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**Examining the Linguistic Barriers to Oral
Performance: The Case of Third-Year EFL
Students at M'sila University.**

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Requirements for the Degree of Master in Linguistics

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Declaration

We hereby solemnly declare that the work we are going to present in this thesis entitled

Examining the Linguistic Barriers to Oral Performance

The Case of EFL Third-Year Students Mohamed Boudiaf M'sila University

is our own to the limits of our knowledge, have not been submitted before to any other institution or university or degree, and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed

Boudiaf University M'sila, Algeria.

Signature

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Date: May 16th,2024

Dedication

Alhamdulillah for blessing me with this opportunity to see this day, and I am grateful and thankful to Allah for his guidance in finishing this work.

I dedicate this dissertation to

- My dearest parents, to my handsome father, **Rabah**, to my gorgeous mother, **Fatima**, for their love and prayers which got me where I am today.
- To the sweetest soul of my grandmother who dreamed of this moment, may she rest in peace.
- To my dearest uncle **Cheikh** and all my family **REFISSE** and **DJEMLI** who have been a part of my happy moments.
- To my lovely friend **Manar** for supporting me in this work, and to all my friends.

Miss Sarah REFISSE

Dedication

To my dear parents, who made me the woman who I am today.

To my supportive son **Younes**

To every teacher in English department who helped me even with the smallest words.

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Sarah.

Yamna.

Abstract

This research investigates the linguistic barriers hindering students' oral performance in EFL settings and examines their implications for language learning and teaching. The theoretical framework provides a comprehensive overview of various linguistic barriers, including pronunciation challenges, vocabulary limitations, grammar errors, fluency issues, and coherence issues, within the context of their definitions, manifestations, and impacts on oral communication proficiency. To confirm the hypotheses, we opt for the use of the descriptive study and mixed method inferred from the results obtained from teachers' and students' questionnaire. The main objectives of this work are investigating the relationships between the two variables and raising the learner's awareness of the importance of understanding the linguistics barriers in oral performance, through empirical research and data analysis, in addition to providing them with the effective methods that assist them. It further attempts to give implication for EFL teachers to provide explicit instruction on pronunciation, vocabulary expansion, and grammar rules tailored to address common linguistic barriers encountered by EFL learners. The tools used to reach those objectives are questionnaires administrated to third -year EFL learners at the Division of English at M'sila University, the results obtained which prove the hypotheses are tabulated and analyzed in the last chapter. the study confirms the hypotheses that linguistic barriers play a substantial role in impeding students' oral communication proficiency. The findings underscore the importance of addressing linguistic barriers in EFL education to enhance students' oral performance and promote language learning outcomes. Recommendations are provided for educators to implement effective interventions and create a more inclusive and enriching learning environment conducive to language acquisition and oral communication success.

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List of Abbreviations

EFL: English as a foreign language

FL: Foreign language

EL: English learning

L1: First language

L2: Second languages

OE: Oral expression

%: Percent

General Introduction

Introduction

Oral performance is a critical aspect of teaching English as a Foreign Language, playing a fundamental role in skill development and real-world communication through speaking proficiency. It enables learners to practice and enhance their speaking abilities, thereby overcoming challenges such as lack of confidence and facilitating fluency and effective communication. Mastering speaking skills is essential for EFL learners to communicate proficiently, both inside and outside the classroom.

Effective communication skills are indispensable not only in educational settings but also in real-world scenarios. They empower learners to express their thoughts, feelings, and ideas, engage in discussions, and demonstrate their language competencies across various contexts. The ability to communicate effectively is a vital skill that enhances learners' overall language proficiency and enables them to navigate diverse social and professional interactions with confidence and proficiency, learners have the opportunity to acquire new words and language structures through interactive tasks and conversations. Engaging in meaningful discussions not only helps learners grasp new language patterns but also enables them to confidently express themselves in a wide range of situations they may encounter while communicating with others, prioritizing oral performance in EFL education is paramount to ensure that learners acquire the necessary skills to communicate effectively in the English language. By addressing the challenges that learners may face in communicating professionally and effectively, EFL educators can create a more inclusive and enriching learning environment. This approach fosters language acquisition and empowers learners to become proficient communicators in English, capable of navigating diverse linguistic and cultural contexts with ease.

2. Literature Review

Linguistic barriers are the main problem that learners hinder in oral performance as Doris and Jessica (2007) said that language problems actually serve as one of the important reasons behind poor academic performance. these problems are the main obstacle for EFL learners which effect the oral performance. Richards (2008) claims there are some typical learner's problems in speaking. Those problems are: lack of vocabulary, poor in grammar and poor in pronunciation. there are many students who face those problem in language to enhance their ability to perform well in foreign language. The reason of the poor performance to the EFL learners is because many factors but mainly the linguistic ones are poor vocabulary, grammar and pronunciation.

Thornbury points out, Pronunciation mistakes prevent students from oral performing. Those pronunciation mistakes and challenges impede the oral performance because it is one of the linguistic barriers that hinder the oral performance to EFL learners. Bada, Genc, and Ozkan (2011, p. 122) "in speaking, they compete with limited time to recall words, and also take care of their pronunciation ... Speaking is often dealt with at pronunciation level". the pronunciation has a great effect in speaking language.

Hedge (2000, p.111) says, the neglect of vocabulary is also surprising in view of the fact that errors of vocabulary are potentially more misleading than those of grammar. Without having sufficient vocabulary, the EFL learners cannot communicate and perform in language effectively as Mahripah (2014) said, Vocabulary is among the linguistic components of language which affect EFL learners' speaking skill. Also, Thornbury (2005, p.22) stated that spoken language also has a relatively high proportion of words and expression, having limited vocabulary is an obstacle to perform in English as foreign language. in some study found that having a limited vocabulary and grammar is the most obstacle that hinder the EFL learners to perform in English language.

Additionally, many students suffer from the grammatical limitation and errors, Davies and Pears (2000) stated that many people do not like speaking in front of large groups of people. Learners became fear to make errors during oral performance. therefore, Celce-murcia (2001s) states that grammar become difficult because learners do not learn structures one in a time. If learners do not know the grammar roles, they will not be able to speak and use the language effectively. The grammar errors can affect their ability to perform orally in matter of may not be able to differentiate the appropriate grammatical correct form during oral performance.

Moreover, Nunan (1999) said that students who have lack of confidence about themselves and their English necessarily suffer from communication apprehension. There is also some problem effect the performing of EFL learners, self- confident affect the EFL learners' oral performance. as Krashen (2003) indicated a variety of affective factors, i.e., self-confidence, motivation, anxiety. Learners Self-confidence is so important and may Impact their oral communication. According to Hurd (2008, p.1) affect is about emotions, moods, attitudes, anxiety, tolerance of ambiguity. He notices that there are other factors affect the learners such as, self-confidence and anxiety, and this may cause barriers to oral communication.

Many studies have revealed that many factors such as sociolinguistics, psychological and linguistics factors can affect EFL students' ability to oral communication and performance.

3. Statement of the Problem

Oral performance in EFL education, learners often face challenges in enhancing their proficiency for effective communication. Most of the learners cannot perform well in English due to different issues, particularly linguistic ones. This study is to examine the different linguistic barriers to oral performance that face third-year EFL students at M'sila University.

EFL third-year university students encounter linguistic barriers that hinder their oral performance. These barriers may include challenges in pronunciation, vocabulary use, and grammatical accuracy. Understanding the nature and impact of these barriers is crucial for developing targeted interventions to enhance the overall oral communication skills of EFL learners at the university level.

4. Research Questions

The study is based on the following questions:

1. What linguistic barriers do EFL third-year university students encounter in oral performance?
2. How do these linguistic barriers impact the oral communication skills of EFL third-year university students?
3. What are the most effective strategies that EFL third-year university students and teachers employ to overcome linguistic barriers in oral performance?

5. The Objectives of the Study

The study aims to achieve the following objectives:

1. To identify specific linguistic barriers faced by EFL third-year university students in oral performance.
2. To examine the impact of linguistic barriers on the overall oral communication skills of EFL third-year university students.
3. To explore the strategies employed by EFL third-year university students to address linguistic barriers and enhance oral performance.

6. Hypotheses

The study sets to test the following hypotheses:

1. EFL third-year university students face challenges related to pronunciation, vocabulary, and grammatical errors in oral communication.
2. The presence of linguistic barriers negatively influences the overall oral performance of EFL third-year university students.

7. Significance of the Study

The study examines the linguistic barriers preventing students from performing well. It is beneficial to EFL teachers and learners: teachers need to be aware of their learners' linguistic barriers. Likewise, it is beneficial for students to overcome these barriers to achieve perfect oral performance while performing. Also, this research is significant for students since it provides them with a clear view of the relationship between linguistic barriers and Oral performance and how the linguistic barrier could affect their speaking skill and English language learning process.

8. Research Design and Methodology

8.1. Choice of the Method

In this research, we used the descriptive method, as it is the most appropriate way to find answers to the research **question**. Which **aim** to provide a detailed picture of the barriers that hinder third-year EFL students' oral performance. This method attempts to identify variables and involves the collection of data in order to test the **hypothesis** or answer questions concerning the study. as it is the most appropriate way to find answers to the research question.

8.2. Data Collection Tools

Concerning data collection tools, the questionnaire is used as an appropriate tool to achieve a more reliable and comprehensive view. Two main questionnaires are designed: one for oral expression teachers who we think provide us with reliable answers, and another to know their views, challenges, and strategies to overcome these barriers in oral expression sessions. The second questionnaire is for third-year EFL students, it aims to investigate students' awareness of their linguistic barriers that hinder their oral performance.

8.3. Population and Sampling

This study took place at Mohammed Boudiaf M'Sila University in the department of English. And third-year EFL students among forty (40) are the target population, which will constitute our sample, and five (5) Oral expression teachers.

9. Dissertation Structure

This study is divided into two main parts, a theoretical part which includes two sections that are considered literature review, and a practical part, which is devoted to the analysis and interpretation of results. Section one is about the linguistic barriers. It handles the definitions of the linguistic barriers and their types that hinder oral performance: pronunciation challenges, vocabulary limitations, grammar errors, fluency issues, and coherence issues. It presents strategies that overcome these linguistic barriers and also activities to teach speaking skill. Section two tackles the definition of speaking skill and the role of oral communication in language acquisition, as well as other factors that affect the oral performance of EFL students.

Finally, the second chapter deals with the practical part of the study, it tackles the aims of the teachers' and students' questionnaire, their descriptions, and their analysis. These questionnaires are used to get reliable data and test the hypotheses.

Chapter One: Theoretical Part

Chapter One: The Linguistic Barriers to Oral Performance

Introduction

Nowadays, the English language is the most important language in the world. Which plays a major role in cross-cultural communication and is considered a means of communication in different daily activities. People with good speaking abilities in the English language are demanded in different areas and fields. Therefore, how to improve students' English oral performance and how to make them more proficient in their oral performance in a foreign language is one of the major problems for language teachers.

However, some students may face challenges in their performance in expressing their ideas, feelings, or even during communication. Hence, students' oral performance may be influenced by linguistic factors, such as pronunciation challenges, vocabulary and grammar limitations, grammar errors, and so on.

This chapter provides an overview of the linguistic barriers that may hinder the students' oral performance and the role of communication skill in language acquisition. Also, other factors affect oral performance in EFL settings such as; lack of self-confidence, lack of motivation, shyness, anxiety.

Section One: The Linguistic Barriers

Introduction

Understanding linguistic barriers in oral performance is crucial for effective language learning and communication. By recognizing and addressing these barriers, educators can tailor instructional strategies to meet the diverse needs of learners, promote language acquisition, and

enhance communication skills. Moreover, understanding linguistic barriers fosters cross-cultural understanding, promotes equity and inclusion, and prepares individuals for global citizenship in an interconnected world. Overall, awareness of linguistic barriers empowers both educators and students to navigate language challenges more effectively and create inclusive learning environments where language proficiency is valued and celebrated.

2. Definition of Barrier

The term "barrier" traces its etymology back to the Late Middle English period, where it initially referred to a palisade. It was borrowed from the Old French word "barriere," the origins of which remain uncertain, although it is believed to be related to the Old French "barre," meaning "bar."

In contemporary usage, as defined by the Oxford Learner's Dictionary of Academic English, a barrier is described as an obstacle, rule, or circumstance that hinders or prevents someone from achieving a particular goal or performing a specific action. It serves as a conceptual framework encompassing various forms of obstruction, whether physical, social, linguistic, or psychological, that impede progress or access.

For instance, one common example of a barrier is the language barrier, where individuals encounter difficulties in communication due to a lack of shared language proficiency. This linguistic divide can manifest in various ways, ranging from the inability to comprehend spoken or written words to challenges in expressing oneself effectively. Consequently, it erects barriers to meaningful interaction and collaboration, particularly in multicultural or multilingual settings.

In a broader context, barriers to growth and success can emerge in diverse forms, including systemic inequalities, cultural biases, economic disparities, and institutionalized discrimination.

These barriers not only hinder individual progress but also perpetuate structural inequalities, limiting opportunities for marginalized communities and perpetuating cycles of disadvantage.

3. Definition of Linguistic Barriers

Linguistic barriers encompass a spectrum of factors that impede students' ability to effectively utilize language in educational settings, particularly within the classroom environment, thereby hindering their oral communication skills. These barriers pose significant challenges to language users, disrupting their ability to communicate fluently and impacting their overall educational experience. Thornbury (2005) highlights the pivotal role of linguistic knowledge in shaping speaking proficiency, emphasizing that a robust knowledge base is fundamental for effective communication. This knowledge encompasses both linguistic elements, such as grammar rules and pronunciation, and extra-linguistic factors, which include cultural nuances and contextual understanding.

Richards (2008) further elucidates the specific challenges faced by language learners, identifying pronunciation mistakes, grammar errors, and limited vocabulary as common obstacles to proficient speaking. These linguistic factors contribute to poor performance among English as a Foreign Language (EFL) learners, undermining their confidence and proficiency in verbal communication. While various factors may contribute to suboptimal language acquisition, linguistic barriers emerge as primary impediments, necessitating targeted interventions to enhance students' speaking abilities.

Addressing linguistic barriers requires a multifaceted approach that encompasses targeted instruction, immersive learning experiences, and supportive classroom environments. By providing students with ample opportunities for practice, and feedback, educators can facilitate the

development of oral communication skills and mitigate the impact of linguistic obstacles on learning outcomes. Additionally, fostering a culturally responsive and inclusive learning environment can help address socio-cultural barriers that may exacerbate linguistic challenges, promoting equitable access to educational opportunities for all students.

Ultimately, by recognizing and addressing linguistic barriers, educators can empower students to overcome obstacles, enhance their language proficiency, and engage more effectively in the educational process. Through targeted interventions and inclusive practices, educational institutions can create environments where linguistic diversity is celebrated and students' voices are amplified, fostering meaningful learning experiences for all.

4. Types of Linguistic Barriers

4.1. Pronunciation Challenges

Pronunciation is the way that student use to achieve good language when they speak. Many student face pronunciation challenges and mistakes that impeded their oral performance in a foreign language. According to Bada, Genc, and Ozkan (2011, p. 122) “in speaking, they compete with limited time to recall words, and also take care of their pronunciation ... Speaking is often dealt with at pronunciation level”. Pronunciation has a main effect on the speaking process.

Kelly (2000, p.11) defined them as: “A consideration of learners' pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom.” Many student face challenges in conveying their message due to pronunciation difficulties; instead of saying particular meaning, they say another meaning. Those challenges affect students' oral performance.

Moreover, pronunciation is the most important skill in foreign language learning, as it helps the EFL student become more qualified to perform and communicate in the target language. Morley (1991: 488) “intelligible pronunciation is an essential component of communication competence”. EFL students must practice and be aware of the rules of sound, word stress and intonation...etc. of the foreign language, because pronunciation is an important component of oral communication.

