

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
BELHADJ BOUCHAIB University of Ain Temouchent



Faculty of Letters and Languages

Department of English

Exploring Students' Speaking Difficulties in an EFL Context

Case of first year students' at BELHADJ BOUCHAIB University

An extended Essay Submitted in Partial Fulfillment of the Requirement for a Master's Degree in Linguistics

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Academic Year: 2020-2021

DEDICATION

The first thanks go to ALLAH "**MALIK AL MOULK**" who gave us the strength to complete this work to the fullest.

We dedicate this work to our dear first supporter **BELBACHIR HADJER**.

We dedicate it to our parents may God bless them

- AZIZI YAMNA KHALDI ABDELKADER
- TAYEB BOUDJEMAA YAMINA BENKADA BOUCIF

Our beloved brothers and sisters

- KAWTER, ASMAA, NOUR ELHOUDA, NADIA, FATIMAZAHRA,
AMINA, MOUNA, DOHA
- CHIKHOU, ADIL, AMEUR

Last but not least, we dedicate it to the souls of my grandmother **BENDJABARA FATMA** and Grandfather **AZIZI RABAH**

All of the family

- BENKADA AND KHALDI

ACKNOWLEDGEMENTS

We would like to thank the supervisor BOUMEDIEN AMINA

And all the students of the first year of a bachelor's degree for helping us gather sufficient
information

And the professors of oral expression, especially the professor BELGHALEM

We appreciate everyone who helped in completing this dissertation

ABSTRACT

When it comes to learning a new language mainly English, speaking is regarded the most significant skill in term of communication and gaining learner's fluency and competency. The purpose of this study is to look into the primary factors that influence EFL student's speaking abilities at BELHADJ BOUCHAIB University in Ain Temouchent. The approaches utilized by the researchers were descriptive and analytic; an interview was conducted to five teachers at the English department of Ain Temouchent University, and a questionnaire was administered to seventy EFL learners. Based on the results, the researcher believes that both teachers and students should be aware of the importance of psychological, pedagogical and linguistic aspects, as these are actual barriers on the way to good oral communication. Our study consisted of three essential chapters. The first one is theoretical part which studies the main factors that block first year EFL learners starting from the psychological, pedagogical and linguistic barriers that hinder the learner's speaking performance in the classroom, the second part is a practical one which deals with the techniques adopted to search and analyze through a questionnaire and an interview that were used in this study. Furthermore, in the third chapter the investigators give detailed definitions of EFL teacher and his role in motivating the students as well as; in this part the researchers bear some suggestions and recommendations for both EFL teacher and learners. Learners should obtain some speaking attitudes and skills to overcome these barriers for an excellent speaking performance.

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List of abbreviation:

E.F.L: English as Foreign Language.

E.S.L: English as a Second Language.

Sec: Section.

L1: Mother Tongue Interference.

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General Introduction

GENERAL INTRODUCTION

Algeria is taking a new curve in the framework of education towards the generalization of the use of the English language in educational and university institutions for the first time since its independence from the French occupation some 58 years ago.

The Algerian authorities have recently taken practical steps to impose the English language after 6 decades of the dominance of the French language, which divided Algerians between those who consider it "war spoils" and others who consider it a "cultural invasion". The last of these steps was the approval of the Algerian Council of Ministers headed by **Abdelmadjid Tebboune** to open the "British School" and to give "strict" instructions to the government to provide all conditions to open its doors and facilitate its work.

The Algerian Ministry of Higher Education and Scientific Research (universities) also announced a university reform project, based on "openness to foreign languages, especially English." The Algerian Minister of Universities, **Abdelbaki Benziane**, also intensified his meetings with the ambassadors of Britain and Northern Ireland in Algeria with the aim of "strengthening the status of the English language" in the country. An agreement was reached with London and Belfast to facilitate the movement of researchers between the two countries and Algeria to share expertise and field experiences, develop education and ensure its quality.

This came due to the importance of the English language and its conquest of the world as the most common language among the countries of the world English is of great importance and although, it does not have the largest number of native speakers, it has the widest range of any language spoken today.

Speakers of English as a second language are found in every country in the world, and English has become the lingua franca in many fields, including business, politics, science, technology and entertainment, to name a few. English is the working language of many international organizations, such as NATO and the European Union, and is the language of

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global media. It is also the most widely used Internet language, accounting for more than half of all websites.

For many people, learning English is a way to access a wider range of information, communication, accordingly, the most common reasons that make people around the world learn English, especially in Algeria, are mentioned, for example, People who speak English have more job opportunities. Companies need employees who can communicate fluently with English-speaking partners and clients. Additionally, entrepreneurs can reach a wide range of clients online using the English language.

Hence the interest of the current study in shedding light on the most important obstacles that affect the linguistic performance of the Algerian student at the University of **BELHADJ BOUCHAIB Ain Temouchent**, the Department of Arts and the English language for first-year license students, and an attempt to identify the impact of the teacher on the student's performance and his role as an English language teacher in the range of Motivating him as the first responsible for the student's speaking competence.

In order to conduct this study, two research questions were asked:

- What are the obstacles faced by a first year English language learner at Ain Temouchent University?
- How can EFL teachers help EFL learners improve their English speaking?

The answers to the above questions led to the following hypothesis:

Learners face a number of challenges:

- Psychological problems such as anxiety, lack of confidence, shyness, etc.
- Linguistic issues such as poor pronunciation and grammar.

Teachers play an important role in helping students improve their speaking skills

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Two questionnaires were created to support our hypothesis: one for first-year EFL students and the other for EFL teachers at **Ain Temouchent** University, **BELAHDJ BOUCHAIB**.

Therefore, this paper will attempt to explain the findings and conclusions drawn from the research study about the factors that affect students' ability to speak. To do this, researchers will try to provide teachers with some important conclusions that can help them understand and know the true vision of students; at the same time, it serves as the basis for a set of recommendations. Moreover, this it will be useful mainly for researchers to acquire a wide range of important strategies and interests as well as tips that will be very useful to us in our future education.

This study, in its first chapter, will provide a general introduction to the topic, including the main ideas and theories of research and studies on the same topic, in order to provide readers with valid information and context for research. In the second chapter, the method and tools used in the study will be in detail, giving special importance to its organization, methodology and materials used. In the third chapter, a description of the results obtained from the entire study will be including. Last but not least, researchers will provide a presentation of the references used and the necessary supplements for them for deep understanding and accurate review

Chapter One:
Literature Review

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1.1 Introduction:

For EFL learners, speaking is the most vital skill. The primary goal of learning to speak English is to become proficient at receiving and producing the language orally. Foreign language learners on the other hand, face some challenges that stymie their learning progress and make it difficult for them to communicate successfully. In this research, the researchers go over to describe the fundamental features of speaking skill, as well as, the important factors that influence student's speaking performance and related concerns. Furthermore, this part investigators start their work by giving detailed definition of the process, also they give the importance of the speaking skill and its relationship with listening skill. Secondly, the researchers look on the concept of the aspects of speaking process including (pronunciation, vocabulary, grammar, fluency and accuracy). Moreover, this part concerns with the issues that influence the student's ability in speaking (psychological, linguistic, and pedagogical factors). Finally in the last part of this chapter, the researchers accomplish their work with a conclusion.

1.2 Definition of speaking skill:

Speaking is one of the important skills in English as a Foreign Language (EFL), It shows the best influence when seeing goal of speaking learning process especially in EFL, the goal of English teaching is to make students able to communicate well.

Speaking skill is the ability to accurately use words to express one's perspective, opinion or feelings in order to provide or receive information and knowledge from others. It is an important component of foreign language teaching and learning that attempts to improve student's conversational abilities. As Chaney (1998,p13) defines speaking as “the process of building and sharing meaning through the use of verbal and non -verbal symbols, in a variety of contexts”. Speaking is an important skill which language learners should master.

According to Oxford dictionary, speaking is the action of conveying information or expressing one’s thoughts and feelings in spoken language. From the definition, it concludes that speaking is expression in sending messages from a speaker towards listeners.

In general, speaking is a productive skill which means the ability to use language in order to communicate effectively with others. According to Cole et al. (2007). "Speaking is essential a collaborative and interactive process. It is an exchange. We may finish each other's comments, interrupt, disagree with or extend what is said " This means that, speaking is an important process of interacting between English as a Foreign Language students for explaining, interrupting for clarification, or giving opinions and new ideas. So, speaking serves many things which can help the process of learning to be enhanced. There are many scholars defined speaking from different angles. For instance, Thornbury defined speaking as a part of our daily life that we take it for granted. In other words, spoken language that the average person produces is tens of thousands of words a day. (2005, p 1).Furthermore Hedge

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(2000: 261) reported that speaking is a skill by which people are appraised while first impressions are formed.

1.3 Importance of speaking skill:

Many researchers give the speaking skill priority in their researches because of its important role in the process of teaching and learning foreign language. As Ur (1991) declares that, "of all the four skills [listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing" (p.120). So, speaking is very important skill which helps students to use and to transmit knowledge in effective way. In addition, Richards (2012, p.21) summed up that , the development of good speaking skills is no longer a bonus for language learners, but an essential aspect of their language-proficiency development because it has a direct impact on the personal and professional success of many of them. It means that in order to develop students' language-proficiency, it is an important aspect to develop their speaking skill because they have great effect on their success in learning the foreign language. Also, in the context of the importance of speaking skill, Carter and McCarthy (1997) stated that during the past ten to fifteen years there has been an explosion of interest in the analysis of extended stretches of spoken and written language, and increasing reference to and use of real language in English language teaching materials Thus, English as a foreign language students must master speaking skill in order to communicate their ideas easily, effectively and confidently.

1.4 Relation between listening and speaking:

It is necessary to have a combination of the four language abilities in order to be proficient as a foreign language student (listening, speaking, reading and writing).

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Speaking rarely works on its own; it usually requires the assistance of another talent. Listening, in this sense, is linked to speaking, as White (1998) points out: "listening is very strongly linked with speaking" (p.13)

Furthermore, Thornbury (2005, p.18) states that speaking cannot exist in isolation from other language abilities because only a few speech occurrences in the real world exist without them. Speaking, of course, always requires the presence of a listener, as listening is concerned with the listener's ability to comprehend the speaker's meaning.

As a result, since a speaker needs a listener to understand his meaning; speaking must be trained in conjunction with listening skills. Furthermore, according to Field (2008), "listening is perhaps the more crucial because it is listening that improves the learner's speaking ability with additional syntactic, lexical, phonological, and pragmatic information" (p.50)

As a result, in addition to speaking, English as a foreign language students must listen in order to gain fresh information that will aid their language acquisition. Brown (2004) claims that "from a pragmatic view of language performance, hearing and speaking are very closely correlated and that "listening and speaking are nearly closely correlated" (p.140). Teachers should be aware.

