

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research Kasdi Merbah Ouargla University**  
**Faculty of Letters and Languages**  
**Department of Letters and English Language**



Dissertation submitted in partial fulfillment of the requirement for the Master's Degree in  
field of English Language and Literature

**Specialty: linguistics**

## **Investigating the Effectiveness of Constructive Struggling Approach in Enhancing the Speaking Skill**

**The Case of First Year License Students of English at  
Kasdi Merbah University of Ouargla 2021\2022**

**Presented and publicly defended by**

**Oumelkhir Mouna Hamlaoui**

**Supervisor**

**Dr. Rym Ghosn-El bel CHELBI**

**Co-supervisor:**

**Mr. YOUCEF Bencheikh**

**Jury:**

<b>Dr. Fouzia GUERROUDJ</b>	President	UKM Ouargla
<b>Dr. Nawel DIB</b>	Examiner	UKM Ouargla
<b>Dr. Rym Ghosn-El bel CHELBI</b>	Supervisor	UKM Ouargla
<b>Mr. Youcef BENCHEIKH</b>	Co-Supervisor	UKM Ouargla

**Academic Year: 2021\2022**

## **Dedication**

In the name of Allah, Most Merciful, Most Gracious

Praise be to ALLAH, the almighty, for always being there for me and blessing me with health, strength, and peace for every goal proposed in my life.

It gives me an immense pleasure to dedicate my dissertation at the feet of my adorable and affectionate parents HAMLAOUI Ahmed and BADJADI Fatima and who taught me the value of the education, I am deeply grateful to

them for their love, encouragement, and continued support and faith in me,

My dearest sisters Samia, Nadia, Rima, Khadidja, and Samah who has never saved any effort to help me. I remain eternally thankful to them,

My beloved brothers Abdelatif, Abdelaziz, Mohammed, Nouredine, and said for their endless encouragement.

to all my lovely nieces and nephews.

To all my roommates, friends, and relatives without any exceptions.

## Acknowledgements

In the name of ALLAH, the most Gracious, the most Merciful All praise to ALLAH, the source of every blessings.

First and for most, I would like to express my deepest thanks and sincere gratitude to my supervisor Mr. Youcef BEN CHEIKH for his guidance, patience and moral support, efforts, for his faithful work with us from fist year till this year. To Dr. Rym Ghosn El-Bel CHELBI for her constant support, valuable assistance and guidance and for making me feel welcome to any help. To all oral teachers who participated in this research by answering the questions and giving suggestions. We would like to thank to group 3, first year students, of the academic year 2021- 2022 for having accepted to be part of this study, our work would not be developed without your collaboration. Last but not least, we would like to express our sincere appreciation to our esteemed teachers and Department staff. Department of English Language and Literature at Kasdi Merbah University Ouargla.

## **Abstract**

The present study aims to investigate EFL students' speaking skill in the Department of Letters and English at the University of Ouargla with the sample of first year license of the academic year 2021/2022. The majority of language students have difficulties in speaking though they have the capacity to understand and to interpret if they are well directed to certain activities.. In order to investigate the effectiveness of constructive struggling in enhancing students' speaking skill, two questionnaires conducted to both students and teachers, the first one administered to a sample of first year students to know their views concerning constructive struggling , and the latter will be administered to oral expression teachers at the department of Letters and Languages at Kasdi Merbah University Ouargla, with the intention of discerning their attitude, regarding the effects of constructive struggling on students' performance. The second tool is a classroom observation which is designed and intended to probe the different attitudes of students and teacher toward the implementation of constructive struggling in oral expression class.

**Key words** :Constructive struggling, oral expression, speaking skill, EFL students, EFL classes

## **List of Abbreviations**

- E.F.L.:** English as a Foreign Language
- L.M.D.:** License, Master, Doctorate
- MCQ:** Questions of the Multiple Choice
- ORE:** Oral Expression
- T.E.F.L.:** Teaching English as a Foreign Language

## List of tables

<b>Table 1.1</b> Classroom Comparison.....	14
<b>Table 3.2.</b> Classroom Observation Data.....	37
<b>Table 3.3.</b> Students' Sex.....	40
<b>Table 3.4</b> Students' Stream in Secondary School.....	41
<b>Table 3.5</b> Years of Studying English.....	42
<b>Table 3.6</b> Students' Consideration to their Level in English.....	42
<b>Table 3.7</b> Students' Ability to Express Themselves Orally.....	43
<b>Table 3.8</b> Students' Participation in Oral Expression Session.....	43
<b>Table 3.9</b> Teachers' Talk in the Classroom.....	44
<b>Table 3.10</b> Frequency of Students' being Invited to Speak.....	44
<b>Table 3.11</b> Most Talk in the Classroom .....	45
<b>Table 3.12</b> Students' Problems while Speaking.....	45
<b>Table 3.13</b> Students' Types of Problems while Speaking.....	46
<b>Table 3.14</b> Frequency of Teachers' in Encouraging the Oral Fluency.....	46
<b>Table 3.15</b> Teachers' Time Expressing the Students Opinions.....	47
<b>Table 3.16</b> Students' Attitude Towards Construction of Meaning through Struggling and.....	47
<b>Table 3.17</b> Constructive Struggling Contribution to Overcome with Speaking Difficulties....	48
<b>Table 3.18</b> Activities that Contribute in Guessing and Understanding the Topic.....	49
<b>Table 3.19</b> Constructive Struggling help in Advancing Students' Speaking Skill.....	49
<b>Table 3.20</b> Teachers' Gender.....	50
<b>Table 3.21</b> Teachers' Degree.....	50
<b>Table 3.22</b> Teachers' Experiences in Teaching English.....	51
<b>Table 3.23</b> Teachers' Experiences in Teaching Oral expression module.....	51

**Table 3.24** Teachers' Opinion about the Importance of Speaking in Language Teaching .....52

**Table 3.25** Frequency of students' participation in oral expression classroom.....53

**Table 3.26** Teachers' Reason Behind Students Participation.....54

**Table 3.27** Contribution of Students' Number in Implementing Constructive Struggling.....55

**Table 3.28** Teachers 'Satisfaction with the Speaking Program.....56

**Table 3.29** Teachers' ways of Overcoming their Students Speaking Difficulties.....57

## Table of contents

Dedication.....	I
Acknowledgements .....	II
Abstract.....	III
List of Abbreviations.....	V

### General Introduction

1. Back ground of the Study: .....	1
2. Aim of the study: .....	1
3. Statement of the problem: .....	1
4. Research Questions .....	2
5. Research Hypotheses: .....	2
6. Research Tools and Target Population: .....	2
7. Organization of the Dissertation: .....	3
8. Definition of Key Terms: .....	3

### Chapter One: Constructivism in EFL classroom

Introduction.....	6
1. Constructivism: .....	6
1.1 Nature and Definition .....	6
1.2 Types of Constructivism .....	8
1.2.1 Cognitive Constructivism: .....	8
1.2.2 Social Constructivism .....	8
1.2.3 Radical Constructivism .....	9



1.3 Principles of Constructivism .....	9
1.4 Constructivist Approaches of Teaching .....	11
1.4.1 Constructive Struggling .....	11
1.5 Characteristics of Constructivist Classroom .....	12
1.6 The Role of the Teacher in Constructivist Classroom.....	13
1.7 Differences between Traditional Classroom and Constructivist Classroom .....	13
1.8 Constructivist Teaching Methods.....	15
1.9 Goals of Constructivist Classroom.....	16
1.10 Constructivism and Motivation: .....	16
Conclusion .....	17

**Chapter Two: Speaking Skill in EFL classroom**Error! Bookmark not defined.

Introduction.....	19
2.1 Definition .....	19
2.2 The Speaking Component.....	20
2.2.1 Accuracy: .....	20
2.2.2 Fluency:.....	21
2.3 Aspects of Speaking: .....	22
2.3.1 Face to Face.....	22
2.3.2 Interacting .....	22
2.3.3 Real Time .....	23
2.4 Speaking Difficulties to EFL Learners .....	23
2.4.1.3 Grammar Mistakes.....	25
2.4.2 Psychological Problems .....	25

2.4.1.2 Low Uneven Participation.....	26
2.4.1.3 Fear of Mistakes .....	26
2.5 Reasons for Teaching Speaking .....	27
2.6 Activities to Enhance the Students' Participation .....	27
2.6.1 Problem Solving Activity.....	27
2.6.2 Discussions and Debates.....	28
2.6.3 Conversations .....	29
2.6.4 Role play .....	29
Conclusion .....	30
<b>Chapter Three: Methodology and Results .....</b>	<b>Error! Bookmark not defined.</b>
Introduction.....	32
3.1 Research Design.....	32
3.1.1 Tools of Research .....	32
3.2 The Target Population .....	34
3.2.1 The Students.....	35
3.2.2 The Teachers .....	35
3.3 Research Instruments.....	35
3.3.1 Description of Classroom Observation.....	35
3.3.2 Description of Questionnaires .....	37
3.3.2.1 Description of Teachers' Questionnaire.....	37
3.3.2.2 Description of studnets' questionnaire .....	36
3.4 Analysis of the Findings .....	37

3.4.1 Classroom observation.....	37
3.4.2 The Analysis of Questionnaires .....	41
3.5 Discussion of the Findings.....	58
Conclusion .....	58
<b>General Conclusion</b> .....	60
1.Recommendation for Further Research.....	65
2.Limitation of the Study.....	65
List of References.....	65
Appendices.....	71

## **General introduction**

1.	Background of the study.....	1
2.	Aim of the study .....	1
3.	Statement of the problem .....	1
4.	Research Questions.....	2
5.	Research hypotheses.....	2
6.	Research Tools and Target Population.....	2
7.	Organization of the Dissertation.....	3
8.	Definition of key Terms.....	3

# General Introduction

---

## 1. Background of the Study

The educational sector is undergoing significant changes in the direction of teaching and learning methodologies, showcasing everything that is new to teaching curriculum from various educational systems throughout the world. The most important common aspects I found while browsing various approaches of teaching around the world was emphasizing the learner's psychological state of mind and supporting confidence as well as training them to take responsibility of education. According to Dr. S. Bella Wiselet and L. Vinila (2019) There was more than 30 different trending approaches to learning.

One of these approaches is Constructive Struggle which is successful Japanese approach of teaching. The main principle of this approach is the learners themselves, whereas the teacher is just a facilitator, and the main idea of this approach is to embrace failure, not to be embarrassed of it.

## 2. Aim of the Study

The study aims to investigate effectiveness of constructive struggling in enhancing the speaking skill of first year students of English at university of Ouargla. It also intends to help EFL learners overcome some of their speaking difficulties through constructive struggling. In addition to that it aims to raise the awareness of the instructors towards the speaking skill through the implementation of constructive struggling.

## 3. Statement of the Problem

Oral expression is one of the important subject in the curriculum of the Department of English Language at Kasdi Merbah, Ouargla. It is related to the ability to speak and communicate within the intention of describing

# General Introduction

---

situations and solving problems...ect.

Usually, most of EFL students have speaking struggles, the current study investigates the effectiveness of constructive struggling in enhancing speaking skill in EFL classes at Department of English Language at Kasdi Merbah Ouargla within the Academic Year 2021/2022.

## 4. Research Questions

This study intends to answer the following questions:

- Does constructive struggling enhance the speaking skill to EFL students?
- What are difficulties encountered EFL students in speaking?
- What are the teacher's attitudes towards the use of constructive struggling to enhance the speaking skill?