Furthermore, many EFL students studied grammar and knew vocabulary for many years, but they cannot speak like a native-speakers because of their incorrect pronunciation of words, which make misunderstanding issues affect the communication. As well as American and British accents, the mix of these accents can confuse to the EFL learners in pronunciation. Thus, pronunciation challenges and mistakes are one of the main barriers that hinder the oral performance of EFL students.

4.2. Vocabulary Limitation

Vocabulary serves as a cornerstone of successful oral communication in a foreign language, constituting the foundation upon which language proficiency is built. It represents the lexical repository from which individuals draw to articulate their thoughts, emotions, and intentions. However, the limitation of vocabulary poses a formidable obstacle for students striving to enhance their performance in a foreign language, constraining their ability to effectively use and comprehend the language.

As Thornbury (2005, p. 22) underscores, spoken language comprises a significant proportion of words and expressions, underscoring the critical role of vocabulary in oral communication. Yet, many students grapple with verbal expression due to their struggle to access the appropriate terms or phrases necessary to convey their intended meaning.

Liu (2007) elucidates the magnitude of this challenge, asserting that vocabulary represents a significant impediment to English language learning for many students. The lack of words at their disposal inhibits EFL learners from articulating their thoughts and expressing themselves fluently. Mahripah (2014) reinforces this notion, highlighting vocabulary as an essential linguistic factor that shapes the speaking proficiency of EFL students. The detrimental impact of limited vocabulary extends beyond mere linguistic constraints, permeating various facets of the language learning process. Inadequate lexical knowledge impedes comprehension, impedes communication, and undermines overall language proficiency. Moreover, it frustrates and dissatisfies the students, who find themselves unable to effectively convey their ideas or engage in meaningful discourse.

4.4. Grammar Errors

Grammar errors are an essential barrier that prevents the oral communication. According to Harmer (2001: 12) grammar is defined as the description of the ways in which the form of words can change and sentences can be combined in that language. Grammar is one of the most important elements of the language, and it is important for any student wants to learn or to master a foreign language.

Additionally, many students have obstacles with grammar errors, especially during oral communication, which may reflect the competence of EFL learners. Celce-Murcia (2001) argues that grammar becomes difficult because learners do not learn structures one in a time. If learners do not know the grammar rules, they will not be able to communicate effectively. The misuse of the tenses may change the whole meaning. For example, when learner says, “I’ am boring”, instead of saying, “I’m bored”. As well as other mistakes, students who mastered the third person singular in present tense verbs might mistakenly generalize the rule and use it to modal verbs as well, such

as “she cans get in” these errors are one of the obstacles that hinder students from mastering their oral communication.

4.5. Fluency Issues

Fluency is one of the most relevant elements of foreign language or second language proficiency. Hedge (2000) defined fluency as a term related to speaking as a productive skill in which learners are able to reach units of speech easily and without inappropriate slowness, or unnecessary hesitation. Many students face issues with fluency when speaking in a foreign language according to Thornbury, (2000) stated that speed in speaking is an important factor in fluency.

Hesitancy or pauses can be a significant issue for EFL learners. When students overuse hesitations and pauses, it can affect their communication negatively. They may use frequent phrases such as "umm" and "uhh" in order to fill the silence and take breath, but some students may use them negatively, causing them to overuse these pauses and disrupting the flow of their performance. Which makes their audience lose interest and also affects their ability to understand what they are speaking about.

4.6. Coherence Issues

Coherence issues represent a significant challenge in language learning, encompassing situations where ideas fail to seamlessly integrate to convey students' thoughts and concepts in a structured manner. This lack of coherence not only impacts the organization of ideas but also undermines oral performance, impeding effective communication in the target language.

The absence of coherence manifests in various forms, including disjointed narratives, fragmented arguments, and disorganized presentations. Such deficiencies in structure and

organization pose significant obstacles for EFL learners, hindering their ability to articulate their ideas coherently and convey meaning effectively. Without a clear and logical progression of ideas, students may struggle to maintain the flow of their discourse, resulting in ambiguity and confusion for their audience.

The importance of coherence in oral communication cannot be overstated. A coherent presentation or conversation facilitates comprehension, enhances engagement, and fosters effective communication between speakers and listeners. Conversely, incoherence disrupts the flow of communication, impedes understanding, and undermines the effectiveness of the message being conveyed.

For EFL students, coherence issues present a formidable challenge, as they navigate the complexities of expressing themselves in a foreign language. The cognitive demands of language production are compounded by the need to organize thoughts and ideas in a coherent manner, requiring students to master not only the linguistic aspects of communication but also the structural elements that govern coherence.

5. Strategies to Overcome these Barriers

5.1. Communication Strategies

During the process of learning a foreign language, learners will mostly face many encounters in communication be really serious challenges for most of them duo to lack of the linguistic resources. in this circumstance teachers need to promote the learners with effective strategies often help learners to overcome barriers to oral communication and the develop the oral performance.

Some researchers proposed a strategy training procedures for teaching communication strategies in order to enhance learners' awareness about communication strategies and encourage them to take risks and use these strategies without fear of making mistakes.

5.1.1. Achievement Strategies

Learners use the achievement strategy in order to overcome language gaps, when EFL learners try to compensate for an alternative term or phrase which replace the word they lack, in order to keep in conversation without losing or changing the message they try to convey successfully. According to Bygate (1987), achievement strategies contain the following sub- strategies:

5.1.1.1. Guessing Strategies

Mostly this type of strategies used in oral expression sessions, learners used when they try to replace terms they do not know or they are not sure if it is right. Bygate (1987, p.44) EFL learners may use different manner to transfer their mother tongue such as:

- Code switching: is considered as one of the guessing strategies while always there is switching from the target language to the native language when communicating with native speakers a foreign language.
- Foreignizing: learners may foreignize terms and pronunciation from their native language (L1) as it is associated with target language (L2).
- Borrowing: also known as language switch, learners may borrow any word from their native language and say it without modification.
- Lastly literal transition: learners may translate every word, word by word from their L1 in order to avoid the difficulties of the target language.

5.1.1.2. Paraphrasing Strategies

These strategies involve learners' knowledge about the target language vocabulary in order to find the substitute word or way to express the idea they want to say in a foreign language. These strategies are two types; the first is lexical substitution strategy where the learners use a synonyms or other terms that conveys the meaning as an alternative term to overcome the lack of communication; the second is circumlocution strategy where the learners use some phrase to explain their concept, instead of using the appropriate term in target language to make their idea clearer.

5.1.1.3. Cooperative Strategy

This strategy is used when learners get help, where they may ask for help translating a term from their native language to the target language or for the necessary grammatical structure in order to convey their message.

5.1.1.4. Avoidance Strategy

Avoidance is known as a communication strategy that is used by learners in order to reduce and minimize communication errors. There are two types of avoidance strategies that can be defined as syntactic or lexical avoidance.

EFL learners may avoid talking about topics because they lack the necessary vocabulary and language resources. In order to avoid the difficulties of the grammatical structures they suffer from; they may eliminate a part of the message or just keep silent. Moreover, phonological avoidance occurs when the EFL learners have some difficulties producing the sounds of some words. For example: instead of saying "breeze" due to fear of pronouncing it as /brɛz/ they say "Wind".

6. Activities to Teach Speaking Skill

EFL teachers have a significant role to be able to create which activity is suitable for the learners they teach in order to achieve the purpose of learning a foreign language and teaching speaking skill. And this depends on learners' needs and interests because these activities can motivate learners to learn English and encourage them to speak and use the language successfully.

Baker and Westrup (2003) included the following factors in order to motivate the learners to practice speaking skill;

- Speaking activities give the learners the chance to practice the foreign language they are learning.
- Speaking activities can enhance the learning process of new vocabulary, grammar, or even the language function.
- Lastly, speaking activities encourage and give the learners chance to use the language they know in various topics.

6.1. Discussion

Discussion activity is the best activity in order to provide the learners the opportunities to speak in English. In which learners share an ideas and thoughts about an event, it helps learners to talk about various topics in which they exchange experiences, interest and opinions. which the teachers should encourage their students to speak spontaneously as Thoronbury (2005) asserted that: “the best discussion in class is that arise spontaneously, either because of something personal that learners report or because of topic” (p.102). In addition, in this activity the teacher can divide the classroom into groups of four or five or individuals and provide them with enjoyable topics to discuss in given time, and it helps the learners to speak more fluently and it gives all the learners the chance also the time to express their opinions with their classmates.

6.2. Information Gap Activity

Information gap is interactive activity where the learner has a given information which should share with his classmates in order to complete task to solve information gap. Thornbury (2005, p.80-84) defined information gap activity, in this task there is a gap between the learners and can be solved by using the language. This type of activity encourages learners engage and interact in conversation, where they exchange a different information that all other learners may not have. Each learner has an essential role in this activity because this activity achieves when all the learners give a piece of information, it is effective everyone in the classroom has the opportunity to speak and use the target language.

6.3. Role-play Activity

Role-play activities are a useful type of activity that is used by many teachers in EFL classes to develop learners' oral performance. They may perform a dialogue by using the foreign language, which helps them know how to perform in different social situations they may face. In this activity, learners pretend that they are in a different cultural and social situation. While the teacher gives information to learners like who they are and what they think or feel, learners use the foreign language by imagining they are in different social contexts. For example, one student plays the role of patient while the other student plays as a doctor. Role play can be used to encourage the oral fluency of EFL learners and motivate them to learn. It allows to exercise speaking skill in target language before they have to deal with such situation in real.

6.4. Guessing Games

This type of activity is useful because it is used by many teachers in the classroom. It helps to improve the learner's speaking skills. Guess games improve communication competence in the

foreign language because most of the learners find them enjoyable and also help them gain new vocabulary.

6.5. Group and Pair Work

Group and pair work helps in developing the communication abilities of the students, which provide them with total freedom to express their thoughts and knowledge. They correct each other's mistakes by engaging in discussions and debates with their classmates. Nunan (1998: 84) said that "Group work is essential to any classroom that is based on principles of experiential learning." Learners develop their speaking ability through the group task, they will be able to use the foreign language and communicate with it beyond the classroom. On the other hand, pair work facilitates students' interaction and engagement, in which the teacher divides the class into pairs in an oral session, which helps the learners participate and gives them the opportunity to interact independently. Therefore, it is essential because students will be active and encouraged to participate during discussions in which every student has the opportunity to speak, thus developing their critical thinking.

6.7. Storytelling

Storytelling is a traditional manner used by teachers to improve the oral communication of the students; it is one of the most essential activities used in teaching the speaking skill. According to Valenzuela (1999:5), stories are important to education. It enhances the ability to communicate in a foreign language, and it raises the cultural awareness of EFL students. Some studies findings have found that storytelling enhances the four skills, but mostly the speaking and listening skills, because it builds the vocabulary in a foreign language and develops the grammar learning. Furthermore, it encourages students to express their ideas and thoughts and enriches the social

competence and interaction. It fosters students' imagination and cooperation and enhances their speaking proficiency.

Conclusion

In conclusion, this section has provided an in-depth exploration of linguistic barriers that hinder students' oral performance in EFL settings. In addition, strategies and activities that foster to overcome these barriers. By recognizing and addressing these barriers, educators can create more inclusive and effective learning environments where students can develop their oral communication skills with confidence and proficiency.

Section Two: Oral Performance

Introduction

The important goal for EFL learners is to speak and communicate well in the foreign language in order to develop the main skill in the target language. Oral communication made the learners able to practice and improve their speaking skills easily. Some students are excellent communicators, yet they frequently make mistakes when performing, not just in language but in other areas as well. Therefore, EFL learners face many challenges and barriers that prevent their proficiency in oral communication.

Furthermore, these difficulties have an impact on the teaching process, as the teachers in the classroom are impacted by these obstacles that impede EFL learners. This section provides an overview of speaking skill and the role of oral communication skills in language acquisition. In addition, the factors that affect oral performance in an EFL setting.

2. Definition of Speaking Skills

Speaking skill is one of the most essential skills that should be acquired in order to develop oral communication. According to McDonough and Shaw (2013, p.157) speaking is defined as the skill of being able to produce utterances when communicating to achieve different goals with specific ends that may involve expressing thoughts, ideas, wishes or opinions, solving problems, or developing and maintaining relationships. So, it is process develop the utterance, which transfers meanings that involve producing and receiving to achieve speaking process.

The researchers offer many definitions to speaking skills, according to Chaney (1998: p.13) "speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbol in a variety of contexts", as it gives students the ability to produce the target language.

Furthermore, Hedge (2000, p. 261) defined speaking as “a skill by which they (people) are judged while first impressions are being formed.” Which speaking is an essential skill because it expresses people’s ideas personalities. Additionally, speaking is hard skill to mastered because it takes time to develop by EFL learners.

3. The Role of Oral Communication Skill in Language Acquisition

Oral communication is provided as a tool in language in order to achieve the language process, to express learners’ thoughts, opinions, emotions, and to know others’ thoughts. According to Brown and Yuke (1983), speaking is the most important skill that students will evaluate in real-life circumstances. The speaking skill is the most significant of the four skills (speaking, listening, reading, and writing).

Hence, an effective speech hinders misunderstandings and the problems of communication because it provides the EFL students with the capacity to communicate effectively. Nunan (1991, p.39) claimed that “To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language”. Also, it helps them to master the language easily.

Oral communication skills play a major role in language acquisition, which facilitates interactions among others and the ability to understand. Indeed, it allows learners to practice their intonation, pronunciation, and fluency, which encourages them to speak without pauses or hesitation. Moreover, it provides the learners with the ability to engage in conversations, discussions, and debates about how language is used in different contexts.

Furthermore, according to Baker and Westrup (2003, p.5), “a students’ who can speak English well may have a greater chance for further education, or finding employment, and gaining

promotion”. Oral communication is a tool which students have more opportunities in order to get jobs and to involve in social interaction, as it helps students develop their ability to produce language in real life and enhance their ability to acquire the language.

4. Factors Affecting the Oral Performance in EFL Settings

The main purpose to learn a foreign language is to enhance students’ ability and efficiency to use the language to perform and to express themselves, thus there are many factors affect the oral performance in English as foreign language. These factors may include; lack of self-confidence, shyness, fear of making mistakes, and anxiety...etc.

4.1. Lack of Self-confidence

Lack of self-confidence emerges as a prominent obstacle to students’ oral performance within the classroom environment. The pervasive belief among students that they cannot effectively communicate or be understood by their peers engenders a sense of apprehension and self-doubt, inhibiting their willingness to participate actively in verbal interactions. This reluctance to engage verbally stems from a fear of being misunderstood or judged negatively, further exacerbating feelings of insecurity and inadequacy.

Nunan (1999) asserts that, the profound impact of self-confidence on language learning, noting that students plagued by self-doubt and insecurity are more prone to communication apprehension. This apprehension, rooted in a lack of confidence in one’s linguistic abilities, manifests as a reluctance to speak and a heightened fear of making mistakes. Consequently, students who grapple with low self-confidence find themselves hindered in their efforts to effectively process and express their thoughts in a foreign language.

The centrality of self-confidence in oral performance underscores its significance as a fundamental element of language proficiency. A student's belief in their ability to communicate effectively not only shapes their willingness to engage in verbal interactions but also influences their overall language acquisition.

4.2. Shyness

Shyness emerges as a significant emotional barrier for many EFL students, particularly when they engage in verbal communication in a foreign language context. This emotional issue often manifests as a reluctance or hesitance to speak in front of peers due to a fear of making mistakes or being criticized. The apprehension associated with shyness creates a psychological barrier that inhibits students from expressing themselves freely and effectively in oral performance tasks.

