the university students have no opportunities to engage into training in such schools. So, how could a new teacher satisfy his students' needs if he did not receive sufficient fomation in this side?

These are more or less the main barriers that impede the 'terminale' students' process of learning. Such obstacles listed above have showed their negative impact on students, and they have made them so reticent to speak English and to participate in different classroom tasks and activities.

3.6 – Suggestions

After exposing different problems faced by the 'terminale' students, listing the various reasons of their speaking difficulties and analysing the students' and teachers' premises about the issue of reticence in oral participation, we now try to present some relevant and adequate suggestions that may help students to get rid of reticence which still remains as a real obstacle in front of both learning and teaching processes.

In this side, teachers have to take into account many things when managing the classroom environment. For instance, his or her appearance (the teacher's clothes) and the physical presence play an important role. This means that the way the teacher moves, the way he or she stands and how physically demonstrative he or she is, are all needed when intending to achieve an effective classroom management. Every teacher has his or her own physical characteristics or habits, but he or she should bear in mind that there exist a number of issues that have to be considered since they have a direct influence on the students' perceptions of him or her as a teacher. The first issue is the proximity. Teahers have to consider how close they want to be to their students. Some of them feel a small distance between them and the teacher, whereas others look to the distance as a sign of coldness. Teachers should be conscious of this proximity. The second issue is the appropriacy which refers to the selection of suitable way to work with students. Some teachers succeed to create a friendly classroom atmosphere by simply siting near students when working in pairs or by taking other positions like siting on the edge of tables or standing behind or in front of students. They select the adequate way to deal with students through different physical behaviours which help to establish a good relationship and create an appropriate learning atmosphere. The third issue in the teachers' classroom management is their movements. Some teachers tend to spend most of their time sitting only in one place. Others prefer to walk from side to side. Here one could notice that

remaing in one place during the whole session makes students bored, whereas moving and being constantly in motion can easily attract their attention and stimulate their interests in learning what is being presented. Another point which seems to be imporant too is the teacher's contact with students. So, it is impossible to help them study a foreign language without making contact with. The nature of this contact will vary from one teacher to another and from one class to another. In order to succeed in managing the classroom, the teacher has to be aware of what students are doing and how they are feeling. This means observing and listening carefully to them. Generally, it is preferable to move around the class, keeping a right proximity with students.

The teacher's voice is also a relevant instrument that any tearcher has to consider since it has a crucial influence on classes. He has to pay attention to the following elements, audibility and variety. With regard to the first one, the teacher needs to be audible. He must be sure that students at the back of the class can hear him like those at the front. Being audible does not mean at any time shouting and creating troubles to neighbour classes, but trying to make a balance between audibility and the right volume to be used.

The teacher has also to vary the quality of his voice depending on the type of lesson or activity. This means that the voice he uses when giving instructions or introducing an activity will be different from the one used in conversation or exchange of ideas and views. For instance, he can use a loud voice when he wants students to stop making noise, whereas speaking quietly is the preferable way to attract their attention and make them listen to him in case he is telling some thing interesting.

The teacher needs to know how to evaluate the success or failure of his lesson which, after being planned and presented, will be later evaluated, especially if the teacher tries out his new activities and techniques. He needs to know if they are successful and if the students enjoy them or not. So, the best way of getting feedback is to ask students simple questions such as: Did you like that exercise ? Did you find it useful ? The teacher may face some

dificulties in getting answers because not all students have the courage to discuss the subject openly in class. He can ask them to jot down answers and to give them back. He can also invite a colleague into the classroom and ask him or her to observe what happens and to give suggestions. This can be another way of getting reactions to the new techinques used in the classroom, as he can ask his students what they feel about the lesson and how they think the course is going.

After suggesting the way the teacher deals with his students such as using his physical presence in class, the kind of voice that can be used in the management and the way to evaluate the lesson, we now move to the next step and see how to teach the speaking skill. What kind of speaking should students do ? Why encourage them to do speaking activities ? How should teachers correct speaking mistakes?

