



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Dr. Tahar Moulay University, of Saida

Faculty of Letters, languages and Arts

Department of English

**Teachers' Talk vs Students' Talk in EFL
Oral Classroom
Case Study: First Year LMD Students.
University of Saida**

Dissertation Submitted for the Fulfillment of LMD Master Degree In
Didactics In English

Presented By :

Khadidja HAMZI

Supervised by :

Mrs .H.HICHOIR

Dr.h.ghumbaqa
Dr.H.HICHOIR
Dr.T.ADNANE

Board of examiners :

Chair person
Supervisor
Examiner

University of saida
University of saida
University of saida

Academic Year.: 2017/2018.

Dedication

This work is Dedicated to my lovely and dearest parents (Aicha and Mohamed) and my stepmother whose love always strengthens my will.

To my lovely sisters: Fatima, Zineb, Rouba, Chahinaz, Najwa.

To all my brothers: Slimane, Mokhtar, Benamer, Ismail.

To all my friends with whom I shared the university life: Aicha, Fatima, Kawtar, Hafsa, Zhour, Amina, Nawel, Meriem, Safia, Nariman, Malika, Chahra, Fatiha, Noura, Sabiha, Rachida, Hadjer, Samira.

To my closest friends: Fatiha, Imane, Daouia, Mouza.

Without forgetting my grandparents, my cousins, and my uncles.

To all my colleagues for the nice times that we spent together helping each other.

To all those who love me.

General Introduction:

Real communicative situations enables students to learn how to communicate their own ideas and views and how to use the language in an appropriate way, classroom is the place where students are more exposed to the target language their talk in the EFL oral classroom contributes in developing their fluency and accuracy which are very essential for learning a foreign language.

Teachers' and Students' talk in the oral classroom contributes in enhancing the teaching and the learning process. There is a tendency for teachers to control the patterns of communication by the questions they ask, activities they choose, and the language they use which may influence the quality and quantity of student' contribution to the classroom talk, the teacher have to decide how, when, where and with whom language is used in classroom in order to create a suitable environment for learning and teaching.

In EFL oral classroom Students are supposed to do most of the talk where the teacher is only a guide. However, the common problem in EFL classrooms is that EFL students avoid participating and interacting with the teacher and they prefer to keep silent, due to many reasons. The topic chosen because student's talk in classroom brings many advantages for language learning.

1. Statement of the Problem:

Participation in classroom is very important to the development of students' abilities; students who talk and interact in classroom achieve better results more than those who keep silent. However, we have noticed that only few students participate in EFL oral classroom. This issue leads to pose the following question: Why almost students do not participate and interact in EFL oral classroom?

2. Research Hypothesis:

- Psychological and linguistic barriers hinder students' learning process.
- The degree of interaction in classroom is low.

3. Aim of the Study:

As an academic research this work is done in order to achieve the following objectives:

- Encourage students to talk freely in classroom.
- Show the importance of students' talk in classroom in enhancing students' level.
- Suggest solutions to overcome difficulties that students face the oral classroom.

4. Population:

The population of this study consists of both teachers and first year LMD students at Moulay Tahar University (Saida)

5. Data Collection and Methodological Procedures

The investigation is carried out with the use of questionnaire for students and an interview for teachers in order to obtain and analyze the necessary data, a quantitative methods used. The present study is carried out to investigate barriers to teachers' and student's talk in EFL oral classroom.

6. Structure of the Study:

The present study consists of three chapters, the first two chapters represent the theoretical part, and the third represents the practical part of the research.

Chapter one discussed the following points: an overview of talk with its types (Talk as interaction, as transaction and, talk as performance) besides to the role of the teacher (controller, assessor, organizer, prompter, resource, observer and, participant) Moreover, the importance of classroom management, motivation and, interaction

Chapter two investigates the main psychological and linguistic factors that hinder influence student's oral performance(shyness, fear of making mistakes, lack of confidence, lack of motivation, pronunciation mistakes, lack of grammar, and lack of

vocabulary) besides, the methods used to develop students' talk. Besides, a brief overview about listening skill its definition, types, and significance of listening.

The last chapter, can be considered as the core of the whole study. In fact includes the methodology and the data analyses of current study, it contains two questionnaires for both teachers and students also it provides interpretation and the discussion of both teachers' and students' answers.

7. Limitation of the Study:

It is important to underline that this study has some limits: First, the major obstacle is lack of books and resources. Second, the population of the experimental group is small and might not represent the majority of students.

Introduction:

English as a foreign language requires learners' exposure to what is called the foreign language skills: speaking, listening, reading and writing; the aim of acquiring such skills is to achieve a high level of development. Listening and speaking are two overlapped skills we can say that they are regarded as the major skills to be developed because learners are going to be put in situations where communication is needed.

In addition, teachers have also certain ideas about how the lesson should precede, what kind of questions to ask, what kind of activities they want students to do, how to deal with the four skills and what suitable methods so as to achieve positive outcomes.

In this chapter we will mainly deal mainly with the role of the teacher in enhancing the students talk.

1. Talk:

Is a complex process of sending and receiving messages through the use of verbal expressions but also non- verbal symbols such as: gestures and facial expressions, teachers have long understood the importance to use language to transmit ideas besides the emphasize in the classroom talk should be on how to use language effectively in a variety of context .

However, in the early history of education the teacher talks all day while students were expected to memorize facts and to be able to recite them, talking by students was not the norm, in fact they were punished for talking in the class even if the talk was academic overtime educators realized that students had to use language if they were to become better educated after, teachers expected from students to use academic language in their individual responses and as students talk teachers assess their knowledge.

1.2. Types of Talk:

1.2.1. Talk as interaction:

Interaction occurs when two people are engaged in a dialog actively and participating in the process, talk as interaction is considered as the most difficult skill

to be taught, small talk and conversation are examples of interactional talk which refers to communication that serves the purpose of social interaction.

There are many techniques for making a small talk for example the teacher give students a modal to practice on (meeting someone) they can be asked to think of a small talk topic besides giving feedback because feedback is important in this type in order to see students achievement and check their understanding. Another technique or activity the teacher can use is to point a student to sit on a chair in front of the class and make a statement about something he did recently and the other members of the class ask follow-up questions about the topic, and the student has to answer quickly.

There are many skills involved in talk as interaction such as: using formal and casual speech depending on the situation ,developing fluency in making small talk about predictable topics moreover he main features of this type are primarily for social interaction, reflects speaker's identity and degree of formality and politeness.

1.2.2Talk as Transaction:

Talk as transaction consists of a sequence of different functions it is taught by providing sources for practicing how to use talk for sharing and obtaining information in talk as transaction there are two types ;one type refers to transaction that occur in situation where the participants wants to achieve at the end , also focuses on giving and receiving information for example: asking for direction .The second type occurs in specific situation which involve obtaining goods or services ,the central focus of talk as transaction is to communicate information which means the message the teacher want to achieve

The skills involved in talk as transaction: selecting vocabulary related to particular transaction and function and asking and answering question, the teacher can use different activities in this type such as: brainstorming, role play and group discussion.

1.2.3Talk as Performance:

It Refers to the transmission of knowledge in front an audience such as classroom presentation or speech, teachers have to choose an appropriate topic and emphasize on

the form and accuracy besides including all the necessary information, talk as performance tends to be in form of monolog rather than dialog, often follows a recognizable format which is evaluated according to its effectiveness or impact on the audience ,this type of talk allow teachers to choose the activity he wants such as conducting a class debate

Some of the skills involved in talk as performance: using appropriate format, presenting information in an appropriate sequence, making an effect on he audience .in this type teachers should give much importance to both form and accuracy.

2. The Role of the Teacher:

The majority of students will not engage in an interaction by themselves until the teacher starts first, obviously the role of the teacher is very crucial in motivating and creating interesting topics.

Hedge Trecia(2000:26) identifies important roles the teacher can play;

“as controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as a corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it ;and organizing feedback; as prompter while students are working together and as a resource if students need help with words and structures during the pair work.”

2.1. Controller:

In learner-teacher interaction the teacher is responsible for the teaching and the learning; the role of the teacher here is to control what is said and done and the language the students use.

2.2. Assessor:

The most expected act from the teacher is to show students that their accuracy is being developed, and this can be done through giving correction or by praising them, students have to know how they are being assessed, teacher ought to grade students in various ways and should tell his students about their strengths and weaknesses in order to have a clear idea about their level and what they need to concentrate on.

2.3. Corrector:

The teacher has to decide when and where to correct students' production besides, the teacher should be careful when correcting pronunciation errors or mistakes that the students commit during classroom interaction ,teacher should correct form and meaning since learners often acquire these issues from their teachers .

2.4. Organizer:

According to Harmer (2001) the teacher acts in a classroom where many things must be set up such as organizing pairs and group work ,giving clear instructions about how well they interact ,the teacher spends much time in engaging all the class in the interaction.

2.5. Prompter:

When students do not find the words when they talk to each other or with the teacher here the role of the teacher is to encourage them to be creative

2.6.Resource:

The teacher's role here is to answer student's questions and provide them by knowledge they need since the teacher is considered as the source of knowledge for learners, when students have ambiguity about something they go back to their teacher as a source of information.

2.7. Observer:

The teacher should know how to attract his students' attention in order to let them interact naturally and spontaneously in turn ,teachers should not use observation only to give feedback but also to evaluate the success of classroom interaction in developing students ability to use the language.

2.8. Participant:

Sometimes teachers join in an activity as participant; by participating in such activities the learning will be enjoyable

3. Motivation in Classroom:

Teaching and learning English as a foreign language is not easy either for students nor teachers, teachers face problems while teaching also students face difficulties in learning the language, many factors contribute to these problems and difficulties among these factors motivation which effect both teacher and students. Motivation can be defined as an internal energy that drive a person to do something in order to achieve

setting goals. In education motivation deals with setting up conditions for students to perform better.

Thus motivation can be divided into two categories intrinsic and extrinsic motivation;

Intrinsic motivation is a response to needs that exists within the students such as curiosity, the need to know and feeling of competence or growth, it exists when students are highly motivated and actively involved in activities ,without expecting any external reward However, extrinsic motivation exists when students are motivated by an outcome that is external which means that students complete a task that the teacher give them just for receiving reward or because they are afraid of punishment the reason behind their work is to be rewarded not to gain knowledge.

4. Ways to Motivate Students:

In an ideal classroom, students pay attention ,ask questions, want to learn and do their assignments without complain but often teachers face students who do not seem motivated to learn or work on classroom tasks and, in order to motivate those students teachers can use many ways to engage them in the task and the learning process such as:

- The teacher should encourage his students and make them feel that they did a good work
- Pay attention to the strengths and limitations of each of his students reward them and strengthen their weaknesses.
- Encourage students to share their ideas and comments even if they are wrong
- Provide opportunities for students to talk and express themselves
- Teacher should attract students attention on what he is teaching, using jokes and engaging questions which make students talk.

5. Classroom Management:

Classroom management is the techniques that are used by teachers to encourage effective learning by minimizing disruptions, four main components of classroom

management are: The role of the teacher, expectation, reinforcement or encouragements, classroom climate.

Generally speaking classroom management is the process of establishing and maintaining an effective learning environment besides, successful teachers emphasize more on classroom management rather than on their role as authoritative.

5.1. Classroom Management Techniques:

Novice teachers may not be prepared to deal with all the real life challenges that is why they have to know the different techniques to manage their classrooms.

5.1.1. Build Your Community

Classroom is a small community and the teacher should provide opportunities to know each other because when students know each other there is collaboration

And motivation will increase and that will facilitate interaction between them.

5.1.2. Knowing Students:

Knowing students helps in developing bonds between teacher and students also when teachers know their students this helps them to design lessons and activities according to the students needs besides the more the teacher know his students the more he can understand the reasons for disruptive behaviours.

5.1.3 Use Praise:

Teachers' Praise and encouragement have a positive effect on students it helps them to keep the classroom functioning effectively however, the teacher should not give praise without reason because it becomes meaningless to make students engage in the learning process he should praise their effort

5.2. Benefits of Classroom Management

- It helps for the creation of a productive learning environment.
- It provides students with structure and achievable goals.

- It allows for various activities to occur during the lesson with a minimum of wasted time and confusion

These points may be the result of a good management since it leads to the learning development because teaching does not just know the content and methodology it also about finding a way to connect with students and help them to grow and develop their curiosity and love for learning.

6. Interaction in Classroom:

Interaction plays a vital role in the process of teaching and learning a foreign language because it creates opportunities for students to develop their knowledge and skills; interaction in the classroom also helps to enhance the student' talk.

In order to activate student's talk it needs much practice this can be done when the teacher provide opportunities to students to interact with each other, as Allwright (1984) said «*it is important to keep learners active*» which means reducing the amount of teacher talk in the classroom and increase the student talk.

6.1. Types of Classroom Talk:

6.1.1. Teacher- Student Interaction:

It happens between the teacher and one or more students which means that the teacher takes part in each interaction he negotiates with them the content and the course he uses students ideas in the other hand students will benefit by drawing on the experience of their teacher on how well to interact in the manner that is the most effective.

6.1.2. Student- Student Interaction:

Is the interaction between students in the classroom in exchanging information between each other Naegla (2002.128) states that "*talking students with their pairs about the content of the course is a powerful way for them to reinforce what they have*

learned “ which means when the teacher encourage group work and the interaction between students in order to make them active .

6.2. The Role of Feedback:

Is one of the key beneficial aspects of interaction which can promote the development of student talk mainly learning

In general feedback can be divided into two types: implicit and explicit, for the implicit feedback it refers to the corrective feedback that includes requests for clarification in other words teachers emphasize on the learner utterance by changing one or more sentence component while for the explicit feedback the teacher draws the students attention directly to the errors the students do in order not to do them again

In brief feedback role of attention is of crucial importance students often want to know how they are doing in relation to their peers however teachers should not deal with all oral production of the students and during all the time they should make decisions when and how to correct students errors so that the interactive activity will not break down each time

7. Teaching Techniques in Oral Presentation

The aim of teachers of English language is to make all students participate in classroom specially oral expression course and provide opportunities for students to talk by using pair and group work because each student has more time to talk than in a large group discussion besides that students often feel more comfortable sharing their ideas in a small group discussion.

8. The Use of Visual Aids in Oral Presentation:

According to king (2002.p.402) “*with the availability of technology video cameras, slide, projects, power point, Vcd/ Dvd and other visual aids could much more exiting and interesting than traditional ones* “ which means that technology and the availability of different visual aids make the learning interesting and enjoyable.

8.1. Advantages of visual aids:

- It helps students to understand the topic easily..
- It helps students to make the relationship between ideas.
- It makes the presentation more professional, interesting, informative and persuasive.
- Easier to explain or put things in perspective.
- It helps keeping mistakes at a minimum.

9. Mother Tongue Use

Mother tongue is the language which a person grown up speaking from early childhood and sometimes teachers use it in classrooms.

9.1. When to Use the Mother Tongue

Teachers can use Mother tongue with beginners or to introduce new vocabulary items and explaining complex ideas.

9.1.1. Disadvantages of Mother Tongue:

- Use of mother tongue may become a habit that both students and teachers may resort to whenever a difficulty is encountered..
- mother tongue may be sometimes misleading when learning the target language
- when using the mother tongue to teach EFL students errors may emerge
- Target language should be used in classroom and mother tongue where necessary.

