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Students' Reticence in English as a Foreign Language Classes:
The Case of
First Year LMD Students at the Department of Letters and English Language -Kasdi Merbah University- Ouargla

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Before the Jury

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Dedication

To the memory of my father.

To my mother for the love, support and encouragement.

To my grandmother for the continuous prayers.

To my brothers Djamal and Tedjani, and my sisters Mbarka and Warda.

To my dearest friends, Afaf, Assia, Djamila, Halima, Meriem, Madjeda, Maghnia, Massaouda, Nawal, Rathwan, Rofaida and Siham.

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Abstract

The present research work aims at investigating the main contributing factors to English as a foreign language students' Reticence in oral comprehension and expression classes, and proposing some strategies to overcome this phenomenon. Because reticence has become a problem that every teacher can face in his classes, it needs to be solved. This study is based on a questionnaire administrated to two hundred first year students of oral expression at the Department of Letters and English Language at Kasdi Marbah University for the academic year 2016/2017. The present work shows that there are several reasons that prevent students from communication and interaction in the classroom, such the fear from the teacher's feedback, low self-confidence and the fear of making mistakes. Finally, some suggestions are proposed to help students to be more active and willing to communicate.

Key words: reticence, English as a Foreign Language, oral expression, interaction.

List of Abbreviations

L1: First Language

L2: Second Language

ESL: English as a Second Language

EFL: English as a Foreign Language

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General Introduction

1. Background of the Study

Learning a language is an individual achievement and an exploitation of the capacities of the mind to make sense of the environment (Tsui, 1995). However, this private process takes place in a public context which is the classroom. The student is a member of a class, and the activities which are determined by the teacher are set to help students in the process. The external interaction comes as a sequence of the internal process of learning, which can be done by two participants, on one hand, the teacher, and on the other hand, the learners. The greatest challenge in EFL classrooms is the development of students' speaking skill. This challenge comes with an issue, which is that most self-confident students dominate the discussion, and leave no chance for the reticent students to interact and thus they quickly withdraw (Keaten et al, 2000). For years, EFL teachers complain about their students' silence during oral communication courses, while they participate in the activities of the other skills such as reading, writing, and listening. When it comes to speaking in second language learners are unwilling to participate and this phenomenon is called "reticence".

Reticence is defined by Keaten et al (2000) as a communication problem with cognitive, affective, and behavioral dimensions and is due to the belief that one is better off remaining silent than risking appearing foolish. Unwilling students are resistant to participate in speaking activities, where they should be more talkative to develop their communicative and speaking skills. There may be many reasons preventing learners from being active in the classroom. For example, Gregersen (2003) claims that some teachers attribute learners' passiveness in the classroom discussions to the lack of motivation. While, Horwitz et al (1986) and Maclutyre & Gardner (1989) suggest that when people speak in L2, they become more apprehensive and tense and thus more unwilling to participate in a conversation. Also, culture may affect students' speaking performance. These factors and others make students unwilling to communicate in EFL classes.

2. Aim of the Study

This study aims at investigating students' reticence in oral comprehension and expression classes at the Department of Letters and English Language at the University of Ouargla. It tries to find out the reasons that prevent students from being active in the classroom. Also, it examines how teachers can encourage students to communicate, debate, negotiate, and interact with the them and with their peers.

3. Statement of the Problem

Within the context of English as a foreign language, it has been observed that there are confident students who dominate the discussion and reticent ones who prefer to remain silent and be passive in oral communication classes. From this perspective, we can raise the following questions:

1- To what extent do the first year students of English remain reticent and passive in oral English classes?

2- And why are these students reluctant to use L2 in EFL classrooms?

4. Research Hypothesis

We hypothesize that if first year students of English are given the apportunity to speak in the classroom, they will not remain reticent in the classroom and they will find out ways to overcome reticence to develop their speaking skill.

5. Significance of the Research

This study may be an important contribution for teachers in EFL classes; it can help them in encouraging reticent students to communicate in the classroom, and to talk and interact whether with their teachers or with their classmates.

6. Methodology and Population

In each piece of research, there are many instruments which can be used to gather quantitative and qualitative data such as interviews, questionnaires, observation and so on. In this study, the instrument that is used to gather data is students' questionnaire. This questionnaire is designed for students to find out why they prefer to be passive in the classroom, and to come up with new solutions for this phenomenon. In this study, the subjects included are two hundred first year students at the Department of English at Kasdi Merbah University Ouargla (KMUO) for the Academic year 2016-2017.

7. Structure of the Dissertation

This dissertation consists of three chapters. The first two chapters constitute of literature review on the topic. The first chapter focuses on classroom interaction and student talk, the nature of the classroom, communication in the classroom, and the role of the teacher. In the second chapter, the main focus is on students' reticence and the reasons behind this phenomenon, and issues associated with reticence. The third chapter concerns students' questionnaire and the analysis of the collected data.

Chapter One

Classroom Interaction and Student Talk

Chapter One

Classroom Interaction and Student Talk

Introduction

    Classroom interaction was investigated for more than fifty years by researchers working on language acquisition, and more particularly, on second language acquisition and foreign language learning and teaching. In the field of second/foreign language learning, Tsui (1995) maintains that interaction is the primary means by which communication and skills develop. Interaction often requires the presence of both the teacher and the learners in the classroom. In this chapter, firstly the focus will be on the nature of the EFL classroom, and the relationship between the teacher and his/her learners. Also, the first chapter will tackle communication in the classroom, and its aspects such as action and reaction, verbal interaction and pedagogic interaction. In addition to that, it will focus on teacher feedback and error treatment and learners' participation in the classroom.

1.1 The Nature of the Classroom

    Classroom is defined by Tsui (1995) as a place where more than two people or more gather together for the purpose of learning, with one having the role of the teacher. The teacher has a definite knowledge about his or her role in the classroom. Also, the teacher has certain expectations about how behaviors should be assumed in the classroom (Allwright & Baily, 1991). For example, when students want to answer a question, they should raise their hands; if answers are provided without observing such a classroom protocol, they will not be accepted even if they are appropriate. In addition to that, the teacher has a certain idea about the lesson progression, what kind of questions to be asked, what kinds of activities will be given to students to do, and what s/he expects students to get out of this lesson (ibid.). Teachers can judge the success of the lesson when it turns out the way it is planned and when achieving the expected

outcomes (Tsui, 1995). Though there is often a gap between what they want to achieve and what actually happens, because there are many factors that affect classroom interaction, and all teachers are aware of that.

Allwright & Baily (1991) use the term 'derailment' to describe lessons which do not follow the planned sequence. Nevertheless, some teachers need to allow the lesson to derail; this can influence in a positive way both the pace and the atmosphere of the lesson". Gaies (1980) describes the classroom elements as 'crucible' in which they interact. These elements are represented as the teacher and the student. They interact with each other and the chemistry between them determines the progress of the lesson. Allwright & Baily (1991) point out that "students also bring their whole experience of learning and of life in classrooms, along with their own reasons of being there, and their own particular needs that they hope to see satisfied"(p.18). In addition to that, interaction has to be managed by both elements not just the teacher, because it is something to do with people.

1.2 Communication in the Classroom

When learners interact or communicate in the target language, the teacher will start wondering about what kind of tools s/he will use to achieve his/her goal (Malamah-Thomas, 1987). Having a plan of action means that the teacher knows what s/he wants to do in the classroom. Malamah-Thomas (1987) claims that to enable communication take place, the teacher must engage in the sort of interaction. But if there is a conflict in the interaction, communication breaks down. However, if there is co-operation between the sides involved in the interaction, communication can effectively take place and learning occurs. Communication is divided into three aspects, action and reaction, verbal interaction, and pedagogic interaction, which are the most important aspects in the classroom (Malamah-Thomas,1987)

1.2.1 Action and Reaction

In the classroom and as everywhere else, when two elements communicate or interact, the action of one of the elements is normally followed by the reaction of the other element. In EFL classroom, the teacher's plan of action is translated into action in the class, and it will be met by a reaction from students (Malamah-Thomas, 1987). The success of any learning can be judged in terms of learners' reactions to the teacher's action. If the teacher knows a class well, s/he can predict his/her students' reaction to the different activities that s/he will use in the classroom (Alusik, 1973).

However, human reactions cannot be always predicted or expected. If the teacher is interested in teaching more than learning, s/he may take students' reaction for granted and do not take the trouble to predict what it might be (Malamah-Thomas, 1987). An example about a lesson plan translated into classroom action and reaction is given here: when the lesson plan is on vocabulary introduction through translation, the reaction of students is silence, but when the lesson is about "going to" and present continuous tense, the class reaction is that they have a problem with the "going to" future. Here the reaction of students is presented in silence (ibid.).

1.2.2 Verbal Interaction

Verbal interaction is an object to practice, and to study, and a training, it must be marked for accuracy, especially in the educational practice and in teaching communication. In the oral communication, its two characteristic processes (speech and hearing) are necessarily interrelated, because they allow the recovery of the information and the development of unforeseen breakdowns when the message is intended.

Long (1975) claims that each participant in the educational communication must take into consideration some elements, such as finding out the appropriate terms; this element helps to form sentences correctly, to speak grammatically correct, and to have a nice style. Also,

mastering oral expressions and the art of dialogue, of argumentation, and of self presentation are essential in the communication in the EFL classes. Duff (1986) points out that for an adequate and effective verbal communication, positive attitude, and verbal functional behaviors should be adapted. Firstly, "the pleasure of speaking" means that the participant or the student should have a friendly, and a polite tone. Secondly, "naturalness" means that the expressions should be natural, without making any exaggeration. Thirdly, "clarity" means that the expressions should be systematic and easy to understand. Fourthly, "correctness" means that the expressions should be grammatically correct. Finally, "accuracy" means that the use of words that are necessary for understanding and facilitating the communication. These elements should be taken into consideration during verbal interaction (Malamah-Thomas, 1987).

1.2.3   Pedagogic Interaction

The learning event describes the context for pedagogic interaction, the interaction of teaching and learning (Young, 2005). Pedagogic interaction is a continuous, ever changing process. The teacher makes an action to the learners to cause a reaction . The latter informs some action preformed by the learner . For example, a response may be given to a question, a word can be pronounced or spelt, or a sentence can be written. The teacher studies this action to give a reaction to her/his own original action. This should be the normal pattern of teaching and learning in a language class (ibid.). The instructor has to monitor the learners' reaction, and take into account these reactions at every stage of the lesson. Malamah-Thomas (1987) maintains that pedagogic interaction parallels verbal interaction, and teaching acts parallel speech acts. For every activity that the teacher employs a drill, an exercise, or a presentation, they can be seen as teaching acts. A pedagogic action is preformed through the methodological devices by the teacher and it is intended to have a certain effect on the students (Malamah-Thomas, 1987)

There are various factors that contribute to the explanation of the learning outcomes, among them, pedagogic interaction such as teachers' competencies or student-student interaction

(Duke, 2002). These factors are considered as the basis for creating effective learning environment, also to improve the learning outcomes of students. In any learning experience, pedagogic interaction is proposed as one of the key parts. Hay, et al. (2004) claim that despite the interpersonal relationships in classroom, empathy between students and teachers with students is one of the most relevant factors to establish an efficient interactional environment. Duke (2002), states that educators and learning environments are considered to be most effective when students are engaged in the class. It has been found that students' involvement is due to pedagogic interaction between students with peers and their teachers (ibid.). Hence, pedagogic factors are important in creating a productive learning environment; if the teacher wants to achieve his learning objectives; then his intentions must be clear, so that learners can perceive it. But if the teacher's intentions are unclear then learners are unlikely to learn what the teacher wants them to learn. Both the teacher and the learners should work to make the intentions clear, and to link between teacher's intentions and learners' interpretations (Malamah-Thomas, 1987).

1.3 Teacher-Student Interaction

In the past few years, many researchers have been interested in second language learning context; investigators have entered the classroom to gather data on the aspects about the language learning environment. The focus of most studies in ESL/EFL was on interaction between teachers and learners; these studies were based on the assumption that the given opportunities for oral production and the feedback of the teacher would facilitate the learning process (Day,1984). Also, investigations show issues about the nature of the classroom talk in L2 such as anxiety, students' perceptions of recasts, students' motivations, pedagogical concerns, and assessment techniques (Hall & Walsh, 2002).

What relates all this studies together is the understanding that language used between teacher and learners in classroom context is totally different from the language used outside (Swain, 1997). In the context of the L2 classroom, Swain (1997) claims that language is both the means

by which teacher and learners interact, and the goal of the learning activity. While, Hall & Walsh (2002) state that through oral interaction, instructor and learners build understanding about who says what, when, and how, also they establish their roles and relationship within the classroom. In L2 classrooms as in L1 contexts, the teacher assumes a great control over the kinds of interactions that develop with their students and the teacher make decisions about how discourse unfolds in the classroom. Some of these decisions are made in advance while others are made in classroom discussions (ibid.). In other words, the instructor determines how discourse develops and processes in the class, also the teacher decides who participates in classroom talk, how much, when, and how the talk is structured.

1.4 Student-Student Interaction

In the classroom setting, student-student interaction is considered as a vital part of any classroom experience. This interaction happens naturally, for example students listen to each other's comments, ask each other questions, and build report through frequent contexts. Duran & Gauvain (1993) suggest that student-student interaction or peer interaction is found to make collaborative learning easier.

Collaborative problem solving has gained an important attention among learners for improving student learning. Altermatt & Pomerantz (2003) assert that instead of getting knowledge from the teacher alone, students can engage in activities during peer discussions and interactions. Collaborative learning activities can encourage students to share learning experiences, gather learning resources to help others, and share learning achievements.

