People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohammed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Branch of English



# Strategies to overcome the Negative Impact of Speech Disorders on EFL Students' Oral performance: The Case of English Division at Biskra University

A dissertation Submitted in Partial Fulfillment for the Requirements of the

Master Degree of sciences of the language

**Submitted by:**                    **Supervised by:**

NASRI Malika                         Mr. BOULEGROUNE Adel

**Members of the jury**

Mrs. Amri Chenini Boutheina

Mr. Smati Said

**2016/2017**

## Dedication

**This work is dedicated to all my family members, colleagues and friends.**

# Acknowledgements

# Abstract

This study attempts to shed light on a variety of strategies that would be implemented to overcome the negative impact of speech disorders, i.e. stuttering, cluttering, and Dysarthria, on EFL students' oral performance. This work aims to show the importance of understanding the main characteristics of speech disorders, which are related to EFL students' oral performance, as well as to work on what should be done to help them overcome their lack of good performance. Moreover, the suggested hypotheses of this research set out that speech disorders are obstacles which can be the reason that leads some students to fail in their oral performance. Furthermore, if the students find out a number of strategies and techniques which can help them to overcome those speech disorders, they will have a successful communicative context. In other words, the descriptive method was adopted to describe the two variables of this study, and draw a link between them. Hence, this method was based on two data gathering tools; Questionnaire for students, an interview for teachers of oral expression in the English division at Biskra University. The analyses of results confirm the hypotheses and consolidate the students' need to overcome the main reason that leads them to fail, which is speech disorders.

**List of Tables**

**List of Graphs**

# Table of contents

# General Introduction

## Background of the Study

There can be variety of reasons behind a students' decision to learn a foreign language. Similarly, students' purposes can be very different. That is, most of EFL students (English as a foreign language), regardless of their age, social and cultural background, or even their oral performance share the same desire, to speak the language efficiently.

Students may face certain obstacles which may be encountered at English classes. Particularly, it can effect on their oral performance that has become an important skill in learning a language, especially English. One of the most widespread problems that face EFL students (English as a foreign language) is called speech disorders. Therefore, Students need much help, and to be motivated to communicate in English classes rather than being ashamed and afraid from the other classmates and teachers too.

The matter of speech disorders can be overcome among those students if they find out any opportunities as effective strategies which may enhance their level of oral performance since they have the ability to face the problem of disorders.

## Statement of the Problem

Teachers focus on the oral performance in teaching a foreign language. That is, it needs a special attention from those teachers and students too because it may face some obstacles among those EFL students. One of the most widespread problems that affect EFL students' oral performance is called: « speech disorders ».

Accordingly, in the Algerian university, some of the EFL students face problems in their oral performance due to some of negative impacts of those speech disorders, which make their level of English less fluent. Thus, they will be unable to communicate

efficiently.EFL students in English division at Biskra University face the same problem .So, the aim of this study is to find out a number of strategies that should be implemented in order to realize better achievement and create certain opportunities for them to have a successful communication context.

**The Aim of the Study**

The main objectives of this study are the following**:**

- ❖ To show the importance of understanding the main characteristics of speech disorders which are related to EFL students' oral performance.
- ❖ To work on what should be done to help them overcoming their lack of good performance through a certain effective techniques.

**Literature Review**

Lanier (2010, p 9) believed that speech disorders can happen at any age, but children are more likely to show speech disorders than adult. In other words, speech disorders have impacted the persons' way of talking, especially when he knows what exactly he wants to say appropriately. Hence, speech disorders refer to the trouble of the producing sounds (Lanier, 2010). In addition, although some of the students, who suffering from speech disorders face a difficulty to talk fluently or express their ideas, they are conscious about their situation. According to Laflamme (2015), "some people with speech disorder are aware of what they would like to say, but are unable to articulate their thought". Therefore, many studies gave some help to people who are suffering from speech disorders. For instance, Casey (n. d.) maintained that "particularly, if you are dealing with problem for years, you may be able to get rid or improve your speech impediment with a few training practices". Thus, if those people keep any training exercises, they are more

likely to overcome their disorder, even if they are living with those troubles for a long time.

On the other hand, there are several psychological factors which have become influential barriers to students in performing their speaking competence. According to Younes, &Albalawi (2016), the common view of both students and teachers is that the fear of making mistakes and the fear of making criticism, or shyness to speak are the most difficulties that EFL students face when they try to speak the language .In other words, teachers can play a major role in decreasing those factors for the sake of creating better achievement in the students' speaking performance (Ariyanti, 2016). Moreover, the students should take parents' help into consideration, who trust their capacities and feel their struggling to express what they want to say to others. In addition, the speech pathologists play a major role in help those students. That is, their sessions depend on a variety of variables; the type of training activities, the location and continuity of the session(s), as well as the age of the person being involved, who his type of speech disorder varies, and could have impacted on the session of the speech therapy.

**Research Questions**

The research questions that need to be addressed are the following:

**Q1:** What are the obstacles that cause students to fail in their oral Performance?

**Q2:** To what extent can the EFL students overcome those speech disorders that

hinder and impact their oral performance?

**Research Hypotheses**

We hypothesized that:

❖ Speech disorders are obstacles which can be the reason that leads the students to fail in their oral performance.

❖ If the students find out a number of strategies and techniques which can help them to overcome the problem of speech disorders, they will have a successful communication context.

**Research Methodology**

This study attempts to suggest a variety of strategies to overcome the negative impact of speech disorders on the EFL students' oral performance in English division at Biskra University. In this case, we will use the descriptive method in order to draw a link between speech disorders and EFL students' oral performance, in addition to the use of both of qualitative and quantitative methods that are used to analyze data.

**The Population of Interest**

The population of this study includes: both of EFL students and teachers of oral expression In English division.

**Data Gathering Tools**

The tools that are used to collect and analyze data are as the followings:

❖ The questionnaire (that is directed to fifty students ,and the students suffering from speech disorders)

❖ Interview (structural interview, that is used with the teachers of oral expression in English division)

**The Structure of Dissertation**

This study is divided into three chapters .The first and the second chapters represent the theoretical parts, while the third chapter is the practical part of this study.

The first chapter represents a variety of theoretical issues which outline the speech disorders, starting with its aspects, types, even the reasons that push those disorders to appear .In addition; this chapter includes the main impacts of those speech disorders on the EFL students' oral performance.

The second part of this work sheds light on the effective strategies and techniques that are suggested to overcome the negative impact of the speech disorders that EFL students face, followed by its relationship with EFL students' oral performance.

The third chapter is the practical part. It provides a statistical Study, related to the analysis and interpretation of the data gathered from both teachers and students' attitudes, and ends with a conclusion, which mainly results under a comparison about the correlated findings to find out whether the research findings prove or disprove the study hypotheses.

# Chapter One:

# Speech Disorders

## 1.1 Introduction

EFL students are more likely to face number of difficulties in developing their communication skills, especially in learning English as a foreign language due to certain obstacles that could have impacts on their speaking skill.

One of the most widespread obstacles which could sometimes be the reason that lead EFL students to fail in their oral performance is called speech disorders. This term has been defined with regard to its division(s), nature, types, reasons, and even its negative impacts on EFL students' oral performance. In addition, some of speech disorders such as stuttering, cluttering, and Dysarthria can be developmental, acquired among those students which make them less fluent in English.

This chapter explores the main definition(s), division(s), and type(s) of speech disorders related to EFL students' oral performance. Moreover, the investigation attempts to state the reasons that lead those kinds of speech disorders to exist.

Finally, this chapter points out to the main negative effects of speech disorders which vary from one EFL student's performance to another.

## 1.2 Definitions of Speech Disorders

Speech Disorders have been defined from different perspectives. Lanier (2010) believes that speech disorders refer to the trouble of producing sounds while the person knows exactly what s/he wants to say appropriately. Moreover, those disorders of speech fluency, sounds, or voice are more likely to impact ones' performance to communicate within educational environment (Florida Department of Education, n. d.). While others have other viewpoints, as Williams (n. d.), who describes speech disorders in accordance to their impairments on the person's production of sounds when communicating with others.

In other words, the Gale Encyclopedia of Medicine (n. d.) that people's abnormal spoken words which may be increased from a stroke, brain damage, or organ's muscular deficits of speech, structural defects of the teeth, tongue, and mouth indicate to what is called "speech disorders". In spite of this, speech disorders refer to the impaired sound or a group of sounds that lead to decrease the comprehensible speech. According to Dunaway (n. d., p. 9) states that "speech disorder is the impairment or a typical development of sound or a group of sounds that result in reduced speech intelligibility". Thus, speech disorders refer to the impaired ability of the production of speech sounds that are needed while communicating with others (Williams, p.10).

## 1.3 The division(s) of Speech Disorders

Speech disorders can be divided into: Articulation disorders, fluency disorders, voice, or even motor speech disorders

### 1.3.1 Articulation Disorders

An articulation disorder is a matter of producing specific age to the speech sounds that point out to distortion, deletion such as pronouncing/jeə/ instead of /jeʂ/, through which the articulation of a sound becomes a problem (ASHA, 2008).

Moreover, the abnormal speech sounds by deletion, substitution, or even mispronunciation point out to the articulation disorders. According to Pediatric Theory (2015) "the articulation disorder refers to errors in speech sound by mispronouncing, substituting, or leaving out the sound." In addition, the articulation disorders refer to the problems with sounds formation that are sometimes characterized by omission, substitution, or distortion, and the main characteristics of articulation disorders:

❖ **Omission:** Which refers to the omission of sounds such as /hæn/ for /hand/?

❖ **Substitution:** That indicates to the mispronunciation of sound(s) or replacement of it with other sound(s), such as/w/for /ʊ/ or /ɾ/.

❖ **Addition:** It refers to the extra use of sounds or syllables and the most common errors are/ʂ/,/ʊ/,and /ɾ/,so the speech becomes difficult to be understood(Psych net_ uk (n. d.).

### 1.3.2 Fluency Disorders

Some scholars of Nichy (2009, p. 1) have defined fluency disorders as an impairment referring to the disruption of the person's flow of  speech whereby sounds, syllables, or words are repeated or divided, which push the inappropriate exhalation, inhalation, or silent blocks to exist. In other words, many scholars believe that fluency or disfluency disorders are concerned within the break of normal flow of speech or interruption, such as stuttering that is characterized by stops in the middle of sentence and restarting a new idea (Study. com, n. d.).

### 1.3.3 Voice Disorders

This term refers to the existed trouble when the speech sounds become difficult to be understood, which corresponds to what Loraine (n. d., p. 1) believes: "voice disorders are problems with the voice sounds, such as hoarseness."Hence, voice disorders could be explained referring to the impaired voice, loudness, vocal quality, or pitch (Williams, n. d., par. 4).

### 1.3.4 Motor speech disorders

The motor speech disorders happen due to an interruption in the coordination of appropriate muscle physiology or movement. As cited in Youssef (2014), Duffy 1995

believed that "motor speech disorders are disorders of speech resulting from neurologic impairment affecting the motor programming or neuromuscular execution of speech." While other scholars (n .d.) have mentioned that motor speech disorders refer to the occurrence of neurological damage which impacts the motor control of speech muscles or movement.

## 1.4 Types of Speech Disorders

### 1.4.1  Stuttering

#### 1.4.1.1 Definitions of Stuttering

Stuttering has been defined from different perspectives; It refers to the disruption of verbal expression that is characterized by stops, repetitions, or prolongations of sounds or syllables within a certain movements. According to Macquire Dictionary (as cited in Irwin 2006) "to stutter(v), to stutter sounds in which the rhythm is interrupted by blocks, spasms, repetitions or prolongations of sounds or syllables, sometimes accompanied by Facial contortions." Thus, this definition refers to the most common types of stuttering.

In addition, stuttering has another name(s): stammering or childhood onset fluency of speech, which implies abnormal dysfluency of the person who knows exactly what s/he wants to say appropriately, he may also prolong or repeat a word, syllables, or phrases, or blocks when communicating with others (Mayo Clinic staff, 2014).

#### 1.4.1.2 Types of Stuttering

The main common types of stuttering are repetition, prolongation, or blocks. According to Alberta Government (2015) stuttering can be classified into the following:

❖ **Repetition:** Through which the repeated sound(s) such as/t/ like /t ttoʊʃ[the repeated syllable(s) such as look at the bʌbʌbʌtəʳf[ɑɪ), or the repeated single syllable word (such asɑɪɑɪɑɪæɱfɑɪveʳfiveɹɪəʳzoʊ[d) occur quickly.

❖ **Prolongation:** It refers to the person's voice that becomes longer, and his change of the pitch during the vowel prolongation such as I æ ææɱfɑɪvefiveɹɪəʳzoʊ[d.

❖ **Blocks:** That occurs when the person is trying to produce a sound or a word, he wants to take breath, and that may happen at the beginning of a word. Hence, it is also called "broken words" when it occurs within a word or within a word or in the middle of it.

## 1.4.1.3 The Developmental and Acquired Stuttering

Generally, Stuttering can be developed between the ages of 2and 5 years whereby the preschool children may face a temporary period of dysfluency. It is also a temporary break in the fluency that happens when the giant spurt in the developed language occurs with motor coordination to maintain difficult verbal messages, In this case, children are more active and interested, even if they want to say things as they are rapidly able to do ,but their neurological motor planning systems have not maturated enough  to become fluent (Ainsworth & Sraser 1989 cited in Anderson 2011, p. 25).

However, the acquired Stuttering indicates to psychogenic stuttering that may b linked to distressing situation (such as bereavement), as well as the neurogenic stuttering that follows neurological stroke such as head injury (Ward, 2006, p. 4).

**1.4.1.4 The reasons of Stuttering**

Many studies have proved that there is not only one single cause; rather there appear numerous reasons as being related to stuttering. Therefore, Duckworth (2004, p. 1) have summarized them into three factors:

The genetic defect leads stuttering to move in families in which that most of the children who stutter have a family members who stutter. Secondly, a developmental fact may contribute to the child's cognitive, social, physical, and speaking skills that are decreased with rapid rate during the preschool years, so stuttering starts while the child's speech, and language environment, stressful life events and even parental attitudes lead the child to stutter, so his fear of stuttering can be continuous.

**1.4.1.5 The Impacts of Stuttering on EFL Students' Oral performance**

Stuttering has impacted on people of all ages, regardless of intelligence or socioeconomic status. What is common is that a negative attitudes and feelings may happen with the stutters' communicative abilities while interacting with others (Boyle, 2009 as cited in Hunsaker 2011, p. 7). In other words, many studies have mentioned that some stutters may feel anxious, or even ashamed, while others may have any negative feeling (s) in the classroom. However, many studies point out to that the stutter's feelings may not be linked to how much he stutters, thus he does not care about how wrong or bad is talking in the classroom, but other students may feel anxious or afraid. In addition, stuttering may negatively effect on the students' feeling who may not wish to participate; they pretend they do not know the answer inside/outside the classroom while setting with group (Stuttering Foundation, n. d., p. 3).

Moreover, EFL students may prefer to be silent, so that their disorder becomes hidden without interacting with others. Hence stuttering is an obstacle which has an impact

on the students' social organization which differs in terms of the talk and time from one stutter to another. Onslow (2000, p. 74) states that "stuttering has been shown to cause social maladjustment and to hinder attainment of occupational potential, stuttering may cause a life time of concern and embarrassment in every day speaking situation." Thus, some persons who stutter are temporary unable to produce sounds, even they know typically what they want to say appropriately (St Luis & Myers, 1998).

### 1.4.2 Cluttering

#### 1.4.2.1  Definition(s) about Cluttering

Cluttering can be considered as another type of speech disorders; It refers to the abnormal rapid rate of the speaker, according to Zolen 2009 cited in Zolen 2010, p. 2), "cluttering is a fluency disorder characterized by a rate that is perceived to be abnormally rapid, irregular or both for the speaker (along measured syllable rate may not exceed normal limits)." According to Heitmann, Asbjornsen speech, &Hellan (2004, p. 120) "cluttering has been described as impaired, characterized by rapid or irregular speech rate, omission and inversions of sounds, syllables and words". Hence, those scholars have not only defined cluttering as irregular or rapid rate of the person's speech, but rather it is also a disordered or leaving out sounds.

### 1.4.2.2 Symptoms of Cluttering

Students who clutter may have a variety of symptoms. That is, they are talking rapidly though they delete a certain sounds or syllables, behave differently than others who have normal speech, or often have inappropriate stops during the communication. As cited in Stuckey (2009), Ramig& Dodge (2005) have mentioned common symptoms of

cluttering which are over articulation of words, rapid rate, monotones speech, or even some stuttering behaviors.

Moreover, the clutterers may have these extra symptoms: poor writing, temporary improvement, or disarticulation of sounds. Likewise, they have become hyperactive or even have auditory perceptual difficulties. (St Louis, Raphael, Myers& Backer, 2003 as cited in Stuckey 2003, par. 2). Moreover, the cluttered students may be hesitated, filled, or even asked to be revised from the listener(s), in addition to the stops which should not be paused. The clutterers often have no idea about what they want to say. Therefore, he has been unaware about their difficulties within communication. (LaSalle, n. d., p. 26, par. 1).

### 1.4.2.3 The Reasons of Cluttering

There are a numerous of reasons of cluttering. That is, the first reason could be the brain function or structure which is linked to the students' speech rate control, speech language application, and planning, As well as the genetics that could lower than stuttering (St Luis, Raphael, Myers & Bakker, 2010, p 4, par. 2).

### 1.4.2.4 The impacts of Cluttering on EFL Student's Oral Performance

Cluttering has affected negatively on EFL student's oral performance, mainly what could be a problem is the ability to send messages that are disorganized and inappropriate with no clear or precise manner ,in addition to the kind of feedback as "do not mumble!" or "slow down!". Thus, the listeners face a problem understanding them (Scott, Mayer, & Kissagizlis, n. d., par. 1, 2).

In addition, Scott, Myers, &Kissagizlis (n. d.) have also suggested that the clutters may delete a certain syllables or sounds through which their speech is running into each other; they may also have disorganized or racing thoughts, unlimited use of dysfluencies.

Moreover, they may repeat words or phrases; thus, they have become unaware of their speech that is different than the intended. Therefore, the one who clutters has a problem with handwriting, typing words, or became unaware about small talk or any kind of activity (par. 4).

## 1.4.3 Dysarthria

### 1.4.3.1 Definition(s) of Dysarthria

Dysarthria has been defined from different perspectives. First of all, this term has been divided into two parts, according to Freed (2011, p. 2) "Dysarthria is a disordered utterance (dys: means disordered or abnormal, arthria: means to utter distinctly, from the Greek, arthroun)." In other words, many scholars in Mass Health (2005, p. 2) defined Dysarthria as the difficulty of speech, that is linked to the existence of disorders in the muscular control of speech mechanism.

Moreover, the term Dysarthria defined as a combination of group of motor speech disorders of the person's neuromuscular control (Rao, 2003, p. 53).

### 1.4.3.2 The Types of Dysarthria

Each type of Dysarthria depends on the effect of nervous system. That is, many studies in the speech and communication therapy (n. d, p. 1) have divided Dysarthria as the followings:

- ❖ **Flaccid Dysarthria:** Through which the poor control of the soft palate often leads to nasal breathy voice besides the clarity of the weak facial muscles.
- ❖ **Spastic Dysarthria:** That results in difficulty of articulation with an obscure or very slow voice.

❖ **Ataxic Dysarthria:** Which refers to irregular or explosive speech of an extra stress due to the speech muscles' poor coordination?

❖ **Hypo kinetic Dysarthria:** It refers to the hoarseness with low volume.

❖ **Hyperkinetic Dysarthria:** That refers to the harsh voice.

❖ **Mixed Dysarthria:** That refers to the preceded symptoms, whereby the decision of breathy or strained voice is up to the type of neurological injury (par. 2).

## 1.4.3.3 The Developmental and Acquired Dysarthria

Dysarthria is often acquired and happen at birth or developmental throughout life, according to Politano (2014) "Dysarthria can be present at birth (congenital Dysarthria) or may develop later in life. Congenital Dysarthria can occur in conjunction with any disorder, inherited or acquired". Thus, it may affect humans of different age.

## 1.3.3.4 The Reasons of Dysarthria

Most the studies have pointed out to a variety of reasons to Dysarthria; Generally, the neurological trouble of the person's speech motor control in the brain or cerebrum could be the reason to Dysarthria, with regard to York Stone et al (1993 as cited in Ravary& Beet 2013) "Dysarthria can be caused by weakness or paralysis of speech muscles resulting from neural damage, leading to imprecise, slow, or distorted verbal communication. Dysarthria is often caused by strokes, Parkinson's disease, motor neuron disease, head or neck injuries, surgical accident, or cerebral palsy." (p. 15).

In addition, other scholars in Mog Health (2008, p. 1) added other reasons to the damage of the muscles or nerves such as drugs damage in the spinal cord, accident, or any technique in surgery.