They should bring the students' attention to the fact that they have such a strong connection.

1.5 Aspects of speaking skill:

Speaking is the most difficult of the four competencies to assess with precision, since this is a hard skill to master. Some features of speaking performance help the learner in evaluating the speaking process.

Pronunciation, vocabulary, Grammar, fluency and accuracy are the five aspects.

1.5.1 Pronunciation:

Is a technique for students to produce clearer language when speak. It means even if a student's vocabulary and grammar are limited; they can communicate effectively if they have good pronunciation and intonation. Studying and practicing the particularly English approach of making a speaker's belief evident, does not employ mastering and performing a set of sounds of isolated words. Longman Dictionary (2002).

The traditional or usual recitation of words is referred to as pronunciation. From that remark, it can be deduced that pronunciation is the method through which pupils make clear utterances when speaking (Kline 200 P69). Furthermore, pronunciation covers all components of speech that contribute to a readily understandable flow of speech, such as segmental articulation, rhythm, intonation, and phrasing, as well as gesture, body language, and eye contact (Frase 2001 P 6). Based on the preceding statement, it can deduce that pronunciation incorporates a wide range of factors, comprising articulation, rhythm, intonation, and phrasing, as well as gesture, body language, and eye contact.

1.5.2 Vocabulary:

Because communicating effectively in a second language is difficult without a big vocabulary. The students will not be able to communicate in compressible manner. It refers to good diction, which is the most important component of language, especially while speaking; it also refers to comprehending a huge variety of vocabularies, which helps the students to express their thoughts and feelings more easily.

The term "vocabulary" refers to the vocabulary used in spoken language or speaking, which must be highly familiar and utilized in everyday conversation in order to grasp the spoken discourse. Vocabulary is a fundamental component of language acquisition. Words, their meanings, how they are spelled, and how they are spoken are all important for pupils to

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understand. As a result, when teaching vocabulary, teachers must make sure to convey both the meaning and the spelling and pronunciation. The ability to understand the meanings of words is referred to as vocabulary. The fact that words can take at least two forms: spoken and written, also complicates this concept. When we talk or read orally, we have an oral vocabulary of words for which we know the meanings. When we write or read silently, our written vocabulary is made up of words for which we know the meaning. Because the set of terms that asking readers are familiar with is primarily oral representations, these contrasts are critical. As students learn to read, written vocabulary becomes significantly more important than oral vocabulary in literacy (Heibert and Kamil , 2005).

1.5.3 Grammar:

Good grammar is a key to effective communication. Having good grammar helps the learner come across as more intelligent, educated, and professional. Grammar is the code that makes the language works; it is through proper grammar that the students are able to communicate in a clear manner that people can understand.

Grammar is described as a method for accounting for and forecasting the linguistic Grammar is required for pupils to construct acceptable sentences in written and oral conversations (knowledge of an ideal speaker or hearer). This is accomplished through a set of rules or principles that can be utilized to generate all grammatical or well-formed utterances in the language (Purpera 2004 p6). Additionally, according to Greenbaum and Nelson (2002 p1), grammar is a set of rules that enable us to integrate words in our language into larger units.

1.5.4 Fluency and Accuracy in speaking :

In the past, educators differentiate fluency from accuracy. Many previous studies have treated fluency and accuracy as separate components (Albino, 2017). Accuracy is considered

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as using correct forms where utterances do not contain errors affecting the phonological, syntactic, and semantic or discourse features of a language (Byrne, 1986). In other words, people obtained a belief that the beginners of English learning needs to use English as a correct forms of grammar and structures. Otherwise, they would utter the incorrect language forms in the subsequent statements. This belief has lasted very long in the history of English language education. In such a way, many teachers of English wished their learners to be perfect right at the beginning of the training. They stopped students at any time to correct errors or mistakes that the students committed to. Consequently, the students were afraid of making mistakes or errors in their utterances, so they dared not produce their oral performances. This prevented students to enhance their fluency. However, Brigg (2016) asserts that fluency should come first. EFL students should develop the fluency skills of automaticity, speed and comprehension before accuracy.

The teachers who believed in the accuracy development supposed that only those who produced correct pronunciation, syntax and semantics as native-like in their utterances would be comprehensible to the native speakers. This ideal perception is somehow acceptable, but researchers around the world have been debating its effectiveness. While Chandler (2003) claimed that correcting students' mistakes which focused on forms was a powerful way to results in a significant improvement in both accuracy and fluency, Truscott (1996) argued that grammar correction should not be the center of focus because it is ineffective, not helpful, and indeed sometimes has harmful effects. Supporting Truscott's claim, Bitchener, Young and Cameron (2005) found that providing feedback on students' surface issues, students may perform them with accuracy on one occasion but fail to do so on another. Furthermore, Liu and Hansen (2005) claim that the most helpful corrections for students those that address macro issues rather than local issues if we helped our students enhance their fluency. Richards (2005) points out that fluency is the use of naturally occurring language when a speaker

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engages and maintains in meaningful communication. This communication would be comprehensible and ongoing in spite of limitations in one's communicative competence. It does not mean that we ignore student's "errors or mistakes when we provide feedback on their communications. Instead, local issues should be secondary concerns in order to improve students' fluency in their communications. Housen and Kuiken (2009) assert that fluency and accuracy are not independent of each other, but they are complementary. A balance between fluency and accuracy is most appropriate for those learners who want to improve and gain confidence with their English proficiency (Harmer, 1995).

The teacher can help students achieve different speaking skills in overcoming obstacles. These techniques are fundamental to the teacher towards the students and help him to deal with them in different ways and according to the type of teaching style of speaking including: interactive, imitative, intensive and responsive speaking.

1.6 Types of speaking process:

In the oral form, speech is the most productive competence. It, like the other talents, is more difficult than it appears at first and entails more than simply speaking words. There are five types of speaking in which the researchers define them:

1.6.1 Interactive speaking:

The ability to interact with the outside world in order to complete a task is referred to as interactive abilities. A typical interactive assignment necessitates the search for relevant information and the selection of appropriate actions. Face to face discussions and phone calls are examples of interactive speaking settings in which the audience alternates listening and speaking has the opportunity to ask for clarification and repetition. In this case, two types of languages are required: transactional language for sharing precise information and

interpersonal language for preserving social relationships. The use of casual register and colloquial language, ellipsis, and slang in interpersonal discourse can make oral production more difficult (Brown, 2004, p.142).

1.6.2 Imitative speaking:

Is just the ability to parrot back a word, phrase, or sentence in imitative speaking. At this level, the pupil is merely attempting to repeat what has been said to them in a clear and consistent manner. It makes no difference whether or the pupils understand what they are saying or are conversing. It's merely a matter of repeating what they were told. "A repeat after me" situation in the classroom is a good example of this. Imitative speaking is a technique for improving intonation or pinpointing a certain vowel sound. It is carried out for the goal of focusing on a certain piece of language form rather than for meaningful engagement. Drilling is the most common form of this activity. (Brown; 2004).

1.6.3 Intensive speaking:

Intensive speaking goes beyond imitation to cover any speaking performance aimed at improving a grammatical element of the language. It can be self-initiated or a pair-wire activity. Intensive speaking is defined as the production of a limited amount of language in a tightly controlled environment. To give an example, read a passage aloud or respond directly to a simple question. At this level, competency is demonstrated by obtaining particular grammatical or lexical expertise. (Brown; 2004).

1.6.4 Extensive speaking:

It's common to have a monologue with a lot of talking. Speeches, tale telling, and other such activities are examples. This requires a significant amount of planning. Surviving a conversation with someone who speaks a foreign language is one thing. To compensate for communication difficulties, you can rely on each other's body language. With comprehensive communication, however either the teacher or the student can talk in clear manner without needing to rely on feedback. Because certain informal monologues, such as informally delivered tasks, cannot be ruled out, this type of speaking, language style is more deliberative and formal for longer projects (Brown, 2004, p.142).

1.6.5 Responsive speaking:

Responsive language is a manner of communicating with student that emphasizes logic and reason, supports independence, maintains nurturing control, and promotes elaboration. Child Student's oral language skills, self-expression, and social-emotional abilities relating to peer and adult interactions are all improved with responsive language. While it may appear natural to ask learner questions in order to elicit responses, research reveals that doing so may raise a student's fear, restricting the depth of their language and response when a child is worried about providing an adult the "right" answer or keeping his or her words within the scope of the inquiry, questions can be constraining. (Brown; 2004).

Speaking skill is one of the most important abilities in any language around the world, but this skill is one of the main problems for the first-year student, therefore this chapter will determine the various factors that affect the development of speaking English.

1.7 Factors affecting learner's speaking performance:

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Student's speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as shyness, confidence and anxiety), listening ability and feedback during speaking.

1.7.1 Psychological variables:

Producing a good speech in English is not easy for students of English as a foreign language because of what hinders them from factors, the most important of which are: lack of confidence, shyness, anxiety, and student's awareness of their weakness helps them to overcome them and develop their oral skill.

A. Lack of confidence:

Lack of confidence is major issue in the field of learning foreign language it can be defined as common weakness, especially among entry-level contributors. Experiencing a lack of confidence can sometimes cause inefficiencies in your work. For example, you might feel unqualified to speak up at an important meeting when your idea could help the team to achieve a goal.

According to Rosenberg (1965a), self-esteem is one's positive or negative attitude toward oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself.

It is widely accepted that English student's lack of confidence seems for a failure to communicate effectively ,when speaking in English .unconfident pupils are fear of being miss understood or having others not understand them ,they doubt there our ability to communicate.

B. Anxiety :

Psychologists have talked about the strong relationship that links the phenomenon of anxiety to the learning process. The results of some studies showed that a number of students show their level less than their real abilities during the assessment process, due to their exposure to some situations or circumstances characterized by an atmosphere of tension and psychological pressure.

Anxiety reactions can be categorized as reflecting worry or emotionality (Leibert and Morris 1967). Emotionality refers to physiological reactions, such as blushing or racing heart, and behavioural reactions, such as, stammering and fidgeting. Worry is a term used to describe cognitive reactions such as self-deprecating thoughts or thoughts that are unrelated to the work at hand (Zeidner 1998; Naveh Benjamin 1991). Worry is considered to be the most incapacitating of the two since it consumes cognitive capacity that would otherwise be committed to the activity at hand, such as learning a new language (Tobias 1985). Tobias' study led to the development of two anxiety models: an interference model and an interference retrieval model.