1.5 Teacher Feedback and Error Treatment

In ESL/EFL language learning, correcting an error and giving a feedback is an issue, because there are difficulties about whether to use error correction and give a feedback or not and if error treatment is necessary, and when or how to do that. Salikin (2001) claims that EFL learners are

eager to correct their mistakes. Hence, methods against error correction. Also, it is asserted that learners need to have a feedback when they are speaking to improve their performance in pronunciation. To know how to correct learners' errors and how to give a feedback, we have divided this section into error treatment and teacher feedback.

1.5.1 Teacher Feedback

Teacher feedback to student responses is an important element of teacher talk. The feedback that the teacher makes is an evaluation of and a comment on students' performance (Tsui, 1995). There are three parts of classroom exchanges, an initiation from the teacher, a response from the students, and then a feedback from a teacher (ibid.). The teacher's feedback is part of classroom interaction routine, but when students give a response and find no feedback in return, they will know that there is something wrong or unsatisfactory about their response.

The feedback that the teacher provides to students can affect students' learning (Tsui, 1995). For example, when a teacher gives a negative feedback, s/he will create a sense of failure and frustration among students, and will inhibit students' contribution. On the other hand, when a teacher provides an encouraging feedback, s/he will motivate students to learn and to practice in the class, and will help to create a warm social atmosphere in the classroom (ibid.).

1.5.2 Error Treatment

An error in the classroom is usually understood as something that is rejected by the teacher because it is wrong or inappropriate. However, when classroom exchanges are examined, it is found that what teachers consider to be errors may not be wrong or inappropriate (Tsui, 1995). There are two types of error, firstly an error may be something that the teacher does not want. Secondly, it may be something that does not conform to the rules that the teacher lays down (ibid.). Most teachers ask if an error should be corrected; the answer is quite obvious: errors should be treated or students will think that what they produce is correct and will keep using

erroneous forms. The idea that errors should be corrected is also shared by learners not just by teachers, but learners do not like it when they are corrected intensively, because, they will feel frustration and inhabited (Long, 1977).

When a teacher notices an error and decides that it should be treated, next s/he should decide whether to treat the error immediately or should be delayed (Tsui, 1995). The problem with immediate treatment is that it is disruptive, for example, when a student response or contribution interrupted by the teacher; s/he may feel frustrated and inhibited (ibid.). In this case, a teacher may decide to delay treatment until the learners finishes his/her contribution, or until the end of the lessons or, he can delay the treatment for a longer period of time that is beyond the limit of the lesson. Allwright & Baily (1991) point out that if the errors are patterned and shared by a group of students, the teacher may use these errors as starting point for future lessons. Also, Long (1977) observes that error treatment becomes less effective as the time retard between the performance and the treatment gets bigger. If the teacher decides to correct the error, he should decide how to correct it. One way of correcting an error is to repeat the student's answer with the correction; this kind of modeling can be affective because it avoids providing any negative evaluation (Allwright & Baily, 1991)

1.6 Students' Participation in the Classroom

Classroom participation requires students to interact in the classroom to make sure that they are paying attention and learning. Lee (2005) maintains that participation usually means students' speaking in class which consists of asking and answering questions, making comments, and joining in discussions. The students who do not participate in those actions are considered to be passive in the classroom. Also, O'brien (2007) states that participation means completing the assigned readings, asking questions about anything in the readings or discussions that need clarification or expansion, offering ideas and responses, listening to the ideas and responses of the others, and paying attention and showing respect to the teacher and to other students in the

classroom. However, the problem of students' participation is more acute in EFL classroom. It is difficult to get students to ask a question or answer it, but also to respond to the teacher's questions even when they are asked to do so (Lee, 2005).

1.7 Cultural Factors in Students Participation

In discussing student participation, Allwright & Baily (1991) assume that students should not be forced to participate before they become ready to do so. Also, teachers need to be sensitive about the cultural background of learners.

Allwright & Baily (1991) point out that some learners who are competent in the target language and who know that they are better than their peers may be reluctant to participate in the class because they do not want to stand out from the rest of the class, and yet they do not want to make mistakes as their peers for fear of criticism by the teacher (ibid.). Students' participation behaviors are bound by social norms which have long been in existence and are culture-rooted. Allwright & Baily (1991) claim the teachers need to consider cultural norms in their assessment of a student's presumed passivity in the classroom.

Conclusion

Classroom interaction makes it easy for students to communicate among themselves, and with their teachers. It can facilitate things for learners such as receiving an action and making a reaction, engaging in a negotiation, or engaging in classroom activities. When students participate, they may make mistakes, and these mistakes need to be corrected, but there are some strategies that should be followed in order to correct them. Teachers should also consider the effect of the way errors are treated on learners, because sometimes students feel frustrated and inhibited. Finally, classroom interaction can positively affect learners when they engage in the different classroom activities such as asking questions, making comments and providing ideas.

Chapter Two

Students' Reticence in EFL Classes

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Introduction

English has become a global language and the need of spoken English between non- native speakers has increased. This demand has brought the attention of researchers and language theorists to work on reticence in second/foreign language learning situations in recent decades (Keaten et al, 1997). In 1965, Phillips with the publication of "The Problem of Reticence", he introduced the reticence construct to the field of speech communication. The second chapter focuses firstly on reticence and its various definitions and the main factors behind this phenomenon. In addition, it tackles the associated issues with reticence, the role of the teacher in addressing reticence, and the role of the student in overcoming it. Also, the model of reticence and its six components, which are need, perceived incompetence, helplessness, anxiety, devaluation and withdrawal, is introduced.

2.1 Definition of Reticence

A great number of language theorists have been interested in research about reticence in EFL classes. One of those researchers is Phillips, who introduced the term "Reticence" for the first time in the field of speech communication in 1965. He defines "Reticence" as some people who have the difficulty in communication across a range of situations; he thus focuses on the fear of public speaking or "stage fright" (Clevenger, 1959). Phillips' original conceptualization defines reticence as "a personality-based, and anxiety disorder" (Keaten & Kelly, 2000, p.166). However, he later rejected this notion and limited his view of the problem to one of inadequate skills. Other definition of reticence is when people avoid communication because they believe it is better to remain silent than to risk appearing foolish; this behavior is referred to as reticence, and people who tend to avoid communication, they are called reticent.

Phillips (1984) notes some characteristic of reticent persons, and one of the major characteristics is avoidance of social situations. He states that people avoid communication because they believe they will lose more by talking than by remaining silent. Reticent people think that they have deficient social skills, even if they do not. However, Phillips' latest work (1997) conformed that they do, or they have experienced social failure or other people have pointed out their deficiencies.

2.2 Factors Contributing in Students' Reticence

Language has been considered as a bridge which facilitates communication between people. Over the years, the importance of English has become higher and higher, and it took place in the curriculum (Tsui, 1995). Thus, students should learn its four language skills, speaking, listening, reading, and writing, but the problem that faces most students is having the ability to speak in the classroom (Lee, 2005). thus, since speaking is an essential element of language acquisition, second language learners have to dominate this skill, because without this skill the foundation of second language learning cannot be accomplished. Researchers have investigated this phenomenon which is students' reticence, and they have discovered various reasons about it. For example, Wesgate et al. (1985) claim that the structure of the teacher fronted interaction in language classroom might cause the poor behaviors on the part of the students. Wesgate et al also observe that students attempts to avoid talking to deal with such classroom settings, which in turn exerts influences on the amount of learners' talk in class. The study conducted by Lee (2006) supports the above findings; Lee states that there are strict behavioral rules between the teacher and his/her students, For example, students speak only when they are spoken to. The interaction between the teacher and students' character is that the teacher leads the students in the classroom, and students' verbal participation is passive. Also, language competence, previous negative speaking experiences in class, lack of confidence, personality, or cultural constrains are all possible reasons that prevent students from communication. Dwyer & Heller-Murphy (1996) after making interviews have found that the reasons of reticence among language learners are due to fear of public failure, fear of making mistakes, low English

proficiency, lack of self-confidence, and lack of familiarity with the rules and norms of English conversation. Similar studies were conducted by Flowerdew & Miller (1995): it was found that students were passive and reticent in language classrooms as a result of such reasons as fear of losing face, their inability to understand concepts, lack of preparation before coming to the class, and their perceived ability.

In addition, Liu (2005) investigates Chinese EFL learners' reticence; this investigation showed that a very few students were willing to speak individually in class while many more expressed willingness to participate in pair or group activities. The investigations revealed a number of reasons about learners' reticent, such as low English proficiency, personality, fear of speaking, difficulty of the task, fear of making mistakes, unfamiliarity with the instructor and the environment, teacher's teaching style, and lack of familiarity with task. These researchers and others were done on the causes of reticence in EFL classes, and various reasons behind this phenomenon were found.

2.3 Issues Associated with Reticence

A common situation which has been experienced and observed by many teachers in EFL classrooms is students' reticence, being silent, reluctant to participate or speak using the target language, which is considered a source of frustration and failure for both teachers and learners (Flowerdew & Miller, 1995). Reticence is considered as the main obstruction for learners to develop their oral proficiency in English in comparison to other skills (Keaten et al, 2000). The instructional plan is not the only thing that disrupts by this negative behavior, but also it will be hard for teachers to facilitate active learning among students. Thus, it will restrict learners from progress and the course goals might not be achieved. Harumi (2001) states that most of the time teachers struggle in finding ways to break the uncomfortable silence during interaction. This becomes one of the key issues and a challenging one in the field of English language teaching, and instructors have tried to find an answer for it and to examine this phenomenon to understand it better.

Many instructors have wrongly perceived their learners' ability in the classroom, because of the lack of knowledge about factors to reticence. Donald (2010) points out that if students do not interact and practice in classroom activities, the teacher will think that they do not want to learn. Thus, this will influence instructor's judgment when assessing students' performance. Reticence does not only happen due to low English proficiency; it can be found among those with good English proficiency. They may rarely engage in conversations and not willing to participate in the classroom. Warayet (2011) maintains that teachers prefer their students to participate orally, and may feel that they have a successful lesson when students talk and interact. However, the reality does not match expectations, and whenever students show reticent behaviors, they will be as problematic or weak. In this situation, teachers need to find solutions to make learners participate and interact.

2.4 Teacher's Role in Addressing Reticence

The teacher in EFL classes will sooner or later note a variety of students' levels in the classroom and s/he will have to deal with it (Lui, 2005). On one hand, some students are ready to participate and answer questions, and they may even become disruptive. On the other hand, some students rarely speak up; they just sit and watch. The teacher can monitor learners during the lesson to find out the reasons that prevent them from speaking and participating. Liu (2005) claims that in order to reduce students' reticence, first teachers should be aware of the existence of reticence among EFL learners and try to provide opportunities to the silent ones by asking them more questions. Also, teachers can prepare some topics, not only interesting, but also related to students' life, so that learners can have the ability to talk about them in English (Liu, 2005).

In addition, the teacher should create a friendly, supportive, and non-threatening learning environment. Liu (2005) suggests that it is important for teachers to be welcoming rather than stringent and critical in order to make learners at ease and comfortable to speak English and to answer questions. Also, teachers should teach and train students to be supportive to each other in class. Liu (2005) claims that competition often causes anxiety among learners, so they may become

less willing to speak in the target language, while supportive relationships among learners make them feel free and willing to communicate.

2.5   Learners' Role in Overcoming Reticence

Learners should be aware and acknowledge about the existence of reticence in oral English language classrooms, and should take the first step and seek strategies to deal with it. Liu (2005) states that "According to some participants, it is important to be independent and active learners in and outside the classroom. Thus they will seek and make use of every chance to practice speaking English"(p.4). It is also helpful for students to improve their oral English proficiency, expand vocabulary, and be supportive to one another in speaking English during the lessons.

2.6 Reticence Model

Reticence contains six major components, namely, need, perceived incompetence, helplessness, anxiety, devaluation and withdrawal.

2.6.1 Need

Reticent students are very sensitive to negative evaluation; they might tend to avoid interaction altogether (Phillips, 1997). In a society that values verbal communication, the unwillingness of communication creates problems more than solves them for reticent individuals. Ainsworth (1989) states that interaction is a fundamental part for human nature because it satisfies our innate predisposition to develop and sustain relationships. Reticent individuals are aware that communication is needed to survive in a social world, and also research shows that the majority of the reticent understand the vital purpose of communication, such as forming one's identity, building relationships, and pursuing goals. Phillips (1997) argues that one of the most severe handicaps from which reticent people suffer is their consistent underestimation of the importance of rhetoric in sustaining productive relationships. Researchers show that reticent individuals understand the need of

communication and interaction. However, the problem is with their perceived inability to satisfy personal and professional needs.

2.6.2 Perceived Incompetence

Keaten et al. (1995) maintain that researches support the view that individuals who avoid communication tend to show themselves as incompetent or lacking in communication skills. Keaten et al. (1995) and Kelly et al. (1996) claim that in comparison to unreticent individuals, reticent ones view themselves as less competent in areas such as self-disclosure, articulation, social composure, social confirmation, and wit it means that reticent students report more problems when communicating as compared to non-reticent. As it is known avoiding communicating prevents individuals from practicing their skills, so it seems reasonable to assert that reticent students are less competent communicators than non-reticent learners. It is justified that by the fact that reticent people do not speak much in social situations and do not have social experiences. Researches on reticent students support the assertion of perceived incompetence, as Leary & Kowalski (1995) explain that anxious individuals doubt their ability to establish a desired impression.