Conclusion:

We have attempted through this chapter to shed some light on teaching strategies, the role teachers' play in organizing classroom and providing conditions to facilitate learning.

Since Classroom is the best space for students to practice and develop their ability to talk and master the English language, they have to participate and talk as well to achieve high level of proficiency in oral skill.

Introduction:

To talk in oral classroom is very important; teachers should emphasize on and encourage their students to improve their capabilities while talking in the target language or while communicating with others.

Most English learners face problems and difficulties to talk in an oral classroom, in this chapter we will shed some light on what hinder those students from participating .the focus will be on the linguistic and psychological factors.

1. Student's Talk:

Talk in an oral classroom is required, students are expected to be involved in interaction with their classmates because participation gives students the chance to practice the target language and use different vocabulary. Student's talk is essential because it permits to share and express ideas freely. Also, the teacher should provide opportunities for students to talk a lot using the target language. According to Ur (1996 :119) "*The characteristics of someone being success in speaking is to let them talk a lot.*" which means giving students time help them to talk effectively and elaborate their ides freely.

2. Linguistic Barriers:

Language is needed for any kind of communication, communication becomes difficult in situation where people do not understand each other, the inability to communicate using a language is known as language barrier to communication. The linguistic knowledge plays an essential role if any feature from this knowledge is lacking or poorly performed students can find difficulties to develop their ability to talk, these difficulties may be due to lack of vocabulary, lack of grammar and pronunciation mistakes.

2.1Lack of Vocabulary:

The oxford dictionary (2002) defines vocabulary as the body of words in a particular language or in a particular sphere. Vocabulary in the Longman dictionary (1995) ; is defined as all the words that someone knows, learns or uses.

Foreign language learners need to learn and expand their vocabulary; this is supported by Wilkins (1972) who states that « *without grammar little can be conveyed, without vocabulary nothing can be conveyed.* » in learning a language, grammar is not sufficient more importance has to be given to vocabulary.

Wilkins (1972) states that: « *if you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn words and experiences, you can say very little with grammar, but if you can say almost anything with words.* » which means that by words you can express your ideas and learning vocabulary is more important than learning grammar rules.

Krashen (1993) who adopted the view that vocabulary is so essential because usually when learners go abroad, they face some problems *to* communicate with the native speakers of the host country to convey their message, this can be done only through using a word rather than grammar rules, students take with them dictionaries while traveling not grammar books, therefore an ability to use grammatical structure does not have any potential for expressing meaning if words are not used.

In oral classroom lack of vocabulary could lead to student's difficulties in language reception and production, which becomes an obstacle for them to express their ideas because of their limited vocabulary .Vocabulary is the most required skill when learning a foreign language, this is why students should learn a number of words and how to use them accurately in order to talk more frequently in an English class.

2.2. Pronunciation Mistakes:

A consideration of learner's pronunciation errors and how these can inhibit successful communication, it appears as a crucial problem to consult. Foreign language students' inability to pronounce well may affect their spoken performance and classroom participation.

In the case of the English language, a mispronunciation of one sound may lead to a big misunderstanding and a change in meaning. Unfortunately, many learners have

developed habitual errors which cause an unrecognizability of certain words and in many cases the result is communication problems.

"A learner who mispronounces a range of phonemes can be extremely difficult for a speaker from another language to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker »(Kelly, 2000)

which means that when the student mispronounce even a phoneme the meaning will change and this leads to misunderstanding between native and non-native speaker or any other people who interacts with each other.

« Problems caused by pronunciation errors led to problems in both

Reception and comprehension of the meaning and the function of an utterance » (Kelly, 2000) which means that both the speaker and the listener will not understand what the other want to say Kelly also explained another problem which is the first language of mother tongue interference on the pronunciation of foreign language in terms of accent and mood. Our students meet such kind of problems since they share the same mother tongue and they tend to use it usually, as they feel comfortable, natural and secure to speak it, and speaking a foreign language out of its context or outside the classroom seems really unnatural for them. It is too difficult for them to keep using it.

2.3. Lack of Grammar:

Grammatical mistakes is one of the barriers that hinder EFL students from participation in an oral classroom .In practicing English the most difficult is grammar and learners most of time are very focused on avoiding grammatical mistakes so, they often prefer to keep silent rather than producing ungrammatical structure because they have fear of being laughed at. The majority of proper English mistakes are made when students are not sure which word to use and in which situation.

Hence, correct mastery of grammar rules is very important to improve student's oral ability to speak proper English; speaking will not change only the way student's talk, but also, it will change the way people listen to you. Thus, grammar competence has a great role to convey meaning. It is very important for students so they will be able to combine words, phrases ...correctly to communicate.

3. Psychological Barriers:

The goal of teaching the oral expression is to enhance communicative efficiency, when students try to express themselves, their ability to communicate is deeply affected since communication largely depends on the mental condition of students, if he is not mentally and emotionally ready he cannot communicate effectively either as a sender or a receiver and find difficulty to express the intended meaning.

3.1. Shyness:

Shyness is an emotional thing that many students suffer from when they are required to speak in English class. This indicates that shyness could be a source of difficulty for students' learning activities in the classroom especially in the class of speaking. Therefore, talking in front of people is one of the more common phobias that students face. Student's inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

Causes of Shyness

Some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when they talk in front of their friends and teacher. In addition, English students feel shy when they speak a foreign language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers due to their low ability in talking.

3.2. Fear of Mistaking Mistakes:

Fear of mistaking mistakes becomes one of the main factors that hinder students' talk in oral classroom; fear of making mistakes is linked to the issue of correction and negative evaluation. In addition, fear of making mistakes is influenced by the students' fear of being laughed at by their classmates or being criticized by the teacher. .Therefore, it is important for teachers to convince their students that making mistakes helps them to learn.

Causes of Fear of making Mistakes:

The reason of students' fear of making mistakes is that students are afraid of looking foolish in front of their classmates and they are concerned about how others will see them.

3.3. Anxiety:

Anxiety is a feeling of tension and nervousness it stands out as one of the main factors that hinder effective language learning. It influences students in learning language.

Anxiety can affect students' performance and influence the quality of oral language production and make individuals appear less fluent than they really are. That is why teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

Causes of Anxiety

There are many causes for students' anxiety they feel anxious because the feeling of fear from negative evaluation of their classmates also, students' fear from the idea that they will be tested because of their low ability to communicate and express themselves in the target language .In addition to their fear of being evaluated by their teachers and the grade will be given to them

3.4. Lack of Confidence

Students' lack of confidence usually occurs when students feel they cannot express their ideas when talking with others that is why they prefer to keep silent while others are talking student who lack confidence suffers from communication apprehension. Building students' confidence is an important part that teachers should focus on.

Causes of Lack of Confidence:

The main cause of students' lack of confidence is their low ability to speak in the target language, many students think that their level in English is bad and that they cannot speak English well. Also, students' lack of confidence is because the lack of encouragement from the teacher, because encouragement plays a vital role in building students' confidence .Therefore, motivating students and showing them that they will be able to communicate well in English plays a role in students' success of learning.

3.5.Lack of Motivation:

Motivation is a key to students' learning success. With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice that it affects students' talk. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

.Causes of Lack of Motivation

Students' lack of motivation is because of the feeling of boredom, lack of knowledge about the topic discussed. Lack of motivation in learning causes students' hesitation to talk and express themselves; teachers should motivate and encourage their students to talk because teachers' motivation is very important for students to perform better and to develop their ability to communicate and to express their ideas

4. Solutions to Overcome Psychological an Linguistic Barriers

Shyness:

When teachers create a friendly and open classroom environment, shy students will not worry of their imperfect pronunciation and grammar, in order to help students to be more confident when they talk convince them to look upon shyness as a thing to overcome and do not fear failure or success. Also students need guidance from the teacher.

Fear of Making Mistakes:

To overcome fear of making mistakes it is important that emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistakes, also when the teacher creates a harmonious atmosphere this can reduce students' nervousness.

Anxiety:

Teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities. In addition, providing students with positive reinforcement and, motivating them and creating an ease environment in class are important to reduce students' anxiety, teachers should accept a variety of answers. This way, the students can feel more

confident in answering the teacher questions and participating in every activity of the class.

Lack of Confidence:

Possible solution to overcome the students' lack of confidence, teachers can provide regular opportunities for students to talk and express their own ideas, by doing this; students will experience a greater sense of ability to talk. Therefore, teacher should create a comfortable atmosphere in which learners talk.

Lack of Motivation:

To encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students a feeling of secure in their learning, teachers can differentiate activities to avoid boredom, also praising students' efforts play a role in motivating them.

5. Communication Barriers:

There are many barriers to communication that can occur in any stage in communication process. These barriers can lead to the misunderstanding of the message that the speaker want to convey or to confusion.

5.1. Poor Listening Practice:

Poor listening practice will leads to poor speaking practice, student's inability to produce speech is not only due to the lack of interest but, also to their inability to find words to use grammar correctly to combine them but it derives also from their poor listening.

Affective listening is the most important factor in classroom communication. When the teacher starts talking students should listen carefully not thinking about their responses, paying attention to details is also important. Because when students listen carefully they will understand the message the teacher wants to convey.

Affective listening helps students to enrich their understanding and increases the students contact with their classmates and others besides it enhances affective communication in oral classroom. Hence, students should be aware about the importance of listening because successful listening leads to good spoken production.

5.2. Nothing to Say:

Talking in an oral classroom require activities that make students participate and let them expose their ideas and thoughts about the topic given. In situation ,some students feel embarrassed when they are asked to give opinion thus they only respond with short answers like « I agree on what my classmate said » or they choose to keep silent due to the lack of motivation in expressing themselves.

5.3. Inhibition

Foreign language learners are noticeably inhibited to talk or express their ideas in front of the others using the target language (Ur ,1984) states "*It is too easy for a foreign language classroom to create inhibition anxiety*" (Littlewood, 1999,93). adds that inhibition from one side results from learners' feeling of ignorance in front of their teacher or classmates who they consider as the main source of input and the principle possessor of knowledge.

In addition, inhibition appears closely related with students' shyness and fear of making mistakes as well as criticism. So , because of their feeling of linguistic inferiority and their inability to develop their communicative skills, they become ashamed when attempting to talk and they are cautious about making errors in their talk ;so they prefer to reduce their amount of talk and participation .In some cases this inhibition pushes learners to remain silent and do not talk.

6. Methods And Approaches Used To Develop Students' Talk:

6.1. Direct Method (DM):

The DM is characterized by the intensive use of the oral interaction as a means of instruction and communication in the target language, and by the Avoidance of the use of the mother tongue and of translation as a technique. Its focus was on speaking rather than reading and writing.

It is based on classroom instructions conducted exclusively in the target language, the oral communication skills are carefully organized in a progressive way focusing on the exchange between the teacher and students and between the students themselves, the use of visual aids, the presentation and the description of real-life situations and the teaching of speech and listening comprehension, the direct method emphasis on the spoken languages. Indeed, the importance of listening and speaking skills is

emphasized including the primacy of the spoken word to support an oral based methodology and the importance of students hearing the language before writing it. Rivers (1968) suggests that learners must: *"Seek direct comprehension by inferring, meaning of unknown elements from the context, rather than by seeking equivalents in a bilingual vocabulary list. Where the meaning cannot be discovered in this way, the teacher gives explanations in the language being learned, using pictures and gestures."* Which means that the learner can derive the meaning of certain words from the context it is not obligatory to seek its meaning using the dictionary.

The Direct Method was a first attempt to make the language learning situation a reliable way in language learning and train learners to abandon the habit of matching the target language with the native language. However, this method have some drawbacks such as time consuming; teachers were required to go to great lengths to avoid using the native tongue when sometimes a brief explanation in the mother tongue would more efficient and less time consuming. Also it requires small class size which is difficult to implement in public schools.

6.2. The Audio-Lingual Method (ALM)

Audio-lingual method is based on the principles that: language learning is a habit formation which depends on mimicry, imitation, repetition and memorization. Listening and speaking are given priority in language teaching, and they precede reading and writing. Correct pronunciation and intonation are emphasized. The audio-visual aids are also used to facilitate learning and teaching process, a very little use of the mother tongue is permitted to the teacher and not tolerated from the learner.

The main objectives of the Audio-lingual method are: mastering the target Language as the native speaker uses it, creating communicative competence in learners, also to get accurate pronunciation and grammar and knowing sufficient vocabulary to use when talking in classroom. In general the ALM represents a major step in language teaching methodology that aimed at creating communicative competence among learners.

6.3.The Silent Way (SW)

The silent way method is based on the premise that the teacher should be silent as much as possible in the classroom and students should be encouraged to produce as much language as possible, it makes use of mime, gesture, all kinds of visual aids.

The silent way is a method based on the principles that: the teacher should be as silent as possible, he should encourage students to talk, learning is best facilitated if the students discover and create language rather than just remembering and repeating what has been taught. Learners interact with physical objects.

The Listening Skill:

7. The definition of listening:

Listening is a vital component of the oral communication, in which the individual takes the roles of speaker and listener through a verbal and non verbal component. Still this process can be defined variously and many definitions can be attributed to this skill. Listening is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary and grasping his meaning.

7.1. Types of listening

7.1.1 Extensive listening

It occurs in a situation where the teacher encourages students to choose for themselves what they listen to, using their own materials for the purpose of pleasure and language improvement

Extensive listening materials differ, they can be found from different resources as recordings of stories, passages taken from books, television, radio, all the mentioned sources tend to treat spontaneous conversations, dialogues, interviews... ect.

Authentic materials can be considered as a good tool for learners when dealing with extensive listening, foreign language teachers can enrich their classes with effective input carrying out extensive listening through a well chosen and appropriate tapes in different levels , Creative teachers can recommend certain tapes and ask students to talk about the ones they have enjoyed the most.

For the reason of encouraging this type of listening, students can be asked to perform a list of task such as:

- To record their responses to what they have heard.
- To assess the level of difficulty.
- To summarize the content of the used material such us a tape.

Extensive listening is an appropriate way for learners to be provided by extra chances for the reason of constructing their linguistic bank.

7.1.2. Intensive listening

Intensive listening is practiced in everyday situations the ability to listen intensively is considered to be an essential part of listening proficiency. EFL teachers prefer to use audio tapes as their favorite material in classroom since it gives students the opportunity to listen to a variety of voices with different accents and different topics

Intensive listening invites the students to meet different characters specially when native speakers are talking in real life situations, interact with speakers, interrupt them and why not asking for clarification this is what is named " live listening."

Consequently, intensive and extensive listening are two important ways to ensure the realization of listening in general and they have to be used appropriately.

7.2. Significance of Listening:

An important role is given to listening skill in learning a foreign language. It is the first language mode children acquire ,listening has never taught at school like the other skills(reading, writing, and speaking).Moreover, when people are talking to each other they usually think about what they are going to say next that is why they miss many opportunities to learn new things, ideas...

Listening helps learners to draw their attention to new forms (grammar, vocabulary, pronunciation...) in the language. Thus, listening comprehension provides the right condition for language acquisition and development of other language skills.

Conclusion:

The need of effective oral classroom communication skills is crucial for learning a foreign language. In the learning process it is necessary to consider a number of factors that hinder students from participation in an oral class.