C. Shyness:

Shyness is another psychological component that can influence a student's learning of a foreign language. According to Crozier (2004), is a concern about managing one's impressions and low self-efficacy ideas about one's social performance. As for Henderson and Zimbarilo (1996), shyness can be characterized as discomfort and/or inhibition in interpersonal circumstances that prevents people from achieving their personal or professional goals. Shyne is a "heightened self-focus obsession with one's thoughts, feelings, and physical reactions" (as quoted in Horseininik & Lany, 2012, p. 62). "Shyness is defined as social withdrawal related inclinations in social circumstances manifested by active avoidance and an

analogs preoccupation with the self in reaction to real or imagined social encounters," according to Tang and Schmidt (2017, p. 11)

The problem of shyness lies in the tendency of a shy person to avoid social interaction and participate in social situations in an unacceptable manner, accompanied by certain behaviors such as distress and anxiety, resorting to silence or withdrawing from social situations with blushing, stuttering, and difficulty expressing oneself when confronting others. Shy students tend to be silent, speak in a low voice, or avoid eye contact in social communication situations, and they are not good at expressing their ideas or rights, so they are less involved in classroom or extracurricular activities, and this problem is widespread among students.

1.7.2 Pedagogical variables:

A. Listening ability :

Listening is the ability to comprehend verbally communicated information and providing appropriate feedback. It can be described also as the ability to pay attention to sound.

Though it seems a simple natural activity, it is a skill that has not been mastered by many. Everyone, except deaf people, hears but it is listening that makes the difference. Hearing is the effect of vibrations in the eardrums caused by sound waves, but listening goes beyond this process.

Hearing is natural and reflexive whereas listening is a deliberate effort to comprehend sound that is heard. The stages in the listening process are receiving (hearing), understanding, evaluating, remembering, and responding,

This skill is worth mastering for better achievement in learning foreign language it is very important to take into consideration the role of listening ability in developing students speaking performance. Recent studies indicates that the speaker in a conversation takes

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around 40-50% of time in listening, 25-30% in speaking, 11-16% Reading, and 9% writing (Gilakjani and Ahmadi, 2011).

We can't improve our speaking abilities unless we improve our listening abilities (Doff, 1998). To have an effective conversation, students must grasp what is being stated to them. Shumin (1997) By claiming that when one person speaks, the other answers, he agrees with Doff's (1998) beliefs. by paying attention to what is being said and listening to what is being said. Every speaker, in fact, is both a listener and a speaker. As a result, if one cannot understand what is being said, one will be unable to respond. It indicates that speaking and listening are inextricably linked.

B. large classes :

Dealing with large classes constitutes a real challenge to every teacher: diversity of students, lack of flexibility, class climate management, difficulty of setting and enforcing classroom behavior (crowd control), minimum attention to students, limited monitoring of students' learning and difficulty in engaging students to activities, effective teaching and producing learning is critically constrained by the large size of classes and the students' perception about large classes being negative.

1.7.4 Linguistic factors:

Speaking skill is affected by some linguistic components of language like mother tongue interference, vocabulary, and pronunciation.

A. Mother tongue interference:

The issue of language interference has become more and more popular, especially in foreign language classroom. English as a foreign language learners used their first language as

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a tool to learn the target one. Thus, achieving a satisfactory level in English speaking is the primary objective of both teachers and students. However, the majority of first year students are unable to reach this objective, because they commit different errors when they speak. Freed and Stern (1983) mentioned that "mother tongue (MT), first language and native language all refer to the language that acquire it when she / born, but foreign language (FL) is non-native language outside of the community the child live in" (p.55). It can be seen that the concept, mother tongue harks back to the notion that linguistic skills of a child are honed by the mother. Therefore, this language spoken by the mother would be the primary language that the child would learn; in the same context we can say that the mother tongue means that the language of person has learned when he or she is a child at the environment of home, usually from the parents. In the same context, Shsherba (1974, p. 88) states, The requirement to manage without the native language often causes the great time, energy and ingenuity expenditures that are quite wasteful in most cases since the complete understanding usually comes after the student's finding his own equivalent in the native language. Moreover this requirement makes it quite impossible to explain the students more subtle language phenomena that leads to the devaluation of foreign language learning from the educational point of view.

B. Vocabulary:

Vocabulary knowledge is an essential component of linguistic competence; however, surprisingly, the neglect of vocabulary in language teaching and learning research has been a recurring theme of discussion over an extended period. As Wilkins (1972, p. 109) stated, "Linguists have had remarkably little to say about vocabulary and one can find very few studies which could be of any practical interest for language teachers". This neglect of vocabulary was mentioned in research by Richards (1976), Levenston (1979), Meara (1980),

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Ellis (1995), Coady and Huckin (1997), as well as countless others, indicating that researchers became both concerned and interested in this issue. The neglect of vocabulary has been attributed to factors such as "the influence of structuralism and the Chomskyan school of linguistics" (Tozcu & Coady, 2004, p. 475) or to the difficulty of integrating vocabulary into a structure-based syllabus (Sinclair & Renouf, 1988, p. 143).

C. Pronunciation:

Many learners of English language have major difficulties with English pronunciation even after years of learning the language. This often results in them facing difficulties in areas such as finding employment (Fraser, 2000a). The fault which most severely impairs the communication process in EFL learners is pronunciation, not vocabulary or grammar (Hinofotis & Baily, 1980). Davis qasff (1999) states that an area of concern and one of the top priorities of ESL students after completing elementary English courses is pronunciation. It is important to make a distinction between speaking and pronunciation as it is sometimes wrongly applied interchangeably. Pronunciation is viewed as a sub-skill of speaking. Fraser (2000a) explains that being able to speak English includes a number of sub-skills of which pronunciation is by far the most important (other sub-skills of speaking include vocabulary, grammar, and pragmatics). She argues that "with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas" (Fraser, 2000a, p. 7). In spite of its importance, the teaching of pronunciation has been neglected by teachers in the field of English language teaching.

1.8 Conclusion:

Finally, speaking skill is one of the most effective factors which can help the progress of student's learning, throughout this chapter we try to give some different definitions of speaking skill which are given by some researchers. In addition this part it highlights the importance of speaking with some basic elements concerning speaking and emphasis the types and aspects of speaking. this chapter also specified the most influential factors that affect speaking performance like lack of confidence, listening ability and mother tongue interference since many students find it difficult exercise to speak fluently and accurately and Since the speaking skill becomes a demanding task in the learning of foreign language it is necessary for every learner of the English language to master it.

In the coming chapter, the researchers will use instruments (interview and questionnaire) to gather data about the topic and interpreted, the data collected to results in which can confirm or reject our hypotheses.

Chapter Two:
Data collection and analysis

Chapter two: Data collection and analysis

2.1 Introduction:

2.2 Sample population

2.2.1 First year EFL learners

2.2.2 EFL teachers

2.3 Research tools

2.3.1 Learner's questionnaire

2.3.1.1 Description of the questionnaire

2.3.1.2 Administration of the questionnaire

2.3.1.3 Analysis of the questionnaire

2.3.2 Teacher's interview

2.3.2.1 Description of the interview

2.3.2.2 Administration of the interview

2.3.2.3 Analysis of the interview

2.4 Interpretation of the main results

2.5 Conclusion

Chapter two: Data collection and analysis

1.1 Introduction:

In this chapter the researcher collects data from teachers and students of first year English language basing on questionnaire as a research instrument. The results are analyzed and interpreted through table and graphs, than the main findings are discussed .The researchers accomplish the work with some results retrained after the practical study and a conclusion .All these were organized under specific subheadings.

2.2 Sample population:

This scientific study seeks to know the most important Factors facing the EFL student in improving his speech ability. Both teachers and students are concerned by the data collecting of this study. The population of this questionnaire were chosen randomly consists of first year EFL learners and teachers who teach English oral module at **Ain Temouchent** university.

2.2.1 First year EFL student:

The subject of the questionnaire was seventy (70) from first-year students of the English department at “BELHADJ BOUCHAIB” University. They had been selected according to their experience and educational level for answering the hypotheses of this dissertation; to pick out the main factors that hinder their speaking skill.

2.2.2 EFL Teachers:

In this study another questionnaire was presented to a group of teachers in the Department of Languages. Three teachers who teach the Oral Expression module were selected. They have a master’s degree and have long teaching experience.

2.3 Researchers tools:

In this study, two of different tools were used for the reliability of the data collected. A questionnaire was assigned to students and interview (an oral meeting with the teachers). A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from the respondents; questions provide relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of students and we interviewed three teachers of oral expression. Interviews are most effective for qualitative research, they help to explain, better understand and explore research subject's opinions, behaviors experiences.... etc. Interview questions are usually open-ended questions so that in-depth information will be collected.

2.3.1 Learner's questionnaire:

2.3.1.1 Description of the questionnaire:

The questionnaire consists of 12 questions some are Yes /No questions, others are multiple-choice questions; Section one: (1-4) are connected to know whether participants like English and how they find the English language; Section two: questions (1_8) aim at exploring the learner's beliefs during their oral production .i.e. Whether they are comfortable when they speak in English .Furthermore, those questions seek also to gather information about the reasons behind the uncomfortable feeling that rises when students talk in English, and to see whether teachers help their learners to reach their speaking proficiency.

Chapter two: Data collection and analysis

2.3.1.2 Administration Of the questionnaire:

This questionnaire was given to seventy first year EFL learners from the department of English; this questionnaire was distributed to students inside the classroom under the supervision of teachers.

2.3.2.3 Analysis of the questionnaire:

Section one: general information Question

Question 01: Was English your first choice at university?

option	number	%
yes	57	81%
No	13	19%
Total	70	100%

Table 01: Learner’s choice of English

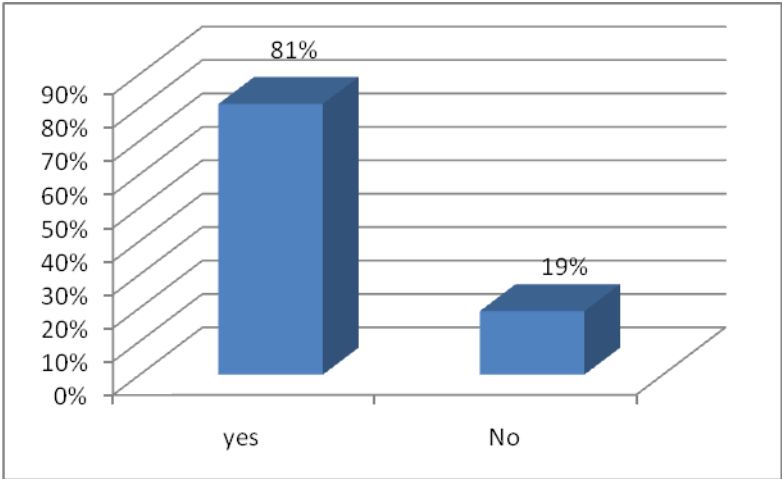


Figure 01: Learner’s choice of English

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The majority of the participants are satisfied to study English language. They are convinced of their choice because most of them answer by " Yes ", and the minority are not satisfied about their choice they answer by "No".