Baldwin (2011) highlights speaking in front of others as one of the most common phobias experienced by students, underscoring the profound impact of shyness on oral communication. The fear of being scrutinized or evaluated by peers amplifies feelings of anxiety and self-consciousness, causing students' minds to go blank or leading them to forget what they intended to say. Consequently, shyness significantly undermines EFL students' ability to perform confidently and fluently in spoken language tasks, impeding their progress and hindering their overall language acquisition.

4.3. Fear of Making Mistakes

The fear of making mistakes stands as an obstacle for EFL students, impeding their willingness to actively participate in oral expression sessions. This apprehension stems from a deep-seated fear of being ridiculed by peers or criticized by teachers due to perceived inadequacies in their English

proficiency. The fear of making mistakes is related with students' past experiences in performance, contributing to a sense of hesitation and self-doubt regarding their speaking ability.

Ur (2000) stated that, the pervasive nature of this fear among language learners, noting that learners often feel inhibited about attempting to communicate in a foreign language in the classroom. The fear of making mistakes, coupled with apprehensions about criticism and loss of face, engenders a reluctance to engage verbally, hindering students' oral performance and impeding their language learning progress.

4.4. Anxiety

Anxiety emerges as a pervasive psychological factor that significantly impacts the oral performance of EFL students, with many experiencing negative emotions during speaking tasks. The fear of negative evaluation, coupled with discomfort in performing in front of classmates, contributes to heightened levels of anxiety among language learners. Horwitz and Cope (1986) highlight the detrimental effects of learners' anxiety in the classroom, noting that it can impede their ability to succeed in acquiring a foreign language, particularly in oral communication.

The presence of anxiety creates a barrier for students attempting to speak in a foreign language, hindering their performance and undermining their confidence. Wrench, Gorham, and Virginia (2009) emphasize the detrimental impact of fear, anxiety, and discomfort on the learning process, noting that students are less likely to learn effectively when they are experiencing these negative emotions.

4.5. Motivation

Motivation stands as a cornerstone of the learning process, playing an essential role in students' willingness to engage and perform in the classroom, particularly in language learning contexts.

Zua (2008) emphasizes the intrinsic nature of motivation, highlighting its role as an inner energy that drives students' interest and commitment to their studies. Regardless of the type of motivation students possess, whether intrinsic or extrinsic, it serves to enhance their engagement and enthusiasm for learning.

For EFL students, motivation is a key determinant of learning success, influencing their ability to overcome hesitancy and actively participate in oral performance tasks. Teachers play a crucial role in fostering and sustaining students' motivation by creating a supportive and encouraging learning environment. By recognizing and responding to students' individual motivations, educators can tailor instructional approaches to meet their diverse learning needs, this way enhance the learning process and promoting language proficiency.

Moreover, the classroom atmosphere plays a significant role in shaping students' motivation levels and learning outcomes. Educators must pay careful attention to the classroom environment, ensuring that it is conducive to motivation and conducive to language learning.

4.6. Mother Tongue Use (interference)

Learners use their L1 in performing when they are incapable linguistically to discuss in free topics, or when they cannot explain information to their classmates when performing orally. However, it happens sometimes naturally when students unconsciously translate the new words they learnt to their native language. Furthermore, teachers themselves are reason especially when they are the native speaker of the foreign language, they use the students mother tongue in order to explain which makes students comfortable to use their L1.

Conclusion

To conclude, this section has shed light on the complexities of oral performance in EFL settings and the multitude of factors that influence students' proficiency in speaking skills. By understanding these factors and implementing targeted strategies to address them, teachers can empower students to overcome barriers and become confident and effective communicators in the target language.

Chapter Two:

Field Work Investigation

Section One: Research Design and Methodology

Introduction

The first chapter was a theoretical part of the dissertation, which shed light on the linguistic challenges that hinder the oral performance of EFL students in classes in the department of English at M'sila University. This chapter is devoted to the practical part of this research work, which links all the important points together. It aims to examine the linguistic barriers to oral performance of EFL students.

In this part, we are going to analyze students' and teachers' questionnaires in order to collect data about their linguistic barriers that prevent them to perform in a foreign language. Moreover, it includes the research aims, the methods used, the research instruments, the description of the learners' and the teachers' questionnaires, data analysis, results discussion, and finishing with suggestions and recommendations.

2. Research Design and Methodology

2.1. Research Design

It is considered a set of techniques and methods used in order to conduct a study. Since this study is an examination that is intended to merely describe the students' linguistic barriers to oral performance and teachers' awareness of those hinderances in third-year EFL classes at M'sila University, a descriptive method is used, which aims to describe EFL students' perceptions towards enhancing their performance.

In addition to the fact that the descriptive method can tell us about what currently exists, it is also designed to determine the facts of current situations and thereby clarify status. That is, the present

situation may be surveyed and interpretively described in terms of all available facts. Kothari (2004p 2) says "the major purpose of descriptive research is description of the state of affairs as it exists at present". The descriptive method seeks to find answer about; how, what, when, and where instead of why in a research problem. Therefore, the mixed method is applied, it combines both qualitative and quantitative research methods, allowing researchers to gain a comprehensive understanding of their subject matter. This method enables the researcher to examine both the learners' self-reported experiences and the objective realities of the research topic. And these enhance researchers understanding the subject matter.

2.2. Research Methodology

We used a mixed method (quantitative and qualitative approaches) to improve our understanding and explore our hypotheses. To discover the reasons behind the speaking difficulties and the poor oral performance, and accordingly discuss some strategies to overcome and improve the EFL students speaking to enhance their oral performance.

The essential reason behind this method is that combining both approaches enables a more comprehensive utilization of data and then conducts quantitative and qualitative data collection and analysis processes.

2.2.1. Population and Sampling

As aforementioned, the target population of the present study is third-year students in the division of English at Mohamed Boudiaf University M'sila, which consists of an overall population of 250 students for the academic year 2023-2024. Since it is quite difficult to study the whole population, we have selected a sample that consists of forty (40) students of an average age between 20 and 23 years old. This sample has been randomly chosen to represent the entire population, because

randomizing the group avoids the effects of such variables as the subjects' personal characteristics (sex, age, aptitude, intelligences, etc.). In accordance with Miller (1975) explained the reason behind random selection: "...is to provide equal chances for every member is to be chosen from the population.

Furthermore, it helps to prove the fact that our sample is a non-biased one. In addition, we select the third year and not the second or first year simply because it is the graduating year and they should have a kind of awareness to avoid these barriers.

2.2.2. Data Collection Tools

The data of the present research was collected through the main tools, a questionnaire was designed to conduct this study with third-year students of the English department and teachers of oral expression at Mohamed Boudiaf University M'sila. This tool was employed to collect quantitative data. In addition, the questionnaire "consists of a series of questions and statements to which individuals are asked to respond" (Turney and Robb 1971:130). It consists of a diverse question type arranged by the researcher, for which respondents are required to provide answers through dichotomous choices (yes/no questions).

The open-ended question depends on giving information, personal opinions, and background thoughts. On the other hand, close-ended questions require the students to respond with Yes or No or select the right question from a set of options where the participants are expected to explain or justify their choice. This design fosters comprehension of the subject matter. The combination of close-ended and open-ended questions is formulated to facilitate and clarify the understanding of participants. Since the data was already collected, a mixed quantitative and qualitative approach was selected in order to analyze and interpret the findings.

Section Two: Interpretation of Data and Result Finding

3. Data Analysis

Since our study falls under frame of a mixed method for the analysis of data collected from a questionnaire. We are going to analyze and present the results of the collected data, relying on calculating the percentage related to each question from each section. The results are explained in terms of numerical data manually coded in form of percentages, then presented in figures and graphs. Thus, the quantitative results will be analyzed in percentages after calculating them. Additionally, for better conception, all the calculated data is going to be presented in figures and graphs. On the other hand, qualitative data presents in form of summaries or quotations to illustrate the analysis data for the research.

4. Students' Questionnaire

4.1. Aims of the Questionnaire

The students' questionnaire is designed to investigate the students' awareness of their speaking difficulties and solutions in order to overcome them, and help the EFL students enhance their oral performance. Thus, it is prepared for the theoretical chapter in this research.

4.2. Description of the Questionnaire

The questionnaire is set to third year EFL students at the English department of Mohamed Boudiaf M'sila University. 40 students from different groups are the participants, and they are randomly chosen in this questionnaire. The questions involve two types, close-end questions and open-end questions.

The questionnaire starts with an introductory paragraph. After that, it consists of two sections with twenty-five (25) questions: section one is about the learners' profiles, mentioning some preliminary personal and academic information about each learner to give us a comprehensive picture of which language category our learners belong to. The second section is focused on the linguistic barriers that hinder oral performance and their experiences with the difficulties that impact their speaking skills and their strategies to overcome these barriers.

5. Teachers' Questionnaire

5.1. Aims of the Questionnaire

The teachers' questionnaire is addressed to five (5) teachers of oral expression at the English department of Mohamed Boudiaf M'sila University. It attempts to reveal teachers' views and helps to gather teachers' judgments about the linguistic difficulties that hinder the speaking skills and the performance of their students in oral sessions. Additionally, to know about teachers attitudes and activities to overcome these difficulties.

5.2. Descriptive of the Questionnaire

Teachers' questionnaire is administered to five (5) teachers. It consists of two complementary sections with eleven (11) questions. Starting with three (3) questions, there is an introductory section about teachers' qualifications to know the teachers' personal academics, and their professional skills, which includes: sex, grade, and teaching experience. The next section comprises the heart of the study, it consists (8) questions with close-end and open-end questions, which are about teachers' perceptions about students' linguistic barriers to oral performance and their explanations and suggestions to overcome these difficulties.

6. Analysis and Results

6.1. Analysis of Students' Questionnaire

Section One: General information

Question 01: Gender

Table 1: Students' Gender

<i>Gender</i>	<i>number</i>	<i>percent</i>
<i>Male</i>	6	15%
<i>female</i>	34	85 %
<i>Total</i>	40	100 %

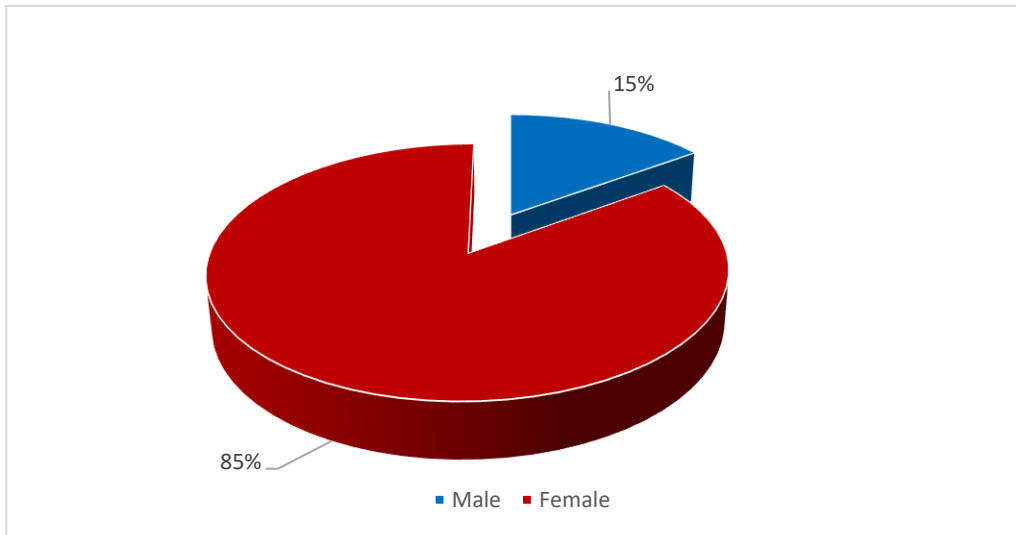


Figure 1: Students' Gender

Comment: In **Table 01**. We notice the number of females (34) with a percentage of 85% outnumbered that of males, with a difference of 28 students and a percentage of 15%. This is quite obvious in Algerian classes today.

Question 02: Age

Table 2: Students' Age

<i>Age</i>	<i>Participants</i>	<i>Percentage</i>
20-23	26	65%
23-25	12	30%
Over 25	2	5%

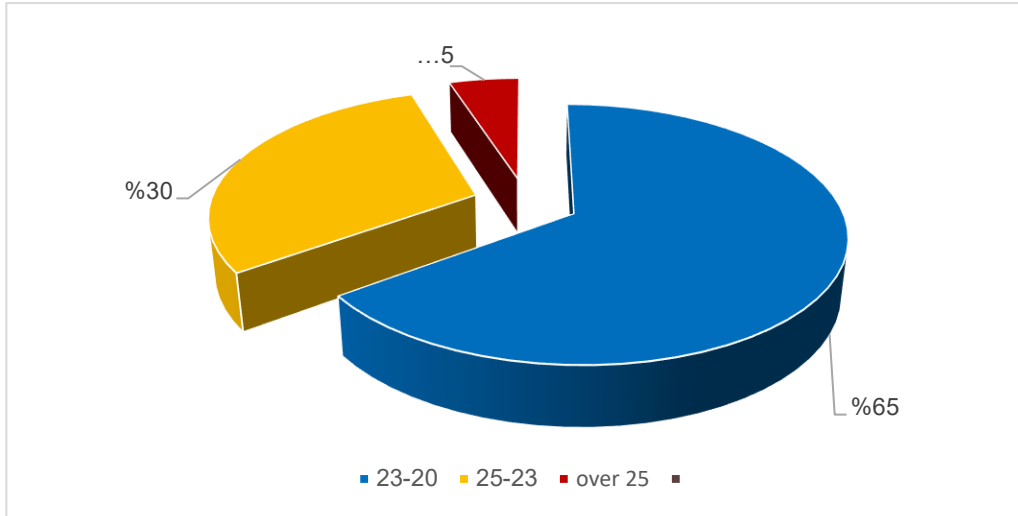


Figure 2: Students' Age

Comment: The results of this **Table 02** and **figure 02** show 65% of the participants are from the age of 20-23, whereas 30% are from the ages of 23-25. Moreover 5% are over the age of 25. This shows that students are from different ages. We conclude that students between 20-23 years are the dominant category in our research.

Section Two: On Linguistic Barriers:

Question 03: Do you believe that language proficiency influences oral performance?

Table 3: Opinions on the Impact of Language Proficiency on Oral Performance

<i>Options</i>	<i>participants</i>	<i>percentage</i>
<i>Strong agree</i>	20	50%
<i>Agree</i>	15	37.5%
<i>Neutral</i>	0	0%
<i>Disagree</i>	5	12.5%
<i>Strong disagree</i>	0	0%

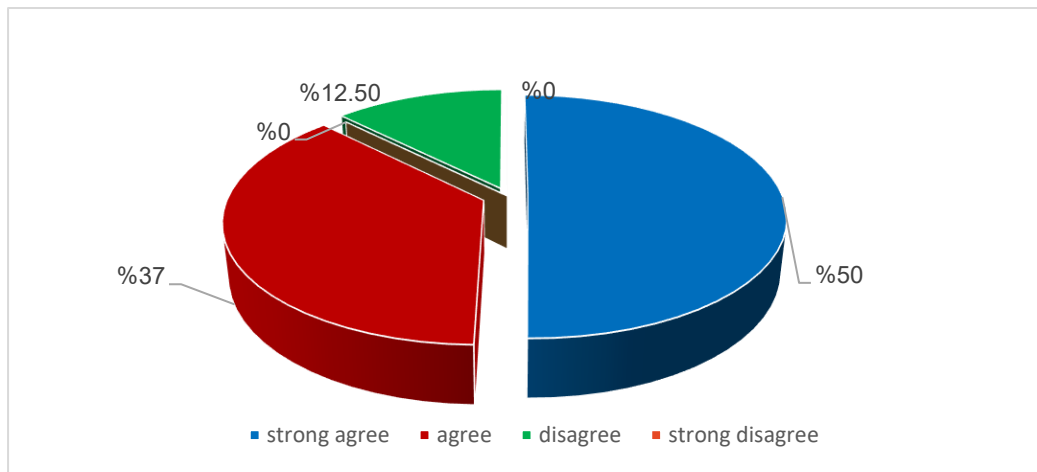


Figure 3: Opinions on the Impact of Language Proficiency on Oral Performance

Comment: The results show that 50% of the students strongly agree and 37.50% of them agree that language proficiency influences oral performance because students may not perform well when they are not proficient in a foreign language. However, 12.50% of the participants disagree that language proficiency improves oral performance.

