

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION: LINGUISTICS

**Teachers and Learners' Perspectives on EFL Learners' Hindrances
in Turn-Taking in Oral Expression Session :The Case of Third Year
LMD Students at M'sila University**

**Master Thesis Submitted to The Department of English in Partial
Fulfillment of The Requirements for The Master Degree in Linguistics.**

Candidates

- Belaggoune Lila
- Tebbani Soumia

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2017 /2018

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Dedication

This piece of work is firstly dedicated to my father **Nour dine** and my mother **Fatiha** , without whom I would not have moved a step in my education Thank you for all the unconditional love, guidance, and support that you have always given me, I love you! (My ALLAH bless them)

I dedicate this work to my fiancé “**Said**” who have provided me with encouragements, supports, and stood with me in every big and small who cheer me up when I feel frustrated, my ALLAH bless him

To my dearest niece **Alline** and her parents, my sister **Mouna** and her husband **Mounir**

To my lovely sisters **Wardia** ,**Sabrina** and **Razika**

To my dearest friend and partner with whom I share all my Laughter with whom I exchange the support during the work **SoumiaTebbani**

To all my friends with whom I shared the university life with its lights and shadows.

To all my teachers.

To all those who I know

To all those who love me.

LILA

Dedication

I would like to dedicate this work to my great parents ‘**Dalila**’ and ‘**Toumi**’ who encourage me during my work Thank you for your love, support that you have always given me. I love you so much.

To my dearest brothers: ‘**Sami, Houssam, Ayoub.**’

To my lovely sisters ‘**Iman, Naziha, Donia, Israa, Maram**’ to whom I wish success in their lives.

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To my dearest uncles and aunts, especially my aunt ‘**Ratiba**’ and her lovely son ‘**Amine**’.

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To all those who love me.

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Abstract

Turn-taking is one of the features of classroom interaction, and the integration of learners in interaction is regarded also as the biggest challenge for teachers, since the learners of the foreign language may often face difficulties to take their turns confidently without any hesitation. The purpose of the study is to assess teachers and students' views about what hinders the EFL learners from taking turns effectively at oral expression module. In addition, our study deals with some obstacles that prevent learners from interacting. This study employs triangulation methodology which contains questionnaire for students, interview for teachers, and classroom observation. To find answers to research objectives, we investigated the case of third-year LMD students and the available teachers of oral expression module at M'sila University. This work follows descriptive analytical method to analyze the data obtained from the three research instruments. The results of this work show that teachers are aware of the hindrances that inhibit EFL learners from taking a turn in oral expression courses. The results also reveal that most of the learners keep silent in oral sessions due to psychological factors that include, shyness, fear of making mistakes and linguistic factors such as lack of vocabulary, grammar mistakes, and other factors such as large classes, allocated time, as seen in the classroom observations data which confirms the presence of these problems since it is invisible to observe all factors. Based on the obtained findings, the implications are made to overcome these problems.

Key Terms

Turn taking, EFL teachers, EFL learners, Hindrances, perspectives.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

CLT: Communicative Language Teaching

FL: Foreign Language

SCT: Students Centered Teaching

PKC: Pedagogical Content Knowledge

IRF/ERE: Initiate Response Feedback/Evaluation

LMD: License Master Doctorate

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General Introduction

Teaching English as a foreign language is very important and difficult at the same time for both teachers and learners, especially in oral expression session. The main purpose from learning the English language to EFL learners is that helping them to interact with each other effectively. In EFL classes, turn taking is usually motivated by the teacher through engaging his learners in different activities and giving them instructions. whereas, learners are supposed to involve themselves in these activities and receive turns by expressing themselves freely, in order to create such kind of interaction between each other. However, what happens most in EFL classroom is that few of the learners are dominated the talk and shared their ideas. while others, they find difficult to take part in participation. That's why they keep silent most of the time. So, the present study sheds some light on what hinders EFL learners from taking turns in oral sessions from teachers and learners' perspectives.

Background of the study

The success of language learning is relies on active classroom participation. Despite the fact that many authors and researchers from various fields attempted to define and interpret the phenomenon, (Tatar 2005) sees that "in the classroom, learners' interaction in the classroom is necessary for the progress of instruction. Learners' interaction is not restricted only to physical presence, but to their mental presence. Their interaction should take interest in the class work carefully and listen to the teacher and response to him".

Regarding to the importance of interaction between teacher and learners or between learners themselves, Mukkalel (1998) states that: "Interaction is the verbal or non-verbal interchange of turn that would result in positive or negative feeling in the person who works as the operator of the interaction". Thus, students have not a chance to take a turn, if they are not feeling free from all confusions, and some of them present in the class but they did not pay attention to the instructor' talking.

Some researchers did many studies on classroom interactions, few of them have provided a clear account of turn-taking strategies, and turn-taking now is considered as a basic form of organization for conversation. Turn-taking maintains a mutual attention among parties involved in a conversation, such as a teacher and a learner and defines their relationship, and they conducted different issues of classroom turn taking.

Zhao (1998) supposed a research through which he saw the teachers' self-answering was actually the largest part of teachers' elucidation. Furthermore, those students who were qualified language learners generally dominated the classroom. Hall (1997) investigate teacher's turn regulation patterns inside a high school Spanish classroom illustrates how the teachers' allocation of learning opportunities through biased turn organization produced two unfair groups of learners, one group of participants was equally or more active than their counterparts in classroom interaction, they were nonetheless provided with little speaking chances in comparison to their friends. Their friends were given more opportunities for initiating topics for discussion and commanded greater turn based opportunities for elaborating upon their idea.

There are many factors, which affect the action of learners in the class. According to various researchers, adult foreign language anxiety may effect from numerous types of influential factors, such as language proficiency level, psycho cognitive factors, gender difference, and variation of goal orientation and so on .Therefore , few researchers did a study on the interconnection between foreign language anxiety and interchange structures/turn-taking patterns in the ESL classroom.

Rymes (2009) points that take a turn, ask and answer questions, provide feedback and encourage a lot of thinking are important elements of the classroom talk. Turn-taking manner in the classroom does affect the interactional context of the classroom. Turn-taking is a fundamental basic technique in conversation and the quality of turn-taking is to boost and keep talk. For smooth turn-taking, the learning of both the linguistic rules and the conversational rules of the target language is required. Turn-taking is considered as an essential fact of conversation speakers and hearers change their roles in order to start their talk (Coulthard 1985).

Lack of previous studies focused on language anxiety in ESL classroom , and also few prior studies were carried out to look into the relationship between language anxiety , and turn-taking patterns in ESL context. Hence, it is crucial to carry out a specific study to examine the relationship between turn-taking patterns in ESL context , and foreign language anxiety in a certain ESL context.

Statement of the problem

In EFL classroom, learners' participation is very important, and it is not confined only to their physical presence but it is all about their mental presence. EFL learners often face difficulties in classroom turn taking in oral expression session, They sometimes do not have the opportunity to share their ideas or even interact with each other and with their teacher. This issue leads us to pose the following problematic statement:

What are the main hindrances that face EFL learners in oral expression session in turn taking from teachers and learners' perspectives?

Research objectives

This work is done mainly for achieving the following objectives:

- 1-Identify the major factors that hinder EFL learners' turn-taking in oral sessions.
- 2- Investigate the strategies and activities which may be used by teachers to promote learners' turn-taking in the classroom.
- 3-To find out EFL teachers and learners' perspectives on the major hindrances that face learners in turn taking in oral expression session.

Research questions

The study attempts to find answers to the following questions:

- 1- What are the major obstacles that may be hinder EFL learners to take turn in classroom interaction?
- 2- What are the strategies and activities used by the teachers to promote learners' participation in oral expression session?
- 3- What are the perspectives of teachers and learners on EFL learners' difficulties in turn- taking in oral expression session?

The significance of the study

This study deals with exploring the different hindrances that affecting EFL learners to take a turn in oral expression , and it determines the strategies and activities that enhancing learners' involvement in classroom discussion . The significance of our dissertation is to put an end to such a phenomenon and open door to oral expression teachers to deal with these problems in their future of oral teaching sessions .

The operational definition of terms

Speaking: According to oxford dictionary speaking is “to express or communicate opinions, ideas, and feelings etc. speaking is considered as talking includes the activities in the part of the speaker as psychological (articulator) and physical (acoustic) stages” The Oxford Dictionary(1987).

Interaction or Turn-taking: The engagement of learners with their teacher and their mates through speech during oral communication lessons in EFL classes.

Teacher: is the leader of classroom who provides the learners with knowledge, and motivate them to interact with each other effectively.

Learner: is a person who gets knowledge and support from his teacher to interact in oral expression session .

Hindrance: is an obstacle that impede learners from participating or achieving their goals in learning and teaching process .

Perspective: is the awareness of teachers and learners about the problems that affect learners' participation in oral expression session .

Checklist: is a paper consists of a set of categories usually prepared by a researcher to record teaching and learning behaviors.

Research design and methodology

To obtain the information required from our subject and to fit the objectives of our work , we will use descriptive and analytical method .The Descriptive Method to

determine the several problems difficulties that prevent the learners from taking part in participation , and to present the strategies and activities that treat these problems .Therefore , the Analytical Method is used to explore the difficulties .So , we will apply three tools which are ; questionnaire , interview ,and classroom observation .

1- Data collection tools

In order to fit the previous objectives of our research, three main tools are used as data collection , questionnaire for students , interview for teachers , and classroom observation checklist at M'sila University ,English stream .

2- Research procedures

This study is devoted to third-year LMD English students, and interview for teachers of oral expression module .It is also based on the observation of classroom to observe EFL learners 'problems in turn-taking at oral expression sessions . We tend to be guided by both teachers and students answers to know their perspectives.

3- Participants

Teachers of oral expression from all levels and learners from third year are supposed to be participant in this research . Teachers are selected to take part in this work, because they can observe the obstacles of their learners during oral activities .Whereas ,the learners will be administered a questionnaire that related to their hindrances. So, the population is 30% learners who are studying third year at M'sila University, and 06 teachers who are teaching oral expression module .

Organization of research

This dissertation is divided into two main parts; descriptive and analytical one .The first part is critical literature review , which contains three sections ; the first section is about general overview on speaking skill and classroom interaction .It provides also an idea about approaches in communicative language teaching and its affective factors that can help in the success of language learning .The second one, it discusses EFL learners' hindrances in turn taking; the nature of turn taking system, turn taking as pedagogical

strategy and its features. In the last section, we suggest some activities and strategies used to enhance learners' turn taking in oral sessions.

The second part is field work which divided into three sections ;First, it describes research methodology and design . It defines also research tools which followed by the main findings and the interpretation of results. Finally, it suggests some implications for teachers, learners, the department, and policy makers to reduce the difficulties that Learners may face in oral sessions .

PART ONE

CRITICAL LITERRATURE

REVIEW

Introduction

Generally speaking , the importance of courses is to provide learners with information and knowledge. Oral Expression module is one of the main courses that creates suitable environment for learners to express themselves freely . However, EFL learners face difficulties to take turns at speaking in oral discussions.

This chapter deals with general issues about speaking skill and classroom interaction, and gives an idea about approaches in communicative language teaching. It discusses also in detailed the process of turn-taking ,and we shed some light on the hindrances that may hamper EFL learners from taking turns in oral sessions. Therefore, we provide some pedagogical activities and strategies that fostering learners' taking turns and improving their ability to speak. Finally , it treats the roles of the teacher and the learners inside the classroom setting.

1.1 Speaking Skill and Classroom Interaction

Interaction refers to the process through which the participants give and receive messages. These messages are generally delivered through spoken form. As Tsui (1995 . p ,12) states that interaction enables learners to be involved in more natural conversation ,by a variety of language function to develop not only the linguistic competence, but rather the discursive competence .Thus , the learners' engagement is through speaking by producing words and sentences to exchange thoughts, feeling, or ideas .As well as, interaction encourages learners to use second/foreign language as a mutual understanding advice, and to develop their speaking proficiency. So, it is obviously that there is no interaction without speaking skill.

1.1.1 The nature of speaking skill

Speaking is a fundamental skill that EFL learners must be master among other skills. It is also considered as a complex process since it conveys messages via using verbal and non-verbal symbols such as gestures and facial expressions... etc. Hedge (2000,p .261) states that: “speaking is a skill by which people are judged while their impressions are being formed”. It means that speaking is an important skill because it has given more

interest in both languages and it reflects learners' personalities and thoughts when they come to express themselves.

In English language teaching and learning, speaking as a skill has to be practiced, and it is the basic skill that language learners should master to become a well communicators. But, it is difficult for foreign language learners, because effective oral communication requires the ability for using the language appropriately in social interactions. Actually, many foreign learners give priority to the speaking, since if they master this skill, they will be regarded as if they mastered all the other skills.

1.1.2 Teaching speaking to EFL learners

Speaking is a difficult task to be taught especially for EFL learners. It is considered as the crucial part of second and foreign language teaching and learning. Many years ago, teachers of English language continued to teach speaking just as repetition of words and sentences and/or memorization of dialogues. But, actually, the main purpose of teaching speaking is to enhance learners to take part in oral communication confidently. Teaching speaking also can be achieved by interaction and the use of CLT which is related to real life situation, Thornbury (2005, p. 95) asserts "speaking tasks should have some relation to real life communication language use". It means that teachers need to build an appropriate environment where learners have a real-life communicative situation that helps them to express themselves effectively in the target language.

1.1.3 The importance and forms of classroom interaction

According to Brown (2001, p. 165) "interaction is the collaborative exchange of thoughts, feelings, and ideas between two or more participants, resulting in a reciprocal effect on each other". Interaction is also collaborative work that needs contribution from both or all the partners; through collaboration and cooperative between teacher and students in classroom, agreement is reached and lesson is determined. As a result, interaction does not happen only from one side, there must be mutual effect through giving and receiving information in order to achieve communication.

In language teaching, classroom interaction is an important feature of second language pedagogy. This interaction could be either between teacher and learners and/or between learners themselves. Moreover, successful interaction may promote the participation between teacher and learners or learners themselves, enhance learning, and

motivate learners in classroom. Crago (1997 , p . 246) states that “teacher and learners also build on each other’s communicative behavior as they work together to achieve goals, relate experiences, and meet curricular demands” . Thus, there are two forms of interactions:

1.1.3.1 Teacher-learner interaction

In the classroom, teacher-learner interaction happens between the teacher and one or more other learners, the teacher often ask questions and the learners answer them and the learner ask questions and the teacher answer. Generally, in classroom language learning the teacher deliver the course content, ask questions, use learners ideas, give direction, and criticize learners’ responses.