In this chapter we have discussed the main factors that affect student's performance negatively. Linguistic barriers (lack of vocabulary, lack of grammar, and pronunciation mistakes) as well as, the psychological barriers (shyness, anxiety, lack of motivation and, lack of self confidence).Moreover, in addition to the communication barriers (nothing to say, inhibition, poor listening practice)

Introduction:

The present chapter is devoted to the practical part of this research. The current study aims at investigating barriers to teachers' and students' talk in the EFL oral classroom. The teachers and students are the main variables of this study so, their opinions and views are very crucial to the stated hypothesis.

1. Tools:

A questionnaire to students and an interview for teachers were used to gather data.

2. Methods:

To obtain and analyze the necessary data a quantitative method is used.

3. The questionnaire:

The questionnaire is one of the most helpful tools of investigation. It is used to obtain reliable results and useful responses. Richards (2005:60) states:

« Questionnaires are common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and obtain and obtain information that is relatively easy to tabulate and analyze. They can also be used to elicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred communication activities, and attitudes and beliefs. »

Which means that the researcher can prepare the questionnaire easily and analyze it in a short amount of time .Moreover, the questionnaire helps to get an idea about the problems in teaching/learning situation by taking the opinion of both teachers and students.

In addition, the questionnaire also helps the researcher to check the validity of the research hypothesis stated, through the questions asked. As stated by RICHTRICH (1980:59) «*Questionnaires are structured instruments for the collection of data which translate research hypothesis into questions.* »

3.1. The Students' Questionnaire:

3.2. Target Population:

The target population of this study are both teachers and first year LMD students at Moulay Tahar University.

3.3. The Sample:

This questionnaire is addressing to first year LMD students at Moulay Tahar University. We have chosen to work with first year for many reasons the most important one is that English is taught as a specialty not as a subject matter.

3.4. Description of the Questionnaire:

This questionnaire consists of (13) questions, they are either closed questions requiring from the students to choose «yes »or « no » answers, or to pick up the appropriate answer from a number of choices, only one question is an open one. In this questionnaire we have used very simple English that any student could understand the questions and answer them easily.

Question (1) to (5) are devoted to students' background information ,students are asked about their gender, their choice to study English, how many years they have been studying English ,also they are asked to evaluate their level in English and show the relationship that exists between them and their teachers inside the classroom.

Question (6) is about who does most of the talk in classroom the teacher or the students, question (7) is set to know if students participate in oral session or not, then in question (8) students are asked if they face difficulties in their oral performance if yes they are asked to choose the most factor that hinders their oral performance, question (9) is set to know how can the teacher help students to overcome those difficulties, question (10) is about which topic would be more stimulating to talk ,after in question (11) students are asked whether they understand all what the teacher explain and say in addition, to question (12) where students are asked if they are given the opportunity to talk and interact. The last question (13) is set to know which activity students prefer to practice more in oral classroom.

3.5. Analysis of the Questionnaire:

1)-Specify your gender:

a- Male.

b-female.

Table3.1: Student's Gender.

Option	Number	Percentage%
A	20	50%
B	20	50%
Total	40	100%

As shown in the table the number of males is (50%) and females also (50%)

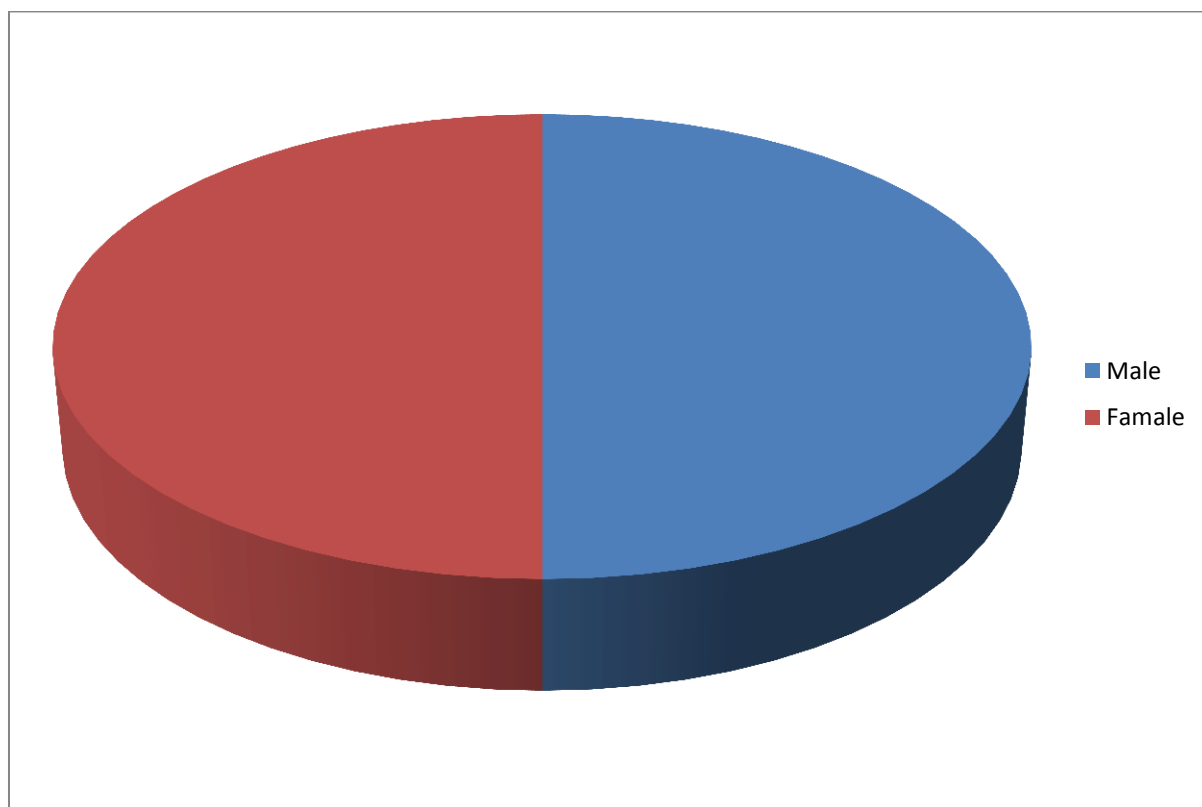


Figure3.1: Students' Gender.

2)-Choosing to Study English Was :

a - Personal.

b - Imposed.

c - Advised.

Table3.2: Students' Choice to Study English.

Option	Number	Parentage%
a	34	85%
b	0	0%
c	6	15%
Total	40	100%

From the table we can notice that the highest number of students (85%) claim that their choice to study English was personal.(15%) students were advised to study English.

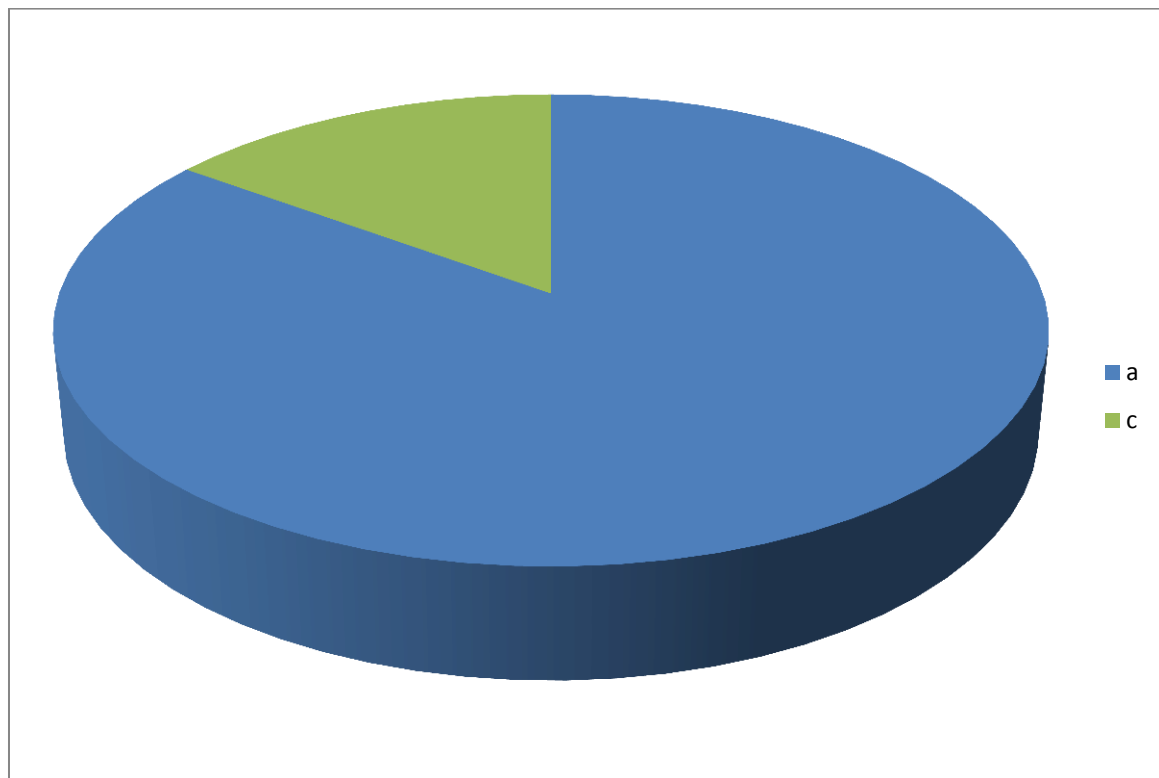


Figure3.2: Students Choice to Study English.

3) - How many years have you been studying English?

a - 6-10 years.

b -10-12 years.

Table3.3: Years Been Studied.

Option	Number	Percentage%
a	36	90%
b	4	10%
Total	40	100%

The result shows that (90%) of the students has been studying English from (6-10 years) However, (10%) of them have been studying English from (10-12 years).

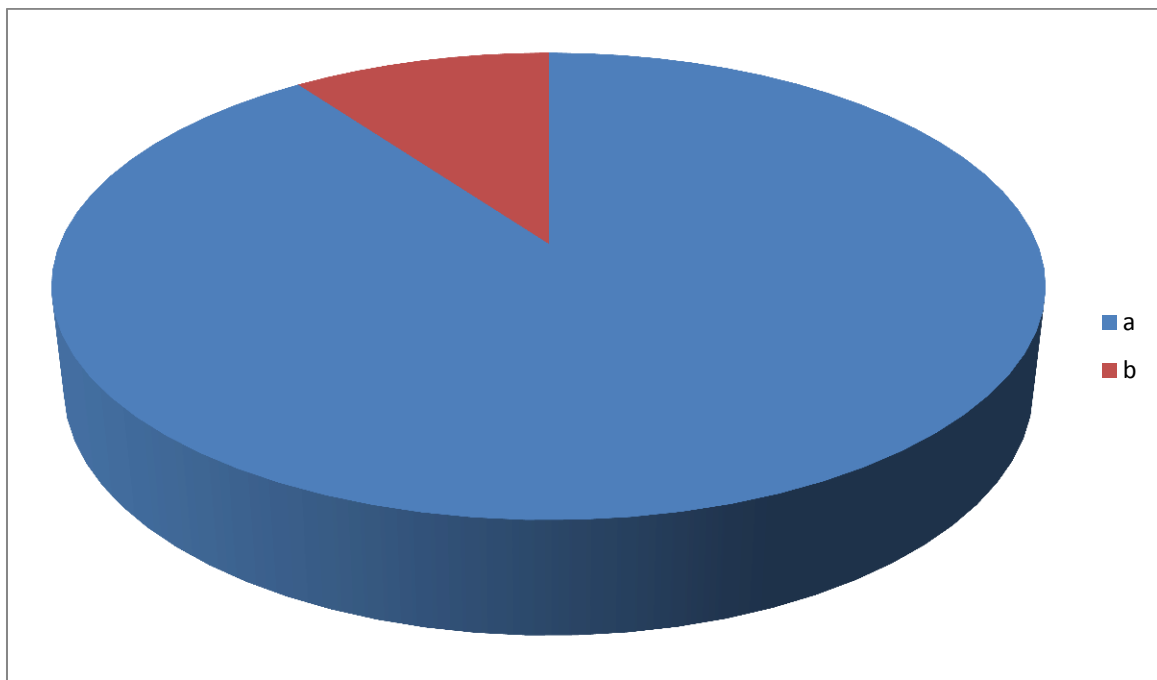


Figure3.3: Years been studied.

4)-Is your level in English:

a - Good.

B -Average.

C - Low.

Table3.4: Students' level in English.

Option	Number	Percentage%
a	26	65%
b	12	30%
c	2	5%
Total	40	100%

The result shows that the highest number of students (65%) claim that their level in good. However, (30%) of them claim that their level in English is the average and the remaining (5%) have a low level in English.

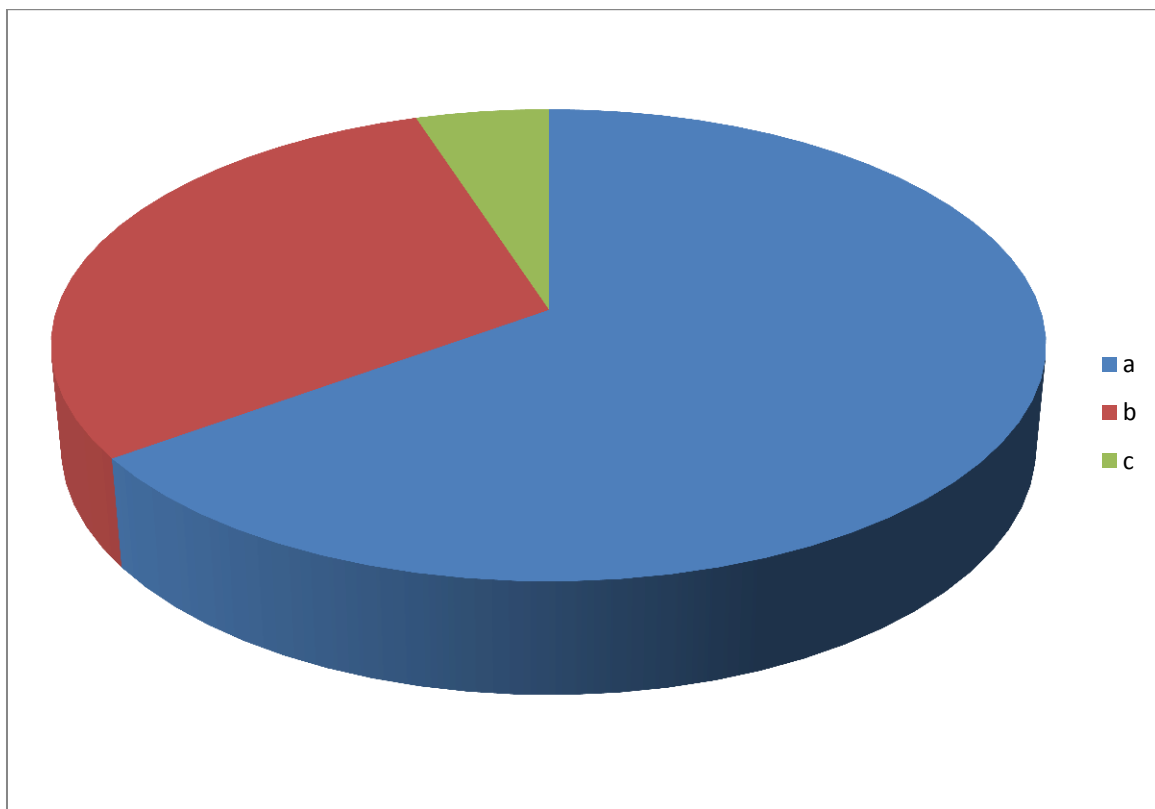


Figure3.4: Students' Level in English

5) - How is the Relationship Between you and Your Teacher?

a - Good.

b- Friendly.

c- Neutral.