Question 04: In what situations do you feel linguistic barriers impact oral performance the most?

Table 4: Most Situations Impact the Oral Performance

<i>Options</i>	<i>Participants</i>	<i>percentage</i>
<i>Public speaking</i>	14	35%
<i>Group discussions</i>	15	37.50%
<i>Interviews</i>	11	27.50%
<i>Total</i>	40	100%

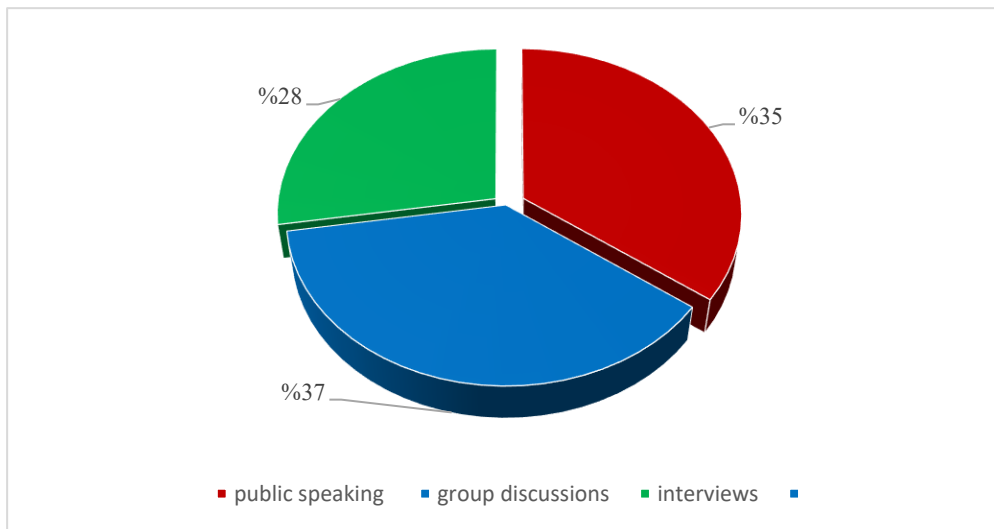


Figure 4: Most Situations Impact the Oral Performance

Comment: The results show that most situations where students feel linguistic barriers impact their oral performance in group discussions it presents 37.50% of the participants feel it more in group discussions, because that may hinder their understanding during communication. Also, 35% of the participants experience linguistic barriers during public speaking it may be because they face challenges that hinder them to convey their message. Moreover, 28% of them feel it in interviews because it affects their qualifications and experiences.

Question 05: How do you cope with linguistic barriers during oral communication?

In this question the most commonly students use method in order to cope the linguistic barriers during their oral communication which they practice the language and practice the vocabulary they are going to use in order to prepare their thoughts and what they are going to say. They also mentioned, when they need to cope with linguistic challenges, they try to simplify the language and avoid complex vocabulary in communication, other students say that when they face linguistic barriers during communication they speak quietly and slowly. These are the most common answers that given by the students in order to cope with the linguistic barriers during oral communication.

Question 06: Have you ever experienced difficulty in expressing yourself orally due to vocabulary limitations?

Table 5: Students’ Difficulties Due to Vocabulary Limitations

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	40	100%
<i>No</i>	0	0%
<i>Total</i>	40	100%

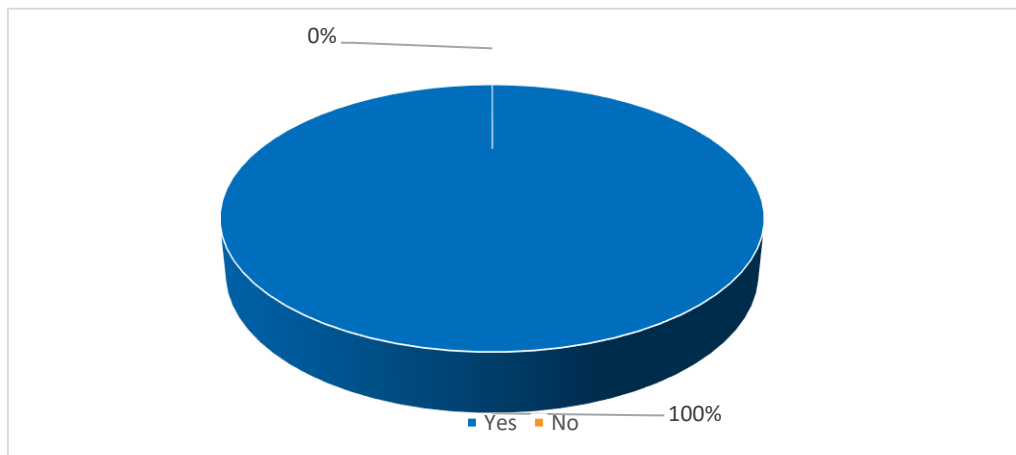


Figure 5: Students’ Difficulties Due to Vocabulary Limitations

Comment: This figure indicates that all the participants agreed on the finding of the difficulty in expressing themselves due to the fact that the limitation of the vocabulary impact their speaking skill, which represent a crucial issue in the language improvement.

Question 07: Do you think accent or pronunciation plays a role in oral communication difficulties?

Table 6: Accent or Pronunciation Role in Oral Communication

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	34	82.50%
<i>No</i>	6	15%
<i>Not sure</i>	1	2.50%
<i>Total</i>	40	100%

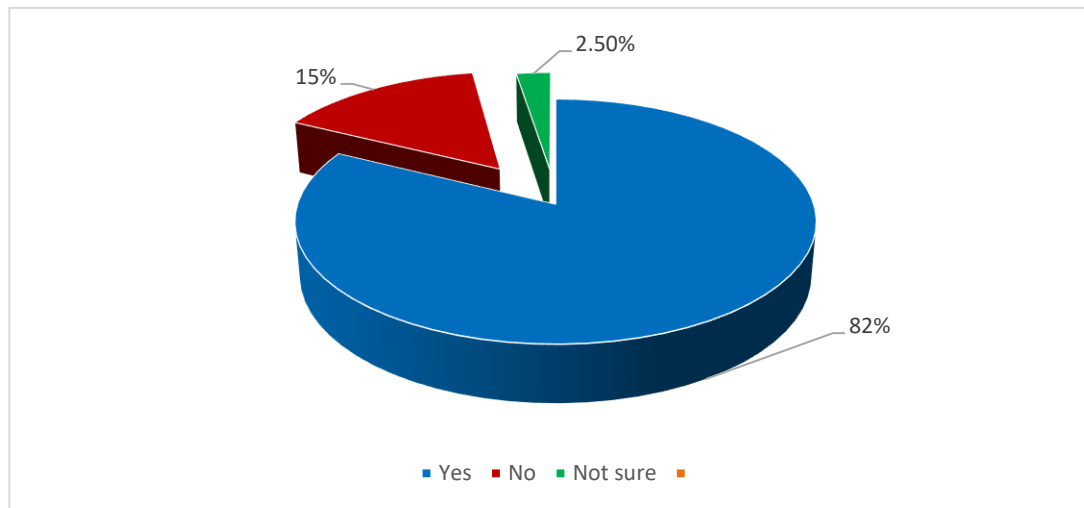


Figure 6: Accent or Pronunciation Role in Oral Communication

Comment: Based on the given data, the majority of the participants 34 making up 82.50% think that accent or pronunciation has a role in oral communication difficulties and they say yes. However,

6 participants 15 % of them say no. while 1 participant say not sure if the accent and the pronunciation plays a role in communication difficulties.

Question 08: Have you ever faced challenges in conveying your message due to pronunciation difficulties?

Table 7: Challenges Due to Pronunciation Difficulties

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	33	82.50%
<i>No</i>	7	17.50%
<i>Total</i>	40	100%

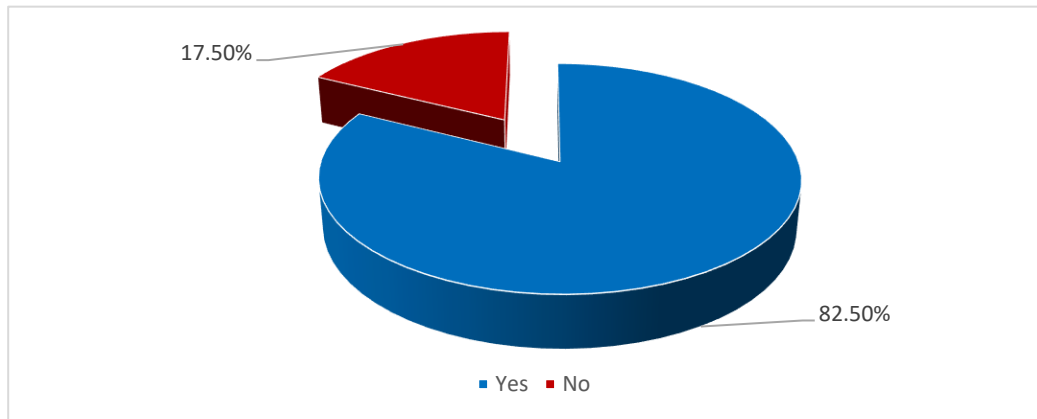


Figure 7: Challenges Due to Pronunciation Difficulties

Comment: Based on the responses of 40 participants, most of them 33 students (82.5%) have faced challenges to convey their message due to pronunciation difficulties, while 7 students (17.5%) of them have not encountered from pronunciation difficulties in order to convey their words.

Question 09: Do you believe that a strong accent can hinder effective communication in a language?

Table 8: Strong Accent Hinders the Oral Communication

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	31	77.50%
<i>No</i>	9	22.50%
<i>Total</i>	40	100%

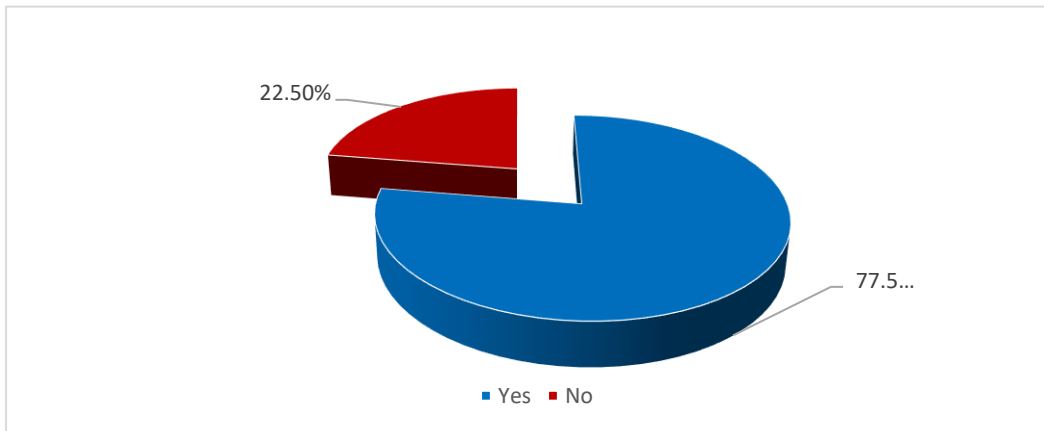


Figure 8: Strong Accent Hinders the Communication

Comment: Among of 40 students, most of them 31 that equals 77.50% answer they believe that strong accent can hinder effective communication which it may require an effort to understand the foreign language, and 9 of them (22.50%) answer that they do not believe that strong accent prevent from communication. The result here found that strong accent may be a real barrier that hinder their communication.

Question 10: How does your vocabulary level impact your ability to express yourself orally?

The question aims to assess comprehension by probing the student's understanding of the link between vocabulary and oral expression. And as expected Students recognized that a broader vocabulary enables more precise and nuanced communication. They provided examples illustrating how a richer vocabulary enhances oral expression, like utilizing synonyms, figurative language, or

technical terms appropriately. Also, they mentioned that a small amount of vocabulary can limit the chances of their ability to convey complex ideas, or express nuanced emotions.

Question 11: Have you experienced moments where a lack of vocabulary affected your oral communication?

Table 9: Students' Lack of Vocabulary

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	36	90%
<i>No</i>	4	10%
<i>Total</i>	40	100%

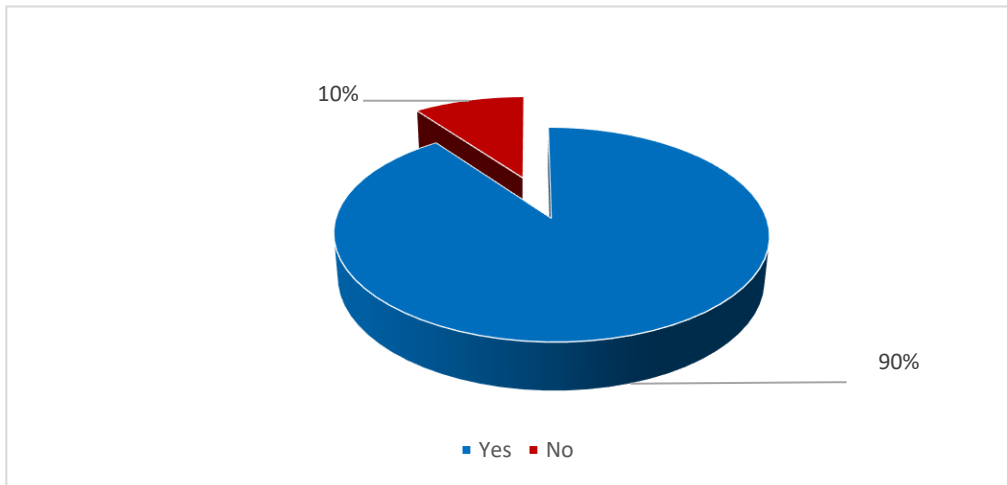


Figure 9: Students' Lack of Vocabulary

Comment: According to what is suggested in **Table 09**. We notice that 36 students what equals 90% declared that lack of vocabulary has a real effect on oral communication, because it hinders their ability to speak and use the foreign language easily. While, the rest of the participants 4 students which equals 10% said that lack of vocabulary did not affect their communication.

Question 12: Does grammar play a role in clear and effective oral communication?

Table 10: Grammar Role in Oral Communication

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	22	55%
<i>No</i>	18	45%
<i>Total</i>	40	100%

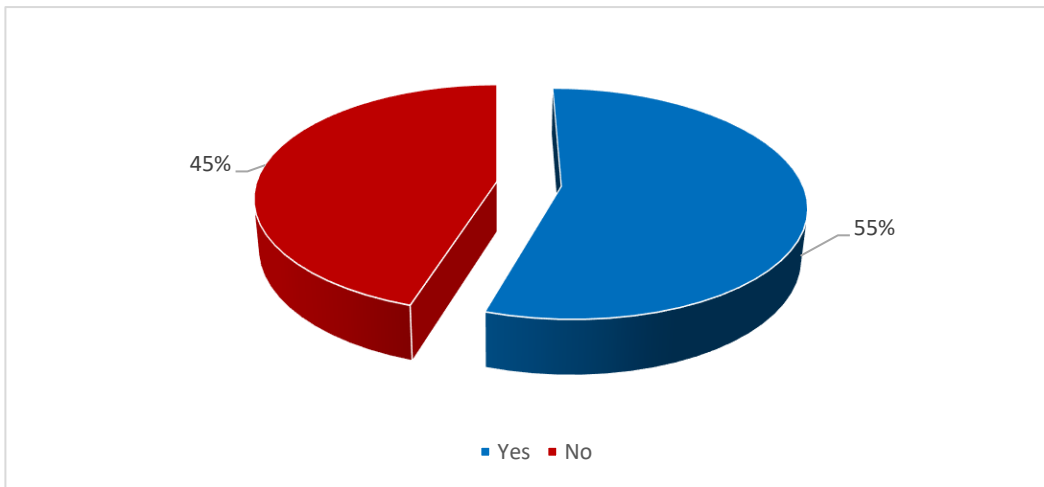


Figure 10: Grammar Role in Oral Communication

Comment: This question is asked in order to figure out does the grammar play a role in clear and effective oral communication for their speaking process. According to the results, 22 students which equals 55% said yes which means that grammar play a major role in effective oral communication. However, 18 students which equals 45% find grammar as not essential for an effective oral communication.

