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***TITLE***

**THE MAIN DIFFICULTIES IN THE  
ACHIEVEMENT OF ENGLISH SPEAKING  
FLUENCY FOR EFL STUDENTS**

**A Case Study** of the third year ( LMD ) Students of English at Dr. Moulay Tahar University.

Dissertation Submitted to the Department of English as a Partial Fulfillment of the Requirements for the Degree of Master in English Didactics.

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## DEDICATIONS

I dedicate this work to my parents who are confident that I would pursue my academic career, despite the difficult times I went through. My beloved parents helped me in every step I put in my life and gave me the willingness to overcome everything in it. I also take this opportunity to dedicate this dissertation to my adorable sister **MILAD** and my brother **AISSA**.



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I would like to express my gratitude to my teacher and supervisor Mr. HADJI Mohamed who helped me to conduct this research and gave me his time and expertise. I thank him for his encouragement, understanding, advice and valuable remarks throughout the preparation of this research.

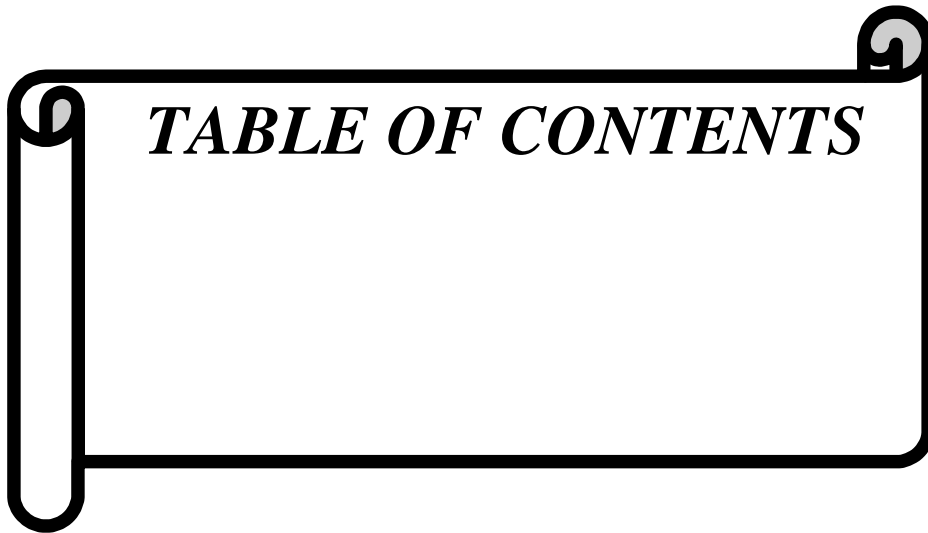
Thanks to all the teachers of English in the department of English language and learners for their cooperation to carry out this work.

## **Abstract**

The development of the four skills is one of the major purposes in the process of teaching and learning the English language. Speaking skill is considered as the main skill among them all. Most of the EFL learners are trying to improve their capacities in speaking the language. Since the foreign language learners are considered the students' successful communication and fluency in the English language as a sign for their success in learning the foreign language. The current study aims to investigate the main difficulties in the achievement of English speaking fluency for EFL learners. Speaking skill is one of the most important skills that all EFL learners are trying to improve it and being a fluent speakers in the English language. However, the learners encountered a variety of troubles in the oral expression courses that hinder them to reach fluency. The sample population of this research was the third year LMD students in the English department in the University of **Tahar Moulay Saida**. And the teachers of the oral expression who are teaching the same level. To confirm the hypotheses stated in this study. The researcher selected to use the appropriate data gathering tools which are the students' questionnaire and the teachers' interview. This research work is divided into three main chapters. The theoretical part which is included of two main chapters. The first one is giving for the literature review. The second one is devoted for the research methodology. The practical part which composed of one chapter about the data analysis and the interpretation of the obtained results. The findings indicated that the majority of the EFL learners encountered many difficulties in the oral expression lectures which prohibit them to reach their main goal in the speaking skill which is to be fluent speakers in English. Finally, the researcher proposed some important and efficient techniques and strategies to overcome these barriers and to help the students do a good progress in the speaking skills.

### **Keywords:**

Speaking skills; speaking difficulties; English speaking Fluency; EFL learners.



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## List of Abbreviations

**CLT:** Communicative Language Teaching.

**EFL:** English as a Foreign Language.

**ESL:** English as a Second Language.

**LMD:** License Master Doctorate.

**TEFL:** Teaching English as a Foreign Language.

**FL:** Foreign Language.

**TL:** Target Language.

**FLLs:** Foreign Language Learners.

**%:** Percentage.



*General  
Introduction*

## *General Introduction*

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Nowadays, the teaching of speaking skill is very challenging task for the EFL teachers. Since the importance of this skill among the other skills in the EFL context for the foreign language learners. The major goal of learning the language is make the learners able to communicate successfully in the target language. And the foreign learners are really concerned with the development of their speaking skills and to be a fluent speakers in English. They used every strategy and technique in order to help their progression in their learning the foreign language. Even though, they are in a non – English speaking country which make the task harder for the students who are studying the English as a foreign language. In the EFL classroom, the students are confronted with different hindrances that prevent them to ameliorate their oral performance and to be a fluent speakers in the English language.

The major purpose of this dissertation is to investigate about all the factors that hinder the EFL students in the classroom when they are studying speaking. Many English learners confronted with a various types of troubles in the oral expression courses. And this is due to different reasons. The researcher wants to shed light on the teachers' role in the oral expression lectures and their huge influence on their students especially in the speaking skills. They should help them to overcome this problems and to practice English in the classroom. In order to break this barriers in speaking in English and to promote their level in the speaking skills and achieving fluency in English.

This study aims to provide answers to the following research problems:

- What are the main difficulties in the achievement of English speaking fluency for the EFL students?
- What are the linguistic problems in the achievement of English speaking fluency for the EFL students?
- What are the extra linguistic troubles in the achievement of English speaking fluency for the EFL students?
- What are the psychological factors in the achievement of English speaking fluency for the EFL students?
- What are the environmental obstacles in the achievement of English speaking fluency for the EFL students?

## *General Introduction*

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The current research work proposed that the EFL learners encountered with a different factors which inhibit them to be a good fluent speakers in the English language. This is may be because of the following hypotheses:

- Are the linguistic problems which prevent the EFL learners to accomplish fluency in the English language?
- Are the extra linguistic troubles which hinder the EFL students to achieve fluency in the English language?
- Are the psychological factors which impede the EFL learners to accomplish fluency in the English language?
- Are the environmental obstacles which hamper the EFL students to achieve fluency in the English language?

In the present dissertation, the researcher employed the qualitative method “the descriptive research as the suitable one in doing this investigation. Since this work is carried out to find the main difficulties in the achievement of English speaking fluency for EFL students. By using this method, the researcher can describe all the obstacles that faced the students and prevent them from achieving the level of fluency in the target language.

The sample population in this study was the third year LMD students in the English department at **Tahar Moulay university of Saida**. A sample of twenty five (25) students have been selected randomly. In addition to the teachers of the oral expression who are teaching the same level.

The data collection methods used in this investigation were the questionnaire and the interview. The students’ questionnaire used with a random sample composed of twenty five (25) students of English language in the third year LMD at **Tahar Moulay university of Saida**. This tool seeks to know the real problems that the EFL learners face during the lectures of speaking. Also the teachers’ interview was conducted with the teachers who are in charge to teach this module in the same level of the third year. The selection of this instrument is to give more clarification and reliability for this study.

This dissertation is composed of three major chapters. The first chapter is about the literature review which composed of two sections. The first section deals with the conceptual frame work about the main problems in the English speaking fluency. The



## *General Introduction*

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second section is concerned with the theoretical frame work about the communicative approach.

The second chapter is devoted to the research methodology and data analysis. This chapter is divided into two sections. The first section is for the research methodology and the good procedures in the research design. The second section provides the data analysis and the description and the interpretation of the findings obtained from the research instruments used in this research work.

The third chapter contains some suggestions and recommendations for both the EFL teachers and the learners. The oral expression teachers have a huge impact on their students' oral performance. Since they can help their students to promote their speaking skills and to reach fluency in English. Simply with selecting the suitable teaching methods and the right strategies and techniques with their learners in the classroom.

The present research work is to shed light on the main implementations which hinder the EFL students to reach fluency in the English language. The majority of the foreign language learners are suffering from a various problems during the oral expression courses when they are attempting to be a fluent speakers in the target language. Also to show the big role that the EFL teachers have on their foreign language learners. The teachers should influence their students in a positive way. And helping them to talk freely without any obstacles in order to develop their capacities and to be fluent speakers.

The present research work faced many hindrances that hinder the researcher from doing a good job in this dissertation. This investigation was conducting in a limited time. Also the researcher did not have the opportunity to take all the sample population of the third year LMD students in the English department at **Saida University**.



*Chapter one*  
*The Literature*  
*Review*

# *Chapter One: The Literature Review*

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## **1-INTRODUCTION:**

In this era of globalization, all people want to communicate with other persons from different cultures, languages, and countries. Thus, knowing the English language became a must for their interpersonal communication. To improve their oral communication requires a lot of efforts, because it's a hard task for them. Nowadays, the English language has become the main language for the global communication. English as the world language, all English learners give a great value of the oral communication in the second or the foreign language.

When students speak, this means that they are going to express their feelings, intentions, ideas, perceptions, and point of views. In order to allow the interlocutors understand and get what the speaker is saying. The speaker talks in order to impact their listeners. So, language is considered as a major tool for the human being. Hence, it's a symbol for their presence.

In learning English as a second language (ESL) or a foreign language (EFL). The speaking skill is given always a highly value by the majority of the students. Learners of English have a common and primary purpose in which they focus on. When they are learning the language which is the ability to speak and use the language properly. According to **David Nunan** (1991) to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (P39).

This study is intended to find out the main difficulties in the achievement of English speaking fluency for EFL students. Since the main goal behind learning the English language is to be able to communicate fluently and efficiently. Among the four skills. Speaking skill is a very vital in both learning and teaching the foreign language. Fluency is essentially important for them as learners of the foreign language.

Most of the EFL learners always are suffering from a lot issues concerning their speaking skill. These troubles influence their communicative skills and hinder their speaking in English. Thus, they could not reach fluency. Students are often faced by many difficulties, when they are trying to speak in the foreign language. Since speaking has a huge role in learning a language especially for the EFL students. Usually, all EFL learners hope to be fluent in the oral language .Mainly, in attaining fluency while speaking. So, this

# ***Chapter One: The Literature Review***

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is a considered as a necessity in learning a foreign language. The ability to speak in a foreign language this means that the students are mastering the language.

## **SECTION ONE: TEACHING ENGLISH SPEAKING FLUENCY and ITS PROBLEMS.**

### **2-TEACHING SPEAKING:**

The aim of English language teaching and learning is to encourage learners to use English for meaningful and effective communication. All instructors know that teaching speaking has a main purpose which is to develop the learners ' communicative skill. Teaching speaking requires knowing about the obstacles that may hinder the EFL learners from developing themselves and being good speakers of the English language. So, it becomes a challenge for the EFL teachers.

Since speaking is the most difficult skill to enhance. The majority of teachers of oral expression encountered a lot of difficulties with their students. Mainly with those who the learners who do not have a good level in the language. For EFL teachers, they can reinforce the use of vocabulary and structure as a solution for the difficulties that encounter the students in the oral expression course. The teacher gives the learners the chance to practice the language in a various real situations which encourage them to express their thoughts, ideas, and opinions etc. Not just focusing in other skills like reading and writing.

According to **Willis**, (1996)

*“To create an effective learning environment in the classroom, we need to provide three essential conditions: the provision of exposure to the target language; the provision of Opportunities for learners to use the target language for real communication; and the promotion of motivation for learners to engage in the learning process” (P65)*

The instructor should raise the learners' awareness about the importance of fluency in the foreign language. He needs to bring the new teaching strategies for fluency development and to provide more chances for the learners to engage them in the learning process so as to make them practice the language not just in classroom, but also outside classroom.

Concerning teaching English, the instructor asks the learners to use the language correctly. And he /she wants them to be able to deliver the message with the means of English. This will help them to target the language proficiency and fluency.

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Although it is hard to overcome the deficiency within a short time. For the purpose of successful learning

## ***Chapter One: The Literature Review***

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process, learners should feel comfortable in the EFL classroom. In order, to make them talk in English and express their thoughts, ideas and feelings freely in front of other mates. Through the use of these activities, the teacher should make them motivated towards speaking the language and fulfill their aims in the lesson.

By this special tasks which lead to a more active class. They provide equal chances for all of them to speak in English. This activities have as the main goal which is to target the learners' speaking skill. And hence, their speaking fluency. Because the learners are not able to speak in English, simply because the teacher does not let them express their ideas, thoughts, opinions, and so in the class.

Most learners believe that speaking skill is the most complex and difficult skill to acquire. However, they are more conscious about the necessity to improve this skill for them as learners of the foreign language. Language learners are viewed the ability to speak English fluently as the major measure which indicates the students' competence in the language. According to **Nunan** (1991) to most people mastering the act of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language (P39). And also **Richards Argues** (2008) that through the learners' performance, one can measure their progress in learning a foreign language. And how they develop their spoken language proficiency? (P16).

It's a common knowledge, that in the process of learning the foreign language (EFL) or a second language (ESL). Permanently, speaking skill takes a massive place for the EFL learners and teachers as well. Both of them are given the priority for the speaking skill through which they will evaluate their success in the oral performance. They want to develop their proficiency in the language as well as their English speaking fluency.

Speaking is one of the primary components of communication. In EFL contexts, it requires more concentration from the learners and a special awareness and instruction from the teacher. Although, the learners have a lot of troubles in their speaking. This skill is not neglected by them. In order to be a fluent speaker of English, this requires a lot of practice from the learners. Because this will make them exposed to a big amount vocabulary, grammar, and so. Unfortunately, most EFL students suffer from being not able to participate in the oral expression sessions.

The learners may be scared to talk because their English is poor. And always think about their mistakes. Even though, a mistake is not considered as a failure in their learning.

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Speaking the foreign language is too far from simple. Since the speaking skill is the most demanding skill. Actually, the achievement of fluency in an EFL context is not an easy task for the students. The students' ability in handling a conversation in English. So, this shows the students' mastery of the foreign language. This is seen as the key aspect for successful language learning. In this way, the students are involved in a real communication in English. So, they will have like a real experience with the language. And they will be aware about the different use of language.

### **3-DEFINITION of SPEAKING SKILL: ‘ SPEAKING ENGLISH ‘**

Speaking is one of the productive skills that must be mastered by the English students. It's regarded as the most challenging skill to acquire in learning English. Speaking is the most language skill that all EFL students hope to be perfect in. Because this reflects their ability towards the language. According to **Bailey Kathleen** (2004) speaking consists of producing systematic verbal utterances to convey meaning. (**Utterances** are simply things people say). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (P2).

The majority of the learners of the English as a foreign language agree on one common thing. In learning the language, speaking skill is the most complicated skill. So that, they need to devote more time for this skill to progress their speaking fluency. Speaking skill is a productive skill that requires students/ learners to produce words or language or to express ideas orally. It is used to communicate between one to another by speech or saying. According to **Chaney** (1998) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (P13). This is because in the speaking process you could not revise what you said. And also speaking occurs at the same moment with your interlocutor. So, you do not have much time to think about what you are saying.

