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Abstract

The main aim of learning any language is to use it for communicative purposes, mainly in speaking. On the ground, we experience a large gap between the objectives set by the Ministry of National Education and the classroom practices. Despite the space offered to learners to express themselves orally in English, the extent of learners' involvement in oral interaction remains below the expected level. To examine the reasons standing behind learners' low achievement in oral communication, the study raises the following questions. Is the problem related to the learners' psychological barriers? Is it because oral participation does not form a part of their English tests' scores? Or, does their lack of interest in oral communication relate itself to the fact that oral testing is not included in standardized tests, such as the Baccalaureate examination? In order to gather information on the participations' attitudes regarding this issue, two data gathering tools have been incorporated: the observation and the questionnaire. The first tool enabled us to experience the sample's linguistic behaviour in oral classes, while the second tools allowed us to investigate their feelings towards the factors that slow down the rate of their extrinsic and intrinsic motivation. The results of the study enabled us to offer a list of recommendations, which can contribute to the improvement of oral interaction in English language classes.