

***Ministry of Higher Education and Scientific Research
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**Institute of Letters and Languages
Department of Letters and English Language**

**Developing Oral Fluency in EFL Communicative
Learner-Centred Classroom: Case of Third-year EFL
Students at the University Centre of Ain Temouchent**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in an Advanced Studies in Contemporary Linguistics*

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Abstract

Many researchers in the field of language teaching and learning see that the aim of the majority of student is to speak English fluently and with the least difficulties. Algerian EFL learners notably suffer form not being able to speak English as they want, they complain that they feel frustrated when they encounter some troubles to express themselves in English. Therefore, the present study emphasizes on developing students' English oral communication fluency and examines the correlation between oral fluency and communicative learner-centered classroom. It also investigates the obstacles that prevent EFL third-year students of the university centre of Belhadj Bouchaib Ain-Temouchent from being active in learner-centered oral classroom activities. For that reason, a descriptive method has been used to confirm the hypotheses through the use of two questionnaires in order to gather data and the findings of students' and teachers' questionnaire revealed that most of the students suffer from different obstacles; fear of making mistakes is the most important barrier in preventing students' oral performance. Finally, from the results of the obtained study, recommendations are suggested of how third-year Algerian EFL students' barriers can be controlled and their level of oral proficiency can be improved.

Summary

This dissertation aims to highlight the development of oral fluency in the context of the Algerian teaching of English language as a foreign language as it is concerned with EFL students of the third-year at the University Centre of Belhadj Bouchaib in Ain -Temouchent. It studies the obstacles that prevent them from developing their fluency in English through communication and the extent in which oral fluency correlates with communicative learner-centered classroom. Some recommendations are suggested to be taken into consideration for further language teaching and learning.

Key Words: oral fluency, EFL students, learner-centered classroom, language teaching and learning.

Résumé

Cette dissertation vise à surligner le développement de l'aisance orale dans le contexte de l'enseignement Algérien de la langue Anglaise en tant que langue étrangère, ainsi qu'elle est concernée par les étudiants de la troisième année au Centre Universitaire de Belhadj Bouchaib à Ain-Temouchent. En effet, elle étudie les obstacles qui empêchent les étudiants de développer leur aisance orale en Anglais par voie de communication et son degré d'accordement avec les classes des études en précisant l'étudiant. Donc, certaines recommandations sont suggérées pour être prises en considération pour poursuivre l'enseignement et l'apprentissage des langues.

Mots-clés: aisance orale, les étudiants d'Anglais comme langue étrangère, classe des études en précisant l'étudiant, l'enseignement et l'apprentissage des langues.

ملخص

إن هذه الأطروحة تسلط الضوء على كيفية تطوير الطلاقة الشفوية في سياق تعليم اللغة الإنجليزية كلغة أجنبية لطلاب السنة الثالثة في المركز الجامعي بلحاج بوشعابيب عين تموشنت. وهي تتمحور حول العقبات التي تمنع الطلاب من تطوير الطلاقة الشفوية للغة الإنجليزية عن طريق الاتصال ومدى ارتباطها مع الأقسام الدراسية التي تركز على المتعلم. ولهذا الغرض اقترحت بعض التوصيات من أجل أن تأخذ بعين الاعتبار لمواصلة تعليم اللغات وتعلمها.

الكلمات المفتاحية: الطلاقة الشفوية ، طلاب الإنجليزية كلغة أجنبية ، الأقسام الدراسية التي تركز على المتعلم، تعلم اللغة و التعليم.