Question 02: Do you like English?

option	number	%
yes	69	99%
no	1	1%
total	70	100%

Table 02: Student’s opinion of the English language

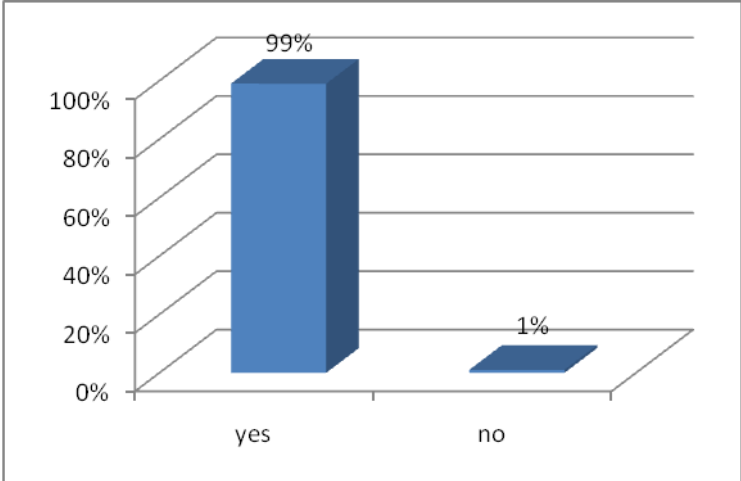


Figure 02: Student’s opinion of the English language

Most of the student’s opinion agreed on their admiration for the English language subject.

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Question 03: How do you find speaking English?

difficult	easy	total
10	60	70
14%	86%	100%

Table 03: Learner's reaction toward speaking

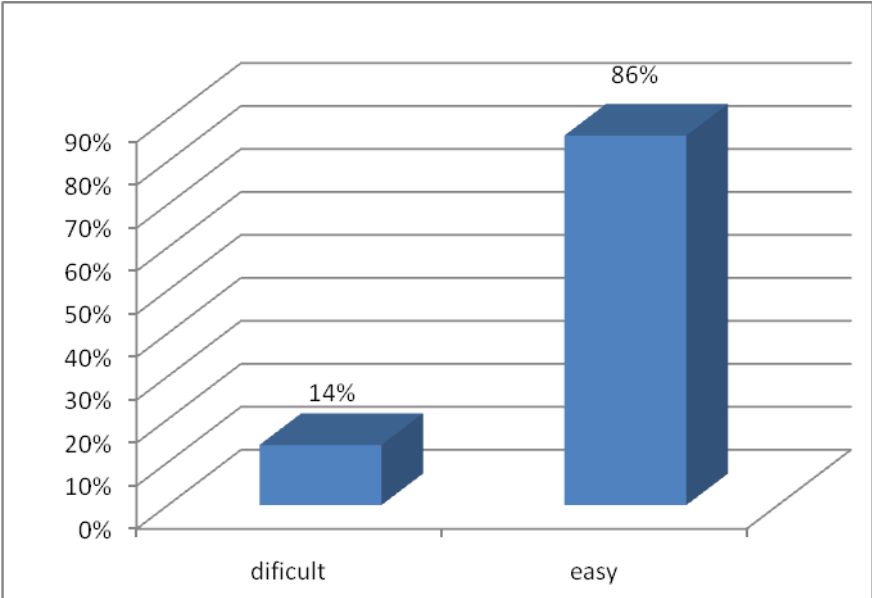


Figure 03: Learner's reaction toward speaking

The table and figure above show that the majority of learners (86%) find speaking in English an easy task as they are comfortable communicating their thoughts in English however, some of them (14%) find speaking in English a hard task.

Section two:

Question 01: how is your oral production?

Chapter two: Data collection and analysis

option	number	%
very good	9	13%
good	50	71%
average	5	7%
weak	6	9%
total	70	100%

Table 01 : Learner's oral production

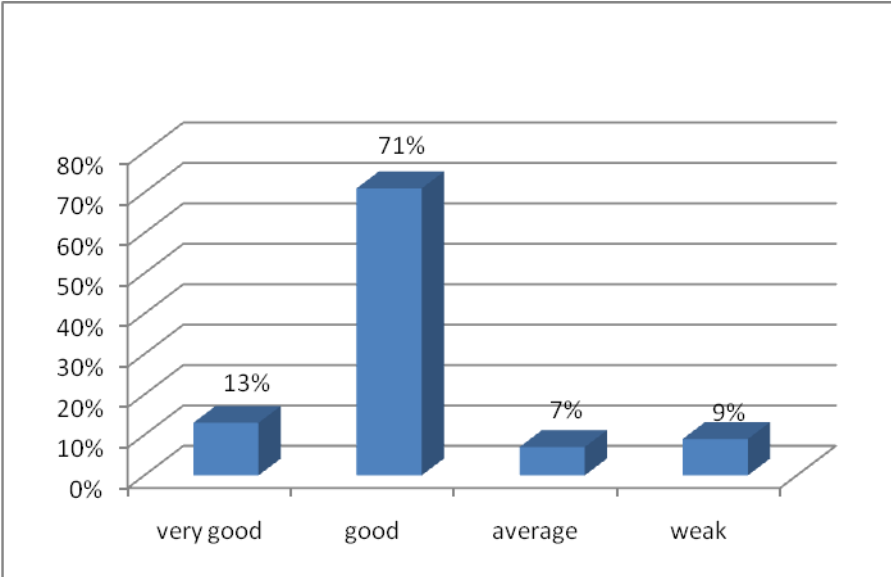


Figure 01: Learner's oral production

The result obtained denote that most student (71%) attest that their oral production is good, (13%) describe their oral ability as being very good, yet (71%) of student claim that their speaking ability is average and only (9%) students consider their speaking ability is weak.

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Question 2_1: Do you feel uncomfortable when you speak English?

option	number	%
yes	20	29%
no	50	71%
total	70	100%

Table 02_1: student's feeling when they speak English

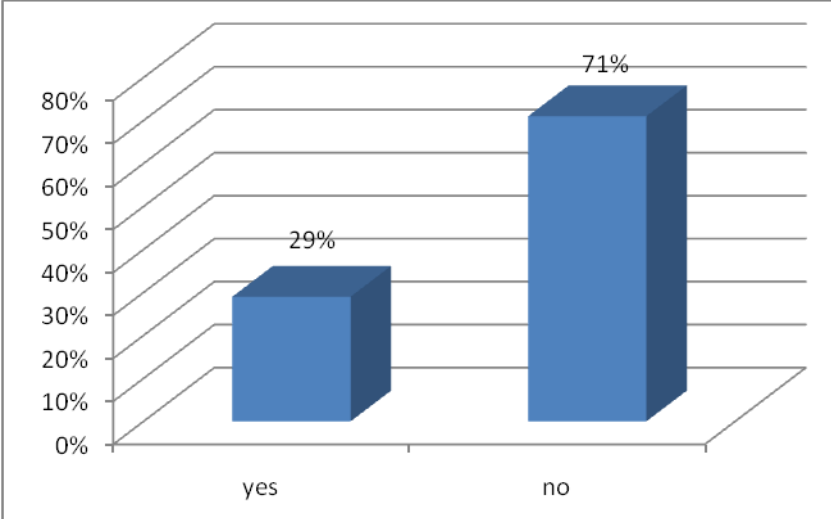


Figure 02_1: Student's feeling when they speak English

In this question we wanted to know how students feel when they speak in English i.e. whether they are comfortable or not .the majority of student (71%) respond by "Yes " they do not feel comfortable and not free when start speaking in English .other participants answered by "No" (29%) as they have no problem when they talk in English.

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Question 2_2: what are the factors that make the student uncomfortable when he speak in English?

feel comfortable	anxious	grammatical mistakes	pronunciation mistakes	lack of confident	Total
50	2	7	3	8	70
71%	3%	10%	5%	11%	100%

Table 02_2: Factors that make the student uncomfortable when he speaks in English.

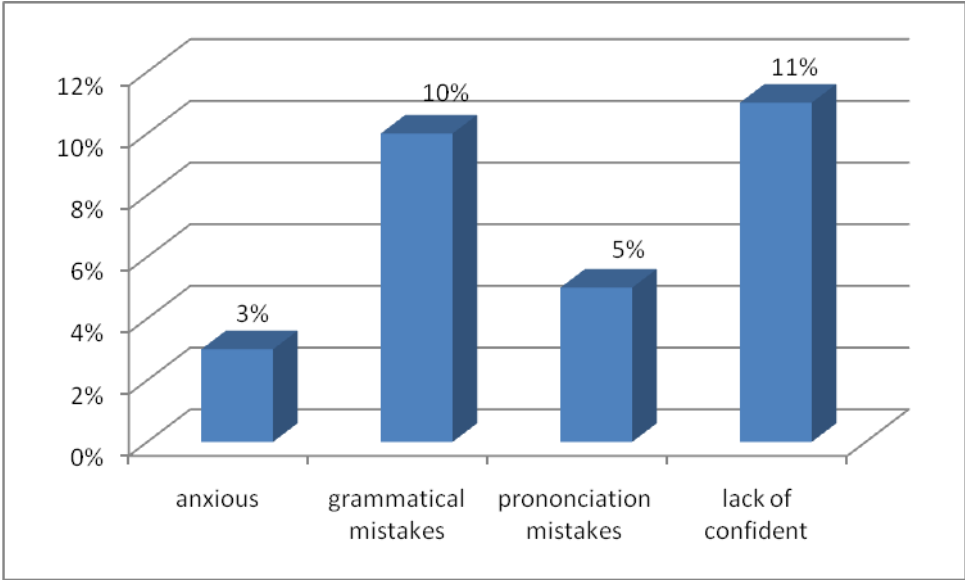


Figure 02_2: Factors that make the student uncomfortable when he speaks in English.

The result shows that most of learners feel not comfortable because they are not confident enough (11%) about their oral capacities and abilities, secondly (10%) of participants feared of making grammatical mistakes since they might feel frustrated if their make laugh at them. (5%) of participants consider that incorrect pronunciation needs them to

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feel annoyed and embarrassed when they speak. For the remaining (3%) the feel anxious as long as they are evolved in any kind of conversation.