It is of great importance to notice that the kind of speaking teachers should do is to ask students to perform some kind of oral tasks. It is preferable to give them a task to complete and that students should complete it. (See 1.4)

Students must be encouraged to do speaking tasks, should be helped to have free discussions in class and they must be given an opportunity to have discussions outside the classroom too. Such kind of speaking tasks provide feedback for both teachers and students. The teacher can see how well his class is doing and what language problems he is facing. Students, in turn, can see how easy they find the particular kind of speaking and what they need to do to improve it. It is also important to correct mistakes made during the speaking classroom activities in a different way from mistakes made in another skill such as writing and reading. Even in the speaking skill itself, the teacher has to know when to intervene for correction and when not to do. For instance, if he observes a student about repeating the same sentence seeking for the right pronunciation, it does not matter to correct his mistakes every time he does so, whereas in case of a discussion, the teacher has no right to interrupt him but waiting until he finishes his conversation in order not to disturb him, and

consequently he may lose his ideas and probably he stops speaking. (See 2.2)

Teachers sometimes get very involved with their students during a speaking activity and desire to join it. There is no problem for them to get involved in, but without domination. However, it is better for them to stand back so that they can watch and listen to what is happening. In some cases, the teachers' interventions are needed if they see the activity is not going in the right path or if some one cannot think about what to say, or if the discussion starts to dry up. One could say here that prompting students continue the discussions and avoiding to intervene is the same case as in error's correction, teachers should do it carefully and sensitively.

These are more or less some important suggestions that foreign language teachers have to take into account during their classroom management, and through which they prompt and motivate their students to speak the target language especially those who feel reluctant, and generally face the problem of reticence in oral classroom participation which has been our exact area of inquiry.

3.7 – Conclusion

Chapter three, which is the last part of inquiry, was purely practical. It was dedicated to a discussion of some important issues related to the speaking skill, and the different barriers encountered during the teaching and learning processes. In this investigation done in the secondary school of Mohamed Boudiaf in my home town Médiouna, I attempted to gather data that might help me to detect the main reasons of the students' reticence in oral classroom participation. The collection of data was done via the distribution of some questionnaires to both 'terminale' students and their teachers. These questionnaires involved several questions having relation with the classroom management, the syllabus and the learner's affective state which seemed to be the main source of their reluctance in participating in different classroom activities. After gathering information about the different learning situations, I undertook my analysis of each situation apart.

I began to deal with the students' premises which revealed to us many realities. According to the results, the 'terminale' students have the desire to speak the English language but cannot do it. This weakness in speaking has indeed many causes which were listed above in 3.4. The majority of these factors are psychological, in addition to others related to the teacher's methodology when dealing with different classroom tasks.

With regard to teachers, their responses were helpful for me to know what happens in the teaching domain. According to the responses, they claim first that the program designed by the ministry of education does not give enough importance to the speaking skill if compared with the other ones. For them, during the classroom management, they find themselves restricted by the syllabus. No or little use of different types of activities such as plays, games and songs is a real obstacle. They claimed of the lack of audio-visual means like TV and tape recorder, and also about the focus on accuracy rather than

fluency which has normally to take the big share in the classroom management. These are briefly the real obstacles that restrain the students' language development and contribute efficiently in the impediment of their process of learning. Finally, I attempted to present some suggestions that help both teachers and learners.

General Conclusion

The study attempted to investigate into the main reasons of the students' reticence in oral classroom participation. Such idea came in mind after I had noticed many pratitioners in the field of teaching about claiming of the worst teaching situation they found themselves in.

Teachers feel obliged to perform a difficult task which needs more efforts and several techiniques to reach the peak of an effective learning. A foreign language should base his teaching on the four skills which are interrelated, and do not accept to be separated under any learning circumstances. These skills are listening, reading, writing and speaking which was indeed my exact area of inquiry. Students, 'terminale' in particular, are only trained to read and write the target language without giving much importance to the conversation practice which becomes the main obstacle the students fail to overcome. The reason why, I decided to undertake an investigation to seek for the main difficulties they encounter in dealing with English appropriately whether inside the class or outside.

The study was based on some information which helped me to highlight the different issues that both teachers and learners might faced in teaching and learning processes. This leads us to ask some important questions. Is the students' reluctance because of the teacher's mismanagement, the syllabus or their psychological state which impedes them to move forward, and hardens their efforts in oral expression, the reason why they sometimes hesitate to participate and respond to the teacher's questions.

As far as my research work is concerned, the focus was mainly projected on the three elements mentioned above. This investigation indeed approached a systimatic analysis based on theory and practice arranged into three chapters: Two theoretical chapters and one purely practical.