Table3.5: Students' and Teachers' Relationship.

Option	Number	Parentage%
a	18	45%
b	4	10%
c	18	45%
Total	40	100%

From the table we can notice that (45%) students say that a good relationship exists between them and their teacher. Also, (45%) of them say that their relationship with their teacher is neutral. The remaining (10%) say that it is a friendly relationship.

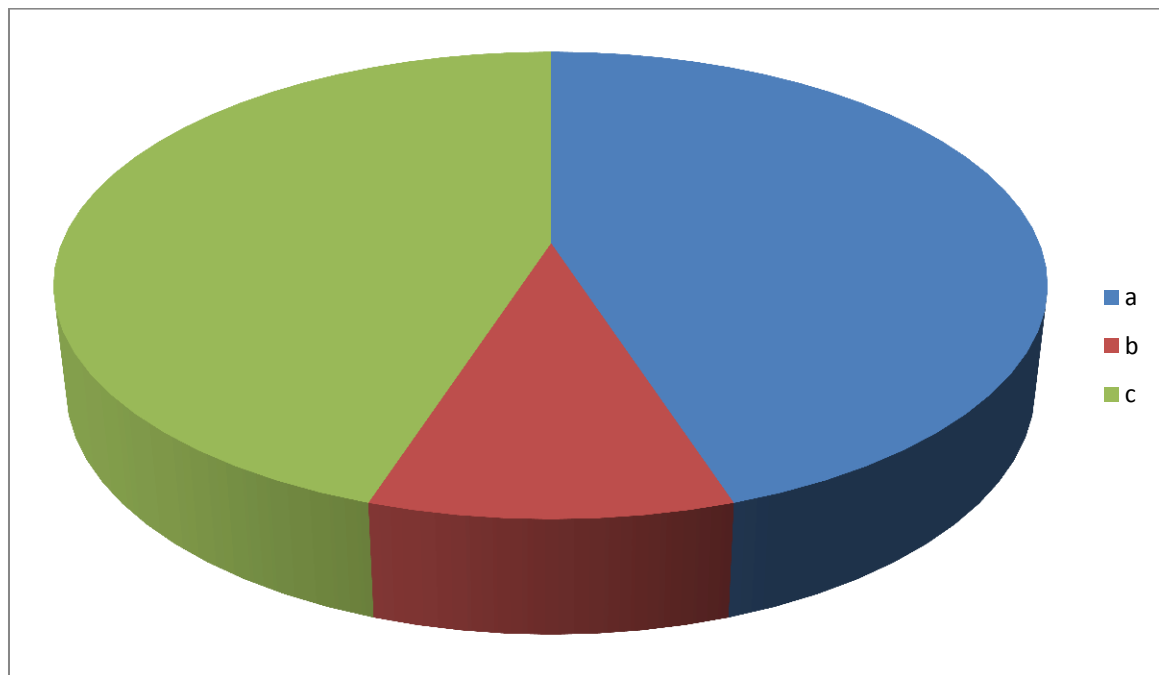


Figure3.5: Students' and Teachers' Relationship.

6)-Who Does Most of the Talk?

a-Teacher.

b- Students.

Table3.6: Amount of Talk.

Option	Number	percentage%
a	28	70%
b	12	30%
Total	40	100%

The result obtained denote that (70%) students state that it is the teacher who does most of the talk .On the other hand (30%) students say that students does most of the talk.

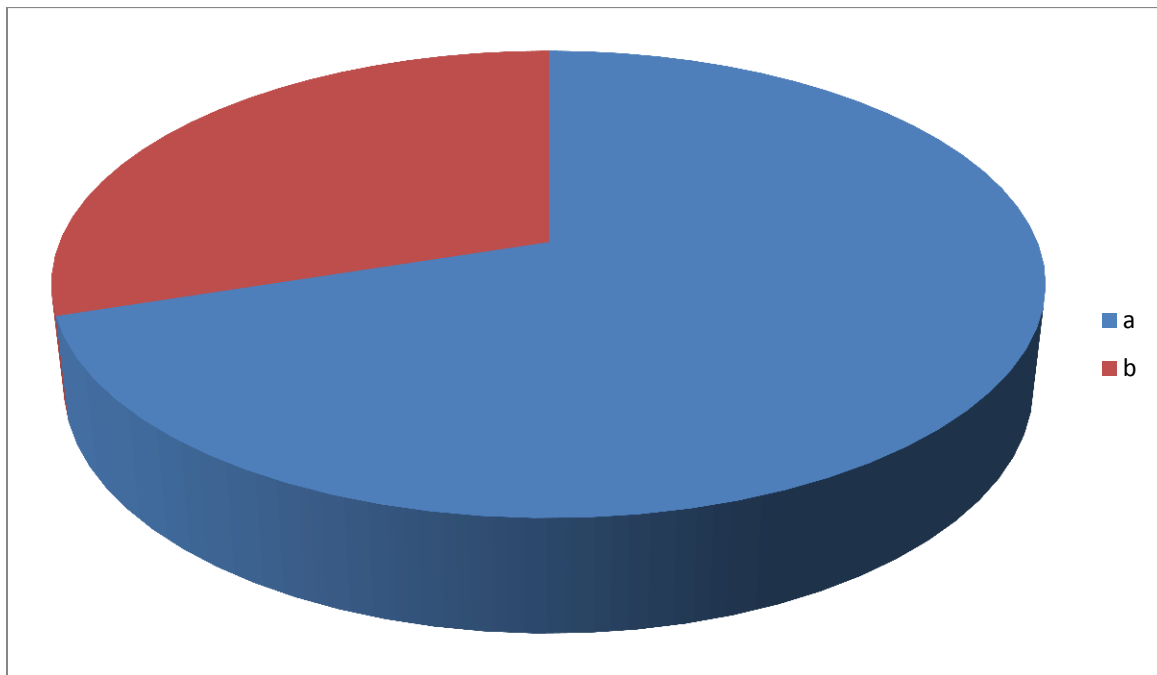


Figure3.6: Teachers' and Students' Amount of Talk.

7) Do you participate in oral session?

A - Yes.

B - No.

Table3.7: Students' participation in oral session.

Option	Number	Percentage%
a	18	45%
b	22	55%
Total	40	100%

The results shows that (45%) students participate in oral session. However, (55%) of them say that they do not participate

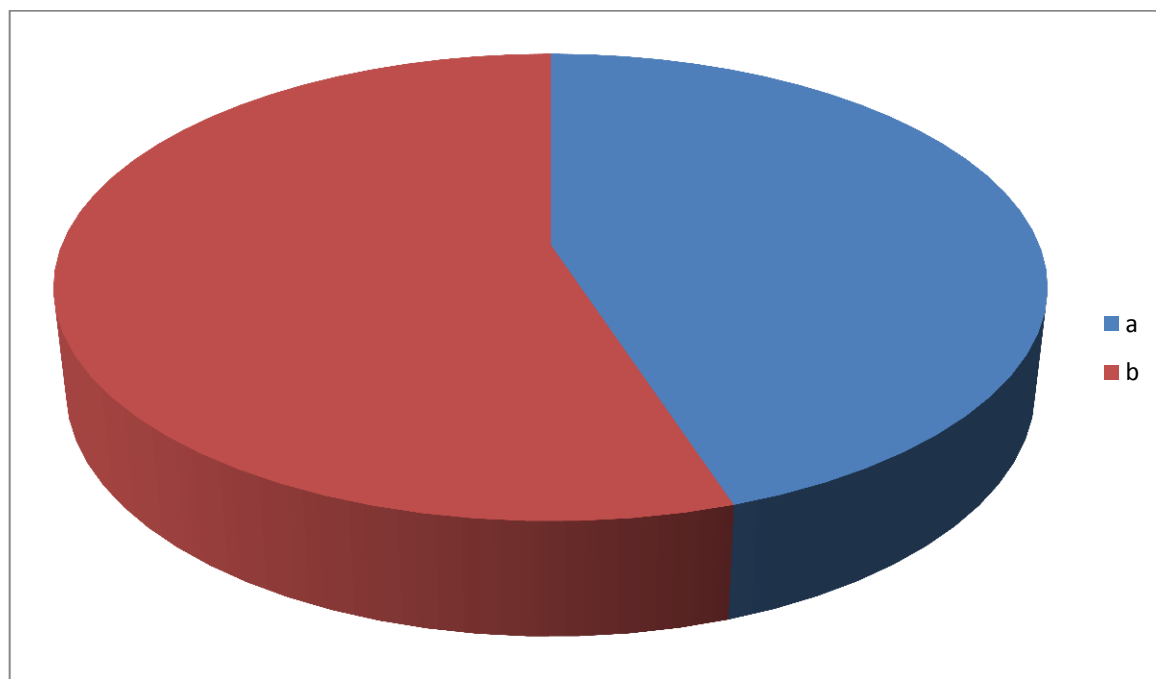


Figure3.7: Students Participation in oral Session.

8)-Do You Face Difficulties in Talking in Oral Classroom?

a-Yes.

b- No.

Table3.8: Students' Difficulties.

Option	Number	Parentage%
a	30	75%
b	10	25%
Total	40	100%

From the table we can notice that the majority of students (75%) said « yes ».while the others (25%) said « no ».

If, yes which factor influence the most your oral Performance?

a - Afraid Of Making Mistakes.

b -You Lack vocabulary.

c -You Lack Pronunciation.

d- Shyness Prevent You.

E -Feel Anxious.

f- All of them.

Table3.9: factors influencing students' oral performance.

Option	Number	Percentage%
a	6	15%
b	4	10%
c	0	0%
d	4	10%
e	4	10%
f	12	30%
Total	30	75 %

The table shows that (30%) students said that all the factors influence their oral performance. However, (15%) students said that making mistakes prevent their oral performance, (10%) of them lack of vocabulary, (10%) students shyness prevent them. The remaining (10%) anxiety hinders their performance.

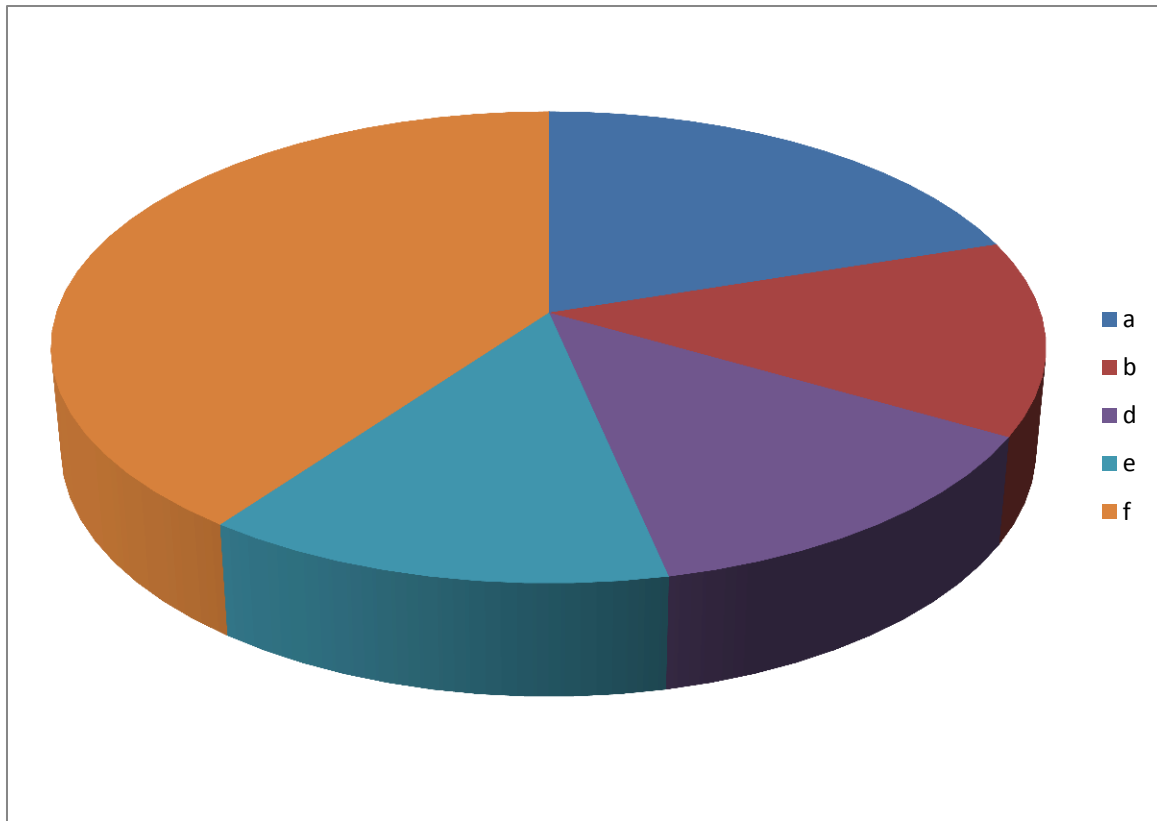


Figure3.8 : Factors influencing students' oral performance.

9)-How can the teacher help you to overcome these factors?

a- Choosing interesting topics.

b- Group work.

c-Other means.....

Table3.10: The way Teachers can help students to overcome their difficulties.

Option	Number	Percentage%
a	30	75%
b	4	10%
c	6	15%
Total	40	100%

The result show that the majority of students (75%) see that if the teacher choose topics that interact them they will overcome factors that hinders them.(10%) students

said group work. The remaining (15%) said that if the teacher obliges them to talk they will overcome the difficulties that influence their performance.