**1.4.3.5 The Characteristics and Symptoms of Dysarthria**

The main characteristics of Dysarthria are the weakness and incoordination of speech mechanisms (York stone et al, 1993 cited in Ravary & Beet, 2003, p.15, par. 3). In addition, Tootsi (n. d., p. 2) believes that Dysarthria leads to a number of symptoms involving the weak movement of speech muscles that are limited, with the slow rate, soft speech, or even breathiness. Hence, understanding the language is not a problem for a person with Dysarthria (par. 1, 2).

However, Lear & Sperry (2013, p. 1) have shown that the persons with Dysarthria know and understand what they want to say, thus the Dysarthria has no effect on their thinking.

**1.4.3.6 The Impacts of Dysarthria on EFL students' oral Performance**

Dysarthria may affect negatively on EFL students' oral performance. That is, it can be either very harsh, so that the person's speech is difficult to be understood or pleasant where only these sounds could be impacted: /ʃ/, /ʈ/, and /s/ (Lear & Sperry, 2013, p. 1, par. 1). Dysarthria may impact on the student's speech mechanisms, as Caroline (2015) who states that "the Dysarthria can affect all motor speech processes: breathing, producing sounds in the larynx, articulation, resonance, and the 'prosody' or rhythm of speech". Thus, the students face problem to convey their messages, or ideas.

**1.5 Conclusion**

To sum up, this chapter has represented the most common aspects of speech disorders, hence the study will focus only on fluency disorders such stuttering and cluttering, in addition to the motor speech disorder such as Dysarthria.

Even though these common types of speech disorders could be developmental, acquired, or even temporal depending on a certain reasons, symptoms, and impacts which could affect EFL students' oral performance. Therefore, these speech disorders need to be considered from both students and teachers, through a range of effective strategies that EFL students need to overcome this problem.

The following chapter will introduce numerous strategies to these speech disorders that need to be overcome among EFL students, and enhance their oral performance, especially in learning English as a foreign language.

# Chapter two:

# The strategies and its relationship to

# EFL Students' Oral Performance

## 2.1 Introduction

Students' purposes can be different. That is, most of EFL students, regardless of their age, social, cultural background, or their oral performance, share the same desire which is to speak the language fluently. Accordingly, in Biskra University, speech disorders such as stuttering, cluttering, and Dysarthria could have a profound impact on EFL students' oral performance, and even all aspects of life.

The matter of speech disorders could be overcome among EFL students who need a special service, including their effort, parents, teachers, and even the speech pathologists. Moreover, many strategies, depending on the causes, types, symptoms, and affects of those speech disorders, aim at enhancing their level of oral performance. Thus, they will be able to realize better achievement.

The following section is entitled by the strategies and its relationship to EFL students' oral performance. In addition to that, this chapter attempts to suggest what EFL students, suffering from the speech disorders, their parents, teachers, and even the speech pathologist can do for the sake of overcome these speech disorders that are encountered at English classes.

## 2.2 The Suggested Strategies for Overcoming the Negative Impact of Speech Disorders

### 2.2.1 Strategies about Stuttering

#### 2.2.1.1 The Stutterers

Many students who stutter have probably tried to cope with the problem. Those students need a number of effective strategies in supporting and promoting more effortless speech. That is, commitment should exist to follow through if their able to change. According to Fraser (2007, p. 11) "the first thing you must do is to admit to yourself that

you need to change, that you really want to do is to do something about the way presently talk". In other words, those students need strong motivation to overcome this trouble since their improvement and working on their speech has to be understood.

Moreover, according to Fraser (2007, p. 21) "positive changes attitudes and feelings about yourself and your stuttering will lead to positive changes in your speech". That means that any positive changes in the stutters' speech happen whenever there are some changes in their feelings and attitudes.

In other words, the habitual form of stuttering could be changed. That is, students should try to begin with single words. They should start to say the first sound of a word in the front of mirror. Then, they move slowly from one sound to another for the same word. In addition to that, the muscle movement as lips and tongue should be felt from those stutters who need to learn this with highly conscious.

In addition, writing and talking technique should be used among those stutterers. That is, as they begin to say the word, the stutterers should write the first letter of it and prolong the first sound until they have finished the written letter. Thus, this practice will train them to face the pressure that happens at the first stuttered word. Therefore, the stutterers should say each word of the sentence even in isolated manner (Neely, n. d., par. 1, 2, 3, p. 65).

Finally, stuttering on purpose would be helpful technique to reduce the fear among those stutterers. According to many scholars Stuttering Foundation of America (2008, p. 5) "stuttering on purpose… drains away the fear". This provides an experience from the stutterers to volunteer without looking for their disorder.

**2.2.1.2 The stutterers' Parents**

Other scholars in the Speech and Stuttering Institute (n. d., p. 2) have suggested some techniques for parents of those stutterers as the followings:

Parents should use simple words and vary their speech in slow and relaxed manner and use pauses for seconds. Thus, that would be helpful before responding to them and give a slow pace to the conversation.

Moreover, students who stutter should feel that their parents are listening patiently to what they want to say rather than how they say it. In this case, parents give much time to them. Thus, this would reduce time pressure among those stutterers who will feel that they are capable of talking with fewer obstacles. In addition to that, constant questions should be avoided from parents. That means also that the second questions are not appropriate even that the first questions are answered. Therefore, competition should be reduced among family members. Thus, parents should let those stutterers continue their thoughts without being interrupted.

In other words, some speech pathologists in the Stuttering Clinic (n. d., p. 1, par. 2) believe that the stutterers do not have a trouble thinking or feeling, but rather only having a trouble talking. Thus, they should not be treated differently from other members.

Above all, students who stutter should be accepted from their parents as they are. Some speech pathologists (n. d., p. 8) have advised parents to "convey that you accept your child as he is. The most powerful force will be your support of your child, whether stuttering or not". Therefore, parents should not distinguish those stutterers than other family members having ordinary speech.

### 2.2.1.3 The Teachers of the Stutterers

Many scholars in Stuttering Foundation of America (2010, p. 6) have suggested some techniques for the teachers of stuttering students. Most of the time, the teacher should be a model communicator who keeps eye contact and gives much time for them without completing their speech. In addition, the teacher's actions should be known as he is concerned with what the stuttered students want to say rather than how to say it. If they also give more pauses in their own speech, they will reduce time pressure among them.

Moreover, other scholars in Stuttering Foundation of America (2010, p. 8) have mentioned that the discussion of stuttering in the entire class is important. That is, some students have problems if the teacher talks with their peers about this trouble. While others believe that their trouble is a private matter and should not be discussed openly inside the classroom. Accordingly, classroom presentation from the students who have normal speech would help the stutterers knowing some facts they are living, talking about famous people who stutter, and giving some examples related to different ways to stutter Thus, these techniques are a reduction in teasing and lead other peers to understand this trouble (par. 1, 2, 3).

For those stutterers who believe that their situation should not be discussed inside the classroom. Many scholars have suggested that the stutters should talk in the classroom. Moreover, the teachers' manner leads them to know that there is no difference between them and other peers, and they should let them know that no problem if they stutter since that their problem does not bother them. Thus, any opportunity should be given to the stuttered students to talk, or even calling them to answer as other peers are (p. 9).

Consequently, some comments should be neglected. According to speech pathologists (n. d., p. 7) teachers should "avoid comments like 'slow down', 'take a breath', and 'relax'. It is never as simple as this and can add to the pressure of the moment

of stuttering". Therefore, these comments could effect on the stuttered students, thinking that they are more corrected than other students who have ordinary speech (par. 1).

**2.2.1.4 The Speech Pathologists**

Some strategies would be directed for those who stutter. What could be helpful is the King's Speech (2010), which took the Oscar best film. Even though, it is full of public speaking tips related to the King George VI, struggling to overcome his disorder (Murrell, 2011, par. 1).

In other words, what is noticeable for Williams (n. d.) is the king's self-doubt, pain, and anger while stuttering, particularly when his brother mocking him. Hence, the king was sitting silently unable to respond to him. Therefore, many tips need to be learned from the king's speech therapist 'Lionel Logue'. First of all, when the word "relax" was repeated for several times from Logue, the king was impatient, looking angrily. In other words, Logue claimed that anger leads to fluency for some people who stutter. In addition to that, when the king George was angry, he becomes fluent. Hence, Logue found a chance and tried to use the anger of George as one of the techniques that should be used with him.

Then, the speech therapist used other activities. For instance, he directed the King George to put some steel balls in his mouth and speak at the same time. Moreover, singing while speaking is abnormal way of speaking, but rather it helped the speech therapist to draw attention to the kings' stuttering (par. 3, 4, 5, 6, 8, 9, 10). Consequently, these strategies are some of the speech therapist's help that have positive effects on the king George and could impact positively on other stutterers too.

### 2.1.2 Strategies about Cluttering

#### 2.2.2.1 The Clutterers

Since that some of the cluttered students are poor listeners and have poor concentration, many scholars in India Parenting (2016) advise them to:

> "Reduce the habit of talking very speedily. It is very essential to
> do some mental exercises. The person needs to think what he/she
> wants to express before speaking. To be good and fluent speaker,
> it is essential to become a good listener first"( par. 8).

All of these pieces of advice are directed for those who clutter to reduce their speech and think of what they have to say, for the sake of making the process of communication easier.

#### 2.2.2.2 The Teachers of the Clutterers

Other scholars have pointed out that most of the teachers should talk with frequent stops. That is, they should talk to the students in natural way and create a relaxing classroom free of stress. Therefore, when the teachers have noticed that some of students are talking too fast, they should not tell them to slow down, but rather they should be present in such kinds of exercises such as talking aloud, or present song to repeat whenever necessary (The Scarsdale Public Schools, 2007).

#### 2.2.2.3 The Speech Pathologists

Many speech pathologists can provide some helpful techniques for the clutterers. Their primary goal is to reduce the speaking rate of them.

Moreover, most of the clutters are not aware about the stops that should be respected during the speech. In this case, they are directed to look for some helpful techniques, "If the person is unaware of where to pause, it may be useful to write some

unintelligible sentences (from a tape recording) that he or she has  actually said, first without spaces between words, and then with normal spacing" (Stuttering foundation of America, n. d.). Hence, this strategy could help the clutterers to learn and found out the space that should be relevant to pauses.

In addition, as cited in Stuckey (2007), St. Luis (2007) suggested other helpful strategies for the clutters. First of all, most of speech pathologists should assist for the assessment among the clutters, and allow their rate of speech. Then, the clutters should start with introducing their names with structured utterances such as hi! My name…after that, their speech moves with more typically flow of language. Then, the clutterers should give importance to the stressed syllables. Thus, they could learn to self-monitor their speech since those visual aids should be used such as a speedometer. Thus, the clutterers should listen to both organized and disorganized speech for the sake of becoming aware of the correct production.

Other studies have pointed out to some treatment activities and principles, which would be directed to speech pathologists to assist those clutterers. Such awareness needs to be addressed as it needs a certain treatment activities such as the audio and video recording. As well as, most of the speech pathologists can direct the clutterers to categorize and name some items, and describe any similarities and differences of two objects, which could have much more descriptions. As far as, sequencing activities such as completing a task, giving directions or even story telling techniques could be used with both structured and unstructured narrative. Thus, most of these activities may actually address multiple target areas for those who clutter.

Moreover, additional strategies would be helpful to the clutterers' speech production. For instance, the rate reduction program could be used depending on each speech pathologist. Thus, this could happen and aims at breathing with better coordination

of speech, increasing the use of pauses, emphasizing on the intonation and stressed words to change the questions that are versus statements, and even the meaning. Nevertheless, the clutters would be directed to read other activities, especially those related to poetry and rhythms.

### 2.2.3 Strategies about Dysarthria

#### 2.2.3.1 The Students suffering from Dysarthria

In Biskra University, numerous strategies should be directed to those EFL students facing Dysarthria. First of all, students should take a breath. Then, clear space between words should exist during the conversation, in addition to the extra effort that should happen into stressed key words.

Moreover, students could attract the listeners' attention through calling on their names before talking to them. If the students, having Dysarthria, are feeling tired, long conversations should be avoided. Therefore, students should avoid talking in noisy environment. Thus, they should move away from the source noise or reduce it such radio or TV (Health News, 2015, p. 7).

Finally, some scholars in the American Stroke Association (2016) have suggested other techniques for the students having Dysarthria, who should use some words such as "I would like tell you something", or "I have something to say". Hence, this technique could prime the listeners to expect certain sounds, and simplify the students' speech to be understood.

#### 2.2.3.2 The students' parents

Parents should provide much help for the students having Dysarthria. That is, parents should have eye contact whenever talking to them. Those students should have

plenty of time to respond, but in case they feel pressured to talk, this could impact on their ability to talk when communicating with others. Moreover, some students do not want to b corrected. Thus, parents should be careful about any kind of frustration among them.

In addition, yes or no questions such as "did you ask me if I had done the shopping?" should be asked whenever necessary. Therefore, any kind of noise or distraction should be reduced among the persons living with Dysarthria (Health News, 2015).

### 2.2.3.3 EFL Students' Teachers

Many studies in the Bright Hub Education (n. d.) mention that the teachers should focus on written tasks. That is, the aim of this strategy is not to ignore this disorder, but rather to lessen the effect of this disorder. Moreover, many students are more likely to be directed to written exercises and volunteer any oral responses. Thus, this could have positive function inside the classroom.

On the other hand, when oral presentation become necessary, teachers have to encourage the students having Dysarthria to practice at home before presenting inside the classroom, for instance this technique could happen in front of a mirror. Therefore, this leads them comparing themselves to a normal speech and lessens the extra effort that the teachers have to deal with whenever facing students with special needs, who could be active participants inside the classroom.

### 2.2.3.4 The Speech Pathologists

Many scholars in the Mog Health (2008) made a great effort for most of speech pathologists, aiming at helping any person with Dysarthria. Generally, those speech pathologists are going to use any king of observation, exams, and other activities.

Moreover, the patients' weakness should be regarded, in addition to the coordination and movements of speech muscles and breathe support. Therefore, most of speech pathologists are going to carry out a treatment program. Hence, the main purpose is the person's needs.

In this case, most of speech pathologists are going to use both exercises program and other compensatory strategies. Thus, exercises program have been taught aiming at improving the coordination and movement of students' muscles. On the other hand, if the previous techniques have positive effect or improvement on the persons having Dysarthria, compensatory strategies should be also used to create a successful communication.

Moreover, other studies in Health News (2015) have advised an assessment, which should be carried out from the speech pathologists. First of all, speech pathologist could ask questions about familiar topics, making different sounds, reciting days of the week, counting numbers, or reading any passage aloud. Then, the person with Dysarthria may look for the communication aids, including computerized voice output systems that could be used for alongside.

Finally, positive results depend on students' needs and circumstances, regarding to the location of the brain damage. According to some speech pathologists "there is no guarantee that speech of every one with Dysarthria. Whether treatment is successful will depend on the extent and location of the brain damage… and the individuals needs" (Mog Health, 2008). Thus, the main purpose is to improve the speech of the person, suffering from Dysarthria with less obstacles and more clarification.

## 2.3 The Strategies and EFL Students' Oral Performance

First of all, stuttering, as a fluency disorder, could be overcome among the students. That is, some scholars in Stuttering Foundation of America (2010) pointed out to a variety

of positive effects could happen whenever the person is able change such as "Slow changes in both how they talk and how they feel about talking, as they learn to successfully manage their stuttering" (p 11). Thus, the stutterers could change whenever they are talking and feeling towards their stuttered speech.

The scholars believed that the students' disorder could be overcome. That is, they could stutter with less tension and change in when and how they talk to others. In addition, the stuttered students will volunteer to answer the question(s) rather than only answering when they are calling. Thus, the stuttered students become more fluent (par. 4). In addition, the King George who stutter tried to overcome his disorders and understood that the strategies of the speech pathologist 'Lionel Logue' produced a moments of fluency (Williams, n. d., par 12).

Moreover, the students' cluttered speech could be reduced due to the students own help (having cluttering), their parents, teachers, and the speech pathologists. According to many studies in India Parenting (2016), if the clutters take any advices or exercises into consideration, their habit of talking rapidly could be decreased. Moreover, if the clutters have done any mental exercise such as thinking of what they want to say and express before speaking. Therefore, they will become fluent and good speakers whenever they are trying to make the process of communication easier.

Even though, the impact of Dysarthria on the students having Dysarthria could be overcome. In addition to that, any reduction of their disorder includes the increase of the tongue and lips' movement, and could happen due the oral-motor activities of the speech pathologists, parents and teachers too. Thus, students having Dysarthria are able to communicate without looking for their disorder. Hence, their speech becomes clearer and louder (St. Jude Children s' Research Hospital, 2004, p. 1, 2).

**2.4 Conclusion**

In short, this chapter has introduced a number of strategies to the following speech disorders: stuttering, cluttering, and Dysarthria, which have impacted on EFL students' oral performance. Hence, these strategies could be used from EFL students themselves living with these disorders, their parents, teachers, and even the speech pathologists playing a major role in overcoming these disorders.

In other words, these strategies, which should implemented for EFL students, have a relationship to EFL students' oral performance. Even though, whenever the students are trying to think of what and how to say what they want to say without looking for their disorders, they will become fluent and good speakers. Thus, these strategies could overcome EFL students' disorders and enhance their oral performance, especially in studying English as a foreign language.

The following chapter is the practical part. It provides a statistical study related to the analysis and interpretation of the gathered data, which are used from some of teachers of oral expression and EFL students' attitudes.

# Chapter Three:

## The Field Work

**3.1 Introduction**

The third chapter is the practical part. It provides a statistical study that is related to both students and teachers' attitudes at Biskra University, and aims at working on what should be done to help EFL students to overcome the negative impact of the following speech disorders: stuttering, cluttering, and Dysarthria. Moreover, this study is conducted with a number of answers and attitudes, collected from both students' questionnaire and teachers' interview.

In other words, the major tool for collecting data is the questionnaire. It is addressed for the majority of students in English division at Biskra University, as well as the students having these kinds of speech disorders, who their questionnaire differ than others having ordinary speech due to the different attitudes and feeling occurring between them. On the other hand, the teachers' interview is another tool that helps in investigating the teachers' attitudes, and looking for their efforts that are directed towards EFL students living with these kinds of speech disorders.

**3.2 The Research Methodology**

The choice of the method has been determined by the nature of the study, which adopted the descriptive method. In other words, this method was chosen to give a real picture about the students suffering from speech disorders, and work on what should be done to help them in order to become more fluent in English language, through a variety of strategies.

### 3.2.1 Population and Sampling

#### 3.2.1.1 Students

Since the selection of the students, who are suffering from speech disorders, is not easy to be discovered, the case of English division at Biskra University was selected. Moreover, fifty students were selected to look for their opinions towards the students suffering from speech disorders. In addition, the study was conducted with a small size of students, suffering from speech disorders, who are as the followings: two stutterers, three clutterers, and one student suffering from Dysarthria.

### 3.2.1.2 Teachers

The study was conducted with eight teachers of oral expression in English division at Biskra University.

### 3.3 Students' Questionnaire

#### 3.3.1 Students' Questionnaire (for the Majority of EFL Students)

##### 3.3.1.1 Description of the Students' Questionnaire

This primary questionnaire is directed to the majority of EFL students. It consists of 50 students of English division at Biskra University. In other words, it includes 32 questions that are arranged from close questions requiring from EFL students to answer, as well as the open-close questions that are required from them by giving their own answers and justifications, or pick up the appropriate answer from a number of choices.

Moreover, this questionnaire is divided into three tasks. The first task is entitled by a general information, which is composed of four questions, and aims at giving a general overview about the students' gender, their level, and even if they have any difficulties with the four skills(listening, reading, speaking, and writing skill).

Although the task is entitled by speech disorders, it contains three subtitles: stuttering, cluttering, and Dysarthria, and includes twenty questions that are divided depending on those subtitles. These questions serve the study in giving the students' opportunity to express their opinions towards the subject of speech disorders.

In other words, the third task is entitled by the impact of speech disorders on EFL students' oral performance. It contains eight questions, which attempt to know the extent of the negative impact of speech disorders, and provide a free space to think for those respondents with personal evaluation and suggestions.

To sum up, the results of this questionnaire serve the study in investigating the negative impact of those speech disorders, and helping EFL students' level through a number of suggestions, especially when studying English as a foreign language.

### 3.3.1.2 The Analysis of the Results

<u>**Task One: General Information**</u>

**Question 01:** Would you specify your gender, please?

| Gender | Male | Female | Total |
|---|---|---|---|
| Respondents | 8 | 16 | 50 |
| Percentage | 42 | 84 | 100 |

**Table 3.1: Students' Gender**

The previous table indicates that the dominant gender is females with percentage of 84%. On the other hand, the male gender is only 16%. This indicates that the females are more interested in studying English than males.