In the traditional classroom, the teacher spends a large amount of time giving lectures. Whereas, learners’ role are just sitting, listening, and taking notes, the teacher starts the lesson by reviewing what has already been done, introduces the new content, explains the problematic concepts and then clarifies complex ideas and activities .At the end, he sum up the new content and gives feedback. The learner is required to take part only by responding questions, which their teacher previously knows the answer. According to Chaudron (1988, p .118) “teachers’ talk takes up a largest proportion of classroom talk, it represent approximately two-third of speech in classroom”.

1.1.3.2 Learner-learner interaction

This type of interaction exposes that learners have a strong influence on each other in the process of learning. Johnson (1995 , p.114) states that “learner-learner interaction is more beneficial in the process of learning a foreign/second language than teacher-learner interaction”.

In this form of interaction, the teacher is considered as a monitor and the guider of the class, and the learner is the dominant participant in the classroom. Here learners will feel responsible because they influence and contribute to each others’ learning; they discuss different understanding, shape the direction of the class and help each other to contact their knowledge. Johnson adds that if this type of interaction between learners themselves is well structured and managed it will influence on the educational achievement of the learners and also it can be very important for their cognitive development, therefore

they will be able to establish such kind of social relationships outside the classroom, and the isolation will be reduced in classroom.

Ellis & Fotos (1999, p . 205) suggest that learners will benefit while interacting and giving a chance of controlling the discourse in small group discussion, they will have more opportunity to negotiate to mean, more chance to speak using FL as a way of transmitting ideas.

1.1.4 Approaches in Communicative language teaching

CLT is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language. Brown (2000 , p .46) argues that CLT helps learners to communicate and interact by using the target language in different types of communicative competence and encourage them to use it in various cases. In addition, CLT pays minimal attention to accuracy, and it concentrates more on meaning and fluency.

1.1.4.1 Learner-centered teaching approach

Learner-centered teaching (LCT) means that learners' needs are the first consideration in the course design. It is also referred to practice that requires learners to assume a large share of responsibility for conducting inquiries, applying knowledge and making meaning of what they have learned. According to McCombs & Whisler (1997 , p . 9) argue that "LCT creates such kind of learning environments which is favorable to learning and promotes the highest levels of motivation and achievement of all learners".

LCT is something associated with "non-directive teaching it tends to improve learners satisfaction with the learning experience in this process the instructor provides learners with opportunities to learn independently and from one another. They also state that "learners are treated as co-creator in the learning process, as individuals with ideas and issues that deserve attention and consideration" (ibid ,p . 134) learner-centered learning environments recognize that the prior knowledge of learners powerfully influences future learning and attempt to build prior knowledge.

1.1.4.2 Teacher-centered teaching approach

In the process of teaching centered approach, the teacher as the responsible and the one who makes the decision concerning the curriculum, and the way of delivering the lesson, as well as, the different forms of assessment and feedback. Teachers' role as a controller is very important in teaching-centered classroom, it means the teacher exert control over his learners as stated by Dollard & Christensen (1996, p.3) "authority is transmitted hierarchically" in contrast critics of teacher-centeredness argued that compliance in the classroom is valued over initiative and those passive learners over active learners (Freiberg, 1999).

1.1.4.3 Cooperative and collaborative learning

Cooperative learning refers to a pedagogical way that relies on their teaching process. To enhance communication among learners by engaging them to work in pairs and groups, as Carter (2001, p.38) defines cooperative learning as a basic instructional strategy that can be performed in every grade level, and subject area. He adds that cooperative learning is set of instructional techniques in which learners work in small and mixed groups.

Cooperative learning has many advantages which are; promoting intrinsic motivation, heightening self-esteem and lowering anxiety (Oxford 1997 in Brown 2000, p.47) whereas, collaborative learning is a specific type of cooperative learning. It is dependent on the socially structured exchange of information between learners (ibid) and learners engage with their teachers, or peers who provide assistance and guidance, Oxford (1997, p.47)

1.1.4.4 Interactive learning

Interactive learning is a pedagogical approach, actively engages learners in participation it is very important for the learner to interact and communicate to develop their speaking skill. According to Brown (2000, p.48) most of the interactive classes emphasize the following:

- Doing a significant amount of pair work and group work.

- Receiving authentic language input in a real-world context.
- Producing language for genuine, meaningful communication.
- Performing classroom tasks that prepare them for actual language use
- Practicing oral communication through the give and take and spontaneity of actual conversations (ibid, p .48).

1.1.5 Affective factors in Communicative Language Teaching

Language learning process is successes with the influence of the emotional and attitudinal side of learners' behavior; it means that learners' emotions and feelings are very important roles in learners' behavior. As put in Oxford (1990, p .140) "the effective side of learners is probably one of the very biggest influences on language learning success or failure." Good language learners are often those who know how to control their emotions and attitudes about learning.

There are two types of learner, those who have a negative feeling; they cannot make the least progress, even for those who entirely take all the strategies and techniques of how to learn a new language effectively. In the other side learners with positive emotions and attitudes can make the language learning more successful and interesting. It is quite possible for learners to gain control over these influencing factors. Brown (2000, p .143) states that "effect refers to emotion and feeling the side of human behavior"

The effective language learning includes factors which in themselves influence the outcomes of language learners. Some of these elements may be:

1.1.5.1 Self-esteem

It is one of the aspects of human behavior. It is the evaluation and self-control of the individual make to reference with him. In other words, it is the person's feeling of his/her self-worth.

Brown (2007, p .154) states that: Self-esteem is the most pervasive aspect of human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself

and self-efficacy belief in your own capacities to successfully perform that activity. Self-esteem plays a big role in learners' success in their learning, but there are some learners who feel less willing and confident to speak English in class. Most of their problems are related to low self-esteem, they always keep silent in oral English class. So teachers should always encourage learners to enhance their self-esteem.

1.1.5.2 Motivation

Motivation, according to Lee (2005, p .330) is the source behind behavior and provides an explanation for why people do things, in other words, is the driver that helps one meet his/her desired goal. Rivers (1997, p .238) defines motivation as the factor that determines persons' desire to do something. However; motivation is considered as an important role in the success of language learning and as an effective factor in language acquisition, it is the main cause of learner' success or failure.

Motivation, indeed, is essential in learning that it controls the learners' behavior; it serves as an evidence for teachers to interpret how much learners are willing to learn. In second and foreign language learning, learning may be affected by different types of motivation; extrinsic and intrinsic motivation. people who carry out a given activity just for pleasure and enjoyment within the self as being "intrinsically motivated" and those who carry out a given task for the sake of obtaining external rewards as being "extrinsically motivated".

1.1.5.3 Anxiety

Learners feel anxiety about different things depending on the learning context they are in. it is probably regarded as the biggest effective factor that hinders the process of learning.

It is generally acknowledged to be associated with the feeling of self-doubt, worry, frustration...etc. Anxiety is also an element that directly reduces learners' desire for participation in class. Teachers should try to build a relaxing environment to ease the learners' anxiety and he should treat all learners equally because ignorance of learners can have a negative effect on the learners' self-esteem and cause their nervous or anxious feeling.

1.1.5.4 Inhibition

A feeling of embarrassment or worry that prevents learners in the classroom from saying or doing what they want. Little wood (1999, p .93) stated that: “it is too easy for a foreign language classroom to create inhibition and anxiety” some of the causes of inhibition are shyness, fear of making mistakes and so on. Ur (2000, p . 111) argues “learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.”

1.1.5.5 Risk-taking

According to Brown (2000, p .149) stated that. “Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong”.

Risk-taking happens with learners who have positive self-esteem because they do not give importance to the negative feedback at them such as others’ laughing at them those kinds of learners always are ready to try out their newly acquired language knowledge, to ask questions, and to assert themselves. Whereas, learners with low self-esteem they do not take the risk in their learning because of they always afraid to be laughed or criticized. Thus for effective learning process teachers should encourage risk-taking among learners.

1.1.5.6 Extroversion and introversion

Extrovert and introvert learners are another effective factor in the success communicative language teaching and learning. Extrovert learners are those who are active in the classroom, and they are sociable it means that they need another person to be present in order to feel good. Whereas introvert learners they always feel shy and inhibited and risk avoiders, they are all-time silent and refuse any kind of participation they are passive learners.

Brown (2007, p .166) states that “the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people”. Thus the teachers’ role is to pay attention to the introvert learners and engage them to build strength by engaging them in different activities and tasks.

1.1.5.7 Empathy

According to Brown (2007, p .165) “is the process of putting yourself in someone else’s shoes” it means to be able to understand what another person is feeling. Thus it is important for the teacher and the learners to be able to understand and pay attention to each others’ feeling and emotion in the classroom to achieve their goals. As it is defined by (Guiora, 1972 ,p . 142, cited in Brown, 2000, p .165) “is a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective Experience of another”.

1.2 EFL Learners’ Hindrances in Turn-Taking in Oral Expression

1.2.1 Turn-taking system

In any classroom interaction the distribution of speaking between speakers does not happen randomly, but it is organized by turn-taking rules which describe who talks, when, how speakers take their turns, and how long they can talk for.

Coulthard (1985) argues that turn-taking is one of the most fundamental organizational feature and one of the basic facts of conversation in which speakers and listeners change and manage their roles in order to begin their talks .Turn-taking system as "the means by which teachers ,students take ,hold and relinquish the speaking floor " as described by Bruthiaux et al, (2005 , p .201) . To take turns is one of the hardest processes for learners because they have not much experience to know that it is their turn to take.

Turn- taking in classroom has rules must be followed to create smoothly talk. Sacks, Schegloff and Jefferson, (1974) state that: there is a set of rules governing the turn-taking system, which is independent of different social situations. Firstly, when the current speaker can select the next speaker, a selected speaker is obliged to speak. Then, if the current speaker does not select the next speaker, any one of the participants can become the next speaker .This could be regarded as self-selection .Finally , if neither the current speaker selects the next speaker nor any of the participants become the next speaker ,the current speaker may continue his turn . Turn- taking is the way in which roles of speaking are engaged in conversation. In formal conversation, turn-taking is not complex because teachers who are control it in classroom. But in informal settings, it is quite complex, since the leader of the group who has the power and authority to speak at any time.

Tsui (1995) assumes that classroom interaction is characterized by turn allocation behavior of the teacher and turn taking behavior of the learner .She suggests that initiating

tasks through distributing turns to all learners is the main objective achieved by EFL teachers. Whereas, turn taking behavior initiated by learners themselves through asking questions, answering them and raise their hands to talk. Furthermore, there are some factors that make learner's contribution in EFL classroom different for instance; personality of learner, motivation, attitude, character, and cultural factors...etc.

1.2.2 Turn taking as a pedagogical strategy

One of the main characteristics of classroom interaction is the exchange of turns, roles and talks. Turn-taking has two types which are; the allocation and acquisition of turns as argued by Hutchby and Wooffit (2008). Turn allocation is concerned with distributing turns to the next speaker(s), whereas, turn acquisition characterizes how turns are received.

The exchange of turns between the teacher and learners, and between learners themselves is one of the most properties in classroom interaction. Singh et al (2001) considers that turn-taking in classroom as pedagogical approach is at the heart of teaching and learning process in any subject. It involves instructional and regulative elements as it takes into account what type of knowledge is to be exchanged and how it should be transmitted. It is dealt with pedagogical content knowledge (PKC), which is an essential element in teaching and learning process as it contains four interrelated elements, namely "knowledge of students, knowledge of environmental context, knowledge of pedagogy and knowledge of subject matter" as claimed by Appleton and Harrison (2001, p. 2). Pedagogical Content Knowledge defines the nature and quality of knowledge established by learners and teachers' behavior in classroom interaction. For example, good knowledge of subject content is associated with a more interactive teaching environment. Whereas, poor knowledge of subject matter is associated with hostility and an authoritative relationship with the learners as suggested by Graaff and Davidoff (1997).

Laddicoat (2007) and Silverman (1998) declare that the most famous turn-taking pattern in social interaction is the selection of the next speaker by the current speaker for example; by asking questions, gazing towards a particular person and by calling their names and self-selection. Similarly, in EFL classroom, turn-taking is usually motivated by the teacher through posing questions and giving instructions, whereas, learners receive turns by answering to questions or instructions of their teacher through raising hands and answering about questions. Thus, learner self-selection may happen, if the learner insists to engage in the classroom turn-taking.

Ellis (1992) argues in many classrooms, the most common turn exchange employs The Initiate- Response- Feedback (IRF) exchange, where teachers ask questions and

learners have to answer about it. The IRF exchange is associated with power relations and control as assisted by Singh, et al (2001) and it often obliges the learners to express their thoughts and ideas, where the learners are taught in an additional language, especially in classrooms. It motivates learners to repeat what the teacher says, and it helps them to be creative and also build their knowledge through collaborative or group learning. Teachers and learners must have a good relationship to avoid fears and anxiety, which may have a negative impact on learner participation during the teaching-learning process.

1.2.3 Features of classroom turn-taking

Ellis and Barkhuizen (2005) assert that turn taking refers to both the construction and distribution of turns. In classroom interactional activities such as dialogues and conversations, it can be observed how participants can manage themselves to take their turns. People often take turns to speak if the current speaker selects or calls their name. Thus, according to McCarthy (1991), turns happen in a smooth way but sometimes with a little overlap, interruption with a little slight silence between the participants.

There are different linguistic tools that enhance learners to take their turns, when they are unwilling to enter the normal flow of turn taking. Concerning this, Parrott (1993) proposes that learners can employ some terms to take the floor such as a learner can say "What I would like to explain is..." McCarthy mentions that there are other linguistic expressions that a listener uses to avoid taking turn when he has this chance or but to make it clear for the speaker that he is listening to the speaker's message, this is named "back channel signals", for example; "mm, ah, ha, and right, yeah", ...etc. These back channel signals may be distinct from one culture to another. Another feature of turn-taking in interaction is the way participants predict what the other tends to say and complete for them. This way often occurs between learners in classrooms where they give help to each other in talk. Other features of turn taking in English interaction involve body language such as head nodding or eye contact. Teachers may teach turn management, and provide their learners with phrases of how to take a turn or how to interrupt the speaker in a formal or informal setting. Finally, turn-taking is not an innate skill. It requires to be taught by teachers to make their learners aware of the turn-taking process.

1.2.4. Learners types

There are different types of students in the classroom, everyone learns differently. So, it is important for teachers to take into consideration the learning styles of their students. Learning styles refer to the preferential process in which the students can understand and retain information among all types there are two major types of learners that may affect learners' turn taking.

1.2.4.1 Field dependent learners

According to Wooldridge (1995), Field-dependent learners rely on cues and structure from their milieu and subsequently make the learning process dependent on their experience in that milieu they resort to having short attention extent are easily distracted, and choose irregular learning environments. In addition, field dependent individuals prefer instructional status that arouse their sensation and experience. Furthermore, they are more socially oriented, minimal achievement-oriented and minimal competitive, than field independent learners. In whole and particularly pertinent, to education in an international society contractile by technology "...field dependent learners are interpersonally oriented and depend heavily on extrinsic stimuli. These persuade them to look across others for reinforcement of opinions and positions" (ibid, p. 51).