With regard to the first chapter, the focus was primarily on the classroom management. It discussed several important points such as the different roles of both teachers and learners. They are expected to play an important part in

creating a good learning atmosphere via some selected activities. Teachers must encourage their students to participate in the classroom management. In this situation, they do not seem to be the leaders of the class but classroom leadership emerges from within the group of learners themselves. The teacher's authority and the learner's autonomy were also discussed to clarify the image of the teacher's commitment in the field of teaching. In this point, I tried to know if the teacher has the right to impose his authority in the class, or this may have a negative impact on the learning process and the learner's autonomy will be necessary. Many linguists' views were taken into account in this side.

Some important issues were also tackled such as the classroom interaction generated through various activities like plays, games, songs and dialogues in addition to some oral practice drills like substitution, restatement, transformation and expansion, and different characteristics of both teacher's and student's talks. This part also took into consideration the syllabus design and the teacher's methodology to know if the teacher is independent in selecting his own materials and knowledge or the classroom management relies only on the programme designed by the ministry of education and no right then to violate or put it aside.

The second chapter was dedicated to some psychological issues that might have an impact on the process of learning. Many points were discussed in this part such as the way teachers treat their learners' errors, their learning anxiety and how to initiate and sustain a motivation in foreign language learning. The importance of comprehensible skill was taken into account too, since it makes the language more clear and easy to understand because the student cannot participate without grasping what is being presented by the teacher. In adition to the previous points, we also talked about the different cognitive and affective variables and other factors related to the personality such as introversion and extroversion.

The last chapter was purely practical. It was considered as the most important part of the inquiry through which we reached some significant

results. In this part, we collected data from both teachers and 'terminale' students via some questionnaires. (See appendix 1 & 2) The analysis of their responses helped us to detect the main reasons of their reticence in oral classroom participation. (See 3.4 & 3.5)

At the end of the chapter, I tried to present some suggestions that may help teachers manage the classroom and help their students get rid of the obstacle of reluctance. These are the different important steps followed in the study, and which required hard efforts to obtain some important results which revealed the real problems faced in both teaching and learning processes.

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Appendix N°1

- Questionnaire / Teachers

For the sake of getting more information about the students' abilities, would you please help us to detect the main reasons of the 'terminale' students' relutance in oral classroom participation.

Please put (x) in the appropriate space.

- ## Pedagogy

	sometimes	Yes	No
- Does the programme of English fit the students' levels ?	☐	☐	☐

-Which one of the four skills does the programme focus on ?

Reading	☐
Speaking	☐
Writing	☐
Listening	☐

	sometimes	Yes	No
- Does the syllabus designer allow you to try out your own teaching strategies ?	☐	☐	☐
- Are there any oral tests during the students' learning process?	☐	☐	☐
-Do you think the training you made at the university was sufficient to teach ?	☐	☐	☐

- ## Classroom management

	sometimes	Yes	No
- Do you encourage the student-student talk ?	☐	☐	☐
- Do you allow your students present dialogues, games, songs, plays… ?	☐	☐	☐
- Do you speak as natives do ?	☐	☐	☐
- Do you carry out small group works ?	☐	☐	☐
- Do you orally test your students ?	☐	☐	☐
- Do you evaluate their oral abilities ?	☐	☐	☐

- Do you use audio- visual aids in the classroom ? ☐ ☐ ☐

- Do you focus on accuracy when giving them
   chances to speak ? ☐ ☐ ☐

- Do you focus on fluency ☐ ☐ ☐

- Do you give them sufficient time to respond
  Orally to your questions ? ☐ ☐ ☐

- Do you give feedback to your students on their
   Speaking attempts ? ☐ ☐ ☐

- **Student's affective state**

- Do you shout on your students when making
   Mistakes ? ☐ ☐ ☐

- Do they feel shy when speaking ? ☐ ☐ ☐

- Are you friendly with them ? ☐ ☐ ☐

- Is there any humour in the lesson ? ☐ ☐ ☐

- Do you relax your students with jokes, games,
    plays. ? ☐ ☐ ☐

Do you give them opportunities to talk about topics
 related to their private life ? ☐ ☐ ☐

Do you let them correct themselves when making mistakes ? ☐ ☐ ☐

Do you interrupt them in their speech ? ☐ ☐ ☐

Do you praise your students when making progress ? ☐ ☐ ☐

- **Additional comment**

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Secondary School of Mohamed Boudiaf

Médiouna

Appendix N°2

-Questionnaire /Students

First of all, please provide us with some information about yourself and your actual English learning situation. You may notice that we particularly focus on the speaking skill, since it is our exact area of inquiry.