Question 13: Have you ever felt unsure about speaking because you were worried about using the right grammar?

Table 11: Students Felt Unsure about Speaking

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	24	60%
<i>No</i>	16	40%
<i>Total</i>	40	100%

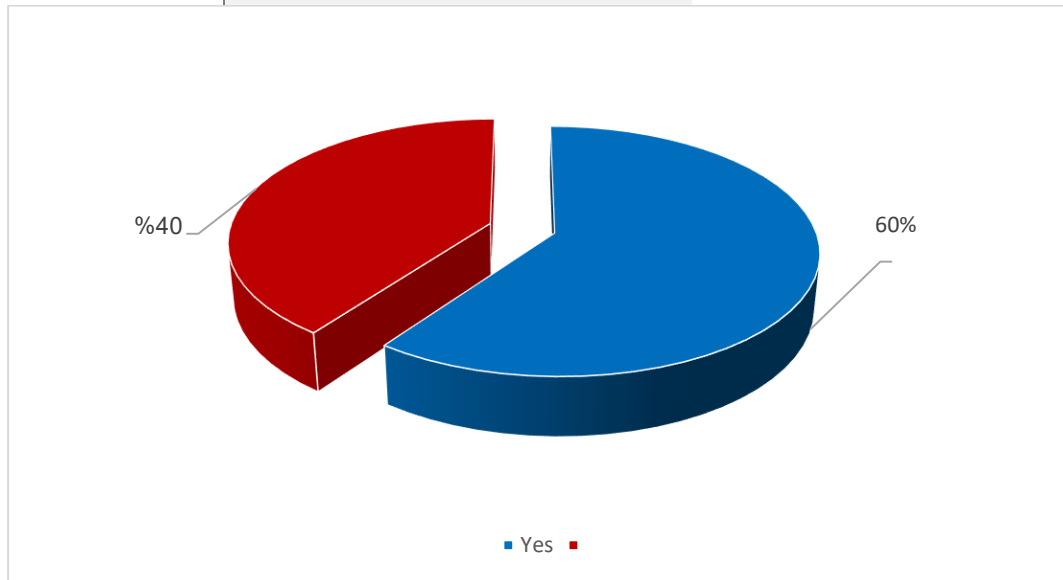


Figure 11: Students Felt Unsure about Speaking

Comment: This question was asked to figure out how much grammar is important for students in their English language learning process and in speaking. According to the results, grammar is considered as a very significant part in Oral performance.

Question 14: Do you believe that a good command of grammar is essential for being understood in a conversation?

Table 12: Students' Good Command of Grammar

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	16	40%
<i>No</i>	24	60%
<i>Total</i>	40	100%

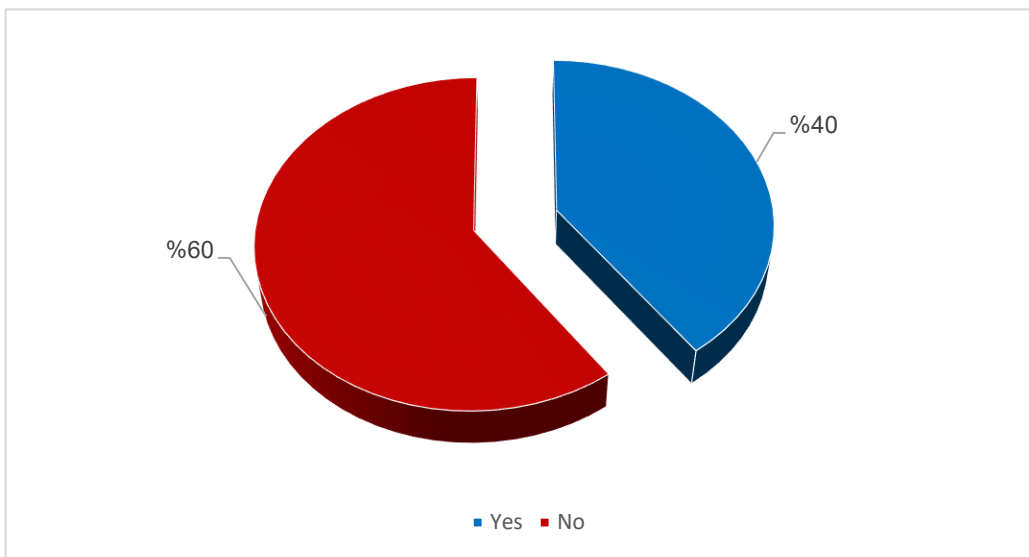


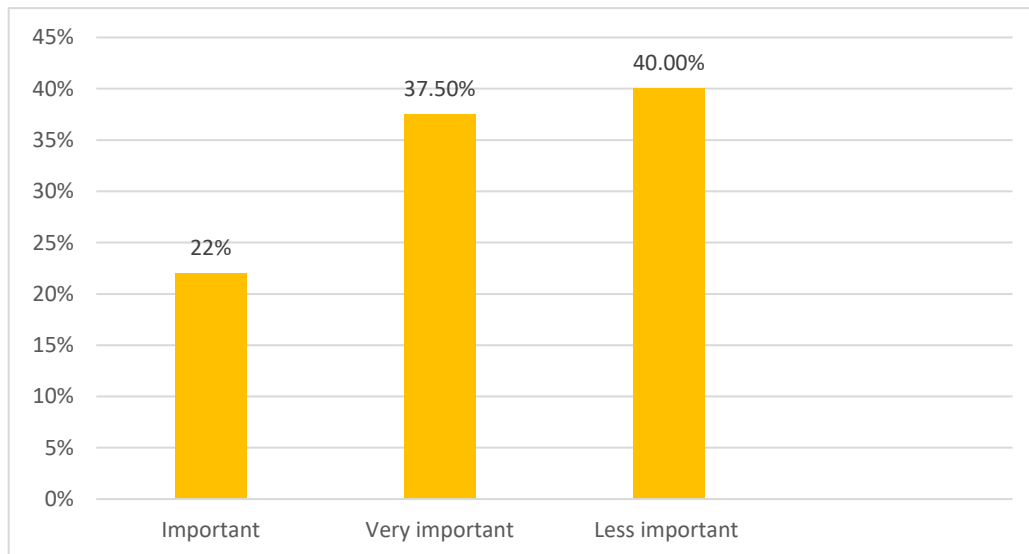
Figure 12: Students' Good Command of Grammar

Comment: The aim of the question was to assess students' perspectives on the importance of grammar in ensuring clear communication during conversations. Despite the majority of students expressing a contrary viewpoint, the outcomes underline the diversity of opinions regarding the significance of grammar proficiency in verbal interactions.

Question 15: How important is coherence in oral communication?

Table 13: Importance of Coherence in Communication

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Important</i>	9	22.50%
<i>Very important</i>	15	37.50%
<i>Less important</i>	16	40%
<i>Total</i>	40	100%



Graph 1: Importance of Coherence in Communication

Comment: As noticed above, the majority of the participants 16 students which making up 40% affirm that coherence does not have a crucial role in communication, whereas the others affirm that coherence is actually a good strength point in communication with others.

Question 16: What techniques do you use to ensure your spoken thoughts are coherent and logical?

The aim of the question was to inquire about the strategies employed by students to maintain coherence and logic in their spoken thoughts. Many students emphasized the importance of planning

out their thoughts before speaking, organizing ideas, and ensuring a deep understanding of the topic. Additionally, students mentioned utilizing background knowledge and authentic materials to support their verbal expressions, demonstrating a proactive approach to enhancing coherence and logical flow in their spoken communication.

Question 17: Do you experience hesitations or pauses when speaking?

Table 14: The Existence of Hesitation and Pauses in Speaking

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	40	100%
<i>No</i>	0	0%
<i>Total</i>	40	100%

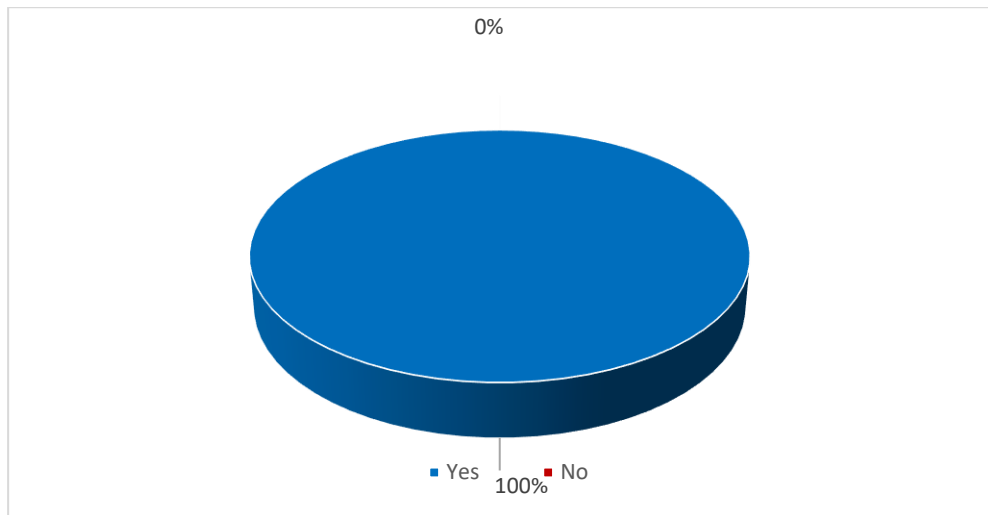


Figure 13: The Existence of Hesitation and Pauses in Speaking

Comment: Table 14 and Figure 13, the result shows that all the students face hesitations or pauses when speaking especially in foreign language. these responses underscore the prevalence of hesitations and pauses as natural occurrences in spoken communication.

Question 18: Do you think pausing affects your communication?

Table 15: Students' Agreement on the Effect of Pausing Communication

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	34	85%
<i>No</i>	6	15%
<i>Total</i>	40	100%

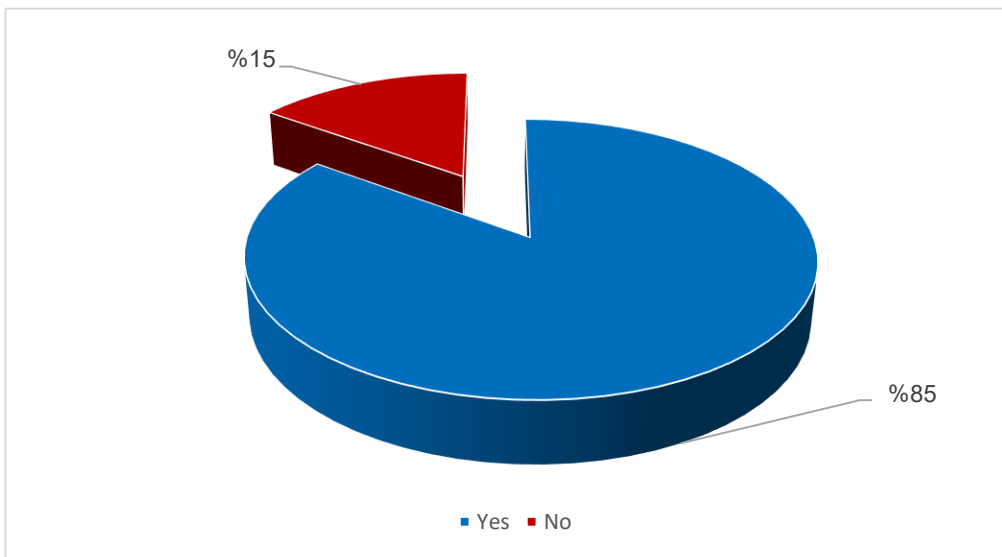


Figure 14: Students' Agreement on the Effect of Pausing Communication

Comment: From the table and the figure, we can conclude that most students 85% confirmed that pausing does indeed impact their communication. This acknowledgment reflects an awareness among students of the role pauses play in shaping the clarity and effectiveness of verbal expression, highlighting their understanding of the importance of pacing in communication. The aim of the question was to ascertain students' views on whether pausing affects their communication.

Question 19: Do you typically structure your oral communication, especially in more formal settings?

Table 16: Student Structure their Oral Communication

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	40	100%
No	0	0%
Total	40	100%

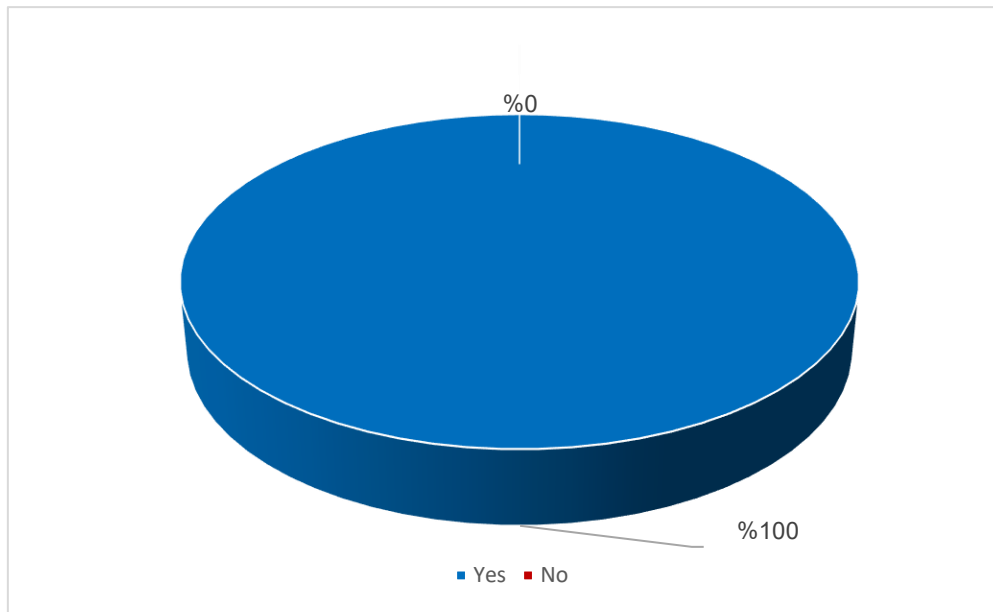


Figure 15: Student Structure their Oral Communication

Comment: From the show results, it is noticeable that 100% of students responded affirmatively, indicating a common practice of structuring their oral communication in formal contexts. This consensus suggests a recognition among students of the importance of organization and coherence in conveying their thoughts effectively, especially in situations where formality is expected.

Question 20: Have you ever faced challenges in organizing your thoughts and presenting them in a structured manner?