### **4-IMPORTANCE of SPEAKING SKILL:**

Many researchers agree on the importance of speaking skill. According to **Eli Hinkel** (2005) of course, second language learners must learn more than just the linguistic form of the second language. They must also learn how to use those forms to fulfill a variety of functions (P486). The oral communication is essential in English as a foreign language (EFL) or a second language (ESL).

# ***Chapter One: The Literature Review***

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According to **Ur**, (1996)

" Of all the four skills (listening, speaking, reading, and writing )speaking seems intuitively the most important: people who know the language are referred to as "speakers" of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak " (P120).

Speaking is viewed as the most complex and difficult skill to master. **Jim Scrivener** (2005) believes that there is no benefit from just knowing about the language, but most important is knowing how to employ it (P46). The speaking skill is neglected in the teaching process. Thus, the students do not have the opportunity to practice the English language either in the classroom or outside the classroom. The importance of the first impression that others take on your speaking through which they will evaluate your capacity and your mastery of this skill.

According to **Sari Luoma**, (2004)

*"When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/non-native speaker status" (P9).*

The first impression that the other people will have about your speaking count on your ability to talk effectively and fluently. According to **Scott Thornbury**, (2005)

*" When we talk about someone as being 'a fluent speaker of French 'or when we say' she speaks the language fluently ', what do we mean ? Is fluency simply the ability to speak fast? Speed is a factor, but it is by no means the only - or even the most important -one. Research into listeners' perceptions of a speaker's fluency suggests that pausing is equally important all speakers pause -they have to, to draw breath .And even proficient speakers need to stop from time to time to allow the formulation of an utterance to catch up with its conceptualization. But frequent pausing is a sure sign of a struggling speaker"*

(P6).

Fluency is one of the principal features in the oral performance. This crucial aspect in the spoken language which decides about the progress of the students in the foreign language.



# ***Chapter One: The Literature Review***

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According to **Scott Thornury**, (2005)

*" Even among L1 speakers there can be wide variations in the degree of fluency that individuals demonstrate. These differences are exacerbated when it comes to speaking in a language different from your own. The inevitable lack of fluency involved is a source of frustration and even embarrassment" (P27).*

Actually, even when the students are using their mother tongue. They are not fluent. Achieving fluency shows the learner's competence in the foreign language. It demands a lot of efforts from the students. Because it needs a lot of practice. If the EFL learners do not perform well in their speaking. People will judge their failure in their learning the language.

## **5-RELATIONSHIP BETWEEN LISTENING and SPEAKING:**

Before talking about speaking skill. The teacher needs to teach them how to be a good listeners by listening to their instructor and their friends in the classroom. When the teacher makes the students a part in an interaction they will not just speak but listening at the same time. **Tarigan** (1990) describes speaking as the language skill that is enhanced during the first years of childhood in relation with listening. Since listening comes before speaking skill. The person receives input by listening first then speak comes at a second step. The language is an important instrument in the humans' communication that they could not be neglected from their daily conversations.

Listening skills are a core of the four skills in the process of learning a language. Because it's something obvious that one cannot reach a good level in speaking without passing through listening as a first step. So, listening skills are the basics of all the skills that the person wants to learn. According to **Anderson and Lynch** (1988) a carefully prepared L2 utterance is only a useful aid to Communication if the speaker can deal effectively with the replies he receives. For the L2 learner in conversation, he needs to be skilled as both speaker and listener (P15).

With regard to the connection between the listening and speaking skills. In fact, the two skills should be presented in a conversation. When, people are in a discussion. They are forced to utilize both of them. Therefore, there is no possibility that each one of them occurs in isolation. They are always interrelated in the persons' communication. **Richards States** (2008) that listening can help and give the EFL learners a huge amount of input and information in the process of learning (P2). In the role that listening plays in the students'

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language improvement. Listening is equally essential in the learners' overall language development.

## **6-FACTORS AFFECTING SPEAKING FLUENCY:**

In the process of learning a language, mainly in speaking in English most of the EFL learners are faced by a set of barriers that prevent them from speaking English fluently such as shyness, anxiety, and lack of self confidence... So, there are many factors that cause difficulty in speaking. The learners need to be fluent in the target language which means to be good in their speaking performances. Achieving English fluency is not easy at all for the learners in the EFL context. Because they do not have enough opportunities practice the spoken English language outside the class. The teacher needs to create a good atmosphere in the classroom for his/her students. Because the learners are not able to realize any development in terms of their spoken communication.

As a consequence, these troubles will be permanent with them and hinder their improvement in speaking. This will be the cause of their failure in speaking English and not being fluent speakers. To reach fluency in the foreign language is a long process for the learners. Since they are considered as a strangers and do not know the language. Which requires a lot of work to develop them selves and to become skillful in the target language.

According to **Hedge**, (1993)

"The term fluency has two meanings. The first, which is "the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation." is what is commonly understood as fluency in language teaching materials and in language assessment procedures. But Hedge proposes a second, more holistic sense of fluency that of "natural language use," which is likely to take place when speaking activities focus on meaning and its negotiation, when speaking strategies are used, and when overt correction is minimized. This second, broader definition is certainly consistent with the aims of many ESL classrooms today where the negotiation of meaning is a major goal" (PP:275-276).

In order to help students to get over their difficulties in speaking, it is very essential to find out the main factors that impact their oral communication. It's clear that there are many factors that prevent the EFL learners from speaking English fluently. And inhibit the success of the learners' speaking performance. And why it is not running well? All EFL learners are required to speak English accurately and fluently. In the EFL context, learners may confront big problems that do not let them speak English better. The main reasons that

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make the learners are confronted with a big amount of troubles in their speaking the language learned. Mostly, when they are aiming to achieve fluency in the English language. These are two types of problems:

## **1-LINGUISTICS PROBLEMS:**

It means the lack of vocabulary, grammar, and pronunciation.

### **A-PRONUNCIATION:**

The students in their learning to speak in English. They want to be a native - like and to talk and acquire the English fluency. Although, they have various problems in pronunciation. These difficulties happen due to many factors.

### **B-VOCABULARY and GRAMMAR:**

When the learners want to speak, especially in the foreign language. Most of the time are not able to find the suitable words in order to convey the message and deliver what they want to say? They have a poor linguistic repertoire. Sometime they could read, write in English and also understand what the others are saying. However, they could not speak in English.

## **2-PSYCHOLOGICAL PROBLEMS:**

It means the lack of self-Confidence and anxiety. It's a common knowledge that the majority of the EFL learners suffer from a set of difficulties. When they are trying to achieve the English speaking fluency. They may confront with certain feelings that affect their English speaking. The psychological problems also influence student's performance in speaking.

### **A-LACK of MOTIVATION:**

It's a psychological aspect that affects the learners' willingness. The learners' motivation could highly influence the learning process. Particularly, the foreign language. It has two main parts. It could be positive so as to make them putting much efforts in their studies and this has a relationship with their understanding and they will grasp better. Or it could be negative so as to make them neglect their studies. In the EFL classroom, the speaking lesson requires more motivated students than the other lessons. Because in this course they will speak and discuss a topics. The teacher's role in the enhancement of the learners willingness to communicate in the classroom. It deals with the purposes that learners want to realize in their learning. Their willingness will impact their progress in the

## ***Chapter One: The Literature Review***

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language. **Rod Ellis** (1997) believes that motivation has a great influence on the learners' willingness to learn the English language and their success in learning it (P75).

### **B-ANXIETY:**

Moreover, anxiety is one of the major factors that hinder the learners' the oral performance in the EFL context. Basically, all EFL learners are supposed to be highly motivated in learning the foreign language particularly English. But at the same time in the oral expression course are more anxious about their spoken language. And some of them are speaking and participating in the oral session while others are not participating and not discussing with their teacher and classmates. According to **Ramírez** (1995) anxiety is defined as a state of apprehension; a vague fear that can have a negative effect on motivation and that can result in a poor performance, which produces more anxiety (P167).

This occurs mostly in the oral expression course when the teacher gives the learners activities that require from them to talk in English. The majority of them are afraid about making mistakes especially in front of their mates. In addition, their friends will judge their oral performance. They consider this as a competition for them in the class. So, they will make a comparison between each one speaking skill (How each student speaks English? Also his/her ability to speak the language fluently). In fact, some of them may be laugh and they will not participate again.

### **C-LOW SELF-ESTEEM:**

When the learners appreciate and know very well their capacities in learning the foreign language. They will be able to reach a very good level mostly in speaking English. Hence, this gives them a great push toward developing their speaking skill. According to **Baumeister** (2003) high self-esteem makes people more willing to speak up in groups and to criticize the group's approach. Leadership does not stem directly from self-esteem, but self-esteem may have indirect effects (P2).

### **D-LACK of SELF-CONFIDENCE:**

The learners want to talk the English language more convenient and effectively. Although, there are a plenty of aspects that frustrate the learners particularly in the EFL context. This obstacles impede the learners' progression to talk English fluently. When the learner feels inferior between the other classmates. This will impact his/her English speaking fluency. If the students do not believe in themselves that they could be a fluent speaker and make these barriers as a challenge in their learning. And do not try to eliminate them. The students should not being scared from making mistakes in the learning

# ***Chapter One: The Literature Review***

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process. They also work on their abilities in order to improve them mostly, their spoken English. They must have a strong personality towards speaking. So, as they do not be affected by all the barriers in the classroom. According to **Krashen** (1981) not surprisingly nearly all the available literature suggests that self confidence is very much related to second language development...the self-confident, secure person is a more successful language learner (P74).

### **3-MOTHER-TONGUE USE:**

It's a spread phenomena between the EFL students. That's, because they are sharing the same native language. They constantly tend to employ it as a solution. When they feel themselves unable to speak English. They replace the English language with their mother tongue. In this way, they will not do any progression in their learning the language. Particularly, they will not be a fluent speakers. All learners depend on the employment of their mother tongue. Instead of the English language. For them it's more easier to express their ideas, thoughts, and feelings in their native language than the target language.

### **4-LANGUAGE INTERFERENCE:**

In like manner, there is another issue of language interference that the students suffer from in their speaking. It means that the learners bring and transfer certain characteristics from their native language to the second language. They think that the native language and the language learned have the same features which are totally wrong. Because they are in a country in which English is a foreign language.

### **5-EFFECT of the ENVIRONMENT:**

Another aspect that influence the EFL students. The students do not have any chance to practice the language outside the classroom. And they could not meet and talk with the native - speaker of English language. So, they have a lack in the interaction in the target language. Although, they are studying the language in the classroom. But, this is not sufficient for them to develop their speaking skill. Unfortunately, all this problems that the EFL learners are encountered in their attempt to speak the English language. This troubles will have a great and direct impact on their oral production and their fluency.

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## **SECTION TWO: THE COMMUNICATIVE LANGUAGE TEACHING AS a MAJOR PART in TEACHING ENGLISH SPEAKING FLUENCY**

### **1-INTRODUCTION:**

All the methods and approaches of language teaching and learning such as the grammar translation method, the direct method, and the audio lingual method and so. They do not emphasize on the speaking skill. They were focusing merely on the other skills (listening, reading, and writing). Nowadays, teaching speaking skill becomes a challenge for teachers of English as a foreign language. As the main purpose of teaching a foreign language is to help students achieve fluency.

### **2-IMPORTANCE of the COMMUNICATIVE LANGUAGE TEACHING in ENHANCING the STUDENTS' SPEAKING FLUENCY:**

In fact, the capability to comprehend the language well. And at the same time to respond to the other persons by the means of the appropriate English, which the term fluency represents. It derives from the philosophy of the communicative language teaching (CLT).

According to **Rebecca Hughes**, (2011)

"The Communicative Language Teaching (CLT) approach that has dominated English language teaching from the 1980s if not earlier and the Natural Approach that retains a strong influence on teacher training were developed around the idea of meaningful interaction and the focus on communication rather than linguistic facts. Both therefore valued, and were interested in encouraging students to engage in, copious amounts of spoken language in the classroom" (P148).

The main purpose of the CLT is to develop students' skills in English language. Mostly speaking skill through their emphasis on fluency. This is the suitable approach that serves to improve the learners' fluency. It is based on real-life situations that require communication from the learners. It is based mostly on the spoken interaction. Speaking skill is so tremendous for all language learners. It helps to promote the students' communicative efficiency. The instructor wants to make the students speak as much as possible during the course. So as, to be able to speak the English language correctly and fluently. This method gives a great focus on how to use the language rather than its structure. It gives a highly importance for the oral form of the language.

Effective teaching that provides for the EFL learners the opportunities to express themselves in the classroom. According to **David Nunan and Caroline Linse** the

## ***Chapter One: The Literature Review***

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communicative language teaching (CLT) is a language teaching approach based on the concept that interaction is the key to language learning and that students must have opportunities to communicate during the lessons (P207). Within this method, the learners will have the opportunity to communicate with their teacher and their classmates using English. In the lecture, it gives the learners many chances to interact in the language learned. Since the ability to communicate is the core of the speaking skill.

During the oral session, this approach makes the EFL students engaged to an authentic communication. This is the appropriate way to help them learn English better. One of the great purposes of the communicative language teaching (CLT) is to provide the same context which means the teacher needs to bring real- life situations in the classroom. The teacher of the oral expression should use the authentic language in the classroom. This helps the EFL students to study the language in use and make them an active part in the learning process. The lesson should contain a lot of the communicative tasks.

This approach helps the learners to reduce their problems in terms of fluency. And to make them involved in a real communication in the classroom. Moreover, this will improve their oral performance and proficiency in the language. Through this method they will learn how to use the language in different contexts and settings. So, they will learn more naturally. The instructor needs to make the students exposed to the authentic use of the language. The focus is on fluency rather than accuracy. Both the teacher and the students give the priority in their learning for the speaking skill. Because this skill represents to active form of the language to communicate meaning.

According to **Celce Murcia**, (2001)

"This theory is that it is no longer acceptable to focus only on developing the grammatical competence of our students, as was the case with a number of language teaching methodologies which were popular in the past. Today, teachers are expected to balance a focus on accuracy with a focus on fluency as well" (P104).

The necessity for the speaking tasks/activities in the EFL context. In teaching speaking, it's highly fundamental that the instructor brings and prepare the things that interest the learners. In order to fulfill the objective of the course. The teacher is required to select the appropriate techniques and strategies which aim at improving the learners' speaking fluency. According to **Jack C. Richards** (2006) communicative language teaching can be understood as a set of principles about the goals of language teaching, how

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learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (P2).

According to **Jack C. Richards**, (2006)

" With CLT began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, and toward the use of pair work activities, role plays, group work activities and project work" (P4).

This CLT approach has all the types of activities that help the EFL learners to be more advanced in the foreign language. Because it focuses more to engage them in a various tasks which demand from them to speak in English. When the teacher employs this method, he will facilitate the process of learning for his/her students. These speaking activities will supply a suitable environment to learn the foreign language. Through decreasing all the factors that hinder the learners from speaking English and being fluent. By reducing the lack of motivation and the lack of self confidence in the course.