## 5. Research Hypotheses

The present study is designed to examine the followings hypotheses:

- The null Hypothesis: Applying constructive struggling is not effective in enhancing the speaking skill to EFL students.
- The alternative Hypothesis: If constructive struggling is implemented, EFL students speaking skill would be enhanced.

## 6. Research Tools and Target Population

In order to investigate the relationship between constructive struggling and the speaking skill, two main tools are used: the classroom observation, and the questionnaire. One is administered to a sample of first year English students in the

## **General Introduction**

---

English Department of Kasdi Merbah University, Ouargla, Algeria, to know their abilities in speaking. Other questionnaire is given to teachers of oral expression subject to know their attitude toward constructive struggling and its effect to their students, to consolidate the present research, and support our hypothesis. The observation and the questionnaires are designed and analyzed to know the effect of constructive struggling in enhancing the speaking skill.

### **7. Organization of the Dissertation**

This study consists of two main parts. The theoretical part and the practical part. The former consists of two chapters. Chapter one deals with the speaking skill. It illustrates the concept and the definition of speaking, and it demonstrates its elements and importance. Chapter two casts light on the constructive struggling. On the other hand, the practical part, clarifies results of the classroom observation, students', questionnaire and teacher's questionnaire (First year license, Department of English, at Kasdi Merbah University, Ouargla, Algeria, within the Academic Year 2021/2022).

### **8. Definition of Terms**

In this part the key words are defined a general view of their meaning as well as use them in the present work.

#### **1. Constructivism:**

Constructivism is 'an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner' (Elliott et al., 2000, p. 256)

#### **2. Constructive struggling:**

According to Cathey.L.Seely (2009:2), constructive struggling occurs when an effective teacher knows how to provide guiding questions in way that stops short of

## General Introduction

---

telling students everything they need to know to solve a problem.

### 3. Speaking skill

Chaney (1998; cited in Pandang, 2019: 134) state that: "Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts". A skill is the ability to do things which entail the competence and the proficiency; it encompasses mental and physical competence. Anderson defines a skill as "a strategy that has become automatic" (Grabe, 2009: 221, in Bakke,2010). Whereas, Harris and Hodges(1981) define skill as : "an acquired ability to perform well proficiency". (inHudson,2007:78).



## **Chapter One: Constructivism in EFL Classroom**

Introduction.....	6
1. Constructivism: .....	6
1.1 Nature and Definition .....	6
1.2 Types of Constructivism .....	8
1.2.1 Cognitive Constructivism: .....	8
1.2.2 Social Constructivism .....	8
1.2.3 Radical Constructivism .....	9
1.3 Principles of Constructivism .....	9
1.4 Constructivist Approaches of Teaching.....	11
1.4.1 Constructive Struggling .....	11
1.5 Characteristics of Constructivist Classroom.....	12
1.6 The Role of the Teacher in Constructivist Classroom.....	13
1.7 Differences between Traditional Classroom and Constructivist Classroom .....	13
1.8 Constructivist Teaching Methods.....	15
1.9 Goals of Constructivist Classroom.....	16
1.10 Constructivism and Motivation: .....	16
Conclusion .....	17

# **Chapter One: Constructivism in EFL Classroom**

---

## **Introduction**

Many branches and theories have developed within the field of linguistics for the sake of serving language, schema theory is one of the theories that have added a great contribution to the process of teaching and learning language skills<sup>1</sup>. It is mainly concerned with one's construction of knowledge from their prior knowledge. This set of knowledge can be constructed and if it is well directed.

This chapter tackles the constructivism theory. It starts with defining the latter, identifying its nature, types and principles, and then one of the effective constructivist approaches of teaching. It also illustrates the characteristics of constructivist classroom, the role of the teacher in constructivist classroom, differences between traditional and constructivist classroom, also constructivist teaching methods, goals of constructivism classroom, and relation between constructivism and motivation. The chapter ends with conclusion that goes through all the aforementioned points.

## **1. Constructivism:**

### **1.1 Nature and Definition**

Over The past decades theorists in attempt to clarify the concepts of constructivism theory and its roots carried out several studies that put forward various explanations, the term constructivism as it used now was actually constructed by Jean Piaget(1967)Who is usually acknowledged to be the first psychologist to use the term constructivism.

One of the most significant limitations of education is that teachers cannot simply transmit knowledge to students; rather, students must actively develop

## **Chapter One: Constructivism in EFL Classroom**

---

knowledge in their minds. That is, they uncover and transform information, compare new information to old one. The learner is seen as an active agent in the process of knowledge acquisition in this constructivist perspective of learning.

Constructivism is ‘an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner’ (Elliott et al., 2000, p. 256).

In this vein Pavin Bhatia (2018:p3) states that “Constructivism is a theory which says that learning is an active process .people gain knowledge and understanding through the combination of experiences and ideas. The students actively builds knowledge and skills in a constructiveprocess”. In other words, constructivism focuses on how learners struggle to build their understanding of a given idea, information, or concept by making a connection between newly introduced information and previously introduced information, and correcting misconceptions by removing the discrepancy between what they already know and the newly introduced information.

In conclusion, Constructivism is a learner-centered learning theory in which students actively explore and interpret their experiences and relate this information to existing knowledge. Making connections to existing knowledge or schema provides a foundation for new understanding to emerge. Constructivism's central tenet is that students participate actively in the teaching and learning processes. Furthermore, students are perceived as active organisms seeking meaning rather than empty vessels waiting to be filled (Driscoll, 2005 p. 387).

# **Chapter One: Constructivism in EFL Classroom**

---

## **1.2 Types of Constructivism**

From what have been discussed earlier, it seems that constructivism theory concerned with one's construction of knowledge from their prior knowledge. In this vein, constructivism theory is divided into three broad types

### **1.2.1 Cognitive Constructivism:**

Cognitive constructivism based on the work of Jean Piaget, according to the GSI Teaching and Resource Center (2015, p.5): Cognitive constructivism states knowledge is something that is actively constructed by learners based on their existing cognitive structures. Therefore, learning is relative to their stage of cognitive development.

Cognitive teaching methods aim to assist students in assimilating new information to existing knowledge, and enabling them to make the appropriate modifications to their existing intellectual framework to accommodate that information.

### **1.2.2 Social Constructivism**

Social constructivism was developed by Lev Vygotsky (1978, p. 57) who suggest that, Every function in the child's cultural development appears twice: first, on the social level and, Later on, on the individual level; first, between people (inter psychological) and then inside the child (intra psychological). moreover social constructivism learning is a collaborative process, and knowledge develops from individuals' interactions with their culture and society.

## **Chapter One: Constructivism in EFL Classroom**

---

### **1.2.3 Radical Constructivism**

The notion of radical constructivism was developed by Ernst von Glasersfeld (1974) and states that all knowledge is constructed rather than perceived through senses.

Learners construct new knowledge on the foundations of their existing knowledge. However, radical constructivism states that the knowledge created by individuals tells nothing about reality, and only helps to function in the environment. Thus, knowledge is invented not discovered.

The humanly constructed reality is always being modified and interacting to fit ontological reality, although it can never give a 'true picture' of it. (Ernest, 1994, p. 8)

### **1.3 Principles of Constructivism**

According to Hein (2007 cited in Mogashoa T2014:53) the following are the basic guiding principles of constructivism that teachers must keep in mind:

- Learning is an active process in which the learner uses sensory input and constructs meaning out of it: The passive view of teaching views the learner as 'an empty vessel' to be filled with knowledge, whereas constructivism states that learners construct meaning only through active engagement with the world (such as experiments or real-world problem solving). Furthermore, information may be passively received, but understanding cannot be, for it must come from making meaningful connections between prior knowledge, new knowledge, and the processes involved in learning.

## **Chapter One: Constructivism in EFL Classroom**

---

- People learn to learn as they learn: Learning entails both the construction of meaning and the construction of meaning systems. Each meaning we construct improves our ability to give meaning to other similar patterns.
- The crucial action of constructing meaning is mental: physical actions, hands-on experience may be necessary for learning, especially for children, but it is not sufficient, we need to provide activities that engage the mind as well as the hands (Dewey called this reflective activity);
- Learning involves language: people talk to themselves as they learn, and language and learning are inextricably intertwined. The language we use influences learning;
- Learning is social activity: our learning is intimately associated with our connection with other human beings, our teachers, our peers, our family as well as casual acquaintances, including the people before us or next to us at the exhibit. Progressive education recognizes the social aspect of learning and uses conversation with others, and the application of knowledge as an integral aspect of learning;
- Learning is contextual: we do not learn isolated facts and theories in some abstract ethereal land of the mind separate from the rest of our lives. We learn in relationship to what else we know, what we believe, our prejudices and our fears. Learning is active and social. We cannot divorce our learning from our lives;
- One needs knowledge to learn: it is not possible to assimilate new knowledge without having some structure developed from previous knowledge to build on. The more we know, the more we can learn. Therefore any effort to teach must be connected to the state of the learner, must provide a path into the subject for the learner based on that learner's previous knowledge;

## **Chapter One: Constructivism in EFL Classroom**

---

- Learning is not the passive acceptance of knowledge which exists out there: learning involves the learner engaging with the world and extracting meaning from his/her experiences;
- Motivation is a key component in learning: not only is the case that motivation helps learning, it is essential for learning.

### **1.4 Constructivist Approaches of Teaching**

Constructivist learning theory underpins a variety approaches ,Though the approaches were divergent in terms of student-centered teaching methods and techniques which contrast with traditional education, whereby knowledge is simply passively transmitted by teachers to students. One of these trending approaches is "The Constructive Struggling", which is a associated with constructivism theory. The core component of this approach is the learners themselves, whereas the teacher is just a facilitator. The main idea of this approach is to embrace failure, not to be embarrassed of it.

#### **1.4.1 Constructive Struggling**

Researchers discovered that effective teaching that promoted students' conceptual development included paying attention to connections between ideas, facts, and procedures, as well as engaging students in constructive struggle.

Sometimes, teachers, do not ask their students enough questions. they have a tendency to tell them the best process, tools, or strategy to solve a problem. However, students must struggle constructively. teachers ask students to endure, evaluate, and think critically in the classrooms by introducing a level of complexity. In "Faster Isn't Smarter," Cathy Seeley (2009:90) defines constructive struggling as:

## **Chapter One: Constructivism in EFL Classroom**

---

" Constructive struggling involves presenting students with problems that call for more than a superficial application of a rote procedure. Constructive struggling occurs when an effective teacher knows how to provide guiding questions in a way that stops short of telling students everything they need to know to solve a problem."

Specifically, Allowing pupils to struggle through a lesson while being guided by their teacher is known as constructive struggling. In other words, whether a student fails the first time, or even the second or third time, the instructor should encourage them to learn from their mistakes. RAVI(1997: 18)

### **1.5 Characteristics of Constructivist Classroom**

It is important to understand how teachers can apply constructivism inside their classroom to create a unique learning environment for students. Tam (2000) Lists four basic characteristics of constructivist learning classroom, which must be considered when implementing constructivist instructional strategies:

- Knowledge will be shared between teachers and students.
- Teachers and students will share authority.
- The teacher's role is one of a facilitator or guide.
- Learning groups will consist of small numbers of heterogeneous students.

Constructivist classrooms are often very different from traditional classrooms in a variety of ways. Constructivist classrooms focus on student questions and interests and build on what students already know. They emphasize interactive learning and are student-centered, teachers engage in discussion with students to help them construct their own knowledge, frequently they are rooted in negotiation and cooperative interactive activities in small groups.