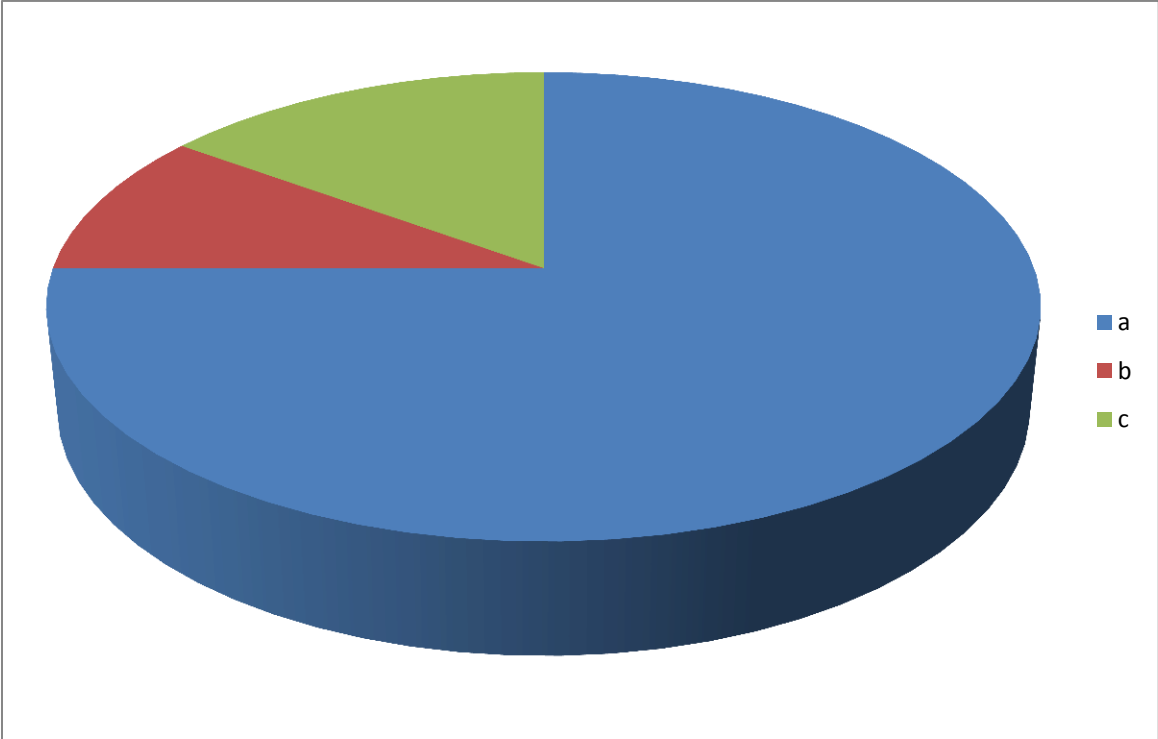


Figure3.9: The way teachers can help students to overcome their difficulties.

10)-Which Of The Following Topics You Think Would be More Stimulating To Talk?

- a-Culture and Arts.
- b-Literature and Social Subjects.
- c-Own Experience.
- d-Historical Subjects.
- e-Others.....

Table3.11: Topics That Would be stimulating to Talk.

Option	Number	Percentage%
a	14	35%
b	4	10%
c	16	40%
d	4	10%
e	2	5%
Total	40	100%

The results show that (40%) students prefer to talk about their own experiences.(35%) of them said that culture and art are most topics stimulating to talk.(10%) students prefer to talk about literature and social subjects .other (10%) students prefer historical subjects. The remaining (5%) students prefer to talk about other subjects.

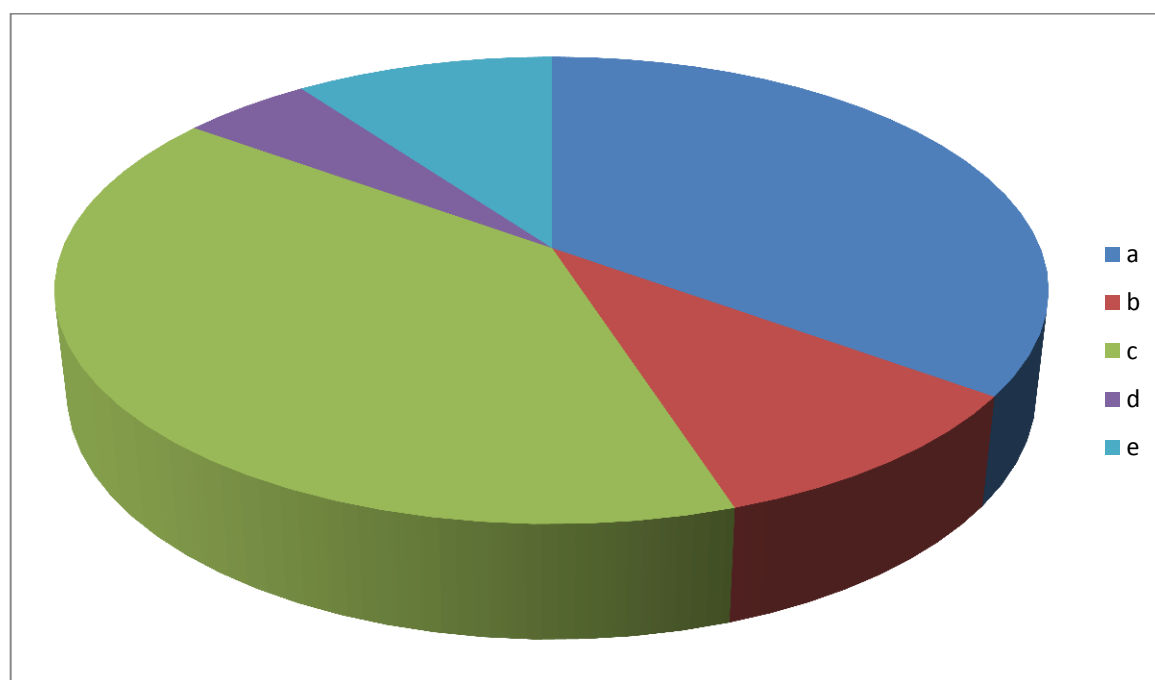


Figure3.10: Topics that would be stimulating to talk.

11)-Do You Understand ALL What The Teacher Explain?

a-Yes.

b- No.

C-Sometimes.

Table3.12: Students understanding to the teacher.

Option	Number	percentage%
a	12	30%
b	12	30%
c	16	40%
Total	40	100%

The results shows that (30%) students understands all what the teacher say and explain. However, (30%) students say that they do not understand the teachers' explanation. While the remaining (40%) they said that sometimes they understand.

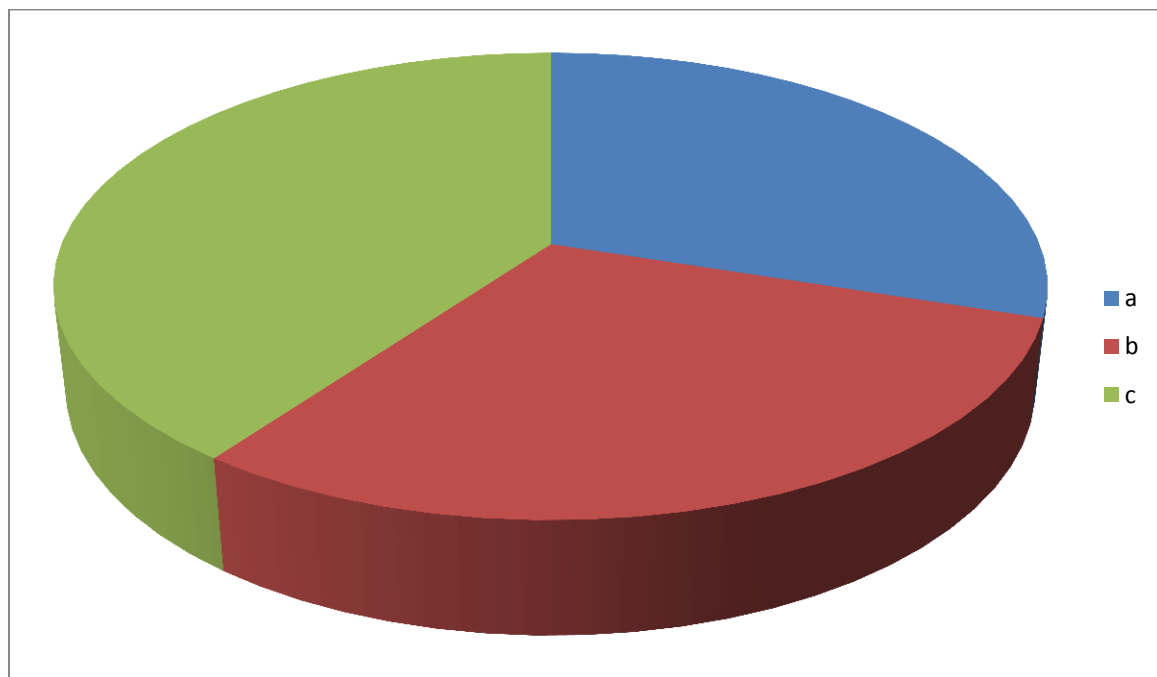


Figure3.11: Students understanding to the teacher.

12)-How Often the Teacher gives you the Opportunity to Talk?

A-Always.

B-Sometimes.

C-Never.

Table3.13: Frequency of students' talk.

Option	Number	Percentage%
a	14	35%
b	26	65%
c	0	0%
Total	40	100%

The table shows that (65%) student said that they are sometimes given the opportunity to talk and interact. Those who said always are (35%).

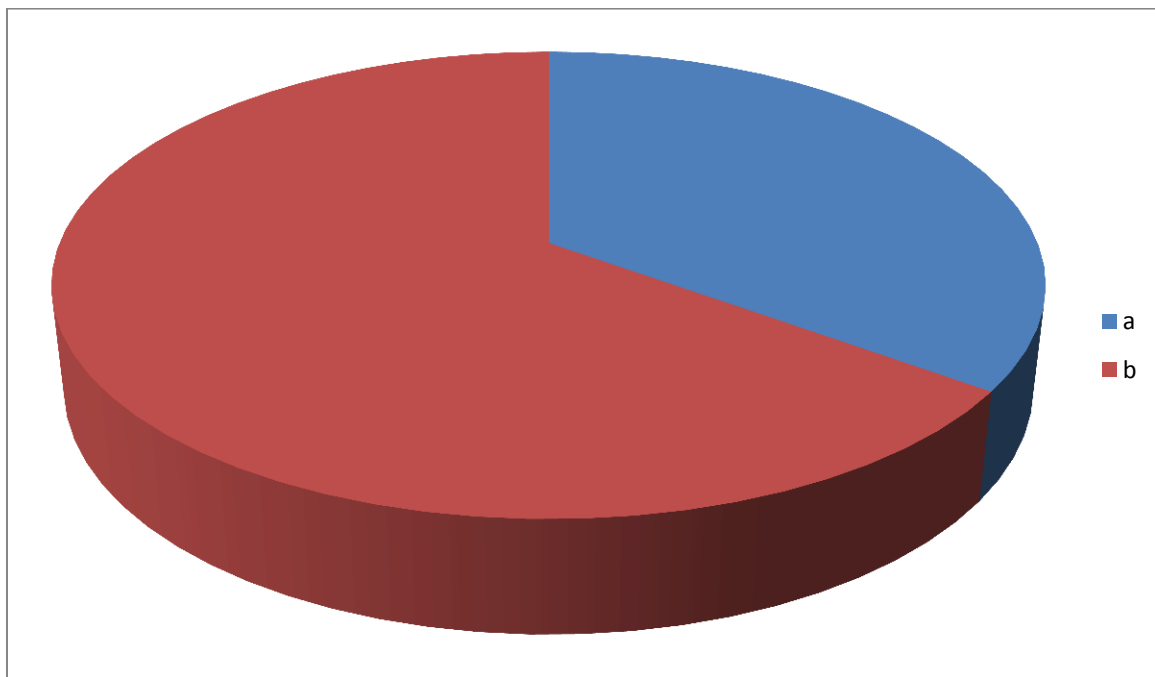


Figure3.12: Frequency of Students' talk.

13)-Which Activity You Prefer to Practice more?

a-Role Play.

b- Debate/ Interview.

Table3.14: Most Preferable Activity.

Option	Number	Percentage%
a	18	45%
b	22	55%
Total	40	100%

From the table we can notice that (55%) students prefer debate .However, (45%) of them prefer to practice on role play.

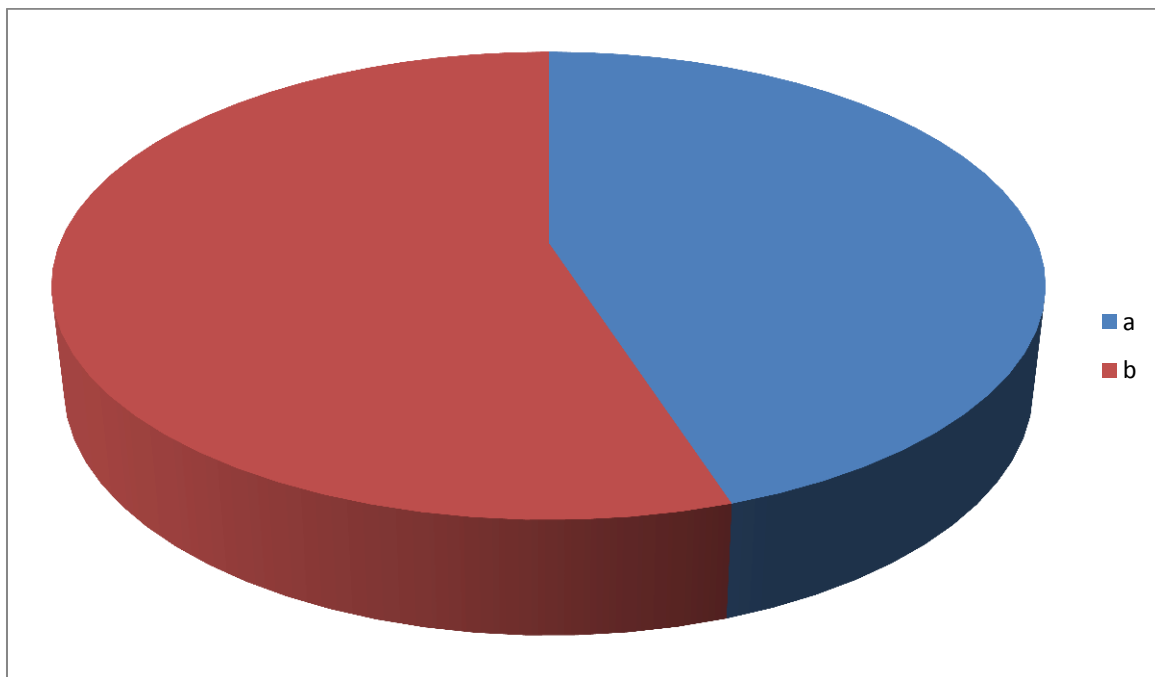


Figure3.13: Most preferable activity.

3.6. Interpretation of the Results:

First of all, the selected sample in this study uncover that females(20) which represents (50%) is the same as males(50%).the researcher did it on purpose to know the opinion of both genders .Concerning (Q2) which is students' choice to study English the results show that (85%) of students their choice was personal ;this may be because they are motivated to learn English and are interested to know anything related to English language, (15%) of students were advised to study English may be because it is a global language and the chance to get a job is high. for(Q3) the majority of students(90%) have been studying English from (6-10 years) the remaining from (10-12 years) this means that there are students who repeated the year in middle, secondary school or at university. Concerning (Q4) students' level were between (30% « b »and 65% « a »).However (5%) whose level is low.

For (Q5) and the relationship that exists between students and teachers(45%) of students have good relationship with their teachers this may be because they have a good level in English and they interact with him .Also,(45%) of the students state that the relationship between them and their teachers is neutral and this may be due to the personality of both teachers and students ,on the other hand(10%) state that a friendly relationship exists between them and their teachers this may be because some teachers do not allow such relationship in order to maintain respect besides, students needs to feel at ease in classroom to participate. If they have problems with their teachers then they will keep silent all the time and will not interact.

