Investigating the Difficulties Facing Students in the Speaking Skill

The case study of third year LMD students at Khenchela University

Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

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Dedication

In the Name of **ALLAH**, most Gracious, most Merciful, all praise is due to Him alone, the Sustainer of the entire world, we dedicate this modest work:

To our dearest parents for their love, support, encourage and advices.

To all the members of our families **HOGGAS** and **MIRA.**

To all the promotion of second year master **2019.2020.**

To our teachers, especially our supervisor, **Mr.GUERZA Omar**.

Acknowledgment

We would like first to thank **ALLAH** for giving us strength and capacity to complete this work, our profound thanks to our supervisor **Mr. GUERZA Omar** for his help, guidance and valuable advice through the writing of our dissertation.

We gratefully want to thank all the teachers and the third year LMD students of

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My entire appreciations go also to all those who helped me in one way or another to realize this work.

ABSTRACT

The current study deals with some obstacles affecting EFL learner's participation in the classroom at the English Department University of Khenchela. Through this research, we hypothesize that students do not participate in the classroom, due to psychological factors (anxiety, fear, shyness, self-Confidence), and linguistic factors; for example, lack of vocabulary, grammatical mistakes, and also due to bad attitudes towards the topic and the lack of motivation. To confirm this hypothesis, we investigated the case study of third year Students and English teachers of The Department of English, University of Khenchela. From the other hand we offer some solutions to reduce those obstacles and some techniques that teachers of foreign language apply in order to facilitate the learning process. Therefore, the practical part deals with the methodology adopted to conduct the research in which we analyze the questionnaires that are administered to both students and teachers in English department at University of Khenchela. The data obtained from the two questionnaires indicate that there are some factors affect the student's participation during the session. Furthermore, the data suggests some techniques and strategies that EFL students need to work with to get rid of those obstacles.

LISTE OF ABBREVIATIONS

EFL: English as a **F**oreign **L**anguage.

LMD: **L**icense **M**aster **D**octorate.

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University of Khenchela

Department of English

Dear students,

This questionnaire is a part of our dissertation, conducted by master students at English department of Khenchela University. We would like to know how you think about speaking skill and participation in the class. You are kindly requested to answer the following question

Please, tick the appropriate answer and make full statements whenever necessary.

Thank you so much for your cooperation.

Section One: EFL student's participation in speaking skill.

1. How can you evaluate your level in speaking skill?

   a. Low

   b. Average

   c. Good

   d. Excellent

2. Do you like to participate in the classroom?

   a. Yes

   b. No

3. How often do you participate during the session?

a. Always

b. Sometimes

c. Rarely

d. Never

4. Are you afraid about participation in the classroom?

a. Yes

b. No

5. If yes is it because:

a. Fear of making grammatical mistakes

b. Fear of making pronunciation mistakes

c. Lack of vocabulary

6. Or you do not participate because of:

a. Shyness

b. Lack of self-confidence

c. Anxiety

d. The topic is not interesting

7. What type of atmosphere that your teacher creates during the lesson?

a. Fearful

b. Friendly and Motivated

c. Neutral

8. How often does the teacher gives you the chance to participate in the classroom?

    a. Always

    b. Sometimes

    c. Rarely

    d. Never

  Why?

……………………………………………………

……………………………………………………

9. Do you use your mother tongue in the classroom?

    a. Yes

    b. No

If yes, why?

……………………………………………………

……………………………………………………....

Section Two: Techniques and activities

10. Which of the following do you prefer more?

    a. Group work

    b. Pair works

c. Individual work

Because:

………………………………………………………..

……………………………………………………

………………………………………………………….

11. What type of relationship exists between you and your teacher?

    a. Good

    b. No relationship

12. Who does most talkative in the classroom?

    a. Teacher

    b. Students

13. How often does the teacher gives you the opportunity to interact (with him)?

    a. Always

    b. Sometimes

    c. Never

14. When you interact in the classroom is it:

    a. You who want

    b. The teacher who asks you

15. Do you think correcting mistakes affects learner in participation?

a. Yes

b. No

Why?

………………………………………………………….

…………………………………………………………

…………………………………………………………

University of Khenchela

English department

Dear teachers,

This questionnaire is used to collect information about the effect of classroom interaction on the development of the learner's speaking skill. We would be grateful if you could answer these questions to help us in our research for the master's degree.

Please, use a tick to indicate your chosen answer and specify your option when needed.

Section One: Classroom Interaction

1. In the classroom you:

   a. Talk too much

   b. Talk half of the time

   c. Talk too little

2. Do you give enough time for students to participate?

   a. Yes

   b. No

3. How often do you invite your students to interact with each other?

   a. Always

   b. Sometimes

c. Never

4. Do your students enjoy this type of interaction?

    a. Yes

    b. No

    c. Somehow

Please, explain:

……………………………………………………………

……………………………………………………………..

……………………………………………………………..

Section Two: Activities and Techniques

5. What do you do to make silent students interact during the session?

    a. Design pair and group works

    b. Choosing interesting topics

    c. Use speaking activities

    d. Ask divergent questions

Use other means, justify?

………………………………………………

……………………………………………….

…………………………………………………..

6. What are the speaking activities you focus on most, to create a successful interaction?

    a. Dialogues

    b. Discussion and debates

    c. Presentations

7. If your students say anything wrong during the participation, do you?

    a. Interrupt to correct them

    b. Correct them later

    c. Do not correct them at all

Justify:

………………………………………………………

……………………………………………………….

………………………………………………………

8. How do you assess your student's level in the classroom?

    a. Excellent

    b. Good

    c. Average

    d. Low

9. According to your observation, what are the obstacles that prevent the students to participate?

    a. Fear of making grammatical mistakes

    b. Fear of making pronunciation mistakes

    c. Subjects are not interesting

    d. Mother tongue use

    e. Lack of self-confidence

    f. Shyness

    g. Anxiety and unwillingness

Others specify:

…………………………………………………………………

…………………………………………………………………..

10. Do you think that the number of students prevent you to achieve your goal?

    a. Yes

    b. No

11. How do you evaluate the allocated time of the lecture?

    a. Enough

    b. Not enough

Thank you very much for your collaboration.

الملخص

تتناول الدراسة التي نحن بصدد معالجتها، وجود بعض العقوبات التي تؤثر على مشاركة الدارسين للغة الانجليزية كلغة أجنبية في قسم اللغة الانجليزية بجامعة خنشلة.

من خلال هذه الدراسة، افترضنا أن الطلاب لا يشاركون ولا يتفاعلون مع مختلف الحصص في القسم، وهذا بسبب المشاكل النفسية (القلق، الخوف، الخجل...)، و الصعوبات اللغوية:مثل نقص في المفردات. كذلك الأخطاء اللفظية والنحوية، منها كذلك الموضوعات الغير مستحبة، وأيضا الحافز الذي يعتبر العامل الفعال في عملية الدراسة.

وللتأكد من هذه الفرضيات، قمنا بدراسة فئة طلاب السنة الثالثة(LMD) وفئة المدرسين للغة الانجليزية بجامعة خنشلة.

ينقسم هذا البحث إلى قسمين: جزء نظري يشمل فصلين، الأول يتناول لمحة عامة عن مهارة الكلام. يليها دراسة مختلف الصعوبات التي تحول دون مشاركة الطلاب، ومن ناحية أخرى اقترحنا بعض الحلول للنقص من هذه الظواهر، ثم تطرقنا إلى بعض من دور المدرسين التي يمارسونها أثناء تأدية مهامهم، وبعض الأساليب والأنشطة، التي يجب على مدرسي اللغة الانجليزية ممارستها للتقليل من العوائق المذكورة.

أما الفصل الثالث، احتوى الدراسة التطبيقية المعتمدة على منهجية لإجراء تحليل الاستبيانات التي وزعناها على كل من الطلاب ومدرسي اللغة الانجليزية بجامعة خنشلة. والبيانات المستقاة من الاستبيانات تأكد أن هناك بعض العوامل التي تؤثر على مشاركة الطلاب في المجال الدراسي.علاوة على ذلك فان البيانات تشير إلى بعض التقنيات والأنشطة التي يستحب العمل بها لضمان السير الحسن للعملية الدراسية.

General Introduction

Learning a foreign language requires the practice of some skills, especially the speaking skill; it is very important for learners to test their abilities in which they will learn how to express their own thoughts and feelings and to develop their oral fluency which are very essential for the success of EFL communication, which can be accomplished by mastering the speaking skill.

Speaking is a productive skill; it needs a more and more practice to improve the student's oral performance and to enhance the linguistic competencies and mastery of the language. However, students still face some hindrances which prevent them from showing their competencies and their talents.

Through the present research we tend to shed some light on what stops the students to take part in classroom discussion; thus there are many difficulties and obstacles that face the students in practicing the speaking skill. From these obstacles, the psychological factors: They affect the learners when they try to speak, like shyness, and uwillingness, self-confidence… and others refer to the teachers who deal with the learners such as, motivation, lack of interesting subjects…and others refer to the learners themselves and the environment like, non-motivating atmosphere, large classes, and fear of making mistakes, linguistic problems, and lack of time…etc

The focus will eventually be on these difficulties taking the third year English stream University of Khenchela as a sample case study to identify the main problems that constraints the EFL students from speaking and achieving their level in the speaking skill and how they can overcome those problems by the help of the teachers who use certain techniques in the teaching-learning process such as, discussion, pairs and group works, interview, dialogues… which contributes in limiting or reducing those problems.

Statement of the problem

In the learning process, there are quite students who do not practice their speaking skill in the classroom, they don't contribute in the classroom discussion because of many reasons. Through this study, we tend to investigate some factors that may affect EFL learners' participation. The subject of our investigation would be third year LMD English students at Khenchela University; the study will answer the main questions:

1. What are the difficulties that face the students from participating in the classroom?

2. What are the possible solutions used by the teacher to constrain these problems?

3. What are the strategies and techniques that can be implemented in the classroom to improve the students speaking skill and make them more comfortable?

The possible answers to these questions formulate the following hypotheses.

Hypotheses

In this research paper, the researcher will investigate the difficulties that prevent EFL learners in speaking skill. The suggested hypothesis to these obstacles is:

- Students may face psychological problems, lack of self-confidence; they may be shy.

Significance of the study

The main objective of this study is to shed some light on the obstacles that face EFL students in speaking during the session.

In our dissertation, the significance is paramount in the sense that it suggests a solution to such phenomenon, and tries to treat these kinds of problems, in their speaking sessions.

Aim of this study

Our aim from conducting this dissertation is:

-To identify the obstacles that prohibits learners to motivate in different sessions.

Methodology

We will use the descriptive method to obtain the information required from our subjects, and to fit the objectives of our present research. The descriptive method comes to determine the different obstacles that prevent the student's participation.

Data Gathering Tools

To achieve the previous stated objectives, questionnaires are used as data collection tools with EFL students in English department at Abbes Laghrour Khenchela University.

Population

The population of the study is from English students who study English Language at Abbes LAGHROUR University.

In this dissertation, the researcher intends to use the questionnaire that will be administrated to third year students at English department of Khenchela University.

Teacher's sample

In this dissertation, we intend to use questionnaires that will be administered to all teachers at English department of Khenchela University. Teachers are concerned in this work because they can observe the problem on their students who do not participate in the classroom.

Student's sample

This work will mainly study the third year English students at English Department at Abbes Laghrour University of Khenchela. The students will be administered a questionnaire related to their participation hindrances.

Structure of the dissertation

The dissertation is planned into three main chapters; chapter one deals with the general issues about the speaking skill. It discusses the EFL student's participation difficulties during the

session. Chapter two deals with the main techniques, and the teacher's role within classroom situation and the main activities enhancing the student's participation.

The last chapter deals with data analysis of both students and teachers questionnaires. It will help us to see whether the results go in the same direction of our hypotheses.

CHAPTER ONE

LITTERATURE REVIEW

1. What Is Speaking

Speaking is the delivery of language through the mouth, by creating sounds using many parts of the body, including: the lungs, vocal tract, vocal cards, tongue, teeth and lips.

Speaking is one of the four language skills, speaking is considered as the most important skill among the four skills (Listening, Speaking, Reading and Writing) to be developed by English Foreign Language learners in order to fulfill their communication needs, and express their feelings and interact with their classmates.

In language teaching and learning, speaking id considered as the skill that must be practiced fluently and comprehensively. In this light, Nunan, (2003:48) points out: *"speaking is the productive oral skill; it consists of producing systematic verbal utterances to convey meaning"*. Brown, (1994) argues that *"speaking is an interactive process of constructing meaning that involves producing and receiving and processing information"*. Chaney, (1998:15) mentions that *"speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in context"*. However, Ur.Penny, (1996) asserts that *"speaking is a substantial skill plays an important role in teaching process, because people who know languages are referred to as speakers of that language"*. This points out that practicing a language is more significant than just knowing it. Because, *"there is no point in knowing a lot about if you cannot speak it"*. Scrivener, (2005, p.146).