## **Chapter One: Constructivism in EFL Classroom**

---

### **1.6 The Role of the Teacher in Constructivist Classroom**

The role of the teacher in the constructivist classroom is to help students to build their knowledge and to control the existence of students during the learning process in the classroom. Moreover, Kompf (1996:173) states that constructivist teachers allow student responses to drive lessons, shift instructional strategies, and alter content. The idea of the limited role of the teacher is that this encourages students to engage in collaborative learning. According to Pravin Bhatia (2018:21) “in constructivist classroom, the teacher inspires and facilitates discussion. The teacher clears the doubts of students the teacher asks questions that lead students to develop their own conclusion on the subject”.

In contrast, the teacher in constructivist classroom is a facilitator provides opportunities for cooperative work and problem solving activities. According to Ndon (2011:253) “a teacher as a facilitator, should provide rich environments, experiences, and activities for learning by incorporating opportunities for collaborative work, problem solving, authentic tasks”. Finally, the teacher concentrates on students’ learning rather than on teacher performance. The teacher facilitates the learning process in which students are encouraged to be responsible and self-governing (Gray, 1997).

### **1.7 Differences between Traditional Classroom and Constructivist Classroom**

According to (Brooks and Brooks , 1993) a comparison between traditional and constructivist classroom from different sides such as curriculum, teacher, students, materials, and assessment...

## Chapter One: Constructivism in EFL Classroom

Traditional Classroom	Constructivist Classroom
-Curriculum begins with the parts of the whole. Emphasize basic skills	-Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
-Strict adherence to fixed curriculum is highly valued	-Pursuit of the student questions and interest is valued.
-Materials are primarily textbooks and workbooks	-Materials include primary sources of material and manipulative materials.
-Learning is based on repetition	- Learning is interactive, building on what the student already knows.
- Teachers disseminate information to students, students are recipients of knowledge	- Teachers have a dialogue with students, helping students construct their own knowledge.
-Teacher's role is directive, rooted in authority	-Teacher's role is interactive, rooted in negotiation.
-Assessment is through testing, correct answers	-Assessment includes student works, observations and points of view, as well as tests. Process is as important as product.
-Knowledge is seen as inert	-Knowledge is seen as dynamic , ever changing with our experiences
-Students work primarily alone	-Students work primarily in groups.

**Table1.1.Classroom Comparison**

# **Chapter One: Constructivism in EFL Classroom**

---

## **1.8 Constructivist Teaching Methods**

Pelech, James (2010) states that in the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms are:

**Experimentation:** Students individually perform an experiment and then come together as a class to discuss the results.

**Research projects:** Students research a topic and can present their findings to the class.

**Field trips:** This allows students to put the concepts and ideas discussed in class in a real world context. Field trips would often be followed by class discussions.

**Films:** These provide visual context and thus bring another sense into the learning experience.

**Class discussions:** This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods.

# **Chapter One: Constructivism in EFL Classroom**

---

## **1.9 Goals of Constructivist Classroom**

Honebein (1996) summarizes the seven pedagogical goals of constructivist learning classroom:

- 1) To provide experience with the knowledge construction process (students determine how they will learn).
- 2) To provide experience in and appreciation for multiple perspectives (evaluation of alternative solutions).
- 3) To embed learning in realistic contexts (authentic tasks).
- 4) To encourage ownership and a voice in the learning process (student centered learning).
- 5) To embed learning in social experience (collaboration).
- 6) To encourage the use of multiple modes of representation, (video, audio text, etc.)
- 7) To encourage awareness of the knowledge construction process (reflection, meta cognition).

## **1.10 Constructivism and Motivation:**

Motivation is a significant contributor to learners' academic career. However, trying to motivate learners to learn a foreign language is a challenging task for teachers. Slavin (2003:329 as Cited in Chelbi,2016:66) state that, motivation is:

"what gets you going, keeps you going, and determines where you are going to go."

Deitte and Howe (2003: 280) states, "Student motivation is an essential component of successful student learning, but it is also one of the most challenging

## **Chapter One: Constructivism in EFL Classroom**

---

areas for teachers. Lampert (2001:1 ).Thus means, teacher have to know the tools that motivate his/her students, teachers must also be aware of students' emotional needs as well as the intellectual needs.

In summary, it appears from the previous views that constructivism is one of the significant component in enhancing learners motivation. Therefore, teachers can use a variety of constructivist methods to establish a strong link between students personalities and their engagement in the learning process.

### **Conclusion**

To conclude, the constructivism theory has a great contribution for the field of teaching/learning. In this sense, this chapter hints at different theorists, definitions of constructivism theory, its types and as well as its nature. In addition to that it shed light to one of the effective constructivist approaches of teaching that that contribute to facilitating the construction of knowledge through struggle, The chapter also presents a field that have relation with constructivism theory which is the motivational factor and how would have a positive effect on students' learning process.

## **Chapter Two: Speaking Skill in EFL Classroom**

Introduction.....	19
2.1 Definition .....	19
2.2 The speaking component .....	20
2.2.1 Accuracy: .....	20
2.2.2 Fluency:.....	21
2.3 Aspects of speaking:.....	22
2.3.1 Face to face .....	22
2.3.2 Interacting .....	22
2.3.3 Real time .....	23
2.4 speaking difficulties to EFL learners.....	23
2.4.1.3 Grammar Mistakes.....	25
2.4.2 Psychological Problems .....	25
2.4.1.2 Low Uneven Participation.....	26
2.4.1.3 Fear of Mistakes .....	26
2.5 Reasons for Teaching Speaking .....	27
2.6 Activities to Enhance the Students' Participation .....	27
2.6.1 Problem Solving Activity.....	27
2.6.2 Discussions and Debates.....	28
2.6.3 Conversations .....	29
2.6.4 Role play .....	29
Conclusion .....	30

## **Chapter Two : speaking Skill in EFL Classroom**

---

### **Introduction**

The central theme of this chapter is to provide an overview on speaking skill in foreign language teaching context; its value through the history of language teaching, various definitions, aspects, elements, activities its importance and we will discuss the reasons of EFL learner's inability to speak.

### **2.1 Definition**

Speaking is one of the productive skills required for efficient communication in a foreign language learning context.

According to Brown (2001), speaking is an interactive process of constructing meaning which involves producing, receiving, and processing information. Its meaning and form depend on the context where it occurs including the participants, their collective experiences, the purpose for speaking, and the physical environment. Chaney (1998:13 )states that speaking skill is “the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context” i.e. The speaking skill reflects sending and receiving messages through the use of verbal expression. Sometimes, it also involves non verbal symbols such as gestures.

For Bygate (1977:3) one of the basic problems in foreign language teaching is to prepare Learners to be able to use the language. Moreover Williams (2011) state that: “Speaking involves a lot more than just using grammar and vocabulary accurately in speech. When we speak we constantly have in mind the person we are speaking to and our wish to communicate our meaning successfully to them. We use interactive strategies to help us achieve this. These include using body language such

## **Chapter Two : speaking Skill in EFL Classroom**

---

as gestures, eye contact, facial expression and movement to put our message across more strongly and clearly, and functions such as clarifying our meaning (...), asking for opinions (...), agreeing (...) to keep the interaction (communication) going and check that it is successful”.

### **2.2 The speaking component**

Students should be thought how to improve their oral communication skills by EFL teachers. Accuracy and Fluency are the two key factors used to assess a person's ability to communicate in a foreign language, and they are the two aspects that might decide their success.

#### **2.2.1 Accuracy:**

In second and foreign language teaching accuracy is the ability to produce correct sentences without making grammatical mistakes. (Skehan 1996, : 23 cited in Ellis and Barkhuizen, 2005: 139) defines accuracy as referring “to how well the target language is produced in relation to the rule system of the target language.”Therefore, learners need important things in order to enhance their speaking in the foreign language, mainly: The grammar, vocabulary and pronunciation. Which are considered by S.Thornbury (2000, July: 3) as three criteria that most teachers have reliance on concerning the assessment of “learner's command of the linguistic systems.” Therefore, to be accurate in oral production, to be understood and to gain interest of their interlocutors; learners should pay attention to correctness and completeness of the language form; they should be knowledgeable and master the use of:

- Vocabulary: which mean that learners should study words and know their meanings, their use, also they should be able to distinguish between



## **Chapter Two : speaking Skill in EFL Classroom**

---

words classes which are lexical one as nouns, verbs, adjectives, adverbs, or function one as determiners, particles, prepositions...etc. Mastering vocabulary helps learners to be able to select and use the appropriate words, utterances and expressions with the context when speaking.

- Grammatical structures: rules of words order, tenses...etc. This means that learners should know how elements of a sentence are put and work together such as morphemes, phonemes, words, phrases, clauses...etc.
- Correct pronunciation: “production of sounds, stress patters, rhythmic structures and intonation of the language” (Florez, 1999:2).

### **2.2.2 Fluency:**

Fluency is the main element of the speaker performance, it is the ability to produce connected speech, words, utterances without hesitation, Hedge (2000:20160 ) claimed that “Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation”. Hughes (2002) supports also that fluency based on coherence, speech rate and speech continuity.

According to P.Skehan as quoted in Thornbery (2000:3) fluency is the “capability to produce language in real time without undue pausing or hesitation”. In other words, speaking fluently is the ability to communicate one's thoughts, ideas, or opinions in a variety of contexts by using the language spontaneously and confidently It entails speaking without pausing to consider what one is saying or to be concerned about errors (accuracy) to the point where it becomes unnatural speech.

## **Chapter Two : speaking Skill in EFL Classroom**

---

### **2.3 Aspects of speaking:**

Aspects of the speaking skill need to be put into consideration because they pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations,

#### **2.3.1 Face to face**

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. “Do listeners understand? Are they in agreement? Do they sympathize?” (Cornbleet & Carter, 2001: 16). Thus communication through speaking has many characteristics, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (El Fayoumy, 1997: 10, Widdowson, 1998 & Burns, 1998).

#### **2.3.2 Interacting**

Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet & Carter, 2001: 27) Turn taking, a main feature in interaction, is an unconscious part of normal conversation. “Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages” (McDonough& Mackey, 2000: 84).

## **Chapter Two : speaking Skill in EFL Classroom**

---

### **2.3.3 Real time**

(Foster et al., 2000: 368)state: “During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this”. These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, “speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves” (Miller, 2001, 27). This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987: 21; Foster et al., 2000 and Hughes, 2002:76).Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

### **2.4 speaking difficulties to EFL learners**

In EFL classes, students may face many problems in speaking freely. These problems maybe classified into two types: linguistic problems and psychological problems.

#### **2.4.1 Linguistic Problems**

According to Thonbury (2005, 11) “linguistic knowledge plays an important role in speaking skill”. He also emphasizes that; if any feature from this knowledge is

## **Chapter Two : speaking Skill in EFL Classroom**

---

lacking, students can find problems in participation. These difficulties are: lack of vocabulary, pronunciation mistakes and grammar mistakes.

### **2.4.1.1 Lack of Vocabulary**

To achieve oral skill students need the appropriate selection of words when they are speaking, and using these words and expression accurately. Thornbury(2005) states that “spoken language also has a relatively high proportion of words and expression” (p.22). Thus, learning foreign languages requires a great knowledge of its vocabulary, the phenomenon in our EFL classes is that many students often find some difficulties when they try to express what they want to say because they find themselves struggling their limited words and expression. Therefore, these limitations of vocabulary affect the amount of their participation in speaking activities.