Table 17: Students Organization Challenges

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	37	92.5%
<i>No</i>	3	7.5%
<i>Total</i>	40	100%

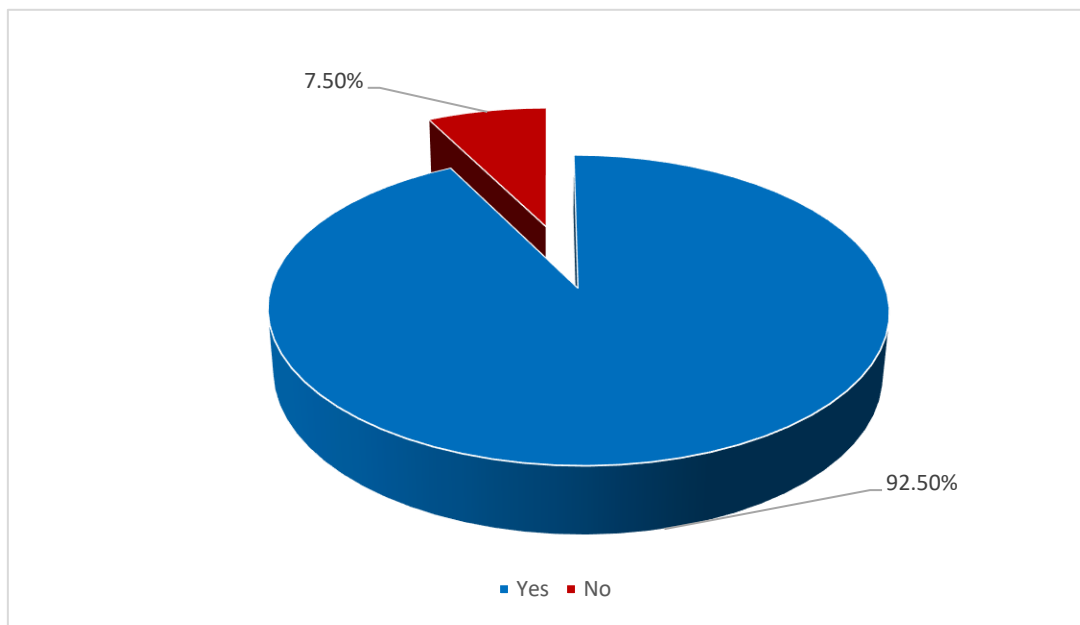


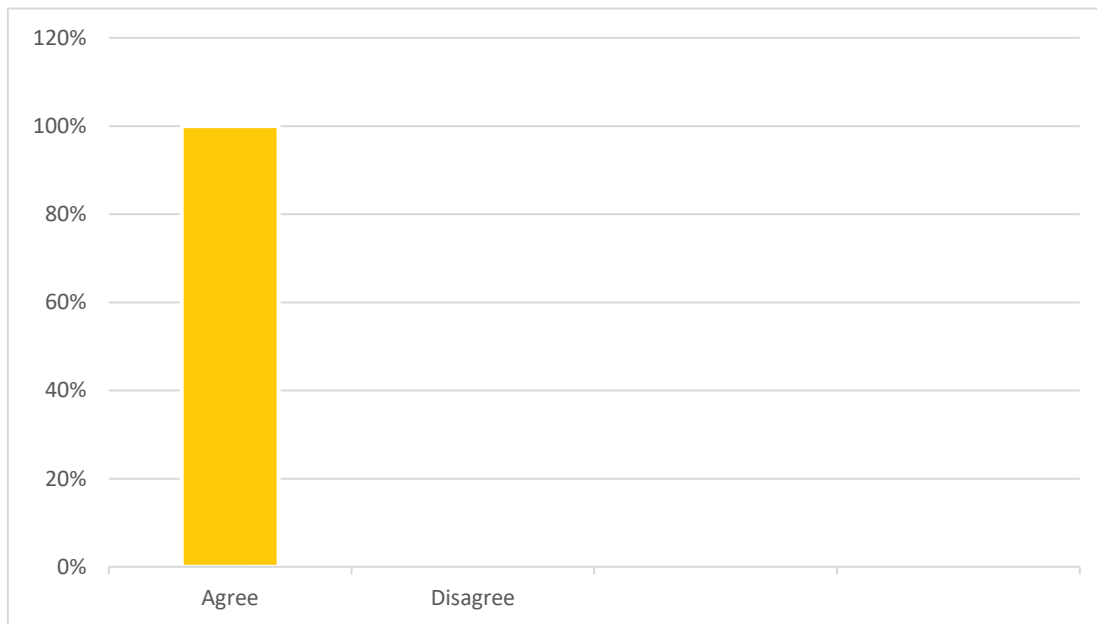
Figure 16: Students Organization Challenges

Comment: the **Table 17** illustrates that majority of the respondents 37 students which equals 92.5% faced challenges in organizing their thoughts and also this hinders them from presenting them in an inappropriate manner. Whereas, 3 students said no they do not need to organize their thoughts in order to present them.

Question 21: Do you think having a well-organized structure is crucial for effective oral performance?

Table 18: Effect of the Organization on Oral Performance

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Agree</i>	40	100%
<i>Disagree</i>	0	0%
<i>Total</i>	40	100%



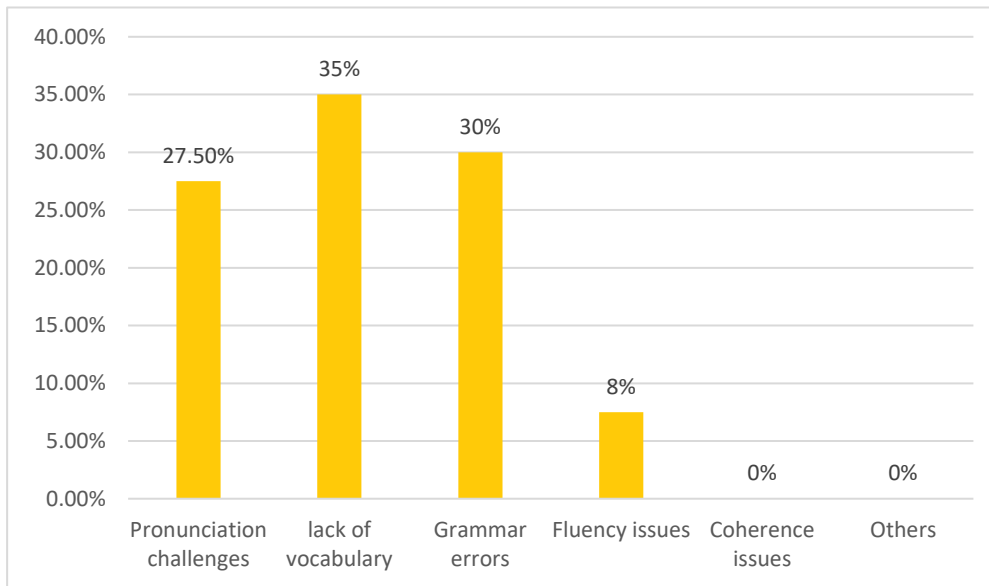
Graph 2: Effect of the Organization on Oral Performance

Comment: based on the **Table 18 and graph 02** above. 40 (100%) students answered Yes, confirming that having an organized structure is essential for affective oral performance. This consensus underscores the recognition among students of the significance of coherence and organization in facilitating clear and impactful verbal expression, reflecting their understanding of the importance of structure in communication.

Question 22: Reflecting on your own experience, which linguistic barriers do you find most challenging?

Table 19: Students’ Linguistic Barriers

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Pronunciation challenges</i>	11	27.50%
<i>Lack of vocabulary</i>	14	35%
<i>Grammar errors</i>	12	30%
<i>Fluency issues</i>	3	7.50%
<i>Coherence issues</i>	0	0%
<i>Others</i>	0	0%
<i>Total</i>	40	100%



Graph 3: Students’ Linguistic Barriers

Comment: Table19 and graph 03 are related to the linguistic barriers that hinder students from speaking in class. The most challenging barrier the students noticed is a lack of vocabulary, 14 students with a rate of 35% , and the second is grammar errors with 12 students which equals 30%, next is pronunciation challenges with 11 students with a rate of 27.50%, and fluency issues 8% of students find it challenging on their own experience. And there is no other factors notification.

Question 23: In your opinion, there any interconnections between these linguistic barriers that impact oral performance?

Table 20: Students Affirmation the Inter Connection Between those Barriers

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	40	100%
<i>No</i>	0	0%
<i>Total</i>	40	100%

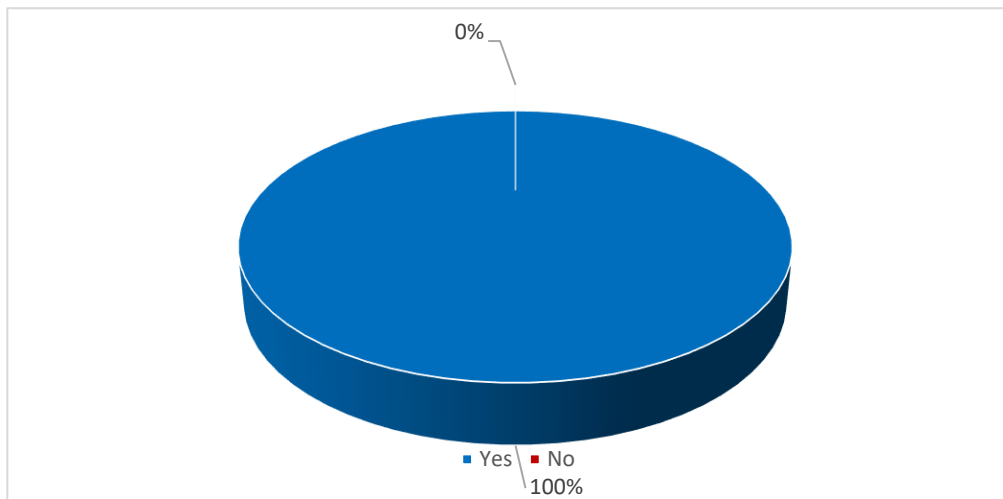


Figure 17: Students Affirmation the Inter Connection Between those Barriers

Comment: This question aimed to explore students’ perceptions of interconnections between linguistic barriers affecting oral performance. The unanimous agreement among students suggests a recognition of complex interactions among various barriers such as vocabulary, pronunciation, grammar, coherence, hesitation, and structure. This acknowledgment underscores the students’ awareness of how these linguistic elements can intertwine and collectively influence oral communication.

Question 24: Have you ever taken language classes to improve your oral communication skills?

Table 21: If Students Take Classes to Improve their Oral Communication Skills

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	30	75%
<i>No</i>	10	15%
<i>Total</i>	40	100%

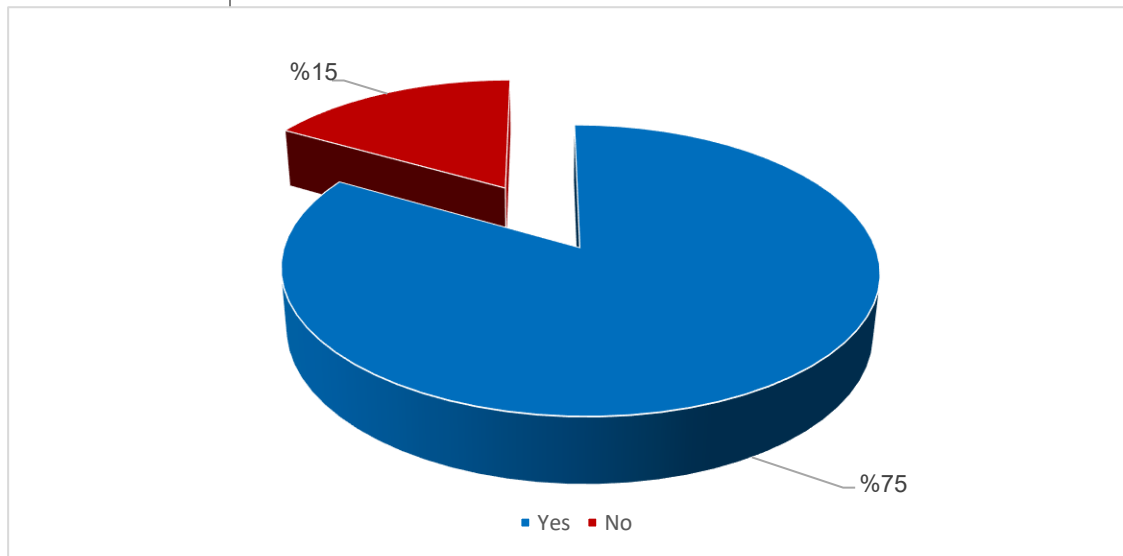


Figure 18: If Students Take Classes to Improve their Oral Communication Skills

Comment: The question aimed to inquire about students’ experiences with language classes to enhance their oral communication skills. While the majority of students responded affirmatively, indicating their participation in such classes, a minority stated they had not taken language classes for this purpose. This diversity in responses suggests varying approaches among students in seeking opportunities to improve their oral communication skills, highlighting the importance of individualized learning paths in language development.

Question 25: Could you please provide some suggestions to improve the oral performance?

34 student out of 40 answerd this question. Most of the students propose some suggestions to enhance oral performance:

- Role play.
- Producing dialogues.
- Listening more to native speakers, podcasts, songs, videos, and movies.
- Repetition of words, sentences, shadowing , etc.
- Teaching pronunciation.
- Teaching how to improve your speech.
- Benefits from technology and media.

6.2 Analysis of Teachers' Questionnaire

Section one: General information

Question 01: Gender

Table 22: The Teachers' Gender

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Male</i>	2	40%
<i>Female</i>	3	60%
<i>Total</i>	5	100%

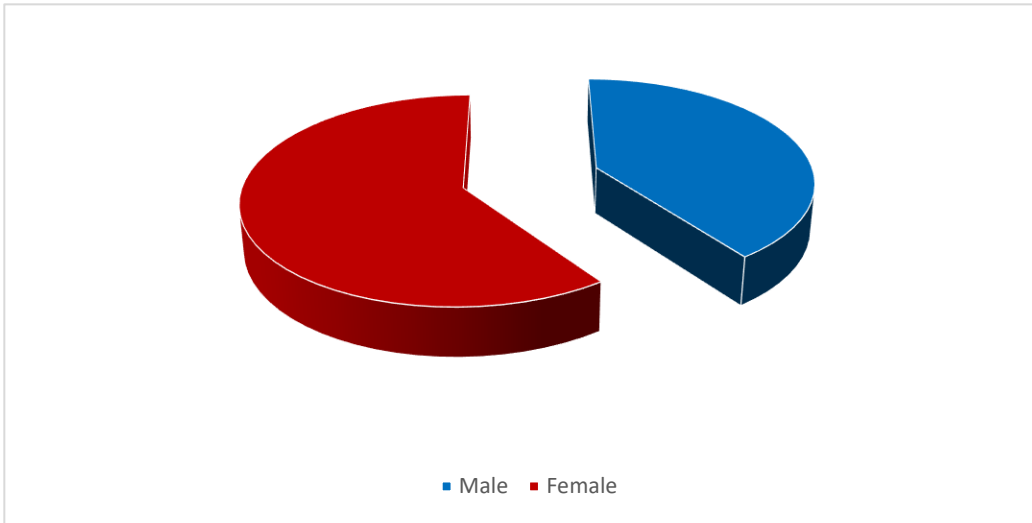


Figure 19: The Teachers' Gender

Comment: From **Table 22**, we can notice the sample contains 3 female and 2 male teachers. They are teachers of oral expression in English department.