One of the main characteristics of the oral classroom is that students' centered; which means that students' amount of talking should be more than teachers. However in (Q6) (70%) of students said that the teacher is the one who does most of the talk, while (30%) state that students does most of the talk ;this shows clearly that there are little interaction between the teacher and the students this may be due to the lack of motivation or because the topic discussed is not interesting. In (Q8) (45%) of students said that they participate in oral classroom however,(55%) said that they do not participate. In the next question we have asked students if they face difficulties (75%) of students said that they face difficulties in their oral performance while the remaining (25%) they do not face any difficulty. students who said yes are required to state which factor influence more their oral performance.(30%) of students state that they suffer from all the stated factors. from (15%) are afraid of making mistakes ,(10%) they lack vocabulary which means that they find difficulty to choose the right word the other (10%) feel shy while talking in front of their classmates this may be due to their fear if others laugh on them.(10%) feel anxious to express themselves and their ideas this is a great challenge for them ,all these factors influence students performance negatively.

In (Q9) (75%) of students said that if teachers choose interesting topics students will overcome factors that influence their oral performance and this may be because when the teacher choose good and interesting topic students will be motivated to express themselves and their ideas besides the teacher encourages them to do most of the talk also encourage students-students interaction.(10%) of them choose group work may be because they express their ideas freely in front of their classmates. While the remaining (15%) said that if teachers oblige them to talk they will help them to overcome these factors and because in this case students find themselves obliged to talk and to express their ideas.

Concerning (Q10) and for which topic would be more stimulating to talk from the result we notice that(40%) of students prefer talking about topics related to their own experiences opinions and feelings such as :traveling, love, loyalty, marriage .Considerable percentage (35%) prefers to talk about culture and art, (10%) prefer literature and social and social subjects .On the other hand (10%) choose historical subjects the rest(5%) prefer other subjects which is all what is related to technology which means that each student prefer to talk about topics that interests him and that gives him the opportunity to talk. In general the results suggest that the teacher should vary topics of discussion in order to meet his students' interests and avoid boredom by choosing the same topic.

Students' interaction in classroom is very important but, without understanding what the teacher say and explain it would be impossible for teacher to convey what he wants his students to understand, in(Q11) we have asked students if they understand what their teacher explain the answers were different(50%)respond by yes and this facilitate interaction between those students and the teacher and this (30%) said that they do not understand what the teacher explain this is may be because the teacher uses difficult words,(20%) of them said that sometimes understand and what the teacher explain. If the teacher obliges every student to talk he will notice the ones who do not understand we may return back to the question who does most of the talk? This may show that the teacher does most of the talk because there are students who do not understand teachers' explanation. The teacher should use simple words that go hand in hand with his students' level.

For (Q12) a great number of students (65%) said that they are given the opportunity to talk this may be means that the teacher is aware about the appropriate time for students' to talk and interact or may be to have more time to discus all the points. However, the remaining (35%) of students said that they are always given the opportunity to talk may be because they are more cultivated than others or in order not to waste time. In the last question (55%)of students prefer to practice on debate may be because they find that through debate they express themselves freely and say whatever they want. While the remaining (45%) of students prefer role play may be

due to their love for acting or to test the feeling of being another person and do different things.

4. The Teachers' Interview:

The questionnaire is addressing to 20 English teachers at Moulay Tahar University.

4.1. Description of the Questionnaire:

The teachers' questionnaire contains of (10) questions, the questions are either open questions where the teachers are requested to give explanation, or to pick up the appropriate answer from a number of choices.

The questions (1) to question (3) are about personal information, in (Q1) are asked to specify their gender, and about length of teaching experience and at university in (Q3) are asked about length of experience in teaching oral expression. In (Q4) they are asked about amount of their talking in classroom , (Q5) is about the aspect that teacher focuses on in the oral classroom, (Q6) is designed to know the teachers' opinion about the most important skill to be developed, concerning (Q7) is about the way teachers correct their students' mistakes, (Q8) is to know sources of difficulties that hinders them in teaching,(Q9) is put In order to know what teachers do to make silent students' talk, the last question (10) is designed to know teachers' opinion about the reason that hinders students from participating.

4.2. Analysis of the Questionnaire:

1)-Specify your gender:

a-Male.

B-Female.

Table3.15: Teacher's Gender

Option	Number	Percentage%
a	7	35%
b	13	65%
Total	20	100%

The table illustrates that (65%) respondent out of the chosen sample of the study are females. Whereas the remaining (35%) are males.

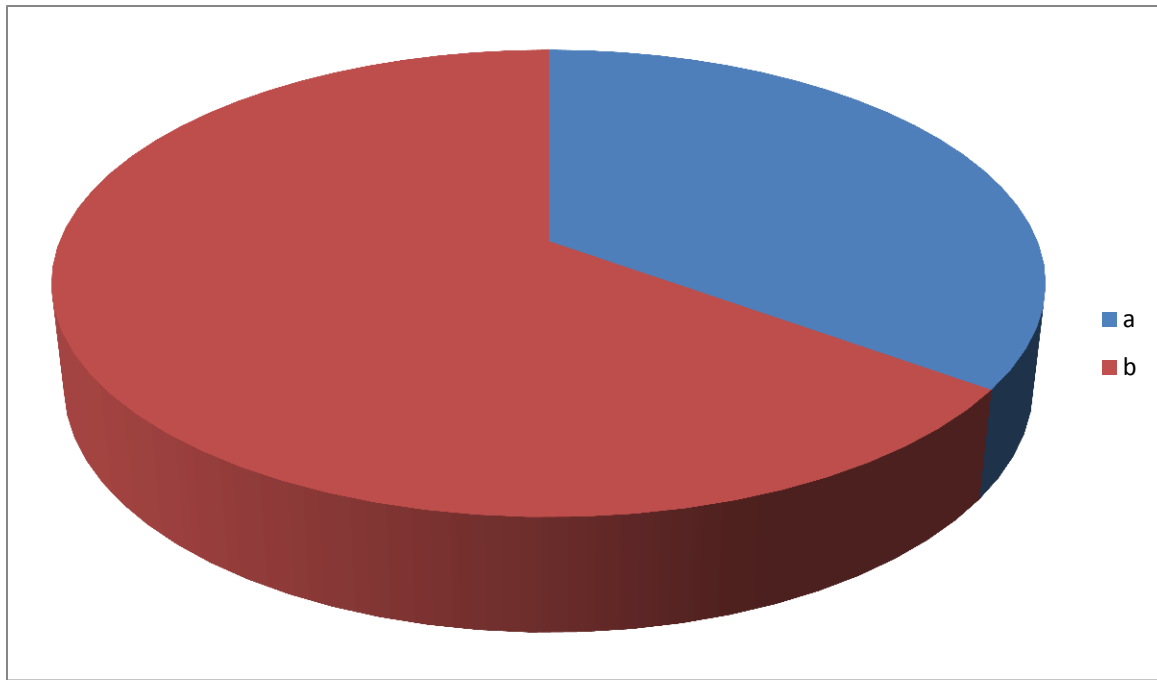


Figure3.14: Teachers Gender.

2)

1)- Length of Teaching Experience.

a- 1-10 years.

b-10-20 years.

c-20-30 years.

Table3.16: Length of teaching experience.

years	Number	Percentage%
1-10 years	10	50%
10-20 years	8	40%
20-30 years	2	20%
Total	20	100%

From the table above (50%) teachers have from (1-10 years) of experience. While (40%) of them have from (10-20 years) of experience, the rest (20%) from (20-30 years)

2) - Length of teaching at university.

a -1-10 years.

B -10-20 years.

C -20-30 years.

Table3.17: Length of teaching at university.

years	Number	Percentage%
1-10 years	15	75%
10-20 years	5	25%
20-30 years	0	0%
Total	20	100%

From the table we notice that (15) teachers have been teaching at university from (1-10 years) the remaining (5) from (10-20 years).

3)- Length of teaching oral expression.

a- 1-3 years.

b- 3-5 years.

c- More than 5 years.

Table3.18: Length of teaching oral expression.

years	Number	Percentage%
1-3years	13	75%
3-5 years	4	20%
More than 5 years	3	15%
Total	20	100%

The results show that (75%) teachers have been teaching oral expression from (1-3 years), (20%) of them from (3-5) years and the remaining (15%) more than 5 years.

4)-In the classroom you are the one who talks?

a -Most.

b -Sometimes.

C -When it is necessary.

Table 3.19: Amount of teachers' Talk.

Option	Number	Percentage%
a	9	45%
b	7	35%
c	4	20%
Total	20	100%

The results show that (45%) teachers talk most of the time .On the other hand (35%) of them state that sometimes talk, the remaining (20%) state that they talk only when it is necessary.

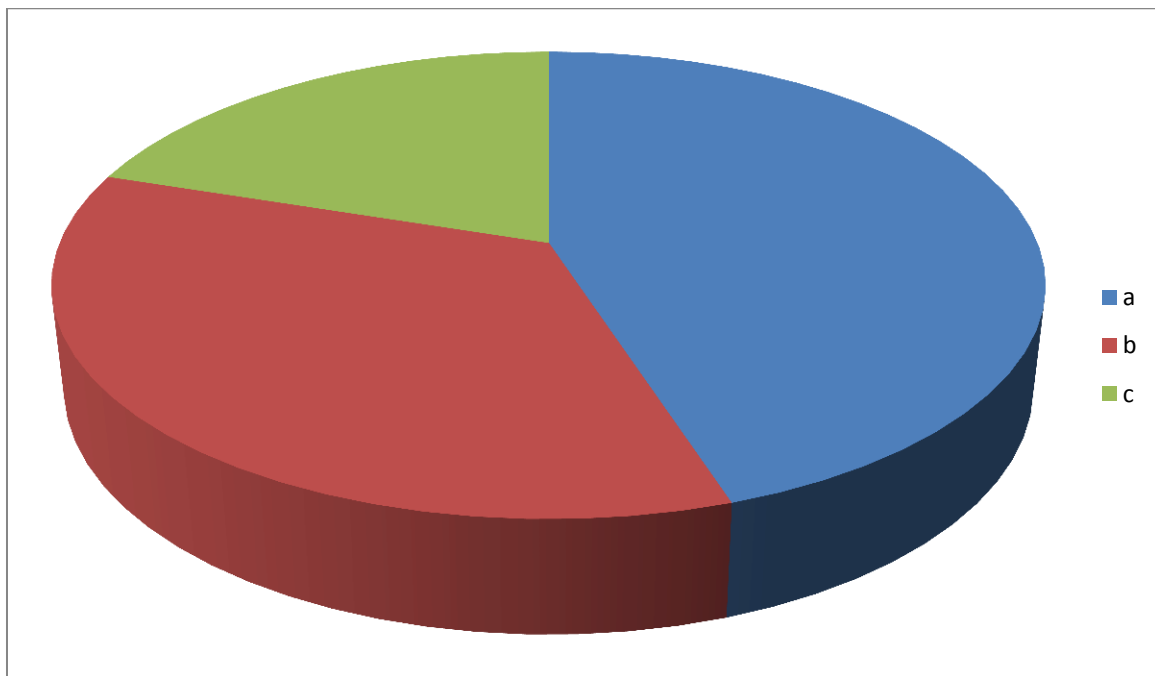


Figure3.15: Teachers' Amount of talk.

5)-Which one of these aspects do you focus on in your classroom?

a-Fluency.

b-Accuracy.

c-Both.

Table3.20: Most aspect teacher's focus on.

Option	Number	Percentage%
a	3	15%
b	2	10%
c	15	75%
Total	20	100%

From the table we notice that the highest number of teachers (75%) focuses on both fluency and accuracy. However, (15%) teachers focus on fluency, while the others (10%) focus on accuracy.

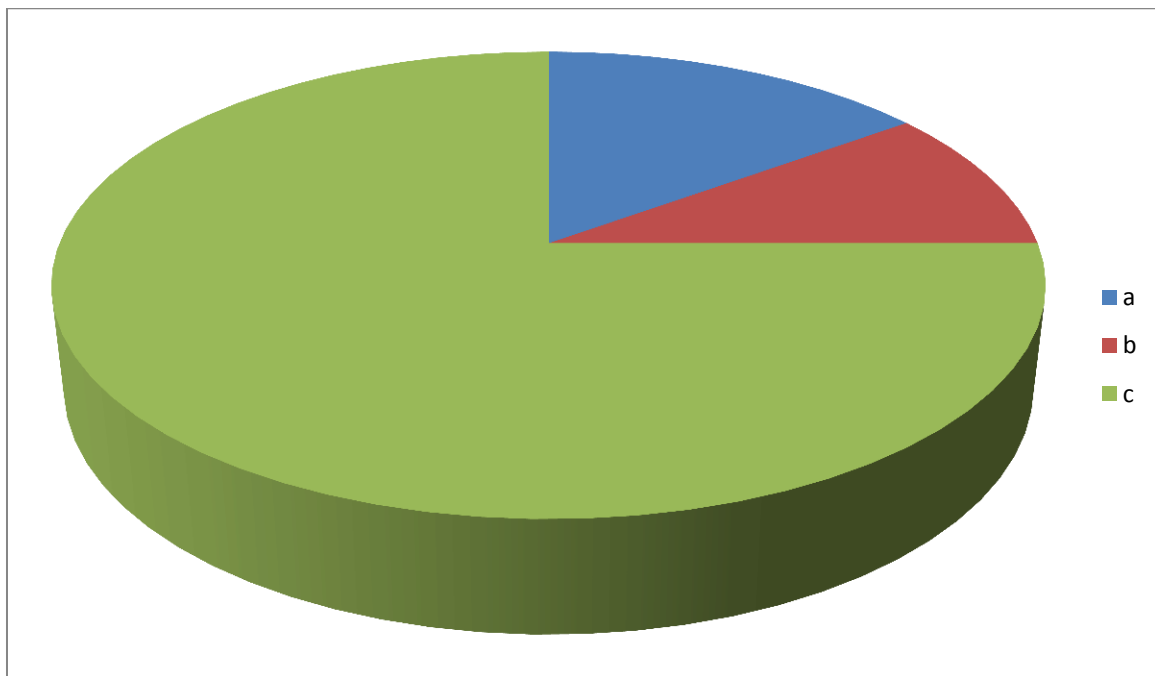


Figure3.16: Most aspect teachers focus on.

6)-In your opinion what is the most important skill to be developed?

a-Speaking

b-Listening.

c-Reading.

d-Writing.

Table3.21: Most important skill to be developed.

Option	Number	Percentage%
a	11	55%
b	4	20%
c	3	15%
d	2	10%
Total	20	100%

Regarding teachers' opinions (55%) teachers see that speaking is the most important skill to be developed, then (20%) of them say that listening is most important, (15%) of them have chosen reading while, the rest (10%) said that writing is the most important one.