### **2.4.1.2 Pronunciation Mistakes**

Speaking a language, English, means having a good pronunciation because the way of pronunciation is the first thing that students are judged and evaluated. EFL students have to Practice their pronunciation and to be aware of the different rules of sounds as stress, Intonation ... etc. Bada, Genc&Ozkan (2011) assert the importance of pronunciation in speaking skill “in speaking, they compete with limited time to recall words, and also take care of their pronunciation ... Speaking is often dealt with at pronunciation level” (p. 122). Usually students have unpronounced speech that reflects lack of experience with English sounds, rhythms and words stress and students' poor listening to native speaker or because of teachers' miss pronunciation as non-native speaker. Therefore, pronunciation mistakes are one of the main factors that impede the students from doing their speaking activities freely and without any stress. This is the reason that leads to the difficulty of participation.

## **Chapter Two : speaking Skill in EFL Classroom**

---

### **2.4.1.3 Grammar Mistakes**

Grammar knowledge is one of the most important aspects for being good in speaking. EFL students have to achieve this knowledge to improve their participation. As Davies and Pearse (2000, 82) stated, “Many people do not like speaking in front of large groups of people”. It means that in any foreign language, the students worry about making mistakes when they speak in front of the whole class.

### **2.4.2 Psychological Problems**

According to Thonbury (2005, 24), the psychological barriers of EFL students in oral English communication are the psychological negative emotions that prohibit their performance in English as a foreign language. Students may experience different psychological barriers including lack of self-confidence, anxiety, shyness and fear...etc.

#### **2.4.1.1 Mother Tongue Use**

Student of the same mother tongue frequently use it in and outside classroom because they feel comfortable and less exposed to the target language. Learners often use the mother tongue when they could not express themselves in foreign language, so they borrow words from their native language. According to Baker & Westrup (2003), “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” (p.12). Therefore, this use of mother tongue breaks down the students’ communication in classroom and lessens their speaking abilities. Students always run away from using the foreign language due to the lack of vocabulary in this language.

## **Chapter Two : speaking Skill in EFL Classroom**

---

### **2.4.1.2 Low Uneven Participation**

This problem is about how much time each student spends speaking. Some students are dominant and take up nearly all of the students' talking time. Others, on the other hand, choose to talk only if they are certain that what they will say is proper, while others remain mute throughout the course, showing no interest or engagement. Harmer (2001) suggests streaming weak participators in groups and letting them work together. In such cases, they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman et al. (1989: 40) support the idea by saying that “traditional classroom seating arrangements often work against you in your interactive teaching.” This problem may be related to motivation because some students are not practice if teacher do not motivate them.

### **2.4.1.3 Fear of Mistakes**

In EFL classes, students cannot express themselves in foreign language and do not participate appropriately in the oral lessons for the reason that they are worried about making mistakes, fearful about public correction(from teacher or classmates). As Ur (2000) states: “stated that sometimes the learners are inhibited to participate because of shyness, stress, being afraid of others reaction or making mistakes or because some of them hates to attract others attention”. Therefore, fear of making mistakes can considered as another obstacle for students participations.

## **Chapter Two : speaking Skill in EFL Classroom**

---

### **2.5 Reasons for Teaching Speaking**

According to Harmer 2007, teaching speaking can be beneficial for three reasons:

- a. It gives students occasions for speaking the L2 to know people namely teachers and classmates within the classroom.
- b. In teaching speaking students are given tasks where they take the advantage to express their knowledge freely in order to diagnose their strengths as well as their weaknesses.
- c. Teaching speaking makes all of the kept information about language grammar structures practiced away by learners that, Surly; lead them to speak fluently and without difficulty.
- d. In teaching speaking exercises must be set up by the teacher correctly i.e. suitable for students in order to guarantee their contributions and make them benefit from those exercises.

### **2.6Activities to Enhance the Students' Participation**

The discussion below centers on the major types of speaking activities which can be applied in the classroom:

#### **2.6.1 Problem Solving Activity**

A problem solving is a classroom activity in which the students are supposed to find solutions for a given problem. According to Klippel (1983): Problem solving activities demand that the learners themselves decide upon the items to be ranked ... the language which is needed for problem solving activities depends on the topic of each exercise, but in general students will have to make suggestion, give reasons, and accept, modify suggestions and reasons given by others (p. 103). Lastly, students find

## **Chapter Two : speaking Skill in EFL Classroom**

---

themselves participating and speaking when they are struggling to find solution to the problem that is presented in problem-solving tasks. For example, teacher asks the students to decide the best action and the effective solution is such as: “You see a follow worker in your office steals a portable computer, you know, he/ she is a single parent of two young children and has financial problems” (Pearse& Davies,2000).

### **2.6.2 Discussions and Debates**

Discussion and debates are the most commonly activities develop the students communicative abilities and to practice the language in different situation. They aim to engage the students’ interest, opinions, histories, and experiences.. Besides that, many teachers argue that the best discussions in classes are those arise spontaneously from topics interest the students and proposed or selected by themselves. It may take just few minutes or take whole lesson. Harmer ( 2001,272) argued that discussion, as a speaking task, can be seen as the most useful and interesting form of oralpractice in the classroom since it offers opportunities for students to exchange their opinions, talk about their experiences and express their views to develop their communicative ability when using the target language. In this sense Littlewood (1981) states that: “It (discussion) provides learners with opportunities to express their own personality and experience through the foreign language” (p.47. This means that “discussion” is regarded as a real language experience where the students use their abilities in order to deal with such speaking activity. Finally, discussion (debate) has its advantages and benefits:

- 1- It helps and motivates the students to use foreign language, English, to go on conversation and dialogues for long time.



## **Chapter Two : speaking Skill in EFL Classroom**

---

- 2- It provides for the students opportunity to practice the strategies required in interpersonal communication.
- 3- It is the most successful activity to memorize information since the students are involved in it (Hedge, 2000: 277).

### **2.6.3 Conversations**

One of the most focus that EFL teachers have to deal with is the emphasis on having students analyze and evaluate the language that they or other produce. The development of conversation skills paves the way to develop the language itself. According to Thornbury (2005), many language learners feel that developing conversation competence is their most urgent need and their principle objective.

### **2.6.4 Role play**

Providing a role play in the classroom, is very important in developing students' Oral proficiency. We use term, role play to refer to the 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 use (Thornbury,2005). Gillian Porter Ladousse (1987) states the means of role play“ as words “when students assume role“, they play a part (either their own or somebody else's) in a specific situation. Role Play“ means that the role is taken on in a safe environment in which students are as inventive and playful as possible” (p. 5). Consequently, role play is the most enjoyable activity for the students because it is less threatening and it builds up their self confidence. Through role play students can train their Speaking skill in any situation. It also helps many shy students by providing them with a mask and increases their motivation (Ibid). It can be performed from prepared scripts, created from the students themselves, depending on their level. It consists of short scenes

## **Chapter Two : speaking Skill in EFL Classroom**

---

which can be realistic or pure fantasy (Klippel, 1983:121). As a result, to succeed with role play, the teachers have to select topics from the students' interest in order to motivate and bring them to participate more.

### **Conclusion**

This chapter has attempted to focus on speaking skill in general and the difficulties that EFL students may face when participating in the classroom. Teachers must use specific strategies to teach students and assist them in participating in the classroom, as well as create some activities that may increase student participation. However, many EFL students do not participate due to the aforementioned discussion issues in this chapter, such as linguistic and psychological issues. More importantly, the use of various activities such as role-playing, problem-solving activities, discussion and debates, and so on will increase student participation and solve their speaking issues.

## **Chapter three: Methodology and Results**

---

### **Chapter three: Methodology and Results**

Introduction.....	32
3.1 Research Design.....	32
3.1.1 Tools of Research.....	32
3.2 The Target Population.....	34
3.2.1 The Students.....	35
3.2.2 The Teachers.....	35
3.3 Research Instruments.....	35
3.3.1 Description of Classroom Observation.....	35
3.3.2 Description of Questionnaires.....	36
3.3.2.1 Description of Teachers' Questionnaire.....	36
3.3.2.2 Description of Students' Questionnaire.....	36
3.4 Analysis of the Findings.....	37
3.4.1 Classroom observation.....	37
3.4.2 The Analysis of Questionnaires.....	40
3.5 Discussion of the Findings.....	61
Conclusion.....	62

## **Chapter three: Methodology and Results**

---

### **Introduction**

This chapter is devoted to the practical part of the research work. It highlights the steps and the research tools used in carrying out the study attempts. It describes the target population and the research instruments namely classroom observation, students' questionnaire, and teachers' questionnaire.

### **3.1 Research Design**

#### **3.1.1 Tools of Research**

The descriptive correlational design was used in this study's research methodology, which is one of the most common types of research. To describe and investigate the various attitudes toward the implementation of constructive struggling and their associations with enhancing students' communication skills. In light of the preceding idea, it is worthwhile to define the terms correlation research and descriptive research.

Riazi(2016)states: "Correlation refers to the relationship between two or more *variables*. It is one of the most commonly used and very useful types of statistical analysis in *quantitative research*."(Riazi2016:64)

Descriptive research is a label given to those studies which aim at describing a social phenomenon by describing the relationship among variables in a target population. Descriptive research is non-experimental in nature and therefore does not aim at establishing a cause-and-effect relationship among variables".(Riazi2016:88).

A co-relational study's major goal is to find or prove the presence of a relationship, association, or interdependence between two or more features of a situation and the

## **Chapter three: Methodology and Results**

---

descriptive research tries to describe a scenario, problem, phenomena, service, or program in a systematic way, or gives information on, say, community living circumstances, or describes views about an issue.

In this study, two main research tools have been used: classroom observation and two questionnaires, one for student students and one for teachers.

### **3.1.1.1 The Classroom Observation**

Classroom observation is a research tool for collecting data about certain variables. It is helpful to get information about the students' skills, attitudes, wants and to know more about the students' behavior. According to Hoadjli (2016:47):" observation is a data collection method which often offers there searchers the opportunity to gather live data from the situations."

Thomson (1996:21) recognizes the importance of observation as a research activity:"To have the opportunity to carefully observe people at work is a fruitful activity." (Cited inBiggam,2008:60).

According to the researchers' purpose, classroom observation can be either participant or non-participant. The former is about the researchers' participation in the activities of the group being observed, [ in this case the researcher is an active observer]. Whereas, non-participant, is when the researcher is not taking a part in the activities of the group being observed, s/he just watches, listens, observes, and records what is needed for his/her study, [s/he is a passive observer].(Kumar,2011:134).

## **Chapter three: Methodology and Results**

---

### **3.1.1.2 The questionnaire:**

Brown (2001:6) define questionnaire as: "[...] any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers". (Cited in Mackey and M. Gass, 2005:92).

In different words Nunan (1992:142) states that:

'the questionnaire is relatively popular means of collecting data. [Because] it enables the researcher to collect data in field settings, and the data themselves are more amenable to quantification than discursive data such as free field notes, participants observers ' journals, the transcripts of oral language'.

Despite this, the questionnaire is simple to administer, distribute, and evaluate, unlike interviews and other instruments. It saves time and provides immediate responds.

### **3.2 The Target Population**

In each research, the participants are considered to be one of the most essential components of any research work. In this vein, according to Marczyk et al. (2005: 18), "the term population refers to the sum of individuals who are of interest to the researcher. These individuals are of the same type" (Cited in Labiod, 23: 2007). In similar vein, Y.K. Singh (2006 :82 ) likes to provide the following definition:

population or universe means, the entire mass of observations, which is the parent group from which a sample is to be formed. The sample observations provide only an estimate of the population characteristics". Therefore, it is worth to mention what is meant by sample, Riazi (2016:284) states: "a sample is a small proportion of a population which researchers consider for study when investigating a particular topic

The population in the present study is represented by first year license students

## **Chapter three: Methodology and Results**

---

of English at the Department of Letters at the University of Ouargla, and it is represented by students making up six groups where female students are outnumbered male students.