Please put (x) in the appropriate space.

Sex :

- male   ☐
- Female   ☐

Branch : Literary stream

Learning skills :

Of the four major English skills, which are the most important ones for success in English learning according to you ?

Speaking   ☐

Writing   ☐

Reading   ☐

Listening   ☐

Speaking skill

	sometimes	Yes	No
- Do you have a good memory for new words ?	☐	☐	☐
- Do you hate making mistakes	☐	☐	☐
- Do you wish to have more time to think before speaking ?	☐	☐	☐
- Do you feel shy when you speak in presence of your classmates ?	☐	☐	☐
- Do you participate in classroom discussions ?	☐	☐	☐
- Do you ask questions in class ?	☐	☐	☐
- Do you understand your teacher when he speaks English ?	☐	☐	☐
- Does your teacher provide you with a varied set of learning activities ?	☐	☐	☐
-Does your teacher quickly interrupt you in case you make a mistake ?	☐	☐	☐

	sometimes	Yes	No
- Do you worry too much about your mistakes ?	☐	☐	☐
- Do you practise English outside the classroom ?	☐	☐	☐
- Does your teacher give you opportunities to speak ?	☐	☐	☐
- Does your teacher speak too much ?	☐	☐	☐
- Does he shout on you when you make a mistake?	☐	☐	☐

in speaking,

- **Student's suggestions**

Here are some ideas about learning how to speak a foreign language. Please indicate how far do you agree with each idea.

1- **strongly agree**   2**- agree**   3**- disagree**

	1	2	3
- More should be done to help students improve their Speaking skill.	☐	☐	☐
- The teacher should speak slowly and clearly.	☐	☐	☐
-Evaluation should not focus only on the written expression but also on the oral one.	☐	☐	☐
- The teacher should speak as natives do.	☐	☐	☐
- The teacher should provoke students to perfom plays in the classroom.	☐	☐	☐
- Students should use English language outside the classroom.	☐	☐	☐

Secondary School of Mohamed Boudiaf

Médiouna

Samples of Teachers' Questionnaires

-   **Questionnaire / Teachers   <u>Teacher</u> : Mr B.Y**

For the sake of getting more information about the students' abilities, would you please help us to detect the main reasons of the 'terminale' students' relutance in oral classroom participation.

Please put (x) in the appropriate space.

-   **Pedagogy**

	sometimes	yes	No
- Does the programme of English fit the students' levels ?	☒	☐	☐

-Which one of the four skills does the programme focus on ?

Reading	☒
Speaking	☐
Writing	☒
Listening	☐

- Does the syllabus designer allow you to try out your own teaching strategies ?	☐	☐	☒
- Are there any oral tests during the students' learning process ?	☐	☐	☒
-Do you think the training you made at the university was sufficient to teach ?	☐	☒	☐

-   **Classroom management**

- Do you encourage the student-student talk ?	☒	☐	☐
- Do you allow your students present dialogues, games, songs, plays… ?	☐	☐	☒
- Do you speak as natives do ?	☒	☐	☐
- Do you carry out small group works?	☐	☒	☐
- Do you orally test your students ?	☐	☒	☐
- Do you evaluate their oral abilities ?	☐	☒	☐

- Do you use audio- visual aids in the classroom ? smetimes ☒ yes ☐ No ☐

- Do you focus on accuracy when giving them
  chances to speak ? ☒ ☐ ☐

- Do you focus on fluency ☐ ☐ ☒

- Do you give them sufficient time to respond
  orally to your questions ? ☐ ☒ ☐

- Do you give feedback to your students on their
  speaking attempts ? ☐ ☒ ☐

- **Student's affective state**

- Do you shout on your students when making
  mistakes ? ☐ ☐ ☒

- Do they feel shy when speaking ? ☒ ☐ ☐

- Are you friendly with them ? ☒ ☐ ☐

- Is there any humour in the lesson ? ☐ ☒ ☐

- Do you relax your students with jokes, games,
  plays. ? ☐ ☒ ☐

- Do you give them opportunities to talk about topics
  related to their private life ? ☐ ☒ ☐

- Do you let them correct themselves when making mistakes ? ☐ ☒ ☐

- Do you interrupt them in their speech ? ☐ ☒ ☐

- Do you praise your students when making progress ? ☐ ☒ ☐

- **Additional comment**

I believe that the speaking skill is subject to many factors amongwhich the sociocultural context is the most prominent as it is for sure the source of either motivation or discourage.

