

Student's Reluctance in Oral Participation

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Abstract : English language has become a major medium for communication across borders. Nowadays, it is seen as a communicative medium not only for business but also for academic purposes. Some scientists describe English language as a way to enjoy an admired position in many countries. It is neither a national nor an official language in North Africa; it is considered as the most widely taught foreign language at the educational system. In order to achieve mastery of a foreign language, learners must develop the four principal language skills: Reading, writing, listening and speaking. However, being able to interact orally with others, using effectively the target language, is nowadays very important. People who cannot speak a foreign language cannot be considered effective language users, even if they can read and understand it. The teachers' role in promoting foreign language acquisition is very important, as they are responsible for providing students appropriate contexts to foster communicative situations that allow students to express themselves and interact in the target language. So, we should understand the student's reasons of their reluctance in oral participation when dealing with oral communicative tasks, in order to get insights about the possible motivating factors that may improve their involvement and participation in the classroom.

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