### **3.2.1 The Students**

First year LMD students of English, at the University of Ouargla Department of English, make up the entire population of our present study. It is composed of a sample of forty three(43) students, from a total population of about (240) students. This population has been purposely chosen for the following reason. It is believed that first year students are more motivated than the students of other levels.

### **3.2.2The Teachers**

We have worked with the teachers of oral expression at the University Of Ouargla. We dealt with Five(05) of teachers, they selected randomly because they have an experience in teaching speaking skill, some of the participants are doctors and others are PHDs.

## **3.3 Research Instruments**

### **3.3.1 Description of Classroom Observation**

The study was conducted with first year EFL students at the University of Ouargla in three observational weeks at different times. Several elements have been observed during observationsessions that are related to speaking. The first period was devoted to observe students 'attitudes towards oral expression, while the second period intends to observe the students engagement in constructive struggling. The classroom observation for the third period was devoted to observe the effectiveness of constructive struggling in enhancing EFL students' speaking skill.

## **Chapter three: Methodology and Results**

---

### **3.3.2 Description of Questionnaires**

In this study, two questionnaires have been used, one for teachers and one for students. The questionnaires contain questions of the multiple choice type(MCQ), where the teachers/students put a tick in the corresponding boxes after reading the questions carefully, And some of these are open-ended questions where both students and teachers write full answers. The results of the questionnaires serve to explore the effectiveness of constructive struggling in enhancing first year license students' speaking skill.

#### **3.3.2.1 Description of Teachers' Questionnaire**

The teachers' questionnaire was designed for teachers of oral expression at the Department of English language at KasdiMerbahOuargla who are familiar with this type of instruments. It was administered to four (4) teachers of oral selected randomly. It took them almost 10minutes of their time.

The questionnaire includes (19) questions divided purposefully into four sections. The first section tackles the background information about teachers. The second section deals with teaching the speaking skill. The third section involves questions about teachers' attitudes towards the implementation of constructive struggling. The last section gives the teachers the chance to add any further comments or suggestions.

#### **3.3.2.2 Description of Students' Questionnaire**

The students' questionnaire was administered to 43 students from 240 gathered together, making up the target population. Students were given identical information and they were reminded to work independently. Their answers remain confidential



## Chapter three: Methodology and Results

and their participation is really appreciated.

It composed of (17) questions divided into three sections. The first section is devoted to personal information about the students, the second section involves questions that tend to elicit the students' attitudes towards oral expression comprehension. The last section aims to gain information about students' attitudes towards the constructive struggling..

### 3.4 Analysis of the Findings

#### 3.4.1 Classroom observation

The aim of carrying out the classroom observation is to explore the effectiveness of constructive struggling in enhancing EFL students speaking skill. The following table demonstrates the observed elements and the collected data from the classroom observation:

<b>Skill</b>	<b>Level</b>	<b>Observation session</b>	<b>Observation elements</b>
Speaking	First year EFL students at the university of Ouargla	The first week	Students' attitude towards oral expression
		The second week	Student engagement in constructive struggling
		The third week	The effectiveness of constructive struggling in enhancing the speaking skill.

Table3.2. Classroom Observation Data

## **Chapter three: Methodology and Results**

---

As mentioned in the above table, the observed elements during the observation session in this research are as follow:

➤ **Students' attitudes towards oral expression**

During the first observational week, the students' attitudes toward oral expression are being observed. The teacher use of different materials such as data show, pictures the sake of facilitating the learning process and motivating students to participate in discussion. certainly; they were engaged through their interaction, and discussion with the teacher. This reflects their interest toward oral expression, since the oral classroom atmosphere that is designed by the teacher let them fulfill their speaking needs. The oral classroom benefits students in listening skill through listening to teachers' explanations. Additionally enhances students' speaking skill through oral interaction, negotiating and communicating topic's content.

➤ **Students engagement in constructive struggling**

In the oral classroom, the teacher ask students in order to engage in the speaking task. He uses videos including different topics with different ideas and pictures. The questions, the activities, and the instructions took the following forms: Before starting the session, the teacher starts his lecture with the warm up activity in order to prepare his students and let them guess the topic chosen for the session. He began the lecture by asking questions led students struggle to know the topic. After that, he uses the data show and they have watch two attractive videos related to the topic chosen for discussion. Then, the teacher ask students to suggest how to solve the problem concern the watched videos and asks them to work in small groups in a specified time. Next, after doing the activity, each students present his suggestion and

## **Chapter three: Methodology and Results**

---

ideas, the teacher interacts with his students correcting their accuracy mistakes and sharing ideas in the given problem.

### **➤ The effectiveness of constructive struggling in enhancing students' speaking skill**

During classroom observation, the students were highly motivated and interacted positively with the task which reflects their interest towards the activities. They were following the teachers' activities besides participating, and asking questions from time to time. The good things about the constructive struggling is the fact that it helps the students to express the ideas better and develop their oral expression abilities. Actually, it is the first step to the speaking task, since it enhances the students' speaking performance and the students' engagement in lecture. It is a psychological weapon that can help oral teachers increase their students' motivation and interest. It helps students to enjoy learning more when they are actively involved, rather than passive listeners. Additionally, it helps to ensure the group interaction through group working.

Constructive struggling is not only cooperative for students, also it may in turn serves the oral teachers. It provides them with some guidelines to set a successful goals, to be familiar with students' thinking and to plan a speaking task according to his objectives.

## Chapter three: Methodology and Results

### 3.4.2 The Analysis of Questionnaires

As mentioned above, we designed two questionnaires as an instrument of our investigation; one is for the students and another for the teachers, the analysis and results of the questionnaires serve to explore the effectiveness of constructive struggling in enhancing first year license students' speaking skill.

#### 3.4.2.1 The Students' Questionnaire

##### Section One: Personal Information About the Students (Q1toQ6)

##### Question 01: Sex

The answers show that the majority of the participants are female. Out of the total number of the target population (43), male students are (14) subjects, making up (32.6%). Whereas the rest who were forty girls, making up (67.4 %). Thus, this result demonstrates that female students are more motivated to learn the English language than male.

Gender	Male	Female	Total
Number	14	29	43
%	32.6%	67.4%	100%

Table3.3.Students'Sex

##### Question02: Stream of your study in Secondary School

The table below reveals the informants choice in secondary school comes from different stream. The first group represents the scientific stream, where the number of informants is(23), making up (53.48%), taking the majority as compared to the

## Chapter three: Methodology and Results

---

rest of the groups. The second group is recorded by the foreign languages stream where the number of subjects is (13), making up(30.23%). The last group presents literature stream where the number of participants is (7), making up (16.27%). The results show that the high degrees that are recorded by the students who were in scientific stream, reflect their interest towards learning the English language, in spite of their solid studies that has relation with statistics, numbers, equations, and calculation.

Stream	Science	Foreign languages	literature	Total
Number	23	13	7	43
%	53.48%	30.23%	16.27%	100%

**Table3.4.Students'StreaminSecondarySchool**

### **Question 03:How long have you been studying English?**

According to students' responses to this question, (24) of subjects show that they have been studying English for seven years, making up (55.28 %). With an assumption that they have not repeated any year. For Those who declare that they have been studying English for eight years are( 15) subjects, making up (28.30 %). Seven of participants ( 7), making up(13.21 %),state that they have been studying English for nine years, and the same number of Subjects state that they have been studying English for ten years. The two latter participants are believed that they have repeated one or many years.

## Chapter three: Methodology and Results

Years	7	8	9	10	Total
Number	24	7	6	6	43
%	55.81%	16.27%	13.95%	13.95%	100%

**Table3.5. YearsofStudyingEnglish**

### Question 04: How do you rate your level in English?

The aim of this question is to know students' considerations to their level in English. It intends to evaluate themselves according to their averages in the first semester and marks during their studies. While (6.97 %) state that their level is very good, whereas (39.53%) state that their level is good. The majority of the students who their number is nineteen (19), assume that their level is average, making up(44.18%). The rest of students, who are seven subjects, consider their poor level making up (9.30%).

	Very good	Good	Average	Poor	Total
Number	3	17	19	4	43
%	6.97%	39.53%	44.18%	9.30%	100%

**Table3.6. Students' Considerations to Their Level in English**

### Question 05: Does your level enable you to express yourself orally??

According to students' responses to this question, (37) of subjects show that they have the ability to express themselves orally, making up (86.04 %). Six of participants (6), making up(13.95 %), state that they have not the ability to express themselves, With an assumption that they have difficulties in oral expression.

## Chapter three: Methodology and Results

Years	Yes	No	Total
Number	37	6	43
%	86.04%	13.95%	100%

**Table3.7. Students' Ability to Express Themselves Orally**

### Section Two : Students' Attitudes Towards oral expression and the speaking skill(Q6 to Q14 )

#### Question 06: How often do you participate in Oral Expression session?

According to students' responses to this question, (10) of subjects show that they always participate in ORE session, making up (23.25 %). With an assumption that they like speaking in English. For Those who declare that they often participate are(5) subjects, making up (11.62 %). Nineteen of participants (19), making up(44.18 %),sometimes participate in order to improve their level and their speaking skill. Four students making up (9.30%) of the learners declare that they rarely participate rarely, while Five of the students never participates because of many reasons and difficulties they have in speaking.

	Always	Often	Sometimes	Rarely	Never	Total
Number	10	5	19	4	5	43
%	23.25%	11.62 %	44.18%	9.30%	11.62%	100%

**Table3.8. Students' participation in oral expression session**

## Chapter three: The Field of Work

---

### Question 07: Teacher's talk in the classroom

The answers show that (62.79%) of students said that the teacher is the most talkative in classroom making up (27) subjects and (34.88%) of them claimed the teachers' talk is average and only one student pointed that the teacher is less talkative.

	Talkative	Average	Less talkative	Total
Number	27	15	1	43
%	62.79%	34.88%	2.32%	100%

**Table3.9. Teacher's talk in the classroom**

### Question 08: How often does your teacher invite you to speak?

The table shows that the teacher of oral expression encourage participation between the learners, (46.51)% of students said that the teachers always invite them to speak, (30.23%)making up (13) subjects who judge that the teacher sometimes invite them to speak while only (10) of the students reply that the teachers rarely invite them to speak.

	Always	Sometimes	Rarely	Total
Number	20	13	10	43
%	46.51%	30.23%	23.25%	100%

**Table3.10. Frequency of Students Being Invited to Speak**



## Chapter three: The Field of Work

### Question 9: Who does mostly of talk in the classroom?

More than half of the students (62.79%) ascribe talking in the classroom to the teacher and (23.25%) making up (10), said that students are most talkative in the classroom while the rest of students (13.95%) reply that both teacher and students are talkative in the classroom.

	Teacher	Student	Both of them	Total
Number	27	10	6	43
%	62.79%	23.25%	13.95%	100%

**Table3.11. Most Talk in the Classroom**

### Question 10:Do you face any problem while you are speaking?

The answers show that the majority of the participants face problems while they are speaking (93.02 %),making up(40), subjects and they decide on "yes". In contrast, the rest of participants do not face any problems, (6.97%%)decide on "no". The results show that the majority face problems, may be ,due lack of motivation, lack of vocabulary or fear to make mistakes.

