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EXPLORING EFL LEARNERS DIFFICULTIES IN DEVELOPING ORAL FLUENCY: THE CASE OF STUDY FIRST YEAR LMD STUDENTS AT DJILALI BOUNAAMA'S UNIVERSITY

Dissertation Submitted to the department of English in Partial fulfillment of the Requirements for the Master's Degree in Language and Communication

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DECLARATION

We here in declare that this dissertation has been composed solely by our personal efforts and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where it states otherwise by reference or acknowledgment, the work presented is entirely our own.

DEDICATION

In the Name of ALLAH, Most Gracious, Most Merciful, All the Praise is due to ALLAH alone, the Sustainer of all the worlds.

All praise and thanks are only for Allah, the One who, by His blessing and favor, perfected good works are accomplished.

I dedicate this work to my dear sisters Aicha, Radja, and Zola thanks for your constant encouragement and support.

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To the memory of Djamel Bensmail who was a hero without wearing a mask a hero without having superpower above all he was a human being.

Med. Hamidi

DEDICATION

With deep love, respect, and gratitude, I would like to dedicate this work:

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ABSTRACT

The present article aims to identify the factors that hinder the development of oral fluency among learners of English as a foreign language (EFL) at the first year LMD level in Khemis Miliana University. To this end, the present study employs a quantitative method. Thirty students were randomly selected from the LMD students of the English department and four oral teachers. This dissertation is divided into two main parts theoretical and practical one Section one is a general overview of speaking skill, which aims to evaluate its recent status within the framework of EFL teaching, to explore aspects and characteristics of speaking performance, to consider both communicative and linguistic competencies in view of different writers, to tackle what should be taught in 2L course without neglecting the effect of communication practice on second language learning. Section two deals with problems and factors influencing EFL speaking performance; as well as, the difficulties learners encounter in developing their oral fluency. The practical part covers, the research methodology, the sample population and data collection instruments. The data was collected through an oral interview and a questionnaire. Which consisted of both face to face and online interviews. The data obtained was analyzed using descriptive analyses. The results revealed that there are psychological problems such as (anxiety, shyness) and a lack of motivative factors, such as time pressure, classroom practices and materials. Furthermore, it was found there are learner related factors such as lack of motivation especially in the case of negative attitudes towards learning English as a foreign language. From data analysis and interpretation researcher could come up with interesting points in which the findings indicate that there are some difficulties which underline EFL learners' failure in developing their oral fluency. It is hoped that this paper will help future EFL teachers and learners design effective tasks for oral fluency in their classes.

Key words: Speaking skill, oral fluency, communicative and linguistic competencies, communication practice

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LIST OF ABBREVIATION

EFL: English as a Foreign Language

ICTS: Information Communication Technology Services

L2: Second Language

LMD: License-Master-Doctorate

OE: Oral Expression

Q: Question

STS: Speech to Speech

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General Introduction

Why the majority of students are unable to speak fluently even after spending years of learning English? English has become the dominant language used as a medium to interact with people across the world. It is the most widely taught foreign language at all stages of educational system; meanwhile, the mastery of the speaking skill is increasingly important in EFL context due to the strengthening rank position of English as a language for international communication. The majority of EFL learners seek to possess a native like-accent just for the sake of u sing English for their interpersonal communication. The main purpose of teaching speaking is communicative efficiency. Therefore, the development of the speaking skill plays a crucial role in helping students to become fluent and accurate despite of the difficulties they face while speaking in the target language. As a matter of fact, achieving high level of proficiency in oral fluency is one of the most difficult tasks learners encounter as the great number of them in fact have failed to acquire a native like-accent. Indeed, it will be interesting to explore the difficulties preventing EFL learners from talking fluently and ultimately suggest some possible ways to improve learner's speaking performance.

1. Background of the study:

Language is an essential mean of communication and important aspect of human survive. It is used to communicate, give information and knowledge, express ideas and thoughts. In an era of globalization English increased widely to become the language for international communication, scientific research, education, business, diplomacy, transmitting advanced technology, banking and so on. After the second world war, the interdependence of nations and countries creates a need for a global language and no language is better qualified for this than English (Abousenna, 1995: P. xv). Therefore, it is considered as a "lingua franca"; commonly used as a bridge to connect people who do not share the same language. Susanto (2007:3) states that "English becomes popular and the one of most important language in the whole aspects of life to understand literature. The students should know about language usage, but they will be unable to use it if they do not participate in daily communication". In other words, the acquisition of English depends completely not only on learning the language, but also on practicing