1.2.4.2 Field independent learners

Field independent learners, overall, are further analytical and independent than field dependent individuals. In addition these individuals are differentiated, by their analytical approach and abilities to problem-solving. Those analytical learners tend to be more independent, more intrinsically motivated, and task-oriented in their learning process than field dependent individuals, field independent learners are also more focused and disciplined learners, field independent individuals are also more concentrated and disciplined learners, and they differentiate by a longer attention extension and better reflective disposition than field dependent learners. Thus field independent learners rely more on internal than external cues, and choose formal learning environments conducive to their competitive and achievement-oriented learning manner (Wooldridge 1995 et al) furthermore he reports in his survey of the literature that field dependent learners seek more structure in terms of objectives and planned activities in human relations training,

lecture outlines, or in the "inherent organization of the task material itself" this appear to be true regardless of the number of materials learned. At the same time, these studies also tick that field dependent individuals, in contrast to their counterparts, "...Prefer less structured learning environment such as debates or discovery..."

1.2.5 EFL Learners 'Hindrances in Turn-taking

Many learners often encounter some obstacles during their oral courses. They sometimes feel anxious when they raise their hands to share their ideas, and thoughts which inhibit them to participate in the classroom.

1.2.5.1 Linguistic Deficiencies

Thornbury (2005 , p .11) states that:

Being skillful assumes having some kind of knowledge base... the knowledge that is relevant to speaking can be categorized either as a feature of language (language knowledge) or knowledge that is independent of language (extra linguistic knowledge.

He focuses on the fact that, linguistic knowledge has an essential role in speaking skill as a basic element. Learners can face different problems in their oral expression course. These difficulties are due to the lack of vocabulary, pronunciation, and grammar mistakes.

a. Lack of vocabulary

Learners need to have a large number of words and they have to know a lot about vocabulary and using these words and expressions correctly. Thornbury (2005, p . 22) declares that" spoken language also has a relatively high proportion of words and expressions".

Usually, the phenomenon in our EFL classes is that the majority of students face some difficulties when they try to deliver what they want to say because of the lack of words, and expressions. Therefore, these problems of vocabulary affect negatively in the learner's participation in the classroom.

b. Lack of fluency and pronunciation

The important thing that EFL learners should take into account in speaking the English language is the way of pronunciation because it is the first point that learners are evaluated. EFL learners have to focus on their pronunciation and to be aware of the several roles like stress, intonation etc. Ozkan, Bada, and Genc (2011, p .122) assert the importance of pronunciation in speaking “in speaking, they compete with limited time to recall words and also take care of their pronunciation...speaking is often dealt with pronunciation level”. For this, learners have to pay attention to their pronunciation when they speak, they may be poor of experience in English, poor listening skill especially, to native speaker or teachers speech lack as non native speakers, and all these factors lead to mispronunciation.

Therefore, pronunciation mistakes are one of the main obstacles that prevent the students from doing their speaking activities freely without any hesitation.

c. Lack of grammar

Grammar knowledge as an important aspect of being professional in speaking skill, EFL learners have to master this knowledge to enhance their oral skill without any problems. Students are reluctant to participate in the classroom to avoid making errors, grammatical mistakes in expressions because of their afraid of being ridiculed behind their teacher and classmates. Davies &Pearse (2000, p .82) note that “many do not like speaking in front of large groups of people. This is especially true is a foreign language because we may worry about producing utterances with many errors or oddities in them”. Thus, grammatical mistake is a serious barrier that hinders EFL learners from participation.

1.2.5.2 Psychological Deficiencies

EFL learners often face some individual obstacles which have negative effects on their participation in oral expression session .The main problems include the following; shyness, lack of self-confidence, fear of making mistakes, anxiety...etc.

a. Shyness

It is the biggest psychological obstacle that can affect EFL learner's participation. They feel unwilling to speak in front of their classmates and their teachers. According to Mc Croskey (1992) "shyness is a behavior that could be the result of any one or a combination of the following factors: social introversion, unfamiliarity with academic discourse, lacking confidence in subject matter, and/or communication apprehension".

Consequently, EFL learners talk less because they are feeling shy and this will lead them to non-participation.

b. Lack of self-confidence

Another reason that contributes to the reluctance to participate in the classroom is lack of self-confidence in using English as a mean of communication. EFL learners with weak personality, and less self-confident they always prefer to hide their ideas and thoughts in front of their classmates. Thus, lacking self-confidence leads them to say a few words to avoid making mistakes.

c. Fear of making mistakes

Fear of making mistakes is another cause of the reticence and passivity of EFL learners' participation. Learners feel afraid and even panic because they think this will distort their image in front of their classmates. As UR (2000, p. 111) states that "learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts". Fear of making mistakes can be considered as an obstacle for students' participation.

d. Anxiety

It is the negative feeling of worry and disturbance. Many EFL learners do not communicate effectively in the classroom because of their anxiety. Wrench, Gorham, and Virginia (2009) suggest that:

"Many students do not learn when they are fearful, anxious, apprehensive, or scared. Students do not communicate effectively with us (teachers) when they are fearful

and anxious, apprehensive or scared to communicate with us. Students do not complete tests well when they are fearful, anxious, apprehensive or scared of testing situations simply put students do not do well in the classroom environment”.

Anxiety appears more than when students seek to participate in the classroom, so they feel annoyed about speaking the English language in oral sessions. And it is clear that it is too easy for a foreign language classroom to create inhibition and anxiety.

1.2.5.3 Other hindrances

There are some other deficiencies that may limit learners' turn-taking in oral sessions, such as large classes, time allocated, non motivating atmosphere, and lack of interesting topics and so on.

In large classes teachers cannot organize and give equal chances of participation to all his learners, as well as learners feel discouraged and fear from asking the teacher in front of their classmates, Celce Murcia (2000 , p .111) states that: “large classes are often the norm of overseas, limiting both students' opportunities to talk and teacher opportunity to provide feedback”. Another obstacle which is the allocated time, this latter , inhibit teachers to give enough chances for their learners to participate, and will create a negative attitude of learners towards their teachers, they will also think that teacher is unfair with them. But, in fact teachers are also suffering from both class size and time allocation.

Generally, the atmosphere in classroom can be motivate or non motivate obstacle for learners .Non motivated atmosphere prohibit learners' participation and the teacher is the main responsible who can create comfortable and friendly environment for engaging learners in participation without being afraid .Davies and Pearse (2000 , p .82) assume that: “try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the class, and do as many speaking activities as possible in pairs and groups, so that learners can speak English without the rest of the class listening” .Another problem which hinders learners from participation is non interesting topics that is selected to be discussed in oral expression module . Some learners have nothing to say about it or simply they keep silent since they have no idea about the topic .Thornbury (2005,p .25) argues that: “familiarity with a the topic: the greater the familiarity, the easier the speaking task...feeling towards the topic and/or the participants:

generally, if you are well disposed to the topic you are talking about, and/or the other participants, the easier it is likely to be”.

Moreover, Black (1995) indicates that can take many forms in the classroom, and some of the forms could not be easily identified or recognized by the teacher. Learners ‘participation includes speaking and also many other forms of learners’ actions which some of it are outwardly visible and some are not.

1.3 Strategies and Activities used to Enhance Learners’ Turn-Taking in Oral Expression Session

1.3.1 Teachers’ role in classroom

Within the classroom, learners of EFL setting try to do their efforts to master the English language, but they often face obstacles and difficulties. In fact, there are many ways in which the teacher can help his/her learners to get rid of these problems because he/she as a responsible of diminishing these problems through using different techniques and activities.

1.3.1.1 Prompter

Some learners do not find the words when they talk to each other or with their teacher because of the lack of words and vocabulary. Sometimes due to the influence of mother tongue. Here, the teacher’s role is to encourage the learner to think creatively and use their own knowledge, by acting as a prompter. Harmer (2001, p .60) declares that: “the teachers have the role of prompter in the case when the learner is “lose of word”. Either to hold back or let them to work things out for themselves, or push they forward in a reserved and supporting way.

1.3.1.2 Participant

Generally speaking , in teaching process the teacher in classroom activities is always standing back from the activities which are given to the students and he works only as a controller and intervene to offer feedback and correct mistakes. Therefore, he can be a participant of this activity or task rather than standing and waiting the learner to finish the response, because the learner enjoy when the teacher enjoy them.

1.3.1.3 Resource

The teacher to be a resource it means to clarify and answer students' questions. For example, when the students seek to know a meaning of a word or phrase, they go back to their teacher to provide them with a clear clarification. In turn, the teacher should be able to offer such needed information.

1.3.1.4 Organizer

Is the most important role that the teacher should act in the classroom, where many things must be exist by which the teacher is supposed to organize pair or group work, gives instructions for the student about how they interact well to get full benefits from the activities. In addition to this, classroom management and the lesson plan must be organized by the teacher according to the divided time.

1.3.1.5 Observer

The teacher should observe what is going on around him; moreover, teachers have to take notes on students' performance, observing the effectiveness of activities, grouping, techniques, procedures, and observing learners' behavior with each other. Harmer pointed that "when the teacher comes to observe his students he should be careful not to judge every word the students say and being close to them" through observing teacher can evaluate development in the speaking skill if they failure.

1.3.2 Classroom dynamic

In order to increase students' taking turns and interact in EFL class during oral expression courses that creates an appropriate climate for students to speak, Thus, EFL teachers organize the students into different groups: Whole-class teaching, Group work, Pair work ,and individual work.

1.3.2.1 Whole class-teaching

In teaching-learning process whole-class teaching is considered as a whole, and the teacher learns students within common framework, and it is the most common teacher-students interaction in many cultures. According to Harmer (2001) the whole -class grouping has advantages as it has also disadvantages which are ; first, it promotes a sense of belonging among the members of group .Then ,it creates a suitable climate for engaging

students .Thus, whole- class teaching under the teacher control make students feel comfortable .Whereas ,its advantages as follow ; there is no chance for all students to speak .Students often feel confusion to talk in front of their classmates .Hence ,it may not motivate students to take responsibility for their own learning

1.3.2.2 Group work

During oral expression courses, teachers employ group work which is a useful way for students to exchange ideas, and taking turns between each other without any problems, and to engage them in classroom activities .for example, to prepare presentation, or discuss a debate. Harmer (2001) states a lot of advantages from group work. Firstly, group work raises the amount of talking and gives a chance for students, and it enhances the cooperative skills. Thus, it encourages the learner autonomy .Group work has also its disadvantages which are; group work is very noisy, not all students prefer it since they like to be the teachers' focus. Therefore, the organization of groups can take time and chaotic.

1.3.2.3 Pair work

Pair work is used by teachers to manage students, when giving them activities. It creates a friendly climate between students Thus; students find themselves taking their turns, because they are obliged to speak with their classmate. Harmer (2001) states that has many advantages; Students have full time for speaking ,and the teacher has enough time to work with teachers' help .In contrast, there are advantages for pair work; Students often discuss something else in their L1.Furthermore, some students like to have relation with the teacher rather than with learner since he has some linguistic level .

1.3.2.4 Individual work

Individual learning is an important step in the progress of learner autonomy, and the teachers may have enough time to work with individual students. Harmer (2001) argues that working individually offers advantages to the student. First , individual work can improve learner autonomy ,and boost skills self-reliance and teachers can also respond to individual students immediately .Therefore ,when everybody works alone , quite and peace reveals in class rather than noise and chaotic .Individual work can be also negative for students, since it does not foster cooperation and sense of belonging ,In addition to that ,it requires much more thought and materials preparation than whole class teaching, and it takes more time to interact with individual students .

To conclude, organizing students into groups is the meaningful process to solve problems, it gives the students freedom to exchange their ideas, knowledge and several problems they are facing during their learning. Working in different ways create a social environment for students. Thus, they feel obliged to work with each other in different activities.

1.3.3 The role of learners

In teaching-learning process, students learn to communicate correctly and effectively. They are responsible managers for their own learning, since the teachers' role is less dominant. It means that the learners' interaction in the classroom must be active, they should contribute classroom discussion by not only answering the questions which are posed by the teacher, they should feel free to ask questions or express their own ideas about a subject, students should be motivated by themselves.

However if the learner is truly interested in learning, it is his job to think and to create the situation of learning process and sets activities by himself. Students should be able to find some prior experience and knowledge to apply this new learning. As they are responsible for conducting the interaction between each other and their teacher, here the learner is actively engage in negotiating meaning. Bygate (1987) as cited by Nunan (1989) "negotiating meaning refers to the skill of making sure the person you are speaking has correctly understood you and you understand them".

1.3.4 Teaching some strategies to boost EFL learners' turn-taking

In classroom interaction, the learners should have the capacity to manage their turn successfully in order to create smoothly conversation between each other. In fact, the majority of learners when take turns to speak, they finish the conversation in a matter of seconds because they do not know how to keep it going. So, there are some tips that help learners have longer turns and push them to speak ([http:// busy teacher . Org](http://busyteacher.org)).

1.3.4.1 Teaching Phrases for Asking for/ Giving Opinions

This way is very important, and useful for learners to be competent not only in expressing themselves, and their opinions, but also asking others for their own. Some of these phrases can teach, such as;

- Do you support that idea?

- What do you suppose?
- Does that make sense to you?

1.3.4.2 Teaching Fillers for Pauses

EFL learners often feel afraid when they do not know what to say, and they need time to prepare and organize their message while speaking. So, the teacher should teach them useful phrases that use as fillers, thinking words they can turn to when they need time to come up with a suitable answer. Some of these fillers, for example;

- Well, let me think.
- Let me see.
- What I think is.
- You know the “uh, uh”

1.3.4.3 Preventing Interruptions

This is another important skill that can be used to avoid being interrupted. For example, if you start by saying, “There are three things I would like to achieve in my life” while the others will have to wait to hear what all three things are before they can add their own thoughts. Another strategy is to begin the sentence with a clause: Although I .../ Even though I/ ... Because of them ... This way those who are listening will have to wait until they hear both clauses.

1.3.4.4 Fluency over Accuracy

When learners take turns at speaking teacher should let them finish speaking first. Then, provide them with a feedback at the end because if the teacher focuses on correcting them, he will not just interrupt their train of thought, but it will also affect their confidence. So, when learners are speaking, the teacher must give suggestions for motivating them.

Consequently, EFL learners struggling with grammar, with confidence, and struggling to remember the correct words, they do not want to embarrass themselves in

front of their classmates. It is difficult for them to speak longer. Thus, the teacher should guide their learners with the right strategies to be more confident and competent speakers.