Options	Yes	No	Total
Number	40	3	43
%	93.02%	6.97%	100%

**Table3.12. Students' Problems while speaking**

### Question 11: which problem do you face?

The majority of the participants reveal that (14) of participants, making up ( 32.55%),have speaking difficulties because of they lack of vocabulary, thirteen of

## Chapter three: The Field of Work

participants (13), making up(30.23 %) having difficulties because of inhibition and stress. Five of informants(5), making up(11.62%) assert that they have the use of mother tongue problem. Four of participants (4), making up(9.30%), declare that they often face speaking difficulties because of shyness. Two participants (2) making up (4.65%)their problem is nothing to say about the chosen topic, while five(5) making up (11.62) participants declare that they have all the problems mentioned.

Problems	Number	%
Lack of vocabulary	14	32.55%
Inhibition because of stress	13	30.23%
Mother tongue use	5	11.62%
Shyness	4	9.30%
Nothing to say about chosen topic	2	4.65%
All the above	5	11.62%
Total	43	100%

**Table3.13. Students' types of the Problems faced in the classroom**

**Question 12: How often does your teacher encourage your oral fluency and correct your mistakes?**

From the table below, the majority of participants who select the option "sometimes" make up (39.53% ), whereas fourteen of participants ( 14 )who select the option "always", making up (32.55%). Twelve (12) of participants answering this question by stating tick in "never" column, making up(27.90%)

## Chapter three: The Field of Work

Options	Always	Sometimes	Never	Total
Number	14	17	12	43
%	32.55%	39.53%	27.90%	100%

**Table3.14. Frequency of Teachers' for Encouraging the Oral Fluency and Correcting Mistakes**

### Question13: Does your teacher give you more time to express your opinion?

The answers shows that (51.16%) making up (22)participants confirm that the teacher give them time to express their opinion, while twenty one (21) participants making up (48.83%) stated that the teachers do not give time to the students' to express themselves.

Options	Yes	No	Total
Number	22	21	43
%	51.16%	48.83%	100%

**Table3.15. Teachers' Time of Expressing the Students Opinions**

### Section Three: The Students' Attitude towards constructive struggling(Q14 toQ17)

#### Question14: Is it preferable to construct meaning and discussion subjects through questioning and struggling in oral expression session?

The aim of this question is to elicit students' answers about the Construction of meaning and discussion subjects through questioning and struggling in oral expression session In fact, (88.37 %) of them they declare that they prefer it ,and they represent the majority of the participants. Whereas, only(11.62%) are against and declare for "No".

## Chapter three: The Field of Work

Options	Yes	No	Total
Number	38	5	43
%	88.37%	11.62%	100%

**Table3.16. students attitude towards construction of meaning through struggling and questioning**

**Question15: In what ways constructive struggling help you to overcome with your speaking difficulties?**

As it is clear from the table below, the students' answers concerning the ways that constructive struggling help them to overcome with their speaking difficulties are as follow: twenty four (24) of participants, making up(55.81 % ), state that they get the chance to discuss with other students and exchange ideas, and the same number of subjects said that constructive struggling help them to get opportunities to reflect on their own learning and thinking, while twenty ( 20) of participants, making up (46.51 % ), assert that they get opportunities to discuss realistic tasks such as real life situations.Seventeen (17)of participants, making up(39.53%),confirm that they Get opportunities to discuss teacher's questions and its solutions.

Options	Number	%
Get the chance to discuss with other students and exchange ideas	24	55.81%
Get opportunities to reflect on your own learning and thinking	24	55.81%
Get opportunities to discuss realistic tasks(real life situations)	20	46.51%
Get opportunities to discuss teacher's questions and its solutions	17	39.53%

**Table3.17. constructive struggling contribution to overcome with speaking difficulties**

## Chapter three: The Field of Work

---

**Question16. Which of the following help you better to guess and understand the topics?**

The overwhelming majority (74.41%) of students reveal that struggling and questioning helpful way to guess and understand the topics ,(31)of participants, making up(72.09%),choose group works as the best activity to guess understand the topics. Twenty four (24) of participants, making up (55.81%),select introducing vocabulary with key words as a good way to guess and help in topics understanding. To end, the lowest percentage goes for the use of visual aids as best material with ( 44.18%) making up (19) participant

Activities	Number	%
Using visual aids (videos)	19	44.18%
Struggling (questioning)	32	74.41%
Introducing vocabulary (key words)	24	55.81%
Group work	31	72.09%

**Table3.18.Ways that Contribute in Guessing and Understanding The Topic**

## Chapter three: The Field of Work

---

### Question17: Does constructive struggling help you to advance your speaking level?

thirty seven of respondents, making up (86.04%), opt for "yes", while only six of the respondents, making up (13.95%), opt for "no". The results show that these approach play a fundamental role in enhancing students' speaking skill. In fact, most of participant show a great deal of interest toward it.

	Yes	No	Total
Number	37	6	43
%	86.04%	13.95%	100%

**Table3.19.constructive struggling in advancing students' speaking level**

#### ➤ Students' justifications of Their Choices

Majority of respondents(37) opt for "yes", making up (86.04%), while only six (6) of the respondents opt for "no", making up (13.95%). The results show that the constructive struggling play a fundamental role in enhancing students' speaking level. In fact, most of the participants show a great deal of interest towards this approach, This helps them to improve their speaking skill, to be capable to deal with different thoughts through questioning and problem solving, to use their knowledge in construct and to understand the topics.

### 3.4.2.2 The Teachers' Questionnaire

#### Section One: General Information(Q1toQ4)

##### Question1: Gender

In the table below, it is shown that(50%) of population represented are males and same number of participants are females.

## Chapter three: The Field of Work

Gender	Male	Female	Total
Number	2	2	4
%	50%	50%	100%

**Table3.20.Teachers'Gender**

### Question2:Degree(s)held

The data, in the table below, indicates that (3) teachers, making up (75%), have PhD degree, and(1) teacher, making up(25%)have a Magister degree.

Degree	Master	Magister	PhD	Total
Number	0	1	3	4
%	0%	25%	75%	100%

**Table3.21.Teachers'Degree**

### Question 3: How many years have you been teaching English in the university?

In this question, the teachers are asked about the years that they had spent in teaching English in the university. From the table, it is displayed that one teacher, making up(25%), teach English less than 5years. While, two (2) teachers stats that they teach English in the university for period between 5-10 years. Last, one teacher, making up(25%), asserts that she spent more than 10 years.

Years	1-5	5-10	More than10	Total
Number	1	2	1	4
%	25%	50%	25%	100%

**Table3.22.Teachers' Experiences in teaching English in the University**

## Chapter three: The Field of Work

### Question 4: How many years have you been teaching oral?

As seen in the table below, teachers' answers concerning this question reveal that (2) teachers, making up (50%), have an experience in teaching oral less than 3 years. While, two (2) teachers, making up (50%), state that they teach oral subject for period more than 6 year. However, none of them taught oral subject between 3-6 years.

Years	1-3	3-6	More than 6	Total
Number	2	0	2	4
%	50%	0%	50%	100%

**Table 3.23 .Teachers' Experiences in Teaching Oral expression**

### Section Two: Teaching Oral expression (Q5 to Q10)

#### Question 5: As a teacher of oral expression do you think that speaking is important in language teaching?

The findings in the table below, demonstrates that all teachers who take part in the questionnaire (100%) agree upon the idea that speaking is important in language teaching.

	Yes	No	Total
Number	4	00	4
%	100%	00%	100%

**Table 3.24. Teachers' Opinions About the Importance of Speaking in Language Teaching.**

#### ➤ Teachers' Justification to Their Choices

In this question, teachers are asked to justify their answers regarding ( Q5) whether or not speaking is important in language teaching. They believe that teaching a foreign language implies teaching the four skills, that is to say, listening, reading, speaking, and



## **Chapter three: The Field of Work**

---

writing are interrelated and completing each other. Moreover, the reading skill is important to language teaching, because it enhances students' vocabulary, production of language, prompt interaction and self-confident for more fluent users of language.

### **Question6: What kind(s) of teaching materials do you use in teaching oral expression?**

This question aims to know teachers' choices about the teaching material they use in teaching oral expression. They answer that the selection of materials depending on the element being taught and on the specific objectives of the lecture. They prefer to use authentic materials such as audio visuals such as videos, pictures and data show, games, role plays, and activities with flash cards.

### **Question8: To what extent does the teaching material help you in teaching oral expression?**

The teachers answers concerning this questions are stated as follow: they believe that the teaching material is an effective way in teaching oral expression, since it helps them in teaching because it motivates and engages learners in the process of learning intensively and extensively, it facilitates and help learners and teachers to achieve their learning outcomes. Moreover, Pictures, videos, data show enable students comprehend quickly the speaking tasks.

### **Question9: How often do your students participate in the oral expression class?**

By this question, the teachers are asked to evaluate the frequency of their students' participation in the oral expression class. The teachers' answers vary between "always" (75%) and "frequently" (25%. While sometimes (0), and never (0) were excluded.

## Chapter three: The Field of Work

	Always	Frequently	Sometimes	Never	Total
<b>Number</b>	3	1	0	0	4
<b>%</b>	75%	25%	00%	00%	100%

**Table3.25. Frequency of Students' Participation in the oral expression Class**

### **Question10:Do you think that they participate because :**

As it shown in the table below, the teachers answers are stated as follow: (75%) of teachers believe that their students are participating because they are motivated and the topic got their interest. however, one teacher, making up(25%),believe that they are familiar with the topic.

<b>Options</b>	<b>Number</b>	<b>%</b>
They are motivated	2	50%
They are familiar with the topic	1	25%
The passage got their interest	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table3.26. Teachers' Reasons Behind the Students' Participation**

### **Section Three: Teachers' Attitudes Towards the Implementation of constructive struggling**

#### **Question11:Do you think that problem solving activities enhance the speaking skill?**

The teachers, in this question, provide a total affirmation that problem solving activities plays a fundamental role in enhance students' speaking skill. It increases their curiosity, challenge the learners to take risk and construct new knowledge and make all students engaged in learning.

## **Chapter three: The Field of Work**

---

**Question12:Do you agree that the constructive struggle encourage and motivate the students to speak and make the classroom enjoyable?**

Teachers answers concerning this question demonstrate that they share the same view. All teachers agree to a great extent that constructive struggle encourage and motivate the students to speak and it make the classroom enjoyable.

**Question13:According to you, the construction of knowledge through struggling and problem solving has a positive effect on students' oral expression?**

The teachers believe that the construction of knowledge through struggling and problem solving has a positive effect on students' oral expression, they assume that it develops the negotiation of meaning so that increases comprehension and consolidate knowledge.

**Question14:Do you think that constructing meaning and discussion subjects through questioning and struggling in group work helps students to overcome some of their speaking difficulties?**

The teachers, in this question, totally affirm that constructive struggling and discussion subjects plays a fundamental role in overcoming students' speaking difficulties. It enhances their use of different language functions such as debating, arguing, and discussion.

**Question15: Does the number of students help you in implementing constructive struggling?**

The majority of teachers(75%) claim that the number of students help them in implementation of the constructive struggling, while only one teacher state that the number do not help her since she have large class number.

## Chapter three: The Field of Work

	Yes	No	Total
Number	3	1	4
%	75%	25%	100%

**Table3.27. Contribution of Student' Number in Implementing Constructive Struggling.**

### Section Four: Further Suggestions(Q16) to (Q19)

#### Question16: How satisfied were you with the oral program?

Majority of teachers are somewhat satisfied making up (75%), while one teacher state that she is very satisfied making up(25%).