2. Importance of Speaking

Language is a tool of communication, we communicate with others to express all ideas, thoughts, feelings, in the form of words put together in a meaningful way.

Communication takes place where there is a speech. Davies and Pears (1998), make it clear that *"the major goal of English language teaching should be to enhance learner's abilities to use English effectively and accurately in communication"*.

In order to be a good communicator, you need to be a competent in each of the four skills, because they're interconnected. As (doff, 1998) claims that *"speaking skill cannot be developed unless we develop listening skills"*.

3. EFL Students' Difficulties in Speaking

INTRODUCTION

English is the most common spoken language in the world; also English language plays a vital rule, since it is considered as a global language, for this purpose English language taught as a foreign language. Although, speaking is regarded as one of the most difficult skill among the four skills. (Zhang, 2009) maintains that, *"speaking remains the most difficult skill to master for the majority of English learners, and most learners remain incompetent in communicating orally in English"* .Therefore, EFL learners encounter may problems and obstacle that hinder and postpone their success in the learning process. Paul, (2000:82) notes that *"speaking not simply as it seems for a start, many people cannot speak in front of large groups of people, because of the fear of making errors"*. Among these obstacles we mention:

3.1. Anxiety and Unwillingness

They are considered as two major biggest problems for EFL learners and as most psychological factors that affect students in the learning process when they are speaking. These obstacles are caused by the fear of being negatively evaluated when making mistakes in front of their pears, and their teachers. The unwilling and anxious learners are the students who realize their English language as bad or imperfect, for this reason, they don't want to communicate in their classes, while their friends are proficient, and this creates a trouble in learning process for the students. Wrench, Gorham and Virginia, (2009, p.55) support that *"many students don't learn when they are fearful, anxious, apprehensive or scared. Students don't communicate effectively with us (teachers)"*.

3.1.1. Lack of Motivation

Motivation is the goal that any person wants to reach, and this requires desire, energy, perseverance and efforts, to perform their best potentials. These involve emotional social and cognitive forces, also motivation regarded as one of the most important reasons and the impulse that inspires a person to act and move forward in life. Littlewood, (1981) said that

"Motivation it what causes us to act". Furthermore, achieving such a goal requires the ability to persist and override the obstacles and maintain endurance despite difficulties it makes it clear that the development of communicative skills can only take place if learners have the motivation and opportunity to express their own particular personality.

3.1.2. Lack of Self-Confidence

Self-confidence is described and defined as a belief and having trust in one's self and one's ability to succeed; student's confidence is considered as one of the important factor in educational success, and one of the most steps to provide value to what a person need to fulfill; otherwise, when confidence is lost, the goal cannot be realized. And when a child loses self-esteem, they may lose motivation in learning. For that student confidence is a vital tool to his/her success, if he loses confidence in school, his grades will basically affected, and may he give up on his hopes, dreams and his plans, then he may feel he is unworthy of obtaining his goals or think it is impossible to achieve them. For that, we notice that the relationship between student confidence and educational success is tightly interconnected. Brown, (1994), defines confidence as the expression of *"an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy"*.

3.1.3. Fear of Making Mistakes

 In EFL classes, students cannot express themselves in a foreign language, and do not participate widely in the oral lessons, for the reason that they are troubled about making mistakes, the fear of making mistakes can prevent learners from trying again despite mistakes, this later can depress student's skills and talents from truly taking a part in classroom involvement. Just the word "mistake" creates fear in a lot of people's minds. Ur, (2005) stated that *"learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face or simply shy of the attention, that their speech attracts"(p.111)* .

 In addition, *"this is also much influenced by the students, fear of being left by other students for being criticized by the teacher, as a result students commonly stop participating in the speaking activity".(Hieu,2011).*

3.1.4. Shyness

 Shyness is a psychological phenomenon that EFL students are suffering from, also shyness is considered as the most common obstacle that English learners may face, for that, this dilemma is disturbing students to speak and they feel inconvenient to take a part in speaking in front of their classmates, and their teachers. So, they are not capable to fulfill their tasks to obtain their goals.

3.1.5. Mother Tongue Use

Learners are likely to use their mother tongue because they see it easier than the second language and they think they are less exposed to make mistakes when using the mother tongue. Therefore, this use of mother tongue breaks down the student's communication in the classroom and reduces their talents and speaking abilities. (Harmer, 1991) suggests some reasons why students use mother tongue in classroom, at the point "*when students are gotten*

some information about a subject they are not linguistically armed for discussion in the language outside".

3.1.6. Linguistic Problems

A shortage of vocabulary leads to un-confidence and the fear of using the language; students often find difficulties when they try to express the opinion and their feelings, the reason that they are suffering from the reduction of appropriate vocabulary. Thornbury, (2005), emphasizes that *"linguistic knowledge plays an essential role in speaking skill, if any feature from this knowledge is poorly performed, students can find problems within their speaking development, and these problems are due to lack of vocabulary, pronunciation, and grammar mistakes".*

3.1.7. Large classes

Large classes are often classified as one of the major obstacles for both students and teachers, and for the teaching learning process. In addition, large classes prevent students from getting equal chances of participation during the session. Moreover huge members of students cab disturb students from showing their talents and their skills, they fear from showing others that they don't understand, also teachers could not manage his classroom as well as EFL student's opportunities. Murcia Celce confirms that "*large classes are often the norm overseas, limiting both students' opportunities to provide feedback." (p.110), f*or that large classes are considered as a stopping point for the student participation.

3.1.8. Lack of Interesting Subjects

In foreign language classes, the purpose of participation is to improve student's speaking skills in order to express their thoughts, feelings and so as to be able to communicate freely and confidently, this stimulates and motivate students by using discussed subjects, Thornbury, (2005,p.25), supports that *"familiarity with a topic the greater the familiarity, the easier the speaking task feeling towards the topic and or the participants: generally, if you are well*

disposed to the topic you are talking about and or the other participants, the easier it is likely to be".

In EFL classes, participant students are those who have positive attitude toward the topic; however, many students have nothing to say or simply remain silent because they have no idea or bad attitude toward the topic, thus, non interesting topics is another factor that prevents students from participation.

3.1.9. Non Motivating Atmosphere

Motivating atmosphere play an important role in teaching and learning a foreign language, the atmosphere in the classroom can be motivating or non motivating, Littlewood, (1981) asserts that *"the real progress for speaking and developing communicative skills can only take place if the learners have motivation and opportunity to express their own identity and to relate with people around them (his classmates and teachers)"*.

For EFL learners, non motivating atmosphere can block student's participation and hinder their development of speaking skill, for that teachers are the main responsible for creating relaxed and friendly atmosphere to the students in order to express themselves and give them the opportunity to their personalities. Davies and Pearce, (2000), suggest some implication for teaching *"try to create a relaxed atmosphere in your classes, so that most learners are not frightened of speaking in front of the class, and do as many speaking activities as possible in pair and groups, so that the learners can speak English without the rest of the class listening."(p.82)* Thus, students really need a motivating atmosphere that gives them sense of secure.

3.1.10. Time Allocated

Lack of time is also considered as another obstacle for both students and teachers which deny teachers from giving enough opportunity to their students in classroom discussion, for that reason, teachers face a negative attitude from their students, because they think that teachers are not fair with them, as a result, teachers are also victims of both time limitation and large classes, since they don't have enough time to do their best, so time allocated can be one of the problems which disturbs student's participation.

CONCLUSION

We have attempted through this chapter to shed some light on the speaking skill, and we touched most difficulties that face EFL students in practicing the speaking skill in the classroom interaction. Thus, participation in the class is very important part of developing communication skills and help students to understand the class material. Classroom interaction is significant, because it aims to provide for the students the best space to practice and develop their speaking abilities, and to achieve high level of proficiency in mastering the language. Nevertheless, many students do not take part in classroom interaction, because of the above discussion problems, that we have discussed with more detail in this chapter, such as the linguistic hindrances, psychological hindrances and others.

Chapter Two

STRATEGIES AND TECHNIQUES ENHANCING EFL STUDENTS PARTICIPATION

Introduction

There are a number of reasons that prevent the student's participation in the classroom However, students hesitate to practice English language, for that they became inactive learners. In this chapter, we will try to pinpoint some possible solutions to override those obstacles, and in order to facilitate the student's participation and develop their speaking skill; also, we tend to discuss the different roles of the teacher within classroom situation such as: planner, manager, monitor, assessor, and diagnostician …etc.

Otherwise, teacher's process different techniques and strategies that motivate the students to be active participants, they use pair and group works to involve them in an effective learning-teaching process, and cover their speaking problems.

1. Possible Solutions to Overcome Anxiety

In order to overcome anxiety, there are many helpful strategies available for students who have anxiety about participating in the classroom. *"Teachers should provide students with positive encouragements".* (Karamida, 2009), (Frymier, 1993 Cited in Keramida, 2009). (Christophel, 1990; Frymier, 1993 Cited in Keramida, 2009*), "motivating students and creating an ease environment in the classroom are important".* Also *"increase their confidence and encourage their willingness to interact".* (Chan, 2002 Cited in Noon-Ura, 2008), *"dealing with anxiety in students learning".* Tsui, (in Nunan.1999) explains that *"to deal with the reluctant students, teachers should accept a variety of answers. In this way, the students can feel more confident and comfortable in answering the teacher's questions and participating in every activities of the class".*

1.1. Possible Solutions to Overcome Lack of Confidence

Concerning possible solutions to cover students lack of confidence, Kubo, (2009) argued that *"to build student's confidence to speak English, teachers can provide regular opportunities to practice, to converse freely, Furthermore, students will achieve a greater sense of ability to*

speak English, also teachers should create a comfortable atmosphere in which learners are encouraged to talk freely and honestly".

1.2. Possible Solutions to Overcome Lack of Motivation

The possible suggestions to increase student's motivation are shared by Liu and Huang, (2010), they say that *"to cope student's lack of motivation teachers can make activities to promote student's awareness of the importance of collaboration and contribute in the classroom, enhancing student's interest in English and develop their self-confidence".*

Therefore, encouragement also gives students a feeling of secure and welcome in their learning.

1.3. Possible Solutions to Overcome Shyness

With regards to possible solutions to defeat shyness, Perce, (2011), says that *"it is urgent that teacher creates a friendly and open classroom Environment. For that shy students are not fear of making mistakes, this Way students will not worry of their mispronunciation and grammar".* Chinmoy, (2007), suggests that "*in order to help students to be more active and more confident in their speaking, that convinces students to look upon shyness, to override and do not feel failure or success".*

2. Roles of the Teacher in the Classroom

2.1. Teachers as a Manager

In the teaching- learning process, a manager is the teacher's first and most challenging role, teachers have a role to control and organize the learning atmosphere to be comfortable for learners, makes sure if the space of the learning is in a normal way, also he should establish routines in order to achieve the goal, and obtain the interaction.

2.2. Teachers as a Planner

It is a vital role of successful teaching process, through which the teacher prepares the curriculum, the units, and the lesson before teaching to fulfill specific objectives, teacher also selects and designs materials to access the target of the course.

2.3. Teachers as a Monitor

Monitoring is a technique used by the teacher in the classroom, by which the teacher must be aware of the whole class, checking to see learners are on the task like, individual, pair and group work activities, providing supports as necessary, as well as listening to the learners for their accuracy and fluency or if there is a mistake to solve it together.

2.4. Teachers as a Facilitator

The role of the teacher as a facilitator is in providing opportunities for learning and offer supports and advices when needed that clarify the misunderstandings about the task. Hence, facilitation offers everyone in the group, the chance to express their ideas and thoughts.

2.5. Teachers as a Diagnostician

Diagnostician is a strategy in which the teacher should work out and investigates about the barriers and difficulties in the teaching-learning process, for making it clear and easy to grasp the necessary information.

2.6. Teachers as Assessor

In this process the teacher evaluates the learner's level and checks the understanding in the learning process, and correcting the learners work during the lesson or after the lesson.

2.7. Teachers as a Motivator

Motivation in teaching is an important technique, this latter will be successful if the students are high motivated. Thus, the teaching-learning process will be easy and comfortable. Teachers should make a lesson in a friendly atmosphere, so that, the learner will be active participants and they collaborate with their teacher and classmates. However, if they feel that anything is useless, they get tired and bored.

3. TEACHING TECHNIQUES

Introduction

Teaching techniques is a principles and methods used by the teacher to enable students learning, every teacher has her or his own style of teaching, depending on the learners needs to master the speaking skill. However, many students do not participate during the lesson.

In order to increase students interaction to communicate in the EFL classes, teachers plan pair and group work and other strategies like: dialogues, discussion and debates, interviews…to reinforce participation and collaboration among the students, each of the above strategies has its characteristics and benefits in the classroom.