**Question 02:** Would you specify your level, please?

| Levels | 1st Year | 2nd Year | 3rd Year | Master 1 | Master2 | Total |
|---|---|---|---|---|---|---|
| Respondents | 16 | 8 | 13 | 4 | 9 | 50 |
| Percentage% | 32 | 16 | 26 | 8 | 18 | 100 |

**Table 3.2: Students' Level**
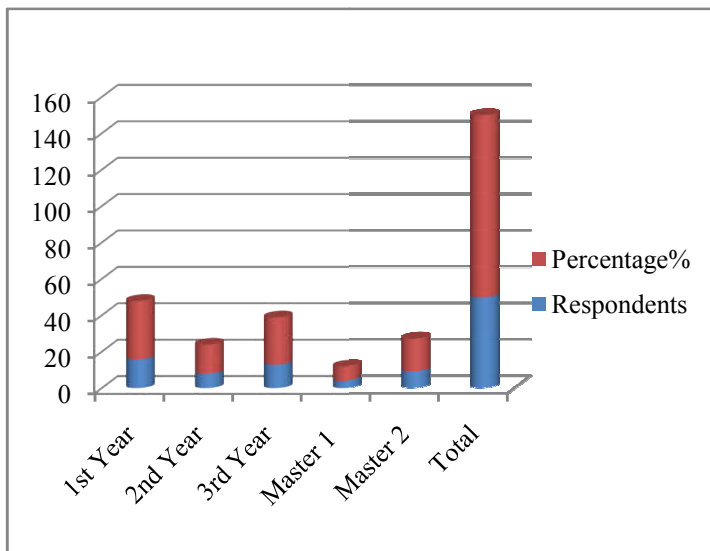
**Graph 3.2: Students' Level**

The study is conducted through the range of levels between the students. In other words, since the case is the English division at Biskra University, students' levels was chosen randomly. In other words, the reason behind this choice to look for the students attitudes towards the students having speech discords, as well as to discover other students having the same discords with different levels.

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

| Years | 8 Year | 9 Years | 10Years | 11 Years | 12 Years | Total |
|---|---|---|---|---|---|---|
| Respondents | 16 | 7 | 14 | 4 | 9 | 50 |
| Percentage% | 32 | 14 | 28 | 8 | 18 | 100 |

**Table 3.3: Length of Study English**
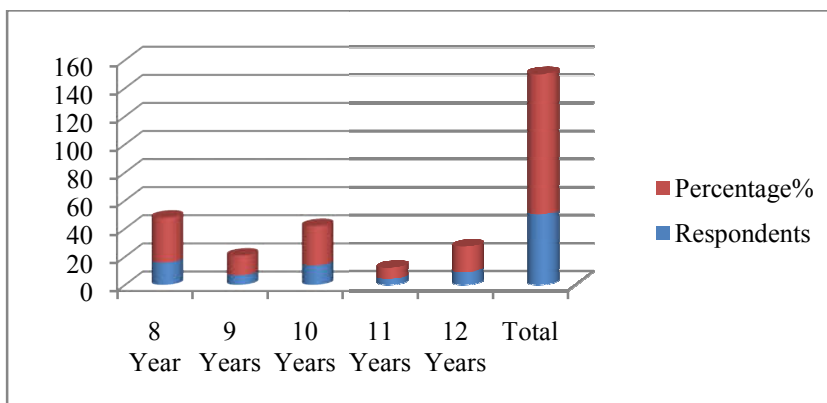


**Graph 3.3:  Length of Study English**

The choice behind this question is to find out the students' length in studying English. The results point out to the whole students; answering the questionnaire and studying English, represent 32 %.  In other words, since that first year students have a large

.36

number than other students, the study has attempted to discover much number of students having these kinds of speech disorders.

**Question 04:** Do you have any difficulties associated with listening skill, reading skill, speaking skill, and/or writing skill?

| Skills | Listening skill | Reading skill | Speaking skill | Writing skill | Total |
|---|---|---|---|---|---|
| Respondents | 11 | 0 | 23 | 3 | 50 |
| Percentage% | 22 | 0 | 46 | 6 | 100 |

**Table 3.4.1: The Difficulties of the Students' Skills**
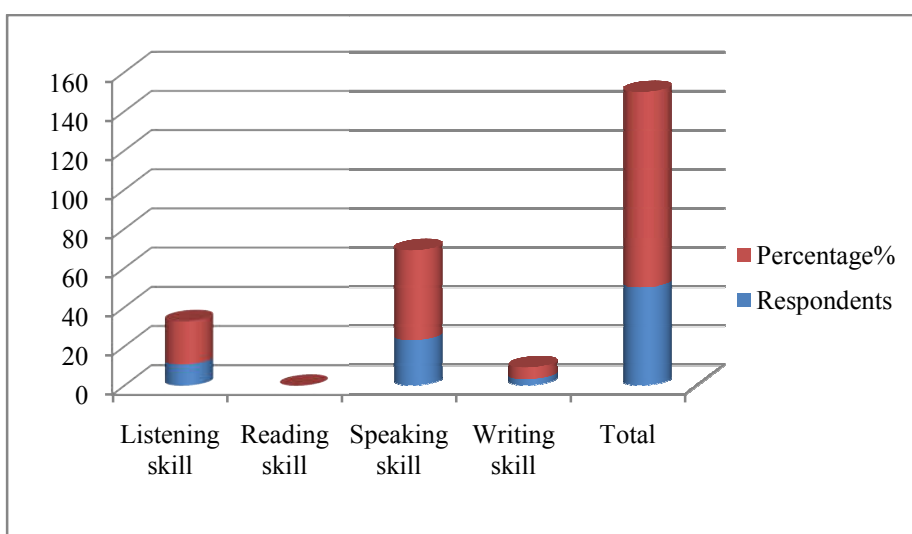


**Graph 3.4.1: The Difficulties of the Students' Skills**

The major skill that EFL students have a problem with is the speaking skill. It is a problem of 46 % EFL students. In other words, speaking skill is the common problem in English division. However, the reading skill is the only skill that has not been chosen individually, but rather it is selected with multiple choices as others skills are. Thus, the rest of the students answered this question with a multiple choices as the followings:

| Skills | Speaking and listening | Speaking and writing | Speaking and reading | Listening and writing | Reading and writing | Total |
|---|---|---|---|---|---|---|
| Respondents | 7 | 3 | 1 | 1 | 1 | 50 |
| Percentage% | 14 | 6 | 2 | 2 | 2 | 100 |

**Table 3.4.2: The Difficulties of the Students' Skills**
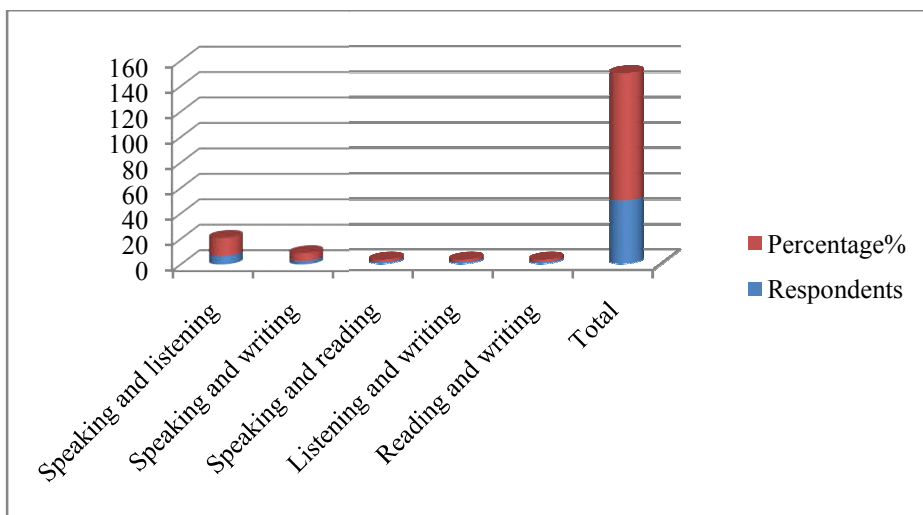
**Graph 3.4.2: The Difficulties of the Students' Skills**

These results indicate that both speaking and listening skills are other common problems for most of EFL students in English division with 11% than other skills.

**Task Two: Speech Disorders**

**Question 01:** Do you have any characteristics associated with the followings:

| Speech disorders | Stuttering | Cluttering | Dysarthria | I do not have | Total |
|---|---|---|---|---|---|
| Respondents | 3 | 5 | 1 | 41 | 50 |
| Percentage% | 6 | 10 | 2 | 82 | 100 |

**Table 3.5: The Students who have/have not Speech Disorders**
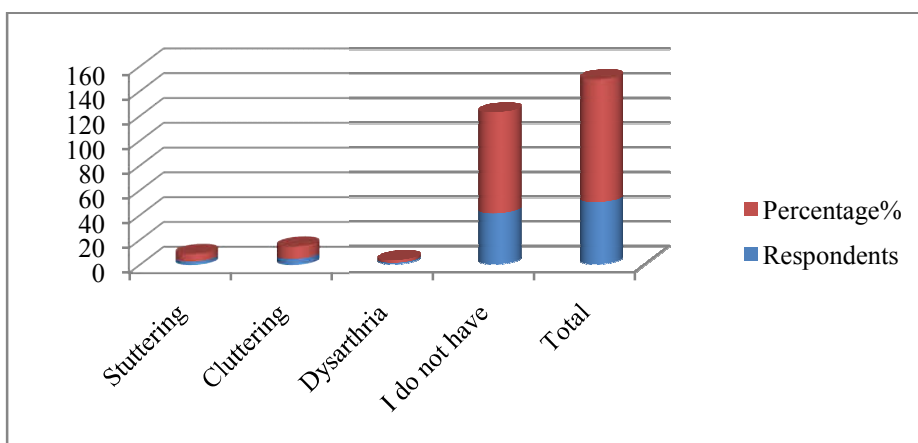


**Graph 3.5: The Students who have/do not Speech Disorders**

The aim behind this question is to check whether EFL students have these kinds of speech disorders or not. That is, the results indicate that the majority of EFL students

.38

(82%) do not have these kinds of speech disorders. However, 6% of the respondents denoted that stuttering associated with them. Therefore, the rest of students (10%) mentioned that they are clutters. Thus, the results also indicate that 2% of the students are suffering from Dysarthria.

**Question 2:** In the case that you do not have these kinds of speech disorder, have noticed a friend or classmate stutters, clutters, or has a Dysarthria in English division?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 36 | 14 | 50 |
| Percentage% | 72 | 28 | 100 |

**Table 3.6: Students' Knowledge of any Students having Speech Disorders**
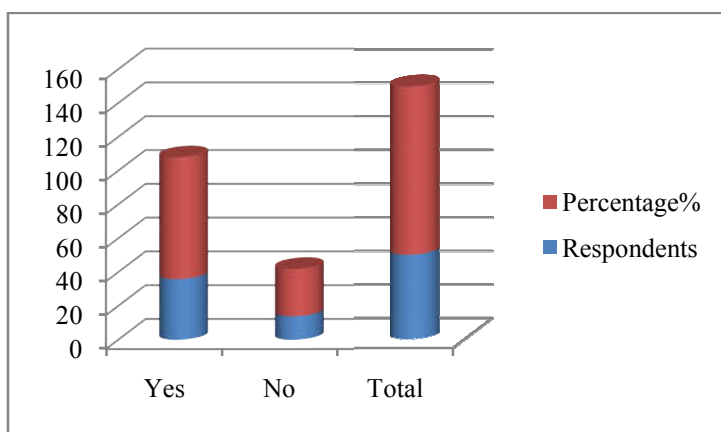


**Graph 3.6: Students' Knowledge of any Students having Speech Disorders**

The aim behind this question is to find out whether or not EFL students suffering from these kinds of speech disorders exist. According to the results, 72% of students have noticed students having these speech disorders. However, 28% of the students have not noticed some students suffering from the same disorders.

➢ **2.1 Stuttering:**

**Question 01:** Do you think that the stutterer seems to be aware of the fact that s/he is speaking in different manner?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 42 | 8 | 50 |
| Percentage% | 84 | 16 | 100 |

**Table 3.7: Stutterers' Awareness of their speech**
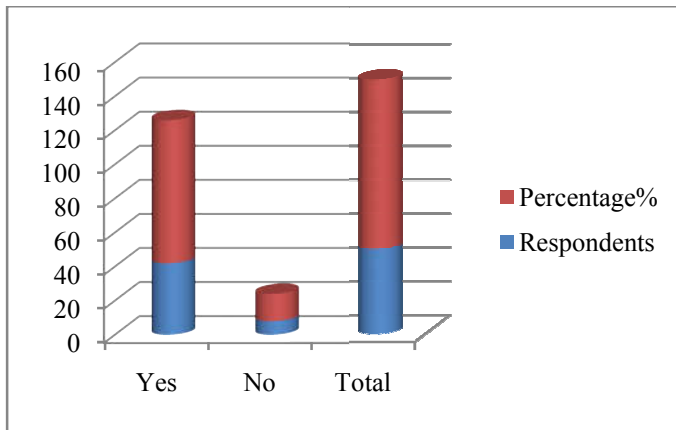
**Graph 3.7: Stutterers' Awareness of their speech**

These results denote that 84% of students believe that the stutterers are aware of the difference of their speech than others. On the other hand, 16% of the students consider that the stutterers are unaware of their speech.

**Question 02:** In your opinion, has any change or gradual increase of symptoms that are

associated with him/her?

|             | Yes | No  | Total |
|-------------|-----|-----|-------|
| Respondents | 37  | 13  | 50    |
| Percentage% | 74  | 26  | 100   |

**Table 3.8: Change in Stutterers' Situation**
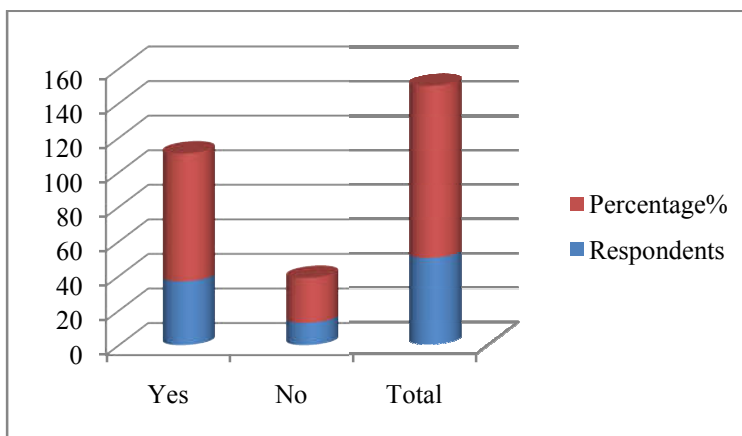


**Graph 3.8: Change in Stutterers' Situation**

The majority of the students (74%) claim that the symptoms of stuttering could change, depending on the stutterers' mood. That is, they sometimes get nervous, happy, especially when they are talking in front of people. Thus, they may lose words, become

ashamed, and stutter unwillingly. However, the rest of the students (26%) have not noticed any change with the stutterers. Thus, they maintain that stutterers are staying the same since the first day the met.

**Question 03:** Do you think that the stutter has characteristics associated with these

behaviours:

| Behaviours | Facial tics | Body movements | Shows some awareness | Shows no awareness | Total |
|---|---|---|---|---|---|
| Respondents | 11 | 21 | 12 | 6 | 50 |
| Percentage% | 22 | 42 | 24 | 12 | 100 |

**Table 3.9: the Stutterer's Behaviours**
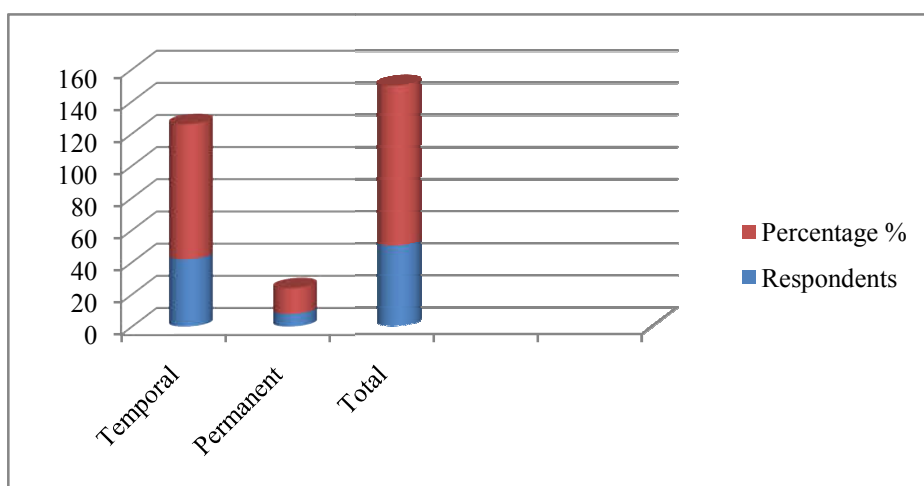


**Graph 3.9: the Stutterers' Behaviours**

According to the results, the whole students (42%) believe that body movements are the most common behaviours of the stutterers. These behaviours are also followed by facial tics as 22% of the students maintain rather than other behaviours.

**Question 04:** In your opinion, is the disorder of stuttering among EFL students temporal or

permanent?

| | Temporal | Permanent | Total |
|---|---|---|---|
| Respondents | 42 | 8 | 50 |
| Percentage% | 84 | 16 | 100 |

**Table 3.10: The Continuity of Stuttering**
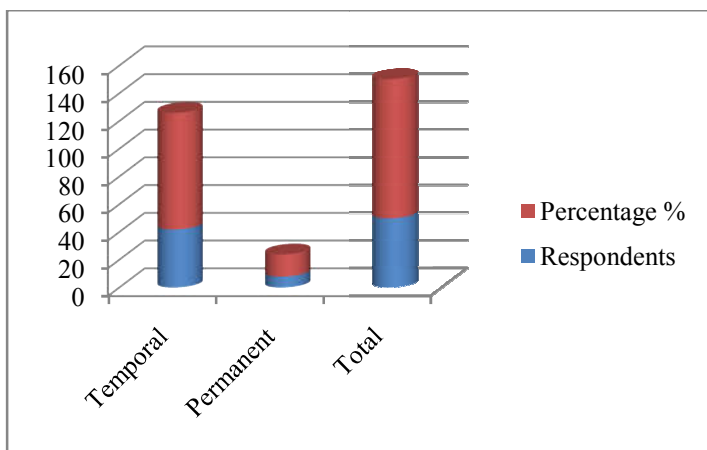
**Graph 3.10: The Continuity of Stuttering**

84 % of the students suppose that stuttering is temporal among EFL students. Thus, they argue that stuttering could happen in case of getting nervous, being ashamed, especially when they are talking in front of people. However, the rest of the students (16%) believe that stuttering is permanent with those students, who their situation become the same.

**Question 04:** Do you think that stuttering happen due to:

| Reasons | Parents | Teacher | Problems in the social environment | All of them | Total |
|---------|---------|---------|-----------------------------------|-------------|-------|
| Respondents | 6 | 2 | 13 | 29 | 50 |
| Percentage% | 12 | 4 | 26 | 58 | 100 |

**Table 3.11: The Reasons of Stuttering**
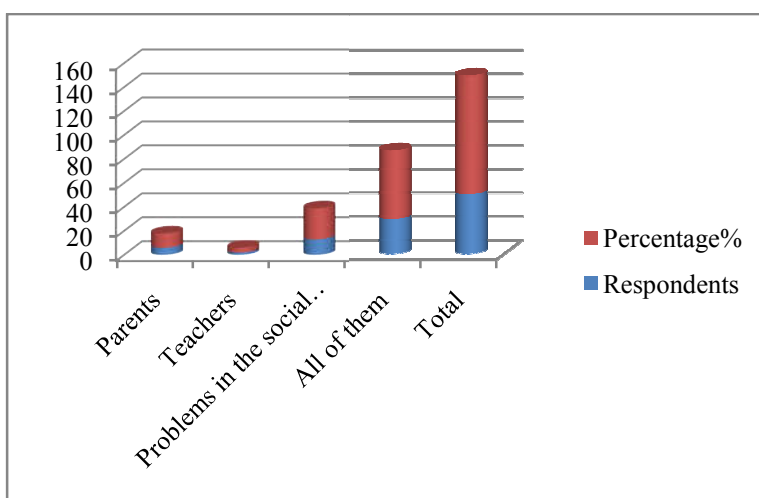


**Graph 3.11: The Reasons of Stuttering**

58% of the students maintain that all of parents, teacher(s), and problems in the social environment, could be the reasons of stuttering. However, 26% of the students believe that only the problems in the social environment could be the reason.