The communicative competence is one of the major goals in teaching the Communicative Language Teaching. The learner's fluency in speaking indicates his or her competence in that language. According to **Sandra J. Savignon** (2005) the essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence. Use of the term communicative in reference to language teaching refers to both processes and goals in classroom learning (P635). This approach provides for the EFL students a great experience in learning a foreign language. Since the learners should practice the language and to communicate using the English language.

### **3-CONCLUSION:**

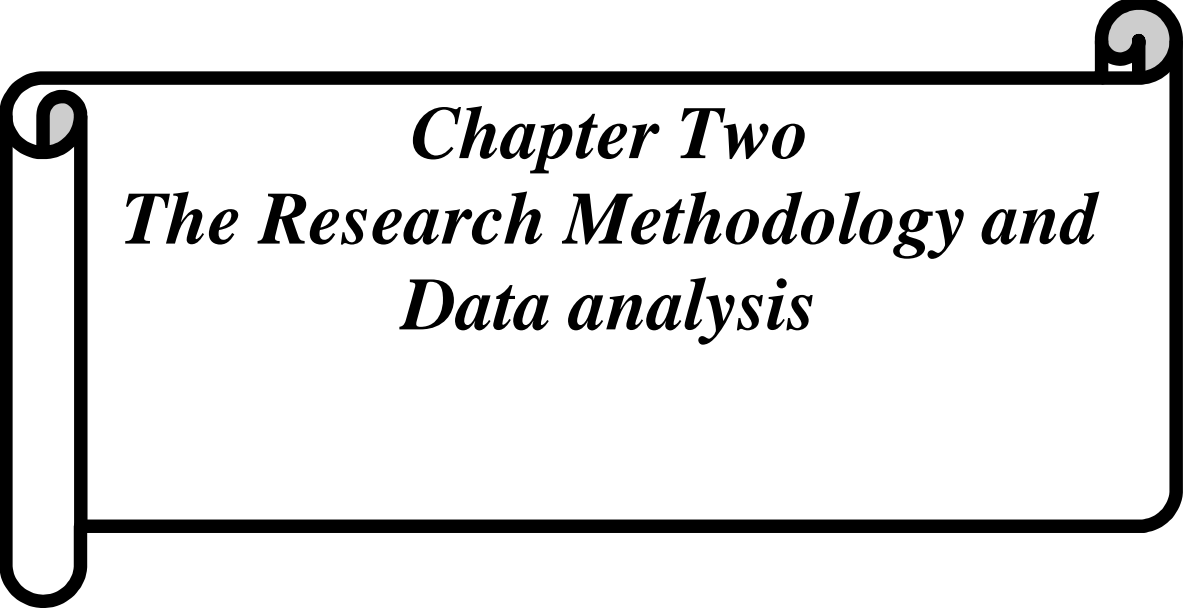
This chapter sheds light on the speaking skill and its necessity for both in learning and teaching the foreign language. Since speaking skill is constantly viewed as the major productive skill in the process of learning the language. Moreover, it focuses on the obstacles that faced all the EFL students which impede them from being fluent speakers of the English language. Teaching speaking has a crucial role for the EFL learners which could be observed in their ability to communicate in the target language fluently. In this sense, the teachers are required by a certain speaking activities in promoting the basic interactive skills. It allows EFL learners to actively participate in the language classroom.



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Any foreign language could not be learnt without doing many efforts in practice. So the learners have to speak in English in order to learn it. In fact, the learners are much more caring about their marks rather than to achieve language proficiency. Since speaking well in English is very crucial for English language. It is suggested that to take profit by practicing speaking English in the class. The fluency in speaking is highly needed for the sake of professional purpose. So, being fluent English speaker is the most required quality in order to get the job or in their studies and so. The learners will be serious enough to develop their speaking skills.



*Chapter Two*  
*The Research Methodology and*  
*Data analysis*

### **1-INTRODUCTION:**

This chapter is devoted for the practical part of this research work. It focuses on the data collection and analysis. It hopes to investigate and gain a deeper understanding about the main difficulties in the achievement of English speaking fluency for EFL students. Since the teachers and the students are the main variables of this study. In this research their point of views and experiences are extremely important to test the stated hypotheses. The research instruments used to gather data for this research are through addressing interview to the teachers and questionnaire to the students. It consists of two research instruments which are the questionnaire and the interview to investigate this case study. This chapter contains of all the findings of the research tools.

### **SECTION ONE: RESEARCH METHODOLOGY**

#### **2-RESEARCH DESIGN:**

The research design is the steps that the researcher follows in order to respond the research questions in his or her work. Many scholars agree on that point. According to **Selltiz, Deutsch, and Cook** (1962) a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (P50).

According to **Kerlinger**, (1986)

"A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data" (P279).

In this research study, the researcher to choose employing the approach of the case study. Moreover, he/she should choose the appropriate data collection methods which fit the research. By doing this, the researcher is going to have a whole overview with having different sources about the subject. According to **Yin** (1994) an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident...[and] relies on multiple sources of evidence (P13). And also according to **Ranjtt Kumar** (2010) the case study design is based upon the assumption that the case being studied is a typical of cases of a certain type and therefore a single case can provide insight into the events and situations prevalent in a group from where the case has been drawn (P126). And according

## ***Chapter Two: The Research Methodology and Data analysis***

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to **Burns** (1997) in a case study the focus of attention is the case in its idiosyncratic complexity, not on the whole population of cases (P365). And according to **Gerring** (2004) Case study is a ... research design best defined as an intensive study of a single unit (a relatively bounded phenomenon) where the scholar's aim is to elucidate features of a larger class of similar phenomenon (P341).

### **3-DELIMITATION OF THE STUDY:**

In this dissertation, the researcher faced the lack of time to take all the population of the study. Since the time allowed for me was insufficient. It means to take all the third year students. Because the majority of the EFL students are encountering this problems in their attempt to be a fluent speakers of the English language.

### **4-POPULATION OF THE STUDY:**

The population of this study were the teachers of the oral expression and also the EFL learners enrolled in the third year LMD at **Saida** University.

### **5-SAMPLE OF POPULATION:**

The size of the sample, in the present study, was twenty five (25) undergraduate LMD English learners of the third year at **Saida** University. The researcher in this work prefers to select working with the cluster random sampling in choosing the population of this research work. The informants of this study were the third year LMD students at the English department at **Saida** University. Because this sample is totally aware about the main difficulties in the achievement of English speaking fluency and the participants are studying the oral expression course. The major cause behind selecting this population, simply because they are always facing problems while they are trying to be fluent speakers of the English language.

In addition to the participants, the researcher conducted a semi-structured interview with the teachers who are teaching the oral expression module. The teachers are selected randomly. Since they have a great consciousness and experience about all the troubles that hinder the EFL learners from being fluent speakers in their classes.

### **6-SAMPLING TECHNIQUES:**

The researcher chooses this participants. Since they are convenient to the research work. It gives a deeper investigation about the researcher's work. And also answering the research question. This means that of the population of the study is randomly selected. For the interview is conducted with a random oral expression teachers. The questionnaire is giving to a random EFL students.

### **7-INSTRUMENTS FOR DATA COLLECTION:**

There are a variety of research tools that helping to inquire about the main difficulties in the achievement of English speaking fluency for EFL students. In this work data is gathered by using two main research tools the questionnaire for the EFL students in the third year at **Saida** University. And also the interview for the oral expression teachers for the same level.

#### **1-QUESTIONNAIRE:**

The questionnaire is a common research instrument that is used by the researchers to collect data about a particular topic. It is one of the easiest tools which save the time for the researchers and at the same time the efforts. According to **Nunan** (1992) a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject (P231).

According to **Ranjtt Kumar**, (2010)

"A questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers. The only difference between an interview schedule and a questionnaire is that in the former it is the interviewer who asks the questions (and if necessary, explains them) and records the respondent's replies on an interview schedule, and in the latter replies are recorded by the respondents themselves. This distinction is important in accounting for the respective strengths and weaknesses of the two methods" (P145).

#### **A-STUDENTS' QUESTIONNAIRE:**

In this present work, the questionnaire is composed of eighteen (18) questions which arranged into a logical order and under four (4) sections. It designed for the third year EFL students at **Saida** University. By employing this questionnaire, it allows the researchers to gather data and the points of views of the EFL learners about the main difficulties in the achievement of English speaking fluency. The first Section entitled "the linguistic problems". It includes from (6) questions. The second section entitled "the extra linguistic problems". It composes from (3) questions. The third section entitled "the psychological factors". It consists of (4) questions. The fourth section entitled "the environmental problems". It comprises from (5) questions.

### **2-INTERVIEW:**

The interview is a common research instruments to gather the qualitative data from the sample population. It is always using as an additional research instrument to collect further information. And to get a deeper investigation about the respondent's replies. According to **Burns** (1997) an interview is a verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person (P329).

According to **Ranjtt Kumar**, (2010)

"When interviewing a respondent, you, as a researcher, have the freedom to decide the format and content of questions to be asked of your respondents, select the wording of your questions, decide the way you want to ask them and choose the order in which they are to be asked. This process of asking questions can be either very flexible, where you as the interviewer have the freedom to think about and formulate questions as they come to your mind around the issue being investigated, or inflexible, where you have to keep strictly to the questions decided before hand-including their wording, sequence and the manner in which they are asked" (P144).

### **A-TEACHERS' INTERVIEW:**

In addition, the interview designed for teachers which consisted of seven (7) questions. Designing a semi-structured interview divided to four sections. The first section entitled "the linguistic difficulties". It composes of three questions. The second section entitled "the extra linguistic hindrances". It consists of one question. The third section entitled "the Psychological drawbacks". It includes of two questions. The fourth section entitled "the Environmental Problems". It comprises of one question. They are all open-ended questions. The interview addressed to the oral expression teachers.

### **8-VALIDATION of the QUESTIONNAIRE and the INTERVIEW:**

In the current study, the researcher chooses to collect data and information. By employing the research instruments that reply the research problems in this work. In order to gather information, it is preferable to use various methods of data collection. The researcher decided to opt for two major research tools which are the questionnaire and the interview. Both of them are suitable for this investigation. The students' questionnaire intended to explore the main difficulties in the achievement of English speaking fluency for EFL learners. And the teachers' interview was conducted to gain further information about the major problems that prevent the EFL students from reaching fluency in their

## ***Chapter Two: The Research Methodology and Data analysis***

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speaking the target language. Since they are conscious about their learners' troubles in the oral expression lectures that hinder them from being fluent speakers.

### **9-METHODS of DATA ANALYSIS:**

In the present study, the researcher used a variety of technological devices and tools like: Microsoft word (2007) and Microsoft power point (2007) in order to get a better result and also to work in an easiest way. Since they give a great help to not take much time and energy from the researcher to finish the work.

### **10-CONCLUSION:**

In this chapter's part, the researcher aimed to present the research methodology to pave the way to the data analysis in the next part. The current chapter provides also the main right steps in doing a good research project. Starting from gathering data and information. Until to selecting the appropriate research instruments which suit the study. And that they lead the researchers to answer the research problems.

### **1-INTRODUCTION:**

This present chapter is made to present the findings and the analysis of the research instruments which are used to collect data. Moreover, to the interpretation of the results of two main tools that are used in this research project. Data is going to present into charts and graphs. The students' questionnaire and the teachers' interview. In addition to the discussion of the final obtained results.

### **SECTION TWO: DATA ANALYSIS**

The students' questionnaire aims to describe the main difficulties that prevent the learners from achieving fluency in speaking English. On the other hand, the teachers' interview is suggested to explore the teachers' behaviors towards the problems that faced the EFL learners in speaking English fluently and how as a teachers can help the learners to overcome all the troubles that encounter them in the oral expression sessions by employing certain strategies and techniques in the classroom, and also to be the good model in the speaking lectures. The questionnaire and interview seek to discover the same problems that have been mentioned in the theoretical part. This research studied these problems from both perceptions of the teachers and learners.

### **2-STUDENTS' QUESTIONNAIRE:**

#### **1-DESCRIPTION of STUDENTS' QUESTIONNAIRE**

The students' questionnaire administered to the sample population of 25 students. Which consists of the third year English classes at **Moulay Tahar Saida University**. This questionnaire represents the quantitative data and it contains (18) items which are organized in a logical way. All the questions are open – ended questions which require from the learners to give their opinions.

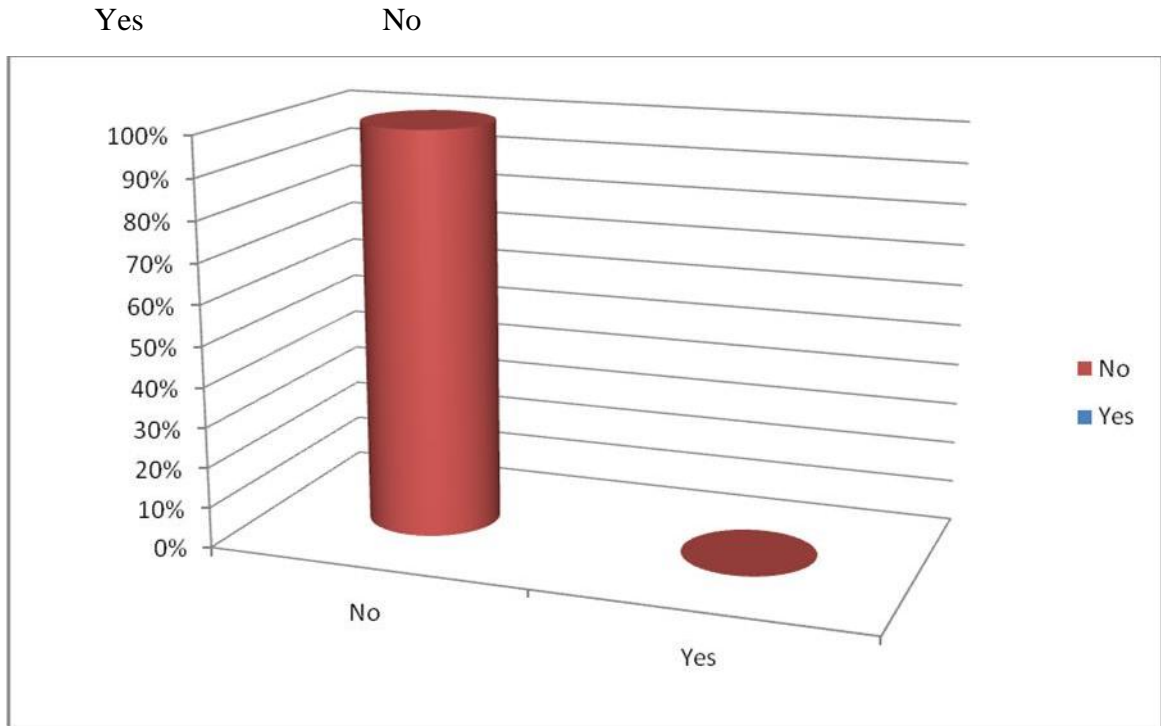
This questionnaire is divided into four sections .Each of them has a particular aspects. The first section entitled "the linguistic problems". It includes from (6) questions. The second section entitled "the extra linguistic problems". It composes from (3) questions. The third section entitled "the psychological factors". It consists of (4) questions. The fourth section entitled "the environmental problems". It comprises from (5) questions.