When people regard themselves negatively or believe that they will be unable to handle the social demands, they are likely to experience social anxiety. Buss (1997) also includes incompetence in his self-conscious shyness. He states that shyness is characterized by poor social skills; some people never acquire the social skills that make it easy for them to deal with others. To sum up, researchers have found that there is a relationship between the avoidance of communication and perceptions of incompetence.

2.6.3   Helplessness

Seligman (1990) defines helplessness as the state of affairs in which nothing you choose to do affects what happens to you. McCrosky (1997) claims that learned helplessness as a cause of communication apprehension in which individuals develop anxiety when they attempt to

communicate. In the context of reticence, helplessness refers to the lack of control over the outcomes of communication. Therefore, the reticent see their intentions of communication as useless, because they view failure as a consequence of talking. Keaten et al. (1999) maintain that reticent individuals believe that good speakers communicate spontaneously. To act spontaneously means to act without thinking, to be impulsive and unrehearsed. In other words, reticent individuals believe that good communicators speak without rehearsal and planning. The reticent experience helplessness because they set unrealistic standards for their communication behaviors. For example, reticent individuals believe that they should avoid making mistakes when giving a speech. The perspective of speech without a single mistake is unlikely, so that reticent individuals expect to fail because their standards cannot be obtained. Furthermore, no planning and practicing can insure perfection (ibid.).

2.6.4   Anxiety

Anxiety is an understandable consequence when we take into consideration what reticent persons believe. Reticent individuals understand the need for communication, but they see themselves as helplessly incompetent (Keaten et al, 1999). Therefore, when they are in a situation where they must talk, their expectations of failure make them feel anxious (Keaten & Kelly, 1999). Keaten et al (1999) state that the reticent report higher levels of fear of negative evaluation than the non-reticent, and fear of negative evaluation are the primary characteristic of social anxiety.

2.6.5 Devaluation

Reticent individuals are aware of the importance of communication, but they view themselves that they are not good communicators; reticent individuals experience cognitive dissonance in which they devaluate communication (Keaten, 1999). It means that they understand its importance on the social level, but devaluing it in the personal level. They have the believe that "speaking is not important for them", while at the same time agree with that communication importance to build relationships, to form identity, and to achieve goals (ibid.). Keaten et al. (1999) suggest that there is

another way in which the reticent devaluate communication which is to stigmatize the communication of the others. In other words, they believe that people talk too much. Stigmatizing the communication behavior of the others may help to make things logic for them when they remain silent, and it can reduce their cognitive dissonance because they can make sure that the problem is not in their silence but in the others' babbling.

2.6.6 Withdrawal

The final component of this model is withdrawal and avoidance of communication (Keaten & Kelly, 1992). The Reticent often avoid communication by not putting themselves in situations that require from them to talk. Keaten & Kelly (1992) show that the reticent experience a great feeling of isolation and tend to agree with sayings such as "I am a quiet person", "I tend to be very quiet in the class"… etc to explain their withdrawal. In sum, reticence behavior exists as a result of avoidance of communication because of the belief of the reticent that they will lose face and that they lose more by talking than by remaining silent.

2.7 Reticence vs. Anxiety

Anxiety is one of the most prominent and widespread emotions; it is defined as uneasy suspense and it was the focus of researches in foreign language education since early 1970s (MacCrosky, 1977). Over the years, in language teaching and learning, researches about anxiety have focused on three approaches which are state anxiety, treat anxiety and situation anxiety. Horwitz et al. (1986) advance a theory of foreign language classroom; they believe that foreign language anxiety is the main reason behind students' negative emotional reactions to language learning. They identify three components of foreign language classroom anxiety which are communication apprehension, fear of evaluation, and test anxiety. The studies show that foreign language anxiety is usually exhausted in SL/FL learning; for example, high anxious students tend to perform worse than low ones, anxious students also tend to speak briefly or even sometimes cannot be heard. Therefore, many learners

choose to remain silent in class and their oral proficiency in the target language just falls down or becomes lower. However, Liu (2006) claims that all types of SL/FL anxiety have been related to confidence and self-esteem, attitude, motivation, and cultural differences. Anxiety is one of the main reasons of reticence as MacCrosky (1977) proposes a subset of concepts of communication apprehension or "individual's level of fear or anxiety associated with either real or anticipated communication with another persons or person"(p.55). According to him, learners who experience a high level of communication apprehension and anxiety withdraw and seek to avoid communication when possible.

Conclusion

Reticence is a phenomenon in which learners tend not to participate or interact in the EFL classroom. There are various reasons behind reticence such as low self-confidence, fear of losing face, and past experiences. In EFL classrooms, both teachers and learners should be aware of the existence of reticence in order to come up with strategies to deal with it, or at least to reduce it. The model of reticence that contains six components, and was discussed in Chapter Two, explains reticence at the social level. The six components are need, perceived incompetence, helplessness, anxiety, devaluation and withdrawal. The next chapter will try to focus on reticence in EFL classes of oral comprehension and expression at the University of Ouargla.

Chapter Three

Investigating Students' Reticence in EFL Classes

Chapter Three

Investigating Students' Reticence in EFL Classes

Introduction

The present research is designed to investigate the contributing factors to students' reticence in EFL classes. The questionnaire is used as a tool to answer the research questions. The third chapter presents the methodology used in this research, the description of the questionnaire and the analysis of the results. It also presents the interpretation of the findings.

3.1 Methodology

In every classroom, teachers have a variety of students in terms of learning style, attitudes and behaviors. In EFL classrooms, we can find self-confident students, who can speak easily without being afraid. Also, we can find reticent students, who prefer to stay silent during the lesson. To investigate this phenomenon, the methodological framework that will be used in this study is the quantitative method.

Quantitative method seeks to understand human behavior and reasons that govern such a behavior. Such methods are thought to be the most adequate to get certain data about the reasons behind students' reticence in the classroom (Cohen et al, 2007). To get accurate results, we have used SPSS program.

3.2 The Sample

To get information about the reasons that make students unwilling to communicate, we have used a questionnaire administered to first year students at the Department of Letters and English Language at Kasdi Merbah University. The sample that is used consists of 200 first year students, aged between 18 and 49. 45 of the subjects are males (22,5%) and 155 of them are females (77,5%). The sampling strategy that is used is random sampling.

Random sampling is meant to be unbiased representation of a group (Cohen et al, 2007). It is considered as a fair way to select a sample from a population, since every member of the population has an equal chance of being chosen.

3.3 Description of the Questionnaire

In order to investigate students' reticence in oral comprehension and expression sessions, and to find out the reasons behind this behavior, the instrument that is used to collect data is students' questionnaire. The questionnaire is designed for students to answer questions about reticence in EFL classes.

Students' questionnaire contains sixteen questions (see appendix). In this questionnaire, we have used scale questions; students should either order the answer from (1 to 4) (1- Excellent, 2- Very good, 3- Good, 4- Bad), or choose the appropriate answer and make a (√).

3.4 The Analysis of the Results

The questionnaire consists of sixteen questions that are put as follows:

Question One: What is your current level in the four language skills?

a- Listening

		Frequency	Percentage
Valid	1	97	48,5%
	2	54	27,0%
	3	17	8,5%
	4	32	16,0%
	Total	200	100,0%

Table 1: Students' Level in Listening

When the students were asked about their current level in listening skill, (84,5 %) of the subjects stated that their level in listening is excellent (1), and (27%) of them maintained that it very good (2). While, (8,5%) asserted that their level is good (3), and (16%) of them answered that their level is bad (4). The following figure shows the students' answers:
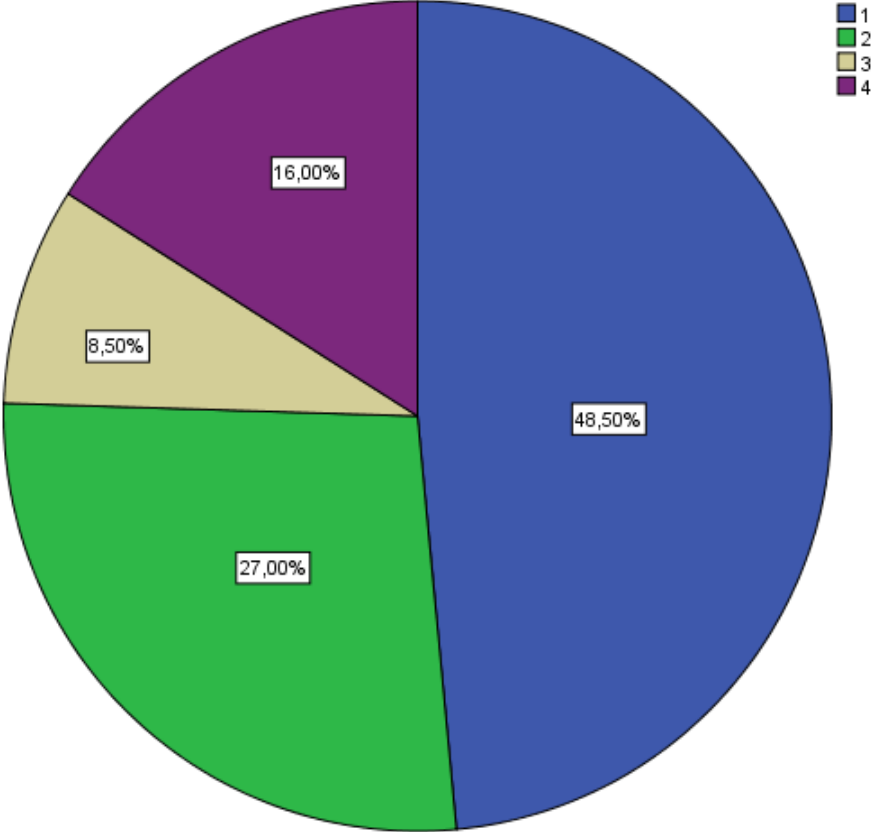
Figure 1: Students' Level in Listening

b- Speaking

		Frequancy	Percentage
Valid	1	49	24,5%
	2	33	16,5%
	3	80	40,0%
	4	38	19,0%
	Total	200	100,0%

Table 2: Students' Level in Speaking

(24,5%) of the subjects maintained that their current level in speaking is excellent, (16,5%) stated that it is very good. While, (40%) claimed that it is good, but (19%) stated that their level is bad. Figure 2 sums up the subjects' responses:
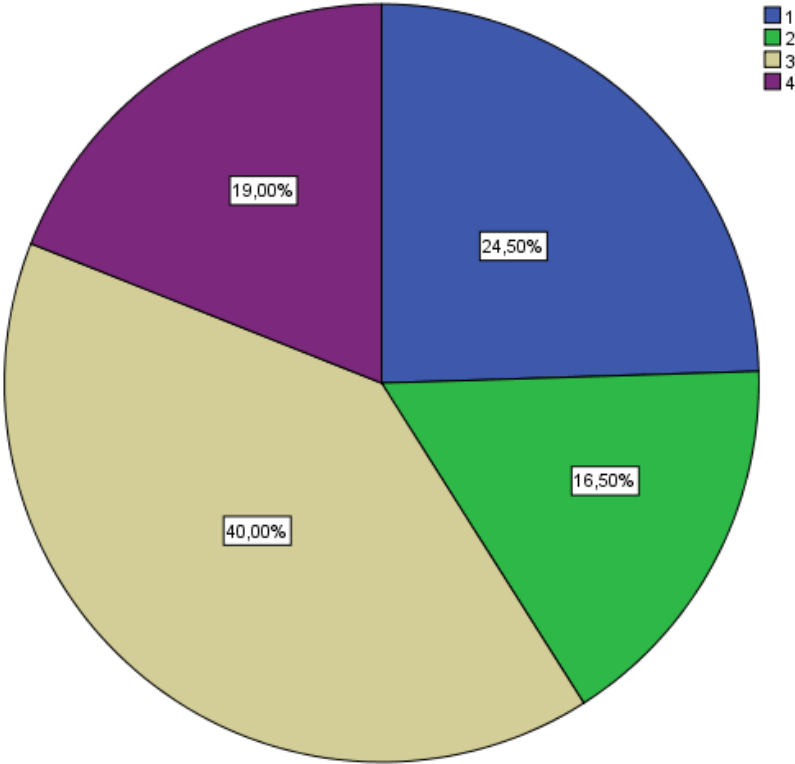
Figure 2: Students' Level in Speaking

c- Reading

		Frequency	Percentage
Valid	1	36	18,0
	2	73	36,5
	3	55	27,5
	4	36	18,0
	Total	200	100,0