**Question 06:** Have you noticed that the symptoms of stuttering:

|  | **often happen when studying English** | **are the same with the mother language** | **Total** |
|---|---|---|---|
| Respondents | 9 | 41 | 50 |
| Percentage % | 18 | 82 | 100 |

**Table 3.12: The Length of Stuttering**
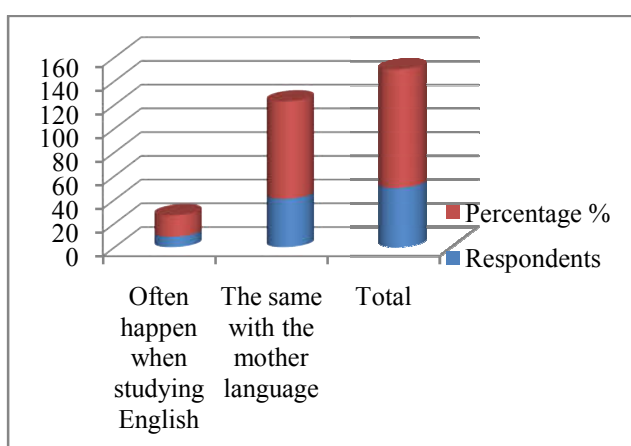


**Graph 3.12: The Length of Stuttering**

The whole students (82%) believe that stuttering happens when speaking the mother language and studying English. On the other hand, 41% of the students believe that stuttering happens only when studying English.

➢ **2.2 Cluttering:**

**Question 01:** Do you think that the clutterer seems to be aware of the fact that s/he is

speaking in different manner?

|  | **Yes** | **No** | **Total** |
|---|---|---|---|
| Respondents | 23 | 27 | 50 |
| Percentage % | 46 | 54 | 100 |

**Table 3.13: Clutterers' Awareness of their Speech**
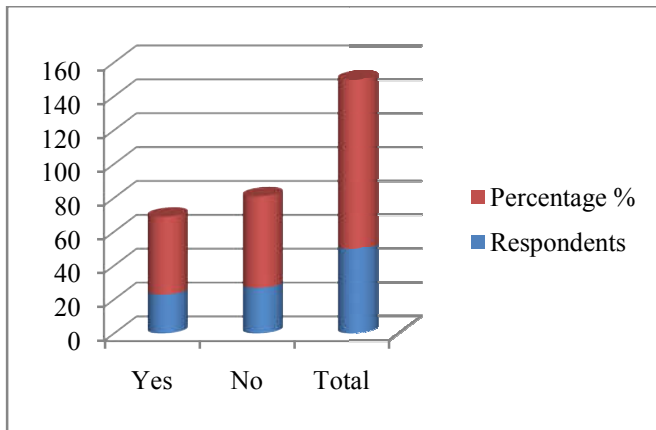
**Graph 3.13: Clutterers' Awareness of their Speech**

These results maintain that the whole of the students (54%) believe that the clutter is unaware about his/her situation. Nevertheless, the rest of the students (46%) believe that the clutter is aware about his/her situation.

**Question 02:** In your opinion, has there been any change or gradual increase of symptoms associated with him/her?

|  | **Yes** | **No** | **Total** |
|---|---|---|---|
| Respondents | 29 | 19 | 50 |
| Respondents% | 58 | 38 | 100 |

**Table 3.14: Change in Clutterers' Situation**
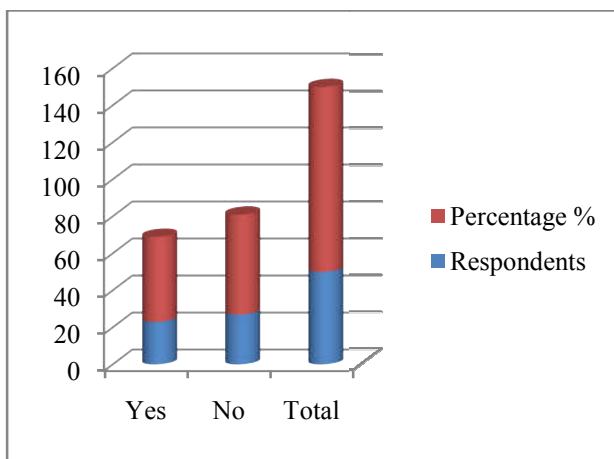


**Graph 3.14: Change in Clutterers' Situation**

According to these results, 58% of the students state that cluttered speech could change. Thus, the clutterer can sometimes talk normally, but rather that depends on the reasons that led him being too fast during the conversation. However, the rest of the

.44

students (38%) believe that cluttered speech could not be changed since that the clutterer is remarked with the same rapid rate of speech.

**Question 03:** Do you think that the clutterer has these symptoms:

| Symptoms | Rapid and regular rate of speech | Rapid and irregular rate of speech | Shows some awareness | Shows no awareness | Total |
|---|---|---|---|---|---|
| Respondents | 33 | 7 | 5 | 5 | 50 |
| Percentage% | 66 | 14 | 10 | 10 | 100 |

**Table 3.15: The Symptoms of Cluttering**
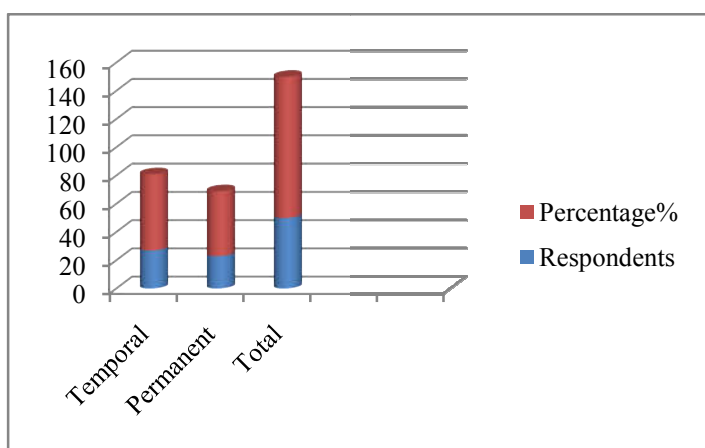


**Graph 3.15: The Symptoms of Cluttering**

These results state that the rapid and regular rate of speech is the common symptom that 66% of the students have noticed. On the other hand, 14% of the students have noticed some clutterers talking with rapid rate of speech.

**Question 04:** In your opinion, is the trouble of cluttering among EFL students temporal or permanent?

| | Temporal | Permanent | Total |
|---|---|---|---|
| Respondents | 27 | 23 | 50 |
| Percentage% | 54 | 46 | 100 |

**Table 3.16: The Continuity of Cluttering**
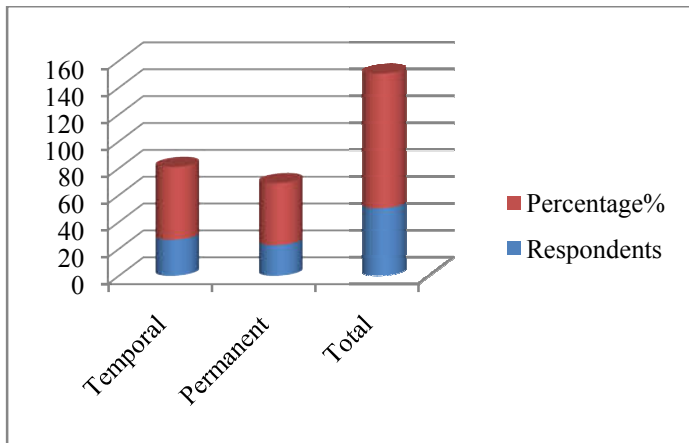
**Graph 3.16: The Continuity of Cluttering**

The results maintain that cluttering is temporal for 54% of the students, depending on some temporal reasons such as time consuming, family members, and other reasons. Whereas, 46% of the students, believe that cluttering is permanent. For them, it becomes a habit. Therefore, the clutterer finds him/herself obliged to talk too fast in unconsciously way.

**Question 05:** Do you think that cluttering happens due to:

| Reasons | Parents | Problems in the social environment | Both of them | Total |
|---|---|---|---|---|
| Respondents | 10 | 6 | 30 | 50 |
| Percentage | 20 | 12 | 60 | 100 |

**Table 3.17: The Reasons of Cluttering**
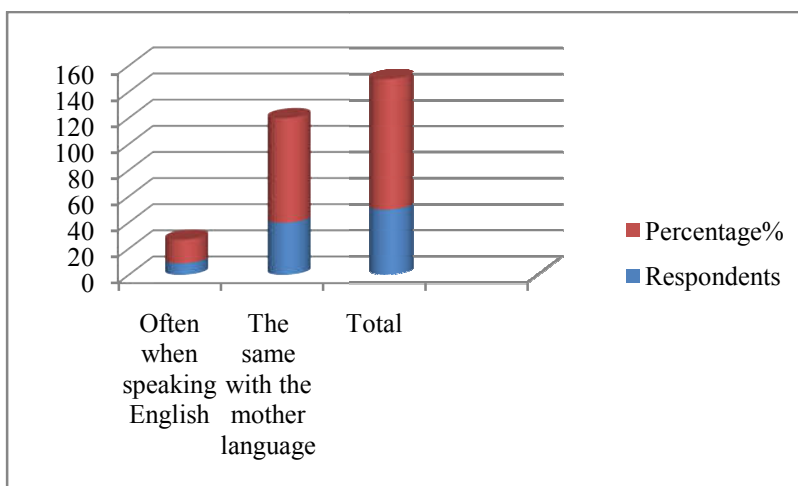


**Graph 3.17: The Reason of Cluttering**

According to the results, the majority of the students (60%) believe that both parents and problems in the social environment could be the reasons of cluttering. In addition, 20% of the students claim that parents are the only reason of cluttering. However, other students (12%) state that problems in the social environment could be the reason of cluttering. While the rest of the students (8%), negatively answer this question.

**Question 06:** Have you noticed that the symptoms of cluttering:

| | **often when speaking English** | **Are the same with the mother language** | **Total** |
|---|---|---|---|
| Respondents | 9 | 40 | 50 |
| Percentage% | 18 | 80 | 100 |

**Table 3.18: The Occurrence of Cluttering**
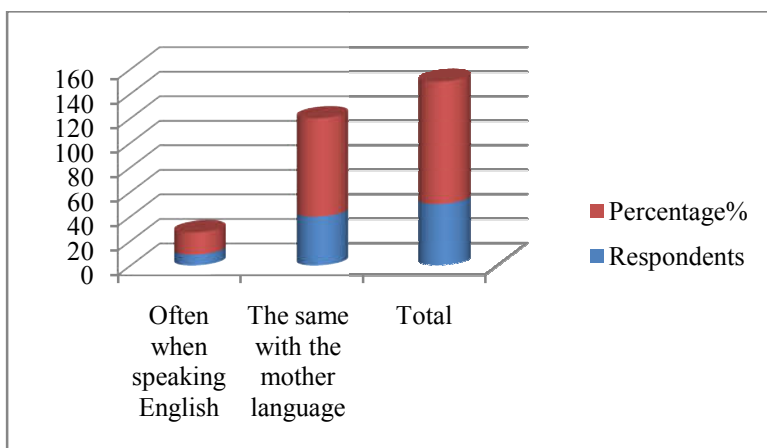


**Graph 3.18:  The Occurrence of Cluttering**

These results denote that the whole students (80%) believe that cluttering happens when talking the mother language and studying English. However, only 18 % of students believe that cluttering often happen when studying English depending on the students they have known or noticed in English division.

> **2.3 Dysarthria:**

**Question 01:** Do you think that the student who is suffering from Dysarthria seems to be

aware of the fact that s/he is speaking in different manner?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 43 | 7 | 50 |
| Percentage% | 86 | 14 | 100 |

**Table 3.19: the Awareness of the Students suffering from Dysarthria**
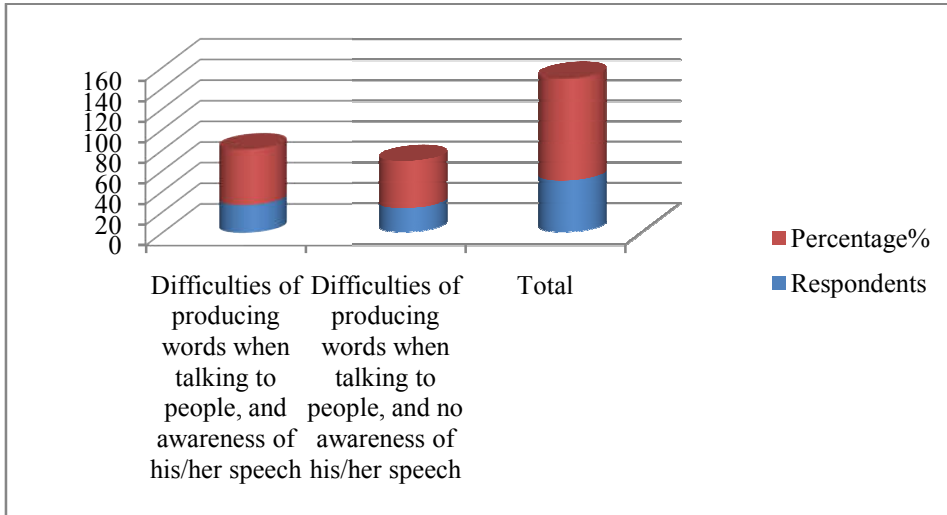


**Graph 3.19: the Awareness of the Students Suffering from Dysarthria**

The whole students **(86 %)** consider that the student, suffering from Dysarthria, is aware about his/her disorders. In contrast, the rest of the students (14 %) consider that that student is unaware about his difficulty of speech. Thus, that the majority of the students suffering from Dysarthria are aware about their disorders.

**Question 02:** In your opinion, has there been any change or gradual increase of symptoms that are associated with them?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 29 | 21 | 50 |
| Percentage | 58 | 42 | 100 |

**Table 3.20: the Change of Dysarthria**
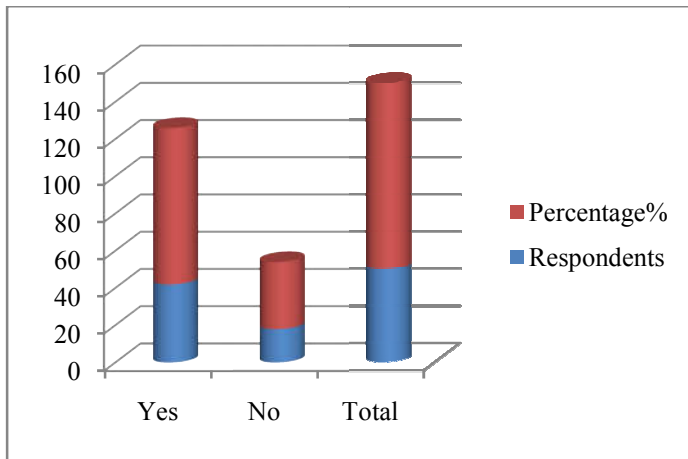
**Graph 3.20: the change of Dysarthria**

58 % of the students responded that any change could happen to the person suffering from Dysarthria. That is, they argued that his/her disorder could be reduced whenever the person becomes happy. On the other hand his/her disorder could get worse whenever the person becomes angry, or anxious. However, the student, suffering from Dysarthria, may not face any positive or negative change for his/her Dysarthria. It is a view of 42 % of the students, who claim that the person's speech become the same in all aspects of life, such as presenting any topic(s) in front of people.

**Question 03:** Do you think that the student, who is suffering from Dysarthria, has:

| | Difficulties of producing words when talking to people, and awareness of his/her speech | Difficulties of producing words when talking to people, and no awareness of his/her speech | Total |
|---|---|---|---|
| Respondents | 27 | 23 | 50 |
| Percentage% | 54 | 46 | 100 |

**Table3.21: the Symptoms of Dysarthria**
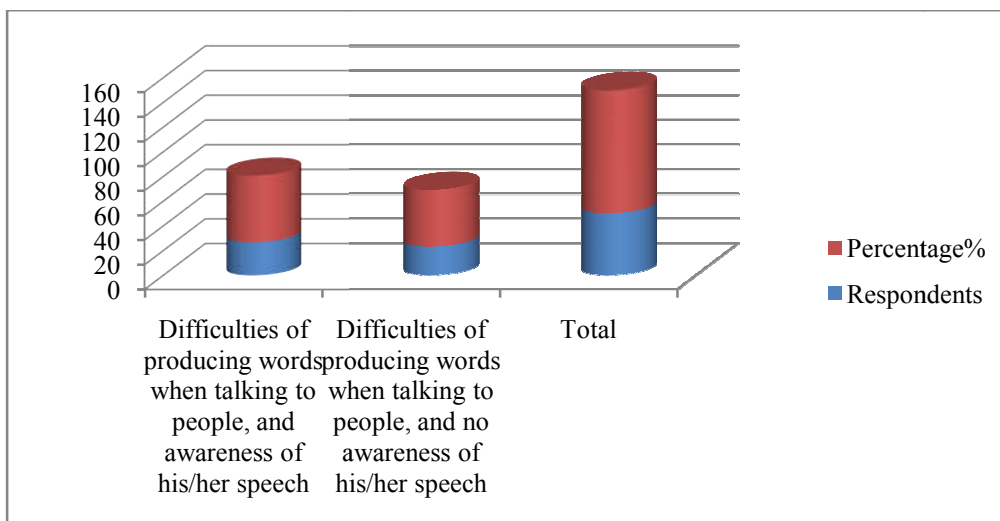
**Graph 3.21: the Continuity of Dysarthria**

The results show that 54 % of the students believe that the student who is suffering from Dysarthria has difficulties when talking to people, as well as he is aware about his/her disorder. In contrast, 46 % of the students believe that although this person has difficulties when talking to people, he is unaware about this/her disorder.

**Question 04:** In your opinion, is the trouble of Dysarthria among EFL students temporal or permanent?

|              | Temporal | Permanent | Total |
|--------------|----------|-----------|-------|
| Respondents  | 20       | 30        | 50    |
| Percentage%  | 40       | 60        | 100   |

**Table3.22: the Continuity of Dysarthria**
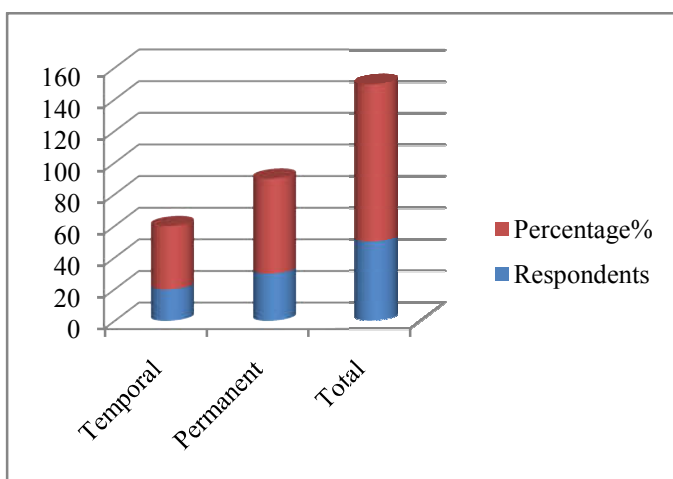
**Graph 3.22: the Continuity of Dysarthria**

According to these results, 60 % of consider that Dysarthria is permanent. That is, they argue that Dysarthria is permanent due to some practices among the student suffering from Dysarthria. In contrast, the rest of the students (40 %) believe that Dysarthria is temporal. For them, the student, suffering from Dysarthria, is usually talking in the same manner in his/her life.

**Question 05:** Do you think that Dysarthria happens due to:

| Reasons | Parents | Problems in the social environment | Both of them | Total |
|---------|---------|-----------------------------------|--------------|-------|
| Respondents | 4 | 11 | 33 | 50 |
| Percentage% | 8 | 22 | 66 | 100 |

**Table 3. 23: the Reasons of Dysarthria**
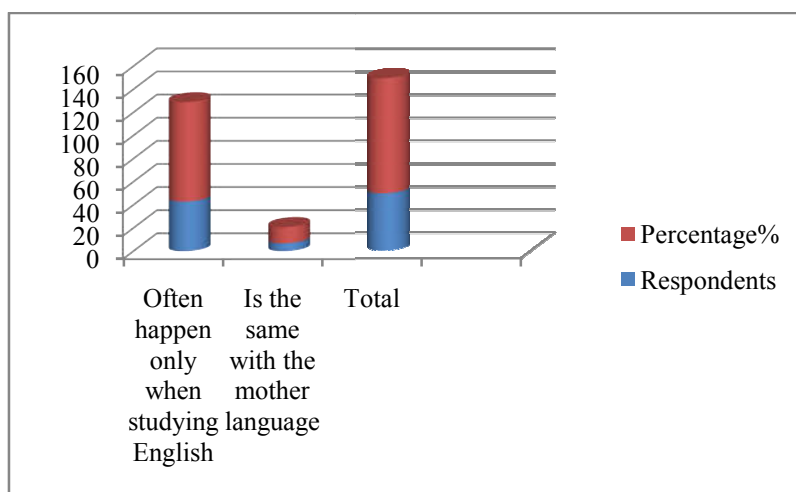


**Graph3.23: the Reasons of Dysarthria**

The majority of students (66%) stated that the main reasons of Dysarthria are both the parents and problems in the social environment. However, only 22 % of the students believe that problems in the social environment could be the reason of Dysarthria. Hence, the rest of the students (8%) believe that parents are the only reason of Dysarthria. Thus, one/or more reasons may lead Dysarthria to exist.