**3-ANALYSIS OF THE RESULTS**

**1-SECTION ONE: "The linguistic problems"**

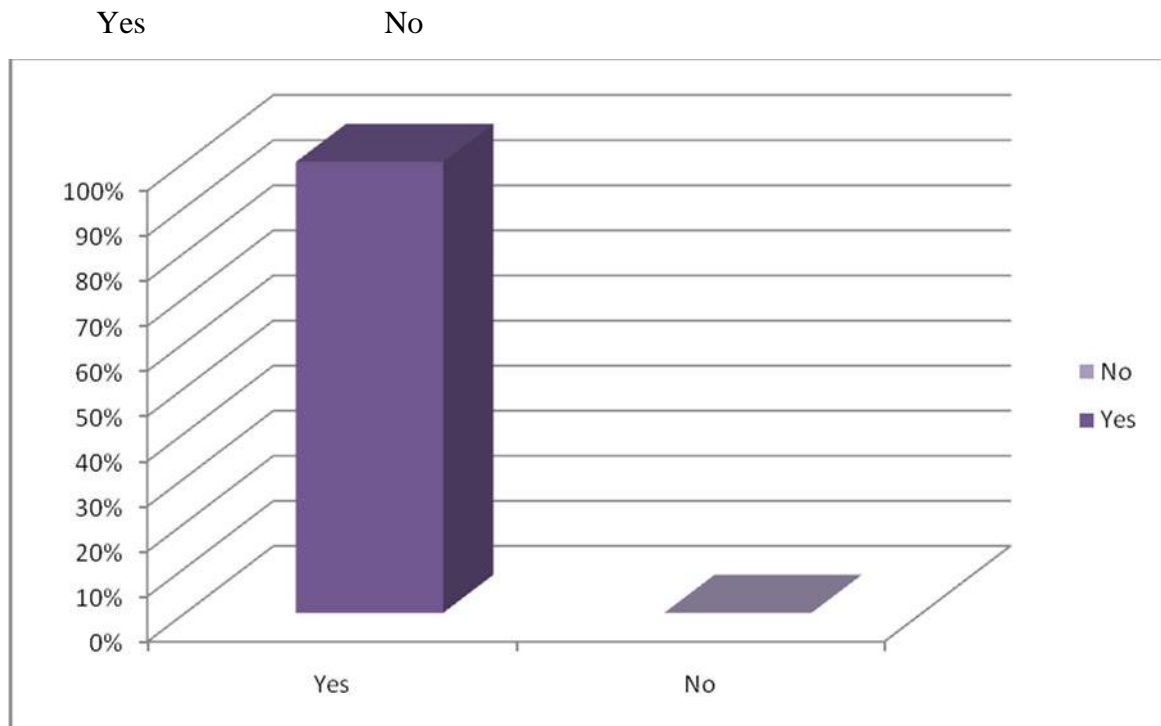
**ITEM ONE:** Do you have enough vocabulary that enables you to speak fluently?



**Graph 1: The students' vocabulary**

The findings indicate that most EFL learners do not have enough vocabulary which enables them to speak English fluently. The majority of the foreign language learners have a poor vocabulary which is not sufficient for them to let them express their ideas and to convey the message that they want to say. The (100%) of the students agree that the lack of vocabulary is one of the main troubles that prevent them to speak English fluently.

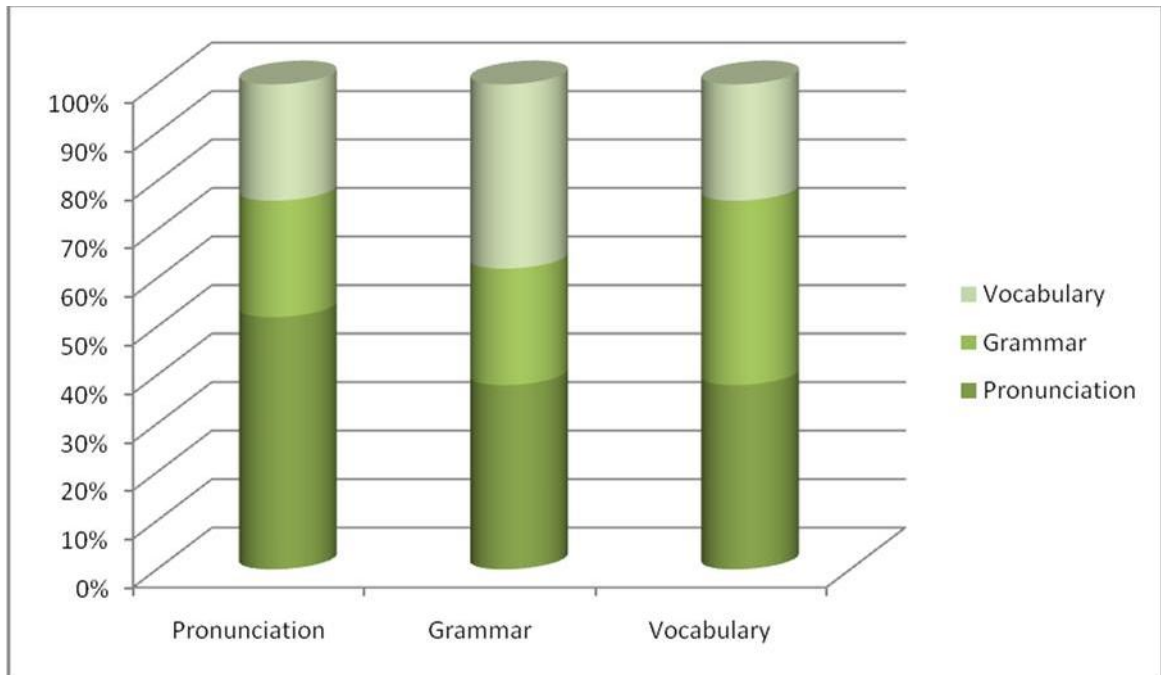
**ITEM TWO:** Do you usually make undesirable pauses while speaking in English?



**Graph2: The students' undesirable pauses**

The findings of this question show that all the students answered that they always use the undesirable pauses while talking in English. The undesirable pauses help them a lot to carry on their speech. Also they use them as an escape in their oral performance. When they are speaking in front of other people and they can not find the appropriate words, expressions and so on.

**ITEM THREE:** What are the main grammatical difficulties that prevent you from speaking fluently in English?



**Graph3: The students' grammatical difficulties**

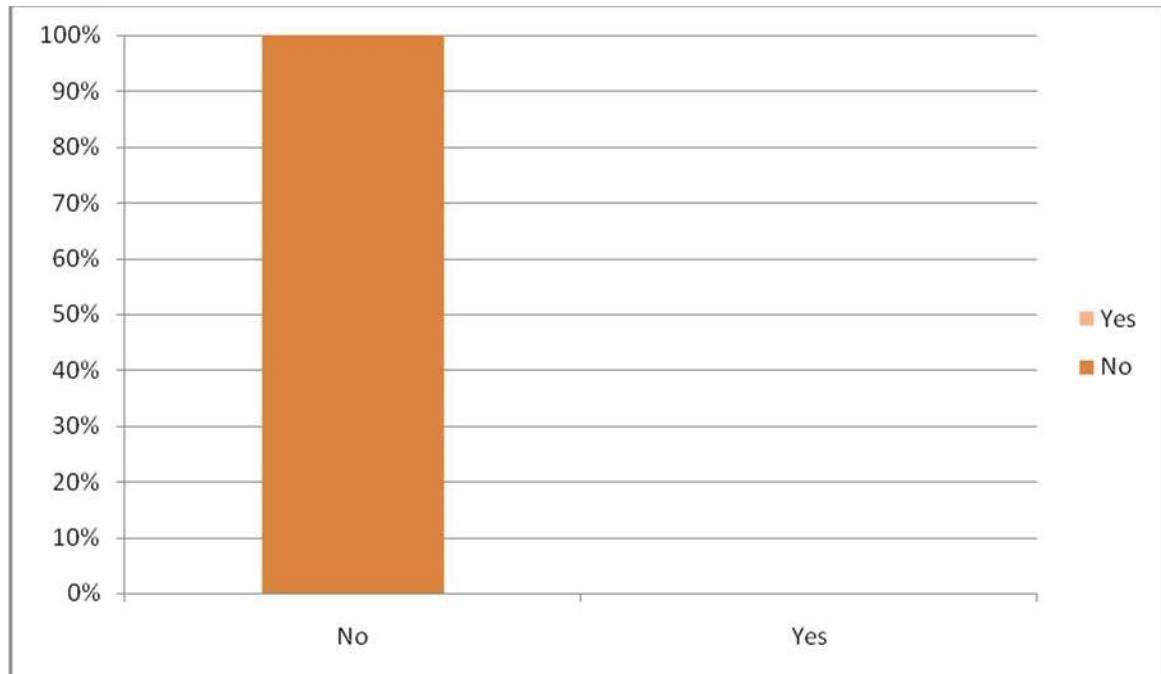
The main goal of this item is to shed light on the main grammatical difficulties that inhibit the EFL learners from achieving fluency in the target language. The results of this question indicate that about (52%) of the informants state that the main grammatical difficulty for them is the pronunciation. About (24%) of the participants reply that the main grammatical difficulty for them is the grammar. About (24%) of the sample respond that the main grammatical difficulty for them is the vocabulary. These grammatical difficulties always encounter the foreign language learners and prevent from being good English fluent speakers.

**ITEM FOUR:** Do you have phonological problems when you're speaking in English?

Yes

No

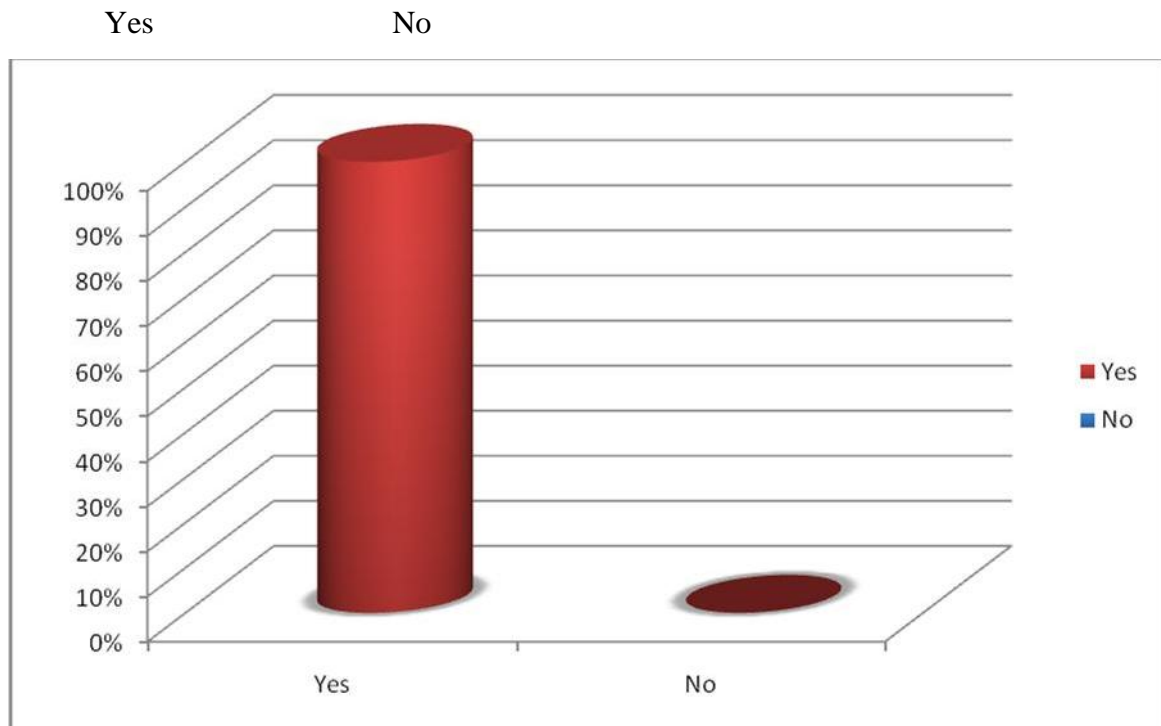
If yes, what are they?



**Graph 4: The students' phonological problems**

The major aim behind this question is to know if the learners are encountering the phonological hindrances in the class of listening and speaking skills. The overall answers rely on the fact that all the learners agree on that they do not have any phonological problems that hinder them while speaking the target language.

**ITEM FIVE:** Do you have problems when listening to native speakers?

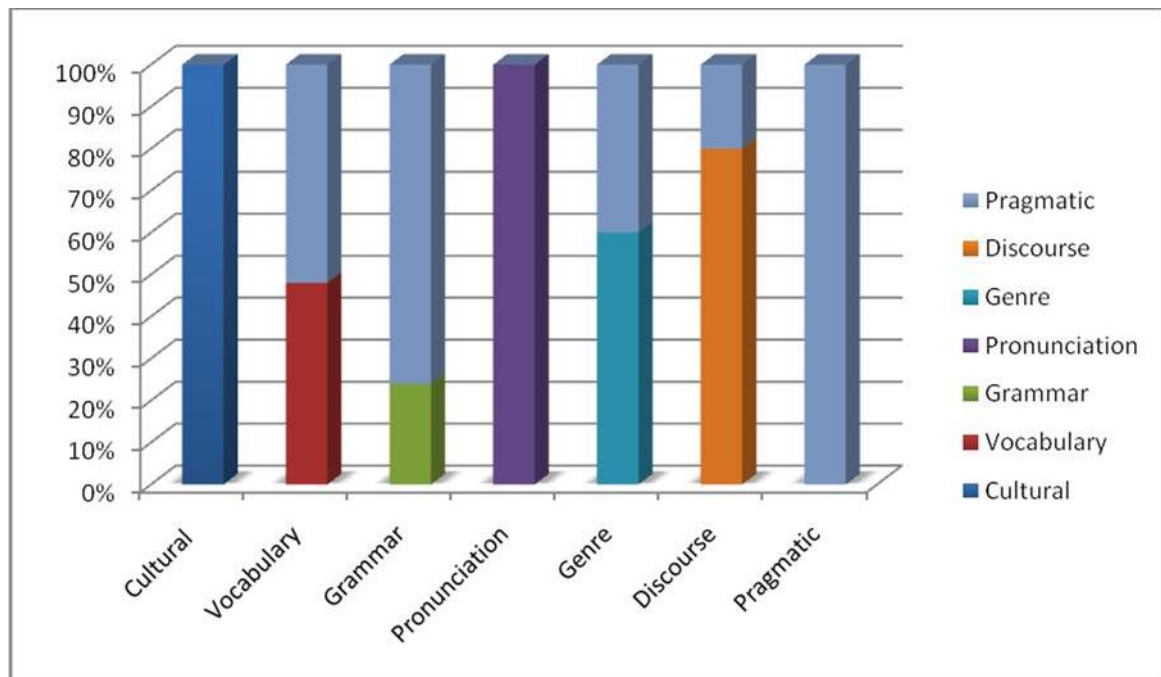


**Graph 5:** The students' problems when listening to a native speakers

This question seeks to know whether the EFL learners are facing any impediments in listening to a native speaker. According to the obtained results, (100%) of the students reply that they have many problems when listening to a native speaker. This means that the English students are not able to understand what a native speaker says and this has a great impact on their speaking skills. Simply because if they are not a good listeners, they will not be a good speakers of the language.