it in real time constraints. With English people can easily interact with foreigners, study abroad and have better career opportunities ...etc. English consists of four major skills learners should master namely; listening, speaking, reading and writing. In fact, speaking is the most important aspect of learning English. It refers to the way in which students can communicate with others to reach certain aims or to express their opinions, intentions, feelings and ideas. It is a matter of fact that without speaking, students cannot express themselves. Nunan (1999) and Burkart and Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the target language. Speaking is probably a priority for most learners of English (Florez, 1999). Meanwhile, it is of vital importance to develop student's ability to speak fluently and accurately to enable them converse naturally with native speakers. In addition, (Ur, 1984) states that "many if not most foreign language learners are interested in learning to speak". Therefore, speaking can support the acquisition of other language skills. it was proved that learning speaking can help the development of reading competence (Hilferty, 2005) the development of writing (Trachsel and Severino, 2004) and the development of speaking skills (Regina, 1997). Despite of it is importance, speaking is the hardest task learners encounter in learning English. According to Zhang (2009), speaking remains the most difficult skill to master for the majority of EFL learners, and they are still incompetent in communicating orally in English. Student's fear of making mistakes, lack of confidence and shyness...etc inhibit their oral fluency production. In this regard, learners should be able to speak smoothly in the target language, but they have some problems in speaking that they prefer using their mother tongue as a medium for communication. These problems are the result of both external and internal factors of students. Due to the importance of speaking ability for learners to acquire proficiency in speech, it will be necessary to identify the difficulties EFL encounter while they practice speaking along with the factors that cause such difficulty in getting students to speak. Hence, to suggest some various communicative activities learners would use to improve their speaking skill.

The current work is purposefully divided into two interrelated chapters. The first chapter examine the speaking proficiency in theoretical terms. It provides a general introduction contains; background of the study, statement of the problem research

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questions, objectives, significance, hypothesis and methodology of the study to provide an overview of the whole study. Then, it reviews the literature and establish background information for the issue under investigation to better understand the rest of the paper; this chapter covers three basic sections. Section one is a general overview of speaking skill, which aims to evaluate its recent status within the framework of EFL teaching, to explore aspects and characteristics of speaking performance, to consider both communicative and linguistic competencies in view of different writers, to tackle what should be taught in 2L course without neglecting the effect of communication practice on second language learning. Section two deals with problems and factors influencing EFL speaking performance; as well as, the difficulties learners encounter in developing their oral fluency. While, section three suggests some key elements for improving learner's oral performance. It comprises two main points; the types of speaking activities and the learning activities learners need to cope communication difficulties; as well as, to enhance their speaking level of performance. The second chapter of this study is the practical part of the field work. It is classified into two sections. The first section deals with research methodology through a detailed description of the data collection and the research instruments tools. It covers, the research methodology, the sample population and data collection instruments. Likewise, the second sections deal with data analysis and interpretation of the results obtained. This chapter seeks to answer the research questions by confirming or disconfirming the research hypothesis and ultimately to provide some suggestions and recommendations for both students and teachers hopefully may improve student's speaking performance.

2. Statement of The Problem:

Without doubt EFL learners seek to reach the level of fluency in speaking to be able to express freely and confidently. The main problem in this research can be identified in the lack of student's mastery of the necessary EFL speaking skills that should be improved to enable them to communicate fluently in the target language. Nevertheless, students face serious problems during speaking English in daily communication which prevent them

from achieving their goal to asses proficiency in speaking. The current study is worth analysis because we notice that over the years, we have spent studying English, student's performance in reading, writing and listening is better than speaking. This may be attributed to the fact that speaking is almost neglected in EFL classrooms in comparison to the other skills. Thus, this research attempts to explore both the factors and the difficulties that encounter EFL learners from developing their oral fluency.

3. Research Questions:

This study set out to answer the following three major questions:

1). What are the possible problems EFL learners encounter in oral expression course which may inhibit their speaking skill?

2). What are the key factors influencing learner's speaking performance in EFL classrooms?

3). What hinders EFL learners from improving fluency in their speaking?

4. Research Objectives:

In relation to the problem statements above, this study aims to explore the problems that hinder EFL learners from speaking fluently. Moreover, this research seeks to identify the key factors influencing students' poor performance in oral expression classes. In addition, it aims to identify the difficulties that hamper EFL learners from developing fluency in speaking and therefore to provide some key elements students may need to overcome the possible obstacles they may encounter while speaking; as well as, to cultivate their awareness about these difficulties and its negative impact on fluency achievement.