**Question 06:** Have you noticed that the symptoms of Dysarthria:

| | Often happen only when studying English | Is the same with the mother language | Total |
|---|---|---|---|
| Respondents | 43 | 7 | 50 |
| Percentage% | 86 | 14 | 100 |

**Table 3.24: the Occurrence of Dysarthria**
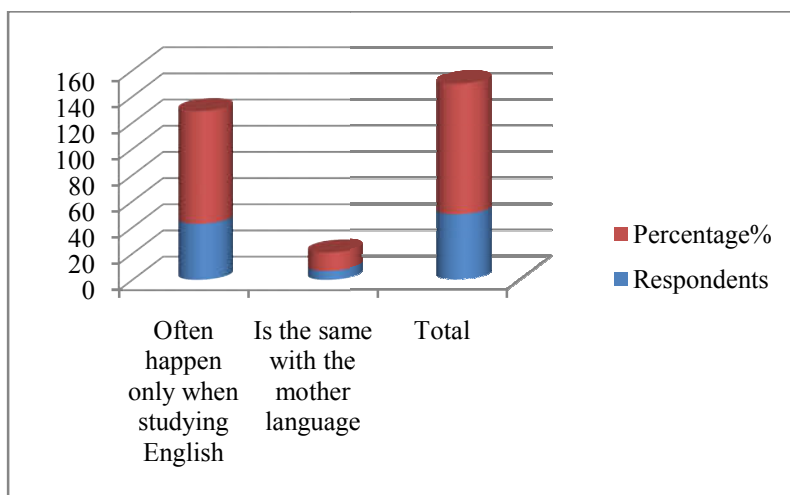


**Graph 3.24: the Occurrence of Dysarthria**

The results show that the whole students (86%) view that Dysarthria could happen when speaking the mother language and studying English. In contrast, only 14 % of the students believe that Dysarthria could happen only when studying English.

**Task three: The impact of speech disorders on EFL students' oral performance:**

**Question 01:** Does the EFL student who is suffering from these speech disorders, avoid participation inside/outside the classroom?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 44 | 6 | 50 |
| Percentage% | 88 | 12 | 100 |

**Table3.25: The Participation inside/outside the Classroom**
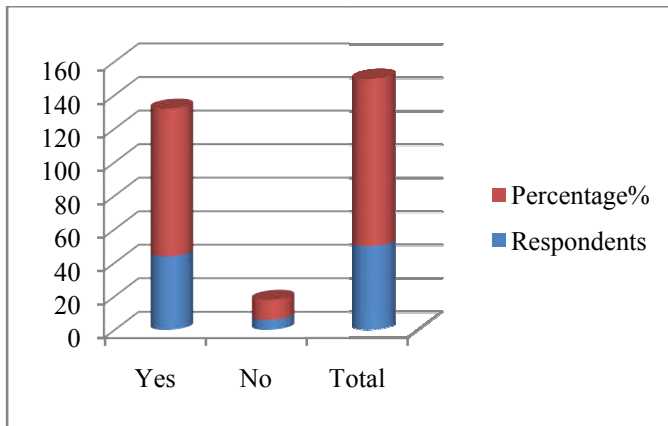
**Graph 3.25: The Participation inside/outside the Classroom**

The results indicate that the majority of the students (88%) believe that most of the students suffering from these speech disorders avoid participation inside/outside the classroom. In contrast, only 12% of the students believe that the students suffering from these speech disorders have no problem if they participate inside/outside the classroom.

**Question 02:** How do his/her classmates react?

| Others reactions | Encourage him/her when s/he is talking to them | Mocking at him/her when s/he is talking to them | Do not want to talk to him/her | Total |
|---|---|---|---|---|
| Respondents | 26 | 12 | 10 | 50 |
| Percentage% | 52 | 24 | 20 | 100 |

**Table3.26: The Reaction(s) towards the Students Suffering from Speech Disorders**
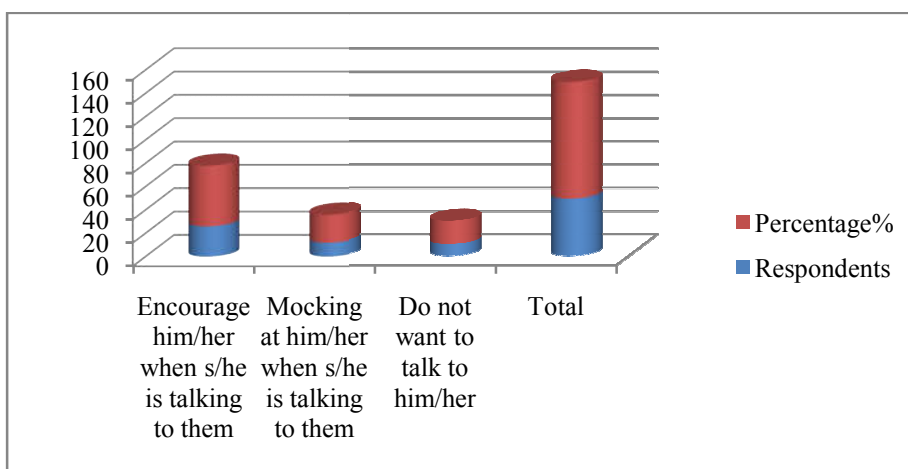


**Graph 3.26: The Reaction(s) towards the Students Suffering from Speech Disorders**

The results show that 54% of the students state the most of classmates, having normal speech, encourage students suffering from Dysarthria. On the other hand, 24 % of the students think that the classmates are normally mocking those students. While only 20% of the students think that the classmates do not want to talk to them. Thus, the rest of the students (4%) believe that the classmates deal with them as normal speakers.

**Question 03:** Does s/he seem to be aware of these reactions?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 42 | 8 | 50 |
| Percentage % | 84 | 16 | 100 |

**Table3.27: The Classmates' Reactions**
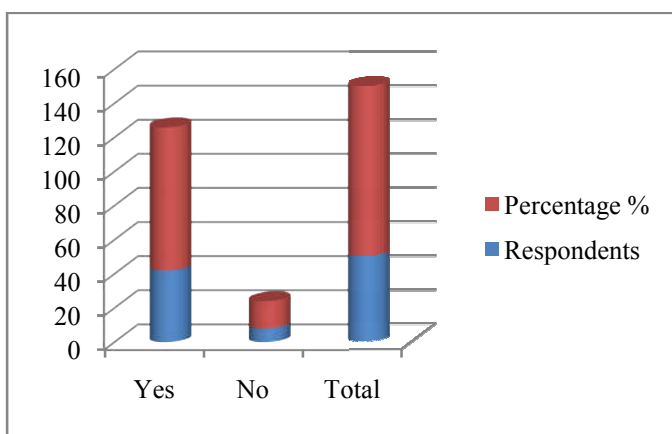


**Graph 3.27: The Classmates' Reactions**

The results state that the whole students (84%) believe that the students suffering from these speech disorders are aware about their classmates' reactions. However, the rest of the students (16%) argue that those students are unaware about their classmate's reactions.

**Question 04:** Do you think that those kinds of speech disorders have impacted on EFL students' oral performance?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 44 | 6 | 50 |
| Percentage% | 88 | 12 | 100 |

**Table 3.28: the Impact of Speech Disorders on EFL students' Oral Performance**
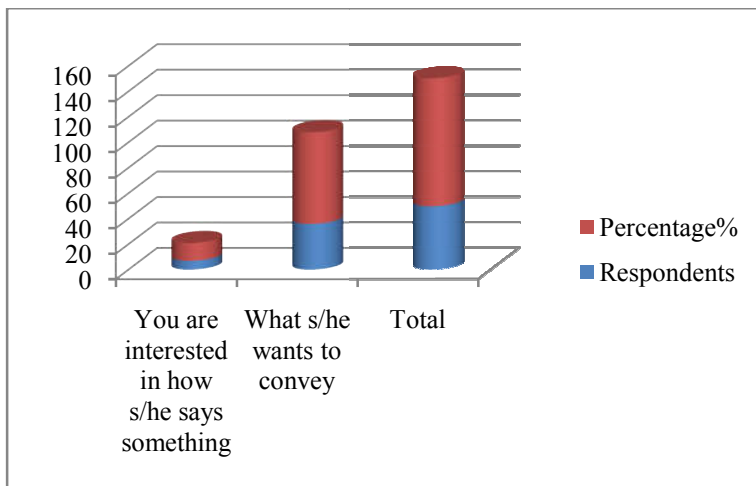
**Graph 3.28: the Impact of Speech Disorders on EFL students' Oral Performance**

For 88 % of the students, speech disorders have impacted on EFL students' oral performance. They justify their answers regarding to the lack of confidence, and inability to express one's self, students may not participate since they feel themselves under control, or even being more interrupted during the talk. In contrast, 12 % of the students believe that speech disorders have no impact on EFL students' oral performance.

**Question 05:** In the case that your friend or classmate has of those speech disorders, are

interested in how s/he says something, or what s/he wants to convey? Why?

|  | You are interested in how s/he says something | What s/he wants to convey | Total |
|---|---|---|---|
| Respondents | 7 | 36 | 50 |
| Percentage% | 14 | 72 | 100 |

**Table 3.29: The Focus on How/What Students Convey**
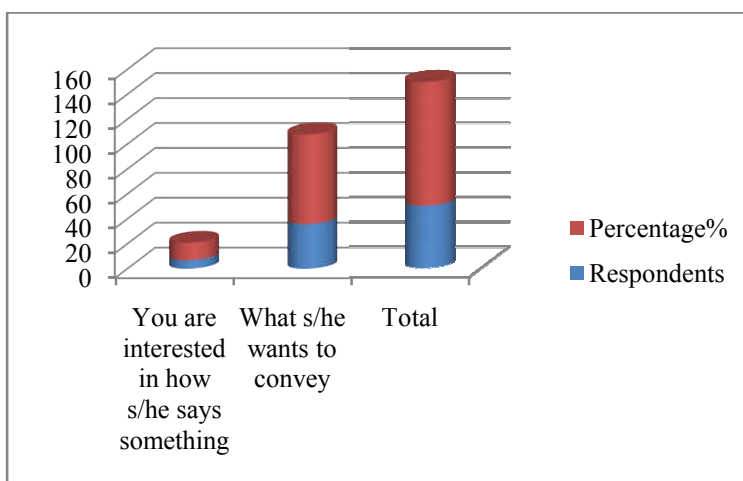
**Graph 3.29: The Focus on How/What Students Convey**

According to the results, 72 %of the respondents are interested in what those students want to convey. In addition, they are interested in the content rather than the manner. Hence, they deal with them as normal speakers. On the other hand, 14% of the respondents are interested in how those students say something. Therefore, they feel themselves obliged to listen to their speech carefully. Thus, the rest of the students negatively answer this question.

**Question 06:** Do you correct him/ her when s/he is talking to you?

|              | Yes | No | Total |
|--------------|-----|-----|-------|
| Respondents  | 19  | 31  | 50    |
| Percentage%  | 38  | 62  | 100   |

**Table3. 30: Correcting the Students Suffering from Speech Disorders**
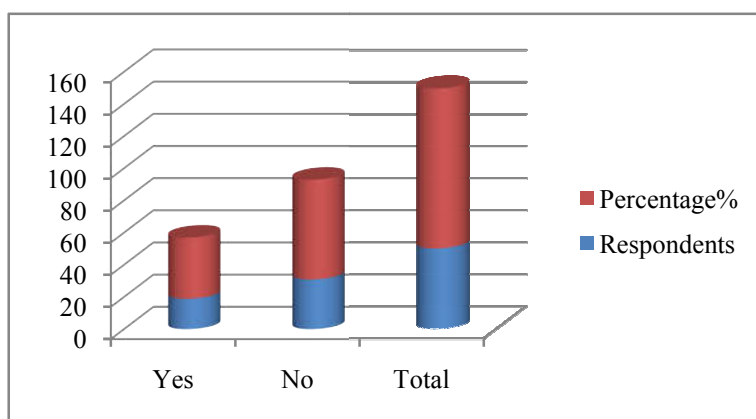


**Graph 3.30: Correcting the Students Suffering from Speech Disorder**

According to these results, 62% of the students do not prefer to correct the students, suffering from speech disorders. That is, they do not like to embarrass them as less fluent, but rather, they are more likely to deal with them as normal speakers. However, the rest of the students (38 %) prefer to correct those students, thinking that their correction could help them perform better, and become aware about their disorders.

**Question 07:** Did try to help them improving their lack of good performance, especially in

English as a foreign language?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 42 | 18 | 50 |
| Percentage% | 84 | 36 | 100 |

**Table 3.31: Improving the Lack of the Students' Oral Performance**
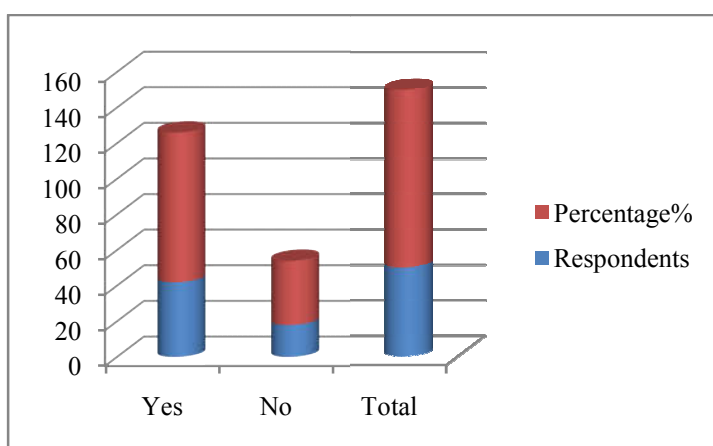


**Graph 3.31: Improving the Lack of the Students' Oral Performance**

Many students (84 %) make an effort to help the students, suffering from these speech disorders. For instance, listening to audio-recorders, doing different conversations in English language, or any reading or writing techniques was some suggestions to them. However, only 36 % did not try to help them.

**Question 08:** Would you please give some suggestions for those stutterers, clutters or

suffering from Dysarthria, in order to overcome their lack of good

performance?

**For the stutterers:** They should keep training through listening to music, going to speech

pathologist, without looking to themselves as less fluent than others.

**For the clutter:** They should talk slowly, think of what they want to say before speaking,

and make sure that their speech become understood for the listener (s), in

addition to that, writing letters could improve their speech and hand

writing.

.57

**For the students suffering from Dysarthria:** Most of the students advise them to go to any speech pathologist, and keep training to improve their speech.

### 3.3.2 Student's Questionnaire (for those suffering from Speech Disorders)

#### 3.3.2.1 A Questionnaire for the Stutterers

##### 3.3.2.1.1 Description of the Questionnaire

This questionnaire is directed to only two stutterers in English division at Biskra University. It is composed of 25 questions, which are arranged from close questions requiring from EFL students to answer, as well as the open and open-close questions that are requiring from them by giving their own answers and justifications, or pick up the appropriate answer from a number of choices.

Moreover, this questionnaire is divided into three tasks. The first task entitled by a general information, which is composed of 4 questions, and aims at giving a general overview about the students' gender, their level, and even if they have any difficulties with the four skills (listening, reading, speaking, and writing skill).

Although the task is entitled by speech disorders, it contains only one subtitle: cluttering, and includes 08 questions. Even though, the third task is entitled by the impact of speech disorders on EFL students' oral performance. It helps the study to find out the negative impact of this disorder, as well as numerous suggestions would be directed to the stutterers. Thus, these questions give them an opportunity to express their attitudes and feeling towards their disorder.

### 3.3.2.1.2 The Analysis of the Results

**Task One: General Information**

**Question 01:** Would you specify your gender, please?

| Gender | Male | Female | Total |
|---|---|---|---|
| Respondents | 2 | 0 | 50 |
| Percentage% | 4 | 0 | 100 |

**Table 3.32: Students' Gender**

The previous table indicates that there are only two males who stutter from the rest of students. Hence, this indicates that there are no many stutterers in English division.

**Question 02:** Would you specify your level, please?

| Levels | 1$^{st}$ Year | 2$^{nd}$ Year | 3$^{rd}$ Year | Master 1 | Master 2 | Total |
|---|---|---|---|---|---|---|
| Respondents | 0 | 1 | 0 | 0 | 1 | 50 |
| Percentage% | 0 | 2 | 0 | 0 | 2 | 100 |

**Table 3.33: Students' Level**

The aim behind this question is normally to look for different levels between the students, suffering from stuttering, but the study contains two stutterers: 2$^{nd}$ year and master 2 students in English division.

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

| Years | 8 Year | 9 Years | 10 Years | 11 Years | 12 Years | Total |
|---|---|---|---|---|---|---|
| Respondents | 0 | 0 | 0 | 0 | 12 | 50 |
| Percentage% | 0 | 0 | 0 | 0 | 24 | 100 |

**Table 3.34: Length of study English**

The choice behind this question is to find out the stutterers' length in studying English. The results point out that the stutterer is studying English for 12 years than other second year students who are studying English for 9 years, but the second stutterer is studying English more than 12years.

**Question 04:** Do you have any difficulties associated with:

| Skills | Listening skill | Reading skill | Speaking skill | Writing skill | Total |
|---|---|---|---|---|---|
| Respondents | 0 | 0 | 2 | 0 | 50 |
| Percentage% | 0 | 0 | 4 | 0 | 100 |

**Table 3.35: The Difficulties of the Stutterers' Skills**

According to the results, speaking skill is the problem of both stuttered students (4%) as other students could have

**Task Two: Speech Disorders:**

➢ **2.1 Stuttering:**

**Question 01:** When did your speech problem start?

The stutterers maintained that their problem began when they were young, which means that their disorder started at birth and could develop.

**Question 02**: Do you have any characteristics associated with the followings:

| Characteristics | Part or whole word repetition | Blocks | Prolongation | All of them | Total |
|---|---|---|---|---|---|
| Respondents | 1 | 0 | 0 | 1 | 50 |
| Percentage% | 2 | 0 | 0 | 2 | 100 |

**Table 3.36: The Stutterers' Characteristics**

The results state that one stutterer has all the following behaviours: facial tics, blocks, and prolongation, and another one repeated words especially when he starts talking. Therefore, that means all these behaviours vary from one stutter t another.

**Question 03:** Do you think that your speech is different than others?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 2 | 0 | 50 |
| Percentage% | 4 | 0 | 100 |

**Table 3.37: Stutterers' Awareness of their Speech**

The aim behind this question is to see whether the stutterers are aware about their disorders or not. Hence, the results maintain that the stutterers know exactly that their speech differs than others.

**Question 04:** As you become older, this problem:

| | Grew worse | Grew better | remained the same | Total |
|---|---|---|---|---|
| Respondents | 0 | 2 | 0 | 50 |
| Percentage% | 0 | 4 | 0 | 100 |

**Table 3.38: The Situation of the Stutterers**

The results has pointed out that both stutters' situation has become better. Thus, that means that stuttering could be overcome.

**Question 05:** Are there people in your family who have the same problem?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 1 | 1 | 50 |
| Percentage | 2 | 2 | 100 |

**Table 3.39: Other Stutterer(s) in the Family Members**

Concerning the 1st stutterer, there is no only one stutterer in his family. However, the other stutterer is the only one suffering from this disorder. This means that family members could have/not have more than stutterer.

**Question 06:** Do you have any characteristics associated with these behaviours:

| Behaviours | facial tics | body movements | shows some awareness of his/her speech | shows no awareness | Total |
|---|---|---|---|---|---|
| Respondents | 1 | 1 | 0 | 0 | 50 |
| Percentage% | 2 | 2 | 0 | 0 | 100 |

**Table 3.40: The Stutterer's characteristics**

According to the results, body movements are the most common behaviours for one stutterer. In contrast, the other one sometimes uses facial tics when he is talking.

**Question 07:** Do you think that you problem happens due to:

| Reasons | Parents | Teacher | Problems in the social environment | All of them | Total |
|---|---|---|---|---|---|
| Respondents | 0 | 0 | 1 | 1 | 50 |
| Percentage% | 0 | 0 | 2 | 2 | 100 |

**Table 3.41: The Reasons of Stuttering**

Concerning the 1st stutterer, he claims that all of parents, teacher(s), and even the problems in the social environment could be the reasons of his disorders. However, the 2nd one believes that any problems in the social environment could increase this disorder.