**ITEM SIX:** What are these problems? Cross out more than one answer

1. Cultural
2. Vocabulary
3. Grammar
4. Pronunciation
5. Genre
6. Discourse
7. Pragmatic



**Graph6: The students' main problems**

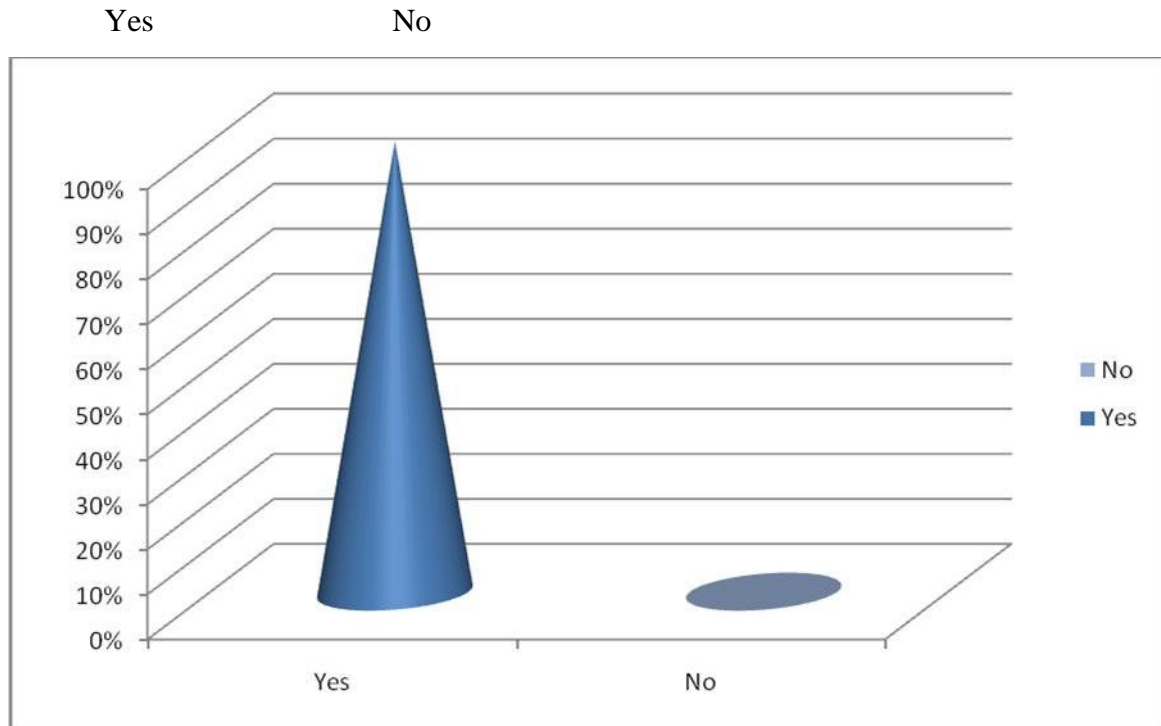
This question has a major role because it aims to explore the all the problems that face the learners in their speaking. The findings of this item show that about (100%) of the students agree that the cultural is a big trouble for them since they are foreign learners and not native speakers of English. About (48%) of the participants say that vocabulary is the principal cause which inhibits them from developing their speaking skills. About (24%) of the population declares that grammar is the essential obstacle which encounters them when speaking in the target language. About (100%) of the students agree that pronunciation is the real fundamental issue that always all the EFL learners confront while they are speaking English. About (60%) of the sample answer that genre is the main difficulty that hinders them from improving their speaking fluency. About 80 % of the learners see that discourse is the major hindrance that prohibits them while they are speaking the language.

## ***Chapter Two: The Research Methodology and Data analysis***

About (100%) of the population reply that pragmatic is the main reason that inhibits them to reach fluency and to improve their speaking skills.

### **2-SECTION TWO: "The extra linguistic problems"**

**ITEM ONE:** Does your unawareness about the socio cultural knowledge about English language inhibit you from fluent speaking of English?



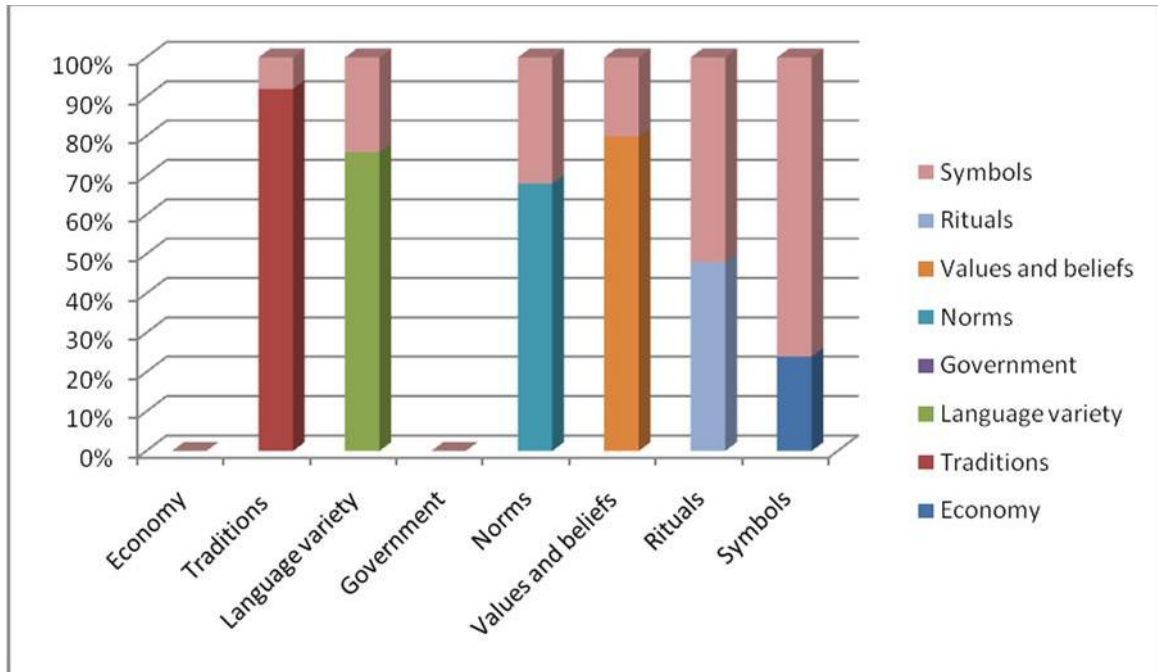
**Graph 7: The students' unawareness about the socio cultural knowledge**

This question serves to illuminate the huge influence of the unawareness about the socio cultural knowledge on the speaking English fluently. The (100%) of the informants believe that one of the main causes that inhibit them to reach fluency in English is their unawareness about the socio cultural knowledge.

## Chapter Two: The Research Methodology and Data analysis

**ITEM TWO:** What kind of extra linguistic knowledge do you have about English language?

1. Economy
2. Traditions
3. Language variety
4. Government
5. Norms
6. Values and beliefs
7. Rituals
8. Symbols

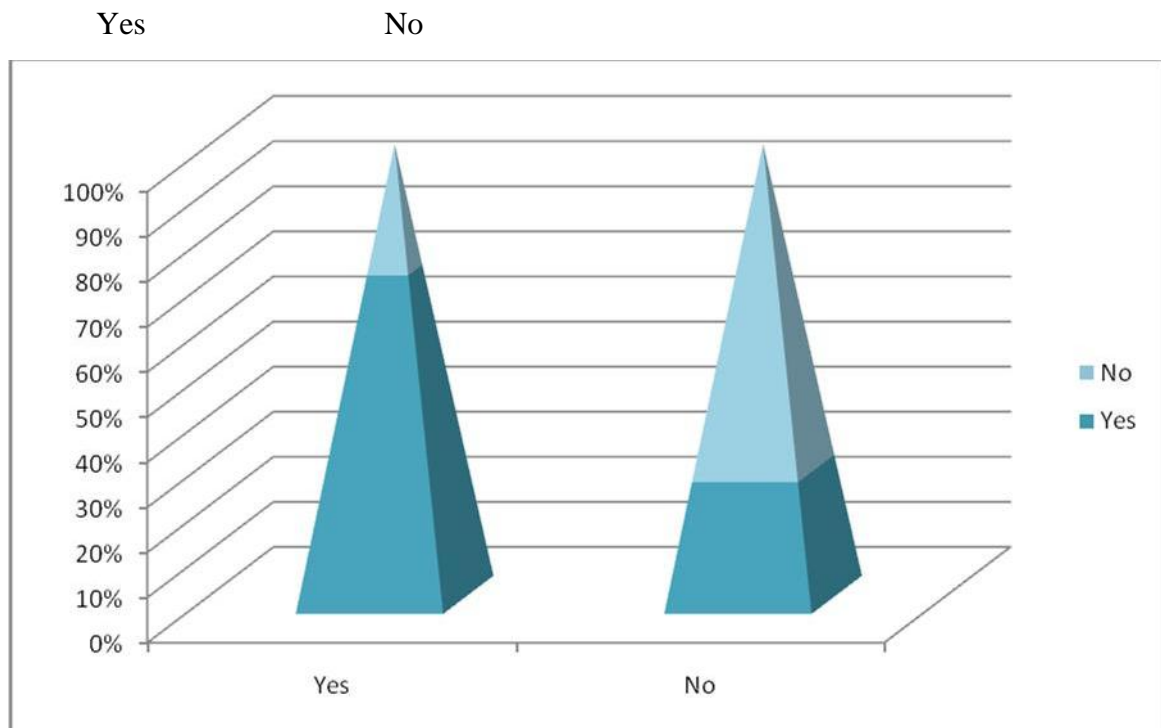


**Graph 8: The students' extra linguistic knowledge**

This item is made to see the kind of the extra linguistic knowledge the students have. The participants demonstrate that (0%) no one have knowledge about economy and government. And about (92%) of the population state that they have knowledge about traditions. About (76%) of the sample answer that they have knowledge about the language variety. About (68%) of the informants reply that they have knowledge about the norms. About (80%) of the participants declare that they have knowledge about values and beliefs. About (48%) of the students say that they have knowledge about rituals. About (76%) of the learners respond that they have knowledge about symbols.



**ITEM THREE:** Do you usually have familiarity with the topic you are speaking about?



**Graph 9: The students' familiarity with the topic**

This question is to search for if the familiarity with the topic has an influence on their speaking skills. The results show that about (72%) of the students declare that they can do a good oral performance when they are familiar with the topic and also while they are interested in. About 28 % of the students answer that they are not familiar with the topic they are speaking about.

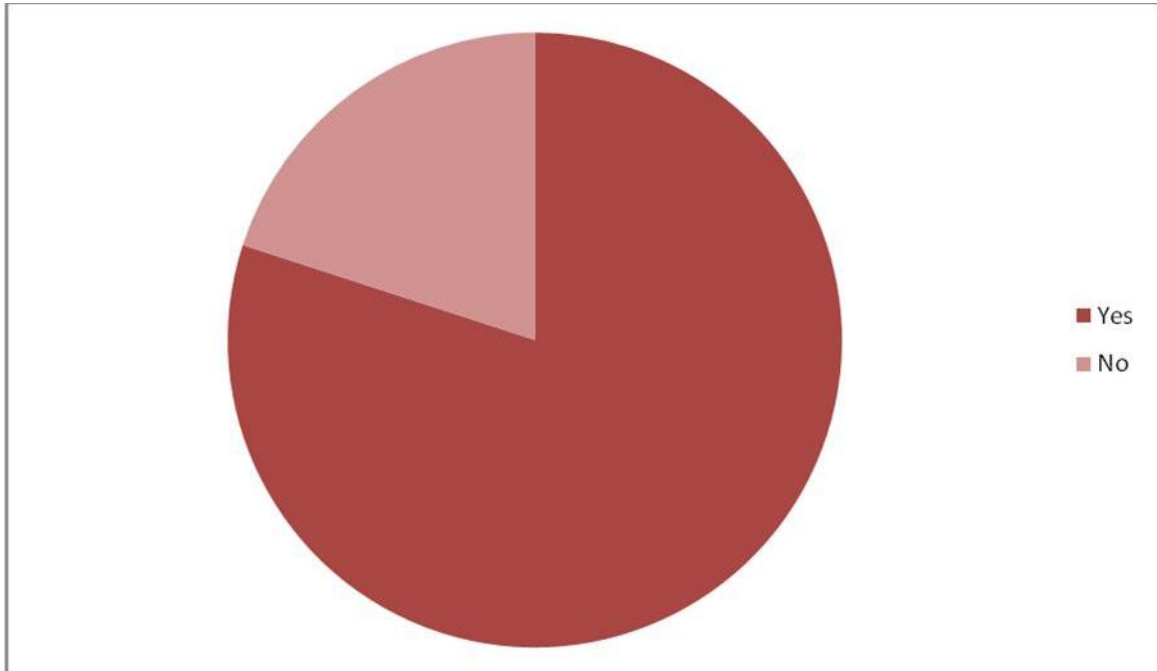
**3-SECTION THREE: " The psychological factors"**

**ITEM ONE:** Do you feel shy when your teacher asks you to speak in his oral class?

Yes

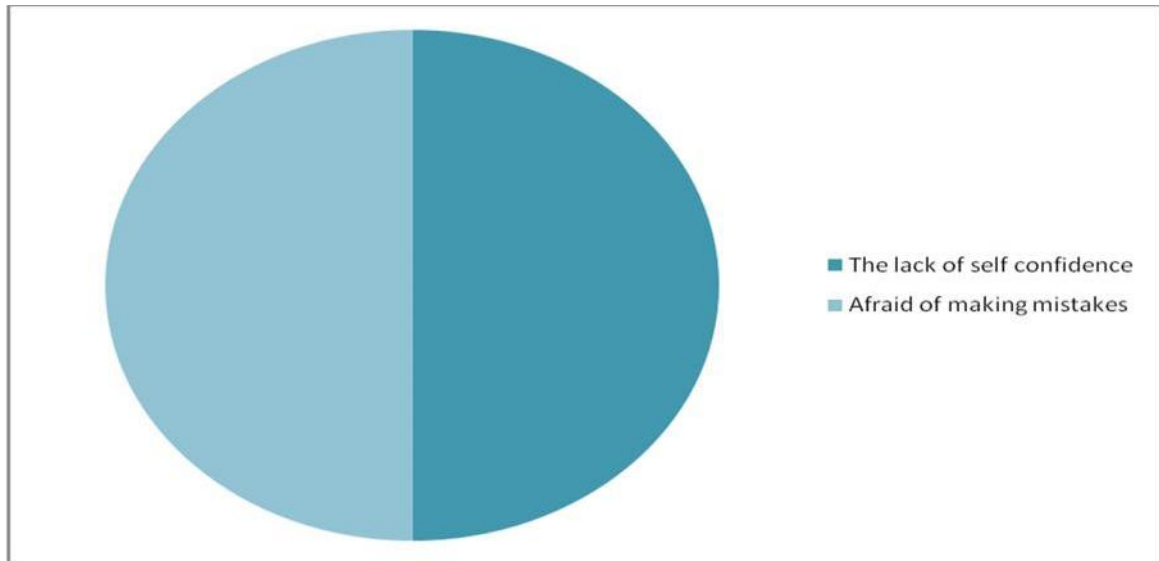
No

If yes, why?