5. Significance of the Study:

In present time the impact of globalization is undeniable. Therefore, students need to interact with others in a fitting manner to become fluent speakers. English nowadays is the vehicle for international communication, then learning this language and mastering the speaking skills specifically is of great importance. The issue in pedagogical settings is that the majority of learners cannot express themselves fluently. Hence, we attempt to address some relevant points attached to oral fluency. The outcomes of this research are expected to

help instill students' awareness about the problems hindering them from speaking fluently. It also helps them to cope the difficulties hampering their fluency development. It seeks to provide various strategies for both teachers and students to improve student's speaking skills. Ultimately, to establish this study as a reference for further similar research.

6. Study hypotheses:

The research questions mentioned previously led to formulate three major hypotheses:

1). Identifying the main problems learners encounter while speaking is very important to better use the English language. For instance, if teachers were aware of the problem's learners face in speaking then, teachers could use the appropriate strategies to improve learner's speaking performance.

2) There are various factors effecting learners' speaking performance in the classroom by trying to highlight these factors, learners could probably seek more opportunities to speak in English more than usual which is a turning point to further practice the speaking skill.

3). The main purpose of EFL learners is to be able to communicate fluently in the target language, yet the majority of them did not reach that level of performance yet. To improve learner's speaking skill, perhaps they need to cope the difficulties they encounter.

7. Research Methodology:

The method used in this study in the analytical descriptive method. It is based on the research focus; to explore the difficulties that hamper EFL learners from developing oral fluency. This study will be conducted by employing two methods namely; questionnaire and interview. The interview will be addressed to 5 oral expression teachers at the department of English to provide in depth an overview of what really occurs during the sessions of oral expression. While, the questionnaire will be directed to 30 first year LMD students of English selected randomly at the University of Khemis Miliana, who have already studied the oral course and have awareness of the problems

PART ONE: LITERATURE REVIEW

1. Section one: General Overview of Speaking Skill

Introduction:

The English language is becoming the first language and more common in the world. As a result, a large number of people from ages are dedicating time to study English as a second language. In fact, English language helps them to communicate and engage in business and other fields. It is also an important language that opens an ocean of career to those who speak this language any place in the world.

The purpose of language learning is to improve the learners' four skills of listening, speaking, reading, and writing to develop student's competency in communication both in the oral and written form. Among the four-language skills speaking is the most difficult one for EFL students to get their own ability to acquire. The learners face some problems when they use the second language in order to express their thoughts effectively. Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. (Nunan 1995)

This chapter deals with speaking proficiency through three sections. The first section includes the concepts of speaking skill containing its definition, significance, aspects, characteristics, the difference between communication competence and linguistic competence and the effect of communication practice on second language learning. The second section light will be shed on problems, factors, and difficulties preventing EFL learners from improving their oral fluency. The final section includes key elements to overcome learners' speaking performance obstacles; for instance, types of speaking activities, discussion, role play, storytelling ...etc.

1.1 Definition of Speaking:

The main purpose of English learners is to be able to communicate effectively in the target language. To achieve this goal, learners need to acquire the four language skills especially speaking. The latter is the most important and difficult one to master because learners who learn a language are referred to as the speakers of that language (Ur, 1996). There are various definitions explain the term speaking. According to Chaney (1998)

speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving and processing information. Speaking is fundamental to human communication due to its importance and utilization in real time. Learners often evaluate their success in language learning based on how well they have performed in speaking ability. Speaking means not just saying but conveying the message through the words of mouth. It is " To say something using your voice or to make a speech to a large group of people" Walter and Woodford (in Cambridge School Dictionary, 2008). As an important aspect of language, it is worth-while for students to realize whenever they learn how to speak; they can use speaking to learn (Namaziandost, Rahimi Esfahani, Nasri, and Mirshekaran, 2018; Nasri and Biria, 2017). English is the most language acknowledged throughout the world, it is needed to develop language skills for better future career. In other words, speaking should not devalued, but rather "developed in its own Wright" (Goh, 2015, p. 105).

1.2 The Significance of Speaking Skill:

Speaking is the most important skill to be mastered because it is one of the abilities needed to perform a conversation. It is not an easy task for learners to overcome as it covers all of the language components such as; pronunciation, grammar, vocabulary, fluency and comprehension in order to communicate easily and effectively with others. Through speaking people can express their thoughts and feelings freely and spontaneously. It is of great significance for the people interaction where they speak everywhere and everyday Efrizal (2012) Pourhhosein Gilakjani (2016). The ability to speak or write in English has recently increased significantly because this language has become the de facto standard used in School setting, job application and for cultural reasons especially internet communication throughout the world. This mean of interaction has been introduced in the English educational teaching program at universities, yet the time devoted for speaking activities remain small. Richards and Rodgers (2001) stated that in the traditional methods, speaking was ignored in the classroom where the emphasis was on reading and writing skills. The importance of speaking is indicated with the integration of the other language skills. It helps students to develop their vocabulary, grammar and then enhance their