Table 3: Students' Current Level in Reading

When students were asked what their current level in reading is, (18%) of the subjects stated that it is excellent, (36,5%) maintained that it is good, and (27,5%) asserted that it is good. However, (18%) stated that it is bad. The following figure summarizes the students' answers:
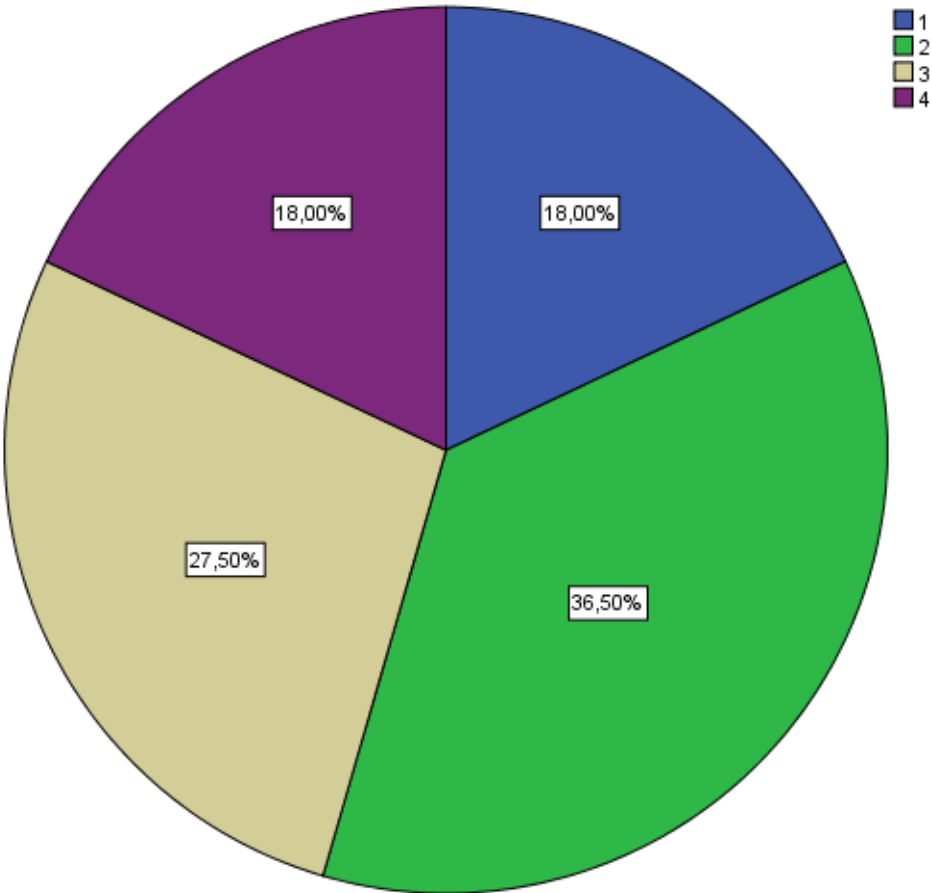
Figure 3: Students' Level in Reading

d- Writing

		Frequency	Percentage
Valid	1	18	9,0
	2	42	21,0
	3	46	23,0
	4	94	47,0
	Total	200	100,0

Table 4: Students' Level in Writing

Finally, when students were asked about their current level in writing, (9%) of the subjects stated that it is excellent, (21%) stated that it is very good, but (23%) stated that it is good. (47%) maintained that their level is bad. Figure 4 shows the students' responses:
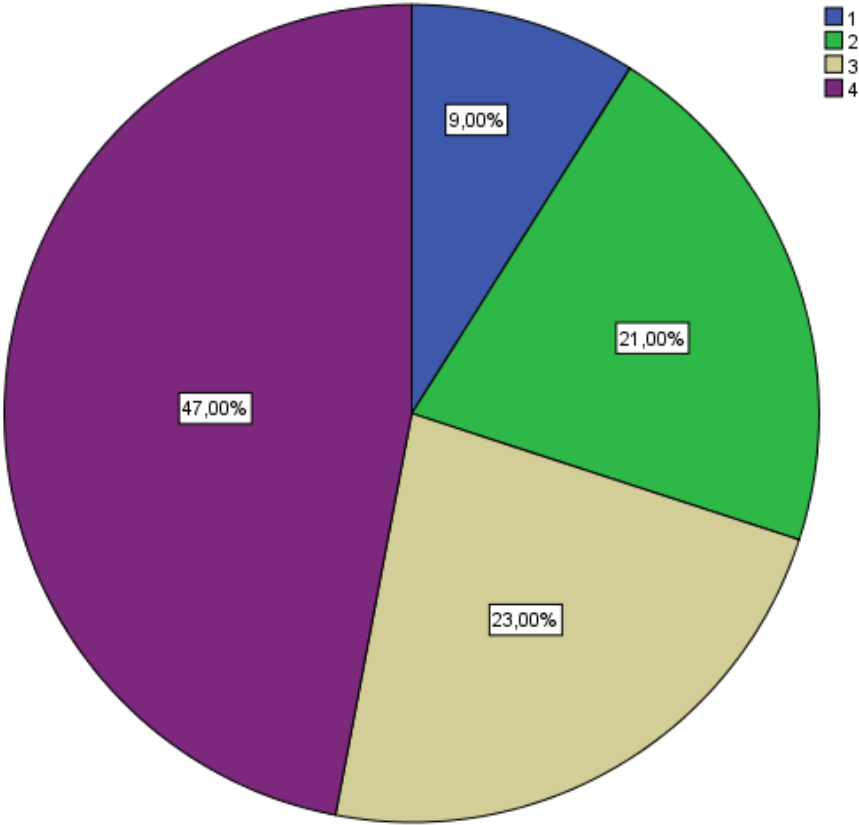
Figure 4: Students' Level in Writing

Question Two: From 1 to 4 which language skill do you want to improve?

a- Listening

		Frequency	percentage
Valid	1	34	17,0
	2	18	9,0
	3	63	31,5
	4	85	42,5
	Total	200	100,0

Table 5: Students' Skills that Need to Be Improved (Listening)

When students were asked which skill they want to improve, (17%) stated that listening is the first skill that they want to develop. While, (9%) maintained that it the second skill that they want to improve. (31,5%) said it is the third skill, but (42,5%) of them stated that is the fourth skill that they want to improve. Figure 5 sums up the students' answers:
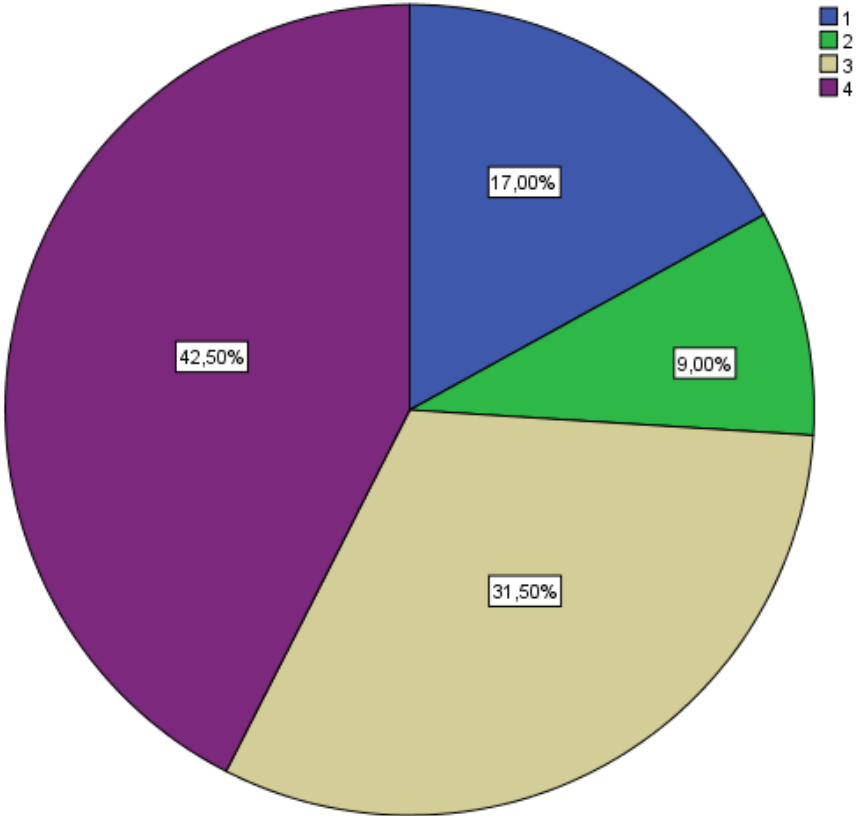
Figure 5: Students' Skills that Need to Be Improved (Listening)

b- Speaking

		Frequency	Percentage
Valid	1	116	58,0
	2	42	21,0
	3	14	7,0
	4	28	14,0
	Total	200	100,0

Table 6: Students' Skills that Need to Be Improved (Speaking)

(58%) of the subjects stated that speaking skill is the first skill that they want to develop, but (21%) stated that it is the second skill to be improved. While, (7%) of them maintained that speaking is the third skill that they want to improve, and (14%) claimed it is the fourth skill to be developed. Figure 6 summarizes the subjects' choices:
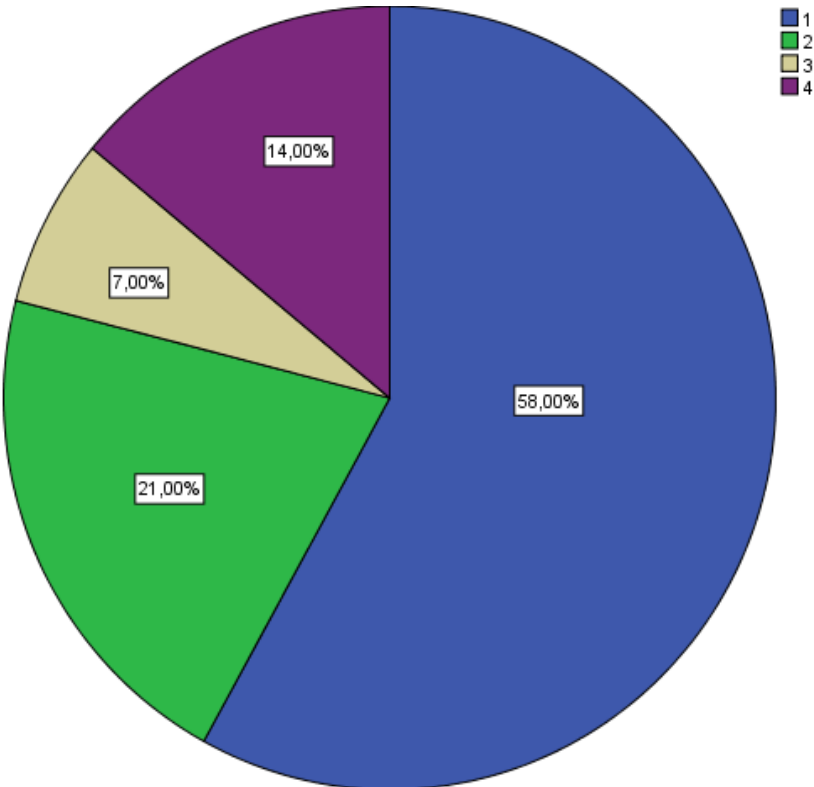
Figure 6: Students' Skills that Need to Be Improved (Speaking)

c- Reading

		Frequency	Percentage
Valid	1	14	7,0
	2	67	33,5
	3	80	40,0
	4	39	19,5
	Total	200	100,0

Table 7: Students' Skills that Need to Be Improved (Reading)

(7%) of the subjects maintained that reading is the first skill that they want to improve, (33,5%) of them stated that is the second, (40%) of them stated that it the third, and (19,5%)of the subjects maintained that reading is the fourth skill that they want to improve. The following figure reveals the students' answers to this question:
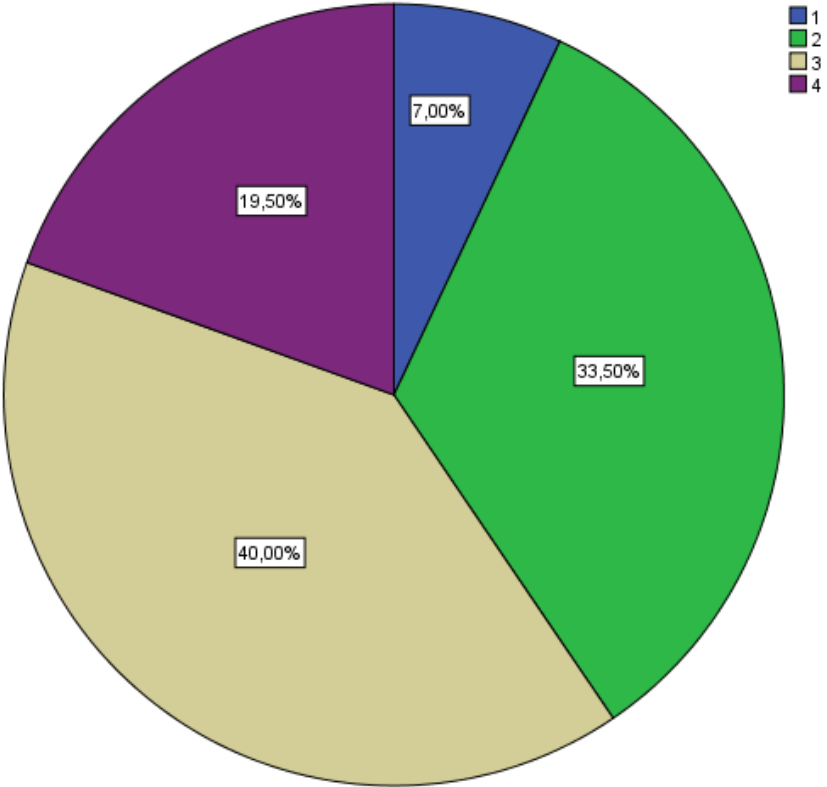
Figure 7: Students' Skills that Need to Be Improved (Reading)

d- Writing

		Frequency	Percentage
Valid	1	38	19,0
	2	69	34,5
	3	45	22,5
	4	48	24,0
	Total	200	100,0

Table 8: Students' Skills that Need to Be Improved (Writing)

When students were asked which skill that they want to improve, (19%) of the subjects stated that writing is the first skill to be developed, and (34,5%) of them asserted that it is the second skill, (22,5%) of them maintained that it is the third, but (24%) it is the fourth skill that they want to improve. Figure 8 sums up the subjects' choices:
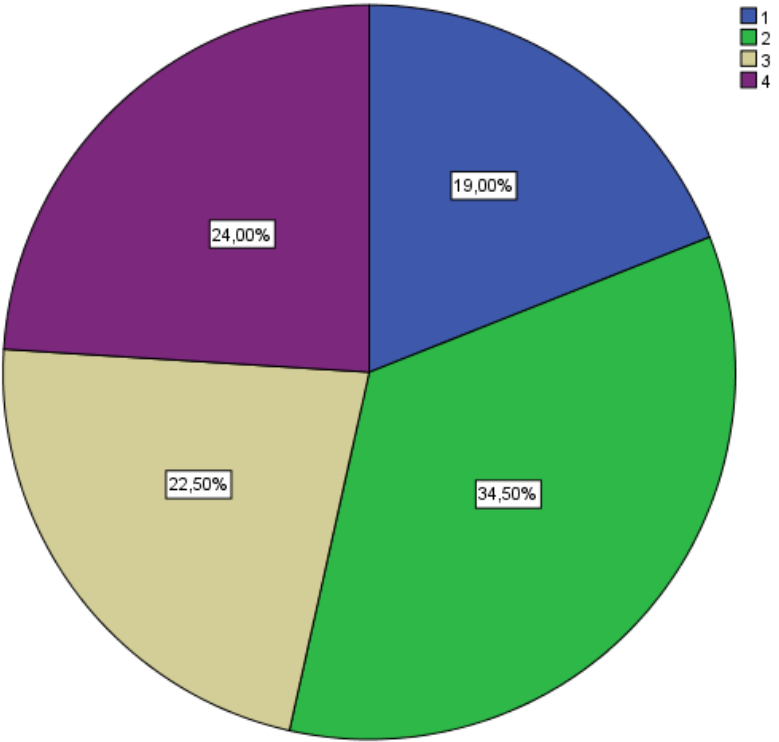
Figure 8: Students' Skills that Need to Be Improved (Writing)

Question Three: Do you enjoy attending oral comprehension and expression sessions?