**Graph 10: The students ' shyness**

The main objective of this question is to explore if shyness impact the EFL learners during the oral expression lectures. About (80%) of the students declare that shyness has a huge effect on their speaking in the target language. About (20%) of the population state that they are not shy while they are speaking in the oral expression session.

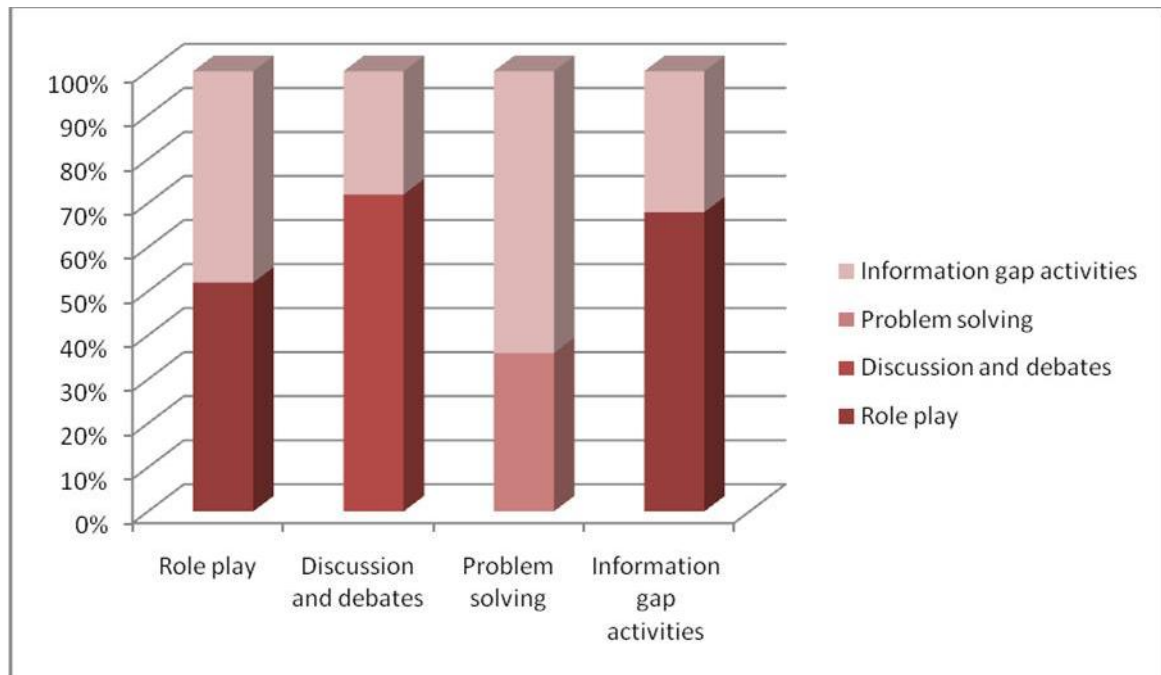


**Graph 11: The main reasons that make the students shy in the classroom**

The results show that there are two main reasons that inhibit the shy students to talk in the classroom. About (50%) of the respondents answer that they are shy because they have a lack of self confidence. About (50%) of the informants reply that they are shy because they are afraid of making mistakes in front of other classmates.

**ITEM TWO:** As a student, what are the main activities that motivate you to participate?

- a. Role play
- b. Discussion and debates
- c. Problem solving
- d. Information gap activities



**Graph 12: The main activities that motivate the learners to participate**

The major purpose of this item is to know about the main activities that motivate the EFL students to participate in the oral expression courses. About (52%) of the population claims that they prefer the role play as an activity to help them overcome their troubles in speaking skills. About (72%) of the informants respond that they feel more comfortable while speaking with the discussion and debates activity. About (36%) of the students indicate that they tend more for the problem solving activity. About (32%) of the learners state that they prefer more the information gap activity. All the oral expression teachers should differentiate in the employment of these activities in the lectures. According to the needs of the learners and what suits the courses.

## ***Chapter Two: The Research Methodology and Data analysis***

**ITEM THREE:** Anxiety has a great impact on you while speaking in English?

Yes

No

If yes, why?

<b>Options</b>	<b>Participants</b>	<b>Percentages %</b>
Yes	20	80
No	5	20
<b>Total</b>	<b>25</b>	<b>100</b>

**Table 1: The learners' anxiety**

This question aims to explore whether anxiety has a negative effect on the EFL learners and hinder them from achieving fluency in the target language. The results indicate that about (80%) of the learners respond that anxiety has a great impact on their speaking skills. About (20%) of the sample replies that they are not anxious. Simply because they are not a native speakers and they are foreign learners of English.

<b>Options</b>	<b>Participants</b>	<b>Percentages %</b>
It prevents them to speak good and mispronounce words	4	20
Fear of mistakes	8	40
Negative self image	2	10
Lack of self confidence	6	30
<b>Total</b>	<b>20</b>	<b>100</b>

**Table 2: Why the students are anxious**

The participants who reply "Yes" anxiety has bad and negative influence on their oral production. They declared the main reasons that make them anxious. About (20%) of the informants respond that anxiety prevents them to speak well and mispronounce words. About (40%) of the population sees that anxiety influences them while speaking because they are afraid from mistakes. About (10%) of the sample indicates that anxiety effects them because they have a negative self image. About (30%) of the learners show that anxiety impacts them because of the lack of self confidence.

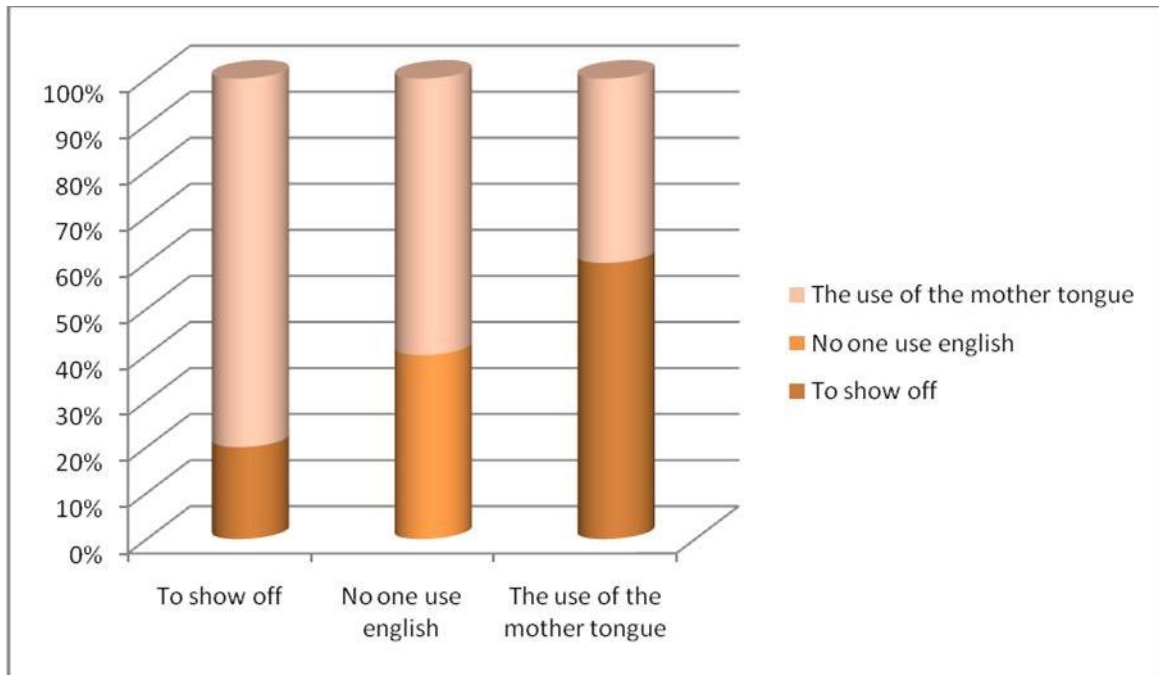


## ***Chapter Two: The Research Methodology and Data analysis***

confident. About (41.66%) of the sample replies that the poor self esteem does not influence them because they have a strong personality. About (33.33%) of the informants state that the poor self esteem does not affect them because they believe that they are still learning and they are not a native speakers of the English language.

### **4-SECTION FOUR: "The environmental problems"**

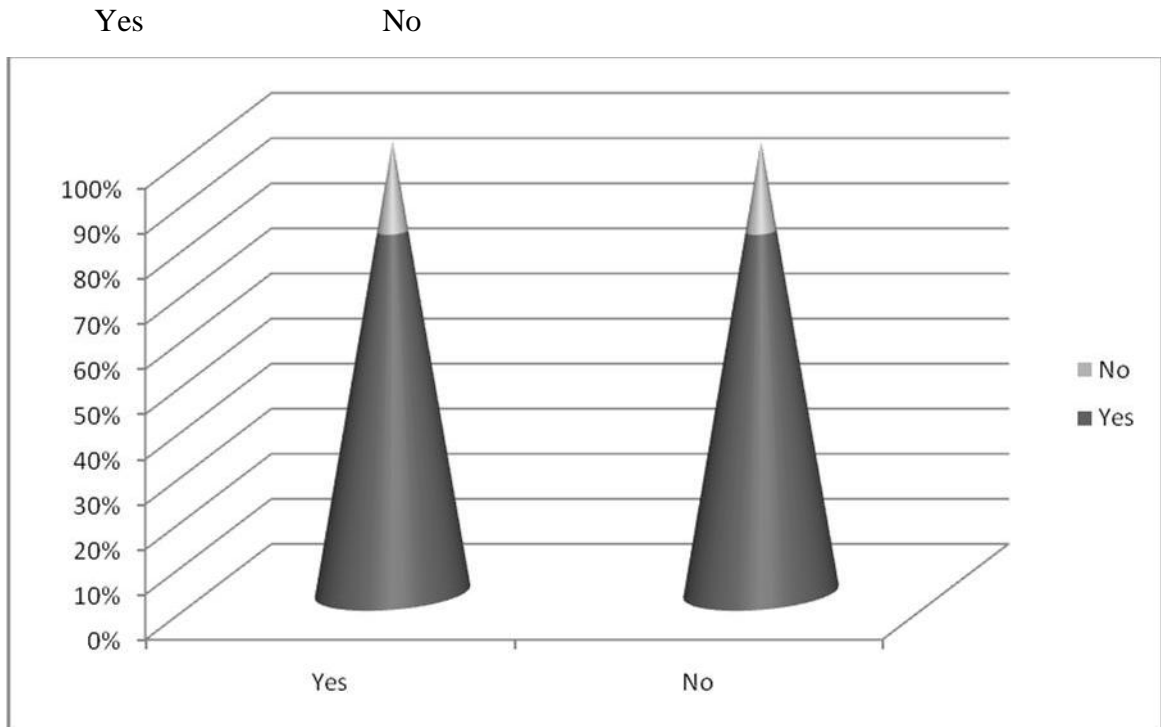
**ITEM ONE:** Why you don't speak in English outside the classroom with your classmates?



**Graph 13: The students' use of English outside the classroom**

The main reason behind this question is to discover the major impediments that prevent the EFL learners to talk in English with their classmates outside the classroom. The students do not speak in English outside the classroom with their classmates. This because of many reasons. About (20%) of the sample declares that when they speak in English people tell them that they are showing off. About (40%) of the informants answer that they do not talk in English because no one use this language or answer them if they use it. About (40%) of the students respond that they everybody use the mother tongue which is Arabic.

**ITEM TWO:** Do you like the personality of your teacher of oral classes?



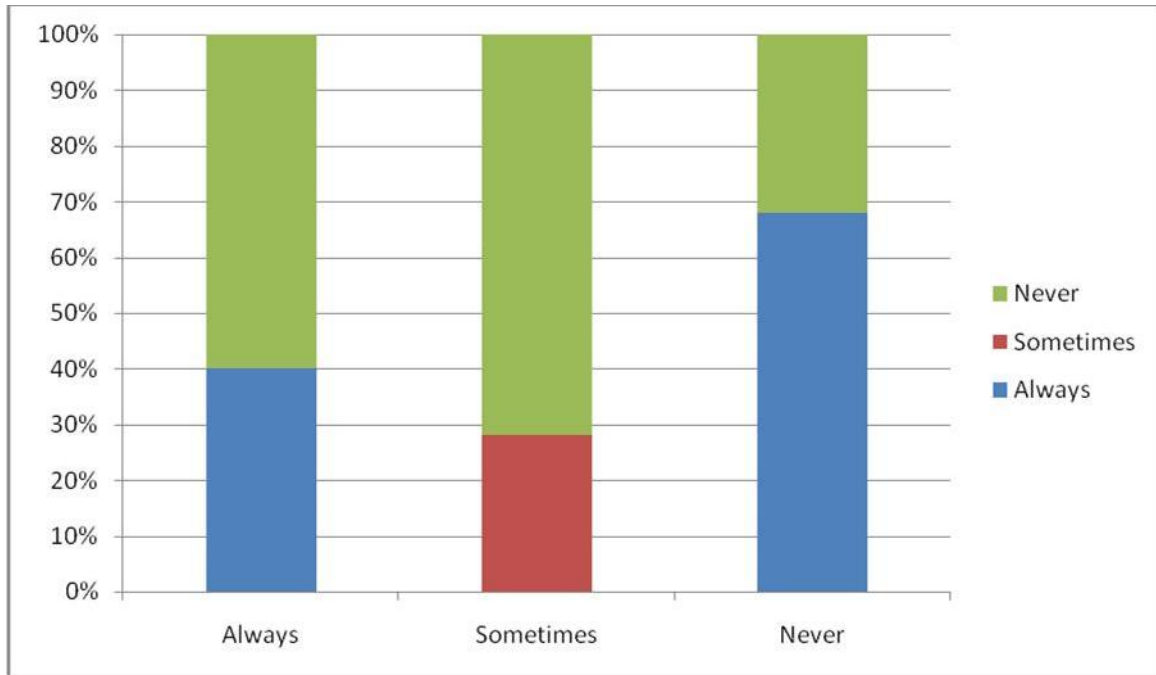
**Graph 14: The teachers' personality**

The purpose of the above question is to examine the impact of the oral expression teachers on the learners' oral production. About (80%) of the respondents reply that they really like the personality of their teachers while about (20%) of the informants answer that they do not like the personality of the oral expression teachers. This has a huge effect on their willingness to speak English, if they like their teachers' personality. This will help and push them to talk more in the classroom. And if they do not like their teachers' personality, they will not have the desire to talk in the class.