1.3.5 Some Activities to Enhance Learners' Turn-taking

Teachers should involve different activities in EFL classes which can enhance learners' capacities in speaking English. The main purpose of the teacher during the lecturer is motivating students to take turns and speak without any problems. EFL teachers must encourage their students to use the language in the classroom, and to get engaged in several activities which create interaction, and taking turns between learners. Scrivener (2005, p .152) points that "The aim of communicative activity in class is to get learners to use the language they are learning to interact in a realistic and meaningful way usually involving exchanges of information or opinion ".

Among these activities are the following ;

1.3.5.1 Role-play

Role play is an authentic activity, since it involves language use in real interaction situations. It invites students to take turns, and establishes self-confidence. Therefore, role play is an effective technique in enhancing students' oral communication .The term 'role play' refers to set of activities in which students take an imaginative leap out of the confines of the classroom, providing a useful spring board for real-life language as defined by Thornbury (2005).

Consequently, role play is an enjoyable activity for the students, because they can improve their ability to speak in a different situation, and the teacher should give each student who does not take his turn confidently a Card that characterizes the person or the role played. The chosen topics for role play must be interested. Thus, it will increase motivation and confidence for students to taking turns more.

1.3.5.2 Discussion and debates

Discussion and debates are very important activities enhance the students' communication capacities for using the language in different situation .they intend to involve the students' opinion and thoughts. Green, Christopher, and Lam (1997) as cited

in Murcia (2001, p .106) that "Students will be more involved with and motivated to participate in the discussion if they are allowed to select discussion topics and evaluate their peers' performance ".

A lot of teachers said that the best discussions in classes are those emerged spontaneously from topics interest the students and selected by them .It may take just a few minutes or take the whole lecture .Thornbury (2005, p .102) suggests five discussion types; discussion cards, warm up the discussion, balloon debates, pyramid debate, and panel discussion. Thus, discussion activities will improve students` taking turns.

1.3.5.3 Presentations and talks

The presentation is an important activity, and the best way for students to gain their self-confidence, through making them present something in front of their classmates .Thornbury (2005) argues that students stand in front of their colleagues, and speaking is a good preparation for authentic speaking. A prepared talk is when the students give oral works about the topic from their own choice. So, this type of activity can motivate students, and taking turns without any hindrances.

1.3.5.4 Question and Answer

Question and answer as another interactive activity, that permits students to have an effective influence in the classroom, since it encourages them to express their thoughts and feelings freely. It is a traditional form of classroom interaction in which a teacher or student explains, and asks a question for the other. So, the teacher asked questions for the purpose of evaluation, and assessment. Whereas, students asked questions in order to gain information.

1.3.5.5 Conversation

EFL teachers have to deal with the emphasis on having students evaluate the language that they create. Murcia Celce (2001 , p .108) views that "one speaking activity which is particularly suited to this kind of analysis is a conversation, the most fundamental form of oral communication". The progress of conversation skills facilitates the way to enhance the language itself. Thornbury (2005) states the majority of students feel that

conversation competence is their principle goal, and also the important skill that they need to improve exactly.

1.3.5.6 Storytelling based activities

Storytelling is the main activity of casual conversation . By stories , students can exchange turns between each other, and interact with a story of one another. The stories are also means for communication, between the students and a way of establishing relationships. It develops their speaking skills, through narration. Douglas Brown (2004, p .182) confirms that the main goals from retelling stories are to produce a number of oral discourse (communication sequences, relationships of events, stress and emphasis patterns, "expression" in the case of the dramatic story), fluency, and interaction with the listener.

Conclusion

In this chapter , we supply the reader with general sight about speaking skill and classroom interaction .We discussed also deeply one of its aspects; which is the process of turn-taking among learners with their teachers or their pairs in oral expression course . Then ,we shed some light on obstacles that may hinder EFL learners from taking turn in class. Moreover, we attempted to prove that learners' interaction in classroom is differ in accordance to their types and styles . It means there are some learners who never face difficulties in classroom interaction due to their strong personality. Whereas, others do not taking turn in classroom participation due to their weak personality , or due to the different psychological/linguistic factors they may encounter.

In this section, we dealt with several roles of EFL teachers inside classroom. Teachers usually should organize and manage their learners into different groups , and built an appropriate atmosphere for making learners active in interaction. As well as, learners are responsible for their own learning process. The use of various activities (role-play, discussion and debates) . Teaching strategies to EFL learners in classroom will improve learners' taking turns , and get ride from their speaking problems.

PART TWO: FIELD WORK

Introduction

The present study deals with the practical phase that investigates the situation of teaching and learning oral expression , and to know both of teachers and learners opinions on the difficulties that EFL learners suffer from in oral expression session. This chapter provides the readers with the research design and methodology , and it describes also the sampling size and sampling techniques about the main participants of the study. In addition, it determines three main research tools which are ; questionnaire for learners, Interview for teachers and classroom observation . Secondly , after collecting data , the study is devoted to data analysis and interpretation of the main results. At the end, we recommend some implications that enhancing learners' interaction and motivating their turn taking in classroom discussion .

2.1 Research Methodology

This part deals with clearly explanation of the methodology and the procedures of the study. Firstly , it gives an idea about the research design , who are the participants , it presents also sample size , sampling techniques and data gathering instruments.

2.1.1 Research Design

In this study , to gather information from the different instruments , a descriptive design with a mixed method was used. A descriptive design helps to provide answers for questions of how, what, when, where , and how associated with a particular research problem. The mixed methods of quantitative and qualitative data was used as a worthy method for a clear comprehension. Quantitative data will be analyzed in percentage after being calculated. In addition, all the calculated data were presented through tables and graphs for better visualization. Thus, qualitative data were to be presented in the form of summary to illustrate the analysis of data. Both kinds of data will be collectively analyzed to identify patterns as well as details. Among the advantages of mixed method is the potential for gaining a fuller, richer and complete understanding of research instruments .

2.1.2 Sampling Size and Sampling Techniques

The present study takes place at the Department of Foreign Languages in M'sila University , in the academic year 2017/2018. In our study , we need six teachers of Oral Expression module from all levels ,since teachers of third year are not available . We used also to select the sample randomly 30% (44 learners) from the total number of third-year learners (148 learners) . They were selected randomly from different groups . We chose third year learners as a sample , because we want to know if they still have difficulties to take turn in class room , despite of their experience in studying English language .

2.1.3 Data Collection Instruments

It is very important for the researcher to select methods that enable him to collect information. As stated by O'Leary (2004 , p .150):

It is a hard task to collect reliable data, and it is worth remembering that one method is not by its nature better than another. That 's why ,whatever data Collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method .

In this study , we followed triangulation methodology that deals with multiple data sources in qualitative study . The aim of this three instruments is to assure the validity of information and to develop a comprehensive understanding of the research instruments, and it provides also the outcome of the three data gathering instruments which gives more value to one another , that exploring EFL learners ' hindrances to take turn in classroom participation from teachers and learners ' perspectives .

2.1.3.1 Questionnaire

We chose a questionnaire as a research instrument because it provides a rapid and dynamic way of gaining large amounts of information from learners. The data can be collected comparatively because as researchers, we would not need to be present when the questionnaires were completed.

Our case study is third-year LMD learners who are studying oral expression. The questionnaire is distributed to them in order to gather their perspectives about what hinders some of them to take a turn in classroom participation. This questionnaire contains different types of questions "closed" and "open-ended". Closed questions consist of ten questions which need students to pick up only on the given options. While, open-ended consists of six questions that requires them to give other possibilities out of the presented options or added justification for their choice. The questionnaire includes (16) questions categorized into four sections:

Firstly, this section describes the personal information of each learner. These questions are asked in order to know some information about our participants. It involves three questions.

Secondly, the section seeks to know information about the situation of teaching and learning oral expression session our aim is to know if the situation is suitable for the learners to enjoy the participation with each other and with their teacher. This section contains six questions.

Thirdly, the section aims to know the different obstacles that may hinder EFL learners to take a turn in the classroom which is our problem that we are seeking in our research, this section contains four questions.

In the last section, learners are asked about the preferable techniques and activities that students like to work on, it includes four questions.

2.1.3.2 Interview

Interviews are useful for obtaining the data behind the participant's experiences. The aim behind the use of this tool is to investigate the teaching-learning process at oral expression with third-year in EFL classes. For this sake, the interview was made to get detailed information about teachers' perspectives and opinion, in order to fill the gap between the classroom observation and questionnaire.

In this study, we used a semi-structured interview containing nine open-ended questions. It is set up to give quantitative data because the types of questions are "WH" questions which are ten questions. They were prepared to elicit six English teachers of oral expression about their perspectives.

Each teacher was interviewed for not restricted by the time, it is open and free, because semi-structured interview permit freedom to the informants to express their views. It help also to scout the responses of the informants by asking them for illustration or additional information because it is more restful from the structured interview.

2.1.3.3 Classroom observation

To evaluate what exactly happen in teaching and learning of oral expression session, the researcher had classroom observation. Generally, the observation provides highly accurate that would help to analyze a research situation. According to Bailey (2001) "a classroom observation is the purposeful checking of teaching and/or learning proceedings through the systematic procedure of data collection" It is also known as the operation by which the observer sits in on one or more classroom sessions, records the instructors' teaching practices and students' action in classroom.

In addition to the questionnaire, and interview, we prepared also classroom observation checklists during the lesson, particularly speaking, we conducted three sessions to assess which teaching styles do teachers use, and how does learner interact in classroom.

2.2 Data Analysis and Interpretation

Data analysis indicates the operation of bringing meaning, order, and structure to the mass of collected data .

This section deals with the analysis of the data gathered from three sources of data; students' questionnaire, teachers' interview, and classroom observation checklist. Furthermore, this information discussed to enable the researcher to collect a large amount of data about the difficulties that face EFL learners to take turns in classroom interaction. Moreover, the main findings of the study are presented and translated into tables and graphs for clearly explanation.

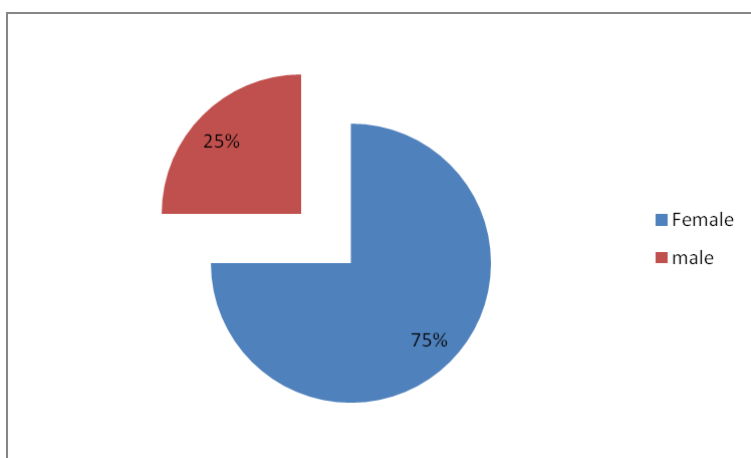
2.2.1 Learners' questionnaire

Section One: Bio Data

Q (01): Gender

Option	Number	Percentage
Female	33	75%
Male	11	25%
total	44	100%

Table (01): learners' Gender



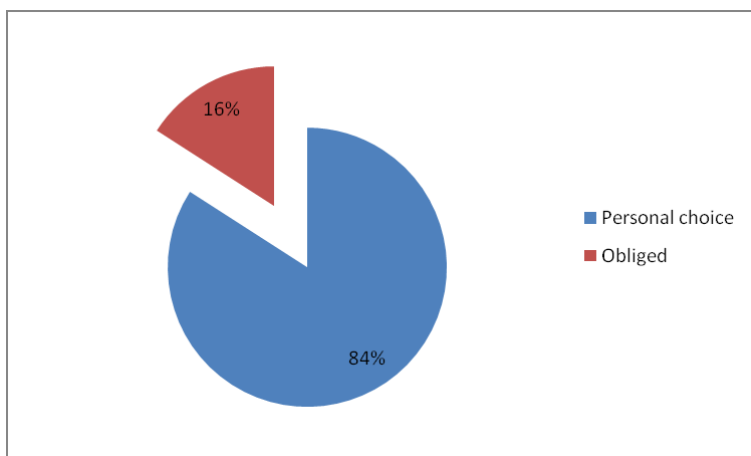
Graph (01): learners' Gender

In the first section of Bio data, the learners are asked about their gender. The results shows that the majority of EFL learners are females (75%) , from this higher number of females it can be noticed that females are more interesting in studying foreign languages, whereas only (25%) males because they are interested in scientific studies.

Q (2): Your study English at University is

Option	Number	Percentage
Personal choice	37	84,09%
Obliged	7	15,90%
Total	44	100%

Table (02): The choice of studying English



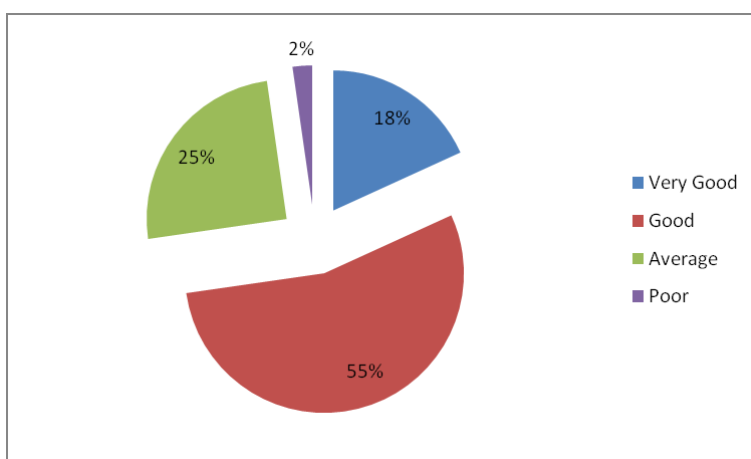
Graph (02): The choice of studying English

The table shows the desire of learners to study English language. The results represented that most of learners (84.09%) chose to learn English by themselves because they are interested in English language, and they need it in their educational life. while some of them (15.90%) were obliged to choose studying English because they have no other choice , and their baccalaureate average does not allow them to choose their desired field.

Q03: Is your level in English

Option	Number	Percentage
Very Good	18	18,18%
Good	24	54,54%
Average	11	25%
Poor	1	2,27%
Total	44	100%

Table03 :learners 'level



Graph (03): learners' level

In question three, the learners are asked to evaluate their levels in English language. It can be either ; very good, good, average, or poor. The results indicated that approximately half of the learners (54.54%) considered themselves as they have good level, may be they are misleading by their marks. Learners with average level represented 1/3 of the population (11%) may be they still have things must be develop it . Learners with very good level (18.18%) who have extremely self-confidence on themselves , and they do not care about making mistakes in front of their classmates . learners with low and poor level represented (2.27%) which is very small number because they feel shy and keep silent most of the time.