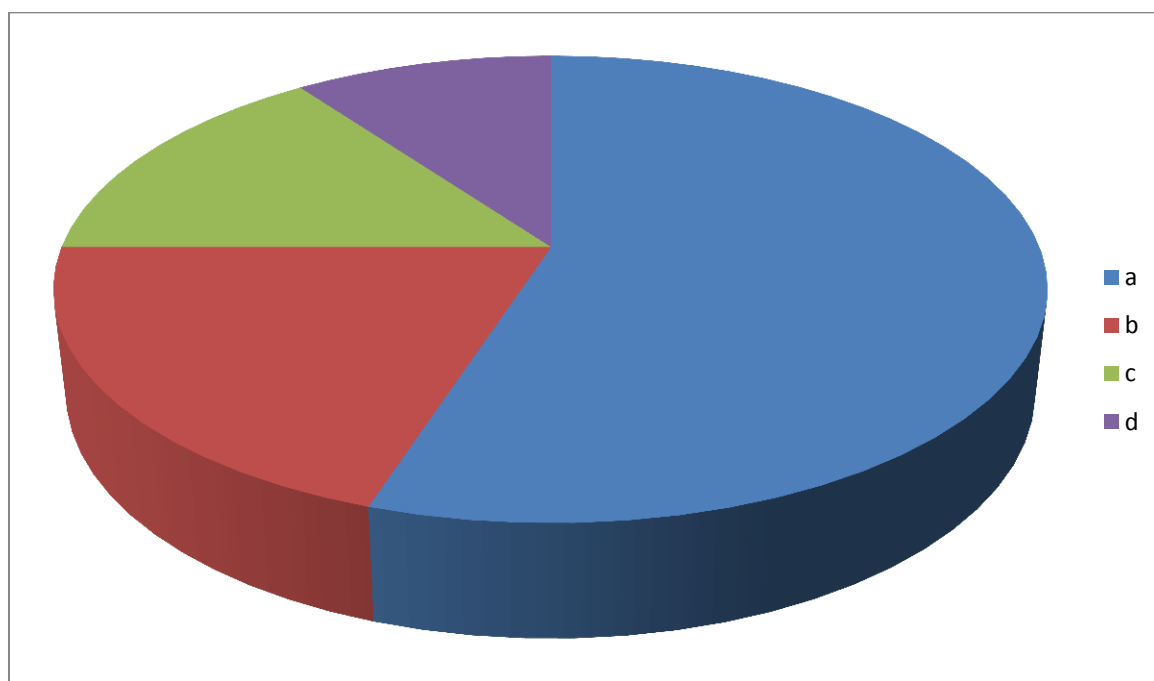


Figure3.18: The most important skill to be developed.

7)-How do you correct your student's mistakes?

- a-Directly for each mistake.
- b-Only some mistakes.
- c-After student finishes talking.

Table3.22: The way teachers correct students' mistakes.

Option	Number	Percentage%
a	6	30%
b	4	20%
c	10	50%
Total	20	100%

The results show that the majority of teachers prefer to correct students after they finishes talking, (6) of them correct students directly for each mistake, while (4) teachers correct only some mistakes

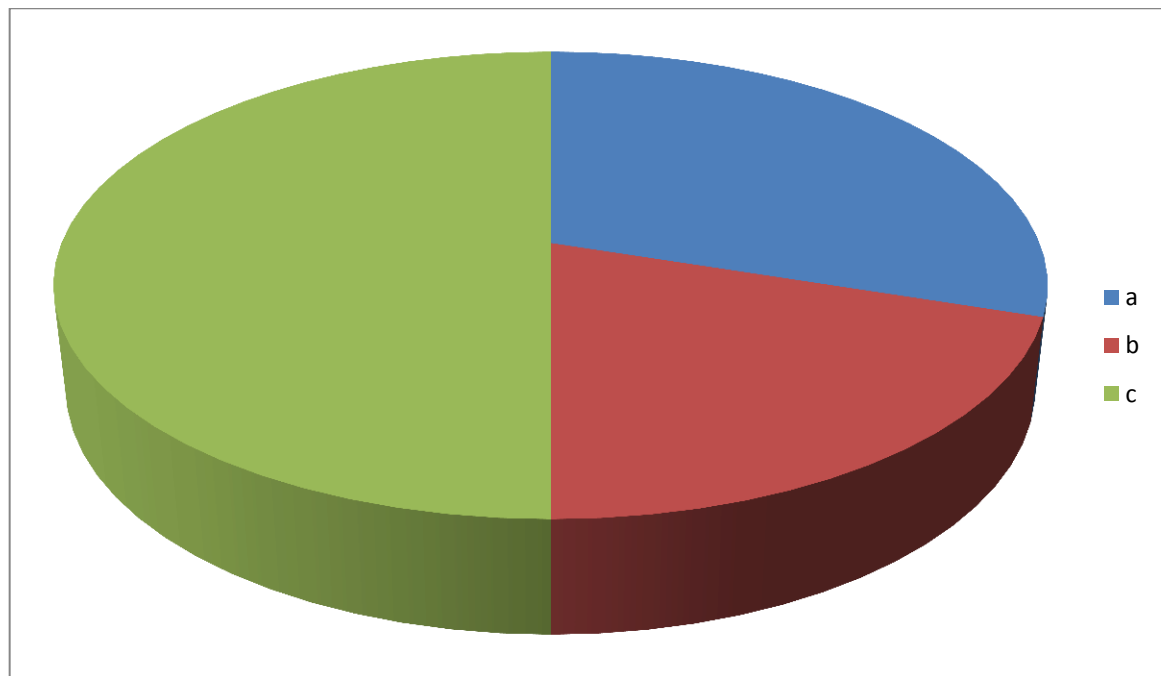


Figure3.17: The way teachers correct students' mistakes.

What are the sources of difficulties that hinder you in teaching?

a-The number of students in each classroom.

b-Different student's background.

Others.....
.....

Table3.23: Teachers Sources of Difficulties.

Option	Number	Percentage%
a	6	30%
b	5	25%
c	9	45%
Total	20	100%

The results shows that (30%) teachers face problems with the number of students in each class, (25%) of them state that different students background their source of difficulty. On the other hand the remaining teachers (45%) state other sources of difficulties.

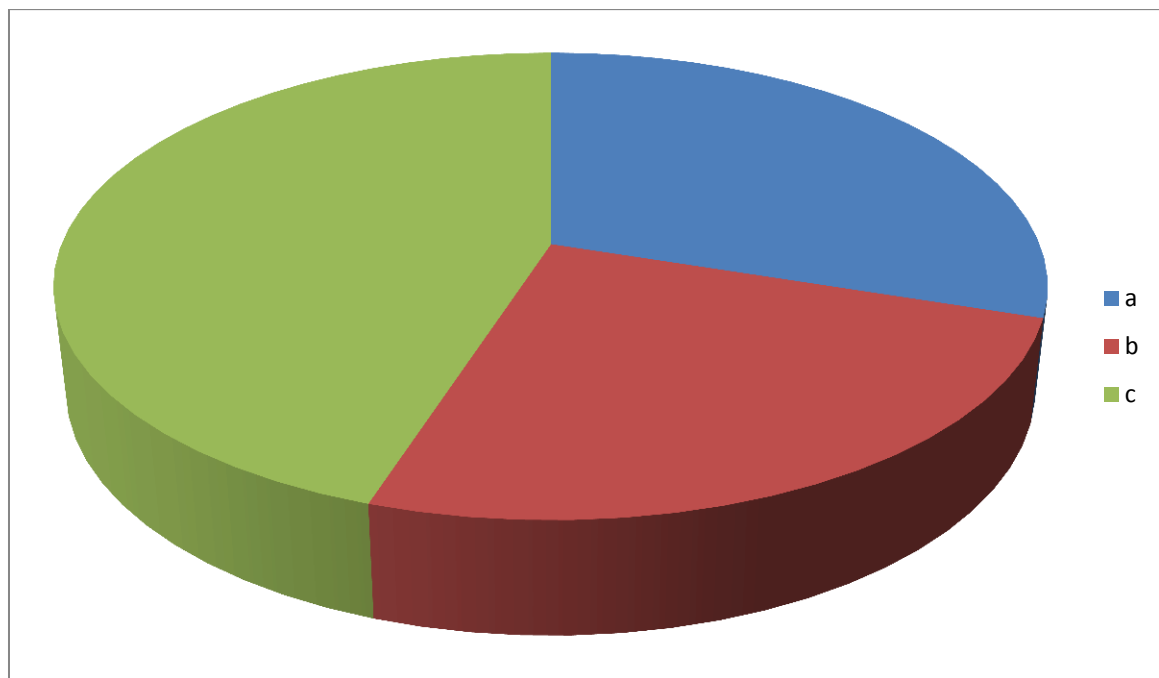


Figure3.19: Teachers' Sources of Difficulties.

9)-What do you do to make silent students talk and interact with you?

A-Design group work.

b-Choose interesting topics.

c-Add additional marks.

d-Use other means.....

Table3.24: The way to make silent Students Talk.

Option	Number	Percentage%
a	6	30%
b	10	50%
c	0	0%
d	4	20%
Total	20	100%

From the table we notice that the majority of teachers (50%) try to choose interesting topics, (30%) teachers prefer to design group work, and the remaining (20%) choose other ways.

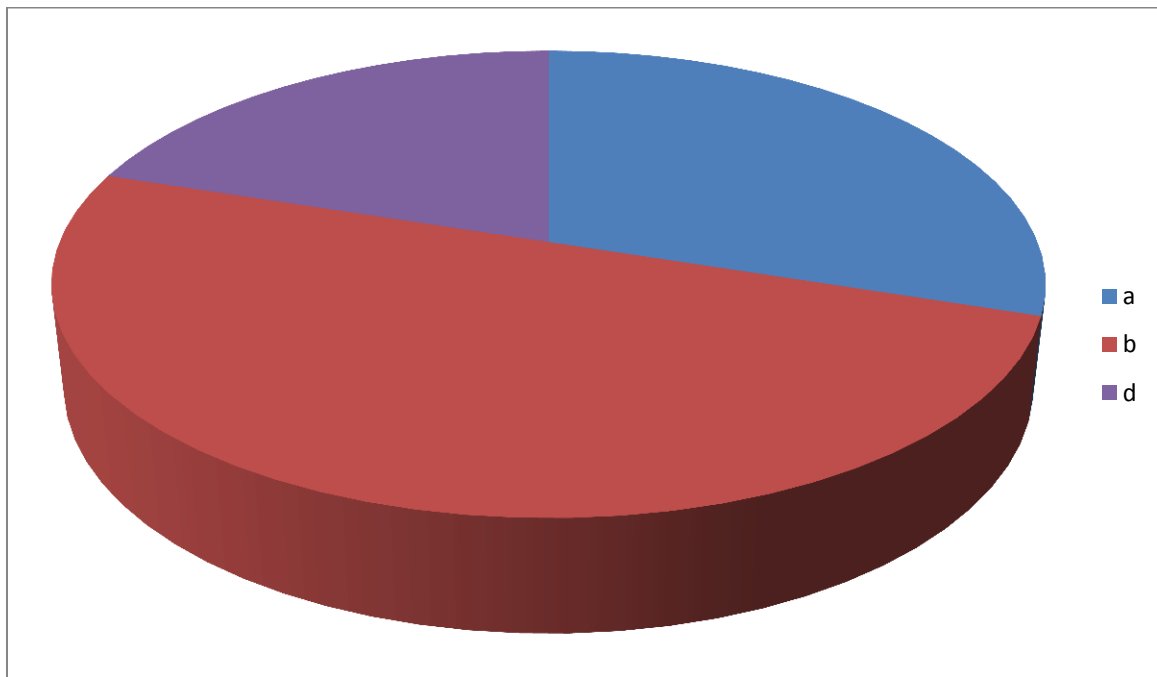


Figure3.20: The way to make Silent Students Talk.

10)-In your opinion why some students do not participate in oral class?

a- Shyness.

b- Fear of making mistakes.

c- Anxiety.

d- Lack of confidence.

e- Lack of motivation.

F -Lack of vocabulary.

g -All of them.

Table3.25: The reason that hinders students from participating.

b	3	15%
d	7	35%
g	10	50%
Total	20	100%

. From the table we notice that almost teachers (50%) agreed that all the factors hinders students from participating, (35%) of them agreed on lack of confidence. (3) of them said because students are afraid of making mistakes.

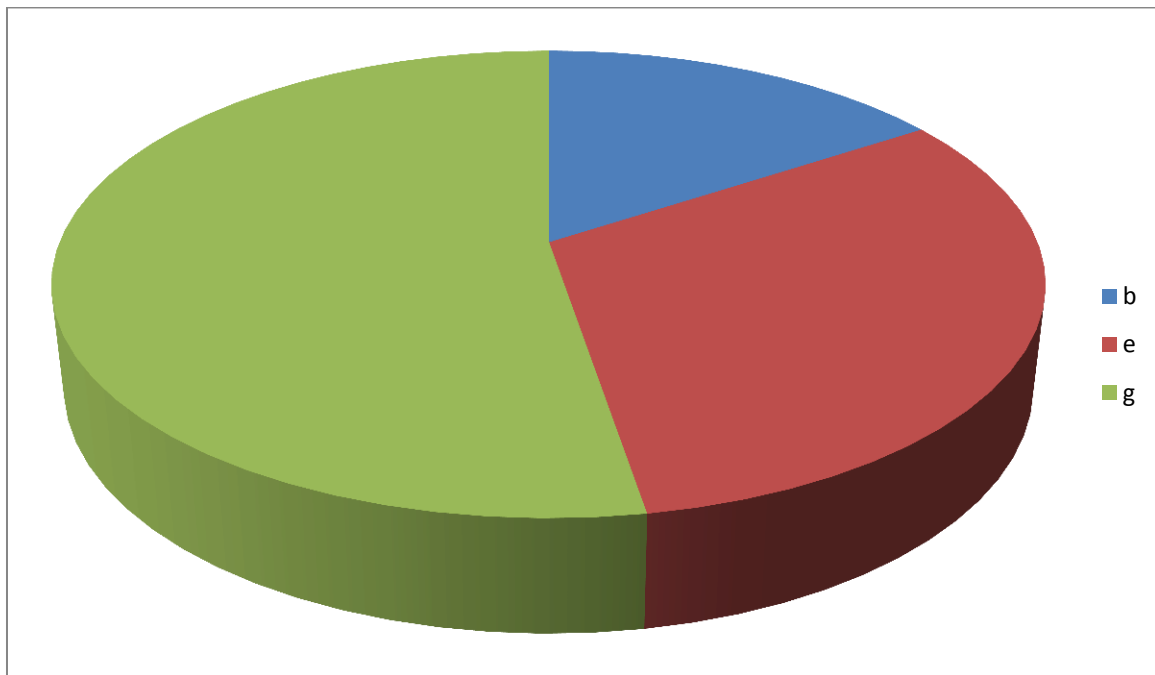


Figure3.21: Factors that hinder students from participating.

4.3. Interpretation of the Results:

The chosen sample contains (65%) females and (35%) males, the number of woman is higher than men, and this may be due to that teaching is the most suitable job for woman in Algeria. Concerning(Q2) (2) teachers which represents (20%) have been teaching for a long period of time it means they have long experience from(20-30 years).(50%) of teachers have experience from (1-10 years), the rest (30%) of them from (10- 20 years) which means that all the teachers have experience of many years.(Q3) we have asked them about their teaching experience at university, teaching experience at university differ from one to another but most teachers (75%) have experience from (1-10 years) while,(25%)of them from (10- 20) years.

For (Q3) (65%) of teacher are teaching oral expression from (1-3 years) and, (20%) have an experience from (3-5) years, (15%) of them have more than 5 years experience. Concerning (Q4) in oral classroom students are supposed to talk more than the teachers to improve their speaking ability in this question we have asked teachers about their amount of talk in classroom (45%)of teachers said that they do most of the talk this means that there is absence of interaction between them and their students,(35%) state that they sometimes talk this may be means that they provide opportunities for students to interact with each other and express their ideas freely (20%) of teachers said that they talk when it is necessary; this may be means that the teacher interference is to correct or clarify something to students and, this what is supposed to be .