**ITEM THREE:** How many times your teacher gives you the opportunity to speak in English/participate during his lesson?

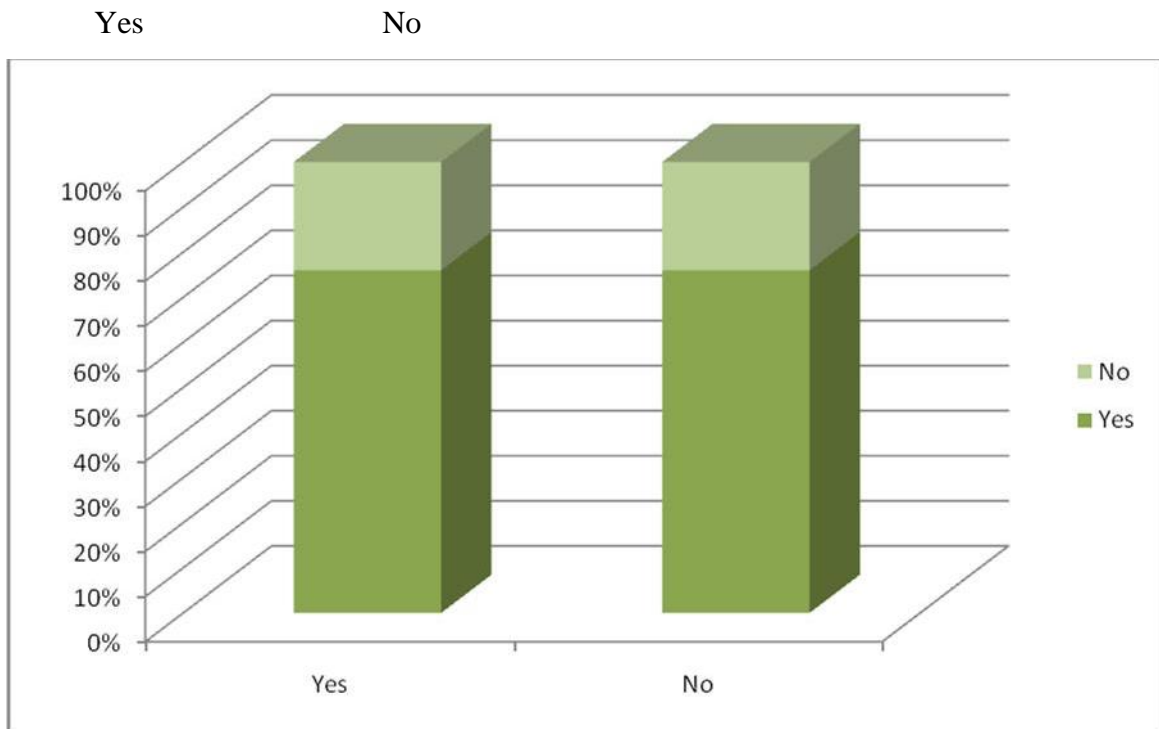
- a. Always
- b. Sometimes
- c. Never



**Graph 15: The opportunities given by the teacher to the learners to speak in the class**

The objective of this item is to explore whether the oral expression teachers invite their learners to talk and use the English language in the lectures. The findings revealed that about (40%) of the participants respond that their oral expression teachers ask them always to participate in the sessions. And about (28%) of the informants declare that their teachers sometimes give them the chance to speak in English. About (32%) of the population state that their teachers never let them practice the language in the course.

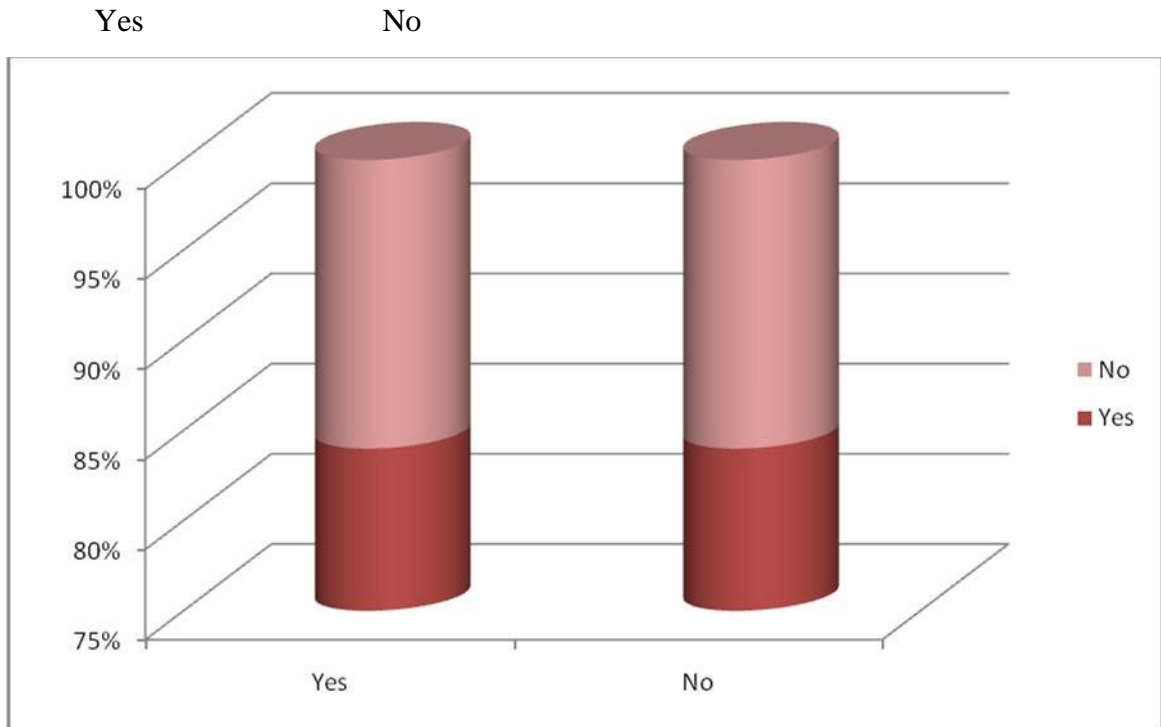
**ITEM FOUR:** Are teaching materials, used by your teachers, helping you speak fluently in his class?



**Graph 16: The teachers' teaching materials**

The major aim behind this question is to investigate about the teaching materials used by the teachers of the oral expression. The results obtained confirm that about (76%) of the population said that the teaching materials used by their teachers help them a lot to speak English fluently. About (24%) of the learners declare that the teaching materials used by their teachers are not helping them to reach fluency in the target language. Especially the oral expression teachers need to be careful when they are selecting the materials. Because they will have a direct effect on their speaking fluently.

**ITEM FIVE:** Is teaching method of your teacher effective to you?



**Graph 17: The teachers' teaching method**

The last question is to discover the effectiveness of the teaching methods used by the oral expression teachers. The findings appear that about (84%) of the population answer that the teaching methods used by teachers of the oral expression are very effective for them to develop their speaking English fluently. About (16%) of the participants' replies that the teaching methods employ by their teachers of the oral expression are not effective for them. And these methods are not helping them in the enhancement of their oral abilities and to be a fluent speaker.

### **4-TEACHERS' INTERVIEW ANALYSIS**

#### **1-AIM of the INTERVIEW:**

This interview is used as an additional investigation about the EFL learners' main difficulties in the achievement of English speaking fluency. For gathering more data for this research, designing a semi-structured interview divided to four sections. The first section entitled "the linguistic difficulties". It composes of three questions. The second section entitled "the Extra linguistic hindrances". It consists of one question. The third section entitled "the Psychological drawbacks". It includes of two questions. The fourth section entitled "the Environmental Problems". It comprises of one question. They are all open – ended questions. The interview addressed to the oral expression teachers.

#### **2-SECTION ONE: "The Linguistic Difficulties"**

**ITEM ONE:** What are the main lexical difficulties your students are faced with in your class of listening and speaking skills?

This question aims to know all the lexical difficulties that hinder the EFL learners during their attempt to reach the fluency while talking in English. The teachers' oral expression ensure that " the majority of the students have a poor vocabulary and this prevent them from expressing their ideas".

**ITEM TWO:** What are the main English grammatical difficulties your students are faced with in your class of listening and speaking skills?

This question seeks to discover the major English grammatical difficulties that encountered the students in the class of listening and speaking skills. The teacher's response was that " their students suffered from a huge grammatical troubles. For example : articles, pronouns, adjectives, tenses, conjunctions, and double marking like this example : he did not worked ...etc".

**ITEM THREE:** What are the main phonological difficulties your students are confronted with in your class of listening and speaking skills?

The essential objective behind this question is to see the learners' main phonological difficulties while learning listening and speaking skills. The teacher declares that " his students mostly have problems in pronunciation which are related to articulation, stress, and intonation".

### **3-SECTION TWO: "The Extra linguistic hindrances"**

**ITEM ONE:** What are the main socio cultural impediments that prevent your students from speaking fluently in your class of listening and speaking skills?

The purpose of this question is to shed light on the great impact of the unawareness about the socio cultural knowledge can cause big obstacles for the learners. The teacher answers that'' this is a big subject to tackle. When saying socio-cultural, it means referred here to the target language pragmatics. An example in this case is the speech acts realization (inviting, requesting, and apologizing ...etc), politeness norms and social distance between participants of a conversational activity. Furthermore, students are not acquainted with the target language cultural aspects, especially those related to oral communication like: listener ship, eye-contact, when to talk distance...''

### **4-SECTION THREE: "The Psychological Drawbacks"**

**ITEM ONE:** What are the main affective difficulties your students are confronted with in your class of listening and speaking skills?

The goal of this question is to illuminate the students' affective hindrances that faced them in the class of listening and speaking skills. The teacher believes that'' most students exhibit some affective discomfort, especially within oral communication classes. Anxiety, shyness, inhibition, and fear of negative evaluation are the main psychological hindrances that students suffer from. This is quite normal since, within an EFL context, the learners are asked to overtly use a language that they don't yet master''.

**ITEM TWO:** What are the main humanistic difficulties your students are confronted with in your class of listening and speaking skills?

The major aim of this question is to search for the essential humanistic barriers that confront the EFL learners in the class of listening and speaking skills. The teacher confirms that'' sometimes students do not show that cooperative tendency or sense of friendship and mutual understanding which a humanistic approach calls for. Some students do not have appropriate active listening skills. They are rather distracted by preparing their own assignment instead of attentively following their classmates' performance''.

## ***Chapter Two: The Research Methodology and Data analysis***

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### **5-SECTION FOUR: "The Environmental Problems"**

**ITEM ONE:** What are the main problems related to learning environment to your class of listening and speaking skills?

The primary objective of this question is to detect the main hindrances related to the learning environment in the class of listening and speaking skills. The teacher emphasizes that'' unfortunately, there is a long list of environmental problems. Classroom conditions, equipment availability, administrative constraints along with many other factors make it very hard for the students to get optimum learning results ''.

### **5-CONCLUSION:**

This chapter is devoted for the analysis and the description of the research instruments used in this dissertation. The first research tool is questionnaire which is administered with the EFL students. And the interview conducted with the teachers of the oral expression. In order to emphasize the hypotheses of this research work.

With the results obtained show that the EFL students are suffering from many problems which prevent them to develop their speaking skills. Both populations, the teachers and the learners confirm that there are a lot of obstacles. The data revealed that the students' speaking skills is highly influenced by many factors like the psychological factors , the environmental factors , the linguistic factors , and the extra linguistic factors. The findings obtained from the interview and the questionnaires confirm the hypotheses stated in this research work.



*Chapter Three*

*Discussion and Interpretation*

# ***Chapter Three: Discussion and Interpretation***

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## **1-INTRODUCTION:**

This chapter is devoted to give the discussion and the interpretation that the researchers make for the final results in this investigation. Since this study is considered as a participation in solving the speaking problems that the students are facing in the EFL context. This piece of advice is directed for the EFL teachers and students. Most of the EFL learners are suffering from different difficulties that strongly influence their communication abilities. Since the main purpose of the foreign language students is to achieve a successful communication in the target language. And to achieve fluency is the desired dream for every learner in the foreign language. Both of the foreign language teachers and students are really conscious about the great value of the speaking skill.

## **2-SECTION ONE: "Linguistic Problems"**

### **1-STUDENTS' VOCABULARY**

This item seeks to show the importance of having a large especially for the EFL students and its impact on their ability to talk English fluently. The majority of the learners are really suffering from the lack of vocabulary so as they can not express the thing that they want to say in the target language. They will be a very limited in the language and they will not be good speakers of the English language without having a large vocabulary in the foreign language.

The oral expression teachers confirm that their learners have a poor vocabulary in the English language which influence their ability to express their ideas and thoughts that they want to say or the message they want to convey. They can find the appropriate words in order to be good speakers of the English language.

### **2-STUDENTS' UNDESIRABLE PAUSES**

The major purpose of this question is to search for the learners' undesirable pauses while speaking in English. The whole sample population declares that they make the undesirable pauses when they are talking in English. Since this is something very natural in the process of speaking and even the native speakers of the language, they employ them in their speaking. In addition to that they are considered as an escape while they are speaking in English and they can not find the right words to express the idea that they want to convey to the other people.



## ***Chapter Three: Discussion and Interpretation***

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### **3-STUDENTS' GRAMMATICAL DIFFICULTIES**

This item is made for investigating about the students' grammatical difficulties which inhibit them from reaching fluency in the English language. The participants of this study reply that the most grammatical difficulty for them is the pronunciation and the rest of the informants answer that the main grammatical difficulties for them are the grammar and vocabulary. This is a common problem that all the EFL students face when they are trying to be fluent speakers. The EFL teachers answer that the main English grammatical difficulties for their learners are a very huge grammatical problems such as the articles, the pronouns, the adjectives, the tenses, the conjunctions, and the double marking like in this example: he did not worked.

### **4-STUDENTS' PHONOLOGICAL PROBLEMS**

The main goal of this question is to emphasize on the students' phonological obstacles when they are speaking in English. The overall findings of this item confirm that no phonological troubles encounter the students in the oral expression lectures. The learners respond that they have no phonological problems in their speaking in English language. The teachers' response was that the learners are confronted with the problems of pronunciation mainly which is related to the articulation, the stress, and the intonation.

### **5-STUDENTS' PROBLEMS when LISTENING to NATIVE SPEAKERS**

This question is for focusing on the students' troubles when they are listening to native speakers in the English language. The majority of the foreign language learners are agree on having many problems in listening to native speakers. The most important thing that can help the students to develop their speaking skills is listening to native speakers of the language. Because this will influence their pronunciation, their vocabulary and grammar and so.

### **6-STUDENTS' MAIN PROBLEMS**

The main objective of this item is to shed light on the learners' major obstacles that encounter them in their speaking the language. The informants reply that they have big problems in the culture, the pronunciation, and the pragmatic. These three elements are always facing the students while they are speaking the language. Then, it comes the issues of discourse and the genre. At last, the troubles of vocabulary and grammar. According to the results, these are the fundamental hindrances that prevent the EFL students to reach fluency in the target language and to make any progress in the speaking skills.

# ***Chapter Three: Discussion and Interpretation***

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## **3-SECTION TWO: "The Extra-Linguistic Problems"**

### **1-STUDENTS' UNAWARENESS about the SOCIO CULTURAL KNOWLEDGE**

The question is to highlight the problem of the unawareness about the socio cultural knowledge and its influence on the main skill for the EFL student which is the speaking skill and also the huge effect of this obstacle on the students' speaking performance. All the population answer that the unawareness about the socio cultural knowledge about the English language is the big trouble that prohibit the EFL learners to improve their oral production and fluency in English.

The foreign language teachers assert that this is a big subject to tackle. When saying socio cultural, it means referred here to the target language pragmatics. An example in this case is the speech acts realization (inviting, requesting, and apologizing...), politeness nouns and social distance between the participants of a conversational activity. Furthermore, students acquainted with the target language cultural aspects, especially those related to oral communication like: learner ship, eye contact, when to talk distance etc.