3.1. Group Work

Works in a group is an effective and powerful methods through which teachers use to achieve certain kinds of goals and increasing speaking skill. Group work is considered as the most technique used to encourage learners and helps them to increase collaboration and getting more ideas through their partners in the team. Moreover, working in a group help students to improve their communication skills and solving complex problems through the exchanging the information and this leads to develop the students awareness. In addition to the benefits of a group work, Harmer (2001, p.117), states a number of advantages from this technique:

"It decreases the amount of teachers talk and gives much opportunity for students to practice".

"It encourages broader skills of cooperation and negotiation".

"It promotes learner autonomy by allowing the students to make their decision".

To summarize, group work is designed by the teachers to beat problems faced by the students and hinders them from participation and in order to facilitate learning process.

3.2. PAIR WORK

It is also a useful technique used by the teacher to organize students when giving them activities, within pair work, students feel that they are responsible, and help students gain the confidence, also increasing the learners knowledge as they interact with pairs than when completing exercises individually, if they are competing with their partner, they will be more motivated.

According to Harmer, (2001, p.116), pair work has many advantages as the following:

"It increases the amount of speaking for students".

"It gives the opportunity for students to work and interact independently".

"It promotes cooperative help in the classroom among the students".

3.3. Other Strategies to Enhance Learners Participation

Teachers can choose speaking topics which are interesting according to the learners.

Teachers can ask students to take certain roles, also they can ask divergent questions which require learners to speak more, that is a divergent questions has many possible answers.

Thus, teachers can also use speaking activities to create a need to communicate and mastering the language such as: dialogues, discussions and debates, interviews, presentations…etc.

CONCLUSION

In this section, we have highlighted the possible solutions to beat certain problems that impede the student's participation to develop their speaking abilities and increase their self-confidence in the oral mode. Furthermore, this study indicates that a successful communicative classroom task largely depends on good teaching methods, and teachers play an important Role in the learning process to enhance student's speaking skill.

In addition, we have made a brief discussion about the different roles that Teachers have to play during the session, thus, teachers often use pair and group Work to encourage the students to communicate freely.

Pair and group work are the most two effective techniques used by the teacher to create a friendly and comfortable atmosphere for an active interaction between learners themselves, and between learners and teachers as well.

CHAPTER THREE

FIELD OF INVESTIGATION

Introduction

This chapter is planned in order to analyze the findings applied through investigating the EFL student's participation difficulties. Our objectives from conducting this study are to confirm if our hypotheses are true or false, since the teacher and the student are the main variables of this study, their views and thoughts are very important to test the stated hypothesis. The most appropriate tool for this investigating is through addressing questionnaires to both teachers and students. Hence, we have chosen to deal with third year LMD English students at Khenchela University of the academic year 2019-2020.

1. Students Questionnaire

1.1. Description of the Questionnaire

This questionnaire is designed for third year English students at the department of Khenchela University. The participants of this questionnaire are 44 students; they are chosen randomly to investigate the obstacles that affect their participation in the classroom. This questionnaire contains different types of questions: 'close' and 'open ended' questions. Closed questionnaires require the students to answer by 'Yes' or 'No', or to tick up the right answers from a set of choices, and 'open – ended' questionnaires which require from them to give their personal opinions, or add a justification for their choices. The whole questionnaire is made up of (15) questions, that are classified under (02) sections.

Section One

It deals with the speaking skill as an essential element in this study. Thus, speaking is an important skill that we have to develop in order to master English language, this section contain (09) questions.

Section Two

This section treats the EFL student's participation, and seeks the different preferable techniques that the students like to work with. Our purpose from asking these questions are to explore the student's amount of participation, it include (06) questions.

1.2. Analysis of the Results

Section One:

1. How can you evaluate your level in speaking skill?

  a. Low

  b. Average

  c. Good

  d. Excellent

Options	Responsese	percentages
Low	2	4.54%
Average	22	50%
Good	20	45.45%
Excellent	0	0%
Total	44	100%

Table 1: Student's level in speaking.
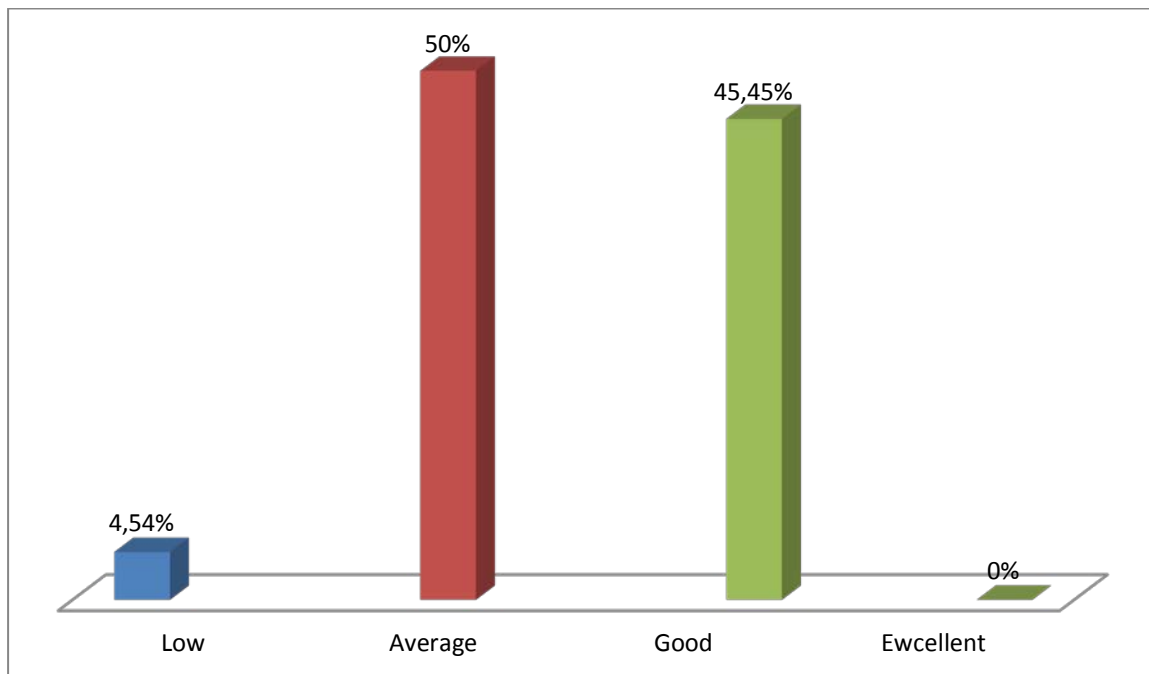
Figure 1: Student's level in speaking

These results represent the level of students speaking skill. At this table (50%) of the students which their level considered as average, this means that they generally practice speaking skill.

Other students (45.45%) they considered that their level as good. So they have some motivation to master the English language in the classroom. While, only 2 students (4.54%) classified their level in speaking as low, so they don't practice speaking skill during the session.

2. Do you like to participate in the classroom?

a. Yes   **b.** No

Options	Answers	Percentages
Yes	24	54.54%
No	20	45.45%
Total	44	100%

Table 2: Student's attitudes toward participation.
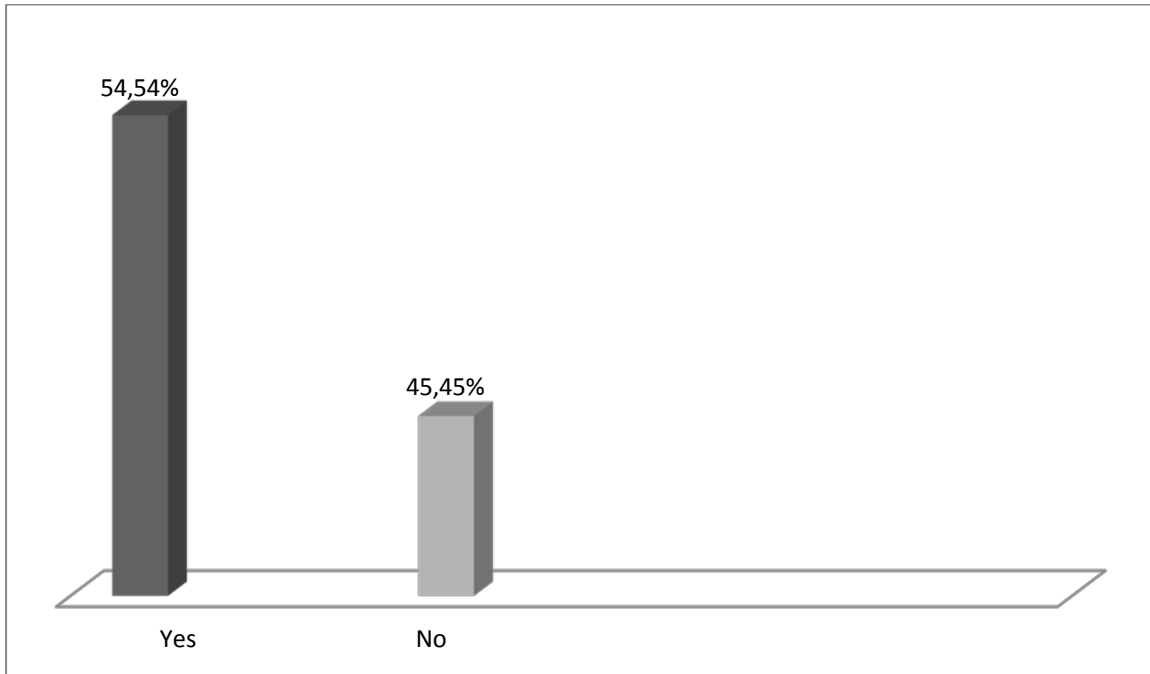
Figure 2: Student's attitudes toward participation.

This question is designed to know the students desire to participate, the results present that most of students want to participate and mastering the English language (54.54%). While, (45.45%) students who don't interact during the session.

3. How often do you participate in the session?

a. Always

b. Sometimes

c. Rarely

d. Never

Options	Responses	Percentages
Always	5	11.36%
Sometimes	17	38.63%
Rarely	18	40.90%
Never	4	9.09%
Total	44	100%

Table 3: Frequency of students in speaking.
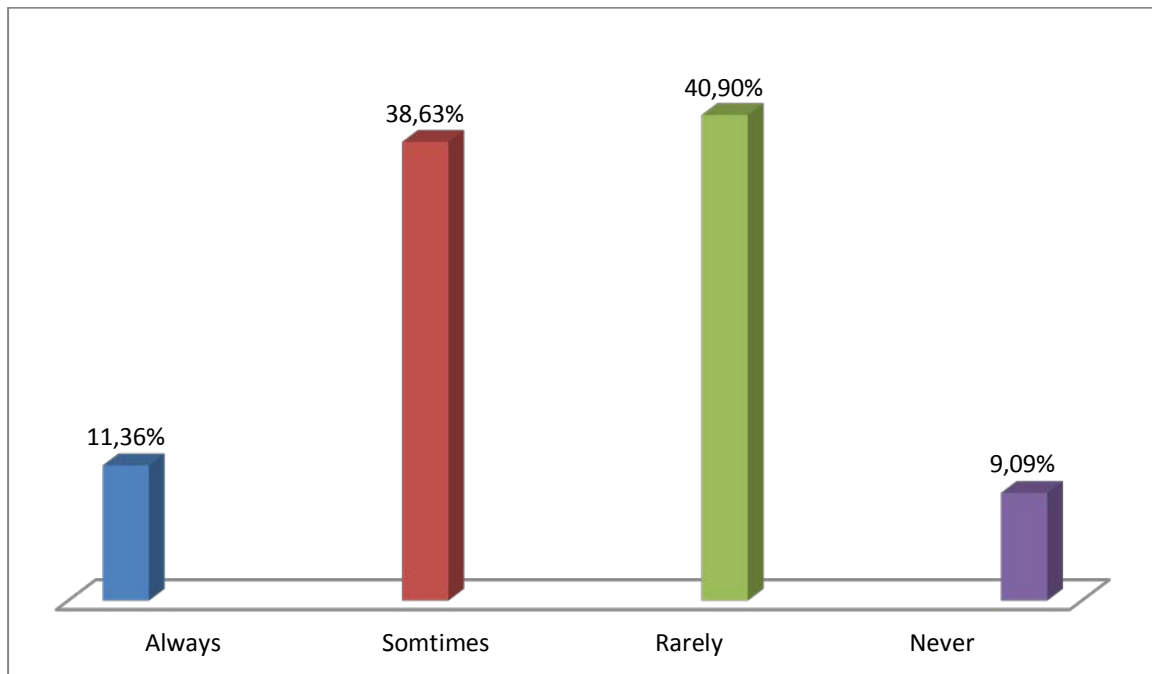
Figure 3: Frequency of students in speaking

This question aims at knowing how frequently the students participate during the session. It leads to detect if the students do not participate because of many problems. Most of the students (40.90%) respond with 'Rarely', on the other hand (38.36%) of the students reply by 'Sometimes', while, 5 students (11.36%) respond by 'Always'. However, only 4 students (9.09%) say 'Never', which means that they are facing some obstacles that hinder their participation.