Secondary School of Mohamed Boudiaf

Médiouna

- Questionnaire / teachers <u>Teacher</u> : Mr B. M

For the sake of getting more information about the students' abilities, would you please help us to detect the main reasons of the 'terminale' students' relutance in oral classroom participation.

Please put (x) in the appropriate space.

- ## Pedagogy

	sometimes	Yes	No

- Does the programme of English fit the students' levels ? [x] [ ] [ ]

-Which one of the four skills does the programme focus on ?

Reading [x]

Speaking [ ]

Writing [ ]

Listening [ ]

- Does the syllabus designer allow you to try out your
     own teaching strategies ? [ ] [ ] [ ]

- Are there any oral tests during the students' learning
    process ? [ ] [x] [ ]

-Do you think the training you made at the university
    was sufficient to teach ? [ ] [ ] [x]

- ## Classroom management

- Do you encourage the student-student talk ? [ ] [x] [ ]

- Do you allow your students to present dialogues,
    games, songs, plays… ? [ ] [x] [ ]

- Do you speak as natives do ? [ ] [ ] [x]

- Do you carry out small group works ? [ ] [x] [ ]

- Do you orally test your students? [ ] [x] [ ]

- Do you evaluate their oral abilities ? [ ] [x] [ ]

- Do you use audio- visual aids in the classroom ? ☐ ☐ ☒

- Do you focus on accuracy when giving them chances to speak ? ☐ ☐ ☐

- Do you focus on fluency? ☐ ☐ ☒

- Do you give them sufficient time to respond orally to your questions ? ☐ ☒ ☐

- Do you give feedback to your students on their speaking attempts ? ☐ ☐ ☐

- **Student's affective state**

- Do you shout on your students when making mistakes ? ☐ ☐ ☒

- Do they feel shy when speaking ? ☒ ☐ ☐

- Are you friendly with them ? ☐ ☒ ☐

- Is there any humour in the lesson ? ☐ ☒ ☐

- Do you relax your students with jokes, games, plays. ? ☐ ☒ ☐

-Do you give them opportunities to talk about topics related to their private life ? ☐ ☒ ☐

-Do you let them correct themselves when making mistakes ? ☐ ☒ ☐

-Do you interrupt them in their speech ? ☒ ☐ ☐

-Do you praise your students when making progress ? ☒ ☐ ☐

Additional comment

Oral process is so important in teaching English as a foreign language. Unfortunately there is no programed exams. That's why, I try to do it myself.

Secondary School of Mohamed Boudiaf

Médiouna

Samples of Students' Questionnaires

- Questionnaire / Students :   <u>Student</u> : B.K

First of all, please provide us with some information about yourself and your actual English learning situation. You may notice that we particularly focus on the speaking skill, since it is our exact area of inquiry.

Please put (x) in the appropriate space.

Sex :

- male   ☒

- Female   ☐

Branch : Literary stream

Learning skills :

Of the four major English skills, which are the most important ones for success in English learning according to you ?

Speaking   ☒

Writing   ☐

Reading   ☐

Listening   ☐

Speaking skill

	sometimes	Yes	No
- Do you have a good memory for new words ?	☒	☐	☐
- Do you hate making mistakes	☐	☒	☐
- Do you wish to have more time to think before speaking ?	☐	☒	☐
- Do you feel shy when you speak in presence of your classmates ?	☐	☐	☒
- Do you participate in classroom discussions ?	☒	☐	☐
- Do you ask questions in class ?	☒	☐	☐
- Do you understand your teacher when speaking English ?	☒	☐	☐
- Does your teacher provide you with a varied set of learning activities ?	☐	☒	☐
-Does your teacher quickly interrupt you in case you make a mistake ?	☐	☐	☒

	sometimes	Yes	No
- Do you worry too much about your mistakes ?	☐	☒	☐
- Do you practise English outside the classroom ?	☐	☐	☒
- Does your teacher give you opportunities to speak ?	☒	☐	☐
- Does your teacher speak too much ?	☐	☒	☐
- Does he shout on you when you make a mistake	☐	☐	☒

in speaking,

- **Student's suggestions**

Here are some ideas about learning how to speak a foreign language. Please indicate how far do you agree with each idea.