		Frequency	Percentage
Valid	Always	104	52,0
	Somtimes	76	38,0
	Rarely	14	7,0
	Never	6	3,0
	Total	200	100,0

Table 9: Student's Enjoyment When Attending Oral Sessions

After asking students if they enjoy attending oral expression sessions, (52%) claimed that they always enjoy attending oral expression sessions, while (38%) stated sometimes. (7%) asserted rarely, but (3%) maintained that they do not enjoy being in oral expression sessions. The following figure summarizes the students' answers:
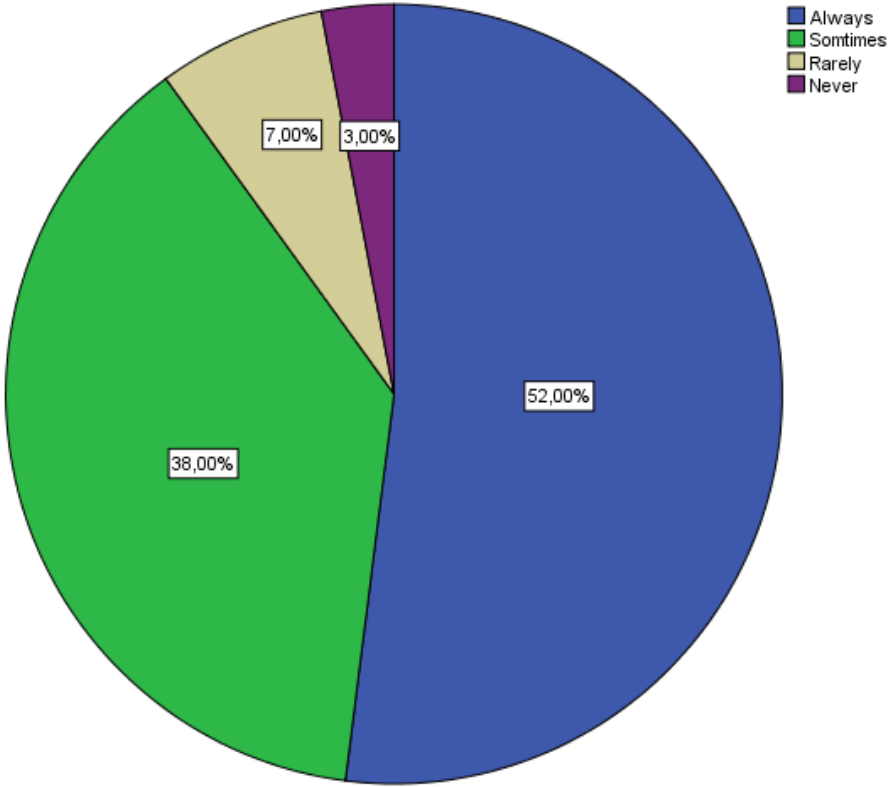
Figure 9: Students' Enjoyment When Attending Oral Sessions

Question Four: When you attend oral sessions, do you feel?

		Frequency	Percentage
Valid	Self confident to speak and communicate	87	43,5
	Shy and afraid of participation	93	46,5
	Not interested in what is being said	20	10,0
	Total	200	100,0

Table 10: Students' Feelings When Attending Oral Sessions

The results show that (43,5%) of the students feel self-confidence to speak and communicate in the classroom, while (46,5%) are shy and afraid of participation, and (10%) are not interested in what is being said. Figure 10 shows the students' answers:
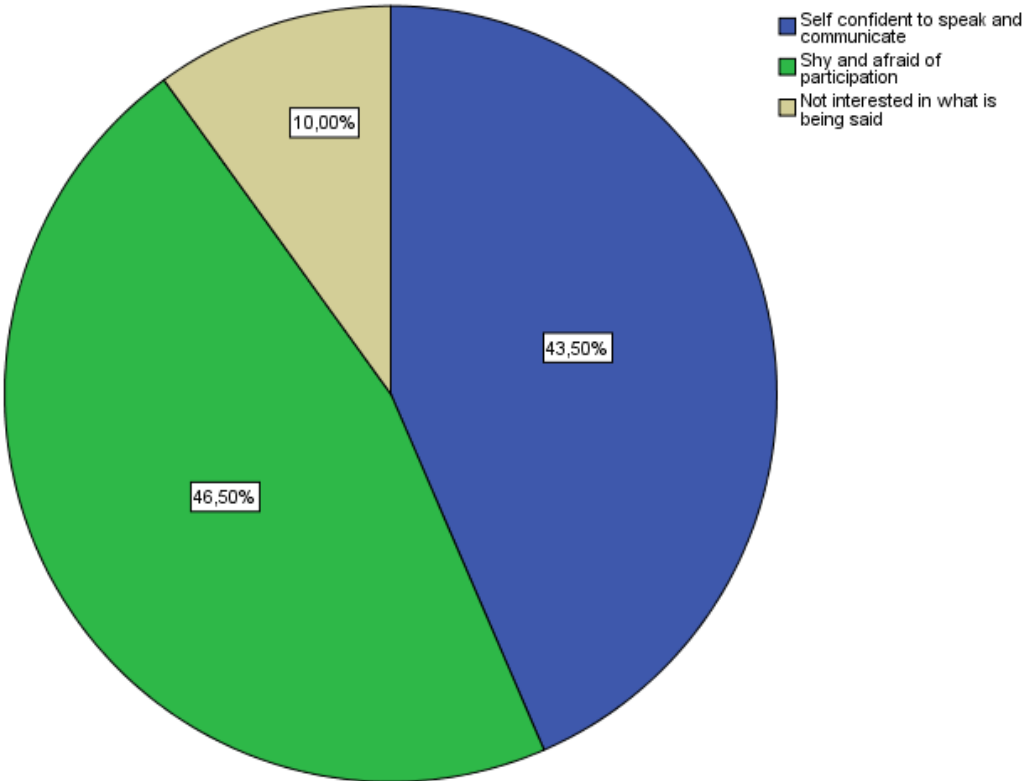
Figure 10: Students' Feelings When Attending Oral Sessions

Question Five: Do you think that your participation and interaction in oral expression sessions?

		Frequency	Percentage
Valid	Can enhance your self-confident	50	25,0%
	Can improve your speaking skills	114	57,0%
	Can develop your English language proficiency	36	18,0%
	Total	200	100,0%

Table 11: Participation in Oral Sessions

When the students were asked what they get when they interact in the classroom, (25%) claimed that interaction can enhance their self-confidence, and (57%) asserted that it will improve their speaking skill, while (18%) stated that it can develop their English proficiency. The following figure sums up the subjects' answes:
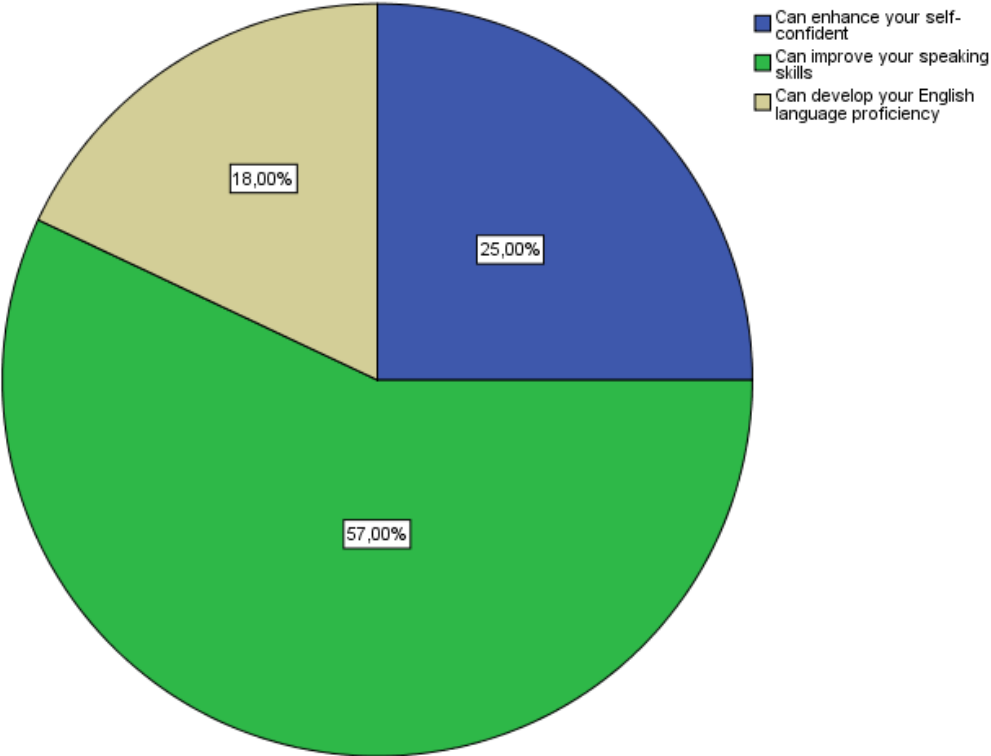
Figure 11: Participation in Oral Sessions

Question Six: Does your teacher give you the opportunity to speak in oral expression sessions?

		Frequency	Percentage
Valid	Always	92	46,0
	Somtimes	73	36,5
	Rarely	33	16,5
	Never	2	1,0
	Total	200	100,0

Table 12: Students' Opportunities to Speak in Oral Sessions

Results show that (46%) of the students maintained that the teacher always give them opportunities to speak in oral classes, while (36,5%) claimed that sometimes the teacher give them the opportunity to speak. And (16, 5%) admitted rarely, but (1%) stated that the teacher does not give them an opportunity at all. Figure 12 shows the students' responses:
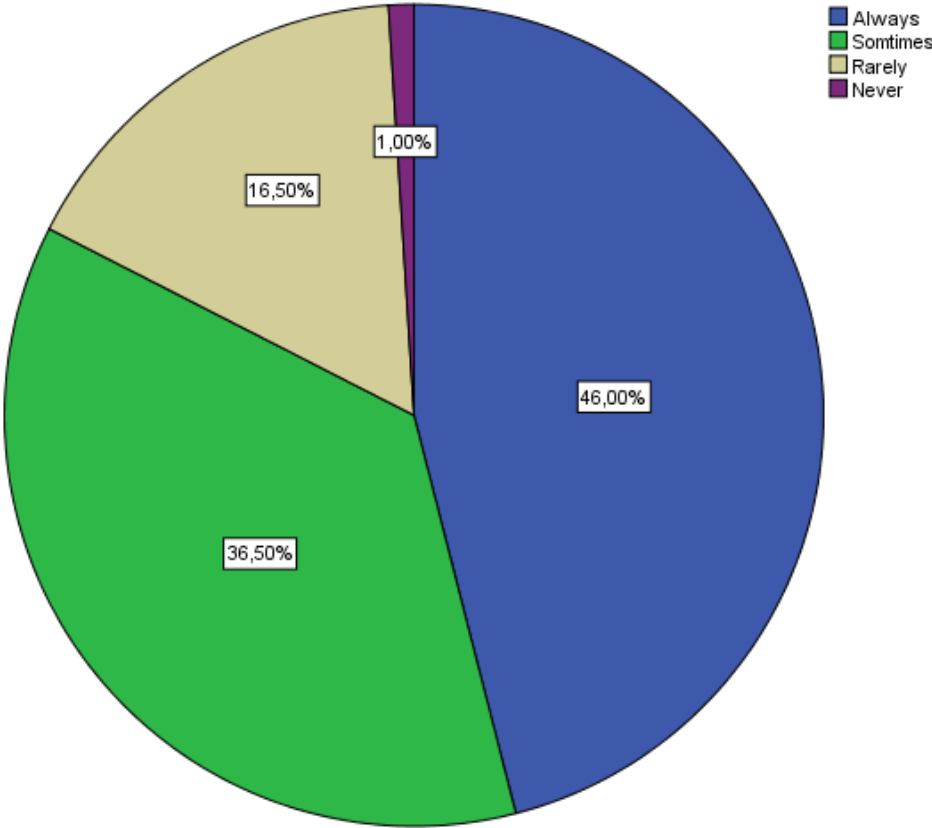
Figure 12: Students' Opportunities to Speak in Oral Sessions

Question Seven: Do you engage with other students in the classroom?