Question 02: Educational level

Table 23: Teachers' Educational Level

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Master</i>	1	20%
<i>Magister</i>	1	20%
<i>Doctorate</i>	3	60%
<i>Total</i>	5	100%

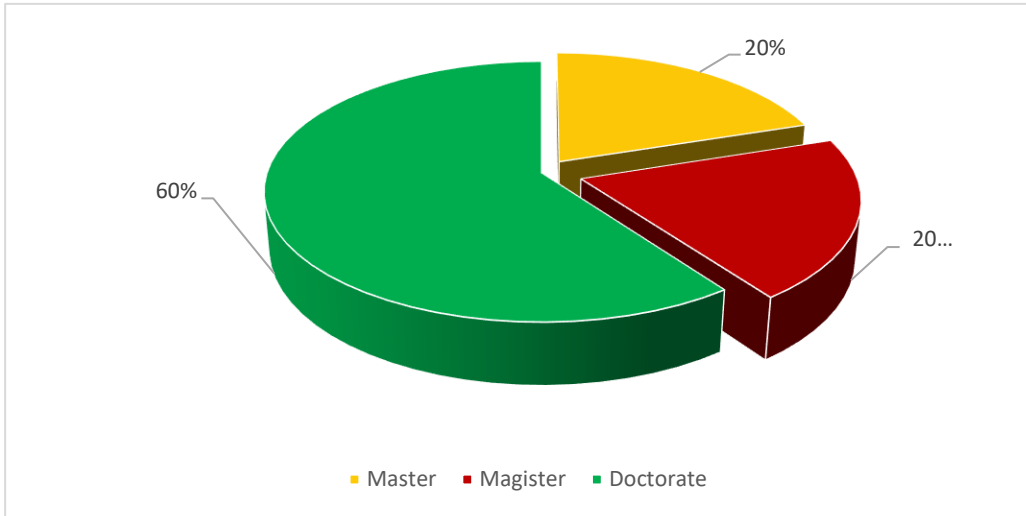


Figure 20: Teachers' Educational Level

Comment: The table and the figure above show that novice teachers from (03) represent (60%) of the sample have a doctorate degree, while one teacher has magister and one has a master degree. This indicates that the division of English Language at M'Sila University has teachers with different educational level, most of them are experienced.

Question 03: How long have you been teaching oral expression?

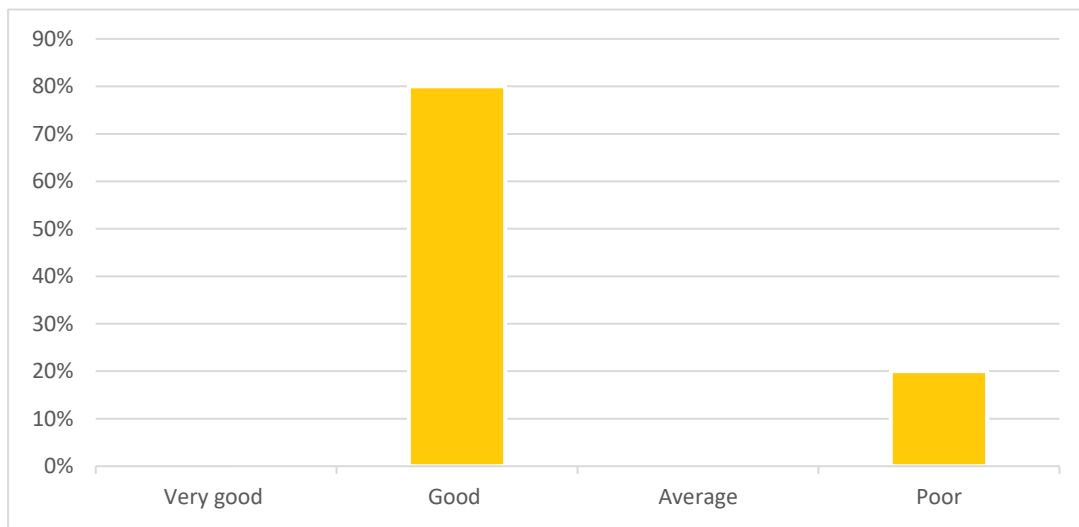
The data shows that those five teachers have responded to inquiries regarding their tenure in teaching oral expression. Notably, one instructor possesses the highest level of experience, having dedicated 18 years to instructing in this domain, while another has accrued 10 years of teaching experience. The remaining educators exhibit varying levels of experience, spanning from one to five years in teaching oral expression. This datum implies that the teachers of our sample of study have a various experience in teaching. That is what lead to a different opinion depending on these variations.

Section Two: Teachers' perceptions about learners' linguistic barriers

Question 04: How do you find your students speaking level in oral expression?

Table 24: Teachers’ Perception of Students’ Speaking Level

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Very good</i>	0	0%
<i>Good</i>	4	80%
<i>Average</i>	0	0%
<i>Poor</i>	1	20%



Graph 4: Teachers’ Perception of Students’ Speaking Level

Comment: The data presented in both the table and graph indicate that the majority of teachers, constituting 80%, assess their students' proficiency level in speaking as being at a commendable standard during oral expression sessions. Conversely, a smaller proportion, comprising 20% of the surveyed teachers, perceive their students' speaking proficiency to be at a comparatively lower level.

Question 05: According to you why are some students reluctant to speak?

In response to this question, teachers provided a multitude of factors contributing to students’ reluctance to engage in oral expression. These encompassed various linguistic and psychological challenges. Among the reported reasons were deficiencies in vocabulary, accent difficulties, pronunciation errors, and grammar mistakes, Additionally, teachers noted motivational issues,

encompassing a lack of enthusiasm or intrinsic drive to participate actively in oral expression activities.

Moreover, psychological barriers such as shyness and a lack of confidence were highlighted, impeding students' willingness to speak up in class. Furthermore, concerns regarding fluency were raised, indicating students' struggles to maintain a smooth and uninterrupted flow of speech. This comprehensive range of factors underscores the complex interplay between linguistic competencies, psychological factors, and motivational dynamics influencing students' oral expression abilities.

Question 06: Do all your students participate in their speaking classes?

Table 25: Students' Participation in Speaking Sessions

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	0	0%
<i>No</i>	5	100%
<i>Total</i>	5	100%

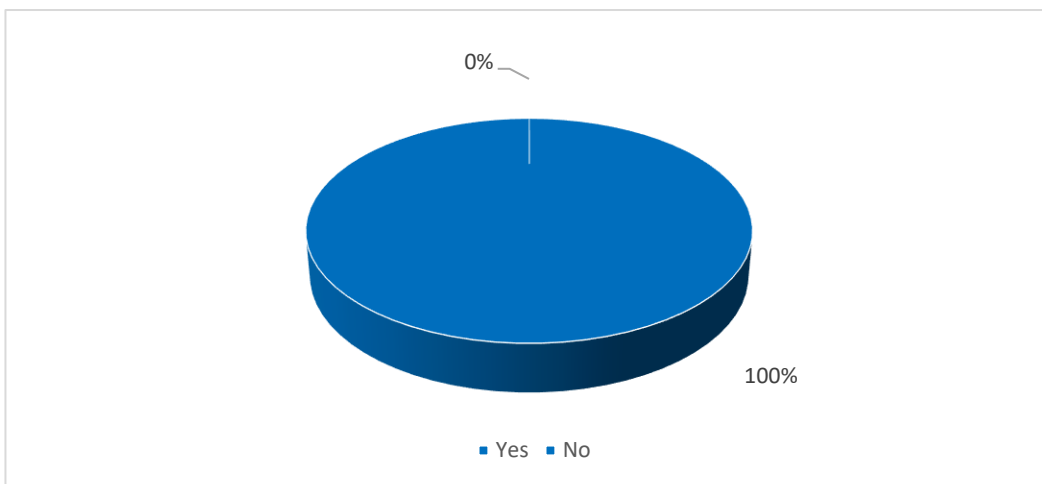


Figure 21: Students' Participation in Speaking Sessions

Comment: The teachers claim that not all students actively engage in these sessions.

If no, why?

Teachers have observed that students’ participation in oral sessions is influenced by several factors. These include the topic being discussed, which may evoke shyness in some students. Additionally, the inherent disposition of certain students as introverts contributes to their reluctance to engage. Moreover, participation levels vary depending on both the subject matter and the mood among students. Understanding these dynamics is crucial for fostering a supportive learning environment conducive to the development of students’ oral communication skills.

Question 07: Do you encourage your learners to participate in oral classes?

Table 26: Teachers Encouragement to Students

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	5	100%
<i>No</i>	0	0%
<i>Total</i>	5	100%



Figure 22: Teachers Encouragement to Students

Comment: The data in Table and the Figure shows that every teacher encourages their students to join in oral expression sessions. This tells us that all teachers believe in getting students involved, creating a classroom where everyone can speak up and participate.

If yes, how?

In promoting oral expression, teachers utilize various strategies to foster a supportive learning environment. These include group and pair work, encouraging students to produce simple sentences and engage in short dialogues. Peer correction is encouraged, alongside motivational techniques to inspire participation. Projects and presentations offer opportunities for students to showcase their skills, while constructive feedback is prioritized over criticism, creating a safe space for experimentation and growth.

Question 08: Do you believe pronunciation affects the oral communication ability?

Table 27: Teachers Agreement About Pronunciation Affect

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	3	60%
<i>No</i>	2	40%
<i>Total</i>	5	100%

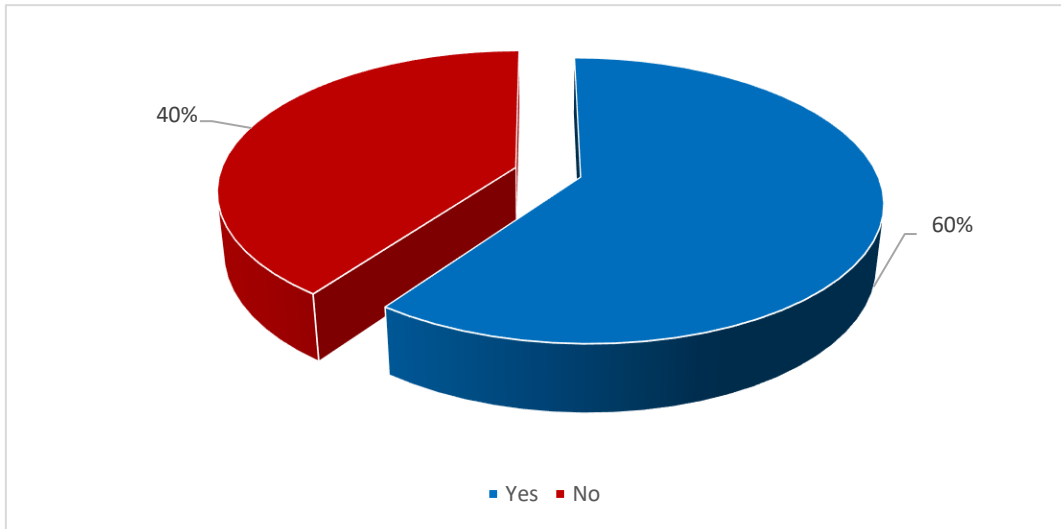


Figure 23: Teachers Agreement About Pronunciation Affect

Comment: According to the table, 60% of teachers recognize pronunciation as a significant factor affecting students’ oral communication abilities in foreign languages, while 40% hold a contrary opinion. This suggests a notable divergence in perspectives among educators regarding the impact of pronunciation on students’ proficiency in verbal communication. Such variations in viewpoints underscore the complex nature of language acquisition and the multifaceted considerations involved in fostering effective oral communication skills.

Question 09: Have you faced or experienced moments where a lack of vocabulary affects your student performance?

Table 28: Teachers Experienced Students Lack of Vocabulary

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	4	80%
<i>No</i>	1	20%
<i>Total</i>	5	100%

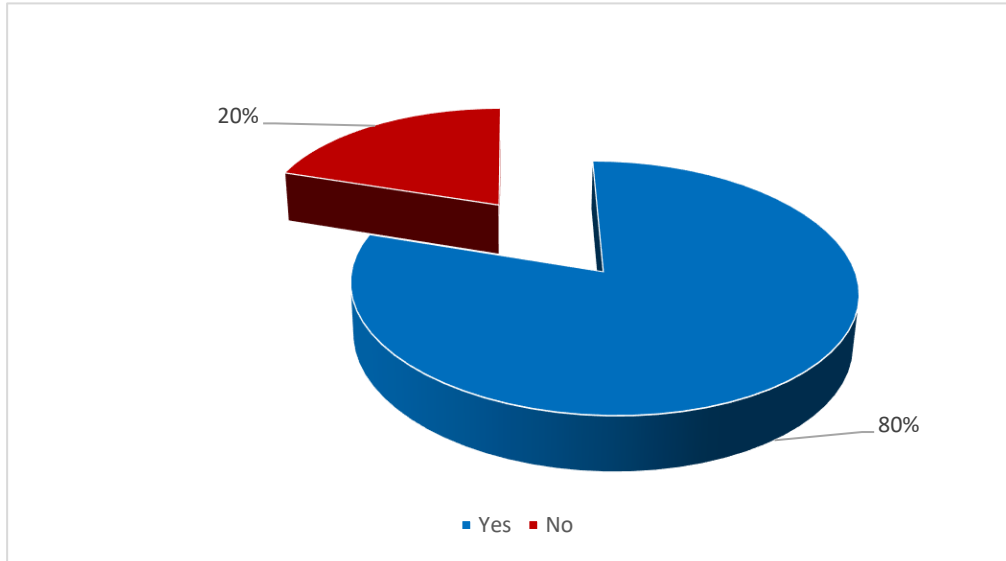


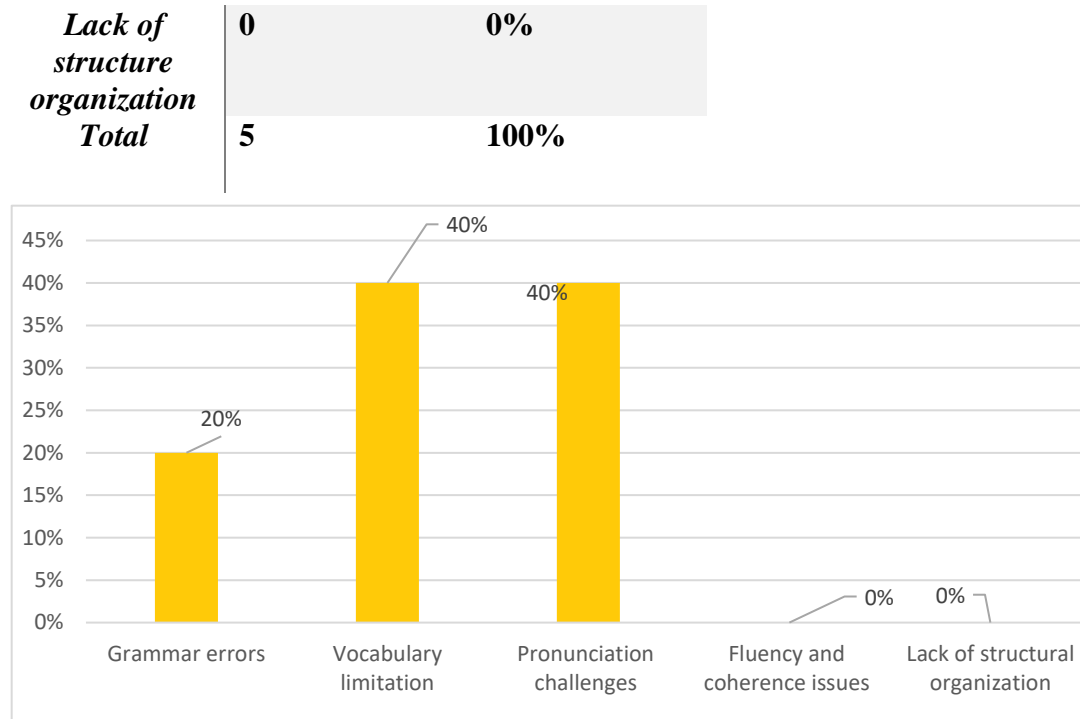
Figure 24: Teachers Experienced Students Lack of Vocabulary

Comment: The **Figure 24** stated that majority of teachers, comprising 80%, report that students’ insufficient vocabulary significantly impacts their oral performance. Conversely, 20% of teachers in these states assert that they do not encounter such challenges. This discrepancy highlights differing perceptions among educators regarding the prevalence and impact of vocabulary limitations on students' oral communication abilities.