4. Are you afraid about participation in the class?

a. Yes

b. No

Options	Responses	Percentages
Yes	28	63.63%
No	16	36.36%
Total	44	100%

Table 4: student's participation.
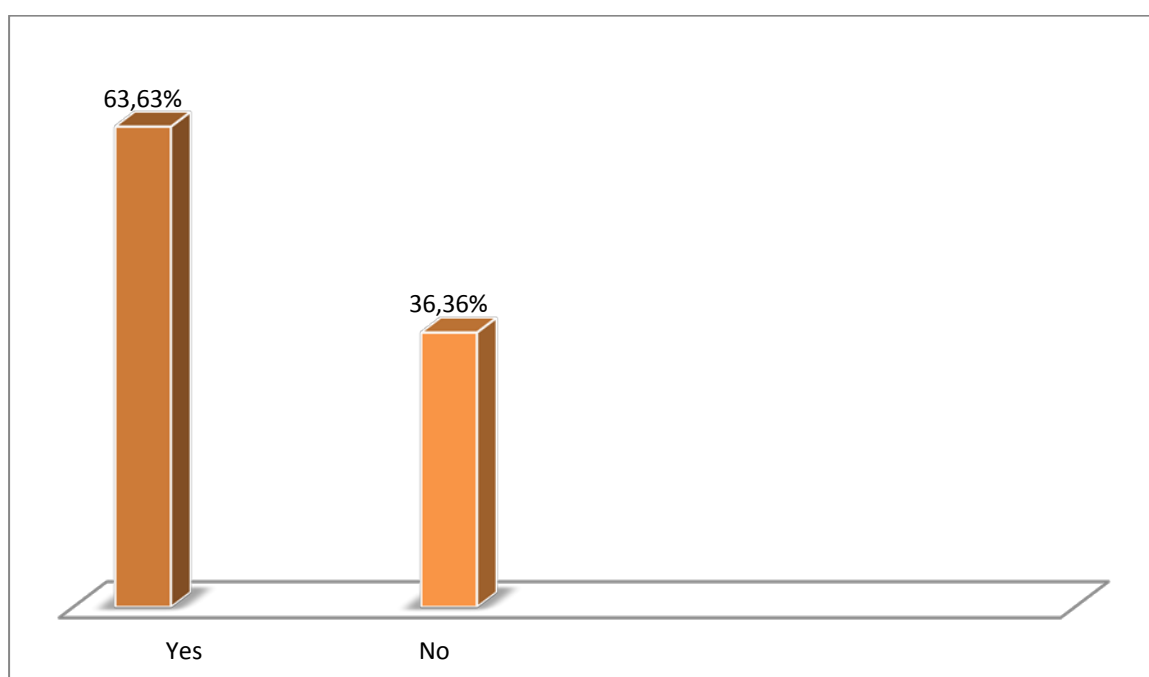
Figure 4 : Student's participation.

The question aims at determing wether the students are afraid about speaking and participating during the session.Consequently, we obtain the following results which show that (36.36%) of the students are not afraid to participate, they consider themselves as talkative, or able to participate, while the majority (63.63%) represents that they are afraid about participation.This might be due to several reasons: linguistic problems, psychological

problems and other problems.we propose the following question in order to give the possible answer.

5.if yes, is it because:

a. Fear of making grammatical mistakes.

b.Fear of making pronunciation mistakes.

c.Lack of vocabulary.

Reasons	Responses	Percentages
Fear of making grammatical mistakes	12	42.85%
Fear of making pronunciation mistakes	10	35.71%
Lack of vocabulary.	6	21.42%
Total	28	100%

Table 5: linguistic barriers.
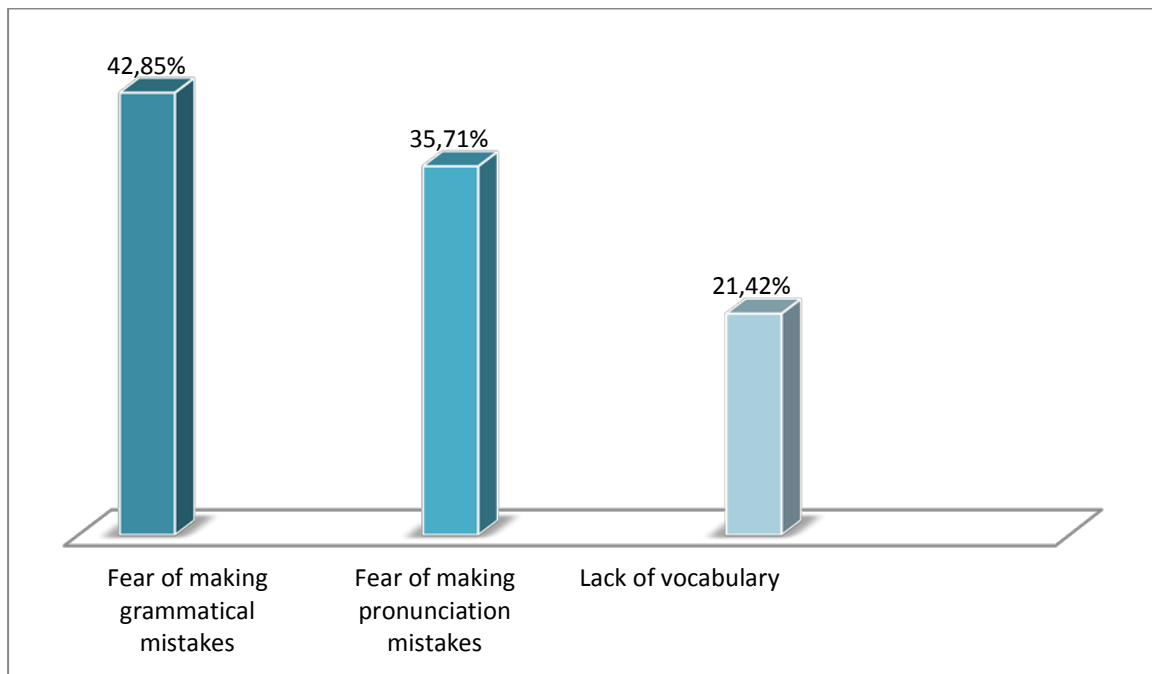
Figure 5: linguistic barriers.

In this question we attend to highlight some of the linguistic problems that prevent the student's participation. The results indicate that approximately half of the students (42.85%) do not do not participate due to the fear of making grammatical mistakes. Then, about (35.71) of students does not participate because they are afraid from making pronunciation mistakes, however, the rest of students (21.42%) have indicated that, they don't take a part in participation due to lack of vocabulary.

6. Or you do not participate because of:

    a. Shyness

    b. Lack of self –confidence

    c. Anxiety

    d. The topic is not interesting

Options	Responses	Percentages
Shyness	14	43.75%
Lack of self-confidence	10	31.25%
Anxiety	5	15.62%
The topic is not interesting	3	9.37%
Total	32	100%

Table 6: Psychological and other barriers.
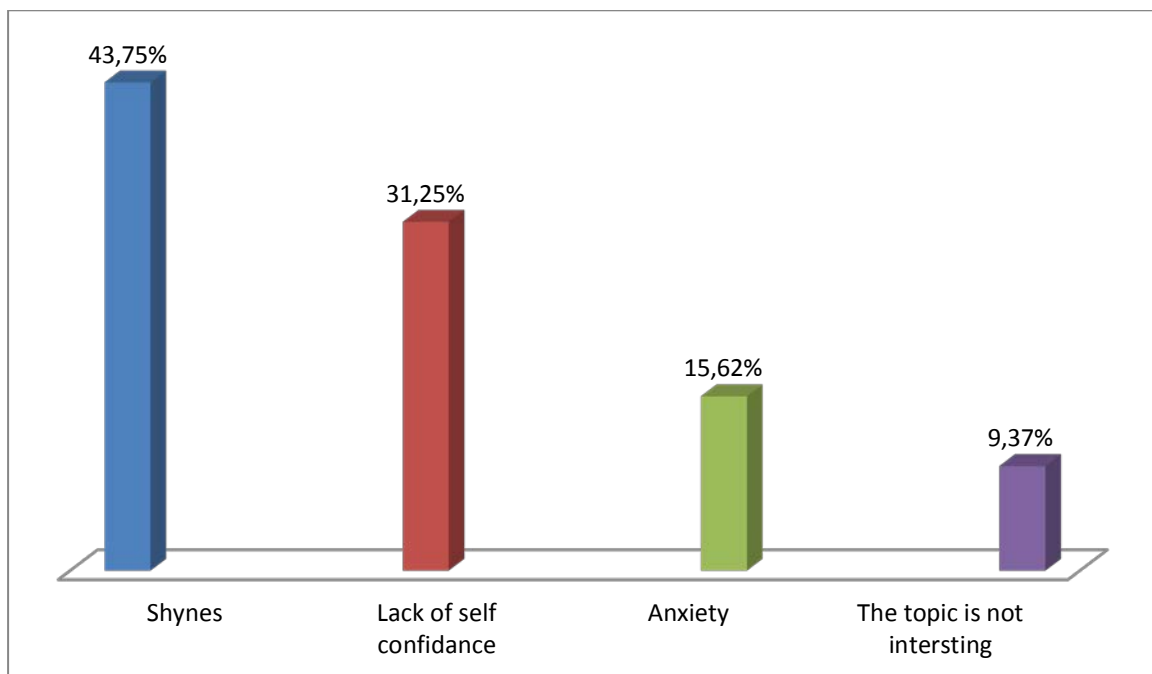
Figure 6: Psychological and other barriers.

The choices come to discuss why the students do not participate in the classroom, and they are provided with a set of possibilities from which they have to choose the appropriate choice that describes their case. Out of 32 students, fourteen students (43.75%) do not participate because of the shyness; ten students from the sample (31.25%) are because of lacking self-

confidence. Whereas, (15.62%) students do not involve due to anxiety, and the rest of the sample (9.37%) are because of the uninteresting topics that is discussed in the classroom. These results either present the answers of the students who are afraid about participation, or the answers of the students who said that they are not afraid about participation, who participate and do not participate face the same Problems.

7. What type of atmosphere that your teacher creates in the classroom?

a. Fearful

b. Friendly and Motivated

c. Neutral

Options	Responses	Percentages
Fearful	2	4.54%
Friendly and Motivated	29	65.90%
Neutral	13	29.54%
Total	44	100%

Table 7: Type of classroom atmosphere.
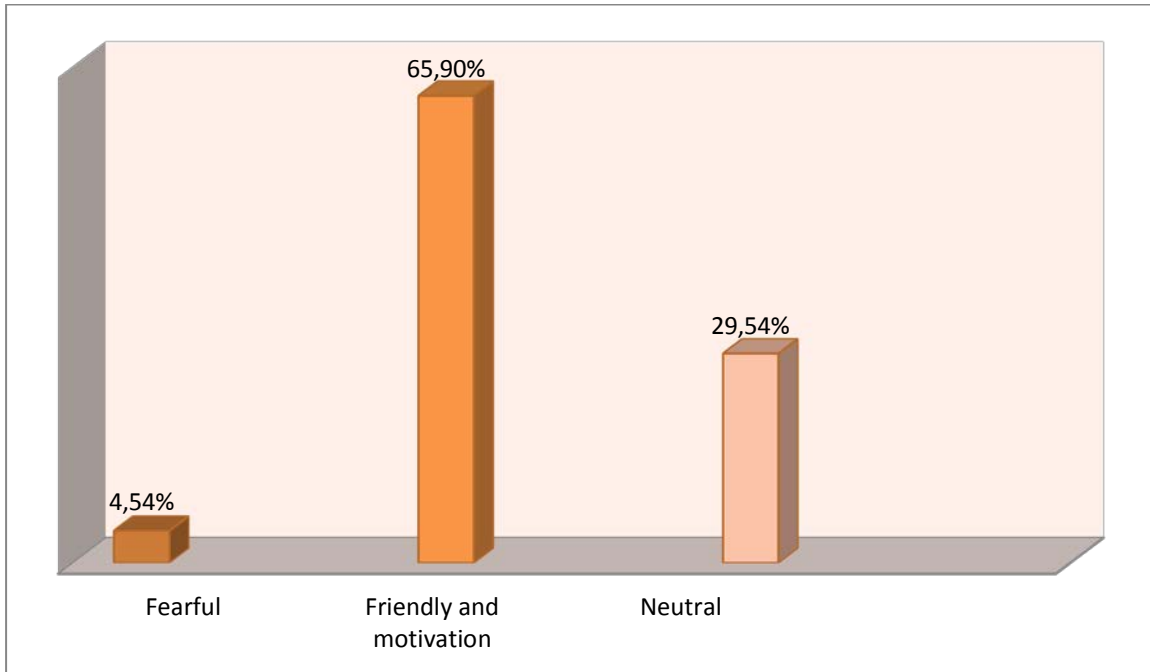
Figure 7: Type of classroom atmosphere.