Section two: Learning and Teaching Situation in Oral Expression Session

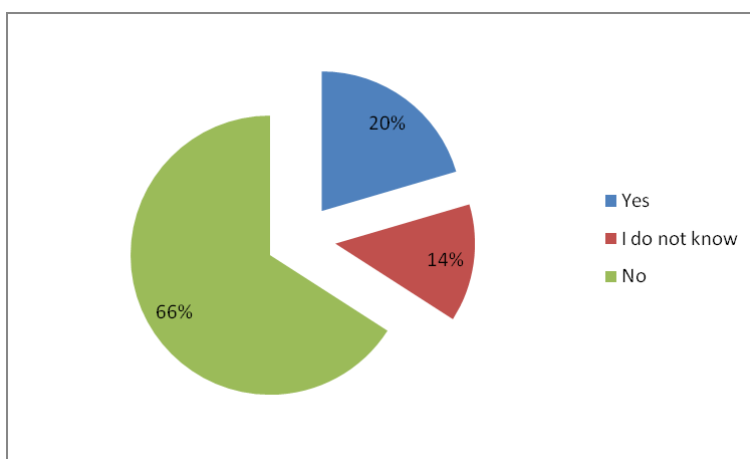
Q (04): How many sessions do you have in oral expression?

Learners have only one session per week .

b- Do you think that it is sufficient?

Option	Number	Percentage
Yes	9	20,45%
I do not know	6	13,63%
No	29	65.90%
Total	44	100%

Table(04) :Learners ‘satisfaction about oral session



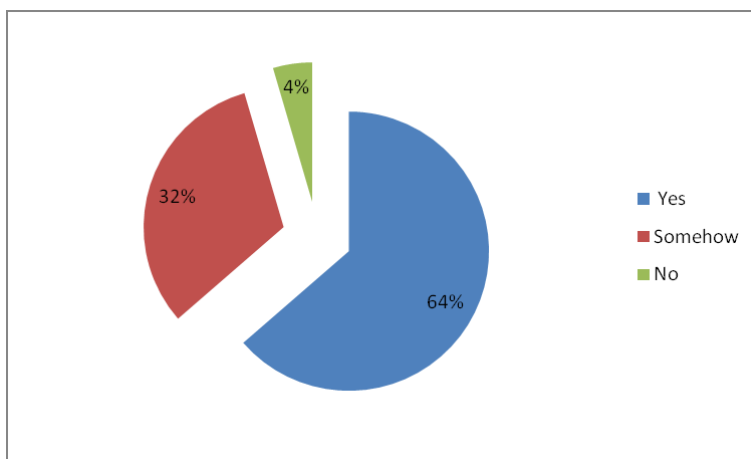
Graph (04): learners’ satisfaction about oral session

In question four , learners are asked if one session is enough for them or not at oral expression . Most of them (65.90%) responded by No , it means they need more than one session because they consider oral expression as beneficial module . And (20.45%) replied by Yes it is sufficient , here we notice that those learners are not interested in this module, or they are not brave enough . The last percentage of learners(13.63%) are neutral and answered by I do not know it is sufficient or not , may be due to their laziness and they have any feeling of like or dislike .

Q (05): Do you like oral session?

Option	Number	Percentage
Yes	28	63,63%
Some how	14	31,81%
No	2	4,54%
Total	44	100%

Table (05): learners' attitude toward oral expression session



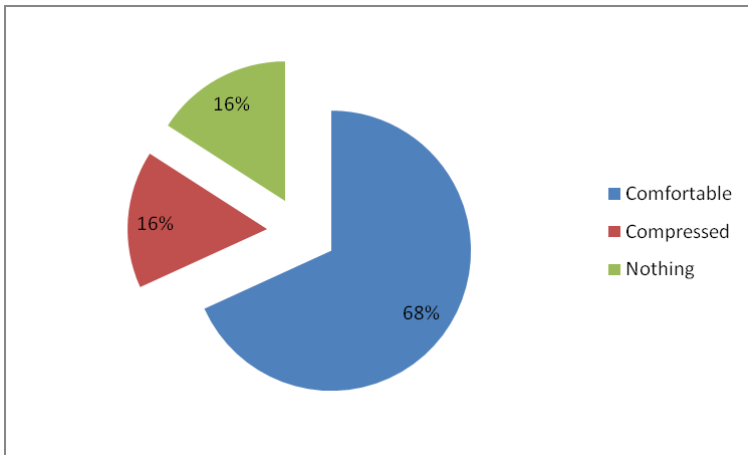
Graph (05): learners' attitude toward oral expression session

In question five, the majority of learners (63.63%) like oral session. They answered by "Yes" because they feel freely or they like the teacher. Others (31.81%) are in between they responded by "Somehow" they may be enjoy the discussion when they familiar with the topic. And no more than (5%) answered by "No", it means they have a problem with oral expression module, and they may be prefer the other module.

Q (06): How do you feel when attend oral session?

Option	Number	Percentage
Comfortable	30	68,18%
Compressed	7	15,90%
Nothing	7	15,90%
Total	44	100%

Table (06): learners' feeling at oral session



Graph (06): learners' feeling at oral session

From the table six the results are shown that more than ½ of learners like to attend oral session , they feel comfortable toward the session . They represented also (68.18%) because they can express themselves and share their ideas without any afraid , while the rest (14) learners divided between compressed and nothing (15.90%) for each one, because they feel anxious and shy, or they are not interested in the session at all.

Learners are also asked to justify their answers, from their justification we conclude that:

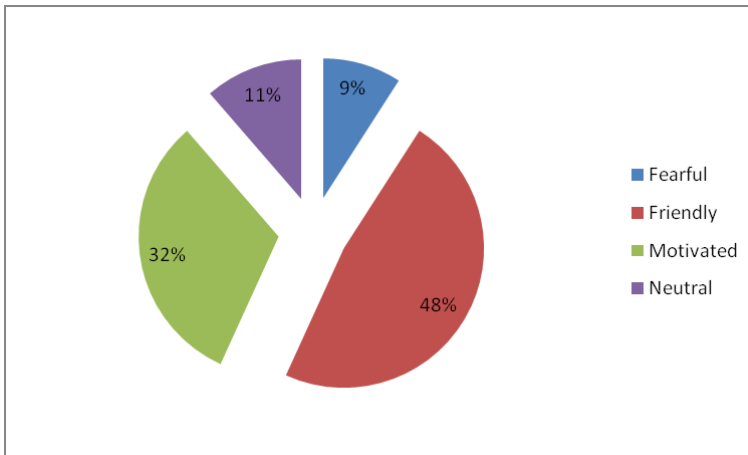
Feel comfortable	Feel compressed	Feel nothing
-They like the session and the teacher of oral expression . -Oral Expression helps in sharing ideas and improving speaking skill. -Because of teacher's motivation and atmosphere.	-Being anxious and shy - They do not like the session	-Because they are not interested in the module -Because it does not provide them with something new and they feel bored.

Table (06-2): justification about learners feeling at oral expression

Q (07): Which type of atmosphere your teacher creates in oral session?

Fearful	4	9,09%
Friendly	21	47,72%
Motivated	14	31,81%
Neutral	5	11,36%
Total	44	100%

Table (07): teachers' atmosphere



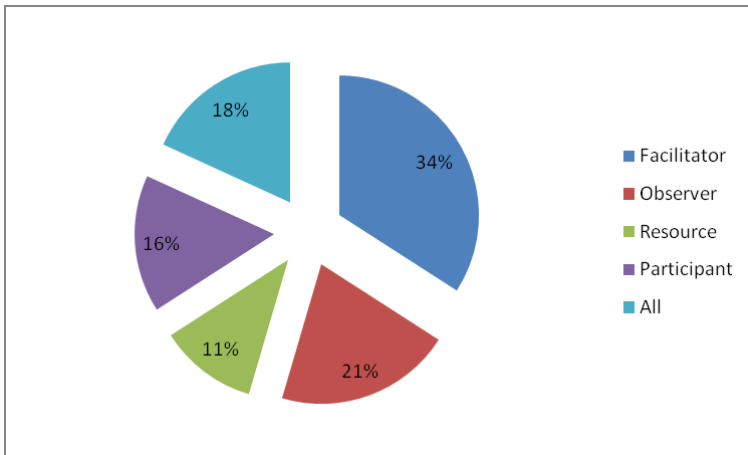
Graph (07): teachers' atmosphere

Learners in question seven are asked which type of atmosphere does the teacher creates in the classroom. The majority (47.72%) answered that the teacher is friendly. Some of them (31.81%) answered that he is motivated. This can be considered as a helping factor for learning process in the classroom. Other learners (11.36%) responded that the general atmosphere is neutral because they don't build relationships with each other. While few of them were answered that their teacher creates a fearful atmosphere because the teacher is severe with them; giving them a lot of works and hard tests, This latter can be discouraged learners from participation.

Q (08): Do you consider your teacher as

Option	Number	Percentage
Facilitator	15	34,09%
Observer	9	20,45%
Resource	5	11,36%
Participant	7	15,90%
All	8	18%
Total	44	100%

Table (08): teachers' role in classroom



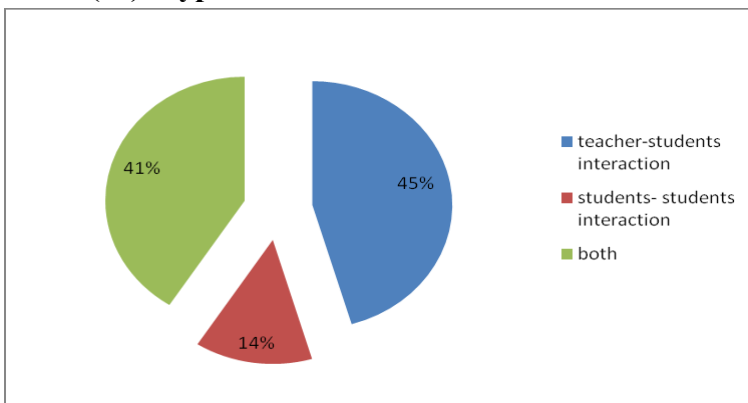
Graph (08): teachers' role in classroom

Learners in question eight are asked about how they considered their teachers' role in the classroom. The majority of the learners (34.09%) consider their teacher as a facilitator, this can be an effective side which helps learners to engage classroom interaction. (20.45%) consider their teacher as an observer. (11.36%) see their teacher as resource. (15.90%) consider them as participant, while others tick all the options it means they considered their teacher as facilitator, observer, resource, and participant (18%). This latter indicated that their teacher is not create an obstacle for their learning.

Q (09): which type of interaction is dominated in the classroom?

Option	Number	Percentage
teacher-students interaction	20	45%
students- students interaction	6	13,63%
both	18	40,90%
Total	44	100%

Table (09): types of interaction in oral session



Graph (09): types of interaction in oral session

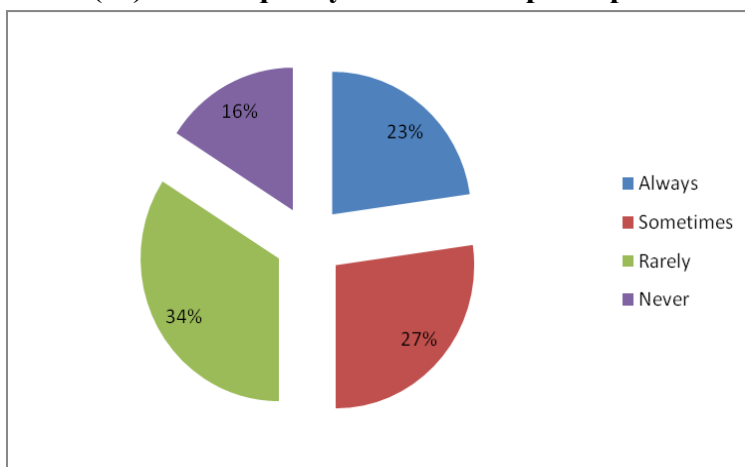
In this question we want to know which type of interaction is dominated in oral session; teacher-learner interaction, learner-learner interaction or both of them . The learners who say that teacher- learners interaction is the dominant are (45.45%) because learners feel less inhibited and it create a funny , friendly and relaxing atmosphere . Learners who agree that learner-learner interaction is dominated are (6%) . Learners who say both of them are dominated in the interaction are (40.90%).

Section Three: Hindrances faced EFL Learners to Take Turn in Oral Session

Q (10): How often do you participate in oral expression session?

Option	Number	Percentage
Always	10	22.72%
Sometimes	12	27,27%
Rarely	15	34.09%
Never	7	15.90%
Total	44	100%

Table (10): the frequency of learners’ participation



Graph (10): the frequency of learners’ participation

Question ten aims at knowing how frequency does learners participate at oral session if they are participating.

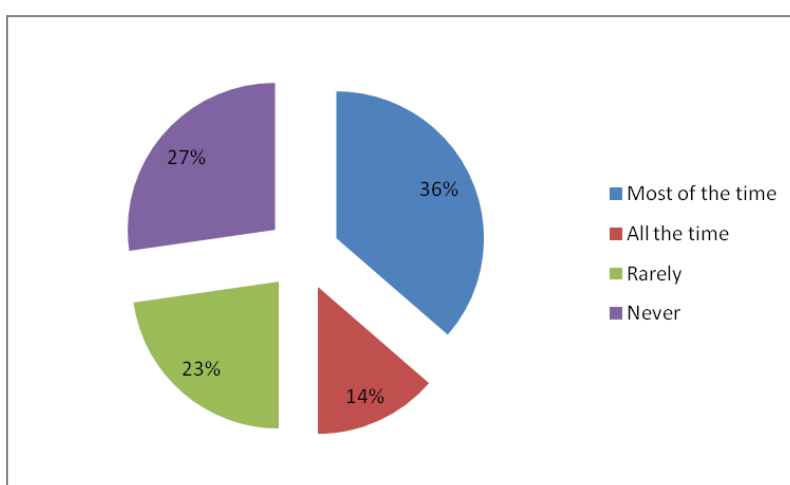
The results detected that the majority of learners (34,09%) are “rarely” participate in classroom .And (27.27%) answered by they “sometimes “ participate may be only when the teacher makes their participation counted with the exam . Learners who” always” participate represented (22.72%) may be they are active and motivated to get the best

marks. Few of them (15.90%) responded that they “never” participate may be they are not interested in participation .

Q (11): Are you afraid about participation in oral expression course?

Option	Number	Percentage
Most of the time	16	36.36%
All the time	6	13.63%
Rarely	10	22.72%
Never	12	27.27%
Total	44	100%

Table (11): learners’ fear of participation in oral session



Graph (11):learners ’fear of participation in oral session

In order to determine whether learners are afraid of participation, we asked them if they are afraid from participation in oral session course. The majority of their answers (36.36%) is “most of the time” because they have such kind of shyness . Some of them (27.27%) answered by “never” .Those who answered by “rarely” are (22.72%) , they considered themselves confident while speaking . More than (13.63%) said that” all the time” they feel afraid.