Question03_01: how often do you participate in oral production sessions?

option	number	%
always	29	42%
sometimes	31	44%
rarely	2	3%
never	8	11%
total	70	100%

Table 03_1: Learner's participation in oral class

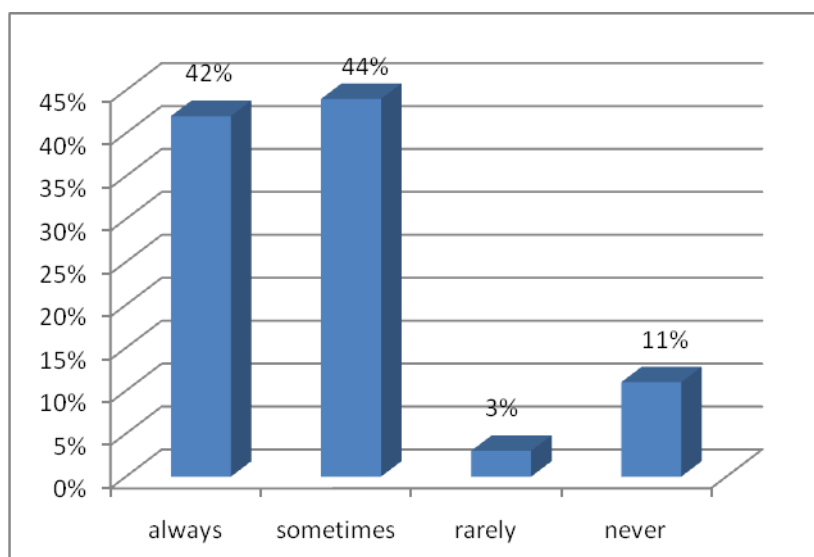


Figure 03_1: Learner's participation in oral class

Some students (44%) say that they participate sometimes in oral session. (42%) of students claim that they participate in every oral session which make them active student. in spite of

Chapter two: Data collection and analysis

this (11%) of students say they never participate in classroom interaction. For the remaining students (3%) say that they rarely participate in such sessions so that their level will not progress.

Question 03_02: Why students do not participate in oral production sessions?

student's number	lack of vocabulary	mother tongue interference	total
3	5	2	10
3%	9%	3%	15%

Table 03_2: reasons behind student’s lack of participation

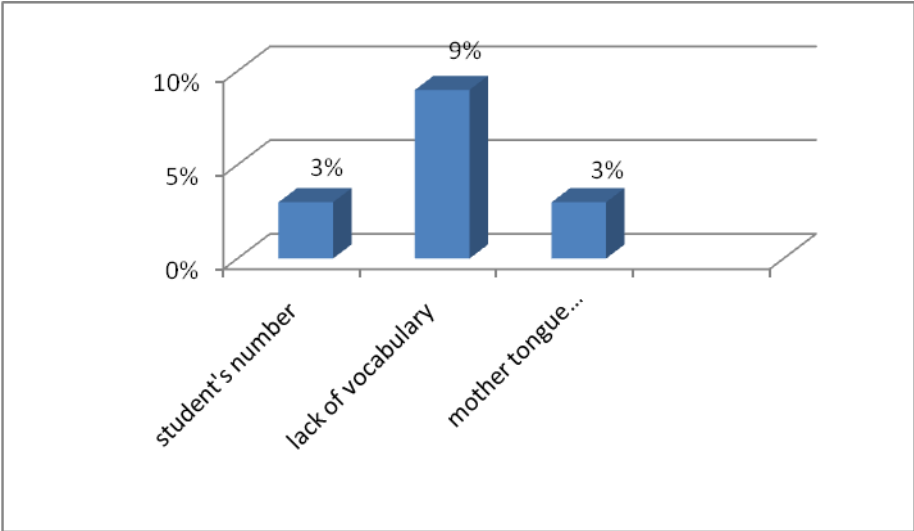


Figure 03_2: reasons behind student’s lack of participation

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(9%) of students declare that they do not participate in oral classes because of lack of vocabulary; the Second reasons is the large number of students (3%), since some of the students are afraid of the opinion of others about them . The last reason is the mother tongue interference (3%) their mother tongue still dominates the acquired language.

Question04: Do you feel shy when you speak English?

option	number	%
yes	17	24%
no	53	76%
total	70	100%

Table 04: Learner's shyness

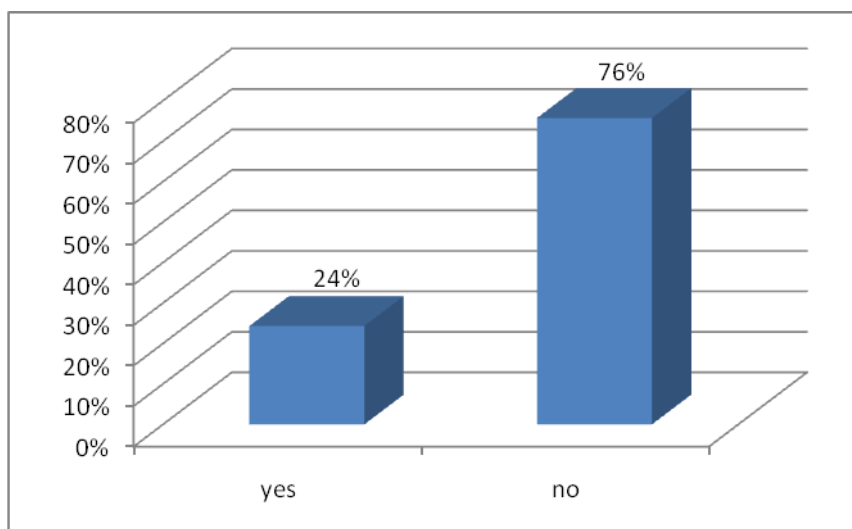


Figure 04: Learner's shyness

The aim of this question is to know whether shyness impedes the student from speaking or whether it leads them to fully adhere to the oral sessions, and the result shows that (76%) of

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the participants realized that they do not face problems at the level of oral production because they are not shy, while it is claimed (24%) Of first-year students say they are shy and afraid of their classmates from their speaking performance, which is negatively reflected in their oral language performance.

Question 05: Do your teacher motivates you to speak English?

option	number	%
yes	63	90%
no	7	10%
total	70	100%

Table 05 : Teacher’s motivation

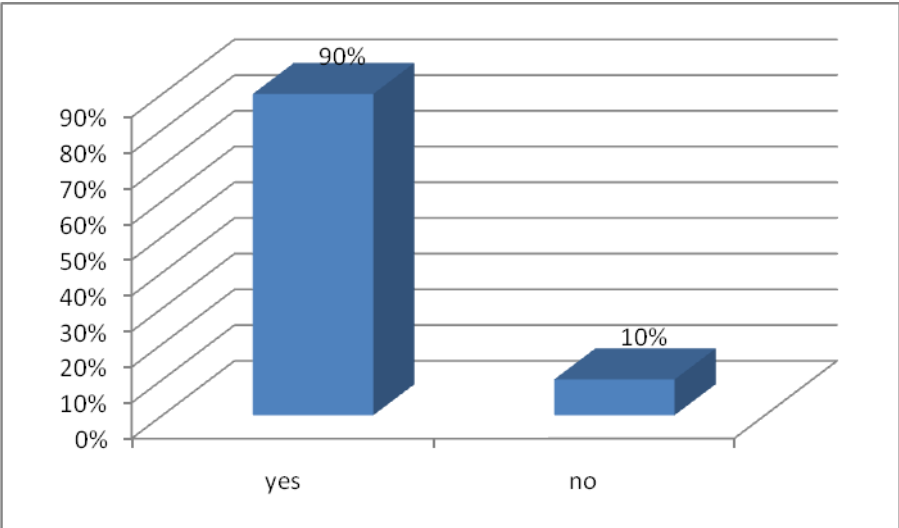


Figure 05: Teacher's motivation

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A large number of first-year students (90%) agree that most of their teachers do not motivate them, nor support them to build a solid foundation on which they can ameliorate their English language production, while a small number of first-year students (10%) assert that their teacher motivates them enough.

Question 06: Do you feel satisfied about your abilities when you speak English?

option	number	%
yes	49	70%
no	21	30%
total	70	100%

Table 06: The learner's satisfaction about their speaking in English

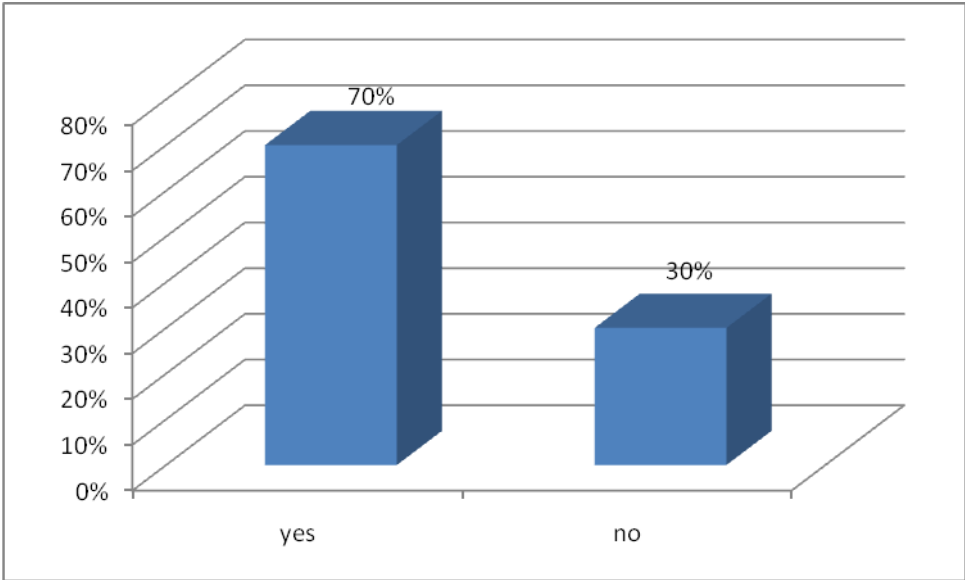


Figure 06: The learner's satisfaction about their speaking in English

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From the table and the graphic curve above we notice that the majority of the participants are satisfied about their abilities when they speak in English (70%) whereas there are a few members who declare that they are not satisfied about their speaking in English (30%).

Question 07: Do your teacher give you feedback (guiding, correcting)?

option	number	%
yes	48	69%
no	22	31%
total	70	100%

Table 07: Teacher's feedback

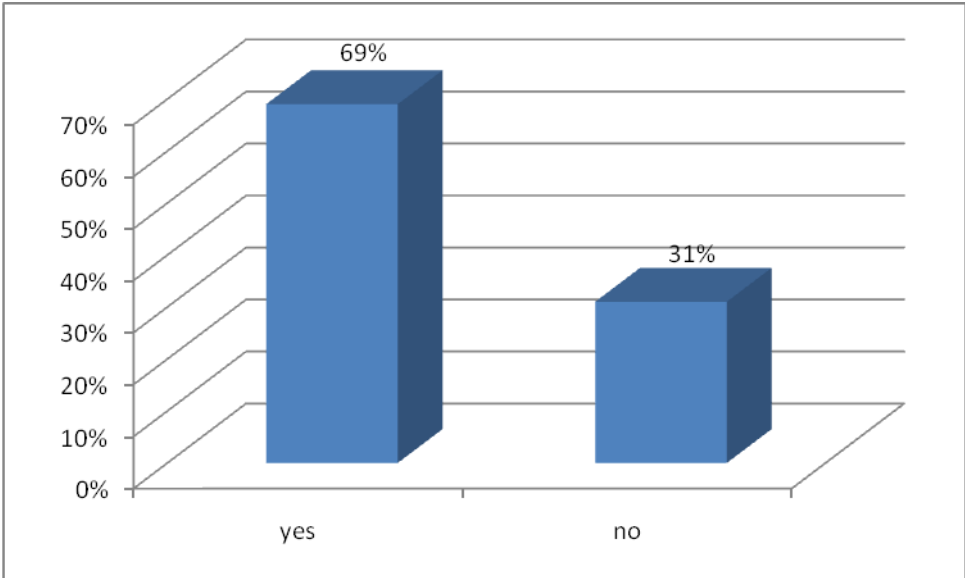


Figure 07: Teacher's feedback

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In this question we wanted to determine whether teachers give instructions to their students and if they evaluate their level from time to time. Majority of learners (69%) say that their teachers do not help them to enhance their English level continuously. However few learners (31%) confirm that their teachers guide them to achieve their goals which make them express their ideas freely and with correct language.