This table presents the kind of atmosphere inside the classroom does the teacher creates, most of the students (65.90%), state that their teachers try to create a friendly and motivated atmosphere. This can be a helping factor for learning process. Then, the other students (29.54%) say that the general Atmosphere is Neutral. While, just two students (4.54%) indicate that their Teachers create a fearful atmosphere; this later can be a discouraged factor for the students or none motivating to their participation during lesson time.

8. How often does teacher gives you the chance to involve?

a. Always

b. Sometimes

c. Rarely

d. Never

Options	Responses	Percentages
Always	10	22.72%
Sometimes	28	63.63%
Rarely	0	0%
Never	6	13.63%
Total	44	100%

Table8: Frequency of given the students opportunity to involve during the lesson.
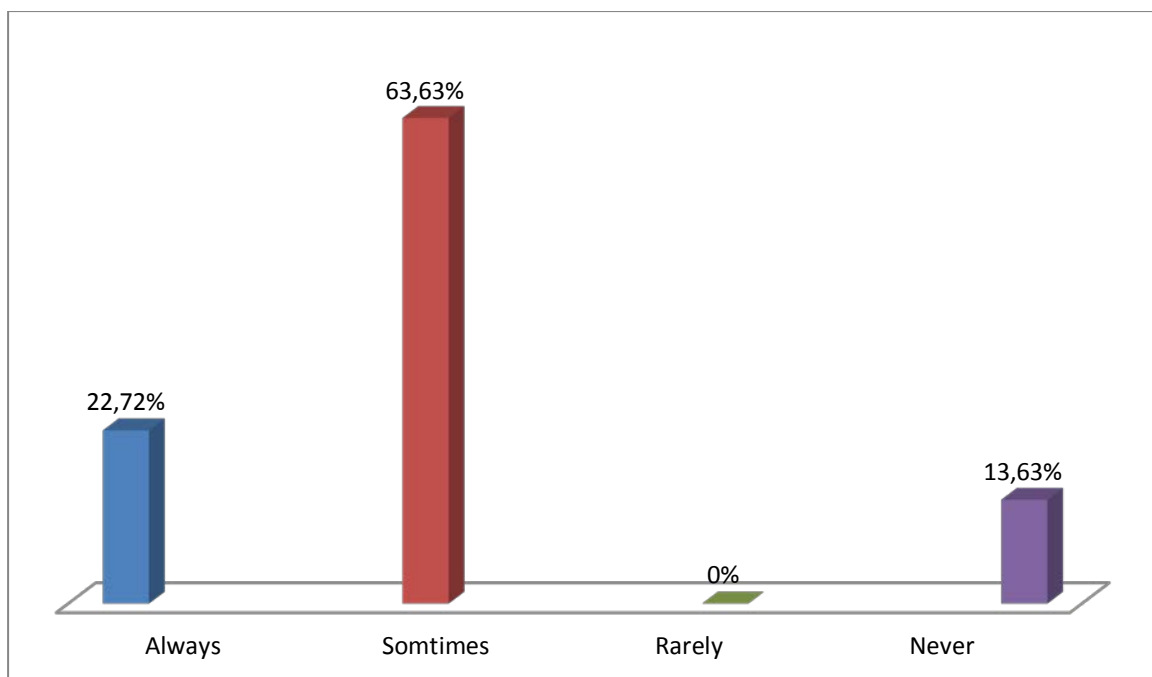
Figure8: Frequency of given the students opportunity to participate.

The result (63.63%) shows that the teacher sometimes gives the opportunity to students to involve during the lesson, 10 students (22.72%) from the total percentage indicates that the teacher always gives them the opportunity to take a part in the classroom. and only (13.63%) say that the teacher never gives them the chance to interact.

Because?

This table presents the justification of the answer 'Always'.

No justification	2
Justification	-Because there are a lot of students who want to answer/speak. -He/she wants to know the way of thinking and the method used for learning by giving us the chance to express our ideas. -The teacher gives us a chance in order to develop speaking and to enhance our level.

Table 9: Justification of the answer «Always".

The table below concerns the justification of the option 'Sometimes'.

No justification	18
Justification	-Because of, the fear about participation. -He wants to give a chance to others to interact. -Because we don't have the answer. -Teachers are the most talkative in the class.

Table10: Justification of the answer "Sometimes".

The following table represents some student's justification on the answer 'Never'.

No justification	4
Justification	-Time is not enough. -Dominant students who control in the classroom.

Table11: Justification of the answer "no".

9. Do you use your mother tongue in the classroom?

a. Yes   **b.** No

Options	Responses	Percentages
Yes	14	31.81%
No	30	68.18%
Total	44	100%

Table12: Mother tongue use.
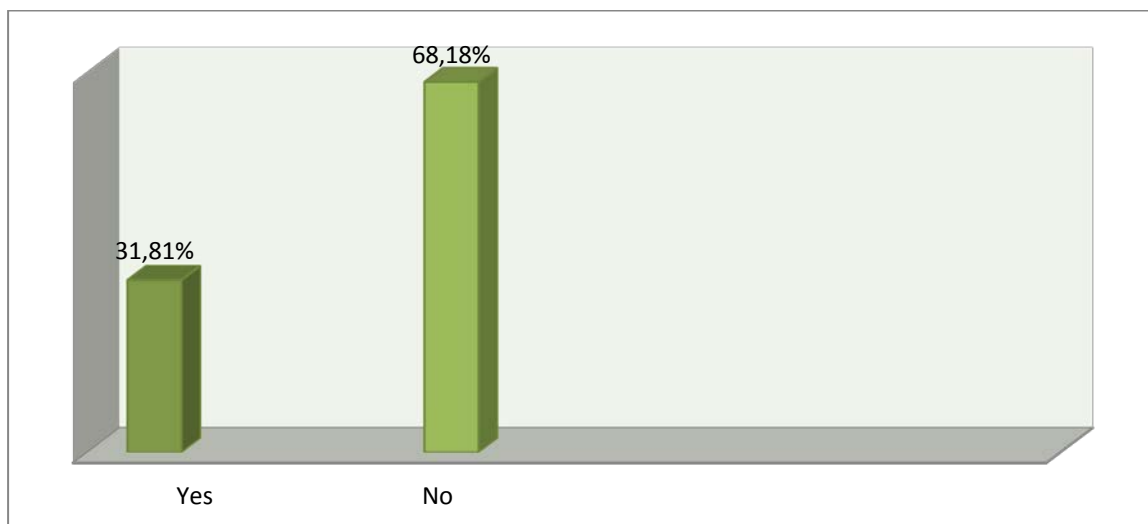
Figure9: Mother tongue use.

The question aims at knowing if the students use their mother tongue (Arabic language) in the classroom, approximately, the majority (68.18%) asserts that they don't use their mother tongue, however, (31.81%) of the student's answers that, they really use their mother tongue with their classmates. Here are some reasons that students suggest from their use of the mother tongue. As a general remark, students prefer to speak with their mother tongue because; it is the easiest way to express their opinions. Also, they emphasize that they are lacking to the vocabulary in English language.

The table below represents the different reasons from the use of mother tongue.

No Justification	5
Justification	-To let our classmates understand our message. -Lack of vocabulary and they afraid of making mistakes and being criticized. -Speak with mother tongue is habitual thing. -The fear of making grammatical mistakes. -Their level in English is low.

Table 13: Justification of mother tongue use.

Section Two: Activities and techniques used in the classroom.

10. Which of the following do you prefer?

  a. Group work

  b. Pair works

  c. Individual work

Options	Responses	Percentages
Group work	21	47.72%
Pair works	15	34.09%
Individual work	8	18.18%
Total	44	100%

Table 14: Techniques students prefer more to use.
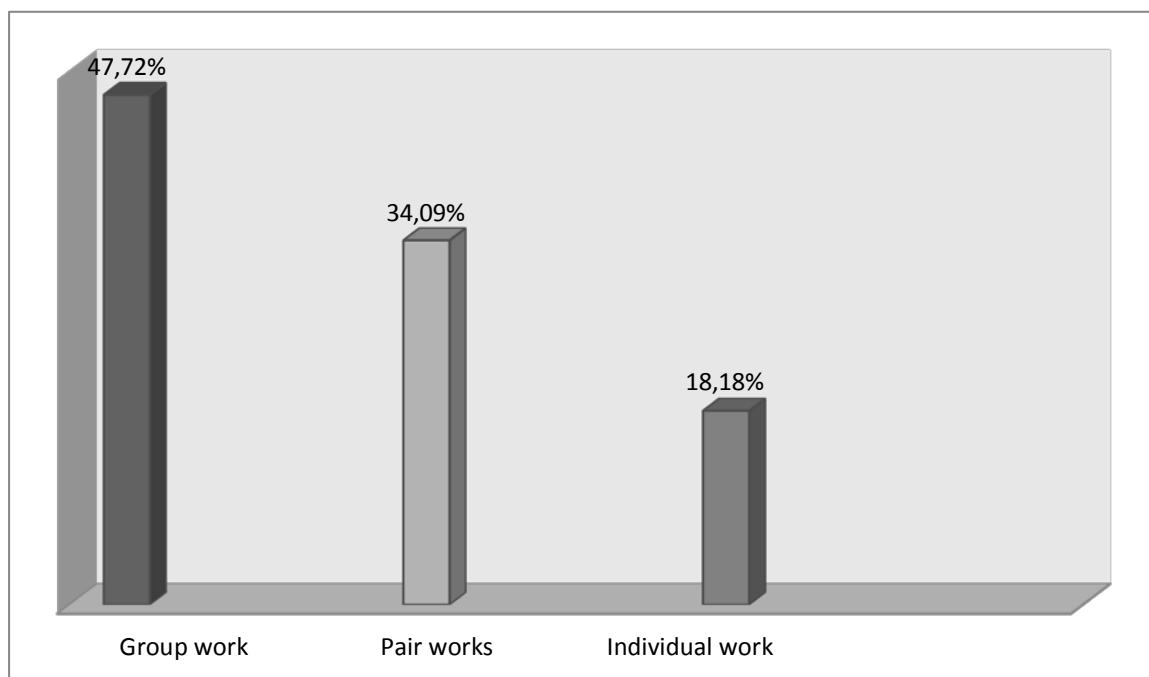
Figure 10: Techniques students prefer more to use.

The table above summarizes the most frequent techniques that teachers can Use in order to carry out a speaking activity; it is observed in this table, that more than half of the students (47.72%) prefer to work in groups, the second category represents (34.09%) of the sample, which prefer working in pairs. While, (18.18%) of the students show that, individual work is more preferable for them.

Because:

The table below restates the main reasons of the students from preferring to work in groups.

No justification	9
Justification	-Exchange ideas, information and thoughts between each other. -Share experiences and profit from each other. -It's more motivated and enjoyable. -Make the tasks easier.

Table 15: Justification of students who prefer to work in groups.

The table below gives the justification of the students who choose to work in Pairs.

No justification	3
Justification	-Help each other and exchange information. -Learn from each other through discussions. -Avoid noise. So, we can understand the activity and organize our ideas.

Table16: Justification of students who work in pairs.

The following table shows the different reasons of the students who prefer to work individually.

No justification	2
Justification	-Feel at ease alone. -Anxious students make problems of them. -to check his/her level and work seriously. -to select whatever they want.

Table 17: Justification of students who work individually.