	Very satisfied	Somewhat satisfied	Very dissatisfied	Total
Number	1	3	00	4
%	25%	75%	00%	100%

**Table3.28. Teachers' Satisfaction with the speaking program.**

#### ➤ Teachers' Justification to Their Choices

By asking this question, teachers provide a bulk of justification to their choices, which are as follow: first, for those who declare that they are very satisfied, the reason behind their answers is the fact that the oral program is designed according to the real needs of students. Second, for those who assert that they are somewhat satisfied, they justify their answers that number of sessions (one hour per week ) it is not enough, program is not well implemented. In which it needs a kind of cooperation between all the other subjects.

## Chapter three: The Field of Work

---

### Question 17: What elements should be added in the oral syllabus?

The teachers, in this question, are requested to rethinking the whole oral expression syllabus with reference to materials and assessment tools such as laboratories, audio visual aids...etc.

### Question18: In your opinion how can teachers of oral help students overcome their speaking difficulties?

Teachers of oral believe that, there are a variety of speaking strategies would help students to overcome their speaking difficulties, which are stated in the table below:

#### Teachers' answers

- Use of TED Talks.
- Integrating the other skills.
- Developing 21<sup>st</sup> century skills.
- . Using activities that bring fun into the classroom.
- Psychological support techniques to free the learners of anxiety .
- Giving students some of speaking tasks to do them out side the class.

---

**Table3.29. Teachers 'Ways of Overcoming Their Students' speaking difficulties**

### Question19:would you like to add any comment or suggestion?

In this question, the teachers are requested to add any comment or suggestion. They propose to focus more in fluency and accuracy in teaching oral expression, also should support collaborative teaching and cooperation with teachers of different subjects for the designing of oral syllabus. This suggestion reveals that oral subject can be useful in developing the language skills, and it can be used to foster each skill. They comment that speaking is considered as one of the most important skills that should be developed at an early age and by guiding the speakers , how to use speaking strategies to overcome their difficulties.

### **3.5 Discussion of the Findings**

The obtained results from both the students' questionnaire, the teachers' questionnaire, and classroom observation reveal important information. It supports the alternative hypothesis which stated that applying and integrating constructive struggling would enhance EFL students' speaking skill. From the analysis of students' questionnaire, their responses were reflected enthusiasm towards the implementation of these constructivist approach .The students' answers presents students' attitudes towards oral expression and their speaking difficulties, it show a great deal of interest towards the implementation of constructive struggling and its role in enhancing their speaking skill.

Additionally, the analysis of the teachers' questionnaire. Reveal the teachers ' attitudes towards teaching oral expression in general and their attitudes towards the implementation of constructive struggling. Moreover, the teachers' answers reflect their opinions about oral expression and represent their suggestions to help the students to overcome their speaking difficulties.

The classroom observation confirms the great role of the teacher in monitoring students' understanding to the speaking tasks through, besides facilitating the process of learning through different methods and strategies. It verifies the effectiveness of constructive struggling in enhancing students' speaking skill and students' engagement in the classroom

### **Conclusion**

At the end, this part of the present study tackles with the research design and research tools. Actually, it provides a full information about the target population and the research instruments including classroom observation, students' questionnaire, and teachers'

## **Chapter three:           The Field of Work**

---

questionnaire. Further, the chapter presents a detailed description of the classroom observation and the two questionnaires, it draws attention to the administration of research tools and analysis of the findings. Therefore, the analysis of both classroom observation and the teachers' and students' questionnaires would go hand in hand with our assumptions.

Last, it reveals the teachers responses, the participants' answers, views, and ends by discussion of the findings.

## **General Conclusion**



## **Chapter three:           The Field of Work**

---

### **1. Summary of major findings**

The main aim of this study is to find answers to the research questions. Accordingly, the objective behind this work is to investigate the effectiveness of constructive struggling in enhancing the speaking skill and to find out the influence of the latter in oral expression through the use of different methods and activities.

The case study was conducted at the department of English at the University of Ouargla. Forty three (43) first year students of English who represent the population of the study, where females students are more than male students.

In order to explore the significant associations that exist between enhancing students' speaking skill and constructive struggling, first, a classroom observation was conducted during three observational weeks. The overall aim is to observe students' engagement and attitudes towards oral expression and speaking tasks in general, and towards constructivist activities in particular.

Additionally we conducted two questionnaires administered to both students and teachers at the Department of Letters and Languages at the University of Ouargla. The students' questionnaire helped in eliciting their views concerning oral expression ,speaking difficulties, and their attitudes towards the implementation of constructive struggling. from the analyses of the students' questionnaire we have noticed that the majority of the students participate in oral expression but the teachers are still the most talkative because their students face problems while are speaking such as shyness, inhibition because of the stress and fear of making mistakes... Majority of learners shows great acceptance about the constructive struggling implementation because it encourage and help them to speak and work cooperatively and also offers different materials. Another fact that captures our attention is that the students engage in negotiation and interaction with their teacher's

## **Chapter three:            The Field of Work**

---

struggle collaboratively, also we noticed that construction of knowledge through teacher's struggle motivate students in oral expression and sure in enhancing their speaking skill.

Concerning the second questionnaire, it was administered to oral expression teachers at the same university, with the purpose of obtaining their points of view and suggestions concerning the implementation of constructive struggling in order to enhancing students' speaking skill.

the analyses of the teachers' questionnaire shows that the teachers affirm that constructive struggling plays a fundamental role in overcoming students' speaking difficulties. It enhances their use of different language functions such as debating, arguing, and discussion, and they mentioned that it would help the teaching and the learning process. The teachers propose to focus more in fluency and accuracy in teaching oral expression, also should support collaborative teaching and cooperation with teachers of different subjects for the designing of oral syllabus.

Based on the data obtained from the tools implemented in this study namely classroom observation, students' questionnaire and teachers' questionnaire. The implementation of constructive struggling has a prominent role in enhancing students' speaking skill ,and it is needed and helpful for the succeeding of the oral expression process. Therefore, the obtained results would confirm and support our hypotheses and it tends to show a positive significant correlation between the two variables.

### **2. Limitation of the study**

Undeniably, some inescapable limitations cropped up along the way; though our research has arrived at its intended aims. First, the period we administered for putting constructive struggling into practice was short (three weeks), since it was carried out along

with teaching the syllabus of the module Oral Expression.

Hence, we consider extending the time for further research so as to generalize the results of the study. Furthermore, we believe that our results were influenced by the fact that the majority of our participants were overburdened as a result of the stress of studying so many modules. Also, the teachers' questionnaire was administered to only 4 teachers so its results cannot be generalized. It would be much better if more teachers participate in the questionnaire. In addition, large classes have a negative impact on the research results. Learning in large classes will hinder the students' group work so it will hinder our study.

### 3. Recommendation for Further Research

Throughout this research, we have tried to explore the effectiveness of constructive struggling in enhancing EFL students' speaking skill . The positive associations that exist between them would help EFL instructors to set goals and to improve the oral practices, some recommended oral instruction have been given for the sake of improving students gains and uplifting the speaking process in pedagogical settings.

- Firstly, the learning process should focusing on cooperation between the learners and the teachers in which the learners have to work in interaction with their teachers and groups.
- The teacher should tell students that s/he is part in the learning process in which he is not the only one responsible of giving knowledge but rather a guider or facilitator who helps the students to acquire knowledge.
- Teachers should reduce their speaking time during the session to give more chances to the students to do so and offer more opportunities to the students especially those who face problems in expressing themselves in the target Language. The teacher talking time can be an obstacle that hinders learning and cause boredom and monotony.

## **Chapter three:            The Field of Work**

---

- Teachers should struggle and negotiate with their students in way that they construct knowledge and stay motivated in the session.
- Involve the students in decision making concerning the objectives of the course, choosing topics, classroom management, homework tasks, and the selection of materials.
- Use authentic materials to give chances to students' negotiations and individual involvement.
- Encourage the students' reflective writing through portfolios, journals and diaries in order to make students evaluate their own progress. This will motivate them do better and develop a sense of responsibility for their own learning.
- Rise sense of motivation, it can be achieved through establishing good rapport with the learners. Good rapport based on trust and respect for instance the teachers can ask the students about the difficulties they face and which activities can get them involve.
- The learners have to engage themselves in collaborative work and interact and discuss with their classmate and avoid being afraid to talk in front of those who have good level in English.

## Chapter three: The Field of Work

---

### List of References

- Bada, S. O., & Olsusegun, S. (2015). Constructivism learning theory : A paradigm for teaching and learning. *Journal of Research & Method in Education*, 5(6), 66-70.
- Brooks, J.G., & Brooks, M.G. 1993. In search of understanding: The case for constructivist classrooms. Available on <file:///E:/theories%20in%20LTL/CONSTRUCTIVISM%20NEW/Theory%20Connections.htm>. Accessed on 20 October 2012.
- Bowman, B., Burkart, G., & Robson, B. (1989). *TEFL/TESL: Teaching english as a second language*. USA: Centre of Applied Linguistics.
- Bygate, M. (1998). "Theoretical Perspectives on Speaking". *Annual Review of Applied Linguistics*. V.18. n.1, Pp: 20-42.
- By Brown, H. (2001). *Teaching by principles*. White Plains, NY: Longman.
- gate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Chelbi, R. G. B. (2016). *Enhancing Learners' Motivation and The English Speaking Skill through Cooperative Learning Activities*. University of Constantine.
- Cornbleet, S. and Carter, R. (2001). *The Language of Speech and Writing*. London: Routledge.
- Dr. S. Bella Wiselet and L. Vinila (2019) *Innovative Trends in Teacher Education for the 21st Century*
- Driscoll. M.P. (2005). *Psychology of Learning for Instruction* (pp. 384-407; Ch. 11 – Constructivism). Toronto, ON: Pearson.
- Elliott, S.N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. (2000). *Educational psychology: Effective teaching, effective learning* (3rd ed.). Boston, MA: McGraw-Hill College.

## Chapter three: The Field of Work

---

- Ernest, P. (1994). Varieties of constructivism: Their metaphors, epistemologies and pedagogical implications. Hiroshima Journal of Mathematics Education, 2(1994), 2
- Foster, P., Tonkeyn, A. and Wigglesworth, G. (2000). "Measuring Spoken Language/: A
- Harmer, J. (2007). How to teach English. London : Longman.
- Hedge, T. (2000;277). Teaching and Learning in the Language Classroom. Oxford: Oxford University Press.
- Harmer, J. (2001). The Practice of English Language Teaching.(3rd Ed). London: Longman.
- Hughes, R. (2002). Teaching and Researching Speaking. Warlow: Longman.
- Harmer, J. (2001). The practice of English language teaching. UK: Longman
- Honebein, P. C. (1996). [Seven goals for the design of constructivist learning environments.](#)  
[Constructivist learning environments](#): Case studies in instructional design, 11-24.
- Kumar, R. (2011). Research Methodology: a step-by-step guide for beginners (3<sup>rd</sup> ed.). India. SAGE Publications.
- Klippel, F. (1983). Keep talking. Cambridge: Cambridge University Press.
- Kumaravadivelu. (2003). Beyond methods. USA: Yale university press
- Learning. (3rd Ed). Washington D.C. National Education Association
- Littlewood, W. (1981). Communicative language teaching.
- Lambert, L. (2002). The Constructivist Leader, Teachers College Press. Fox, J. And Schirmacher, R. (2011). Art and Creative Development for Young Children, Cengage Learning
- Miller, L. (2001). "A Speaking Lesson. How to Make the Course Book More Interesting". MET. V.10, n.2, Pp: 25-29.
- Mogashoa, T. (2014). Applicability of constructivist theory in qualitative educational

## Chapter three: The Field of Work

---

research. American International journal of Contemporary Research, 4(7), 51-59.