		Frequency	Percentage
Valid	Always	54	27,0
	Sometimes	109	54,5
	Rarely	34	17,0
	Never	3	1,5
	Total	200	100,0

Table 13: Students' Engagement

(27%) of the students maintained that they always engage with their peers, but (54%) asserted that they sometimes engage, and (17%) of the students rarely engage. However, (1,5%) of them do not engage at all. Figure 13 sums up the subjects' answers:
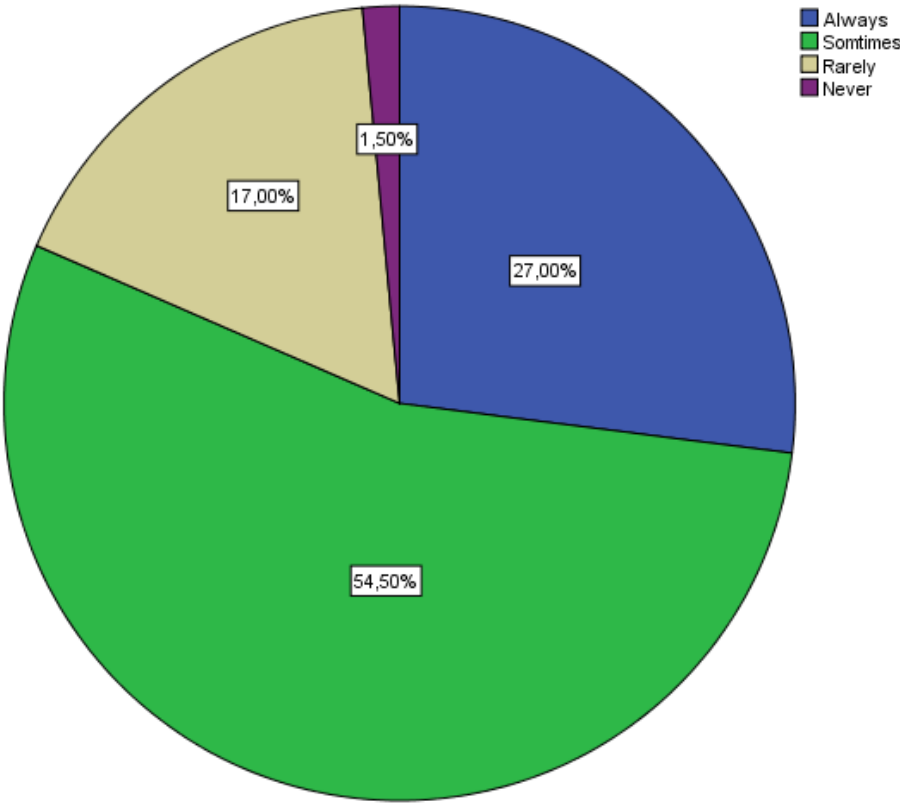
Figure 13: Students' Engagement

Question Eight: Does the fear of making mistakes hinder you from engaging in classroom activities?

		Frequency	Percentage
Valid	Strongly Agree	20	10,0
	Agree	97	48,5
	Disagree	70	35,0
	Strongly Disagree	13	6,5
	Total	200	100,0

Table 14: Fear of Making Mistakes

When the students were asked if the fear of making mistakes hinders them from engaging in the classroom, (10%) of them strongly agreed, and (48,5%) claimed that they agree. While (35%) disagreed with this statement, and (6,5%) strongly disagreed. Figure 14 summarizes the students' answers:
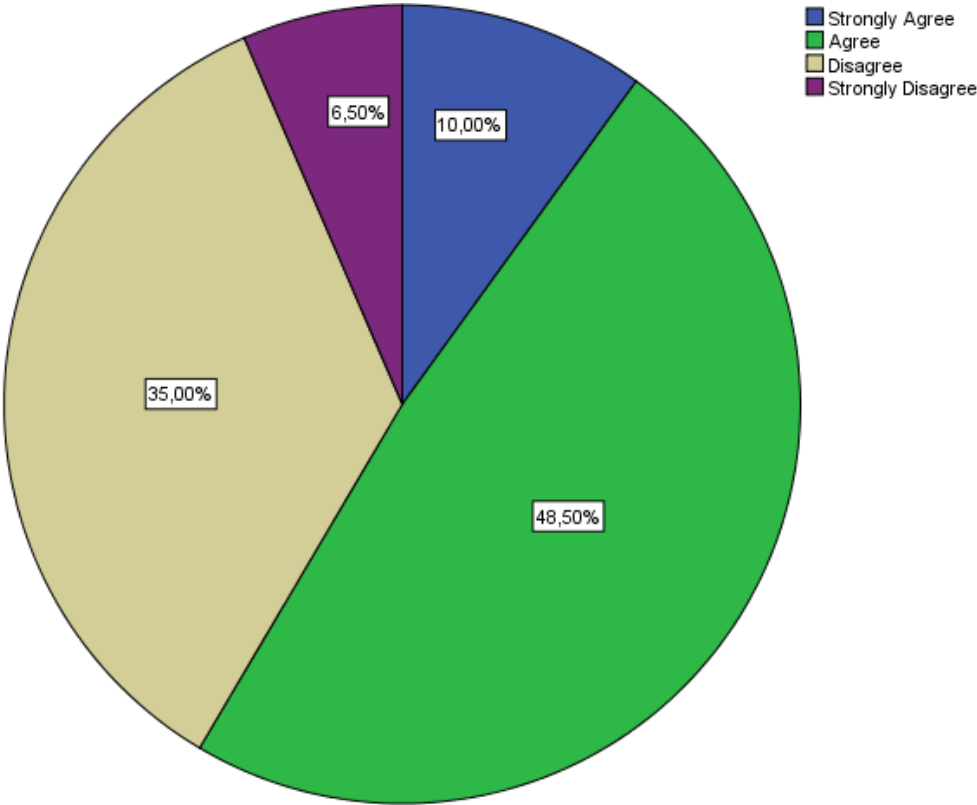
Figure 14: Fear of Making Mistakes

Question Nine: Does your low English proficiency make you a reticent student?

		Frequency	Percentage
Valid	Strongly Agree	18	9,0
	Agree	92	46,0
	Disagree	69	34,5
	Strongly Disagree	21	10,5
	Total	200	100,0

Table 15: Low English Proficiency and Students' Reticence

Results show that (46%) of the students agree with the fact that low English proficiency makes students reticent, and (9%) strongly agreed. While (34,5%) of them disagreed, and (10,5%) strongly disagreed. The following figure reveals the students' answers:
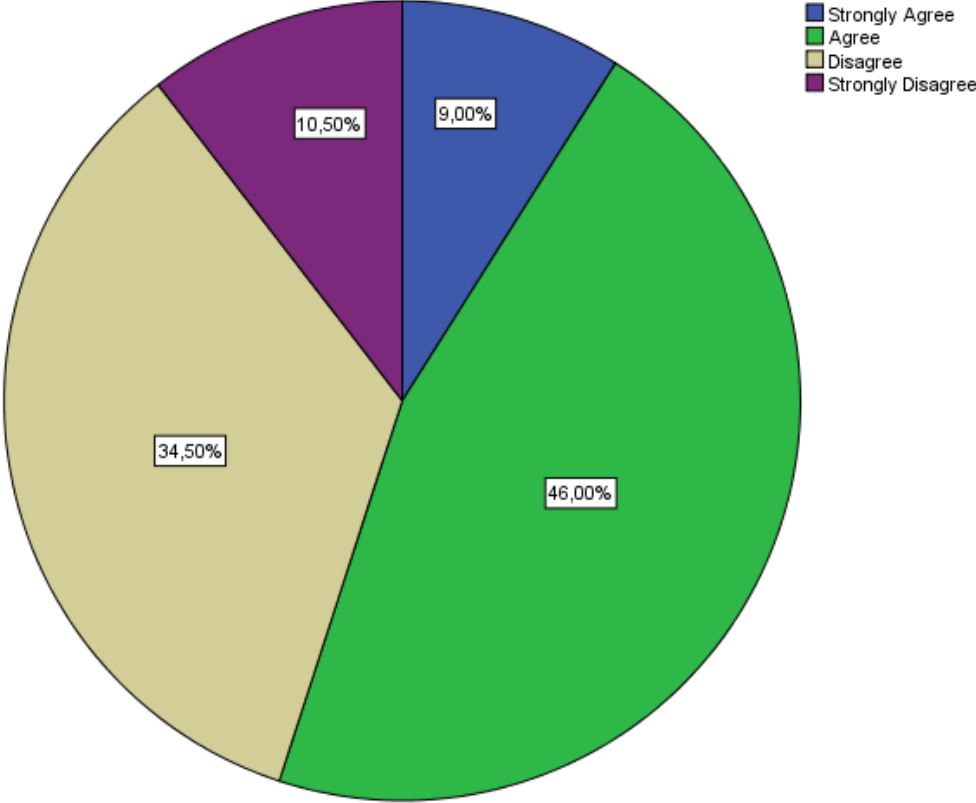
Figure 15: Low English Proficiency and Students' Reticence

Question Ten: Does the lack of vocabulary make you unwilling to communicate in oral comprehension and expression sessions?

		Frequency	Percentage
Valid	Strongly Agree	34	17,0
	Agree	99	49,5
	Disagree	51	25,5
	Strongly Disagree	16	8,0
	Total	200	100,0

Table 16: Lack of Vocabulary

(17%) stated that they strongly agree that the lack of vocabulary makes students unwilling to communicate and (49,5%) just agreed. But (25,5%) disagreed and (8%) strongly disagreed. The following figure sums up the subjects' answers:
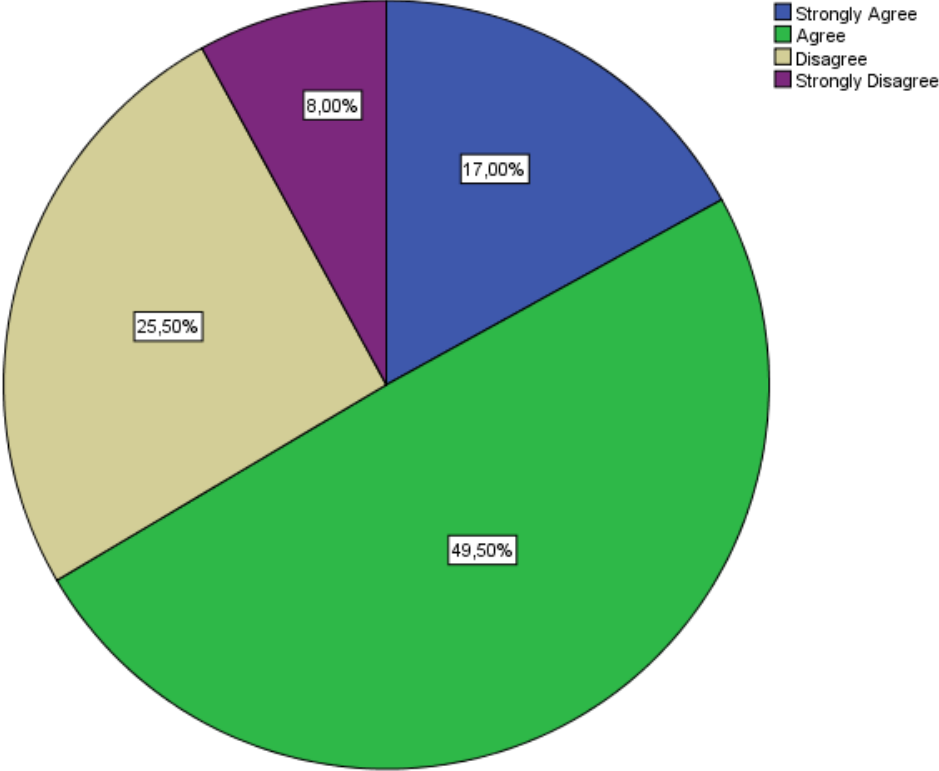
Figure 16: Lack of Vocabulary

Question Eleven: Do shyness and anxiety prevent you from being active in the classroom?