**Question 08:** In your opinion, is the disorder?

| | Temporal | Permanent | Total |
|---|---|---|---|
| Respondents | 2 | 0 | 50 |
| Percentage | 4 | 0 | 100 |

**Table 3.42: The Continuity of Stuttering**

Both of the stutterers find that their situation is temporal. That means that they are not stuttering most of the time.

**Question 09:** Have you noticed that the symptoms of stuttering:

|  | often happen only when studying English | is the same with the mother language | Total |
|---|---|---|---|
| Respondents | 0 | 2 | 50 |
| Percentage% | 0 | 4 | 100 |

**Table 3.43: the Occurrence of Stuttering**

The results state that the stutterers find themselves stuttering when speaking both English and the mother tongue.

**Task Three: The Impact of Speech Disorders on EFL students' Oral Performance:**

**Question 01:** Do you avoid participation inside/outside the classroom?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 1 | 1 | 50 |
| Percentage% | 2 | 2 | 100 |

**Table 3.44: Avoiding Participation inside/outside the Classroom**

Since one of the stutterers participates inside/outside the classroom, that means he is able to face his disorder. In other hand, the other stutterer sometimes avoids to participate inside/outside the classroom.

**Question 02:** How do your classmates react?

| Reactions | Encourage you when they are talking to you | Mocking at you when they are talking to you | Do not want to talk to you | Total |
|---|---|---|---|---|
| Respondents | 2 | 0 | 0 | 50 |
| Percentage% | 4 | 0 | 0 | 100 |

**Table 3.45: The Reaction(s) towards the Stutterers**

According to the results, both of the stutterers believe that others are encouraging them, as well as deal with as others having ordinary speech.

**Question 03:** Do you seem to be aware of these reactions?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 2 | 0 | 50 |
| Percentage | 4 | 0 | 100 |

The results state that both of the stutterers are aware about others' reactions. Thus, this implies that the stutterers know exactly that their speech differs than others.

**Question 04:** Do you think that your disorder has impacted on your oral performance?

|             | Yes | No | Total |
|-------------|-----|----|-------|
| Respondents | 2   | 0  | 50    |
| Percentage  | 4   | 0  | 100   |

**Table 3.47: the Impact of Stuttering on the Students' Performance**

The results maintain that the stutterers believe that their disorder has impacted on his performance. However, the stutterers have negatively justified his answer.

**Question 05:** Do you think that people are interested in how you say something or what

you want to convey? Why?

|              | You are interested in how s/he says something | What s/he wants to convey | Both of them | Total |
|--------------|-----------------------------------------------|---------------------------|--------------|-------|
| Respondents  | 0                                             | 0                         | 2            | 50    |
| Percentage%  | 0                                             | 0                         | 4            | 100   |

**Table 3.48: The Focus on How/What the Stutterer Conveys**

The stutterers maintained that people are interested in both how they say something, and what they want to convey. Hence, they stated that the way, they are talking, helps their speech to convey what they want to say.

**Question 06:** In this case, do they correct you when they are talking to you?

|              | Yes | No | Total |
|--------------|-----|----|-------|
| Respondents  | 0   | 2  | 50    |
| Percentage%  | 0   | 4  | 100   |

**Table 3.49: Others' Correction**

According to these results, both of the stutterers do not face any kind of correction.

**Question 07:** Do you feel comfortable when you talk to someone have the same disorder?

|              | Yes | No | Total |
|--------------|-----|----|-------|
| Respondents  | 2   | 0  | 50    |
| Percentage%  | 4   | 0  | 100   |

**Table 3.50: The Stutterer's Feeling when they meet other Stutterer(s)**

According to the results, those stutterers may feel relaxed when they talk to other(s), suffering from the same disorder.

**Question 08:** Have you ever visited a speech pathologist to help yourself?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 0 | 2 | 50 |
| Percentage% | 0 | 4 | 100 |

**Table 3.51: Visiting the Speech Pathologist**

According to the results, the stutterers did not visit any speech pathologist.

**Question 09:** Have you ever used some strategies in order to overcome your lack of good

performance?

| | Yes | N | Total |
|---|---|---|---|
| Respondents | 2 | 0 | 50 |
| Percentage% | 4 | 0 | 100 |

**Table 3.52: Strategies for Overcoming the Lack of Good Performance**

The results show the stutterers have used some strategies to overcome their disorder.

**Question 10:** If yes, are they helpful and have positive effects?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 2 | 0 | 50 |
| Percentage% | 4 | 0 | 100 |

**Table 3.53: The Effect of those Strategies on the Stutterers' Oral Performance**

According to these results, the stutterers believe that they used some techniques to improve their speech.

**Question 11:** In this case, would you please state some of them?

The stutterers gave some advices for others, suffering from the same disorder. One of them asked the stutterer(s) to keep practicing for any helpful strategies whenever there is a kind of desire. However, the other stutterer gave some suggestions, for instance the stutterer should listen to music and sing, read books, as well as he s/he should be away from any noise places.

### 3.3.2.2 A Questionnaire for the Clutterers

#### 3.3.2.2.1 Description of the Questionnaire

This questionnaire is related to two clutterers in English division at Biskra University. It includes 23 questions, which are arranged from close questions requiring from EFL students to answer, as well as the open and open-close questions that are requiring from them by giving their own answers and justifications, or pick up the appropriate answer from a number of choices.

Moreover, this questionnaire is divided into three tasks. The first task entitled by a general information, which is composed of 4 questions, and aims at giving a general overview about the students' gender, their level, and even if they have any difficulties with the four skills (listening, reading, speaking, and writing skill).

Although the task is entitled by speech disorders, it contains only one subtitle: cluttering, and includes 08 questions. Even though, the third task is entitled by the impact of speech disorders on EFL students' oral performance. It helps the study to find out the negative impact of this disorder through numerous suggestions would be directed to the clutters. Thus, these questions give them an opportunity to express their attitudes and feeling towards their disorder.

### 3.3.2.2.2 The Analysis of the Results

**Task One: General Information**

**Question 01:** Would you specify your gender, please?

| Gender | Male | Female | Total |
|--------|------|--------|-------|
| Respondents | 1 | 2 | 50 |
| Percentage | 2 | 4 | 100 |

**Table 3.54: The Clutterers' Gender**

This table indicates that there are only three clutters from the rest of students. Hence, this indicates that there are no many clutters in English division.

**Question 02:** Would you specify your level?

| Levels | 1<sup>st</sup> Year | 2<sup>nd</sup> Year | 3<sup>rd</sup> Year | Master 1 | Master 2 | Total |
|---|---|---|---|---|---|---|
| Respondents | 0 | 2 | 0 | 0 | 1 | 50 |
| Percentage% | 0 | 4 | 0 | 0 | 2 | 100 |

**Table 3.55: The Clutterers' Level**

This question aims at looking for the different levels between the students, suffering from cluttering, but the study contains three clutters: 2<sup>nd</sup> year and master 2 students in English division.

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

| Years | 8 Year | 9 Years | 10 Years | 11 Years | 12 Years | Total |
|---|---|---|---|---|---|---|
| Respondents | 0 | 1 | 1 | 0 | 12 | 50 |
| Percentage% | 0 | 2 | 2 | 0 | 24 | 100 |

**Table 3.56: Length of Study English**

This question aims at looking forward the clutter's length in studying English. Therefore, the study contains three clutters from different levels.

**Question 04:** Do you have any difficulties associated with:

| Skills | Listening skill | Reading skill | Speaking skill | Writing skill | Total |
|---|---|---|---|---|---|
| Respondents | 0 | 0 | 3 | 0 | 50 |
| Percentage% | 0 | 0 | 6 | 0 | 100 |

**Table 3.57: the Difficulties of the Stutterer's Skills**

According to the results, speaking skill is the problem of all the three clutters (6%) as other students could have.


**Task Two: Speech Disorders:**

➤ **2.1 Cluttering:**

**Question 01:** When did your speech problem start?

According to the results, one of the clutterers claimed that his problem began when he was young. However, the other clutters thought that their problem started at the primary school. Thus, that means cluttering does not happen at specific age.

**Question 02**: Do you have any characteristics associated with the followings:

| Characteristics | Rapid and regular rate of speech | Rapid and irregular rate of speech | Show some awareness of your speech | Show no awareness of your speech | Total |
|---|---|---|---|---|---|
| Respondents | 3 | 0 | 0 | 0 | 50 |
| Percentage% | 6 | 0 | 0 | 0 | 100 |

**Table 3.58: The Characteristics of the Clutterers**

The results pointed out to those clutterers (6%) normally have rapid and regular rate of speech. Therefore, this means that their speech could be understood.

**Question 03:** Do you think that your speech is different than others?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 3 | 0 | 50 |
| Percentage% | 6 | 0 | 100 |

**Table 3.59: Clutterers' Awareness of their Speech**

The aim behind this question is to see whether the clutterers are aware about their disorders or not. According to these results, the clutterers know exactly that their speech differs than others, especially through the listeners' comments.

**Question 04:** As you become older, this problem has become:

|  | Worse | Better | Remained the same | Total |
|---|---|---|---|---|
| Respondents | 1 | 0 | 2 | 50 |
| Percentage% | 2 | 0 | 4 | 100 |

**Table 3.60: Change in the Clutterers' Situation**

The results has pointed out that two clutterers' situation has remained the same. However the third student considered her situation has become worse. Thus, that means this disorder differs from one clutterer to another.

**Question 05:** Are there people in your family have the same problem?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 0 | 3 | 50 |
| Percentage% | 0 | 6 | 100 |

**Table 3.61: Other Clutterer(s) in the Family Members**

Concerning the three clutterers, they do not have any clutterers in the same family.

**Question 06:** Do you think that your problem happens due to:

| Reasons | Parents | Teacher | Problems in the social environment | All of them | Total |
|---|---|---|---|---|---|
| Respondents | 0 | 0 | 2 | 0 | 50 |
| Percentage% | 0 | 0 | 4 | 0 | 100 |

**Table 3.62: The Reasons of Cluttering**

These results show only two students thought that their disorder happens due to

parents. In contrast, the third clutterer argued that her disorder has no relation to any

reason.

**Question 07:** In your opinion, is the disorder?

| | Temporal | Permanent | Total |
|---|---|---|---|
| Respondents | 1 | 2 | 50 |
| Percentage% | 2 | 4 | 100 |

**Table 3.63: The Continuity of Cluttering**

According to the results, two clutters find that their situation is permanent.

However, the third clutter finds her disorder occurs only permanently.  That means that all

the three clutters differ than others.

**Question 08:** Do the symptoms of cluttering:

| | often happen only when studying English | are the same with the mother language | Total |
|---|---|---|---|
| Respondents | 0 | 3 | 50 |
| Percentage% | 0 | 6 | 100 |

**Table 3.64: the Occurrence of Cluttering**

The results show that the clutters find themselves cluttering when speaking both

English and the mother tongue.


**Task Three: the Impact of Speech Disorders on EFL students ' Oral Performance**

**Question 01:** Do you avoid participation inside/outside the classroom?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 1 | 2 | 50 |
| Percentage | 2 | 4 | 100 |

**Table 3.65:  Avoiding Participation inside/outside the Classroom**

Since one of the clutterers participates inside/outside the classroom, that means she is able to face her disorder. In other hand, the other clutterer sometimes avoids to participate inside/outside the classroom.

**Question 02:** How do your classmates react?

| Reactions | Encourage you when they are talking to you | Mocking at you when they are talking to you | Do not want to talk to you | Total |
|---|---|---|---|---|
| Respondents | 2 | 0 | 0 | 50 |
| Percentage% | 4 | 0 | 0 | 100 |

**Table 3.66: The Reactions towards the Clutterers**

According to the results, the clutters believe that their classmates are encouraging them, as well as the deal with them as normal speakers since they guess their speech. However, they may sometimes find themselves being asked to repeat since they are talking too fast.

**Question 03:** Do you seem to be aware of these reactions?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 3 | 0 | 50 |
| Percentage | 6 | 0 | 100 |

**Table 3.67: The Classmates' Reactions**

The results stated that the clutters are aware about others' reactions. Since most of their peers act with them normally. In contrast, others ask them to repeat and use such kinds of comments like: slow down! I cannot guess what you mean; you are talking too fast, and other comments.

**Question 04:** Do you think that your disorder has impacted on your oral performance?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 2 | 0 | 50 |
| Percentage | 4 | 0 | 100 |

**Table 3.68: The Impact of Cluttering on the Students' Performance**

The results maintain that the clutterers believe that their disorder has impacted on their oral Performance. Moreover, two clutters justify their answer regarding to their fear

of being corrected, rather they could face some comments. Therefore, they do not always participate, except oral expression where they find themselves obliged to present or answer, especially during exams.

**Question 05:** Do you think that people are interested in how you say something or what you want to convey? Why?

|  | You are interested in how s/he says something | What s/he wants to convey | Both of them | Total |
|---|---|---|---|---|
| Respondents | 0 | 0 | 3 | 50 |
| Percentage% | 0 | 0 | 6 | 100 |

**Table 3.69: The Focus on How/What the Clutterer Conveys**

The results reveal that the clutterers believe people are interested in both how they say something, and what they want to convey. Hence, they considered that the way, they are talking, helps their speech to convey what they want to say.

**Question 06:** In this case, do they correct you when they are talking to you?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 2 | 1 | 50 |
| Percentage% | 4 | 2 | 100 |

**Table 3.70: Others' Correction**

According to these results, two clutterers stated that when they talk or participate, they face some corrections. Alike, one clutter maintained that he does not face any kind of correction during the talk.

**Question 07:** Do you feel comfortable when you talk to someone have the same disorder?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 3 | 0 | 50 |
| Percentage% | 6 | 0 | 100 |

**Table 3.71: The Clutterers' feeling when they meet other Clutterer(s)**

According to the results, those clutters may feel relaxed when they talk to other(s), suffering from the same disorder.

**Question 08:** Have you ever visited a speech pathologist to help yourself?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 0 | 3 | 50 |
| Percentage% | 0 | 6 | 100 |

**Table 3.72:  Visiting the Speech Pathologist**

According to the results, the clutters did not visit any speech pathologist.

**Question 09:** Have you ever use some strategies in order to overcome your lack of good

performance?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 2 | 1 | 50 |
| Percentage% | 4 | 2 | 100 |

**Table 3.73: Strategies for Overcoming the Lack of Good Performance**

The results reveal that only two clutterers have used some strategies to overcome

their disorder. However the third clutterer did not use any strategies to improve his speech.

**Question 10:** If yes, are they helpful and have positive effects?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 2 | 0 | 50 |
| Percentage% | 4 | 0 | 100 |

**Table 3.74: The Effect of those Strategies on the Clutterers' Oral Performance**

According to these results, only two clutterers maintained that the used some

technique, which could have impacted positively their oral performance.

**Question 11:** In this case, would you please state some of them?

Only two clutterers gave some advices for others, suffering from the same disorder.

For instance, the clutterers should start read books slowly. In other words, before preparing

for any presentation or role ply, he try to prepare in front of mirror, or record his speech in

order concentrate on his/her speech.

### 3.3.2.3 A Questionnaire for the StudentsSuffering from Dysarthria

#### 3.3.2.3.1 Description of the Questionnaire

This questionnaire is directed to only students suffering from Dysarthria in the English division at Biskra University. It is consists of 23 questions, which are arranged from close questions required from EFL students to answer, as well as the open and open-close questions that are requiring from him by giving his own answers and justifications, or pick up the appropriate answer from a number of choices.

Moreover, this questionnaire is divided into three tasks. The first task entitled by a general information, which is composed of 4 questions, and aims at giving a general overview about the student's gender, his level, and even if he has any difficulties with the four skills (listening, reading, speaking, and writing skill).

Although the task is entitled by speech disorders, it contains only one subtitle: Dysarthria, and includes 08questions. On the other hand, the third task is entitled by the impact of speech disorders on EFL students' oral performance. It helps the study to find out the negative impact of this disorder through numerous suggestions would be directed to the students suffering from Dysarthria. Thus, these questions give them an opportunity to express their attitudes and feeling towards their disorder.

#### 3.3.2.3.2 The Analysis of the Results

<u>**Task One: General Information**</u>

**Question 01:** Would you specify your gender, please?

| Gender | Male | Female | Total |
|---|---|---|---|
| Respondents | 1 | 0 | 50 |
| Percentage% | 2 | 0 | 100 |

**Table 3.75: the Gender of the Student Suffering from Dysarthria**

This table indicates that there is only one male student, suffering from Dysarthria, from the rest of students. Hence, this indicates that there are no many students having this disorder.

**Question 02:** Would you specify your level, please?

| Levels | 1st Year | 2nd Year | 3rd Year | Master 1 | Master 2 | Total |
|---|---|---|---|---|---|---|
| Respondents | 0 | 1 | 0 | 0 | 0 | 50 |
| Percentage% | 0 | 2 | 0 | 0 | 0 | 100 |

**Table 3.76: the Level of the Students Suffering from Dysarthria**

The results reveal only one second year student in English division.

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

| Years | 8 Years | 9Years | 10 Years | 11 Years | 12 Years | Total |
|---|---|---|---|---|---|---|
| Respondents | 0 | 0 | 0 | 1 | 0 | 50 |
| Percentage% | 0 | 0 | 0 | 2 | 0 | 100 |

**Table 3.77: the Length of Study English**

This question aims at looking forward the number of years of the student, who is suffering from Dysarthria, in studying English. Therefore, the student is noticed that he is studying English more than it requires (normally 9 years). Thus, it is supposed that the student is facing some difficulties when studying English.

**Question 04:** Do you have any difficulties associated with:

| Skills | Listening skill | Reading skill | Speaking skill | Writing skill | Total |
|---|---|---|---|---|---|
| **Respondents** | 0 | 0 | 1 | 0 | 50 |
| Percentage% | 0 | 0 | 2 | 0 | 100 |

**Table 3.78: The Difficulties in the Student's Skills (who are Suffering from**

**Dysarthria)**

According to the results, speaking skill is the problem of the student, suffering from Dysarthria, as other students could have.

**Task Two: Speech Disorders:**

➢ **2.1 Dysarthria:**

**Question 01:** When did your speech problem start?

The student maintained that his problem is a matter of accident when he was young.

**Question 02**: Do you have any characteristics associated with the followings:

| Characteristics | Difficulties in saying words when talking to others | Show some awareness of your speech | Shows no awareness of your speech | Total |
|---|---|---|---|---|
| Respondents | 1 | 0 | 0 | 50 |
| Percentage% | 2 | 0 | 0 | 100 |

**Table 3.79: the Characteristics of the Student (Suffering from Dysarthria)**

The results state that this student, suffering from Dysarthria, believes that he has difficulties of producing words, especially when he talks to others.

**Question 03:** Do you think that your speech is different from others?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 1 | 0 | 50 |
| Percentage% | 2 | 0 | 100 |

**Table 3.80: Student's (Suffering from Dysarthria) Awareness of Being Difference**

The aim behind this question is to see whether the student is aware about his disorder or not. According to these results, this student knows exactly that his speech differs than others.

**Question 04:** As you become older, this problem:

| | Worse | Better | Remained the same | Total |
|---|---|---|---|---|
| Respondents | 0 | 0 | 1 | 50 |
| Percentage% | 0 | 0 | 2 | 100 |

**Table 3.81: the Development of Situation of the Student (Suffering from**

**Dysarthria)**

The results has pointed out that the student's situation remains the same.

**Question 05:** Are there people in your family have the same problem?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 1 | 0 | 50 |
| Percentage | 2 | 0 | 100 |

**Table 3.82: Other Member(s) Suffering from the Same Disorder**

Concerning the student, suffering from Dysarthria, he does not have any other person who has the same disorder within the same family.

**Question 06:** Do you think that you problem happens due to:

| Reasons | Parents | Teacher | Problems in the social environment | All of them | Total |
|---------|---------|---------|-----------------------------------|-------------|-------|
| Respondents | 0 | 0 | 1 | 0 | 50 |
| Percentage% | 0 | 0 | 2 | 0 | 100 |

**Table 3.83: The Reasons of Dysarthria**

According to the results, the student claimed that his disorder happened due to some problems in the social environment.

**Question 07:** In your opinion, is the disorder?

| | Temporal | Permanent | Total |
|---|----------|-----------|-------|
| Respondents | 0 | 1 | 50 |
| Percentage | 0 | 2 | 100 |

**Table3.84: the Continuity of Dysarthria**

These results reveal that this student finds himself permanently talking with difficulty.

**Question 08:** Have you noticed that the symptoms of Dysarthria:

| | often happen only when studying English | are the same with the mother language | Total |
|---|----------------------------------------|--------------------------------------|-------|
| Respondents | 0 | 1 | 50 |
| Percentage% | 0 | 2 | 100 |

**Table 3.85: the Occurrence of Dysarthria**

The results state that this student faces some difficulties when speaking both English and the mother tongue.