-Nunan, D. (1997). Research methods in language learning. Cambridge: Cambridge University.

-Ndon, U. (2011). Hybrid-Context Instructional Model: The Internet and the Classrooms: The Way Teachers Experience It. Information Age Publishing Inc. The USA.

Miles, D. (2008). Do you have Style? Understanding your Learning Style. Available from: <http://www.mightystudents.com/essay/Visual-Auditory-Kinesthetic.essay.159056>. [Accessed on 07 May 2012].

-Ozkan, Y. Bada, E, and Genc. B. (2011). Speak the Real: News Articles as Major Source for Oral Competence. David, J.A. English as a Second Language: Languages and Linguistics. New York: Nova.

-Riazi. A. M. (2016). The Routledge Encyclopedia of Research Methods in Applied Linguistics: Quantitative, qualitative, and mixed-methods research. London, Routledge.

-Sharma, M. S & Bansal, d. (2017). Constructivism as Paradigm for Teaching and Learning. International Journal of Physical Education, Sports and Health, 4(5), 209-212.

-Seeley, C. L. (2009). Constructive struggling: the value of challenging our students. Retrieved from.

-Slavin, R. E. (1991). Students Team Learning, A practical guide to Cooperative.

-Teaching Guide for GSIs. Learning: Theory and Research (2016). Retrieved from <http://gsi.berkeley.edu/media/Learning.pdf>

- Tam, M. (2000). Constructivism, Instructional Design, and Technology: Implications for Transforming Distance Learning. Educational Technology and Society, 3

-Thornbury, S. (2005). How to Teach Speaking. Harlow, England: Longman.

-Thornbury, S. (2000, July). Accuracy, fluency and complexity: English teaching

## Chapter three: The Field of Work

---

professional, 16, 3-6.

-Ur, P. (2000). A course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press. Warkins,

-Von Glasersfeld, E. V. (1974). [Piaget and the radical constructivist epistemology](#). Epistemology and education, 1-24.

.-Vygotsky, L. S. (1978). Mind in society. Cambridge, MA: Harvard University Press.

[http://www.mathsolutions.com/documents/9781935099031\\_message17.pdf](http://www.mathsolutions.com/documents/9781935099031_message17.pdf)

-<https://www.classroomtestedresources.com/2015/07/problem-solving-with-constructive.html?m=1>

[https://books.google.dz/books?id=4IBVDwAAQBAJ&pg=PA60&dq=conquering+constructivism+google+scholar&hl=en&sa=X&ved=2ahUKEwjRlc\\_W44T2AhV1gf0HHYyAAfYQ6AF6BAgIEAM#v=onepage&q=conquering%20constructivism%20google%20scholar&f=false](https://books.google.dz/books?id=4IBVDwAAQBAJ&pg=PA60&dq=conquering+constructivism+google+scholar&hl=en&sa=X&ved=2ahUKEwjRlc_W44T2AhV1gf0HHYyAAfYQ6AF6BAgIEAM#v=onepage&q=conquering%20constructivism%20google%20scholar&f=false)

-[http://ccti.colfinder.org/sites/default/files/constructivist\\_teaching\\_methods.pdf](http://ccti.colfinder.org/sites/default/files/constructivist_teaching_methods.pdf)





# Appendix I

## Students' Questionnaire:

Dear students,

This questionnaire is designed to gather information needed for the accomplishment of a master dissertation. I would be so grateful if you could answer the following questions. This study is about investigating the effectiveness of constructive struggling in enhancing the speaking skill in oral expression session.

Please answer the questions and tick(√) the corresponding statement. You can give more than one answer were necessary, or by answering the questions given.

We inform you that your answers will absolutely remain confidential.

### Section One: Personal Information About the Students

Q1:Age:

Q2: Sex:      a -Male:       b-Female:

Q3. Stream of your study in Secondary School education:

.....

Q4: How many years have you been studying English language

.....

Q5 :How do you describe your level in English

Very Good

Good

Average

Poor

Q6 Does your level enable you to express yourself orally?

Yes

No

**Section Two: The Students' Attitude towards Oral Expression and the speaking skill:**

Q7: How often do you participate in Oral Expression session?

Always

Often

Sometimes

Rarely

Never

Q8:In the Classroom, Your Teacher is:

Talkative  Average  Less Talkative

Q9:How often does your teacher invite you to speak?

Always

Often

Sometimes

Rarely

Never

Q10: Who does mostly of talk in the classroom in oral?

The teacher

The student

Q11: Do you face any problem while you are speaking?

Yes

No

Q12: which problem do you face ?

- Inhibition because of stress,

- Nothing to say about the chosen topic

-Mother tongue use

- shyness.

-Others:

.....

Q13: How often does your teacher encourage your oral fluency and correct your mistakes?

-Always

-Sometimes

-Never

Q14: Does your teacher give you more time to express your opinion?

Yes  No

**Section Three: The Students' Attitude towards constructive struggling**

Q15: Is it preferable to construct meaning and discussion subjects through questioning and struggling in oral expression session?

Yes

No

Q16: In what ways constructive struggling help you to overcome with your speaking difficulties?

Get the chance to discuss with other students and exchange ideas.

Get opportunities to reflect on your own learning and thinking.

Get opportunities to discuss realistic tasks(real life situations).

Get opportunities to discuss teacher's questions and its solutions.

others.....

Q17: Which of the following activities help you better to guess the topic chosen?

(you can tick more than one answer)

Using visual aids (videos)

Struggling (questioning)

Introducing vocabulary (key words)

Group work

Others.....

18. Does constructive struggling help you to advance your speaking level? whatever your answer pleas say how ?

Yes  No

.....

**Thank you**

## Teachers' Questionnaire:

Dears Teachers,

The purpose of this questionnaire is to gain information about the effectiveness of constructive struggling in enhancing the speaking skill in first year students of EFL at University of Ouargla. Therefore, you are kindly requested to answer the following questions.

Please read the questions carefully then put a tick (√) in the corresponding box and write your comments or suggestions whenever necessary.

**Note:** constructive struggling is,Allowing students in group work to struggle through a topic while being guided by their teacher's questions in order to solve problem.

---

---

### Section One: General Information

Q1: Gender:    Female                       Male

Q2: degree(S) held:

Master

Magister

PHD

Q3:How many years have you been teaching English in the university?

.....

Q4:How many years have you been teaching oral?

.....

## Section Two: Teaching Oral expression

Q5:As a teacher of oral expression do you think that speaking is important in language teaching?

Yes

No

Justify please?.....

Q6:What kind(s) of teaching materials do you use in teaching oral expression?

.....

Q8:To what extent does the teaching material help you in teaching oral expression?

.....

Q9:How often do your students participate in the oral expression class?

Always

Frequently

Sometimes

Never

Q10: Do you think that they participate because:

They are motivated

They are familiar with the topic

The topic got their interest

**Section Three: Teachers' Attitudes Towards the Implementation of constructive struggling**

Q11:Do you think that problem solving activities enhance the speaking skill?

Yes  No

:If yes, in what way?

.....  
.....

Q12:Do you agree that constructive struggle encourage and motivate the students to speak and make the classroom enjoyable?

.....  
.....

Q13:According to you, the construction of knowledge through struggling and problem solving has a positive effect on students' oral expression? justify?

.....  
.....

Q14:Do you think that constructing meaning and discussion subjects through questioning and struggling in group work helps students to overcome some of their speaking difficulties?

Yes  No

how?.....



Q15:does the number of students help you in implementing the constructive struggling?

Yes  No

Section Four: Further Suggestions

Q16: How satisfied were you with the oral program?

Very satisfied

Somewhat satisfied

Very dissatisfied

Whatever the answer please say why?

.....  
.....

Q17:What elements should be added in the oral syllabus?

.....  
.....

Q18: In your opinion how can teachers of oral help students overcome their speaking difficulties?

.....

Q19:would you like to add any comment or suggestion?

.....

**Thank you for your collaboratio**

## Abstract

The present study aims to investigate EFL students' speaking skill in the Department of Letters and English at the University of Ouargla with the sample of first year license of the academic year 2021/2022. The majority of language students have difficulties in speaking though they have the capacity to understand and to interpret if they are well directed to certain activities.. In order to investigate the effectiveness of constructive struggling in enhancing students' speaking skill, two questionnaires conducted to both students and teachers, the first one administered to a sample of first year students to know their views concerning constructive struggling, and the latter will be administered to oral expression teachers at the department of Letters and Languages at Kasdi Merbah University Ouargla, with the intention of discerning their attitude, regarding the effects of constructive struggling on students' performance. The second tool is a classroom observation which is designed and intended to probe the different attitudes of students and teacher toward the implementation of constructive struggling in oral expression class.

**Key words :** Constructive struggling, oral expression, speaking skill, EFL students, EFL classes

### المخلص

تهدف هذه الدراسة إلى التحقق من مهارة التحدث لدى متعلمي الإنجليزية كلغة أجنبية, بقسم اللغة الإنجليزية بجامعة قاصدي مرباح ورقلة, مع اعتبار طلاب السنة الأولى ليسانس للعام الدراسي 2022/2021 عينة لهذا البحث. يواجه غالبية طلاب اللغات الأجنبية صعوبة في التحدث, على الرغم من مقدرتهم على الفهم والتفسير وذلك في حالة ما إذا تم توجيههم بطريقة صحيحة. إن تنفيذ منهجية "الكفاح البناء" داخل أقسام اللغة الإنجليزية يساعد الطلاب للتغلب على صعوبات التحدث وكذا تعزيزها لديهم. ومن أجل التحقق من فعاليتها تم تسليم استبيانين لكل من الطلبة والمعلمين, أما الأول فقد تم تسليمه لعينة من طلاب السنة الأولى لغرض معرفة وجهات نظرهم فيما يتعلق بمنهجية "الكفاح البناء", وأما الآخر فسُلم لمعلمي مقياس التعبير الشفهي لمعرفة وجهات نظرهم حيال نتائج منهجية "الكفاح البناء" على أداء الطلاب. تمثلت الأداة الثانية في ملاحظة الفصل الدراسي والذي تم تصميمه بالأساس لتنفيذ المنهجية في فصل التعبير الشفهي وذلك لاكتشاف جُلّ المواقف التي تحدث خلاله.

**الكلمات المفتاحية:** الكفاح البناء, التعبير الشفهي, مهارة التحدث, متعلمي الإنجليزية كلغة أجنبية,

### Résumé

La présente étude vise à enquêter sur les compétences orales des étudiants EFL au Département des lettres et d'anglais de l'Université de Ouargla avec l'échantillon de licence de première année de l'année universitaire 2021/2022. La majorité des étudiants en langues ont des difficultés à parler bien qu'ils aient la capacité de comprendre et d'interpréter s'ils sont bien dirigés vers certaines activités. Afin d'étudier l'efficacité de la lutte constructive dans l'amélioration des compétences d'expression orale des étudiants, deux questionnaires ont été administrés aux étudiants et aux enseignants, le premier administré à un échantillon d'étudiants de première année pour connaître leur point de vue sur la lutte constructive, et le second sera administré à professeurs d'expression orale au département des Lettres et Langues de l'Université Kasdi Merbah Ouargla, avec l'intention de discerner leur attitude, concernant les effets de la lutte constructive sur les performances des étudiants. Le deuxième outil est une observation en classe qui est conçue et destinée à sonder les différentes attitudes des élèves et de l'enseignant envers la mise en œuvre de la lutte constructive dans la classe d'expression orale.

**Mots clés :** Lutte Constructive, Expression Orale, Compétence Orale, étudiants EFL, Cours EFL