Question 10: What are the difficulties that your students face when they perform un the classroom?

Table 29: Teachers’ Attitudes About their Students’ Performing Difficulties

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<i>Grammar errors</i>	1	20%
<i>Vocabulary limitation</i>	2	40%
<i>Pronunciation challenges</i>	2	40%
<i>Fluency and coherence issues</i>	0	0%



Graph 05: Teachers' Attitudes About their Students' Performing Difficulties

Comment: The **Graph 05** indicated that, when queried about the challenges their students encounter during classroom performance, responses from five teachers revealed distinct patterns. Among them, 40% identified vocabulary limitations as a primary obstacle, while an equal proportion cited pronunciation challenges. Interestingly, 20% of the teachers highlighted grammar errors as the most prevalent difficulty hindering student performance. This diverse range of responses underscores the multifaceted nature of language learning challenges and suggests the importance of addressing various linguistic aspects to enhance student performance in the classroom.

Question 11: What are the strategies you mostly use with your students in class to overcome these barriers during oral performance?

All five teachers responded to the question, providing valuable insights into strategies aimed at enhancing oral performance. Their suggestions encompass a range of collaborative activities, including pair work, group work, and role play, which promote interactive learning and

communication skills development. Additionally, game discussions, both individual and group-based, offer engaging platforms for language practice and expression. Information gap activities and problem-solving tasks further encourage active participation and critical thinking among students. Furthermore, teachers emphasize the importance of revising grammar as an integral component in refining oral proficiency. These diverse recommendations underscore a holistic approach to **fostering** effective oral communication skills in the classroom.

7. Discussion and Interpretation of Students' and Teachers' Questionnaires

Results

This part provides a comprehensive summary of the research outcomes, it points the results obtained from both the students and teachers questionnaire also examines how they relate to research hypotheses and questions. Furthermore, it discusses the results, and presents suggestions for the students and the teachers.

7.1. Discussion and Interpretation of Students' Questionnaire Results

The analysis of the study's outcomes unveiled several noteworthy insights into the realm of linguistic barriers encountered by EFL learners. Primarily, it was evident that linguistic challenges significantly impede EFL students' oral proficiency, particularly in vocabulary acquisition. Despite their efforts, learners faced obstacles during oral expression, predominantly stemming from pronunciation difficulties, limited vocabulary, grammar errors, and fluency issues.

The study showed that EFL learners face challenges in speaking English due to linguistic barriers like pronunciation, limited vocabulary, grammar errors, and fluency issues. These difficulties make it hard for them to express themselves clearly. However, the study found that targeted teaching methods could help overcome these barriers. For example, teaching pronunciation, expanding

vocabulary, and practicing grammar can improve students' oral skills. But many learners had not been exposed to these methods before, indicating a need for better language education.

This study highlights the important role of teachers in helping EFL learners overcome linguistic barriers. By teaching specific language skills and creating a supportive learning environment, teachers can help students improve their oral proficiency. Overall, the findings suggest that addressing linguistic barriers is crucial for effective language learning and communication.

7.2. Discussion and Interpretation of Teachers' Questionnaire Results

The insights gleaned from the responses of the teachers shed light on the significance of various strategies in improving oral performance among EFL learners. Through their experiences and expertise in language instruction, the teachers provided valuable perspectives on effective approaches to enhance students' oral communication skills.

Among the strategies discussed by the teachers, pair work and group work emerged as pivotal methods for fostering interactive learning environments conducive to oral proficiency development. By engaging students in collaborative activities, teachers noted the opportunity for enhanced language practice and communication exchanges. Role play activities were also highlighted as effective tools for simulating real-life communication scenarios and encouraging students to express themselves orally in diverse contexts.

Furthermore, game discussions were underscored as engaging platforms for language practice, catering to both individual and group dynamics. The interactive nature of these activities not only promoted active participation but also facilitated vocabulary retention and fluency development.

In addition to these active learning strategies, the teachers emphasized the importance of providing guidance and support to students in revising grammar. By addressing grammar errors and reinforcing

language structures, teachers aimed to enhance students' overall oral proficiency and communication effectiveness.

Overall, the teachers' insights underscore the multifaceted nature of oral performance improvement, highlighting the importance of diverse instructional approaches tailored to meet the diverse needs and preferences of EFL learners. Through collaborative learning, interactive activities, and targeted grammar instruction, teachers strive to empower students with the skills and confidence necessary for effective oral communication.

7.3. Limitation of the Study

As it is case with the process of conducting any kind of the research, it is inevitable to deal with difficulties and limitation in various steps of research. The main difficulties that cross was the limited time, if we had more time, it would have been possible to gather more aspects of the study. On the other hand, the sample of 40 students is small because it was not possible to take a large sample size due to use random sampling to avoid any partiality.

7.4. Recommendations

After proving that linguistic barriers hinder the EFL third-year students' oral performance. We are in good position to recommend some pedagogical implications that might be beneficial for the students at first and teachers as well. Oral performance is a fundamental and necessary in the process of teaching and learning a foreign language, and it is the only way the students learn how to communicate with their teachers and classmates.

7.4.1. Suggestions for Students

From the procure results of the students' questionnaire, we can provide students with suggestions that may help them overcome these barriers, better their communication, and improve their learning process.

1. Students should be aware of the importance oral expression sessions, in order to enhance the oral performance.
2. Take initiative in seeking out resources and support to address specific linguistic barriers, such as pronunciation guides, vocabulary-building apps, and online grammar tutorials.
3. Practice speaking English regularly with peers, tutors, or language partners to improve fluency and confidence in oral communication.
4. Reflect on personal language learning goals and track progress over time, celebrating achievements and identifying areas for further improvement.
5. Embrace a growth mindset and persevere through challenges, recognizing that language acquisition is a gradual process that requires dedication and perseverance.

7.4.2. Suggestions for Teachers

Based on the found results, we can provide the following suggestions for teachers in order to overcome these barriers and make them conscious about the hinderance that face their students, and enhance teaching to create best learning environment.

1. Teachers should provide explicit instruction on pronunciation, vocabulary expansion, and grammar rules tailored to address common linguistic barriers encountered by EFL learners.
2. Incorporate diverse teaching methods and resources, including multimedia materials and interactive activities, to engage students and enhance their language skills.

3. Offer regular opportunities for speaking practice and feedback, allowing students to apply newly acquired language knowledge in meaningful contexts.
4. Teachers have to actively engage learners in language learning activities both inside and outside the classroom, including listening to English podcasts, watching English movies, and participating in language exchange programs.
5. Teachers need to foster a supportive and inclusive classroom environment where students feel encouraged to take risks, make mistakes, and actively participate in oral communication tasks.
6. Continuously assess students' progress and adjust teaching strategies accordingly, recognizing individual learning needs and preferences.

Conclusion

This chapter aims to gather authentic perspectives from both students and teachers regarding the impact of linguistic barriers on oral performance in EFL settings. Through analysis of study findings students' and teachers' questionnaire, compelling evidence emerges regarding the challenges posed by linguistic barriers and their hindrance to effective oral communication. The study highlights the positive effects of addressing these barriers, including improved pronunciation, expanded vocabulary, and enhanced fluency. However, it also identifies significant obstacles such as students' lack of exposure to effective strategies for overcoming linguistic barriers. The results obtained from the analysis data confirm the research questions and the hypotheses of the dissertation, as well as provide some suggestions for students and teachers to help them overcome linguistic challenges.

General Conclusion

General Conclusion

In conclusion, this research has delved into the multifaceted nature of linguistic barriers and their impact on oral performance in English as a Foreign Language settings. The theoretical exploration provided a comprehensive overview of various linguistic barriers, including pronunciation challenges, vocabulary limitations, grammar errors, fluency issues, and coherence issues. These barriers were examined within the context of their definitions, manifestations, and implications for oral communication proficiency among EFL learners. Next, stated some strategies and activities to overcome these barriers and improve the oral performance of the EFL students.

Additionally, the theoretical framework elucidated the role of oral communication skills in language acquisition, highlighting the significance of effective speaking abilities in facilitating language learning and promoting meaningful interactions. Factors affecting oral performance, such as lack of self-confidence, shyness, fear of making mistakes, anxiety, and motivation, were identified and analyzed to understand their influence on students' speaking proficiency within the EFL classroom.

The practical investigation aimed to confirm the hypotheses proposed regarding the significant role of linguistic barriers in hindering students' oral performance. Through empirical research and data analysis, the study provided evidence supporting the hypothesis that linguistic barriers, encompassing pronunciation challenges, vocabulary limitations, grammar errors, fluency issues, and coherence issues, indeed play a substantial role in impeding students' oral communication proficiency.

The findings underscore the importance of addressing linguistic barriers in EFL education to enhance students' oral performance and promote language learning outcomes. Both teachers and

students are encouraged to collaborate in identifying, understanding, and mitigating these barriers through targeted instructional strategies, immersive learning experiences, and supportive classroom environments.

In conclusion, this research confirms that linguistic barriers pose significant challenges to students' oral performance in EFL settings. By recognizing the pivotal role of linguistic proficiency in oral communication and acknowledging the influence of various factors on speaking proficiency, teachers can implement effective interventions to address these barriers and empower students to achieve greater proficiency in spoken English. Through concerted efforts and a collaborative approach, teachers and students can work together to overcome linguistic barriers and create a more inclusive and enriching learning environment conducive to language acquisition and oral communication success.

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Appendix A

Students' Questionnaire

Dear students,

Thank you for participating in this survey. The purpose of this questionnaire is to gather information about linguistic barriers affecting oral performance. Your insights will contribute to understanding the challenges individuals face in expressing themselves orally. Please answer the following questions honestly and to the best of your ability.

Section One: Student's identification Demographic Information:

1. Gender: Male Female

2. Age:

Section Two: On Linguistic Barriers:

3. Do you believe that language proficiency influences oral performance?

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

4. In what situations do you feel linguistic barriers impact oral performance the most? (e.g., public speaking, group discussions, interviews)

Public Speaking

Group Discussions

Interviews

5. How do you cope with linguistic barriers during oral communication?

1.....

2.....

6. Have you ever experienced difficulty in expressing yourself orally due to vocabulary limitations?

Yes

No

7. Do you think accent or pronunciation plays a role in oral communication difficulties?

Yes No Not sure

8. Have you ever faced challenges in conveying your message due to pronunciation difficulties?

Yes No

9. Do you believe that a strong accent can hinder effective communication in a language?

Yes No

10. How does your vocabulary level impact your ability to express yourself orally?

.....
.....

11. Have you experienced moments where a lack of vocabulary affected your oral communication?

yes No

12. Does grammar play a role in clear and effective oral communication?

yes No

13. Have you ever felt unsure about speaking because you were worried about using the right grammar?

yes No

14. Do you believe that a good command of grammar is essential for being understood in a conversation?

Yes No

15. How important is coherence in oral communication?

important very important less important

16. What techniques do you use to ensure your spoken thoughts are coherent and logical?

.....
.....

17. Do you experience hesitations or pauses when speaking?

Yes No

18. Do you think pausing affects your communication?

Yes No

19. Do you typically structure your oral communication, especially in more formal settings?

Yes

No

20. Have you ever faced challenges in organizing your thoughts and presenting them in a structured manner?

Yes

No

21. Do you think having a well-organized structure is crucial for effective oral performance?

Yes

No

22. Reflecting on your own experience, which linguistic barriers do you find most challenging?

Pronunciation Challenges

Grammar Errors

Lack of Vocabulary

Fluency Issues

Coherence issues

Other

.....

23. In your opinion, there any interconnections between these linguistic barriers that impact oral performance?

Yes

No

24. Have you ever taken language classes to improve your oral communication skills?

Yes

No

25. Could you please provide some suggestions to improve the oral performance?

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

Thank you for completing the questionnaire!

Your input is valuable in understanding and addressing linguistic challenges in oral performance.

Appendix B

Teachers' Questionnaire

Dear teachers,

This questionnaire is designed to gather information about the linguistic barriers affecting third-year EFL students to oral performance and the strategies used by teachers to overcome these barriers. We would be very grateful if you gave us some of your time and patience to learn more about your experiences as an oral expression teacher. Your cooperation is important, as it will help us complete this study. Therefore, please tick in the appropriate box and give a full answer where necessary. Thank you very much in advance.

Section one: General information

1- Gender:

Male

Female

2- Educational level:

License /B. A

Magister / M.A

Doctorate/ Ph.D.

3-How long have you been teaching oral expression?

.....

Section two: Teachers' perceptions about learners' linguistic barriers.

4- How do you find your students speaking level in oral expression?

a) Very good

b) Good

c) Average

d) Poor

5- According to you why are some students reluctant to speak?

.....
.....

6- Do all of your students participate in their speaking classes?

a) Yes

b) No

- If No, why?

.....
.....

7- Do you encourage your learners to participate in oral classes?

a) Yes

b) No

8- Do you believe pronunciation affects the oral communication ability?

a) Yes

b) No

9- Have you faced or experienced moments where a lack of vocabulary affects your student performance?

a) Yes

b) No

10- What are the difficulties that your students face when they perform in the classroom?

a) Grammar errors

b) Vocabulary limitation

c) Pronunciation challenges

d) Fluency and coherence issues

e) Lack of structural organization

Other

.....

11- What are the strategies you mostly use with your students in class to overcome these barriers during oral performance?

.....
.....

Thank you.

ملخص

هذا البحث يدرس الحواجز اللغوية التي تعيق أداء الطلاب في تعلم الإنجليزية كلغة أجنبية، ويفحص تأثيراتها على عملية التعلم والتدريس. يوفر الإطار النظري نظرة شاملة على مجموعة متنوعة من الحواجز اللغوية، بما في ذلك التحديات في النطق، وقيود المفردات، وأخطاء القواعد النحوية، ومشاكل الانسيابية، وقضايا الترابط، من خلال تعريفها وشرح آثارها على كفاءة التواصل الشفوي. لتأكيد هذه الفرضية، نستخدم الدراسة الوصفية والطريقة المختلطة بناء على النتائج المستمدة من مقابلات المعلمين واستبيانات الطلاب. الأهداف الرئيسية لهذا العمل هي التحقيق في العلاقات بين المتغيرين وزيادة وعي المتعلمين بأهمية فهم الحواجز اللغوية في الأداء الشفوي، من خلال البحث التجريبي وتحليل البيانات، بالإضافة إلى تزويدهم بالطرق الفعالة التي تساعد على تحسين الأداء الشفوي. ويحاول البحث أيضاً تقديم توجيهات لمعلمي اللغة الإنجليزية كلغة أجنبية لتقديم تعليمات واضحة حول النطق، وتوسيع المفردات، وقواعد النحو مصممة لمعالجة الحواجز اللغوية الشائعة التي يواجهها متعلم اللغة الإنجليزية كلغة أجنبية. وقد تم استخدام استبيانات أدارها لطلاب السنة الثالثة من تخصص اللغة الإنجليزية في جامعة المسيلة، وتم تبويب وتحليل النتائج التي تم الحصول عليها في الفصل الأخير. يؤكد البحث الفرضية بأن الحواجز اللغوية تلعب دوراً كبيراً في عرقلة كفاءة الطلاب في التواصل الشفوي، ويوضح أهمية معالجتها في تعليم اللغة الإنجليزية كلغة أجنبية لتعزيز أداء الطلاب الشفوي وتعزيز نتائج تعلم اللغة. ويقدم التوجيهات للمعلمين لتنفيذ تدخلات فعالة وخلق بيئة تعليمية أكثر شمولاً وثراء تسهل اكتساب اللغة والنجاح في التواصل الشفوي.