**Task Three: The Impact of Speech Disorders on EFL students' Oral Performance:**

**Question 01:** Do you avoid participation inside/outside the classroom?

| | Yes | No | Total |
|---|-----|-----|-------|
| Respondents | 0 | 1 | 50 |
| Percentage | 0 | 2 | 100 |

**Table 3.86: Avoiding Participation inside/outside the Classroom**

The results show that the student avoids participating inside/outside the classroom. Thus, that means the students is always thinking about his trouble.

**Question 02:** How do your classmates react?

| Reactions | encourage you when they are talking to you | mocking at you when they are talking to you | do not want to talk to you | Total |
|---|---|---|---|---|
| Respondents | 1 | 0 | 0 | 50 |
| Percentage% | 2 | 0 | 0 | 100 |

**Table 3.87: the Reactions towards the Student Suffering from Dysarthria**

According to the results, both of the stutterers believe that others are encouraging them, as well as deal with as others having ordinary speech.

**Question 03:** Are you aware of these reactions?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 2 | 0 | 50 |
| Percentage | 4 | 0 | 100 |

**Table 3.88: The Classmates' Reactions**

According to the results, this student is conscious about others' reactions, especially are encouraging him.

**Question 04:** Do you think that your disorder has impacted on your oral performance?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 1 | 0 | 50 |
| Percentage | 2 | 0 | 100 |

**Table 3.89: the Impact of Dysarthria on the Student's Performance**

The results maintain that the student believes that his disorder has impacted on his oral performance. That is, he justified his answer regarding to some points when he falls in miss understanding.

**Question 05:** Do you think that people are interested in how you say something or what you want to convey? Why?

| | You are interested in how s/he says something | What s/he wants to convey | Both of them | Total |
|---|---|---|---|---|
| Respondents | 0 | 0 | 1 | 50 |
| Percentage% | 0 | 0 | 2 | 100 |

**Table 3.90: The Focus on how/what the Stutterer Conveys**

According to the results, the student claimed that people are interested in both how they say something, and what they want to convey. Hence, they argued that the way, he is talking is important as the content of his speech.

**Question 06:** In this case, do they correct you when they are talking to you?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 0 | 1 | 50 |
| Percentage% | 0 | 2 | 100 |

**Table 3.91: Others' Correction**

The student, suffering from Dysarthria, does not face any kind of correction.

**Question 07:** Do you feel comfortable when you talk to someone have the same disorder?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 1 | 0 | 50 |
| Percentage% | 2 | 0 | 100 |

**Table 3.92: The Student's Feeling When Meeting other(s) Suffering from the**

**Same Disorder**

According to the results, the student feels relaxed when he talks to other(s), suffering from the same disorder.

**Question 08:** Have you ever visited a speech pathologist to help yourself?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 0 | 1 | 50 |
| Percentage% | 0 | 2 | 100 |

**Table 3.93: Visiting the Speech Pathologist**

According to the results, the stutterers did not visit any speech pathologist.

**Question 09:** Have you ever use some strategies in order to overcome your lack of good

performance?

| | Yes | No | Total |
|---|---|---|---|
| Respondents | 2 | 0 | 50 |
| Percentage% | 4 | 0 | 100 |

**Table 3.94: Strategies for Overcoming the Lack of Good Performance**

The results show the stutterers have used some strategies to overcome their disorder.

**Question 10:** If yes, are they helpful and have positive effects?

|  | Yes | No | Total |
|---|---|---|---|
| Respondents | 2 | 0 | 50 |
| Percentage% | 4 | 0 | 100 |

**Table 3.95: The Effect of those Strategies on the Student's Oral Performance**

According to these results, the student believes that that the techniques, who uses, have a positive effect on his speech.

**Question 11:** In this case, would you please state some of them?

The student, who is suffering from Dysarthria, suggested some techniques for others, having the same disorder as the followings:

People should use body language to express what they want to say, go to any speech pathologist, and forget any problem which has any negatively impact on your life.

## 3.4 Teachers' Interview

Teachers' interview is the second tool for gathering data. It has conducted with eight teachers. On the other words, although the interview is structured, some teachers have no time for recording their attitudes. Thus, some of it is done with written form in order to collect their attitudes toward the students suffering from speech disorders, and work on what should be done to help them overcoming their lack of good performance.

## 3.4.1 Description of the Teachers' Interview

This interview has been conducted to obtain more information (s) through the teachers' experience in teaching oral expression. In addition, their attitudes about the students, suffering from speech disorders, would be helpful for the study.

**3.4.2 Interview's Analysis**

**Question 01: How long have you been teaching English, especially oral expression**

**module?**

**Teacher 01:** 22 years

**Teacher 02:** 20 years

**Teacher 03:**7 years

**Teacher 04:**6 years

**Teacher 05:** 5 years

**Teacher 06:**4 years

**Teacher 07:** 2 years

The aim behind this question is to look for the teachers' level of expertise, especially in teaching oral expression, which ranges from 22 years to 2 years. Thus, teachers' viewpoints vary towards the subject under investigation.

**Question 02: Have you noticed different levels between your students in terms of**

**reading and speaking?**

All of the teachers have noticed different levels between the students, for instance: some students are fluent. Others are overage, and others are weak.

**Question 03: Do you have any students have characteristics associated with stuttering**

**(or stammering), cluttering (talking too fast), and Dysarthria (the**

**difficulty of producing sounds due to the brain damage related to speech**

**muscles)? Justify your answer?**

Five teachers have these kinds of speech disorders, except two teachers remembered only few students, but in a few years ago.

**Question 04**: **Depending on the students' speech disorders, do think that those students are aware that their speech differ than others?**

All of the teachers maintained that most of students have a conscious of their disorder. However, other teacher mentioned that the clutters are not aware if they are talking too fast or not, but rather others' comments such as slow down! ,..I cannot guess what mean! Could you repeat? Imply that they are talking rapidly.

**Question 05: Do the EFL students, suffering from these speech disorders, avoid participation inside the classroom? Why?**

All of the teachers argued that those students sometimes do hide behind classmates in pair or group wok. That is why they find a difficulty to identify them, or detect any sort of language. In addition, the teachers consider the students feeling scanned since their conscious about their disorder. Thus, the students feel afraid of being frustrated, harassed, or even discriminated whenever their speech differs than others.

**Question 06: How their classmates react? Do they seem to be aware of these reactions?**

Some teachers stated that the majority of classmates are obliged to deal with them as others, having ordinary speech, without embarrassing them. However, other teachers maintained that some classmates encourage the students, who find themselves struggling when they are performing any learning skill. Therefore, the students are aware of the classmates' reactions.

**Question 07: Depending on the students' speech disorders, are you interested in how they say something or what they want to convey?**

Most of the teachers are interested in both how they say something and what they want to convey. That is, they feel themselves obliged to look for any students' way of talking, in order to determine his/her difficulty. Moreover, what they want to convey could be understood regarding to his/her way of talking.

**Question 08: Do you correct them when they are talking? Justify you answer?**

For some teachers, the correction depends on the mistake, and varies from the students, who are suffering from speech disorders, to others do not have. In other words, the students with special needs are corrected, but with postponed and very clever manner. In contrast, they leave them free to talk without being interrupted.

**Question 09: In this case, is it the same with the other students who have normal speech?**

Although four teachers apply the same strategies with different techniques, and the output would be different depending on the students, they do not correct them in the same way. However, the rest of the teachers correct all the students in the same way, without embarrassing or differentiating them.

**Question 10: Did try to help them overcome their lack of good performance, especially in English as a foreign language? If yes how?**

Most of the teachers tried at least to deal with those students as others having an ordinary speech. Moreover, they sometimes feel obliged to make them engaged within pair/group work, or ask them to practice either in/outside the classroom.

**Question 11: Do these speech disorders have impacted on their oral performance? In your opinion, how?**

All those eight teachers agree that speech disorders do impact on EFL students' oral performance. According to them, students become less confident and afraid when they are trying to transmit their ideas. Therefore, both of the teachers and classmates may face a difficulty to understand them, especially those clutters.

**Question 12: In case you would like to help them, do you talk to the entire classroom about their situation or not? Why?**

Four teachers pointed out that it is sometimes necessary to talk about the fact they are living. Hence, this pushes the classmates towards tolerance and respect. In contrast, the rest of the teachers do not prefer to talk about such kinds of these disorders. They think that it could cause embarrassment. Thus, they prefer to act with them normally as others are.

**Question 13: As far as the evaluation is concerned, do you assess those students with special needs on equal status with ordinary students? Why?**

All those eight teachers do not assess the students with special needs on equal status with ordinary speech. For them, the students remain a special case(s) to determine differently. That is why the evaluation would be different because the case is different. In addition, they maintained that they should not be asked like ordinary speakers. Therefore, although those teachers argued that they assess what students can do, but not the way they do it, they have faced some difficulties to assess some of them.

**Question 14: Many teachers of oral expression use specific strategies that pertain to the specificity of EFL students' speech disorders, would you please mention some of strategies would be implemented for them to overcome these troubles, which have impacted on their oral performance?**

Generally, those teachers advised other teachers to insist on other normal students, in order to accept their abnormal peers. In addition, specific acts like drills, oral presentation, as well as audio/audio-visual materials, and role plays will improve their speaking skill.

Concerning the stutterers, teachers advised to ask them short questions. Moreover, it is better to direct them any speech pathologist to overcome their disorder. Therefore, they need to build self-confidence, without carrying much more on their situation.

On the other hand, the clutters should concentrate on what they want to say before uttering it. In addition, they should learn to shorten his/her speech. Thus, the clutter should talk with brief utterances and care for others' comprehension.

## 3.5 Conclusion

The analysis of both students' questionnaire and teachers' interview allowed at making a summary about the attitudes of the students and teachers of oral expression towards the subject under investigation.

Concerning the first questionnaire, it was not enough to confirm the hypotheses, but rather it was necessary to add extra questionnaire for those suffering from speech disorders. In other words, the attitudes and feelings of the students suffer from speech disorders differ than the students having an ordinary speech. Therefore, both of the questionnaires gave a real picture to the subject of speech disorders among EFL students.

On the other hand, teachers' interview has been used to collect additional data, which was proposed to investigate their opinions and attitudes towards the speech disorders that hinder EFL students' oral performance. In addition, almost all the teachers gave approximately the same responses. For them, the subject of speech disorders need to be discussed, in order to work on what should be done to help EFL students overcome their lack of good performance.

# General Conclusion

Speech disorders have been considered as one of the obstacles that have impacted some of EFL students' oral performance. At first, this work gave importance to the subject of speech disorders; its divisions, types, reasons, as well as its impacts on those students.

In addition, numerous strategies were directed to some of EFL students themselves, who are suffering from speech disorders, their parents, teachers, and even the speech pathologists. Nevertheless, the findings of this study confirm the hypotheses of this study and maintain that speech disorders are considered as one of the reasons that lead EFL students to fail, and have impacted their oral performance.

Furthermore, both of the teachers of oral expression and students in English division at Biskra University agree that the subject under investigation "speech disorders" needs to be discussed. In addition, they justify their answers regarding to some of students, who are covering their trouble, and thinking that their situation should not be revealed since it differs than others having an ordinary speech.

Therefore, this study was conducted to give importance and understand the fact that some of EFL students, who are suffering from speech disorders, are living, and work on what should be done under a variety of strategies, such as help them overcome their lack of good performance, and create better achievement for them, especially in study English as a foreign language.

In other words, this research includes some suggestions and recommendations for the students, who are suffering from speech disorders.
At first, the stutterers should follow training activities, such as listening to music and singing, reading books aloud, and adopting some strategies in the king's speech film, which are suggested from the speech pathologist "Lionel Logue".

Concerning the clutterers, they should talk slowly and think of what they want to convey before talking to others. In addition, they should record their speech in order to be conscious about their speech and reduce it. Thus, they should put others' attention into consideration. However, the students suffering from Dysarthria should be relaxed and become away from noise places.

To sum up, parents, teachers, and even the speech pathologists play a major role in overcoming these speech disorders. Thus, they should try to make them engaged either in/outside the classroom activities. On the other hand, those students should not be interrupted when they get introduced to topic(s), or express their ideas, but rather it is better to deal with them as ordinary students.

# References

Advise to those who stutter. (2008)(2nd). *The Stuttering Foundation of America*, p 5.

A hand book for teachers and speech-pathologists. (2010).*The stuttering Foundation*

    *of America.* USA, 6, 8(1-3), 11(4).

Anderson, K (2011).*Developmental stuttering: A transmission between early talking and*

    *eloquent speech.* Texas, 25.

Caroline, B. (2015, December). *Speech-language-therapy.Com*. Retrieved 2017, February

    03 from www.speechlanguagetherapy.com.

Casey, J. How to get rid of speech disorder.*Wiki How*. Retrieved 2017, February

    03from www.wikihow.com

Cluttering: some guidelines. (n. d.) *The Stuttering Foundation of* America. Retrieved 2016,

    October 16 from www.stutteringhelp.com.

Communication difficulties. (2015, July 13). *Parenting and Child Health*. Retrieved 2017,

    February 03from www.cyh.com.

Communication sciences and disorders. (n. d). Retrieved 2016 October 16from

    speech@non.edu. 928- 525-2969.

Dale, D. (2004). Causes and treatment of stuttering in young children.*Super Duper*, 1.

Daly, D. (2007). Identifying and treating cluttering: effective strategies clinicians need to

    know. Daly's speech and Language center. Boston, Massachusetts:  Farmington.

Dealing with cluttering a dyslexic disorder.*India Parenting*. (8).Retrieved2016 October 16

    from www.indiaparenting.com.

Disease and conditions (stuttering).(2014). *Mayo Clinic Staff*. Retrieved 2016 October 16

    From www.mayoclinic.org,1.

Duffy. (n. d. as cited in Youssef. G, 2014).Dysarthria: Diagnostic and therapeutic

    approaches, 2.

Dunaway. (n. d.). *Articulation differences and disorders Manual*. Consulting Son Diego.

Consulting Son Diego, California, printed in the united State of America, 9.

Dysarthria. (2008, July 16). *Mog Health*. Retrieved 2017, March 7 from

www.moghealth.org, 1,2.

Dysarthria.(2004). *St Jude Children's Research Hospital*. Retrieved  2016, October

16 from www.stjude.org,1, 2.

Dysarthria (difficulty speaking). (2015, May 26). *Health News*, 7, 8.

Fraser. (2007)(10[th]ed). *Self-therapy for the stutter,* 21.

Freed, D. (2nd) (2011). Motor speech disorders: Diagnosis and treatment. United States:

Delmar Cengage Learning, 2.

Fluency assessment and intervention module. (n. d.).*The Stuttering Foundation of*

*America.* Retrieved 2017, March 1fromhttp://www.stutteringhelp.org, 7(1), 8

Fluency disorders. (N. A, n. d.).Study.Com.

Guidelines for medical necessity determination for speech and language therapy. (2005).

*Mass Health*, 2.

Heitmann, R., Asbjornsen, A., &Helland, T. (2004).Cluttering.*LogopedicsPloniatrics*

*Vocalogy.*Taylor and Francis health sciences. ISSN/401- 439. Doi: 10

1080/14015430410017379, 120.

How do you know if you or someone else has a cluttering problem. *Stuttering Foundation*

*of America*. Retrieved 2017, March 31 from www.stutteringhelp.org.

Hunsaker, S. (March, 2011). *The social effects of stuttering in adolescents and young*

*adults*. Southern Illininois University Carbonda. Department of communication

disorders in the gradual school,  7.

If you think your child stuttering. (n. d.). The speech and Stuttering Institute, 2.

LaSalle, L. (n. d). When is it cluttering and when it is cluttering-plus. *Eau Claire.*

Department of communication sciences and disorders, University of Wisconsin, p 26 (1).

Lanier, W. (2010).*Speech disorders*. United States of America: Gale Cengage Learning, 9.

Lear, J. & Sperry, D. (2013, October). *Learning about Dysarthria: one of series of Pamphlets about speech after stroke.*Hamilton health sciences, 1, (1).

Louis, S. (1992 as cited in Ward, D, 2006).*Stuttering and cluttering: frameworks for understanding and treatment.* New York: Psychology Press, 40.

Loraine, S. (n. d.). What is speech –language Pathologist.  *Super Duper Handy Handouts*. Number 162, 1.

Guidelines for medical necessity determination for speech and language therapy. (2005).

Morrissey, B. (2014, October 18). What can parents do to help their children's speech therapy. Retrieved 2016, November 26 from www.speechdisorder.com, (3).

Murell, T. (2011, May 17). Ten presentation tips from the king's speech. Australia: *Media Motivators. Subiaco* Arts Centre.

Neely, M. (n. d.)(2nd ed).Advise*e to those who stutter*. The Stuttering Foundation of America, 65(1), (2), (3).

Onslow, M. (2000, April).Stuttering: treatment for adult.*Faculty of health sciences.* the University of Psychney, MSM. Retrieved 2016, November 7 from http://www.ctonline.com

Peter, J. (1989). The student who stutters: teachers' guide. Department in Toronto, Ontario, 12.

Politano, p. ( 2014, December). Dysarthria pathology. *Encyclopedia Britannica*. Retrieved 2016, December 2 from http://www.britannica.com.

Rao, P. (2003). Adult communication disorders, 53, (2).

Research, treatment, and self-help in fluency disorders. (2006). *Macquire Dictionary*, 42.

Scott, k., Myers, F&Kissaagizlis. (n. d.). What is cluttering. Retrieved 2016, December 2

from www.stutteringhomepage.com, (1), (2), (3), (4).

Speech disorders. (n. d.). *Florida Department of Education*. Retrieved 2016, December 2

from http://www.standard.org

Speech language therapists. (2015, May 25). *Health News*, 7, 8.

Speech language therapists. (n. d.). *Gale Encyclopedia of Medicine*. Retrieved from the

freedictionary.com

Speech articulation disorders. (n. d.). *North Share Pediatric Theory.* Retrieved 2016,

September 14 from www.psychnet.uk.

Speech and language impairments. (N.A, 2009). *NICHEY*. Washington. Retrieved 2017,

February 27from http://www.nichy.org, 9.

St Louis, K., Raphael, L., Myers, F, & Bakker, K. (2010). *Cluttering*. New York,

University at Buffalo. Retrieved  2017, April 10from http://cirrie.buffalo.edu, 4 (2).

Stuttering: facts vs. fictions. (n. d.). *Stuttering Clinic*. Australia: The University of New

Castle.

Stuttering: straight 5 for teachers: a hand book for teachers and speech language

pathologist. (3rd ed) (n. d.). *Stuttering Foundation*.

Stuckey, K. (2009).Cluttering.*Super Duper*. Retrieved 2017, February 2 from

www.superduperinc.com, 2.

Steps to improve communication for survivors with Dysarthria. (2016, November 14).

*American Stroke Association*.

Stuckey, K. (2007). Cluttering. *Super Duper*. Retrieved 2016, September 14 from

www.superduper.com

The differences between articulation and phonological disorders. (2008). *ASHA*.

Retrieved 2016, December 23 from www.uwec.edu.

Tootsi, E. (n. d). *Acquired neurological communication disorders: definitions and Rehabilitation hints*. Turin, Italy: rehabilitation department, 2(1), (2).

Ward, D. (2006). *Stuttering and cluttering: frameworks for understanding and treatment*. New York: psychology press, 4.

William, J. (n. d). The king's speech. *Stuttering Foundation of America*, 3-9.

Williams, Y. (n. d). S*tudy.com*. what is speech impairment? Definitions, causes, & Characteristics, 9.

What is stuttering.(2015, April).*Health Information and Tools*.Retrieved  2016, November 4 from myhealthalberta.com.

Ravary,  L. & Beet, S. (n. d). *Automatic speech signal analysis for clinical diagnosis and assessment of speech disorders*.Springer. New York: University of oxford, 15, (3).

Zoalen, Y. (2010). Cluttering, stuttering, reading and writing. Fontys University of Applied Sciences, Institute of Allied Health Professions, 2.

# Appendix 1

# Students' Questionnaire

**Dear students,**

Some of EFL students at Biskra University face problems in their oral performance due to the negative effect of the following speech disorders: stuttering, cluttering, and Dysarthria, which considerably affect their fluency of English.

The following questionnaire is a part of the study that in entitled as follows: **Strategies to overcome the Negative Impact of Speech Disorders on the EFL Student's Oral Performance, the Case ofEnglish Division at BiskraUniversity.**Thus, it is directed to find out your attitudes towards what should be done to help those EFL students overcome their lack of good performance.

,So, please, tick **(√)** the appropriate answer and give full statements whenever necessary.

- **N.B:** It is up to you to talk about one/ or all of these kinds of speech disorders.

### *Task One : General Information*

1) Would you specify your gender, please?

- Male ☐     - Female ☐

2) Would you specify your level, please?

- 1st year LMD ☐

- 2nd year LMD ☐

- 3rd year LMD ☐

- Master 1 ☐

- Master 2 ☐

3) How long have you been studying English?