### **2-STUDENTS' EXTRA LINGUISTIC KNOWLEDGE**

The question's purpose is to explain the kind of the extra linguistic knowledge about the English language. The informants announce that they have no knowledge about the English economy and government. The first stage, they have knowledge about tradition. The second stage is for the values and beliefs. The third stage is for the language variety and symbols. The fourth stage is for the norms and the last stage is for the rituals. The lack of the extra linguistic knowledge really influences the students' speaking fluency.

### **3-STUDENTS' FAMILIARITY with the TOPIC**

This item is to demonstrate the learners' familiarity with the topic that they are speaking about. The sample population responds that when they are familiar with the topic, they are able to talk more about it and when they are not familiar with the topic, they can not speak about it. So the familiarity with the topic has a great effect on the learners' speaking skills.

## ***Chapter Three: Discussion and Interpretation***

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### **4-SECTION THREE: "The Psychological Factors"**

#### **1-STUDENTS' SHYNESS**

This question is to examine the students' shyness in the oral expression lectures and to see if shyness prevents the students from being fluent speakers of the English language. Most of the EFL students, they have this problem of shyness in the classroom especially when the teachers ask them to speak in English. They can not speak in front of their teachers and classmates.

The oral expression teachers reply that most students exhibit some affective discomfort, especially within oral communication classes. Anxiety, shyness, inhibition, and fear of negative evaluation are the main psychological hindrances that students suffer from. This is quite normal since within an EFL context, the learners are asked to overtly use a language that they don't yet master.

#### **2-MAIN ACTIVITIES that MOTIVATE the LEARNERS to PARTICIPATE**

This question is to explore the main activities that make the students motivated to participate in the oral sessions. The participants answer that the good activity for them is the discussion and debates. The second stage is for the activity of the role play. The third stage is for the problem solving activity. The last stage is for the information gap activity. The teachers should select the appropriate activities for the students in order to help them to practice the English language in the classroom.

#### **3-LEARNERS' ANXIETY**

This item is to discover the major influence that anxiety has on the EFL students while they are talking in English. Most of foreign language learners are encountered with the obstacle of anxiety in their attempt to speak in the oral expression lectures. This makes them not achieving any improvement in their speaking skills. This is due to many reasons like the fear of mistakes, the negative self-image, the lack of self-confidence, and it prevents them to speak good and mispronounce words. According to **Ramírez** (1995) anxiety is defined as a state of apprehension; a vague fear that can have a negative effect on motivation and that can result in a poor performance, which produces more anxiety (P167).

#### **4-STUDENTS' POOR SELF ESTEEM**

This question is to examine about one of the main hindrances that encounter the foreign language learners in the oral expression lectures. The research found that there are different reasons behind the poor self esteem which influences the students' speaking

## ***Chapter Three: Discussion and Interpretation***

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skills. The learners are afraid from committing mistakes in front of their teachers or the classmates. The other reason is being afraid from the judgment of others. The last reason is the students do not appreciate their abilities. All this causes confront the learners and hinder them to make any progress in the speaking skills. According to **Baumeister** (2003) high self-esteem makes people more willing to speak up in groups and to criticize the group's approach. Leadership does not stem directly from self-esteem, but self-esteem may have indirect effects (P2).

The teachers believe that sometimes students do not show that cooperative tendency or sense of friendship and mutual understanding which a humanistic approach calls for. Some students do not have appropriate active listening skills. They are rather distracted by preparing their own assignment instead of attentively following their classmates' performance.

### **5-SECTION FOUR: "The Environmental Problems"**

#### **1-STUDENTS' USE of ENGLISH OUTSIDE the CLASSROOM**

The major purpose of this question is to discover the main causes that prevent the EFL students from talking and using the English language outside the classroom with their classmates. The sample population declares that there are three main reasons that hamper them from speaking in English outside the classroom with their mates. The first reason is the use of the mother tongue. Since Algeria is Arabic country and everybody employ the Arabic language no one use the English language outside. The second reason is that no one uses English. Because people tend to speak the French or the Arabic languages more than the English language. The third reason is that when they try to speak in English. People consider them that they are showing off and no one speak with them.

#### **2-TEACHERS' PERSONALITY**

The question seeks to know the huge effect of the personality of the oral expression teachers on the EFL students in their speaking skills. The participants' responses show that a big percentages of the learners like the personality of their teacher of the oral expression classes. While a small percentages from the sample declare that they do not like the personality of their teacher of the oral expression courses. The teacher's personality has a great influence on the students' oral performance during the courses and their willing to speak in English. If the students like the teacher's personality. This will appear on their

## ***Chapter Three: Discussion and Interpretation***

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want to talk in English. And if they do not like the teacher's personality. This will appear on their refuse to speak in English in the lectures.

### **3-OPPORTUNITIES GIVEN by the TEACHER to the LEARNERS to SPEAK in the CLASS**

The item's objective is to shed light on the importance of giving the EFL students the chance to talk in English during the oral expression courses. The findings reveal that most of the students are always taking the opportunity to speak in English in the class. Others state that they are sometimes having the chance to practice the language inside the lectures. The rest believe that they are never having the opportunity to speak the language in the courses. The oral expression teachers should always giving the students the chance to practice English. Because the classroom is the only place where they can speak in English and develop their capacities in the speaking skills.

### **4-TEACHERS' TEACHING MATERIALS**

The main goal of this question is to emphasize on the importance of selecting a good teaching materials for the EFL students. The majority of the informants state that the teaching materials are helping them to make a good progress in the speaking skills. While other participants reply that the teaching materials have a negative impact on their speaking skills. The foreign language teachers should care about their selection in their teaching materials. Because this will have a direct effect on their learners' speaking skills. So they should choose the right and the suitable teaching materials for their students to help them improve their speaking abilities and to reach fluency in the target language.

### **5-TEACHERS' TEACHING METHODS**

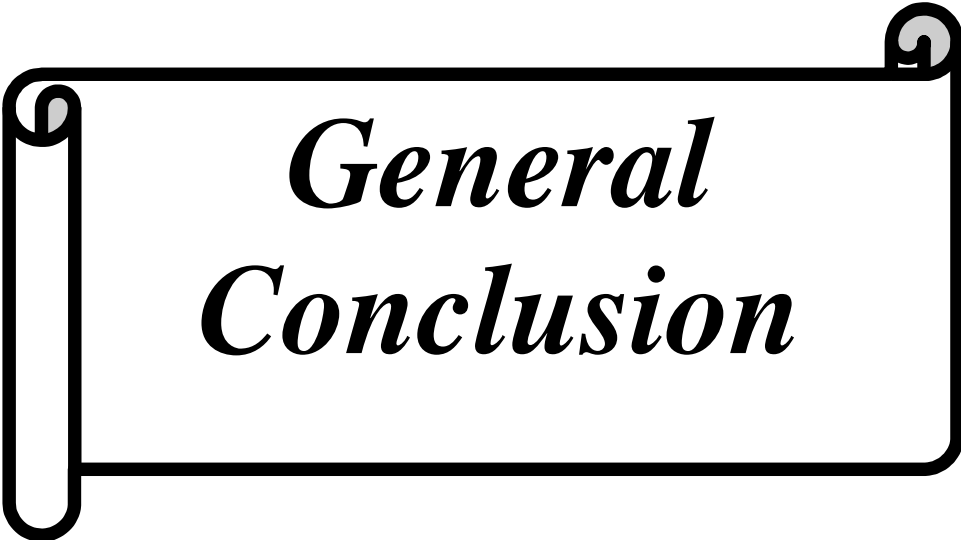
This question is to investigate about the teaching methods used by the oral expression teachers and if it has an influence on their speaking fluency. Big percentages of the sample population confirm that the teaching methods selected by their teachers are very effective for them and help in their development of the speaking skills. While the other informants state that the teaching materials employed by their teachers are not effective for them as foreign language learners and not make any progress in their talking in English. So the EFL teachers should be very careful with their students in selecting the good teaching methods that lead them to make an advance in their oral production. Also the EFL teachers declare that unfortunately, there is a long list of environmental problems. Classroom conditions, equipment availability, administrative constrains along with many other factor make it very hard for the students to get optimum learning results.

## ***Chapter Three: Discussion and Interpretation***

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### **6-CONCLUSION:**

The overall findings of the data gathering tools which are the teachers' interview and the students' questionnaire show that all the foreign language students encountered with different obstacles in the oral expression lectures which hinder the progression of the learners' speaking skills and to accomplish the dream of every student to become fluent speakers of the English language. The oral expression teachers declare that there are various factors that cause a huge problem and also behind the learners' failure to achieve fluency in the target language and not making any advance in the speaking production. The sample population declares that there are many factors and hindrances that prevent them from achieving fluency in their speaking skills. Also, the EFL students are really suffering from different barriers that stop them from developing the fundamental skill which is speaking skills. Since the majority of them want to be fluent speakers of the English language.



*General  
Conclusion*

## *General Conclusion*

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### **GENERAL CONCLUSION:**

The present research work is mainly based on showing the importance of the speaking skills for the foreign language learners especially for the English students. However, most of the EFL learners encountered different troubles in the oral expression courses. That prevent them from developing their abilities and their oral performance. The major purpose of this research is to shed light on the variety of problems which hinder the English students from being a fluent speakers. Moreover, to give the EFL students the efficient solutions for them which help them to improve their speaking skills. In addition, the oral expression teachers, who have a great impact on their learners mainly on their speaking skills. So they need to give more help to them in the classes. They should try to find the appropriate methods for their learners in order to make them talk during their oral sessions.

Throughout the research, the researcher confirms the truth of the hypotheses of this work. And the overall findings are indicating that the EFL students are really suffering from a variety of obstacles while they are trying to be a fluent speakers of the English language. Also in their attempt to develop their abilities in the speaking skills. The sample population of this research was the third year in the LMD students in the English department at **Tahar Moulay university of Saida**. In addition, to the oral expression teachers in the same level.

This shows the great role the oral expression teachers have during the lectures. They should push their students to talk in the lessons and take the speaking task with ease. And the huge influence of the teaching methods used in the classroom by the teachers. So teachers should be more careful about their choices if their strategies and techniques suit the learners' needs and wants. Through, selecting the right methods for their students. They will help a lot in their students' improvement in the speaking skills.

In conclusion, the teaching and learning processes are very sensitive. Mostly for the foreign language learners who are studying the English language. Since they considered the ability to talk fluently in the target language as their success in learning the language. So, the teachers should pay more attention for that important skill. In order to help in a positive way in the progress of their learners.





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- *Speaking Assessment at Secondary and Higher Secondary Levels and Students' Deficiency in Speaking Skill: A Study to Find Interdependence* April 2013  
ZAKIA NOOR MATIN.

<https://www.researchgate.net/publication/270110656> *Speaking Assessment at Secondary and Higher Secondary Levels and Students' Deficiency in Speaking Skill A Study to Find Interdependence*

**APPENDIX "A"**  
**THE STUDENTS' QUESTIONNAIRE**

15/03/2019

Ms. DRISSOU Zohra  
English Language Department  
Faculty of Letters, Languages and Arts  
University of Dr. Moulay Tahar  
Algeria

Dear participant (s),

The Department of English language and Literature in the University of Tahar Moulay –Saida- Algeria, prepares, every three years, over 240 graduates whose major discipline is teaching English language in order to perform their English and teaching skills into numerously different schools. It is our goal to help our graduates be very qualified in their future teaching career. The enclosed interview is designed to obtain your views on the different problems that our students encountered during classes of listening and speaking skills. Your suggestions and attitudes will be highly considered solving these difficulties the next academic year. We will also provide you with a copy of the results of our study.

We will greatly appreciate it if you will complete the interview and return it back. We realize your schedule is busy one and that your time is valuable, but we are sure that you want to improve the quality of English learning to our students. Your responses will be kept completely confidential; we asked for no identifying information on the interview form. We want to thank you in advance for your cooperation.

**SECTION ONE: "Linguistic Problems"**

1-Do you have enough vocabulary that enables you to speak fluently?

Yes  No

2-Do you usually make undesirable pauses while speaking in English?

Yes  No

3-What are the main grammatical difficulties that prevent you from speaking fluently in English?

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.....

4-Do you have phonological problems when you're speaking in English?

Yes  No

If yes, what are they?

.....  
.....

5-Do you have problems when listening to native speakers?

Yes  No

6-What are these problems? Cross out more than one answer

- 1. Cultural
- 2. Vocabulary
- 3. Grammar
- 4. Pronunciation
- 5. Genre
- 6. Discourse
- 7. Pragmatic

**SECTION TWO: "The Extra Linguistic Problems"**

1-Does your unawareness about the socio cultural knowledge about English language inhibit you from fluent speaking of English?

Yes  No

2-What kind of extra linguistic knowledge do you have about English language?

- 1. Economy
- 2. Traditions
- 3. Language variety
- 4. Government
- 5. Norms
- 6. Values and beliefs
- 7. Rituals
- 8. Symbols

3-Do you usually have familiarity with the topic you are speaking about?

Yes  No

**SECTION THREE:** "The Psychological Factors"

1-Do you feel shy when your teacher asks you to speak in his oral class?

Yes  No

If yes, why?

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

2-As a student, what are the main activities that motivate you to participate?

- a. Role play
- b. Discussion and debates
- c. Problem solving
- d. Information gap activities

3-Anxiety has a great impact on you while speaking in English?

Yes  No

If yes , why ?

.....  
.....

4-Does a poor self-esteem influence your English speaking?

Yes  No

Why?

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.....

**SECTION FOUR:** "The Environmental Problems"

1-Why you don't speak in English outside the classroom with your classmates?

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.....  
.....

2-Do you like the personality of your teacher of oral classes?

Yes  No

3-How many times your teacher gives you the opportunity to speak in English /participate during his lesson?

- a. Always
- b. Sometimes
- c. Never

4-Are teaching materials, used by your teachers, helping you speak fluently in his class?

Yes  No

5-Is teaching method of your teacher effective to you?

Yes  No



**APPENDIX "B"**  
**THE TEACHERS' INTERVIEW**

15/03/2019

Ms. DRISSOU Zohra

English Language Department

Faculty of Letters, Languages and Arts

University of Dr. Moulay Tahar

Algeria

Dear participant (s),

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We will greatly appreciate it if you will complete the interview and return it back. We realize your schedule is busy one and that your time is valuable, but we are sure that you want to improve the quality of English learning to our students. Your responses will be kept completely confidential; we asked for no identifying information on the interview form. We want to thank you in advance for your cooperation.

**SECTION ONE:** "The Linguistic Difficulties"

1. What are the main lexical difficulties your BA students are faced with in your class of listening and speaking skills?

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.....

.....

2. What are the main English grammatical difficulties your BA students are faced with in your class of listening and speaking skills?

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.....  
.....

3. What are the main phonological difficulties your BA students are confronted with in your class of listening and speaking skills?

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

**SECTION TWO: " The Extra linguistic hindrances"**

1. What are the main socio cultural impediments that prevent your BA students from speaking fluently in your class of listening and speaking skills?

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

**SECTION THREE: "The Psychological Drawbacks"**

1. What are the main affective difficulties your BA students are confronted with in your class of listening and speaking skills?

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.....  
.....

2. What are the main humanistic difficulties your BA students are confronted with in your class of listening and speaking skills?

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**SECTION FOUR: "The Environmental Problems"**

1. What are the main problems related to learning environment to your class of listening and speaking skills?

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