11. What types of relationship exists between you and your teacher?

a. Good

b. No relationship

Options	Responses	Percentages
Good	18	40.90%
No relationship	26	59.09%
Total	44	100%

Table18: The nature of relationship exists between students and teachers.
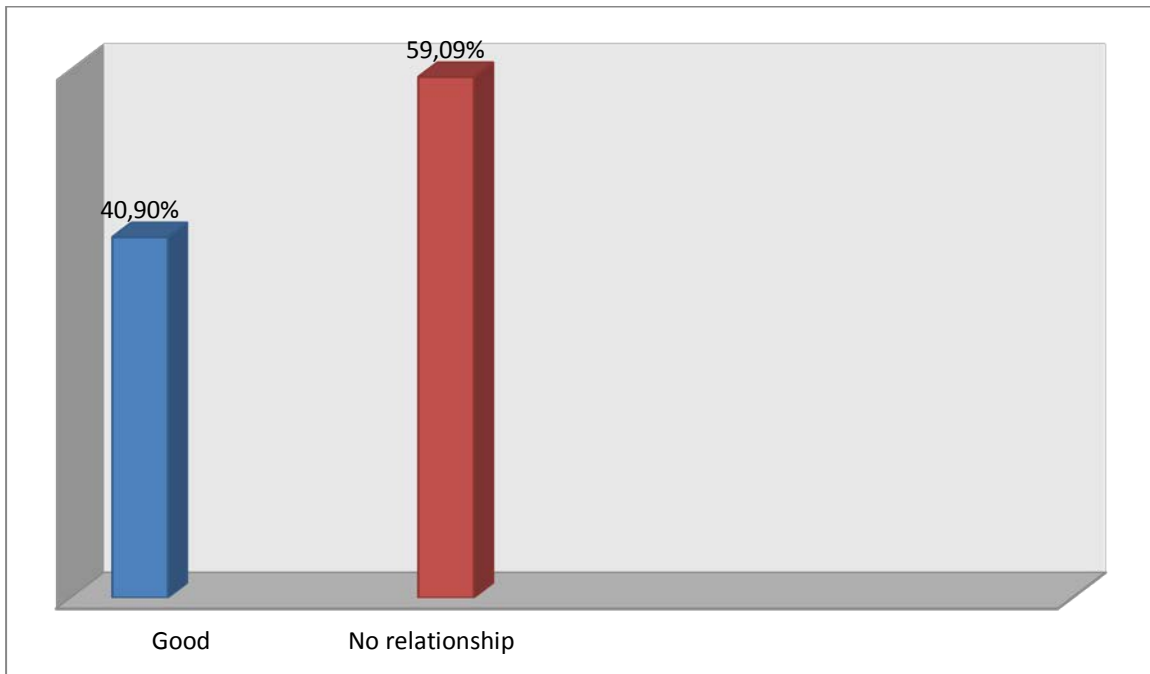
Figure 11: Relationship exists between students and their teachers.

This question aims to know the nature of relationship exists between teachers and their students. The results shows that approximately half of the students (59.09%) say that there are limitation between them and their teachers. So, the students will be inactive participant in the classroom. And this lead to a failure learning process. While, (40.90%) announce that there is a good relationship exists between them and their teacher.

12. Who does most of the talk in the classroom?

a. Teachers

b. Students

Options	Responses	Percentages
Teachers	29	65.90%
Students	15	34.09%
Total	44	100%

Table 19: The most talkative member in the class.
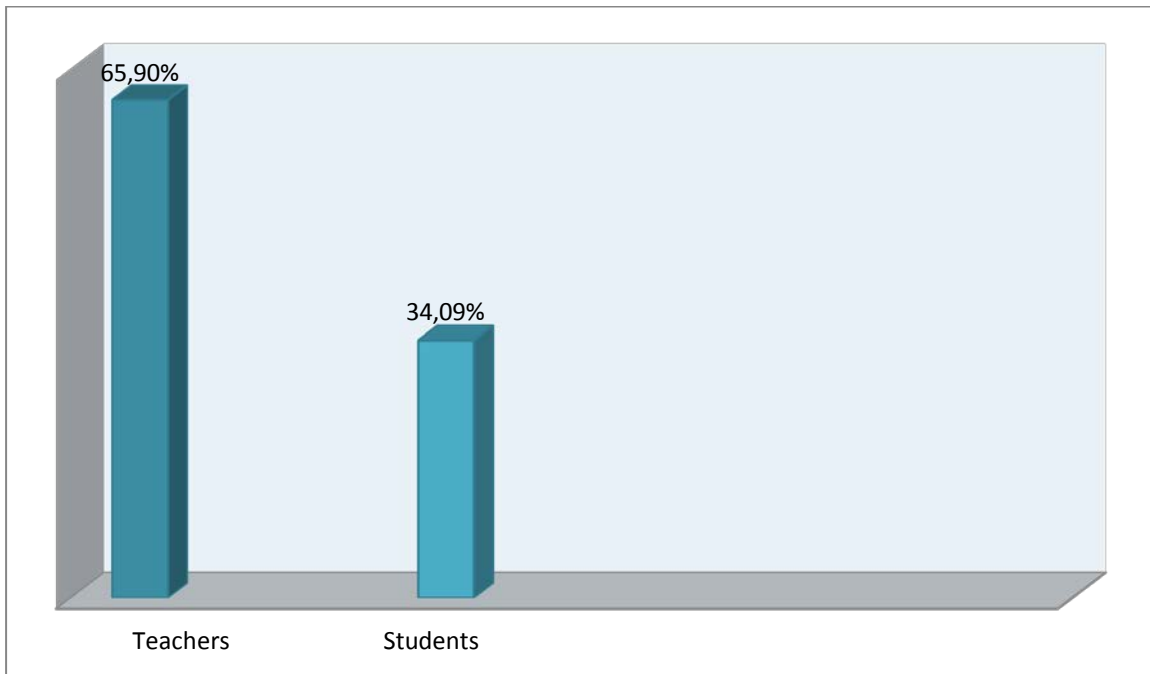
Figure 12: The most talkative in the session.

The results denote that (65.90%) from the sample, the teacher is the active member during the session, whereas, (34.09%) of the students, claim that the students are the most talkative in the class. So, they are practicing the speaking skill and mastering the English language.

13. How often does the teacher gives you the opportunity to interact (with him)

a. Always

b. Sometimes

c. Never

Options	Responses	Percentages
Always	13	29.54%
Sometimes	26	59.09%
Never	5	11.36%
Total	44	100%

Table 20: Frequency of given the students opportunity to participate.
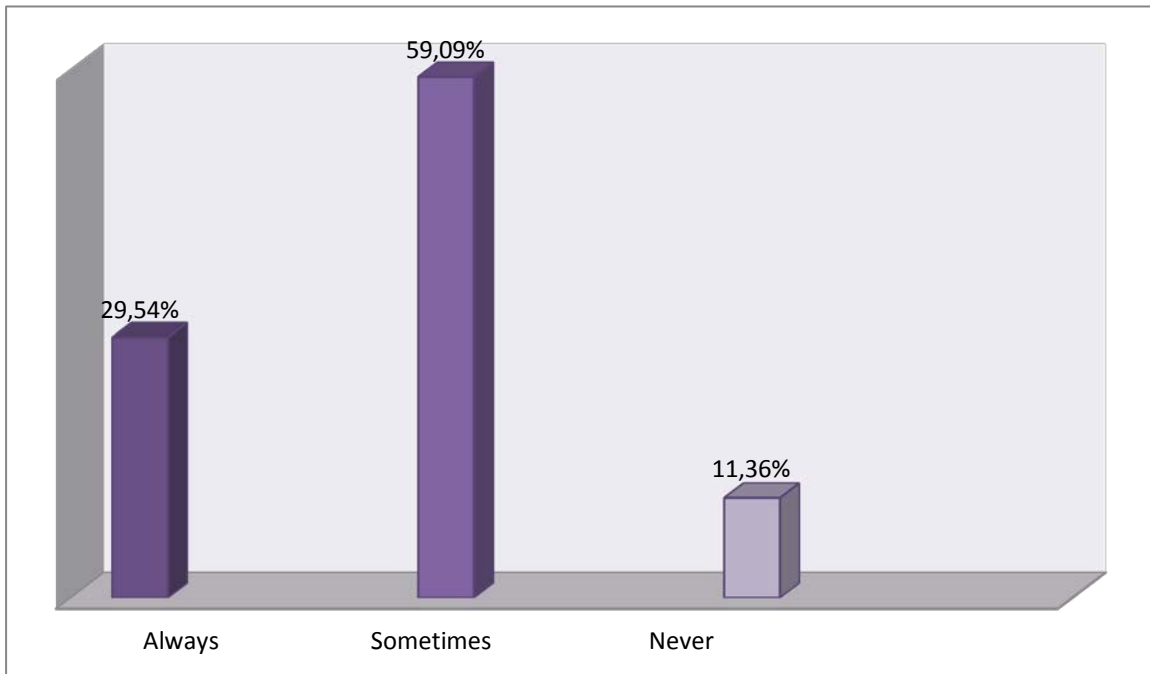
Figure13: Frequency of given the students opportunity to participate.

The results (59.09%) shows that teacher sometimes gives the opportunity to his students to participate in the classroom, (29.54%) from the total percentage indicates that the teacher always gives them the chance to interact during the lesson. Only 5 students (11.36%) say that he never gives them the chance to Speak in the classroom.

14. When you interact in the classroom is it:

a. You who want.

b. The teacher asks you.

Options	Responses	Percentages
You who want	26	59.09%
The teacher who asks you	18	40.90%
Total	44	100%

Table 21: The students desire to participate.
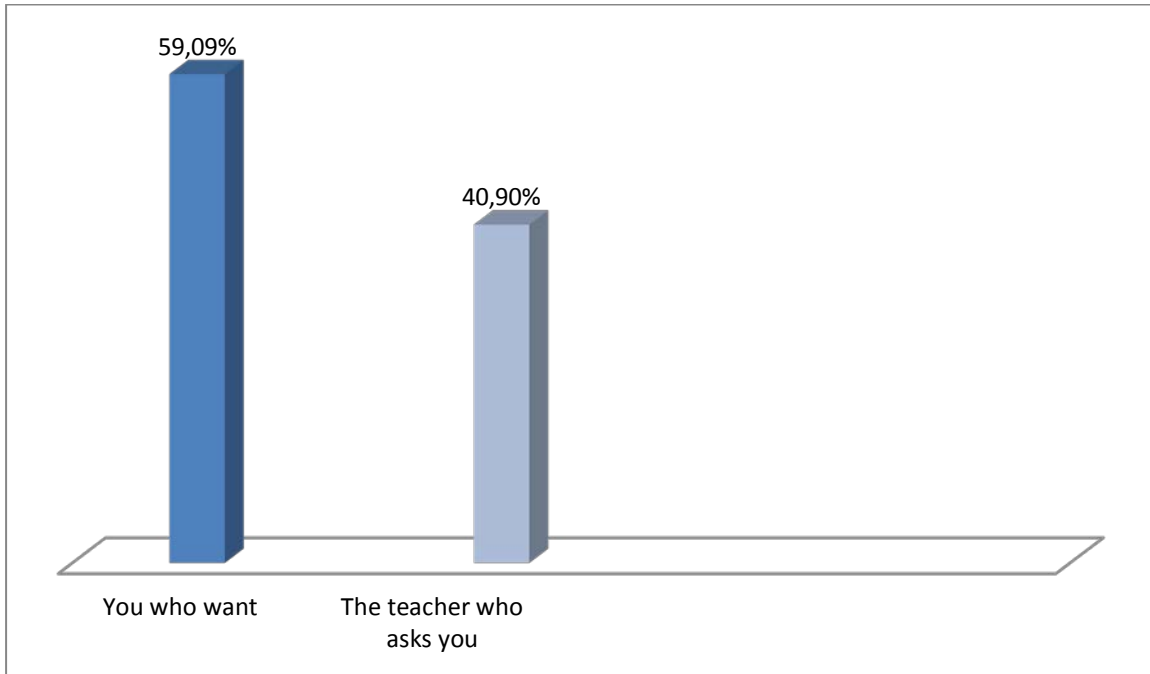
Figure 14: The students desire to participate.

The purpose of this question is to know if the teacher obliged their students to participate. The result shows that (59.09%) of the students represents that they who decide to participate. So, they are active learners. While, (40.90%) of the sample Represents that the teacher who asks them to speak. And this caused such Problems in them.

15. Do you think correcting mistakes affects learner in participation?

    a. Yes.

    b. No.