- 8 Years ☐

- 9Years ☐

- 10Years ☐

- 11Years ☐

- 12Years ☐

4) Do you have any difficulties associated with listening skill, reading skill, speaking skill?

   - Listening skill ☐

   - Reading skill ☐

   - Speaking skill ☐

-  - Writing skill ☐

### *Task Two : Speech Disorders*

1) Do you have any characteristics associated with these followings :

- Stuttering ( part or whole word repetition, blocks, or prolongation) ☐

- Cluttering ( the rapid or irregular rate of speech ) ☐

- Dysarthria ( the difficulty of producing sounds due to the brain ☐

    damage, related to speech muscles

2) In the case that you do not have these kinds of speech disorders, have you notice a friend

    or classmate stutters, clutters, or has a Dysarthria in English division?

- Yes ☐     - No ☐

- *2 .1. Stuttering:*

1) Do you think that the stutter seems to be aware of the fact that s/he is speaking in different

    manner?

- Yes ☐     - No ☐

2) In your opinion, has there any change or gradual increase of symptoms that are associated

    with him/her?

- Yes ☐ - No ☐

In both cases, justify your answer…..........................................................................................

……………………………………………………………………………………………………

…….....................................................................................................................

3) Do you think that the stutter has characteristics accompanied with these behaviors:

- Facial tics ☐

- Body movements ☐

- Shows some awareness of his/her speech ☐

- Shows no awareness of his/her ☐

If others, state them …………………………………………….......................................

……………………………………………………………………………………………………

……………………………………………………………………………………………………

4) In your opinion, is the trouble of stuttering among EFL students:

- Temporal ☐ - permanent ☐

Explain …………………………………………………………………….......................

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

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

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

5) Do you think that stuttering happens due to :

- Parents ☐

- Teacher ☐

- Problems in the social environment ☐

- All of them ☐

6) Have you noticed that the symptoms of stuttering:

- Often happen only when studying English ☐

- It is the same with the mother language ☐

### 2.2. *Cluttering:*

1) Do you think that the clutter seems to be aware of the fact that s/he is speaking in different manner?

- Yes ☐ - No ☐

2) In your opinion, has there any change or gradual increase of symptoms that are associated with him/her?

- Yes ☐ - No ☐

   In both cases, justify your answer…………………………...................................................

   …………………………………………………………………………….………………………

   ………………………………………………………….......................................................

3) Do you think that the clutter has these symptoms :

- Rapid  and regular rate of speech ☐

- Rapid and irregular rate of speech ☐

- Shows some awareness of his/her speech ☐

- Shows no awareness of his/her speech ☐

   If others, state them………………….......................................................................

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

4) In your opinion, is the trouble of cluttering  among EFL students:

- Temporal ☐ - permanent ☐

   Explain …………………………………………………………….......................................

   …………………………………………………………………………………….....................

5) Do you think that cluttering happens due to :

☐

- Parents

- Teacher ☐

- Problems in the social environment ☐

- All of them ☐

6) Have you noticed that the symptoms of cluttering:

- Often happen only when studying English ☐

- It is the same with the mother language ☐

### *2.3. Dysarthria:*

1) Do you think that the student who has Dysarthria seems to be aware of the fact that s/he is speaking in different manner?

- Yes ☐    - No ☐

2) In your opinion, has there any change or gradual increase of symptoms that are associated with him/her?

- Yes ☐    - No ☐

  In both cases, justify your answer………………….............................................................

  ………………………………………………………………………………………………

  ……..………………………………………………………...................................................

3) Do you think that the student who has Dysarthria has:

- Difficulties in saying words when talking to others ☐

- S/he shows some awareness of his/her speech ☐

- S/he shows no awareness of his/her speech ☐

  If others, state them…………………………………….......................................................

  ………………………………………………………………………………………………

4) In your opinion, is the trouble of Dysarthria among EFL students temporal or permanent?

- Temporal ☐    - permanent ☐

Explain …………………………………………………........................................

…………………………………………………………………........................

5) Do you think that Dysarthria happens due to:

- Parents ☐

- Teacher ☐

- Problems in the social environment ☐

- All of them ☐

6 ) Have you noticed that the symptoms of Dysarthria:

- Often happen only when studying English ☐

- It is the same with the mother language ☐

***Task three: The Impact of Speech disorders on EFL students' Oral Performance:***

1) Does the EFL student who has one of those speech disorders avoid participation inside/outside the classroom?

- Yes ☐    -    No ☐

2) How do his/her classmates react?

- Encourage him/her when s/he is talking to them ☐

- Mocking at him/her when s/he is talking to them ☐

- Do not want to talk to him/her ☐

If others, state them……………………………………………………………….....

………………………………………………………………………………………..

3) Does s/he seem to be aware of these reactions?

- Yes ☐                        -  No ☐

4) Do you think that those kinds of speech disorders could impact on EFL students' oral performance?

- Yes ☐      - No ☐

    ➢    If yes, how?

………………………………………………………………………………..……………

…………………………………………………………………………………………….

5) In the case that your friend or classmate has one of those speech disorders, are you interested in how s/he says something, or what s/he wants to convey? Why?

………………………………………………………………….........................................

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

6) In this case, do you correct him/her when s/he is talking to you?

- Yes ☐ - No ☐

    Justify your answer in both cases…………………………………………..……………….

…………………………………………………………………………………………………

…………………………………………………………………………………………………

7) Did you try to help them improving their lack of good performance, especially in English as a foreign language?

- Yes ☐      - No ☐

➢ If yes, why? ........................................................................................................

…………………………………………………………………………………………………

…………………………………………………………………………………………………

8) Would you please give some suggestions for those who stutter, clutter, or have Dysarthria, in order to overcome their lack of good performance to create a successful communication context?

…………………………………………………………………………………………………

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

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

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

*Thanks for your contribution*

# Appendix 2

## Students' Questionnaire for the Stutterers

**Dear students,**

Some of EFL students at Biskra University face problems in their oral performance due to the negative effect of the following speech disorders: stuttering, cluttering, and Dysarthria, which considerably affect their fluency of English.

The following questionnaire is a part of the study that in entitled as follows: **Strategies to overcome the Negative Impact of Speech Disorders on the EFL Student's Oral Performance, the Case of English Division at Biskra University.** Thus, it is directed to find out your attitudes towards what should be done to help those EFL students overcome their lack of good performance.

So, please, tick **(√)** the appropriate answer and give full statements whenever necessary.

### _Task One : General Information_

1) Would you specify your gender, please?

- Male ☐ - Female ☐

2) Would you specify your level, please?

- 1st year LMD ☐

- 2$^{nd}$ year LMD ☐

- 3rd year LMD ☐

- Master 1 ☐

- Master 2 ☐

3) How long have you been studying English?

- 8 Years ☐

- 9Years ☐

- 10Years ☐

- 11Years ☐

- 12Years ☐

4) Do you have any difficulties associated with :

- Listening skill ☐

- Reading skill ☐

- Speaking skill ☐

- Writing skill ☐

### *Task Two : Speech Disorders*

- ### *2 .1.  Stuttering :*

1) When did your speech problem start?

…………………………………………………………………………….....................

………………………………………………………………………………………….

2) Do you have any characteristics associated with the followings:

- Part or whole word repetition ☐

- Blocks ☐

- Prolongation ☐

- All of them ☐

3) Do you think that your speech is different than others?

- Yes ☐ - No ☐

4) As you become older, this problem has become:

- Worse ☐

- Better ☐

- Remained the same ☐

5) Are there people in your family who have the same problem:

- Yes ☐  -  No ☐

6) Do you have any characteristics accompanied with these behaviors:

- Facial tics ☐

- Body movements ☐

- Shows some awareness of his/her speech ☐

- Shows no awareness of his/her ☐

If others, state them …………………………………………………........................

……………………………………………………………………………………….....

7) Do you think that your problem happens due to :

- Parents ☐

- Teacher ☐

- Problems in the social environment ☐

- All of them ☐

8) In your opinion, is the disorder:

- Temporal ☐  -  permanent ☐

9) Have you noticed that the symptoms of stuttering:

- Often happen only when speaking English ☐

- When speaking both English and the mother tongue ☐

### *Task three: the Impact of Speech disorders on EFL students' Oral Performance:*

1) Do you avoid participation inside/outside the classroom?

- Yes ☐  -  No ☐

2) How do your classmates react?

- Encourage you when s/he is talking to you ☐

- Mocking at you when s/he is talking to you ☐

- Do not want to talk to you ☐

3) Do you seem to be aware of these reactions?

- Yes ☐                    - No ☐

4) Do you think that those kinds of speech disorders could impact on your oral performance?

- Yes ☐                    - No ☐

➤ If yes, how?

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

……………………………………………………………………………….........

5) Do you think that people are interested in how you say something, or what you want to

convey? Why?

………………………………………………………………………….......................................

……………………………………………………………………………………………………

……………………………………………………………………………………………………

6) In this case, do they correct you when they are talking to you?

- Yes ☐    - No ☐

7) Do you feel comfortable when you talk to someone has the same disorder:

- Yes ☐    - No ☐

8) Have you ever visited a speech pathologist to help yourself :

- Yes ☐    - No ☐

9) Have you ever use some strategies in order to overcome your lack of good performance to

create a successful communication context:

- Yes ☐    - No ☐

10) If yes, are they helpful and have positive effects:

- Yes ☐    - No ☐

11) In this case, would you please state some of them :

………………………………………………………………………………………………………………………………………….

………………………………………………………………………………………………………………………………..…

………………………………………………………………………………………………………………………………..

***Thanks for your contribution***

# A Questionnaire for the Students who suffer from Cluttering

**Dear students,**

Some of EFL students at Biskra University face problems in their oral performance due to the negative effect of the following speech disorders: stuttering, cluttering, and dysarthria, which considerably affect their fluency of English.

The following questionnaire is a part of the study that in entitled as follows: **Strategies to overcome the Negative Impact of Speech Disorders on the EFL Student's Oral Performance, the Case of English Division at Biskra University.** Thus, it is directed to find out your attitudes towards what should be done to help those EFL students overcome their lack of good performance.

So, please, tick **(√)** the appropriate answer and give full statements whenever necessary.

## *Task One : General Information*

1) Would you specify your gender, please?

- Male ☐        - Female ☐

2)   Would you specify your level, please?

- 1st year LMD ☐

- 2<sup>nd</sup> year LMD ☐

- 3<sup>rd</sup>year LMD ☐

- Master 1 ☐

- Master 2 ☐

3)   How long have you been studying English?

- 8 Years ☐

- 9Years ☐

- 10Years ☐

- 11Years ☐

- 12Years ☐

4) Do you have any difficulties associated with Listening skill, reading skill, speaking skill, and/or writing skill?

-      Listening skill ☐

-      Reading skill ☐

-      Speaking skill ☐

-      Writing skill ☐

## *Task Two : Speech Disorders*

- ### *2 .1. Cluttering :*

1) When did your speech problem start?

…………………………………………………………………………........................

2) Do you have any characteristics associated with the followings:

- Rapid rate of speech ☐

- Irregular rate of speech ☐

- Shows some awareness of your speech ☐

- Shows no awareness ☐

3) Do you think that your speech is different than others:

- Yes ☐     - No ☐

4) As you become older, this problem has become:

- Worse ☐

- Better ☐

- Remained the same ☐

5) Are there people in your family have the same problem?

- Yes ☐ - No ☐

6) Do you think that your problem happens due to :

- Parents ☐

- Problems in the social environment ☐

- All of them ☐

7) In your opinion, is the disorder temporal or permanent?

- Temporal ☐     -     permanent ☐

8) Do  the symptoms of cluttering:

- Often happen only when speaking English ☐

- When speaking both English and the mother tongue ☐

### *Task three: the Impact of Speech disorders on EFL students' Oral Performance:*

1) As a clutter student, do you avoid participation inside/outside the classroom?

- Yes ☐          -   No ☐

2) How do your classmates react?

- Encourage you when they are  talking to you ☐

- Mocking at you when they are  talking to you ☐

- Do not want to talk to you ☐

➢ If others, state them…………………………………………………………………...

………………………………………………………………………………………………

3) Do you seem to be aware of these reactions?

- Yes ☐          -   No ☐

4) Do you think that the disorder could impact on your oral performance?

- Yes ☐          -   No ☐

➢ If yes, how?

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

……………………………………………………………………………………………..........

…..………………………………………………………………………………………………….

5) Do you think that people are interested in how you say something, or what you want to convey? Why?

……………………………………………………………………………..........................................

……………………………………………………………………………………………………….

……………………………………………………………………………………………………….

6) In this case, do they correct you when they are talking to you?

- Yes ☐ - No ☐

7) Do you feel comfortable when you talk to someone has the same disorder?

- Yes ☐ - No ☐

8) Have you ever visited a speech pathologist to help yourself:

- Yes ☐ - No ☐

9) Have you ever use some strategies in order to overcome your lack of good performance to create a successful communication context?

- Yes ☐ - No ☐

10) If yes, are they helpful and have positive effects?

- Yes ☐ - No ☐

11) In this case, would you please state some of them?

……………………………………………………………………………………………….

……………………………………………………………………………………………….

……………………………………………………………………………………………

*Thanks for your contribution*

# A Questionnaire for the student(s) suffering from

# Dysarthria

**Dear students,**

Some of EFL students at Biskra University face problems in their oral performance due to the negative effect of the following speech disorders: stuttering, cluttering, and Dysarthria, which considerably affect their fluency of English.

The following questionnaire is a part of the study that in entitled as follows: **Strategies to overcome the Negative Impact of Speech Disorders on the EFL Student's Oral Performance, the Case of English Division at Biskra University.** Thus, it is directed to find out your attitudes towards what should be done to help those EFL students overcome their lack of good performance.

So, please, tick **(√)** the appropriate answer and give full statements whenever necessary.

## *TaskOne: General Information*

1) Would you specify your gender, please?

- Male ☐    - Female ☐

2) Would you specify your level, please?

- 1st year LMD ☐

- 2$^{nd}$ year LMD ☐

- 3rdyear LMD ☐

- Master 1 ☐

- Master 2 ☐

3) How long have you been studying English?

- 8 Years ☐

- 9Years ☐

- 10Years ☐

- 11Years ☐

- 12Years ☐

4) Do you have any difficulties associated with listening skill, reading skill, speaking skill, and/or writing skill?

- Listening skill ☐

- Reading skill ☐

- Speaking skill ☐

- Writing skill ☐

### *TaskTwo: Speech Disorders*

- ### *2 .1.  Dysarthria :*

1) When did your speech problem start?

…………………………………………………………………………………….....................

………………………………………………………………………………………………

2) Do you have any characteristics associated with the followings:

- Difficulties in saying words when talking to others ☐

- S/he shows some awareness of his/her speech ☐

- S/he shows no awareness of his/her speech ☐

If others, state them…………………………………………………………………..

…………………………………………………………………………………………..

3) Do you think that your speech is different than others?

Yes ☐ - No ☐

4) As you become older, this problem has become:

- Worse ☐

- Better ☐

- Remained the same ☐

5) Are there people in your family have the same problem?

- Yes       - No ☐       ☐

6) Do you think that your problem happens due to :

- Parents       ☐

- Problems in the social environment       ☐

    7) In your opinion, is the disorder temporal or permanent?

- Temporal       ☐    - permanent       ☐

    8) Have you noticed that the symptoms of Dysarthria:

- Often happen only when speaking English       ☐

- When speaking both English the mother tongue       ☐

***Task three: the Impact of Speech disorders on EFL students' Oral Performance:***

1) Do you avoid participation inside/outside the classroom?

- Yes       ☐    - No       ☐

2) How do your classmates react:

- Encourage you when they are talking to you       ☐

- Mocking at you when they are talking to you       ☐

- Do not want to talk to you       ☐

3) Do you seem to be aware of these reactions?

- Yes       ☐       - No       ☐

4) Do you think that your trouble have impacted on your oral performance?

- Yes       ☐       - No       ☐

➢ If yes, how?

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

…………………………………………………………………………………..........

5) Do you think that people are interested in how you say something, or what you want to convey? Why?

……………………………………………………………………..........................................

………………………………………………………………………………………………….

6) In this case, do they correct you when you are talking to them?

- Yes ☐ - No ☐

7) Do you feel comfortable when you talk to someone have the same disorder?

- Yes ☐ - No ☐

8) Have you ever visited a speech pathologist to help yourself :

- Yes ☐ - No ☐

9) Have you ever use some strategies in order to overcome your lack of good performance to create a successful communication context?

- Yes ☐ No ☐

10) If yes, are they helpful and have positive effects?

- Yes ☐ - No ☐

11) In this case, would you please state some of them?

………………………………………………………………………………………….

………………………………………………………………………………………….

………………………………………………………………………………………….

*Thanks for your contribution*

# Appendix 3

## Teachers' Interview:

Dear teachers,

I will be very grateful if you help me to answer these question whose aim to gather information about **Strategies to overcome the negative impact of speech disorders on EFL students' oral performance.** Your help is mostly appreciated. Please try to be

- **How long have you been teaching English, mainly oral expression module?**

……………………………………………………………………………………............

- **Do you notice different levels between your students in terms of reading, speaking?**

………………………………………………………………………………………………

- **Do you have any student who has characteristics associated with stuttering (or stammering), cluttering, and Dysarthria (which is the difficulty of producing sounds due to the brain damage related to speech muscles)?**

………………………………………………………………………………………………

………………………………………………………………………………………………

- **Depending on EFL students' speech disorders, do you think that they seem to be aware of the fact that they are speaking in different manner?**

………………………………………………………………………………………………

………………………………………………………………………………………….

- **Depending on those speech disorders, have you noticed such kinds of behaviours and characteristics associated with them such as "body movements, facial tics, talking too fast, or any slow rate of speech"?**

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

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

- **Do EFL students who have these troubles appear to avoid participation in your classroom?**

  …………………………………………………………………………………………………

  …………………………………………………………………………………..

- **How their classmates react? Do they seem to be aware of these reactions?**

  …………………………………………………………………………………………………

  …………………………………………………………………………………………………

  ……………………………………………………………………………………

- **Depending on the students' speech disorders, are you interested in how they say something or what they want to convey? Why?**

  …………………………………………………………………………………………………

  ………………………………………………………………………………………

- **Do you correct them when they are talking? How?**

  …………………………………………………………………………………………………

  ………………………………………………………………………………………

- **In this case, is it the same with the other students who have normal speech?**

  …………………………………………………………………………………………………

  ……………………………………………………………………………………….

- **Did you try to overcome their lack of good performance, especially in English as a foreign language?**

  ………………………………………………………………………………………………….

- **Do these speech disorders have impact on their oral performance?**

  …………………………………………………………………………………………………

  ………………………………………………………………………………………

- **In case you would like to help them, do you talk to the entire classroom about their situation? Why?**

………………………………………………………………………………………………………

………………………………………………………………………………………

- **As far as the evaluation is concerned, do you assess those students with special needs on equal status with ordinary students? Why?**

………………………………………………………………………………………………………

………………………………………………………………………………………

- **Many teachers of oral expression use specific strategies that pertain to the specificity of EFL students' speech disorders, would you please mention some strategies would be implemented for them to overcome these troubles which could impact on their oral performance?**

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

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

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

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

**Thank you**

# ملخص

حاولت هذه الدراسة أن تسلط الضوء على استراتيجيات متنوعة والتي من الأفضل أن تطبق للتغلب على التأثير السلبي لاضطرابات الكلام والتي تتمثل في الناتئة، السرعة المفرطة في الكلام، وصعوبة الكلام على الأداء الشفهي لطلاب اللغة الانجليزية. يهدف هذا العمل إلى إظهار أهمية الخصائص الأساسية لاضطرابات الكلام والتي تتعلق بالأداء الشفهي للطلاب اللغة الانجليزية، والعمل على ما يجب فعله لمساعدتهم أثناء غياب الأداء الحسن. علاوة على ذلك، تمثلت الفرضيات المقترحة في أن اضطرابات الكلام هي العوائق والسبب الذي جعل بعض الطلبة راسبين من ناحية أدائهم الشفهي، وكذلك إذ اكتشف الطلاب عددا من الاستراتيجيات والتقنيات والتي ستطيع مساعدتهم على التغلب على اضطرابات الكلام، سيكون لديهم سياق تواصلي ناجح. من ناحية أخرى لقد استخدم المنهج الوصفي للربط بين اضطرابات الكلام والأداء الشفهي للطلبة. وبالأحرى لقد استخدم استبيان لكل من الطلبة في قسم الانجليزية وخصصت مقابلة لبعض من أساتذة التعبير الشفهي بقسم اللغة الانجليزية بجامعة بسكرة. وبالتالي يتوافق تحليل النتائج المحصل عليها مع فرضيات الدراسة و يعزز احتياج الطلبة لما يجعلهم يتغلبون على السبب الذي جعلهم يرسبون، وهو اضطرابات الكلام.