In (Q5) (75%) of teachers said that they focus on both fluency and accuracy which means that students should talk continuously and accurately at the same time to create a successful interaction. However, (15%) of teachers consider that fluency is the major aspect to be developed may be to get communicative competence. On the other hand (10%) of teachers state that accuracy is the most important aspect may because teachers see when students are able to speak in English correctly then they start working on fluency which means that accuracy comes first.(Q6) which was about the most skill to be developed from (20 %”b” to 55%”a) of teachers said listening and speaking are the most important skills to be developed may be because in oral class students need to listen and speak more than to read and write however, (10% to 15%) have chosen reading and writing may be because through reading and writing to develop the other skills or may be because those teachers use activities that require from students to read and write.

Concerning (Q8) half of teachers (50%) correct their students after they finishes talking may be because if they interrupt students they forget the idea, (30%) prefer to correct students directly for each mistakes, speech is spontaneous not planned most of the time so, if the teacher wait until the student finishes talking he may be forget the

word that he want to correct it, the rest of teachers prefer to correct only some mistakes may be some errors needs to be corrected .For (Q9) sources of difficulties that hinders teachers in teaching differs from one teacher to another (30%) of them said that the number of students in each class is an obstacle may be because the large number of student create a problem for the teacher to evaluate students' level and grading them (25%) of teachers said that different students' background is a source of difficulty may be because the teacher face a problem to choose the topic that is aligned with all the levels of students, (45%) face other difficulties mainly: unmotivated students and lack of materials.

Concerning (Q10) half of teachers choose interesting topics to make silent students talk because choosing an interesting topic is very important to create positive and successful interaction in classroom. (30%) of the teachers prefer to design group work may be to enhance the collaborative work and silent students express themselves freely in front of their classmates, the remaining make talk obligatory for each student .For the last question (40%) of teachers said hat all the mentioned factors influence students' performance (15%) of them said that fear of making mistakes prevent students from participating in classroom, (70%) of teachers said that lack of confidence hinders students performance which means that all these factors influence students' ability to participate and express themselves and hinders their learning process.

Conclusion:

The present study reveals that psychological and linguistic barriers hinders students from participating and interacting with the teacher in addition, to the low degree of interaction because of the choice of topics, which plays a very important role to make silent students talk also, they sometimes must be forced to talk since, students who keep silent in classroom will feel at loss of words when they find themselves in situations that require talk for interaction.

General Conclusion

Student's talk in oral classroom has a vital role in enhancing students level and help them to improve their skills , to make students' talk and interact with the teacher is a difficult task which requires experience and regular practice to produce the language accurately.

This study aims to find barriers to teachers' and student's talk in EFL oral classroom as well as the possible solutions to overcome these factors. The investigation was conducted at Moulay Tahar University it aims at confirming or rejecting the hypothesis that psychological and linguistic barriers hinders students from participating in classroom and, that the degree of interaction is low, the research case study is first year LMD students selected for the academic year 2017/2018 using teachers and students questionnaire as a data gathering tool.

The analysis of student' and teachers' questionnaires shows that students face psychological and linguistic factors (fear of making mistakes, shyness, anxiety, lack of confidence, lack of grammar...) hinders them from talking and participating in oral classroom, factors like fear of making mistakes and anxiety were commonly caused by their fear of being laughed at by their classmates, in terms of shyness is caused by students nature of being shy persons.

Teachers and students showed a considerable awareness about how psychological and linguistic factors influence the learning and teaching process, the analysis also revealed that motivating students to be more confident to talk play a very important role in encouraging students to participate and express themselves.

The teacher can raise the degree of interaction and help students to develop their ability to talk by choosing interesting topics that meet all levels of students and, by choosing interesting topics the teacher create supporting atmosphere of learning and, students will be highly motivated because they are interested however, sometimes teachers have to oblige students to talk because in this situation students overcome their fear of being laughed at because they are obliged to talk.

books:

Allwright R. (1984) The Importance of Interaction in classroom. Language Learning Applied Linguistic 5:156.71 [www.http:Applij.oxfordjournals.org/cgi/pdf.extract/5/2/](http://www.Applij.oxfordjournals.org/cgi/pdf.extract/5/2/)

Harmer, j.(2005).The Practice of English Language Teaching .peorson L.T.D.England

Hedge, T.(2000,p26) Teaching and Learning the Language Classroom

Krashen s.d.(1968) Second Language Acquisition and Second Language Learning. Stephen Krashen.

Naegla .p.(2002.p128) The New Teachers Complet Sourcebook .USA: Scholastic Profetional book.

Rivers,W.M.(1968) Teaching Foreign -Language Skills.

Ur P.D.(1972) A Course in Language Teaching Practice and Theory. Cambridge University

Wilkins.D.(1972) Linguistics in Language Teaching. Edward Arnold.

Websites:

<http://classroom-synonym.com/barriers-effective.communication>

<https://www.ukessays.com/essays/english/language/importance-of-grammar-in-communication-english-language-essay.php>

<https://businessjargon.com/psychological-barriers.htm>

<https://slideshare.net/mobile/lasminiati/the-roles-of-teachers-and-learners>

www.professorjackrichards.com

[www.rufwork.com.mats.osha.visual](http://www.rufwork.com/mats.osha.visual) aids

<http://www.teachers.corner.co.uk/12-ways-to-motivate-students/>

<https://teach.com/what/teachers-change-lives/motivating-students/>

<http://www.edglossary.org/classroom-management/>

<http://www.education.gov.gy/web/index-php/teachers/tips-for-teaching/item/1720-what-are-the-benefits-of-clasroom-management>

https://en.m.wikipedia.org/wiki/language_barriers

<http://digi.library.tu.ac./language/listening-problems>

<http://www.whopespeakom/blog/the-importance-of-correct-prononciation>

<http://www.leads.ac-uk/educol/documents/000000331.htm>.

<https://thesis-univ-biskra.dz/1696/chapter11.pdf>

Dessertations:

Koucem Khadidja, The Effect of Classroom Interaction on Developing the Learners' Speaking Skill. University of Constantine. Retrieved from: <http://bu.umc.edu.dz.theses.anglais/KOU1159.pdf>

Mebarki Zahra, English Speaking Performance Difficulties Facing EFL Students in Oral Expression Course, University of Tlemcen. Retrieved from: dspace.univ.tlemcen.dz/handle/112/10057

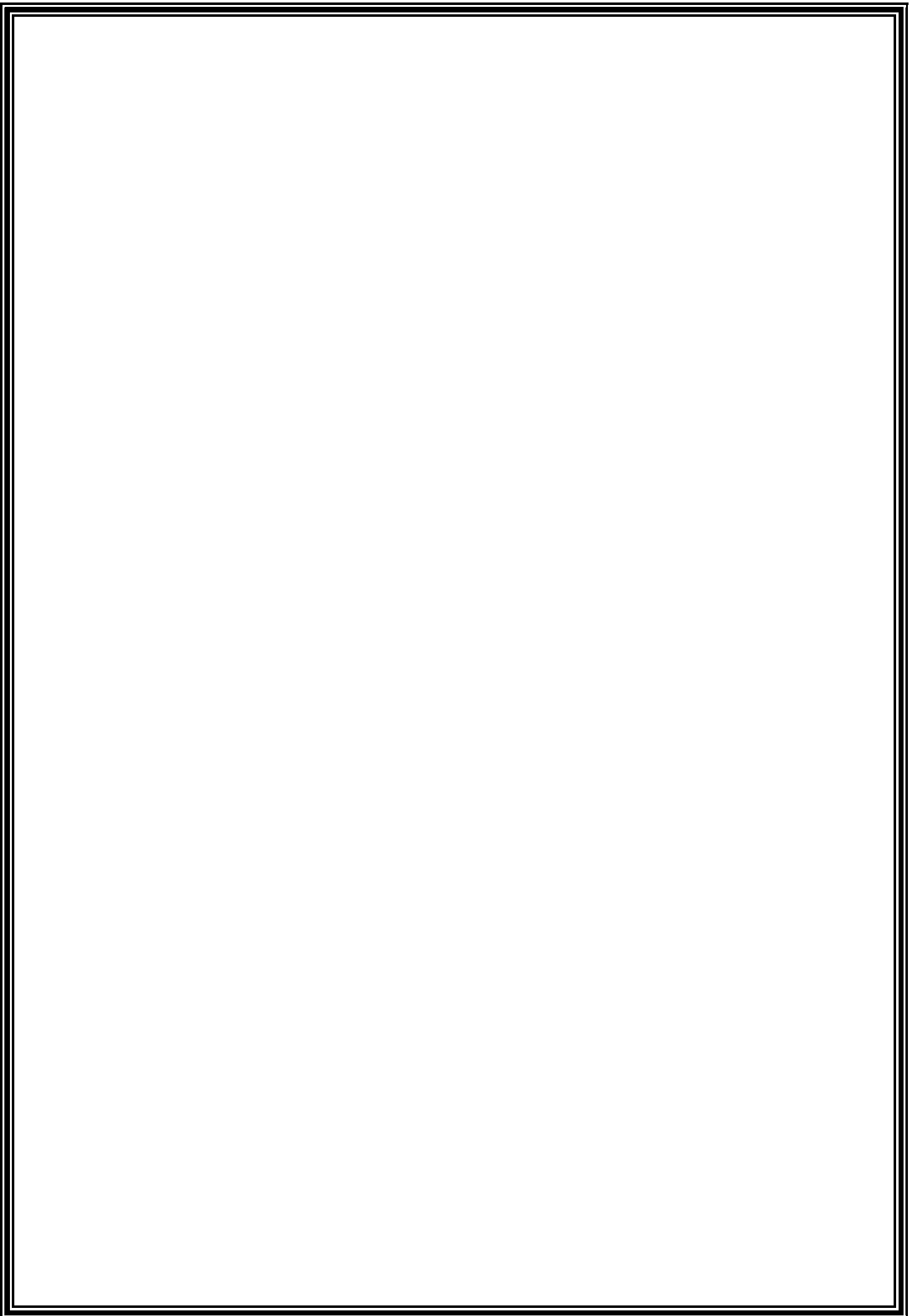
Noredine Bentayab. Improving Students Speaking Skill Through the Use of Songs. University of Batna. Retrieved from: <http://thesis.univ-dz/1695/BENTAYEB.Pdf>

Rachida Kebiel. Teachers' and Students' Reception of Vocabulary Learning Strategies .University of Biskra. Retrieved from : dspace.univ-biskra.dz:8080/jspui/bistream/123456789/.../36.pdf

Article:

journal of Education and Practice www.iiste.org ISSN2222-1735(paper) ISSN2222-28x(online)vol3,No12,2012102

APPENDICES



Appendix 1

Student's Questionnaire

Dear students:

The purpose of this questionnaire is to collect the needed data for the accomplishment of a Master dissertation about barriers to teachers' and students' talk in EFL oral classroom.

We will be pleased if you answer the following questions, it will be a great help for us.

1)-Specify your gender

a-Male.

b-Female.

2)-Choosing To Study English Was :

a-Personal.

b-Imposed.

c-Advised.

3)-How Many Years Have You Been Studying English ?

a-6 Years.

b-6 To 10 Years.

4)-Is Your Level In English ?

a-Good.

b-Average.

c-Low.

5)-How Is The Relationship between You and Your Teacher ?

a-Good.

b-Freindly.

c-Neutral.

6)-Who Does Most of The Talk ?

a-Teacher.

b-Students.

7)-Do You Participate in Oral Session ?

a-Yes.

b- No.

8)-Do you face any difficulties in talking in oral classroom ?

a-yes.

b-No.

If ,yes which factor influence the most your oral performance ?

a -Afraid Of Making Mistakes.

b-You Lack Vocabulary.

c-You Lack Prononciation.

d-Shyness Prevent You.

e-Feel Anxious.

f-All of them

9)-How can the teacher help you to overcome these factors ?

a-Choosing interesting topics

b-Group work

c-Other
means.....
...

10)-Which Of The Following Topics You Think Would be More Stimulating To
Talk ?

a-Culture and Arts.

b-Literature and Social Subjects.

d-Historical Subjects.

e- own experiences.....

e-Others.....

11)-Do You Understand ALL What The Teacher Explain ?

a-Yes.

b-No.

c-Sometimes.

12)-How Often The Teacher gives You The Opportunity To Talk ?

a-Always.

b-Somtimes.

c-Never.

13)-Which Activity You Prefer To Practice more ?

a-Role Play.

b-Debate/Interview.

Thank you for your collaboration.

Appendix2

Teacher's Interview

This questionnaire is part of Masters research which investigates barriers to teachers' and student' talk in the EFL oral classroom. We will be pleased if you answer the following questions. it will be helpful and necessary to this research work.

1)-Specify your gender :

a-Male.

b-Female.

2)-

a-Length of Teaching Experience.....

b-Length of Teaching at University.....

4)-How many years have you been teaching oral expression ?

a- 1-3 years.

b- 3-5 years.

c-More than 5 years.

5)-In the classroom you are the one who talks ?

a-Most

b-Sometimes.

c-When it is necessary.

6)-Which one of these aspects do you focus on in your classroom ?

a-Accuracy.

b-Accuracy.

c-Both.

7)-In your opinion what is the most important skill to be developed ?

a-Speaking

b-Listening.

c-Reading.

d-Writing.

8-How do you correct your student's mistakes ?

a-Directly for each mistake.

b-Only some mistakes.

c-After student finishes talking.

9)-What are the sources of difficulties that hinder you in teaching ?

a-The number of students in each classroom.

b-Different student's background.

Others.....
.....
.....

10-What do you do to make silent students talk and interact with you ?

a-Design group work.

b-Chouse interesting topics.

c-Add additional marks.

d-Use other means.....

11)-In your opinion why some students do not participate in oral class

a- Shyness.

b- Fear of making mistakes.

c- Anxiety.

d- Lack of confidence.

e- Lack of motivation.

f-Lack of vocabulary.

g-All of them.

تمهيد

التدريس و التعلم ليس منحصر على نقل المعرفة بل هو مرتكز على التفاعل بين الاستاد و الطالب لان التفاعل يلعب دورا مهما في تطوير مهارة الطالب كما انه يساعد الاستاذ في تقييم اداء طلابه الا ان معظم الطلبة يجتنبون الحديث و يفضلون الصمت و هذا راجع لعدة اسباب. هذا البحث مقسم الى ثلاثة فصول الاول يخص دور الاستاذ ملاحظ منظم مقيم...بالاضافة الى دوره في تحفيز الطلبة و تسيير القسم بغرض خلق جو مناسب للتعلم ايضا لمحة عن الكلام و انواعه الفصل الثاني يختص بمناقشة اهم العوائق التي تاتر سلبا على اداء الطالب بالاضافة الى مختلف المنهجيات الممكن استعمالها لرفع مستوى التفاعل لدى الطالب فيما يخص الفصل الثالث فانه يخص تحليل المعطيات المتحصل عليها و لتحليل هذه المعطيات تم استخدام المنهج الكمي. هذا البحث تم في قسم اللغة الانجليزية بجامعة الدكتور مولاي الطاهر بسعيدة باختيار السنة الاولى ل م د كعينة البحث تم باستعمال استبيان للطلبة و مقابلة للاساتذة و قد اظهرت النتائج ان معظم الطلبة يعانون من عوائق نفسية... و التي تاتر سلبا على ادايم داخل القسم.