Options	Responses	Percentages
Yes	33	75%
No	11	25%
Total	44	100%

Table 22: Student's opinion about correcting mistakes.
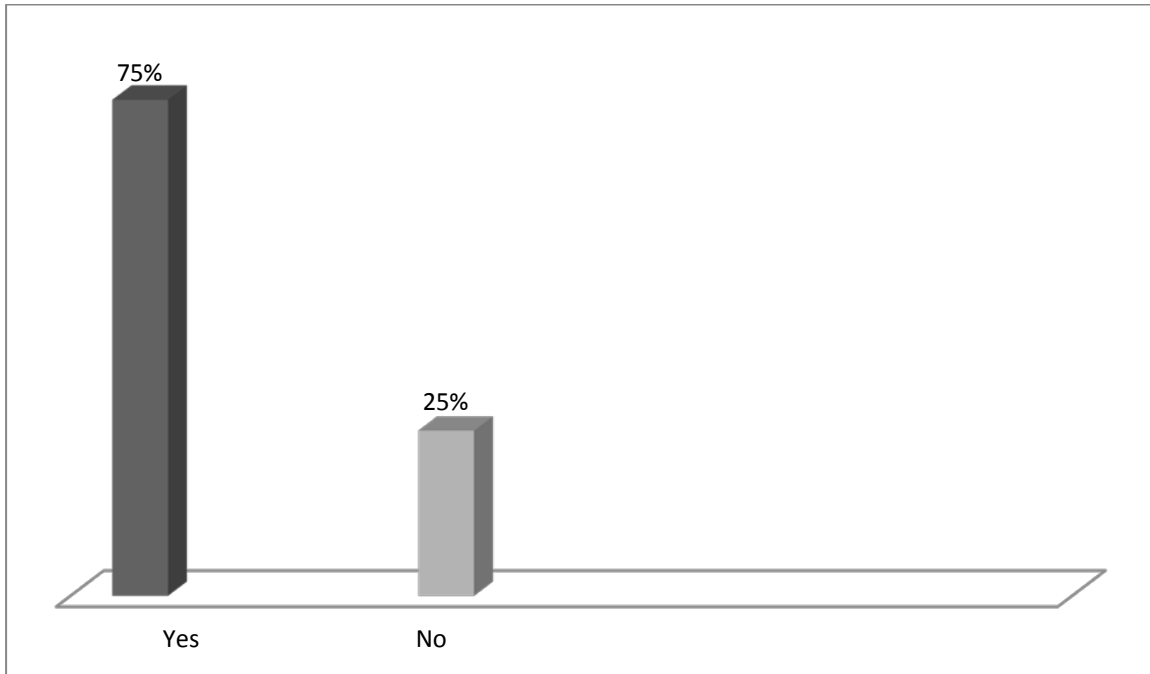
Figure15: student's opinion about correcting mistakes.

The results show that the majority of the students from the sample (75%) insist that correcting mistakes affects their participation. So, correcting mistakes hinder their interaction. However, only 11 students (25%) say that correcting mistakes don't affect their interaction during the lesson.

Because:

The table bellow presents the justification of the answer "yes".

No justification	20
justification	-The students maybe shy because they're afraid about being criticized. -They consider that it as blame so they will remember it all the time. -They feel ashamed among ll the students, so they will not try to participate again -make students lose their self-confidence.

Table 23: justification of the answer "yes"

The table bellow is concerned about the justification of the option "no".

No justification	8
Justification	-correcting mistakes is a good way to learn from their mistakes in order to enhance their level.

Table 24: justification of the answer "no".

2. Teacher's Analysis of Questionnaire.

2.1. Description of Teacher's Questionnaire.

This questionnaire is prepared for teachers at the department of English at the University of Khenchela. The questionnaire was handed out to (10) teachers to show their collaboration through the complete answers. And through adding comments and suggestions when it is necessary that facilitate our work. The questions are either "closed" questions requiring from the teachers to choose "yes" or "no" answers or to tick the appropriate answer from a number of choices, or "open" questions where teachers are requested to give explanations or suggest other alternatives. The teachers questionnaire consists of (11) questions which were divided into (2) main sections.

Section One:

This section deals with the interaction in the classroom, as an important part to develop the speaking skill. It contains 4 questions.

Section Two:

This portion discusses the different activities and techniques that teachers have to adopt to motivate the students and make them participate and create active classroom. It contains 7 questions.

2.2. Analysis of the results

Section One: Classroom interaction

1. In the classroom you:

   a. Talk too much.

   b. Talk half of the time.

c. Talk too little.

Options	Responses	Percentages
Talk too much	1	10%
Talk half of the time	9	90%
Talk too little	0	0%
Total	10	100%

Table 25: Teachers interaction.
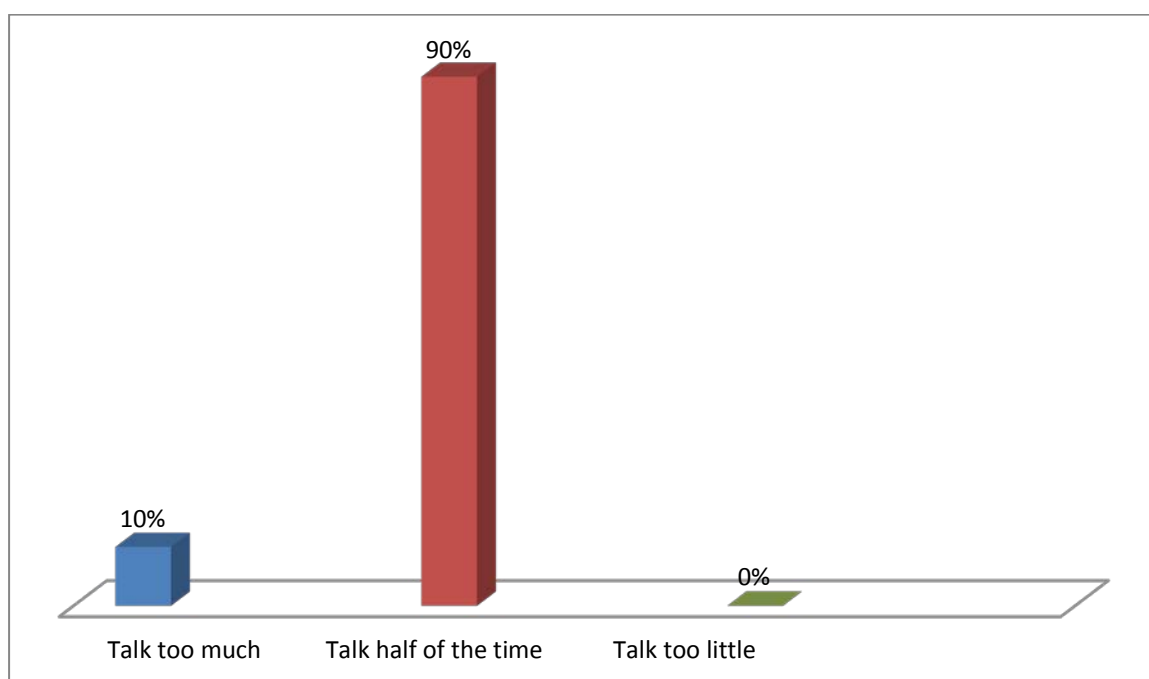
Figure16: teacher's interaction

According to the results that show in the table above, we observe that most of the teachers (90%) are talk half of the time, and only (1) teacher from the sample (10%) said that he talk too much during the session. so, the students do not have a chance to participate and interact with their teachers.

2. Do you give enough time for students to participate?

a. Yes

b. No

Options	Responses	Percentages
Yes	10	100%
No	0	0%

Table 27: Teachers gives a chance to students to participate.

We observe from the table that all the teachers (100%) from the sample, they assign enough time to their students in order to interact with each other during the course.

3. How often do you invite your students to interact with each other?

a. Always.

b. Sometimes.

c. Never.

Options	Responses	Percentages
Always	4	40%
Sometimes	6	60%
Never	0	0%
Total	10	100%

Table 28: Frequency of teachers in invites their students to interact.
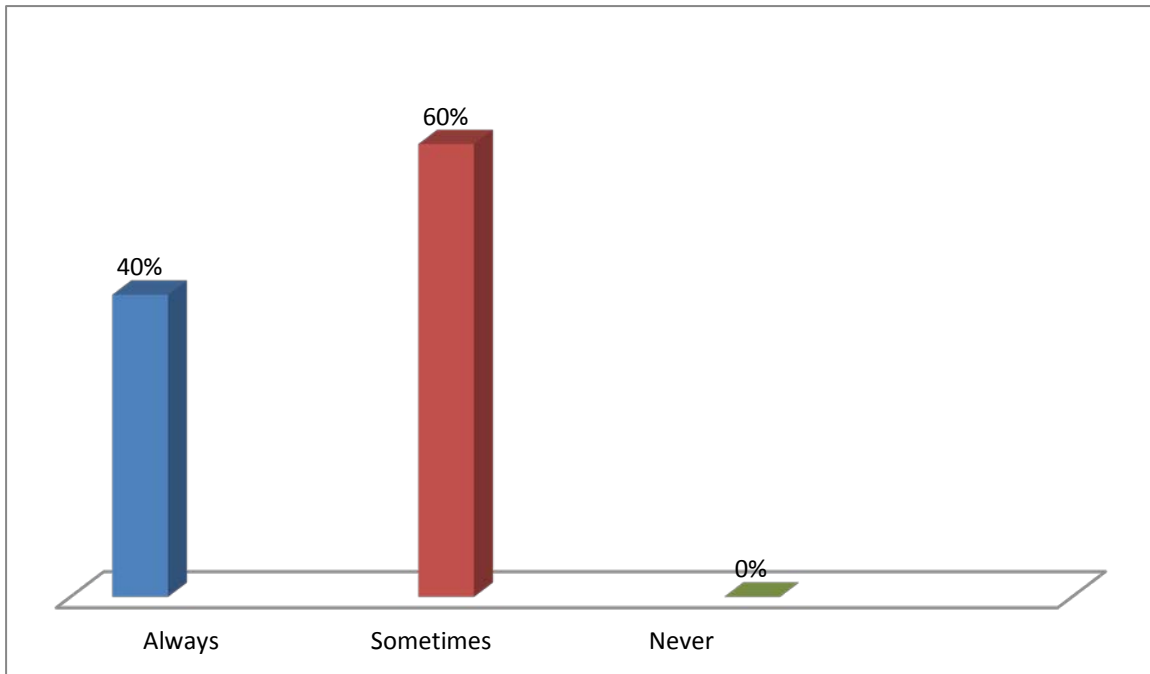
Figure17: Frequency of teachers to invites their students to interact.

The results show that the majority (60%) of teachers confirm that they sometimes ask students to involve, whereas, (40%) from the portion assert that they always specify time for student's interaction. While, none of them (0%) choose the option (no). So, students most of the time have the opportunity to express their thoughts and sharing information with their classmates and their teachers.

4. Do students enjoy this type of interaction?

   a. Yes

   b. No

   c. Somehow

Options	Responses	Percentages
Yes	6	60%
No	0	0%
Somehow	4	40%
Total	10	100%

Table29: Student's interaction.
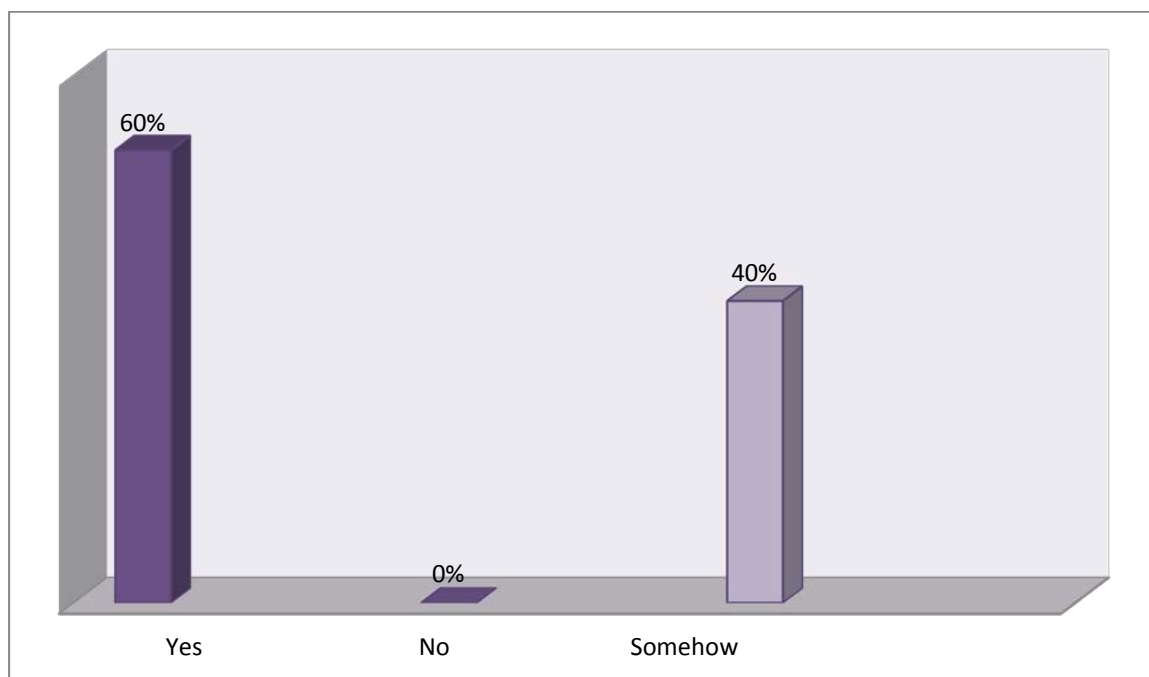
Figure 18: Student's interaction.