		Frequency	Percentage
Valid	Strongly Agree	51	25,5
	Agree	86	43,0
	Disagree	52	26,0
	Strongly Disagree	11	5,5
	Total	200	100,0

Table 17: Students' Shyness and Anxiety in the Classroom

Results indicate that (25,5%) of the students strongly agreed that shyness and anxiety prevent students from being active in the classroom, and (43%) just agreed with it. While (26%) stated that they disagree, and (5,5%) strongly disagreed. The following figure sums up the students' answers:
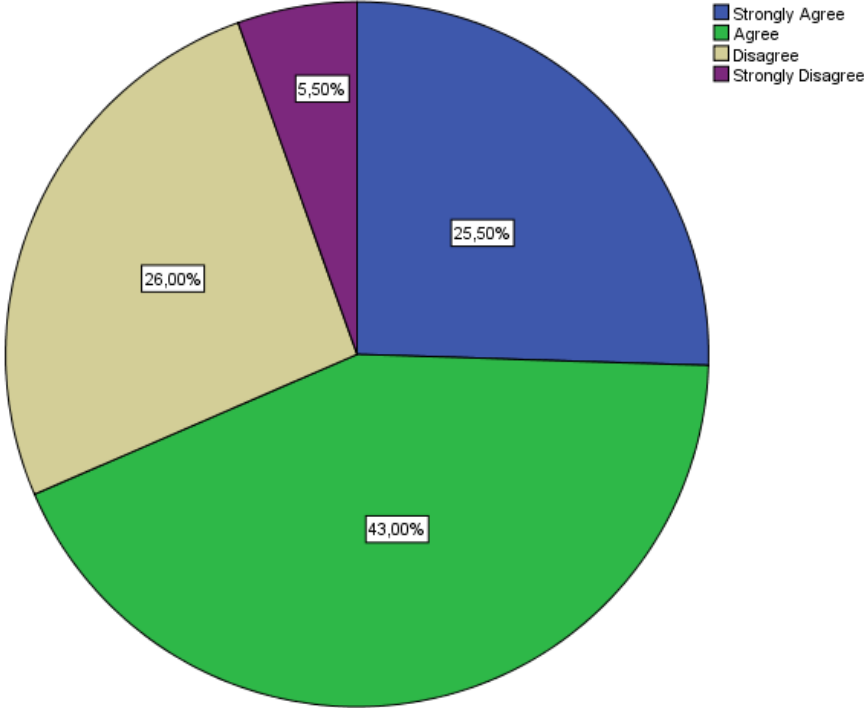
Figure 17: Students' Shyness and Anxiety in the Classroom

Question Twelve: Do you think that lack of self-confidence makes you passive in oral comprehension and expression sessions?

		Frequency	Percentage
Valid	Strongly Agree	47	23,5
	Agree	116	58,0
	Disagree	32	16,0
	Strongly Disagree	5	2,5
	Total	200	100,0

Figure 18: **Lack of Self-Confidence and Students' Passiveness**

When students were asked if self-confidence make students passive, (23,5%) strongly agreed, (58%) agreed,(16%) disagreed, and (2,5%) strongly disagreed. Figure 18 reviews those responses:
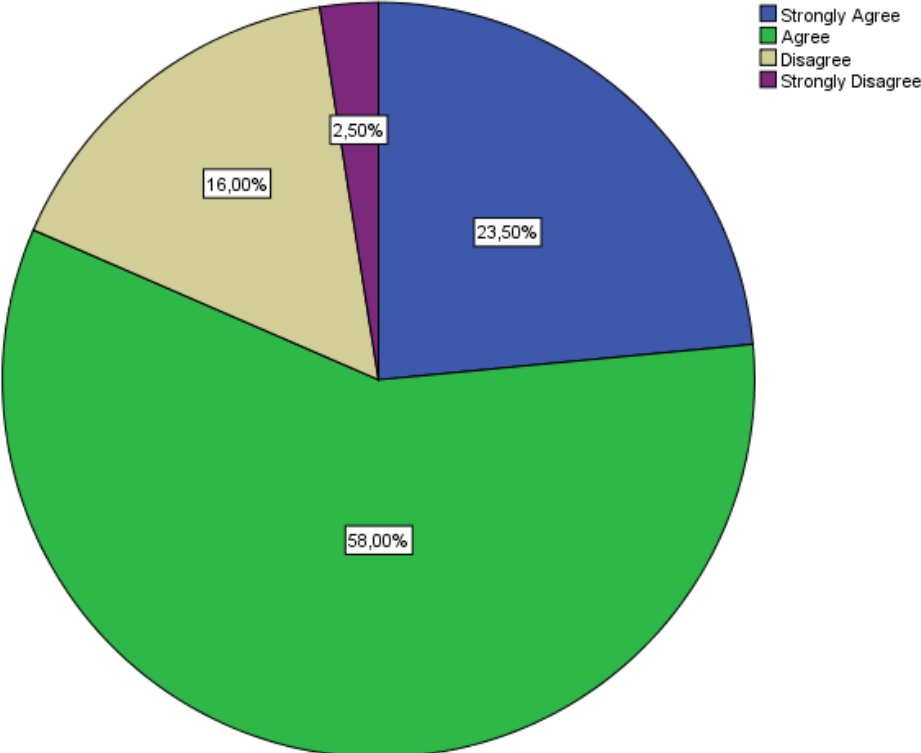
Figure 18: Lack of Self-Confidence and Students' Passiveness

Question Thirteen: Do you think that the fear from the teacher's feedback prevents students from interacting in the classroom?

		Frequency	Percentage
Valid	Strongly Agree	31	15,5
	Agree	102	51,0
	Disagree	50	25,0
	Strongly Disagree	17	8,5
	Total	200	100,0

Table 19: Teacher's Feedback and Students' Participation

Results show that (15,5%) of the students strongly agree that the teacher's feedback hinders students from interacting in the classroom, (51%) agreed, (25,5%) disagreed, and (8,5%) strongly disagreed. Figure 19 shows the subjects' answers:
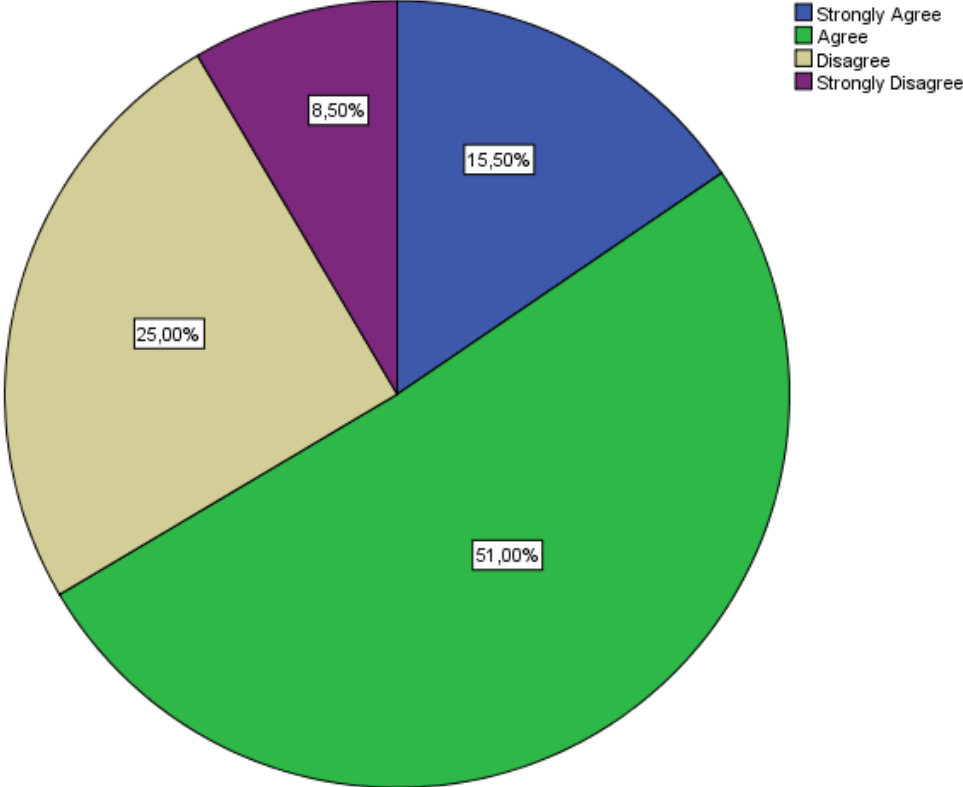
Figure19: Teacher's Feedback and Students' Participation

Question Fourteen: *Does the fear of public failure inhibit students from being active in the classroom?*

		Frequency	Percentage
Valid	Strongly Agree	35	17,5
	Agree	131	65,5
	Disagree	30	15,0
	Strongly Disagree	4	2,0
	Total	200	100,0

Table 20: Fear of Public Failure

(65,5%) of the students agreed that the fear public failure inhibits students from being active in the classroom, and (17,5%) strongly agreed. While, (15%) disagreed and (2%) strongly disagreed. The following figure sums up the students' answers to this question:
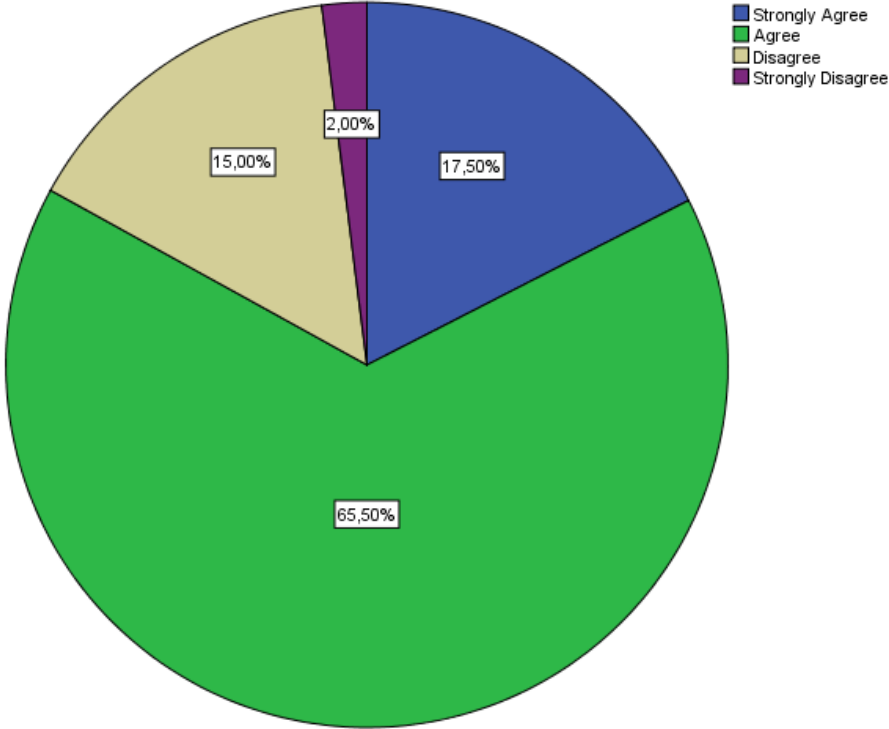
Figure 20: Fear of Public Failure

Question Fifteen: Does the fear of losing face hinder students' communication in oral comprehension and expression classes?

		Frequency	Percentage
Valid	Strongly Agree	31	15,5
	Agree	112	56,0
	Disagree	47	23,5
	Strongly Disagree	10	5,0
	Total	200	100,0

Table 21: Fear of Losing Face and Communication in Oral Classes

(15,5%) strongly agreed with the reason that fear from losing face hinder students'
communication in oral expression sessions, and (56%) of them just agreed. But (23,5%)
disagreed and (5%) strongly disagreed. Figure 21 summarizes the students' answers:
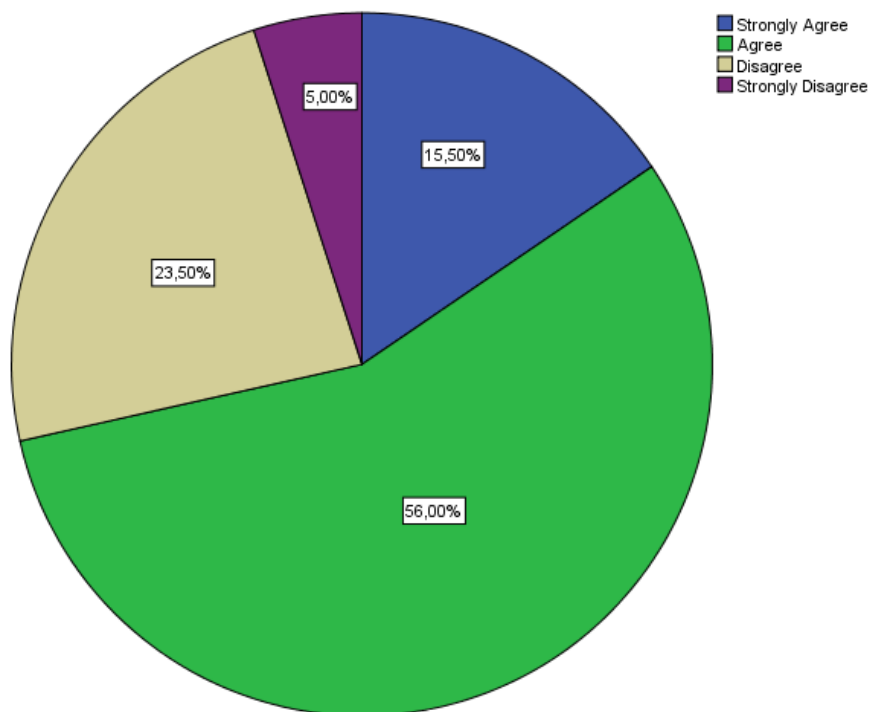
Figure 21: Fear of Losing Face and Communication in Oral Classes

Question *Sixteen: How can EFL learners overcome reticence*?

		Frequency	Percentage
Valid	They should be active inside and outside classroom	91	45,5
	They should make use of every chance to practice	75	37,5
	They should improve their English proficiency	34	17,0
	Total	200	100,0

Table 22: Strategies to Overcome Reticence.