Question 08: Do you think that large vocabulary helps you to communicate effectively in English?

option	number	%
yes	59	84%
no	11	16%
total	70	100%

Table 08: Using vocabulary to communicate effectively

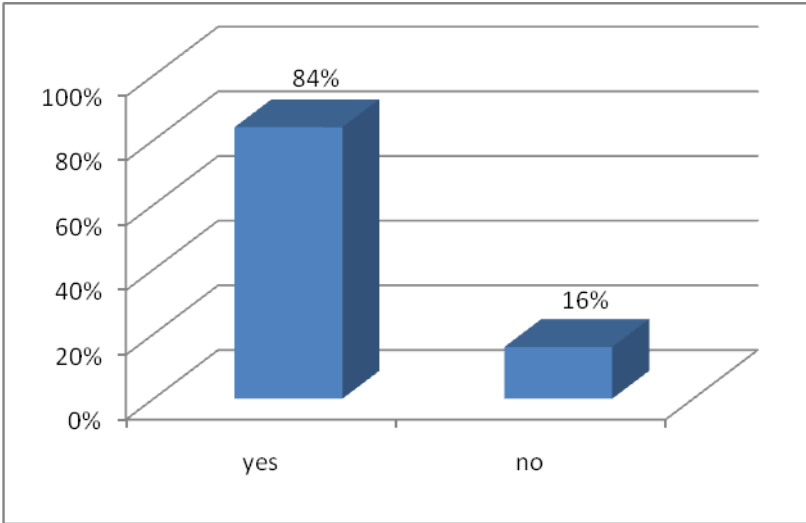


Figure 08: Using vocabulary to communicate effectively

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Regarding this question, approximately (84%) all participants proclaim that a large repertoire of vocabulary helps them to involve in any kind of conversations. A large vocabulary helps students to talk easily because they consume less time to find the right words in order to express their thoughts, feeling and emotions. The remaining (16%) of participants say that ,large vocabulary do not help them to communicate effectively as it confuses them .So ,they become anxious .Moreover , sometimes they do not know the correct meanings of word and how to use them in daily life . Others claim that incorrect use of vocabulary will put them in sarcasm situation so they prefer to have small number of words which they know how they can use them rather than large one.

Question 09: Does listening defenicieny affect your oral production?

option	number	%
yes	40	57%
no	30	43%
total	70	100%

Table 09: Listening weakness

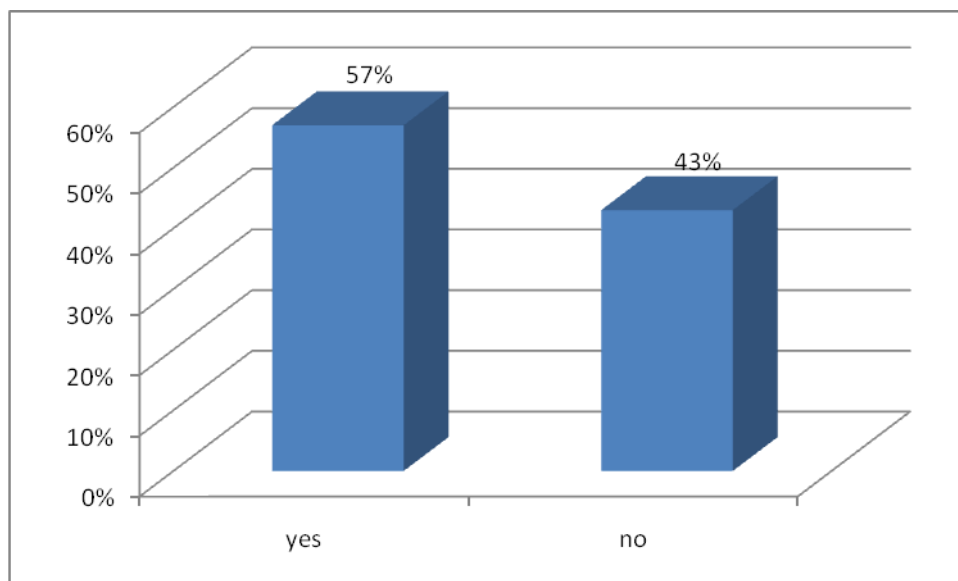


Figure 09: Listening weakness

(57%) of students claim that they have problems at the level of listening skill which creates obstacle when speaking .The listening weakness causes gaps during conversations which leads the interlocutors to lose interest. The rest of students (43%) say that they have no problem at the level of the listening skill as they understand perfectly what the speaker is trying to convey which is very good because this makes them communicate appropriately and smoothly.

In the following paper, the researchers adopted another method to collect information from EFL teacher .They use as tool of research an interview with a group of teachers of oral expression.

2.3.2 Teacher interview:

2.3.2.1 Description of the interview:

The interview with EFL teachers at AIN TEMOUCHNT university includes a set of questions on the topic of the research. The first part relates to the knowledge of the teachers' professional background, and the second part relates to the issue raised by the researchers, which is the problems facing the student in mastering his or her oral performance of the English language, which in turn confronts the teacher in teaching the language And what is its role in motivating the student.

2.3.2.2 Administration of the interview:

This interview was conducted with five teachers of oral expression at Ain Temouchent University “**BELHADJ BOUCHAIB**”, in the Department of Letters and English Language

2.3.2.3 Analysis of the interview:

Most of the teachers we interviewed at **Ain Temouchent** university have been teaching English for many years. From five teachers we can observe that one of them has been teaching English more than three years and four of them have been teaching English for more than eight years so most of teachers have a long experience in teaching English language which reflects positively the process of learning

Question one: What is speaking performance?

The teachers of oral expression agreed that speaking performance is the ability to use oral language fluently. They defined it as the skill which allows the researcher to communicate effectively and give the ability to convey information verbally and in a way that the listener can understand.

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Question two: problems faced by students in speaking English language?

In this question, the researcher asked the teachers about the most important obstacles that students face in the oral skills. Most of the teachers' answers agreed on a set of obstacles, which are:

- Common grammar mistakes while speaking English language.
- Lack of confidence.
- Shyness in speaking language.
- Fear of their classmate's reaction if they make mistakes (making fun of them).

Question three: What are the difficulties that you face when teaching oral production module?

In the fourth question ,the teacher's answers differ from one teacher to another ,as some saw that the difficulty lies in the non Differentiation of the formal and informal English language ,while other teachers see that the development of the curriculum as an obstacle to them .

Question four: How can a learner be a good speaker?

Since the interview was with the oral expression teachers, it was necessary to discuss with them what was needed to learn English successfully, and each teacher had a suggestion, which was compiled as follows:

- Use your body
- be a brave

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- Think in English
- Find friends who speak English
- Take extra lessons
- Keep a speaking journal

Question five: How can learners be more confident in public speaking?

In this question, teachers presented researchers with a set of tips that make the learner more confident in public speaking that included:

- Listen and repeat: “TV show, YouTube channel”
- Find a friend: “find a group of friends or classmates who share the same goal of becoming more confident in the use of the English language “
- Read Aloud: “A great way to develop reading skills while practicing pronunciation as well as intonation for different words and short sentences.”
- Not fear: “The fact that you are communicating in a language that is not your mother tongue is sufficient reason to be proud of your accomplishments.”

Question six: How can you help students improve their speaking performance in the classroom?

Giving students the opportunity to talk about what they like is the common point among the teachers' answers on how to help the student improve their oral performance.

Question seven: The most essential methods to improve speech?

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In the last question, which focused on the most important methods of improving speech the teachers' answers were many, including:

- Practice and prepare
- Know your audience. (Your words are about them, not about you.)
- Use effective language
- Avoid reading as much as possible. (Work out of outline)
- Use your body (use your voice and hands effectively)
- Memorize the main points
- Practice in realistic environments.

2.4 Interpretation of the main results:

This study aims to find out the most important reasons affecting the oral performance of first year EFL learners in English language department at **Ain Temouchent** "BELHADJ BOUCHAIB" university and to confirm the validity of the hypotheses proposed by the work makers. The teacher's opinions and student's answers to the research instrument provided helped the researchers to study the issue quickly and clearly.

According to student's answers the factors that make the learner uncomfortable when he speaks English are psychological factors (lack of confidence, Anxiety) taken into consideration the teachers' answer which confirm that the linguistic factors also affects students in their speaking skill (listening weakness, grammatical and pronunciation mistakes).

Result obtained from the questions about the participations of students inside the classroom. According to their answers, students who do not participate, they fear of their classmate opinions. They feel that their own perspective on the material is not very variable so there is no point in sharing .This feeling often stems from insecurity or social anxiety.

As for teachers they attributed this to other factors, such as lack of vocabulary: the number of words a student needs to learn is too high, limited sources of information about words, and the complexity of word knowledge. This makes the student feel inferior and with listening without participating.

Other students see the mother tongue interference as an obstacle because it cannot enhance learning a foreign language to some extent. It even hinders the learner from mastering some new linguistic knowledge.

Many students receive no marks in EFL speaking classes and teachers wrongly supposed that they are not competent enough and they ignore shyness as an effective factor)

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By analyzing the questions about the role of the teacher in motivating learners, and the teachers' answers the results indicate that the E F L teachers' do not motivate their students enough.

Listening is a key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. This is what was asked the learners and by analyzing it; results are shown that most of students have problems at the level of listening skill. However, the teachers emphasized the effectiveness of listening on language performance.

Through studies and analyzes and with the help of the teachers 'opinions that have been carefully processed to ensure the credibility of the research, the results of the data confirm the validity of the hypotheses put forward and shed light on the most important weaknesses of foreign language learners. Being aware of their deficiencies helps students overcome them to improve their speaking skills and raise their level of oral production.

2.5 Conclusion:

In this chapter, the research dealt with the practicalities that confirm the validity of the proposed hypotheses for generalizing the weaknesses of the students' speech ability.