Approximately, most of the teachers (60%) from the pattern, they emphasize that their students appreciate this kind of interaction. However, the portion (40%) represents the teachers who state the option 'somehow'. Thus, generally students do not gratify to this kind of interaction .and none of them select the option 'no'. So, we extract from these results that students somehow enjoy with this kind of interaction.

Please, explain:

In this question, the teachers are asked to clarify their explanation from the participation of their students. They state the following reasons:

*When students are given the freedom to discuss in the classroom, they feel more concerned with the class and get motivated to be involved more in classroom activities.

*They like to be involved in the lesson.

*Interact with one another permits them to express their ideas and correct one another.

*It is difficult to predict or understand the reaction of students.

*Most of them do not like to share their thoughts; simply they don't full incline to do so.

*Students need to achieve a certain level of studies in order to engage in discussions and interaction with each other.

Section Two: Activities and Techniques

5. What do you do to make silent students interact in the classroom?

   a. Design pair and group works.

   b. Choose interesting topics.

   c. Use speaking activities.

   d. Ask divergent questions.

Options	Answers
Design pair and group works	4
Choose interesting topics	1
speaking activities	3
Ask divergent questions	2

Table 30: Techniques to enhance student's participation.

There are several techniques that teachers of foreign language apply within classroom situation. The most appropriate methods that (4) teachers agreed on using pair and group work, teacher favor this type of method because they believe that students feel more comfortable with each other and can exchange information, and feel less inhibited with them. While, (3) of them pick out the option 'using speaking activities'. In the other hand, (2) teachers choose divergent questions to ameliorate student's level. However, just (1) teacher prefer to use interesting topics that increase the students willingness to participate.

Use other means justify?

 The teachers state other methods to motivate the students to speak during the session.

They believe that this methods Leeds to active participation which are:

*Try to indulge them more via choosing silent members to talk, or even give direct questions.

*Encourage and motivate students to interact.

*Assign activities to the class, and listen to all of their answers.

*Vary the techniques and start with easy question.

6. What are the speaking activities you focus on most to create a successful interaction?

a. Dialogues.

b. Discussion and debates.

c. Presentations.

Options	Answers
Dialogues	3
Discussion and debates	5
Presentation	2

Table 31: Speaking activities teachers used to create a successful interaction.

There are several techniques for teaching the speaking skill, we have suggested (3) options for teachers. The table above illustrates that the majority of teachers (5 teachers) focus on discussion and debates to create a successful participation, and to build their confidence. On the other hand, (3) teachers prefer to use 'dialogues' as an activity to enhance them to speak. Only (2) teachers choose to make 'presentation' as the appropriate technique to ameliorate their motivation to be active participants without any difficulties.

7. if your students say anything wrong during the interaction, do you:

a. Interrupt to correct them.

b. Correct them later.

c. Don't correct them at all.

Options	Responses
Interrupt to correct them	2
Correct them later	8
Don't correct them at all	0
Total	10

Table 32: teachers correcting student's mistakes.

The results shows that approximately most of teachers (8 teachers), prefer to correct the students mistakes later. While, only (2) teachers say that they interrupt them to correct their mistakes, Therefore, this can be one of the problems that affect student's participation. The answer (0) represents that no one choose the option "don't correct them at all", so, all the teachers correct their student's mistake, in order to learn from their mistakes.

Justify:

Teachers are asked to give reasons for their selection when they correcting mistakes to their students, they mention such reasons which are:

*I don't interrupt the student's flow of speaking when he or she makes a mistake, but when they finish, I correct their mistakes. Also, it depends on the level of the mistake.

*It depends on the situation, sometimes in the beginning, sometimes at the end.

*Since correcting them in the middle of their talk could prevent them from carry on, so it's better to correct them later to avoid repeating the mistake.

*interrupting students would cause them anxiety, so correcting them later is the best option.

*in order not to radicalize the students or making them shy.

8. How do you assess your student's level in participation?

   a. Excellent

   b. Good

   c. Average

   d. Low

Options	Excellent	Good	Average	Low
Responses	0	6	4	0

Table 33: Teacher's evaluation of student's level.

Most of the teachers (6) state that their students level are good, and the result (4) as showed in the table above represent that the students level is average ; this is due to many reasons. The students may have problems that decrease their level and stop them from interaction during the course. While, none of them, selects the two other options (excellent and low).

9. according to your observation, what are the obstacles that may prevent your students to participate?

a. Fear of making grammatical mistakes.

b. Fear of making pronunciation mistakes.

c. None interesting subjects.

d. Mother tongue use.

e. Lack of self-confidence.

f. Shyness.

g. Anxiety and unwillingness.

Difficulties	Responses
Fear of making grammatical mistakes.	2
Fear of making pronunciation mistakes.	1
Non interesting subjects.	0
Mother tongue use	1
Lack of self confidence	3
shyness	2
Anxiety and unwillingness	1

Table 34: The student's participation difficulties.

According to the results displayed in the table above, most of the teachers answer that lack of self confidence is the most obstacles for the students that hinder their participation in the classroom. Then, almost (2) teachers confirm that both of fear of making grammatical mistakes and shyness are also other problems that disturb student's interaction. However, fear of making pronunciation mistakes, mother tongue use and anxiety and unwillingness are the other difficulties students do not speak during the course, because they are fearful, so they prefer to stay silent rather than speaking in English. None of them (0) select the option of none interesting topics.

Others, specify

The teachers ask to specify other obstacles that may face students in learning and prevent them from participation, they think that the following problems can disturb them, are:

*Lack of preparation and session studies outside of the class are also obstacles that prevent students from participation.

*Mostly it's because most students are used to be silent in fact that teachers present the course.

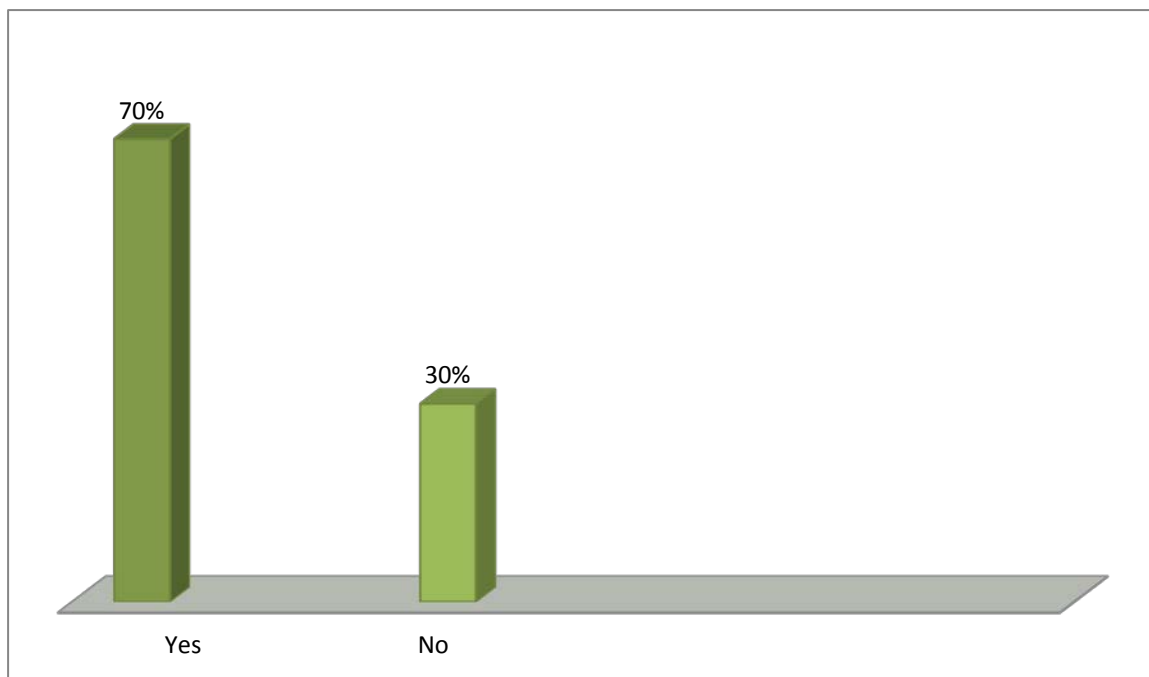*Lack of vocabulary and cultural drawbacks also may hinder them from participation.

10. Do you think that the number of students prevent you to achieve your goal?

a. Yes.

b. No

Options	Responses	Percentages
Yes	7	70%
No	3	30%
Total	10	100%

Table 35: Teachers believe toward the number of students.

Figure19: Teachers believe toward the number of students.

The table shows that approximately all the teachers (70%) think that large classes prevent them for achieving their goal. Whereas, the portion (30%) represents that teachers who said that large classes doesn't prevent them for achieving their goal. They always do their effort in order to make the students feel at ease and comfortable to speak without any problem.

11. How do you allocate time of the lecture?

a. Enough.

b. Not enough.

Options	Responses
Enough	4
Not enough	6

Table 38: teacher's evaluation of time allocated during the course.

Teachers, here, are asked to evaluate the time allocated of the session. (4) Teachers state that the time is enough and appropriate to the achievement goals. However, (6) teachers from the total sample claim that the time allocated is not enough at all, and not sufficient to cover all the aspects of the curriculum. The latter result indicates that the time can be considered as other factors that prevent student's participation and hinder the teachers from achieving their objectives of the lesson.

Conclusion

This chapter is concerned with gathering data about the student's participation difficulties and the teacher's opinions about these problems, as well as the techniques and activities that enhance their participation and solve its problems. The information gathered through presenting two questionnaires to both teachers and students. The first questionnaire is administered to third year LMD English students at Khenchela University. The second one is administered to all teachers of English language in the same university. Altogether, the analysis of the results proves our hypotheses about the student's participation difficulties. This means that EFL learners face many problems that may prevent them from enhancing and developing their oral skills. The exposed solution states the different strategies and techniques on order to solve these kinds of problems and activate their participation.

Findings

The data we have collected from the questionnaires that administered to third year LMD students at the department of English language at Khenchela University, confirm our hypotheses. The results above show that EFL students face many difficulties that prevent their interaction. The findings from the result of the questionnaire reinforce our hypotheses about the student's hindrances. Most of the students are afraid about participation due to linguistic and psychological problems. They state that the luck of self-confidence and shyness are the most remarkable problems.

Moreover, the results also confirm that the psychological problems can hinder their participation and stop their development in mastering the English language. In addition, the teachers play a considerable role in enhancing and developing their cooperation through the type of atmosphere they create, and the techniques they choose to reinforce their participation such as pair and group work which considered as the most appropriate solution to their problems, and to enhance their speaking skill and strengthen their confidence. Furthermore, discussion and debates, dialogues and presentations are also considered as the suitable solution to solve the participation obstacles of the EFL students.

The data and the obtained results show that the students face many serious problems which impede them from speaking in the classroom, like especially psychological problems reduce their participation.

Additionally, both times allocated and large classes are regarded as participation obstacles for both teachers and students. They prevent the teacher from achieving their curriculum targets and do not give them much opportunity to their students. In spite of that, teachers always do their best to solve the above mentioned problem.

General Conclusion

General Conclusion

Our research is based on investigating the difficulties that face EFL students in speaking skill. Our purposes from this modest work are to expose the participation difficulties that EFL students face, then to suggest some alternative solutions to solve those problems. To answer our questions, we aim at applying the descriptive method. Therefore, in order to confirm our hypotheses, we submit two questionnaires to both English teachers and third year English students at the department of English at Khenchela University in the academic year **2019-2020**.Also, our dissertation is based on investigating the hypotheses that are indicated in the introduction, we divided it into two main parts, theoretical and practical part.

The first part is classified into two chapters, in the chapter one we provide an overview about speaking skills as the most important skill to develop. Then, we discuss in the same chapter the difficulties that may prevent them during the course. In the second chapter, we propose some solutions to reduce those obstacles and the teacher's role within classroom situation. They often play variety of roles during the session; also we discuss some useful techniques that can be adopted in the classroom activities to ameliorate the student's level. And to build up the student's confidence.

The second part of this research is a field of investigation. In this part we analyze the data gathering from questionnaires that are administered to both students of third year and English teachers at English department of Khenchela university .In each questionnaire, we provide a brief description before moving to the analysis of the results. Based on the obtained results from the administered questionnaires, we can improve our hypotheses that the students face linguistic and psychological problems. In addition to the obstacles that are related to the teachers.

RECOMMENDATIONS

To close this study which highlights some factors that affect the students' cooperation, we state some suggestions and recommendations that will be helpful for English teachers

-Teachers have to encourage the students to participate and interact in the classroom discussions.

-They have to create a friendly and motivated atmosphere   to make the students feel secure and comfortable to contribute in language learning success.

-Teachers also have to design funny and interesting topics that can bring students' awareness.

-They have to design pair and group works to increase their motivation and their communication abilities through exchanging ideas and information and in order to help them feel less inhibited about speaking.