The following table is showing the learners ‘justifications about the frequency of their participation ;

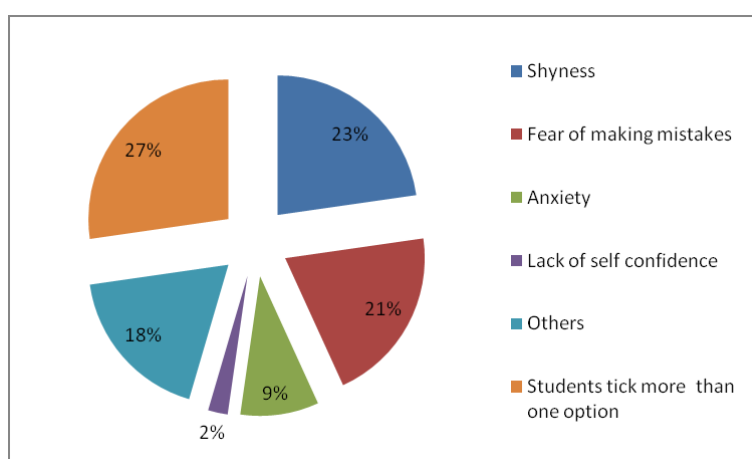
All the time	Most of the time	Rarely	Never
-Fear of making mistakes, shyness and lack of self confidence. -Lack of grammar and vocabulary.	- They have nothing to say. -They are not interesting in participation -No interesting topic. -Lack of vocabulary and information	-Fear of making mistakes -When the topic is not clear -When I come to present I do not know and I have no information about the topic -When I am not confident in my answers.	-I like to express my ideas and giving opinions -I am confident. -I find it amazing to have opportunity to speak in English -I master the public skill

Table (11-2): justification about learners' participation in oral session

Q (12) a: You do not participate because of the following psychological deficiencies ?

Shyness	10	22,72%
Fear of making mistakes	9	20,45%
Anxiety	4	9,09%
Lack of self confidence	1	2,27%
Others	8	18,18%
Students tick more than one option	12	27,27%
Total	44	100%

Table (12) b: psychological and other deficiencies



Graph (12) a: psychological and other deficiencies

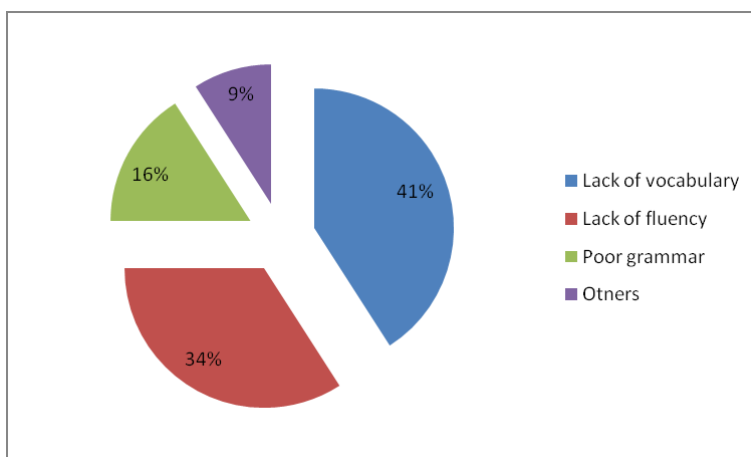
Learners in question (twelve a) are given a set of options in order to select which of the psychological obstacles may prevent them to participate in classroom, More than (27%) , they tick on all the options it means they are suffering from all the obstacles .

Most of them (22.72%) they tick on the option of shyness due to their afraid of public speaking .Other learners (18.18%) they answer by “other” maybe they have no problem to get involved in participation.

Q(12) b: Or because of these linguistic deficiencies may prevent you not participate

Option	Number	Percentage
Lack of vocabulary	18	40,90%
Lack of fluency	15	34,09%
Poor grammar	7	15,9
Others	4	9,09
Total	44	100%

Table (12): linguistic deficiencies



Graph (12 b): linguistic deficiencies

The question (twelve b) is asked in order to highlight which kind of linguistic deficiencies is mostly inhibit learners from taking turn during at oral session. The results show that lack of vocabulary is the most frequent problem, and (40.90%) of learners answered by “lack of vocabulary” may be because of the influence of mother tongues or suffering from word order .Then , the second problem “lack of fluency” (34.09%) . However , only (15%) have problem with grammar (misuses of tenses), and the rest (9.09%) their answers is out of the given three options.

Learners are also asked to give justifications about the major things that may hinder them from participation, the following table represents learners’ difficulties in term of linguistic deficiencies:

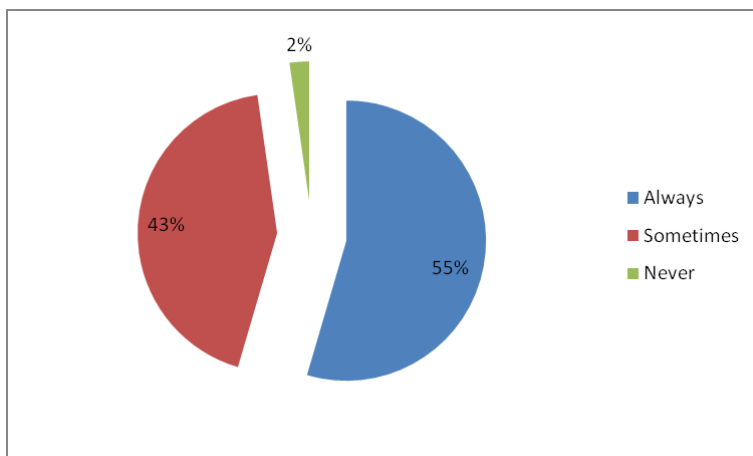
Lack of vocabulary	Lack of fluency	Lack of grammar	Others
-I sometimes don't find the right words. - I used to think in mother tongue. -when I am not aware of key concepts of the field.	- Stress of public speaking. -shyness and lack of self confidence	-My grammar is not good since I did not get enough courses. - I have problem with tenses	- I am not interested in participation -The topic is not interesting. - I am not being in right mood to participate

Table (12-a2): justification on linguistic deficiencies

Q (13): How often does the teacher gives you the opportunity to participate in classroom?

Option	Number	Percentage
Always	24	54,54%
Some times	19	43,18%
Never	1	2,27%
Total	44	100%

Table (13):frequency of giving opportunity to learners to participate



Graph (13):frequency of giving opportunity to learners to participate

From the results above , we can noticed that more than half of the population (54.54%) indicated that the teacher always gives them the opportunity to interact in oral session. Others (43.18%) showed that their teacher sometimes gives them the opportunity to participate, and just (2.27%) of them answered that the teacher never gives them the

chance to talk. Despite all of that, we conclude that the teacher is not an obstacle that may hinder learners from participation.

Learners are asked to give justification about why they see the teacher gives them such frequency to participate:

Always	Sometimes	Never
-Teacher is like our friend, she believes in them and listen to them from the heart -Most of the time , the teacher tries to involve all his students in participation -She likes knowing our opinions. -If the learners want to say something , she gives them the chance.	-Because we are negative. -The teacher gives us the presentation task by using the list. - Some students take too much time when presenting something, and the teacher does not interrupt them to give others the chance. -She talks a lot and she does not give us the opportunity to talk.	- They do not justify

Table (13-2): Justification about giving the opportunity to learners to participate

Section Four: Activities and Strategies Enhancing Turn-Taking in Classroom

Q14: Which of the following techniques you prefer more? Justify?

Option	Number	Percentage
Group work	11	25%
Pair work	7	15,90%
Individual work	26	59,09%
Total	44	100%

Table (14):Techniques learners prefer more to use

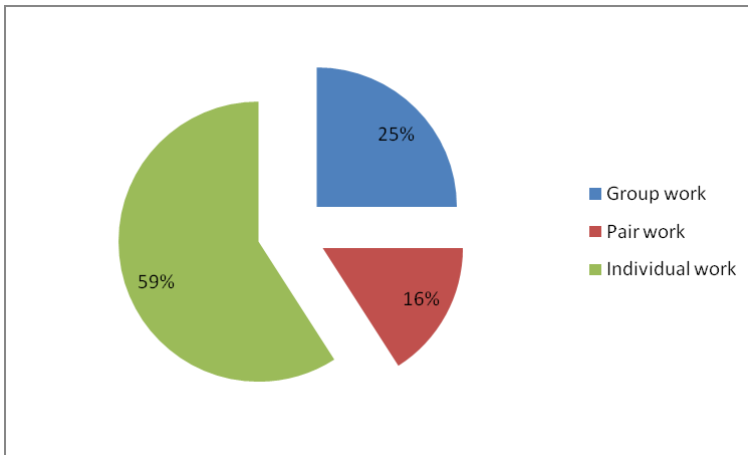


Table (14):Techniques learners prefer more to use

From this table, we conclude that more than ½ of learners prefer the individual work (59.90%) may be because they are unsociable and introverted learners .And 1/4 of the populations prefer to work in groups because they are more sociable, and extroverted .The remaining (15.90%) they prefer pair work.

Learners are asked to justify why they chose to work with one preferred technique from the given three options

Individual work	Pair work	Group work
<ul style="list-style-type: none"> -Group work limit my potential -I avoid noise with group and pair work -I like being free, I cannot agree with others -I like work alone and being independent on my self -I have the chance to show my competence -In group and pair work students are restricted. 	<ul style="list-style-type: none"> -It offers the opportunity to exchange ideas -It increase my ability to achieve the acquired tasks -Sharing and discussing with one person better than many 	<ul style="list-style-type: none"> -Because we share different points of view, or it simplify our duties and responsibilities to present work -We could understand better when we discuss with each other -I benefit from group work

Table (14-2): Justification about the technique learners prefer more to use

Q (15): Which of the following activities can help in the engagement of the learners in classroom interaction?

Option	Number	Percentage
Role play	11	25%
Oral presentation	9	20,45%
Discussion and debates	16	36,36%
Conversation	5	11,36%
Story telling based activities	3	6,81%
Total	44	100%

Table (15):Activities motivate learners to participate

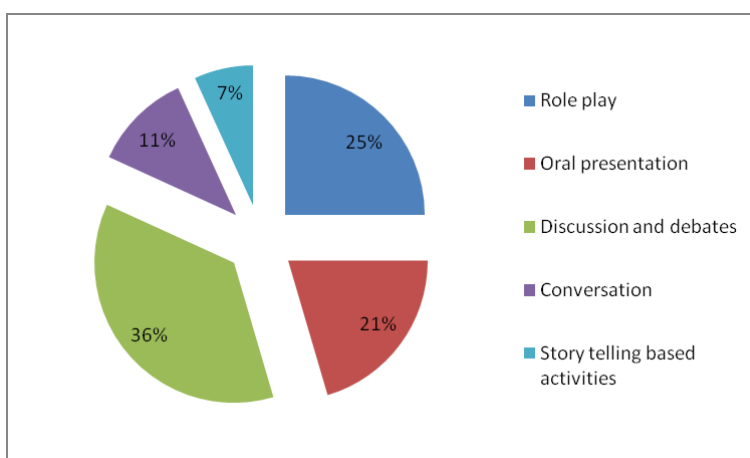


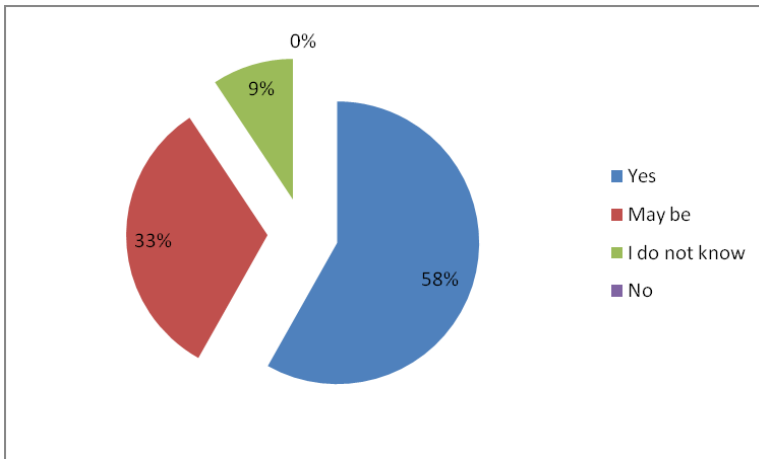
Table (15): Activities motivate learners to participate

The question fifteen intended to ask learners which type of activity they prefer most to engage the classroom interaction. The results show that each learner has his/her preferred activity. Most of them (36.36%) agree to choose discussion and debates. The others (25%) chose role play as helpful activity to involve them in interaction with their mates and teacher. and (20.45%) prefer oral presentation. Others (11.36%) prefer other activities like conversation, and the rest they like storytelling (6.81%).

Q (16): Do you think learners can overcome these difficulties?

Option	Number	Percentage
Yes	25	57%
May be	14	31,81%
I do not know	4	9,09%
No	0	0,00%
Total	44	100%

Table (16): learners' opinions about the possibility of overcoming the difficulties



Graph(16): learners’ opinions about the possibility of overcoming the difficulties

The results show that most of the learners (57%) said that it is possible for the learners who face difficulties to overcome it by saying “yes” .The others (31.81%) responded by “maybe” they can overcome this difficulties, and (9.09%) said I do not know if they can overcome it or not . So , no one said that it not possible which is something positive for them to develop their ability and performance in classroom .

They are asked to give some suggestions that may motivate learners to overcome these difficulties.

- Oral expression module should be tackled pedagogically as well as psychologically.
- Teacher should involve shy students in classroom discussion .
- Teacher should be friendly and motivate his students to be active participants .
- Oral expression module should be taken more than 1 hour and ½ per week.
- Teacher have to oblige his students to talk.
- Teacher should give equal chances to his students.
- Students should practice speaking skill inside and outside the classroom .
- Students should trust on themselves and to be more confident.
- Watching native speakers will help them to get more vocabularies .
- Taking what students want to learn into consideration.

2.2.2 Teachers' interview

1-Question one: How do you design and manage your oral class session?

From teachers' answer on this question, we can denote that oral expression session depends on free program designed by the teachers, and they sometimes adjust it according to the learners' needs.

2-Question two: How do you use the warm up to engage your learners in participation?

All teachers used to relate the session with such kind of games, jokes, short stories and events. They sometimes asking their learners questions to present new lesson.

3-Question three: How do you think your learners feel in your session? Why?

All teachers agree that their learners feel motivated, at ease, free and healthy atmosphere, because of the module is free unlike other modules. They are free to talk, express themselves, debating and discussing with the teacher and one another. However, only one of them do not ignore that there is some kind of shy and anxious learners, they do not enjoy classroom discussion due to their psychological problems.