Through this chapter it became clear that the reasons for the impairment of speech ability is due to a group of factors, the most important are: psychological, social and pedagogical; That affect the oral performance of the student and his inability to formulate a speech well and go into any kind of conversations in the classroom or outside.

As a result, this chapter discussed the most important factors affecting the ability to speak, on which all the EFL teachers and EFL students agreed and Urging the need for development and improvement of oral performance to enhance the oral proficiency in English language.

Chapter Three:

Suggestions and Recommendations

Chapter three: Suggestions and recommendations

3.1 Introduction

3.2 Teaching speaking

3.3 The teacher's role in classroom

3.4 Suggestion and recommendations

3.4.1 Practical ideas for a good performance "students»

3.4.2 Methods for enhancing teaching oral speaking "teachers".

3.5 Conclusion

3.1 Introduction:

English has become one of the languages that dominate most fields. It is used formally and primarily in education and work and there are countless ways to learn English. An EFL teacher can play a variety of functions, including controller, organizer, evaluator, mentor, participant, resource, teacher, observer, and teaching assistant. These responsibilities can assist EFL teachers in their work as well as EFL students in learning English.

The teacher plays the most prominent role in getting the students attached to the subject. The more students like a subject, the more they prove their worth, especially when it comes to language. For example, when a student becomes so proficient in English at work that he cannot stop imagining his teacher explaining to him the meanings of words and the necessity of practicing English to master it.

Finally, a teacher of English as a foreign language can be a successful and good coach if they understand how to teach and how to use teaching resources.

3.2 Teaching speaking:

Speaking is an important aspect of learning and teaching a second language. Despite its importance, teaching speaking has been devalued for many years, and English language teachers have continued to teach speaking as a series of drills or dialogue memorization. However, in today's society, the purpose of teaching speaking should be to increase students' communicative abilities, because that is the only method for students to express themselves and learn how to obey the social and cultural rules that apply to each communicative situation. Some speaking exercises that can be used in ESL and EFL classrooms, as well as pieces of advice for teachers who teach oral language, are offered below in order to help to assist second language learners how to talk in the best possible way.

Teaching EFL learners to produce English speech sounds and sound patterns is referred to as "**teaching speaking.**" Make use of word and phrase emphasis, intonation patterns, and the second language's rhythm. Choose words and sentences that are acceptable for the social setting, audience, scenario, and topic matter. Organize their thoughts in a logical and relevant order. Language can be used to express values and judgments.

Developing teaching skills is only one part of becoming a good teacher. While there are many teaching skills that can be beneficial in the classroom, here are a few top skills to have:

- **A love for language and teaching:**

Teaching is a calling for some of us. We know we want to be teachers. It stems from a desire to aid our community, to make a difference, and to improve people's lives. To be a good teacher, you must genuinely desire to teach and impart information, regardless of what you are teaching. Language and its nuances must certainly be a passion for EFL teachers, but

Chapter three: Suggestions and recommendations

this alone will not suffice. Teaching a language entails more than simply explaining the laws of the language to students to make the transition from a language specialist to a teacher, you must be able to recognize a learner's strengths as well as their deficiencies, understand the most effective techniques of skill transfer, and have a lot of patience.

- **Communicate is key:**

Communication is crucial in language acquisition since the goal of a language lesson is to enable students to communicate in a new language. Again, a competent communicator is essential of a teacher to comprehend the learners and their requirements, a teacher must be a skilled listener. A teacher must also be able to communicate properly so that students, who often come from different backgrounds, comprehend what the teacher is saying. Communication is also the most effective technique to obtain feedback from students and determine whether they have grasped the subject enough.

- **A planner and organizer:**

You must create objectives and arrange your classes as a language instructor. Many of these lessons may necessitate participation in activities. Goals, steps, resources, and evaluation must all be set ahead of time for the learning activities. Aside from that, classroom management is critical to a teacher's performance. It entails lesson planning as well as managing different learners in the classroom who have varied learning styles and habits. The majority of organizing and planning techniques can be learnt during teacher education. Over time, practical experience will assist the teacher in determining what works and what does not.

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- **Know How to Motivate:**

A teacher is a leader because they must motivate students to achieve a common goal. A good teacher, like any good leader, must know how to inspire students to continue studying throughout their lives. Attending class and completing homework does not imply that you are learning. By knowing the requirements of the students, a teacher can instill a desire to study. Are students interested in studying English to improve their job prospects, relocate to an English-speaking nation, or better communicate their ideas? An EFL teacher must be aware of these demands in order to motivate a student to meet their own requirements and maintain their enthusiasm in studying.

- **Be self-aware:**

A good EFL teacher must be naturally reflective, as this will help them become more aware of themselves as people and teachers. They will be aware of their strengths and shortcomings, which will enable them to grow as individuals and as educators. Reflective time allows you to concentrate on classroom practices that have worked and what needs to be improved. It is also a good idea to take feedback from colleagues and students to grow as a teacher.

3.3 The teacher's role in classroom:

An English language teacher is someone who makes sure that students have mastered basic language skills; they are reading, writing, listening, and speaking. He is the one who prepares plans for the course of the curriculum necessary to provide students with the basic skills required to be mastered.

Throughout a lesson, the educator must manage the activities and students in the classroom in a variety of ways. This implies he'll have to act in a variety of ways throughout

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the class. In other words, a teacher's function in the classroom may shift from one activity to the next or from one stage of an activity to the next. His efficacy as a teacher will be substantially enhanced if he is proficient in making these changes. According to Richard and Rodregeuz, (2001: p167) “The teacher has a vital and active role to play. The teacher directs and paces the learning process, as well as monitors and corrects the students' progress. By alternating drills and activities and selecting relevant circumstances practice frameworks, the teacher can keep the students' attention.” A controller, an organizer, an assessor, a prompter, a participant, a resource, a tutor, and an observer are all roles that an EFL teacher can play at different times. His responsibility when introducing new language to the class is to enlighten and explain to his students. Here are some of the roles that teachers frequently play:

- **controller:**

The EFL teacher's initial task is to function as a controller, ensuring that his students are following him in all he does and says. However, not all instructors can be controllers, but good teachers can, because this job necessitates specific techniques and experiences. Harmer (2007: 109) claims that there are occasions when acting as a controller makes sense, such as when announcements must be made, order must be restored, explanations must be given, or the teacher must conduct a question-and-answer session. This is, in fact, the most prevalent teacher function in many educational settings. Because they are accustomed to managing, many teachers fail to go beyond it, and to whom you are most at ease. This is unfortunate because by keeping to one form of conduct, we deprive ourselves and our kids many other options and styles of learning that are beneficial not only to learning but also to our kids' love of learning. (58). EFL teacher should control his students because they need him all the time.

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- **Organizer:**

The teacher will want to give any necessary directions with telling what learners should do first and what they should do next in order to get them involved, interested, and ready for the activities. This type of teacher function is known as "organizer", which "An important tool in instruction is for the teacher to organize a demonstration of what is going to happen," Harmer says: (2007: 109) It is critical to have well-organized lessons. EFL teachers must teach their syllabus while also assisting their students in learning and succeeding. He'll have to impart the English language to them helps the students practice it and gives them the opportunity to converse freely in English with one another while also assisting them in meeting the lesson's objectives. Furthermore, only the EFL teacher is familiar with the language item and how to apply it. He demonstrates and teaches the language to the students by demonstrating it, explaining it, and providing them plenty of practice with it. He demonstrates and teaches the language to the students by demonstrating it, explaining it, and providing them plenty of practice with it. This language should become part of the learners' own language knowledge by the end of the class, and they should be able to use it without difficulty. When it's called for Students may not get the most out of an activity if they don't grasp what they're intended to do. If we do not adequately explain how pairs or groups should be organized, students will be confused. For instance, mayhem can occur. The activity may be squandered if we do not spend time piquing the pupils' interest and assuring their involvement. However, if the teacher knows how to organize his courses, explanations will be simple and the language will be readily understood by the students.

- **Assessor:**

EFL teachers should assess their students' skills and comprehension. He helps students build their ability to direct their own learning, evaluate their own progress and achievements,

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and encourage others' learning. Furthermore, an EFL teacher can provide opportunities for his students to engage in and enhance their learning in order to increase their confidence. He assesses each learner's performance and gives them varying grades. When a teacher asks his students to complete their exercises, either individually or in groups, he will evaluate and mark their work, indicating who is correct and who is incorrect. Harmer (2007: 109) claims that "We must always be alert to the students' probable reactions when acting as assessors (whether in the issue of 'immediate' correction or more drawn-out grade giving) ". A bad grade is a bad grade, regardless of how it is conveyed. However, if offered with sensitivity and support, it can be made a lot more tolerable. We might say, for example, that in today's piece of writing, I'll pay special attention to punctuation, or that in this communication activity, I'm more concerned with your fluency than your accuracy. Students will then have a clear understanding of what they need to focus on.

Finally, in order to deliver appropriate programming, an EFL teacher should acquire more thorough information on each student's educational background experiences and degree of English ability.

- **Prompter:**

The EFL teacher's responsibility begins when his students want to study but lack vocabulary or are at a loss for words. The teacher should then urge his students to think in a creative manner. This involves encouraging students to speak English with proper terminology rather than their native languages. Because some students are unable to speak in English and must revert to their native languages this difficulty makes it difficult for them to learn English, which is why Harmer, (2007: p 109-110) claims that "When we prompt, we must do it with tact and encouragement, but above all, caution. We risk taking the initiative

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away from the pupils if we are overly firm. On the other hand, if we are too reserved, we may not be able to provide the appropriate level of encouragement".

- **Participant:**

The EFL teacher and his students benefit from acting as participants since it is fun and allows them to participate in discussions. This is especially significant for EFL students since the teacher participates in classroom activities in the same way they do. "There are good reasons why we might wish to participate in a dialogue", Harmer (2007: 110) says. It means, for example, that instead of continually having to prompt or organize from outside the group, we may invigorate things from inside. When things go smoothly, pupils appreciate having the teacher around. Participating is sometimes more pleasurable for the instructor than functioning as a resource". It is beneficial for learners to interact with an EFL teacher as a participant in order to increase their learning.

- **Resource :**

When EFL students are preparing for a class presentation or a piece of group writing, they require their teacher to assist them and inform them how to do their job step by step. In other words, EFL students want their teacher to be a resource for them, which implies that the EFL teacher knows more about everything. As a result, he is unable to assist his students in this predicament. EFL teachers, on the other hand, should encourage students to utilize resource materials and to become more self-sufficient in their learning in general. "When we are serving as a resource, we will want to be helpful and available", Harmer (2007, 110) adds. However, we must resist the temptation to spoon-feed our students so that they become overly dependent on us".