(45,5%) of the subjects maintained that learners can overcome reticence by being active in and outside the classroom. While, (37,5%) of them claimed that students should make use of every chance to practice. But, (17%) claimed that EFL learners ought to improve oral English proficiency. The following figure reveals the subjects' choices:
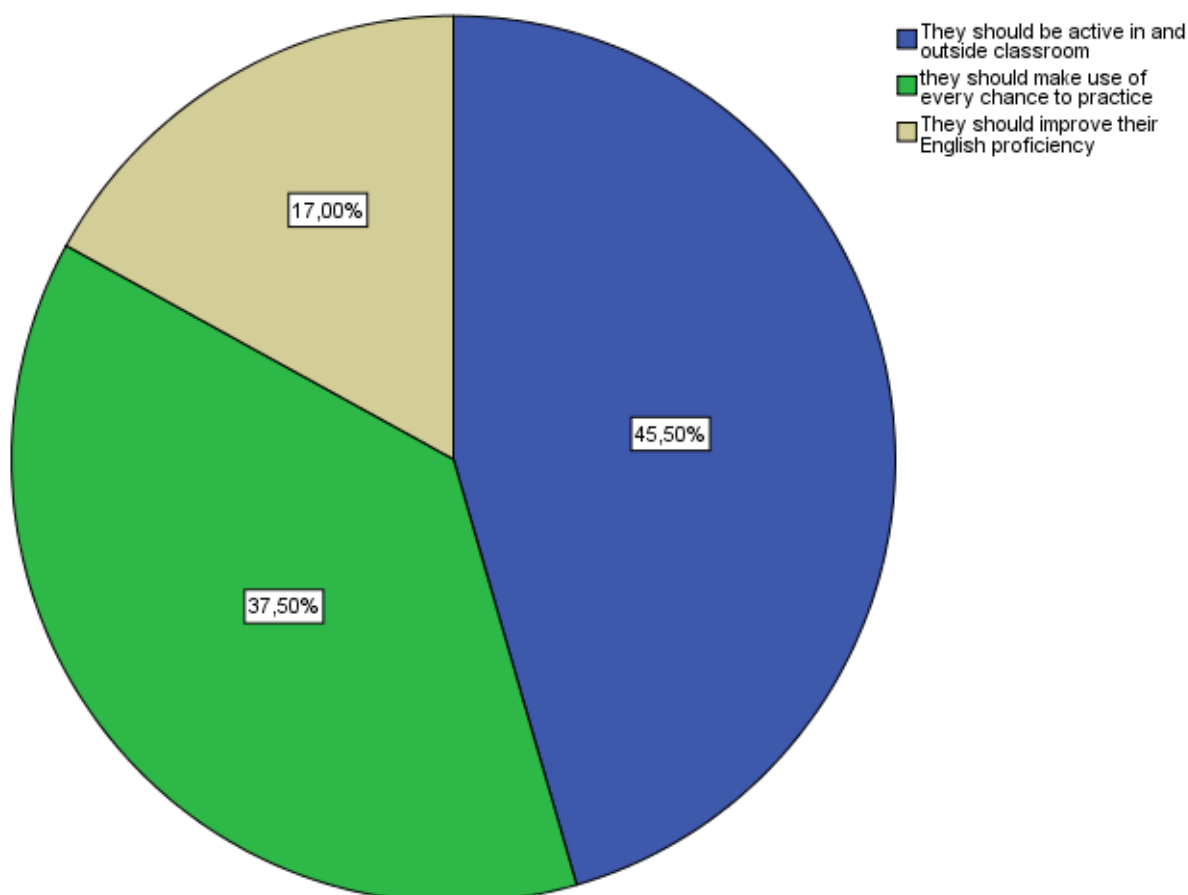
Figure 22: Strategies to Overcome Reticence

3.5 Interpretation of the Results

In the first question, students' responses revealed that their current level in listening is better than the other skills. In the second question, most students stated that they like to improve their speaking skill. However, in question 3, the subjects indicated that they enjoy attending oral sessions. In the question 4, some of the students (46%) maintained that they are shy and afraid of participation. Most of the students stated that participation can improve their speaking skill;

(46%) indicated that their teachers always give them opportunities to speak in the oral sessions. Also, (27%) said that they prefer to engage always with their peers.

(48%) agreed that fear of making mistakes hinders students from engaging in the classroom; (46%) said that low English proficiency makes them reticent. The lack of vocabulary makes students unwilling to communicate; (49%) of the students agreed with that. The majority of the learners agreed that shyness and anxiety prevent students from being active, and the lack of self-confidence also makes students passive in the classroom. In addition, the fear of the teacher's feedback is one of the reasons that can hinder students from interacting; (51%) agreed with that. Most of the learners agreed that the fear of public failure and fear of losing face hinder students' communication in oral sessions.

3.6 Recommendations

For students to overcome reticence, first of all they have to be aware of the existence of this phenomenon of reticence in EFL classes. Also, they should practice the language in every chance possible, improve their self-confidence, and expand their vocabulary. In addition to that, they have to support each other while speaking in English. Also, learners should improve their oral English proficiency. EFL Learners should communicate with others outside and inside the classrooms, in order to improve their speaking skills and reduce their shyness and anxiety. They have also to participate during oral sessions even if they are afraid of making mistakes or from the teacher's feedback.

Also, for the teacher to address reticence s/he can monitor learners during the lesson to find out the reasons that prevent them from speaking and participating. In order to reduce students' reticence, first teachers should be aware of the existence of reticence among EFL learners and try to provide opportunities to the silent ones by asking them more questions. Also, teachers can prepare

some topics, not only interesting, but also related to students' life, so that learners can have the ability to talk about them in English

Conclusion

Chapter three revealed that there are a number of contributing factors to reticence, such fear of losing face, fear of public failure, and fear from the teacher's feedback, shyness, anxiety, and so on. To overcome reticence, students need to do their best, and practise language in every chance. Also, they should develop their English proficiency, and improve their self-confidence.

General Conclusion

General Conclusion

Learning a foreign language is a process that requires the existence of many factors in the classroom context, such as the teacher and the students. Interaction is regarded as the central element to affective teaching and learning. Interaction between teachers and students and among students is a subsential in helping learners to learn the language, and to improve their skills specially their speaking skills. Classroom interaction engages students in classroom activities, in dialogues, and in negotiation of meanings, When students interact, they make mistakes; these mistakes need to be corrected. The correction of errors should be done by following some strategies, such as whether the errors have to be treated immediately or not. When treating students' mistakes, the teacher should look at the effect of the way errors are treated on students. Error correction may affect students in a negative way, and thus they will feel frustrated and inhibited. This is one of the reasons that any can make learner reticent.

Reticence is a phenomenon or a problem that exists in every EFL classroom. It is defined by many theorists as the fear of public speaking or the fear of communication. Students sometimes think that they may lose more by talking than by remaining silent. This problem is due to different reasons such as anxiety, shyness, fear from the teacher's feedback, fear of losing face, past experiences, low self-confidence, cultural factors, and so on. To address reticence and to overcome it, both the teacher and students should be aware of the reasons of reticence in EFL classes. Also, learners should practice the language in every chance possible, they should be active in and outside the classroom, and they should improve their oral English proficiency. Reticence is considered as the obstruction for learners to develop their speaking skill and the other skills. We thus introduced the six components of the model of reticence which are need, perceived incompetence, helplessness, anxiety, devaluation and withdrawal.

After analyzing the results of the questionnaire that was administered to first year students of oral expression and comprehension at Kasdi Marbah University Ouargla, it was

found that students have some weaknesses in their speaking skills and they want to improve them. Also, students' answers revealed that the lack of self-confidence, the fear of making mistakes, the low English proficiency, the lack of vocabulary, and the fear of public failure are the main reasons which prevent students from being active and participating in the classroom. Therefore, learners should overcome reticence by enhancing their self-confidence, and improving their speaking skills and their English proficiency.

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Appendix

Appendix

Kasdi Merbah University – Ouargla

Faculty of Letters and Languages

Department of Letters and English Language

Students' Questionnaire

Dear first year student,

    This questionnaire is a research tool for a master dissertation which investigates the reasons that hinder students from communicating and interacting in oral expression classes. Also, it will help to come up with some strategies to make reticent student interact in the classroom. You are kindly requested to answer the following questions. Please order the answer from (1 to 4) or make (√) in the appropriate box.

    Age :

    Gender :

Female	Male

Q1:/From 1to 4 what is your current level in the four language skills?

Listening	Speaking	Reading	Writing

Q2/ From 1 to 4 which language skill do you want to improve?

Listening	Speaking	Reading	Writing

Q3/ Do you enjoy attending oral expression sessions?

Always	Sometimes	Rarely	Never

Q4/ When you attend oral expression sessions, do you feel?

1- Self-confident to speak and communicate.
2- Shy and afraid of participation.
3- Not interested in what is being said.

Q5/ Do you think that your participation and interaction in oral comprehension and expression sessions?

1- Can enhance your self-confidence.
2- Can improve your speaking skills.
3- Can develop your English language proficiency.

Q6/ Does your teacher give you the opportunity to speak in oral comprehension and expression sessions?

Always	Sometimes	Rarely	Never

Q7/ Do you engage with other students in the classroom?

Always	Sometimes	Rarely	Never

Q8/ Does the fear of making mistakes stop you from engaging in classroom activities?

Strongly Agree	Agree	Disagree	Strongly Disagree

Q9/ Does your low English proficiency make you a reticent student?

Strongly Agree	Agree	Disagree	Strongly Disagree

Q10/ Does the lack of vocabulary make you unwilling to communicate in oral expression sessions?

Strongly Agree	Agree	Disagree	Strongly Disagree

Q11/ Does shyness and anxiety prevent you from being active in the classroom?

Strongly Agree	Agree	Disagree	Strongly Disagree

Q12/ Do you think that lack of self-confidence makes you passive in oral comprehension and expression sessions?

Strongly Agree	Agree	Disagree	Strongly Disagree

Q13/ Do you think that the fear from the teacher's feedback hinders students from interacting in the classroom?

Strongly Agree	Agree	Disagree	Strongly Disagree

Q14/ Does the fear of public failure inhibit students from being active in the classroom?

Strongly Agree	Agree	Disagree	Strongly Disagree

Q15/ Does the fear of losing face hinder the students' communication in oral comprehension and expression classes?

Strongly Agree	Agree	Disagree	Strongly Disagree

Q16/ How can EFL learners overcome reticence?

1- They should be active in and outside classroom.
2- They should make use of every chance to practice.
3- They should improve their oral English proficiency.

Thank you for your collaboration!

Résume

Cette recherche vise à mieux comprendre les difficultés liées à la male conception à l'entrainement de la communication orale aux étudiants en linguistique d'où nécessité de recenser les problèmes complexes liées. Elle a pour objectif de trouver des solutions pratiques à mettre en œuvre pour permettre à ces étudiants d'améliorer leurs connaissances pratiques afin de les faire véhiculer aisément à l'entrainement en communication sans aucunes difficultés. En effet, Le Professeur se trouve confronté envers ses étudiants à de sérieux problèmes et pour dissiper ces obstacles, cette recherche tente à résoudre ce phénomène et se consacre à porter des solutions qui pourront être utiles en faisant un diagnostic des problèmes liés à l'entrainement de la communication. Sur les 200 étudiants universitaires année 2016/2017 - le sondage recueillis   prévoit plusieurs facteurs liés à cet problématique et   pour   améliorer à l'enrichissement de la   communication, il a été nécessaire de recenser les entraves et les obstacles empêchant l'étudiant à mener cette pratique, à une facilitation de se communiquer ; la maîtrise de langue   ne peut se valoriser si son utilisation n'est pas courante et par manque de cette richesse d'adaptation   l'étudiant émet ses réserves au départ de contrainte d'être incompétent devant ses interlocuteurs et cette réplique a eu des conséquences négatives sur sa personne -d'une part et de peur à être intrigué devant la foule – il se trouve dans l'empêchement devant ses erreurs en linguistique académique - ou d'être mal compris – un freinage interne le pousse à ne pas y avancer - Cette réticence lié aussi à la personnalité elle-même et sa composante d'où un sentiment d'infériorité et la personnalité d'être mieux imposé par ses idées – il n'existe en effet aucune confiance en lui –même – ce qui constitue donc un empêchement d'accéder à une bonne communication argumentative.

Mots Clés : réticence, anglais comme une langue étrangère, étudiant, Interaction,

ملخص

يهدف البحث الحالي إلى التعرف عن العوامل التي تقف وراء إحجام طلاب اللغة الإنجليزية كلغة أجنبية عن المشاركة بفاعلية

أثناء نشاط التعبير الشفوي في اللغة الانجليزية، واقتراح بعض الحلول للتغلب على هذه الظاهرة. حيث إن هذه الظاهرة غدت

مشكلة متكررة ، قد يواجهها أي أستاذ في فصله الدراسي و يحتاج إلى حلها، مما استدعى تشخيصا دقيقا بواسطة استبيان في

حصص التعبير الشفوي استهدف عينة تضم مائتي من طلبة السنة الأولى بقسم اللغة الانجليزية بجامعة قاصدي مرباح ورقلة

لموسم 2017/2016. وقد أشار هذا العمل إلى تضافر عدة أسباب حالت دون تواصل المتمدرسين و تفاعلهم الصفي نذكر

منها : نقص الثقة بالنفس ، و الخوف من ارتكاب الخطأ ،و التعليقات الجانبية من طرف الأستاذ   . وأخيرا نضع بعض

الاقتراحات التي تساعد الطلاب على أن يكونوا أكثر نشاط و على استعداد للتواصل.

الكلمات المفتاحية : التكتم، اللغة الانجليزية كلغة اجنبية ،التعبير الشفوي، التفاعل.