4-Question four: Do your learners interact better with you or with one another?

Four teachers say that learners interact better with the teacher because they feel more focusing on him. But, in case of oral presentation and debates, they interact more with their peers, because he creates a positive atmosphere with the learner and try to integrate them in the discussion. Whereas, two teachers respond that learners interact better with each other, because they feel free to be criticized in front of their friends.

5-Question five: Do your learners face difficulties to speak in class? Which type of difficulty they mostly encounter?

In this question, all teachers are aware of their learners' difficulties in classroom discussion. The problems which are mostly encounter either linguistic or psychological problems and some teachers count other problems such as; the limited time, large classes, and non interesting topics.

6-Question six: What are the reasons that may hinder them from interacting?

Teachers in question six are asked about the reasons behind EFL learners' hindrances from interacting. All of them agree that psychological hindrances may hamper learners' participation, and they are also afraid to be embarrassed in front of their classmates and losing face.

7-Question seven: Is it possible to make all the learners participate in the interactive activities? How?

Teachers are asked if it is possible to integrate learners in interactive activities. All of them respond by saying "yes it is possible", then they are asked to justify how. We found that each teacher has his own method or way to engage his learners in interaction. Two teachers say that by asking them questions one by one. But in this case, the teacher should not expect good answers. One of the teachers that says by using group dynamic techniques through grouping them and let them interact with each other.

Another teacher relates the problem to time which is not enough, and he states that the learners' engagement in interaction requires more than one hour and a half in one session.

The last teacher says the involvement of learners is through choosing the right activities such as; plays, presentations...etc.

8-Question eight: Which type of activity you feel your learners prefer and feel more at ease with?

The first teacher claims that learners prefer Listening, watching videos and they feel at ease with it because they are informative, interesting and with a good presenter, they like to listen to native speakers. Five teachers decide that learners like "Discussion and free debates" as well as oral presentation and role plays. The majority of teachers are familiar with learners' needs but the problem is many teachers did not prepare the lesson according to them.

9-Question nine: Do you prefer to correct your learners' mistakes while or after speaking? Why?

Teachers' ways for providing feedback and correcting mistakes is differ from one to another . Some teachers prefer to correct mistakes immediately. This way of correction may be create some kind of interruption and disturbance for learners , that's why they are afraid to talk in front of their classmates. Other teachers like to give feedback after speaking in order to avoid continuous interruption , and because of correcting mistakes while speaking may affect their performance. Only one teacher says that he avoid correcting mistakes , because it is something frustrating for the learners . So , he will try to pay attention for their mistakes through repetition.

2.2.3 Analysis of classroom observation checklists

The observation was made with three different classes of third-year. They were taught by three different teachers .The purpose is to investigate what may hinder learners from taking part in classroom interaction. In first classroom , the number of learners are (23), and the second classroom with a very small number of learners which are (10) . Classroom three with large number of learners (30) . We deal with different classes and with different teachers who are logically using different types of activities to illustrate whether the teacher' role , number size of learners , or the type of activity which is used it can be promote or hinder classroom Interaction. Concerning the checklist , we used only the following eight aspects to observe teachers' role in classroom , because we notice that these related elements about teachers' role may show us if the teacher creates any kind of positive or negative atmosphere in classroom , and if he pays attention to what learners need . We try also to fill the gap between the questionnaire and the interview.

1- Teachers' checklist

<i>Teachers' turn in oral expression</i>	Most of the time			Rarely			Never		
	T1/C1	T 2/C2	T3/C3	T1/C1	T 2/C2	T3/C3	T1/C1	T 2/C2	T3/C3
Teacher motivates students to take turn in classroom participation	√				√	√			

Teacher facilitates the classroom discussion	√				√	√			
Teacher creates collaborative work						√			
Teacher dominates the talk in class	√				√				√
Teacher Responds and listen appropriately to students' questions	√	√	√						
Teacher gives the chance to everyone to participate		√		√		√			
Teacher interrupts Students when they talk		√	√				√		
Teacher Corrects mistakes immediately		√		√					√

Table (18): Teachers' turn in oral expression KEY: T/teacher C/ class

Teachers are different ; everyone has his own method of teaching . They apply different materials and activities in order to involve learners in participation. So , we attend with three different teachers who are teaching oral expression module. The first teacher uses the best method of teaching and his learners interact better with him . He gives them the chance to speak most of the time . The number of class is not very crowded to hurdle the easiness of classroom interaction. So , it is easy for the teacher to observe all of his learners and involve them in the oral discussions .They are only ten learners in the classroom, and the majority of them are females . Then , the second and third teachers used to interrupt their learners every time to give them feedback . Some learners do not feel free while they talking due to teacher' stops . This makes them lose words and they do not finish their talk , and the turn passes to the next one .

2- Learners' checklist

As it is mentioned before , the observation was made with three different classes of third year. The total numbers of these three classes are (63) . We try to discover if really learners have linguistic , and psychological problems ,or there are other problems that may hinder them , and how interaction does happen in the classroom .So , we used the checklist for learners to observe the following aspects , because we see that these elements are the main things should be considered to know if they take turn in the classroom discussion or not.

2- Learners' checklist

Learners' turn in oral expression session	All of them			Some of them			Few of them		
	C01	C02	C03	C01	C02	C03	C01	C02	C03
learners take a turn in classroom participation				√	√				√
Learners ,are interesting in participation				√	√				√
Learners ask question when they have doubts				√	√				√
Learners interrupt each other when they talk				√	√				√
Learners dominate The talk					√		√		√
Learners interact only by the initiation of teacher's questions				√	√	√			
learners talk too much							√		√
learners answer by giving short answers(yes-no)				√	√	√			

learners look shy and anxious when they talk				√		√			
the existence of overlap between teacher and learners				√	√	√			

Table (19): Learners’ turn in oral expression

KEY: C/ class

This table indicated that turn-taking does not covered by all learners; there are some learners who take turn freely .While others keep silent most of the time .Taking part in participation and interaction is happened only when the teacher giving questions , whereas , learners provide him responses . Some of them giving short answers (asking, agreeing, disagreeing.), and using back channels (head nodding, yes , no answers..) . And others added extra information and comments (critical thinkers) . Few of them seems shy and anxious learners when they speak .

2.3 Findings and Implications

2.3.1 Interpretations of the results

2.3.1.1 Interpretation of the Questionnaire results

From the analysis of learners’ questionnaire, it has been shown that the major results from this research instrument will be discussed in relation to research objectives .Three sections are devoted for the sake of what hinders EFL to take turn in classroom . The first section is about learners’ personal information .The majority of population are females because they like studying foreign language rather than males .

In the second section, there are six questions for the sake of knowing if teaching and learning situation of oral expression is suitable or not. According to learners' perspectives , they have only one session in oral expression , and it is not enough for them .So , they need more than one session to develop their performance and fluency . The majority of learners also attend oral session , because they feel comfortable with the module , and the teacher who creates a relaxing atmosphere in classroom . Teacher-learner interaction is one of the most types which is dominated in the classroom .Here we notice that neither the session nor the teacher can be the obstacles for learners to participate

.But the only problem could be “the time” because it is not sufficient for all learners to take their turns .

The third section aims to know the different difficulties that EFL learners encounter to take part in classroom participation. We denote that most of learners do not take their turns only when the teacher asked them to do, or call their names . (15.90%) of learners never participate, since they are lazy , and they do not care about participation . Whereas, the learners who always participate in classroom represented only (27.27%) of the whole population which is very small number. Most of them (36.36%) say that they feel afraid and confused, because they have nothing to say, or due to their limited of words . Others between rarely and all the time because they fear from making mistakes. (27.27%) who never feel afraid since they have confidence in their abilities .

From these two questions , we get an idea about the factors that affecting EFL learners’ turn taking . For clear clarification and understanding , we asked them an extra closed question to ensure which types of obstacles mostly EFL encounter . There two types of difficulties which involves ; psychological obstacles (fear of making mistakes, shyness, lack of self-confidence) , and grammatical obstacles (lack of grammar , lack of vocabulary , mispronunciation) , and other obstacles includes ; non interesting topic , the teacher does not give his learners equal chances , some learners also talk a lot while others are not, or because of the time is not sufficient to distribute turns to all learners .

The last section is devoted to the second research objective which is investigating the strategies and activities to promote the interaction of learners in class . They were asked about the techniques they prefer to work on in class . Most of them (59.09%) like the individual work , because they have chance to show their personal competence, or they are introverted learners . Then , they are asked about the type of activity which can engage them help in classroom turn taking . Most of them(36.36%) prefer discussion and debates activity , and they like role plays (25%) .Finally , we asked them if it is possible for the learners to get rid of these difficulties . The majority of them respond by saying it is possible .So , they can improve their levels .

We conclude that not all of the learners are afraid and fear of taking turn in classroom discussion. But , there are some active learners who express themselves freely

without hesitation . Thus , the main difficulties that EFL learners suffer from are psychological and linguistic difficulties .

2.3.1.2 Interpretation of the interview results

Concerning the second instrument which is the interview, it was used to pick up the perspectives of oral expression teachers on EFL learners' hindrances in turn taking . Most of teachers have been teaching oral expression more than three years , which indicates that they are experienced teachers .

From teachers' responses we can notice that oral expression module depends on free program . So , the teacher prepares the lesson according to his learners ' needs and he always try to create relaxing atmosphere . Regarding to their response on the second question about the use of the warming up . Many teachers used to involve fun and the interactive activities in classroom such us ; jokes, games, and stories . That's why teachers feel that their learners are comfortable and motivated . But , some teachers ignored the reluctant learners who are shy and anxious most of the time.

Teachers are aware of learners' difficulties , and they know which type of difficulty they face such as; psychological problems (shyness, anxious, lack of self-confidence) and linguistic problems (lack of vocabulary, lack of grammar , lack of fluency) as well as other problems like; non interesting topics, lack of time, social and cultural hindrances (being introverted ,they do not like to make relationships with others) all the answers of teachers about the mentioned questions above give us a hint about the EFL learners hindrances, in turn taking and answers about the first research objectives.

In the coming questions , we seek to know if it is possible to make all learners participate in the interactive activities . They all agree “ yes it could be “ . But , in condition ;by having more time or small group of learners , and by choosing also the right activities . Then we ask them about helpful activities which preferred by their learners that used in classroom .Teachers state also some activities like discussion debates , and oral presentation .

Finally , we ask them how they prefer to correct learners' mistakes and give them feedback . Some teachers correct mistakes immediately , this will affect oral performance of learners , and creates some kind of interruption, hesitation in front of their classmates .

So , they prefer to keep silent . Other teachers prefer to correct mistakes after talking to avoid continuous interruption . and other teachers avoid correcting mistakes because they believe that it is something frustrated.

2.3.1.3 Interpretation of the classroom observation results

Concerning the third instrument which is the classroom observation, it was used to examine the teaching-learning process; the observation was made with three different classes who were taught by three different teachers in order to investigate what may hinder learners to take part in classroom interaction.

We use the checklist to pick up teachers' role and turn in classroom interaction .

Collaborative work is linked to the selected type of activity. It means that teacher cannot make collaborative work with all types of activities. In the first classroom ,we observe that teachers used a collaborative work among his learners because this type of activity needs exchanging thoughts and ideas between learners . In the second classroom , the teacher selected listening activity . So , this type of activity requires individual work to assess the understanding of each learner . Whereas , the third teacher ask his learners to present something , free topics in order to improve their performance and fluency .

To create good atmosphere and interaction between the teacher and his learners , it must be have small number of learners to be facilitate the classroom discussion and all of them take turns . As we denote with first teacher , he used to motivate his learners by distributing turns to each one of them since it is not very crowded . Learners with second teacher are very active since the type of activity is listening and answering or because the number of learners are just 10 and all of them are females . So , they feel at ease without boys .

whereas , learners with third teacher interact with each other and their teacher freely .Learners are passive somehow . they do not give any interest to participation and the teacher does not care about them , may be because of the large size of classroom .

Teacher learner interaction is the dominant type of interaction within all classes . since learners are focusing more on their teacher , and they considered him as a source

of their knowledge . To make the interaction more learner centered , the selected activity is the only efficient way to make autonomous learner .

As we observe with third teacher did not give all his learners turns to participate because of the type of activity (Oral presentation) . From the use of checklist we conclude that all teachers listen and answer on learners' questions , and give them the chance to talk , which indicates that they try to involve them by making them feel confident and comfortable with them .

First teacher is rarely interrupt learners while talking and correct immediately . Third teacher interrupts his learners to correct their mistakes after they finishing talk .

Finally , from the analysis of the checklist above , we can prove that (teacher, type of activity, time and large classes are effective factors in classroom interaction).

Second, we use another checklist to pick up learners' role and turn in class. We conclude that learners in class one and two ; only some of them they take their turn, and do their best because they are interested in participation; they ask questions when they have doubt, and they interrupt each other , and few of them with class three. Some of learners dominate the talk with class one and few of them with class two and three (class three only the presenter) in all classes . The majority of learners answer by using back channel signals or answer only when teacher ask them . Some other learners in class one and three feel shy and anxious when they talk may be because they do not like to talk in front of a large number of learners in class, whereas in class two few of them seems that they feel shy and anxious may be because a few number of learner and they are all females, generally psychological and grammatical hindrances cannot observed easily, it needs more time with them, and they are generally invisible. Finally we observe that the majority of the participated learners used to overlap and interrupt each other.

2.3.2 Summary of the findings

From the previous three instruments we can conclude that students' turn taking is generally limited, most of the time teacher dominated the classroom talk in many occasion. Accordingly learners were less active; it was perceived that the interaction between learners and their teacher was less genuine and spontaneous than it ought to be, the teacher nominated the learner to talk after she/he raise hand asking for turn. Hence on the whole,

classroom interaction fell into the IRF/IRE form in other word it means that the interaction occurs only when the teacher addressed questions to his learner and collected answers and then it followed by feedback and evaluation, this is the general move exchange between them (teachers and learners) and sometimes students have few occasion took turns to ask questions if they have doubt or to comment on others responses, this is the general mode of their interaction this fact made the interaction seems to be limited.

In classroom conversation the process of turn taking between teacher and pairs is not taking in soft way always there some kind of overlapping and interruption. Sometimes we found such kind of learners who were more talkative and they engage classroom interaction freely, those kinds of learners have high self-esteem they were all the time willing to talk in classroom. In contrast shy and introvert learners produce very limited output they made more pauses and hesitation.

2.3.3The Implications

Teaching oral expression is an art that only few teachers can perform it perfectly .They should tackle oral expression module pedagogically as well as psychologically .So, in order to get ride from the difficulties that limit EFL learners from taking turns in oral expression sessions. Some implications can be delivered to teachers, learners, the department of English of M'sila University, and policy makers .These are summarized in this section.