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- **Tutor:**

The responsibilities of prompter and resource are united in the position of tutor. Working with individuals or small groups, the EFL teacher guides and supervises his students as they complete their projects. When they are in need, he is there to assist them. "It is vital for us to behave as tutors from time to time, however tough this may be", Harmer says. Learners have a better chance of feeling supported and helped when they have more personal interaction. As a result, the whole class atmosphere is substantially improved." In order to improve their foreign language skills, EFL students need to be motivated and supported by their teachers.

- **Observer:**

When the EFL teacher observes his students completing their oral communication activities and approaches them to provide comments, he should be cautious. Harmer (2007, 110) explains, "Teachers don't just watch students to provide feedback. They also observe in order to assess the effectiveness of the various materials and activities that they incorporate into lessons, so that they can make necessary adjustments in the future". Observation is more crucial than we realize since it allows us to determine the learners' level, where they make errors, and when they succeed. The EFL teacher monitors the students' behavior and makes appropriate comments.

- **Motivator:**

Motivation is more critical for students to develop motivation because it is critical to their success. Without self-confidence and motivation, students will not put up the effort necessary to succeed and attain their objectives.

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The motivation that the students can be influenced by their teachers as a source the teacher because the learner follows his teacher in learning EFL step by step, the instructor's motivation is more significant than the others.

As a result, the teacher plays an important role in boosting students' successes. Gary believes so. "The instructor is a factor that pervades practically every topic examined in this study relating to pupils' views about learning foreign languages/German and difficulties connected to the "in-school" foreign language learning experience". (152). As a result, we may argue that the teacher's motivation is learners' teaching and assistance in learning EFL.

Also the teacher's method influenced also the student's motivation the method is a manner of managing and organizing lessons in the classroom by employing methods. Baker and West claim that "Teachers must be able to explain everything to pupils in their first or primary language. Because teachers and students rely on translation to grasp the meaning of a document, classes are mostly focused on reading texts and recording the translation". (16-17). the only outcome is success if teachers and students understand how to use methodologies and structure lessons. Harmer (2007, 110), on the other hand, believes otherwise. "It's critical that both teachers and students have faith in how teaching and learning are conducted. When one loses faith in the other, motivation suffers, but when both are confident in the strategy being employed, success is far more likely. This means that both the teacher and the student are able to reach their common aim of excellent EFL learning.

3.4 Suggestions and recommendations:

Speaking skill is regarded as a fundamental skill that E.F.L students must master. It is the teacher's obligation to prepare students as much as possible in the classroom so that they can speak English and improve their conversational skills. Then, when teaching the productive skill of speaking with a keen sense on improving their student's ability to organize proper speech, language teachers must keep in mind that oral fluency is a primary aim that must be fulfilled.

3.4.1 Practical ideas for a good performance:

Speaking skill is considered one of the most important skills when learning because it allows the student to communicate with others and express his opinion and feelings, accordingly the student must work to improve his performance, and for this reason the researchers proposed a set of solutions that were collected after data analyzes and literature. Here are some top tips for enhance the student's speaking skill:

- Practice (speaking reading listening)
- use technology (YouTube channel ,TV shows)
- read out loud
- learn new word every day
- Be self confident.

3.4.2 Methods for enhancing the teaching of oral expression:

The teacher, in turn, is responsible for the oral performance of the student. His teaching methods and behaviors are an important part within the classroom in teaching foreign languages. The outcomes of this study suggest that first-year EFL students can overcome their

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speaking challenges by emphasizing the importance of speaking skills, and that teachers can employ certain tactics to improve EFL students' oral production performance:

- Encourage conversation (give student more opportunity to practice language)
- Eye contact (It is considered a link between the performer and the student and increases his self-esteem)
- Remind student speak loudly and articulate clearly
- Attend to listening skills
- Incorporate a question of the day (ask a question to encourage talk)
- never assume students to understand your instructional talk (some students may not be getting the message)

3.5 Conclusion:

This chapter, as previously stated, comprises the efficient EFL instructor and the responsibilities that assist him in instructing students. When an effective EFL teacher knows how to cope with his students and the situations in which they find themselves, he is a good teacher for them.

This chapter also discussed the various roles that an EFL teacher can play in helping his students master the English language. He has the ability to direct, instruct, and guide students through their learning process. Furthermore, the EFL teacher has a variety of methods for motivating students to acquire the foreign language. The researchers concluded the work with some recommendations and suggestions to develop and improve the oral performance of both teachers and students of English as a foreign language.

General Conclusion

General conclusion

Learning English in a non-English speaking nation, such as Algeria, reveals that English has an entirely distinct flavor than Algerian Arabic. Algerian E.F.L students only practice speaking in the classroom, which is the only area where they can enhance their oral performance because speaking is the first productive skill in which students use language actively to express meaning and concepts, E.F.L learners should be encouraged to develop oral communicative abilities. As a result, students employ language to serve a variety of purposes through their speaking ability.

The purpose of this study is to look into the primary aspects that influence EFL students' speaking abilities. It also tries to provide some light on the role of both teachers and students in emphasizing these difficulties by implementing innovative strategies that may assist them in overcoming these challenges in becoming better speakers. Despite having mastered the English language, students usually confront several speaking difficulties owing to a variety of causes.

The researchers supposed that the causes facing the student in speaking performance it is because of several reasons including; the spoken language development in EFL classes has been ignored, also problems on psychological factors like fear, shyness, and a lack of drive, as well as language flaws like mispronunciation and incorrect grammar patterns. Aside from that, teachers have various challenges when teaching oral expressions module. These obstacles are primarily caused by overcrowding and o lack of acoustic materials, which make learning difficult for both teachers and students.

According to the findings, teachers stated that, they need to encourage their students more in order to build their self-confidence, which will undoubtedly benefit their language and enable them to speak English fluently.

General conclusion

The theoretical basis motivating oral production issues in the EFL environment was the subject of the first chapter of our dissertation. We aimed to present a complete review of the major factors that influence EFL students' oral output, as well as theoretical themes related to oral communication abilities. In the second chapter, we proposed a clear identification, analysis, and interpretation of the data, as well as an explanation of all the aspects that are related to these negative attributes. Furthermore, in the third section, we emphasize the teacher's responsibility in inspiring his students, as well as advice for both teachers and students to improve their speaking abilities. We used two independent instruments for this study: a teacher interview and a student questionnaire. These two tools were used to collect information from teachers and students about the reasons for EFL learners' speaking processes when communicating in English. We aimed to determine how teachers may help pupils overcome these obstacles, especially in the context of teaching

Finally, we hope that by focusing more on oral communicative abilities, both EFL professors and students would recognize the importance of the speaking skill that first-year EFL students at **Ain Temouchent** University must master.

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Appendices

Appendix A: Learners' Questionnaire

Appendix B: Teachers' Interview

"Learner's questionnaire"

Dear student's, you are cordially requested to respond to the following questions about E.F.L students' speaking performance by ticking the relevant answer. You may also provide some explanation in response to specific questions.

Questions:

A. Gender

Male female

B. age

1. Was English your first choice at university?

-Yes -no

2. Do you like English

-Yes -no

3. How do you find speaking English?

- A difficult task - An easy task

4. How is your oral production?

-Very good - Good -Average -weak

5. Do you feel uncomfortable when you speak English?

Yes. No

If your answer is "yes" is it because?

A _you feel anxious

B _you are afraid of making grammatical mistakes

C _you are afraid of making pronunciation mistakes

D _you are confident enough to speak in front of your class mates

6. How often do you participate in oral production sessions?

Always sometimes rarely never

If your answer is "Rarely" or "Never" is it because?

A_ student's number

B_ lack of vocabulary

C_ mother tongue interference

7. Do you feel shy when you speak English?

a. yes b. no

If your answer is "Yes ", why?

8. Does your teacher motivate you to speak?

a. yes b. no

9. Do you feel satisfied about your abilities when you speak English?

10. yes b. no

11. Do your teachers give you feedback (guiding; correcting)?

a. yes b. no

12. Do you think that large vocabulary helps you to communicate effectively in English?

a. yes b. no

13. Does listening defeniciency affect your oral production?

a. yes b. no

If your answer is "Yes", how is that?

.....

Thank you

Teacher's Interview:

The purpose of this interview was to gather information concerning the teaching and development of the oral production skill, as well as to investigate the challenges that students have when speaking.

Question One: How long have you been teaching English language?

Question Two: What is speaking performance?

Question Three: problems faced by students in speaking English language?

Question Four: What are the difficulties that you face when teaching oral production module?

Question Five: How can a learner be a good speaker?

Question Six: How can learners be more confident in public speaking?

Question Seven: How can you help students improve their speaking performance in the classroom?

Question Eight: The most essential methods to improve speech?

Summary:

The major purpose of the students is to become effective speakers; thus, this study focuses on the challenges that first year students in **BELHADJ BOUCHAIB** university have in the English language specialization, on the oral scale . Oral expression has piqued the interest of academics in recent years since it is the first language ability that allows learners to learn a language. All over , this dissertation, we investigate these issues by putting a greater emphasis on the speaking skill, identifying the reasons beyond these barriers and bearing some ways and techniques to aid student's enhancing in speaking proficiency.

ملخص:

تتناول هذه الدراسة استكشاف العوامل الرئيسية التي تؤثر على أداء التحدث طلاب اللغة الإنجليزية كلغة أجنبية في جلسات الإنتاج الشفوي في قسم جامعة بلحاج بوشعيب في عين تموشنت، في مجال تعلم و تدريس اللغة الانجليزية كلغة أجنبية الهدف الرئيسي هو أن يصبح المتعلمين متحدثين أكفاء.من خلال هذه الدراسة ظهر أن متعلمي اللغة الانجليزية لا يزالون يعانون من عدة عوائق في التحدث و التي قد تكون عائدة إلى أسباب نفسية ، لغوية و تربوية تطرقنا من خلال هذا البحث إلى تحقيق في هذه الصعوبات من خلال التركيز على مهارة التحدث و تحديد الأسباب المخفية وراء هذه العوائق و التوصية ببعض النصائح و إرشادات من أجل تحسين أداء الطلاب في التحدث.

Résumé :

Cette étude met en lumière des difficultés rencontrées par les étudiants de première année de l'université D'**Ain Temouchent** dans la spécialisation en la langue anglaise, a l'échelle orale. L'objective principale des étudiants étant de devenir des locuteurs compétents. Grand intérêt pour les universitaire car c'est la première compétence linguistique permettre à l'étudiant d'acquérir la langue. Des études récentes ont montré que soit la durée pendant laquelle un étudiant étudie la langue anglaise, il est toujours confronté à des blocages dû à des problèmes psychologiques, linguistiques et pédagogiques. A travers cette étude, nous avons essayé de nous concentrant sur la compétence d'expression orale, et à identifier les raisons derrière ces barrières et proposer quelques suggestions et des conseils pour améliorer les performances des étudiants D'anglais.