1- **strongly agree**   2**- agree**   3**- disagree**

	1	2	3
- More should be done to help students improve their speaking skill.	☒	☐	☐
- The teacher should speak slowly and clearly.	☒	☐	☐
-Evaluation should not focus only on the written expression but also on the oral one.	☒	☐	☐
- The teacher should speak as natives do.	☐	☒	☐
- The teacher should provoke students to perfom plays in the classroom.	☐	☒	☐
- Students should use English language outside the classroom.	☒	☐	☐

Secondary School of Mohamed Boudiaf

Médiouna

- Questionnaire / Students :   <u>Student</u> : L.K

First of all, please provide us with some information about yourself and your actual English learning situation. You may notice that we particularly focus on the speaking skill, since it is our exact area of inquiry.

Please put (x) in the appropriate space.

Sex :

- male   ☐

- Female   ☒

Branch : Literary stream

Learning skills :

Of the four major English skills, which are the most important ones for success in English learning according to you ?

Speaking   ☒

Writing   ☐

Reading   ☐

Listening   ☐

Speaking skill

	sometimes	Yes	No
- Do you have a good memory for new words ?	☐	☐	☒
- Do you hate making mistakes	☐	☒	☐
- Do you wish to have more time to think before speaking ?	☐	☒	☐
- Do you feel shy when you speak in front of your classmates ?	☒	☐	☐
- Do you participate in classroom discussions ?	☒	☐	☐
- Do you ask questions in class ?	☐	☐	☒
- Do you understand your teacher when speaking English ?	☐	☒	☐
- Does your teacher provide you with a varied set of learning activities ?	☐	☒	☐
-Does your teacher quickly interrupt you in case you make a mistake ?	☐	☒	☐

	sometimes	Yes	No
- Do you worry too much about your mistakes ?	☐	☒	☐
- Do you practice English outside the classroom ?	☐	☐	☒
- Does your teacher give you opportunities to speak ?	☒	☐	☐
- Does your teacher speak too much ?	☐	☐	☒
- Does he shout on you when you make a mistake in speaking.	☐	☐	☒

- **Student's suggestions**

Here are some ideas about learning how to speak a foreign language. Please indicate how far do you agree with each idea.

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- The teacher should speak as natives do.	☐	☒	☐
- The teacher should provoke students to perfom plays in the classroom.	☐	☒	☐
- Students should use English language outside the classroom.	☐	☒	☐

Secondary School of Mohamed Boudiaf

Médiouna

- Questionnaire / Students :   <u>Student</u> : S.B

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Please put (x) in the appropriate space.

Sex :

- male   ☒

- Female   ☐

Branch : Literary stream

Learning skills :

Of the four major English skills, which are the most important ones for success in English learning according to you ?

Speaking   ☒

Writing   ☐

Reading   ☐

Listening   ☐

Speaking skill

	sometimes	Yes	No
- Do you have a good memory for new words ?	☒	☐	☐
- Do you hate making mistakes	☐	☒	☐
- Do you wish to have more time to think before speaking ?	☐	☒	☐
- Do you feel shy when you speak in the presence of your classmates ?	☐	☐	☒
- Do you participate in classroom discussions ?	☒	☐	☐
- Do you ask questions in class ?	☒	☐	☐
- Do you understand your teacher when speaking English ?	☐	☒	☐
- Does your teacher provide you with a varied set of learning activities ?	☐	☒	☐
-Does your teacher quickly interrupt you in case you make a mistake ?	☐	☐	☒

	sometimes	Yes	No
- Do you worry too much about your mistakes ?	☐	☐	☒
- Do you practise English outside the classroom ?	☒	☐	☐
- Does your teacher give you opportunities to speak ?	☐	☒	☐
- Does your teacher speak too much ?	☐	☐	☒
- Does he shout on you when you make a mistake	☐	☐	☒

in speaking,

- **Student's suggestions**

Here are some ideas about learning how to speak a foreign language. Please indicate how far do you agree with each idea.

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Secondary School of Mohamed Boudiaf

Médiouna