2.3.3.1 Implications for the Teachers

From the findings of the research, we remarked that in EFL classroom usually only a few learners will engage in the oral discussions , while the majority of them will keep silent. So ,the teacher should give equal chances to all learners of the class, motivates everyone to take part in classroom debates, activities, and gives them sufficient time to participate. Another important role of the teacher is creating a relaxed atmosphere and making such a stress-free environment .It is also important the way how a teacher conducts a lesson and how interacts with the students.

Therefore, teacher should follow communicative Language Teaching (CLT) approach to engage learners in communication efficiently in the language classroom environment. The aim of CLT is to train language learners to participate effectively in

different communicative situations. Therefore, CLT can be the most effective way of encouraging passive learners to take the floor in class activities.

Furthermore, anxiety can be regarded as another factor that has a great effect on learners' self confidence in foreign language learning. To prevent this, teachers have to detect the causes of anxiety in language classrooms and they also should help learners to cope with their anxiety. They have to make activities that are not stressful to learners such as; pair, group work, and giving a lecture in front of class. In dealing with reticence, teachers should not show anger at the learners' reluctant, since this will only arouse the problem and learners feel compressed.

At the end, feedback correction has a vital role in language learning. It gives learners guidance on how to develop their learning. However, Cutrone (2009) declares that overt feedback disturbs learners from speaking, and it will create anxiety in classroom, and teachers need to take less curious instructions in error correction. Obviously, to create a suitable atmosphere, Kang (2005) proposes that teachers have to remove learners' fear of making mistakes and losing face by hearing them carefully while smiling, and then providing them feedback.

2.3.3.2 Implications for the Learners

From the findings of this research, we detected that there are difficulties that prohibit learners from taking turns to participate. These difficulties are mainly psychological and linguistic problems. Therefore, we suggest these strategies for learners in order to improve their participation.

➤ Strategies to decrease Fear of Making Mistakes and lack of self-confidence

Learners should be aware of the fact that no one is perfect and that everyone makes mistakes, especially in learning a foreign language. With this idea, learners will not worry about the fear of making mistakes and losing face. Therefore, learners need to support each other and teachers need also to help them to become acquainted with each other. Creating a sense of cooperation rather than competition among students makes them at ease to use the language (Zou, 2004). They should also trust themselves and on their own efforts in front of their classmates. Then, the best way to acquire the new language is through listening to native speakers in order to get more vocabularies, watching films, videos, and reading also foreign language articles.

Furthermore, in teaching and learning process, students must be responsible for their learning. Since, the teacher becomes less dominant in the classroom. Miliani (1992) declares the role of learners to learn as important to remove their failure in language learning. Good learner is the one who relies on something doing by himself, not on something done to him. Gibbs and Habeshaw (1989) assume that learners learn better when they take responsibility for their own learning. Learners 'role is an essential factor that motivates them to keep their learning. Thus, improving oral communication skills of students depend on self- confidence as one of the most important causes that determine learners 'ability to communicate in oral discussions. In other words, learners with high self- confidence can be good communicators whereas learners with low confidence often tend to be passive since they are caring about being disapproved when talking orally. Moreover, teachers have to promote learners' confidence in the teaching-learning process, through motivating and helping them to remove their shyness. Usually, learners who are sociable are regarded as risk takers; they participate freely without caring even if they make mistakes.

Finally, motivation is another important factor which influences learners 'ability to participate in oral discussions. Thus, learners have to be motivated to speak and participate without any problems during the lesson. Thus, EFL learners should enhance themselves to practice the language in the classroom and to get engaged in the several activities.

2.3.3.3 Implications for the Department

We also suggest some recommendations for the administration to enhance the module of oral expression. Firstly, during our research, we remarked that the majority of teachers who teaching oral expression are novice and beginner teachers who lack the competence and they have not the full knowledge to teach this module. Therefore, we recommend giving such significant module to old and experienced teachers who are really willing to deal with such module and with the problems of learners in oral discussions. Consequently, the administration has to deal with the problem of large classes through classifying them into equal groups, because this will affect learners to take part in participation, and also influence them to learn in large size classes. Finally, it should also conduct seminars for EFL learners to raise their awareness , and change their attitudes towards oral expression module.

2.3.3.4 Implications for Policy Makers

From the findings of this research, we can observe that there is no reliable curriculum for oral expression module. Thus, the allocated time is not sufficient for all the learners to take part in participation. We recommend making a particular program for oral expression session , that involves activities and strategies to enhance the ability of learners in taking turns. Moreover, it should allocate sufficient time for oral courses at least two hours per week to achieve the real objectives. As a result, this will enable learners to perform in participation perfectly without any problems and the teachers also will find enough time to major problems concerned with learners' participation .

Conclusion

From the discussion of the main research methodology , and design which are used to describe the structure of the second chapter division. The presented chapter deals with data collection and research instruments with three different types of data which had been already explained and analyzed to capture the EFL learners' hindrances in turn taking. Accordingly, it has been noticed that third year EFL learners' turn-taking in oral expression is generally limited. The results show that grammatical and psychological problems . Time allocated and large classes problems as we observed in classroom , and it mentioned also by some teachers and learners .

At the end , the chapter provides some implications to enhance learners' turn-taking .

General conclusion

Taking a turn is an essential strategy in classroom interaction , where the exchange of turns between the teacher and learners , or between learners themselves is occurred . Learners of foreign language often find difficulties to take a turn orally . They remain silent due to different factors should not be neglected .This study tried to examine learners' deficiencies in turn taking in oral expression session.

In three main questions have been posed for the purpose of exploring the difficulties that EFL learners suffer from .Then , to find out teachers and learners' perspectives towards these learners' obstacles .The first question discussed the problems EFL learners encounter while participating .The second one looked for teachers and learners 'opinions on EFL learners' deficiencies .Whereas ,the third question investigated the strategies and activities used by teachers for promoting learners 'turn taking

Our research questions cited above were answered after the analysis and discussion of the findings obtained from Oral Expression teachers and Third year LMD students . The findings of the study showed that the dominant problems which inhibit EFL learners from taking turns in oral session, it can be either linguistic obstacles (mispronunciation ,grammar mistakes , lack of vocabulary) and /or psychological obstacles (anxiety ,fear of making mistakes , and lack of self confidence) , and other obstacles which are noticed in classroom observation such as ; teachers' atmosphere, large classes , and the limited time . In addition , the findings indicated that teachers used different activities and strategies in order to promote the learners' turn taking , and reduce their deficiencies .Teachers and learners also showed their awareness about the hindrances that affect EFL learners .

As a result, we recommend some implications for policy makers , teachers , and learners with the purpose of fostering learners 'turn taking in oral expression . First, instructional system has to provide enough time for teaching oral expression module since learners have more chances to participate in oral activities . Moreover , EFL teachers have to employ such significant strategies and activities that can help in improving learners' participation for example ;promoting role plays and debates . Learners' role is to practice the English language inside and outside the classroom , and to be competent in the target language through getting in touch with native speakers .These elements will be helpful for enhancing learners' participation .

While the researchers attempting to achieve the objectives of this study, some limitations have been faced. Firstly, the researchers encountered the biggest problem which is the limited time for collecting more information about the difficulties that EFL learners face in turn taking. It is not also in favor of their expectations since the investigation of this work required more time to be completely analyzed. Secondly, another problem that the researchers found is the hard to obtain some documents. Thirdly, some students do not help the researchers in answering the questionnaire honestly, since some gathered questionnaire had no answers, this because of their careless, and they are not aware of the importance of the research. Therefore, they face difficulty to make interview with teachers. Classroom observation needs also longer time to observe the overall difficulties in the classroom.

Finally, we did not find the exact techniques for enhancing EFL learners turn taking to apply it in our classroom. Based on this limitation, we suppose the following question for further research; What are the significant techniques that motivate EFL learners' turn taking.

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Appendices

APPENDIX (A)

1- Learners' Questionnaire:

Dear students

We would be very grateful , if you could answer to the following questions for the sake of our study about the hindrances of EFL learners in turn taking during the oral expression courses.

Please put a tick ($\sqrt{\quad}$) in the corresponding box and make a full statement whenever necessary.

Section One: Bio Data

Q (01): Specify your gender?

- 1- Female
- 2- Male

Q (2): Is your study English at university

- 1- Personal
- 2- Obligated

Q (03): Is your level in English

- 1- Very good
- 2- Good
- 3- Average
- 4- Poor

Section Two: Learning and Teaching Situation in Oral Expression Session

Q (04): How many sessions do you have in oral expression?

- 1- One session
- 2- Two sessions
- 3- Three sessions

b- Do you think that it is sufficient?

- 1- Yes
- 2- May be
- 3- Never

Q (05): Do you like oral session?

- 1- Definitely Yes
- 2- Somehow
- 3- Never

Q (06): How do you feel when attend oral session? Whenever your answers say why?

- 1- Comfortable
- 2- Compressed
- 3- Nothing

Q (07): Which type of atmosphere your teacher creates in oral session?

- 1- Fearful
- 2- Friendly
- 3- Motivated
- 4- Neutral

Q (08): Do you consider your teacher as

- 1- Facilitator
- 2- Observer
- 3- Resource
- 4- Participant

Q (09): which type of interaction is dominated in the classroom?

- 1- Teacher- students' interaction
- 2- Students- students' interaction
- 3- Both

Section Three: Hindrances Faced Learners to Take Turn in Oral Expression Session.

Q (10): How often do you participate in oral expression session?

- 1- Always
- 2- Sometimes
- 3- Rarely
- 4- Never

Q (11): Are you afraid about participation in oral expression course? Justify?

- 1- All the time
- 2- Most of the time
- 3- Rarely
- 4- Never

Q (12): Which of these linguistic obstacles may prevent you not to participate?

- 1- Lack of vocabulary
- 2- Lack of fluency
- 3- Poor grammar

Specify please?

Q (12) b: Or you do not participate because of the following cognitive obstacles?

- 1- Shyness
- 2- Lack of self confidence
- 3- Anxiety
- 4- Fear of making mistakes
- 5- Others

Specify please ?

Q13: How often does the teacher gives you the opportunity to participate in classroom?
Justify ?

- 1- Always
- 2- Sometimes
- 3- Never

Section Four: Strategies and Activities to Enhance Learners' Turn-Taking in Oral Expression Session

Q14: Which of the following techniques you prefer more?

- 1- Group work
- 2- pair work
- 3- Individual

Justify your answer?

Q (15): Which of the following activities can help in the engagement of the students in classroom interaction?

- 1- Role play
- 2- Oral presentation
- 3- Discussion and debate
- 4- Conversation
- 5- Story telling based activity

Q (16): Do you think students can overcome these difficulties?

- 1- Yes
- 2- May be

- 3- I do not know
- 4- Never

APPENDIX (B)

2-Teachers' interview

Dear teachers

You are invited to take part in our research , through answering the following questions. The study is designed to gather information about the hindrances of EFL learners in turn taking during oral expression sessions.

Q01: How do you design and manage your oral class session?

.....

Q02: How do you use the warm up to engage your students in participation?

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

Q03: How do you think your students feel in your session? Why?

.....

Q04: Do your students interact better with you or with one another?

.....
...

Q05: Do your students face difficulties to speak in class? Which type of difficulty they mostly encounter?

.....
.....

Q06: what are the reasons that may hinder them from interacting?

.....
.....

Q07: Is it possible to make all the students participate in the interactive activities? How?

.....
.....

Q08: Which type of activity you feel your students prefer and feel more at ease with?

.....

Q09: Do you prefer to correct your students' mistakes while or after speaking? Why?

.....

Q10: What do you suggest to overcome learners' difficulties in turn taking?

.....

APPENDIX 3

3-Classroom observation checklists

A- Teachers' checklist

<i>Teachers' turn in oral expression</i>	Most of the time			Rarely			Never		
	T1/C1	T 2/C2	T3/C3	T1/C1	T 2/C2	T3/C3	T1/C1	T 2/C2	T3/C3
Teacher motivates students to take turn in classroom participation									
Teacher facilitates the classroom discussion									
Teacher creates collaborative work									
Teacher dominates the talk in class									
Teacher Responds and listen appropriately to students' questions									

Teacher gives the chance to everyone to participate									
Teacher interrupts Students when they talk									
Teacher Corrects mistakes immediately									

KEY: T/teacher C/class

B- Learners' checklist

Learners' turn in oral expression session	All of them			Some of them			Few of them		
	C01	C02	C03	C01	C02	C03	C01	C02	C03
learners take a turn in classroom participation									
Learners are interesting in participation									
Learners ask question when they have doubts									
Learners interrupt each other when they talk									
Learners dominate The talk									
Learners interact only by the initiation of teachers 'questions									
learners talk too much									
learners answer by giving short answers(yes-no)									

learners look shy and anxious when they talk									
the existence of overlap between teacher and learners									

KEY: C/ class

ملخص

يعتبر تبادل الأدوار من إحدى خصائص التفاعل داخل القسم، و يعتبر أيضا دمج المتعلمين اكبر تحدي للمدرسين. حيث أن متعلمي اللغة الانجليزية كلغة أجنبية غالبا ما يواجهون صعوبات في أخذ أدوارهم بثقة ومن دون أي تردد. الغرض من هذه الدراسة، هو تقييم آراء الأساتذة والطلاب حول ما يعيق متعلمي اللغة الانجليزية من أخذ أدوارهم بفعالية في مادة التعبير الشفوي. بالإضافة إلى ذلك، تحاول دراستنا التعامل مع بعض العقبات التي تمنع الطلاب من التفاعل. تستخدم هذه الدراسة منهجية التثليث التي تحتوي على استبيان للطلاب، مقابلة شفوية مع الأساتذة، و ملاحظة للقسم. ولإيجاد أجوبة لأهداف البحث، قمنا بالبحث عن فئة طلاب السنة الثالثة النظام ل م د، والمدرسين المتاحين لمادة التعبير الشفوي، بجامعة مسيلة. يتبع هذا العمل المنهج الوصفي التحليلي لتحليل البيانات المتحصل عليها من خلال ثلاث وسائل بحث تظهر نتائج البحث أن الأساتذة على دراية بالصعوبات التي تمنع المتعلمين من المشاركة في حصص التعبير وتظهر كذلك أن معظم المتعلمين للغة الانجليزية يلزمون الصمت في حصص التعبير الشفوي بسبب عوامل نفسية التي تتمثل في الخجل والخوف من الوقوع في الخطأ و أيضا العوامل اللغوية مثل نقص المفردات أخطاء لفضية ونحوية و غيرها من العوامل مثل الأقسام المكتظة الوقت المخصص وكما هو موضح في بيانات الملاحظات للقسم التي تؤكد وجود هذه المشاكل الأخيرة ، على الرغم انه من غير المرئي مراقبة جميع المشاكل بناء على النتائج المتحصل عليها، تم اقتراح توصيات للتغلب على هذه الصعوبات.