writing skill. Of all the four language skills, speaking is the most important one that is very necessary for the effective communication Ur (2000). Speaking is essential part of daily interaction and the first impression that often students judged upon based on their ability to speak fluently and comprehensibly. Previous researches proved that learners cannot learn a language unless they are given many occasions for meaningful repetition; the opportunity to produce language in meaningful tasks provides the practice that is very important to internalizing the language. After teachers model the language, learners like to imitate what have been said Acher (2003). The speaking skill is meaningful to support learner's ability to apply the language. Kracher (1988) expressed that when students speak, their speaking provides evidence that they have acquired the language. The usefulness of speaking is observed in the daily activities of persons. It is an interactive activity occurs under the real time constraints and enables individuals to produce words and phrases fluently without very much conscious thinking.

1.3 Aspects of Speaking:

Aspects of the speaking skill need to be taken into consideration and closely scrutinized. These aspects impose some challenges and provide some guides to understand the skill of speaking and hence establish instructional activities for learner's preparation to be able to communicate effectively in real life situations.

1.3.1. Speaking is face to face:

Most of the time conversations occur face to face where speakers get immediate response, for instance do listeners understand? Are they in agreement? Do they sympathize? (Cornbleet and Carter, 2001: 16). In fact, communication through speaking has various assets such as; facial expression, gestures and body movements. Speaking also occurs mostly in a time where participants or interlocutors are present. Such factors facilitate communication El Fayloumy, 1997: 10, Widdowson, 1998 and Burns, 1998).

1.3.2. Speaking is interactive:

The wheels of conversation usually went smoothly whether speaking occurs over the telephone or face to face, to one person or a small group, with parties taking part at the right moment, with no undue gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet and Carter, 2001: 27). Turn taking is essential and unconscious part of

normal conversation, yet it is handled and signaled differently across various cultures; as a result, possible communication difficulties in conversation between people of different cultures and languages may arise (Mc Donough and Mackey, 2000: 84).

1.3.3 Speaking happens in real time:

The conversations which occur in real time often result unplanned and spontaneous responses and the speakers think on their feet, producing language which reflects this (Foster et al., 2000: 368). Meanwhile, the speaker's ability to plan, organize the message and control the language being used is affected by these time constraints. The speakers often start saying something then they replace it midway, which is termed a false start. Speakers are also unable to produce long or complex utterances as in writing. Similarly, they sometimes forget what they intended to say or even what they have already said, so they repeat themselves (Miller, 2001: 27). This indicates that speech production in real time imposes pressures, yet it allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987: 21; Foster et al., 2000 and Hughes, 2002: 76). In fact, exposing learners to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter as well as it helps them sound normal in their foreign language use.

1.4 Characteristics of Speaking Performance:

Mastery of the speaking skill is a major goal for students to achieve. It is the bridge that enables people to exchange their thoughts, ideas and feelings clearly and effectively. Hence, fluency and accuracy are two significant elements of communicative approach that help learners to have a good and proper speaking performance in the classroom. Mazouzi (2013) states that there should be an equivalence in the achievement of fluency and accuracy because both elements help in the development of learner's communicative competence.

1.4.1 Fluency:

One characteristic of speaking performance is fluency. The main objective teachers seek to achieve in teaching speaking skill because people who speak fast are often referred to as fluent speakers. Fluency refers to speaker's ability to produce the spoken language " without undue pausing or hesitation " (Skehan, 1996, p. 22). It means expressing oneself in a way that is understandable, sensible and fluent without too much doubt in order not to break down the communication; otherwise, the listener will lose his interest which cause depression for the speaker himself. According to Thornburg (2005) speed and pausing are important factors in fluency because all speakers pause to take breath, yet too much pauses caused by the speaker indicates that he is not a fluent speaker (lack of fluency) Meanwhile, fluency can be described as the ability to keep going when speaking spontaneously Gower et al (1995). It does not impose for speakers to talk rapidly following the same rhythm of native speakers, but rather to follow a normal speed with clear continuity and logical sequencing of sentences (Hughues, 2002). In other words, "testing fluency is to assess coherent spoken interaction with good speed, rhythm and few intrusive hesitations" (Pye, Greenall, 1996,99). To speak fluently, speakers have to know the appropriate situation when to make conversation (Harmer, 2007 la, p. 343) to avoid misunderstanding to convey the message delivered clearly. As Richards (2009, p.14) states, fluency is " natural language use occurring when a speaker engages in a meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence". In addition to that, fluency is the extent to how well you communicate in a natural manner. The state of being able to speak a language smoothly and easily (oxford learner pocket dictionary, 1995:10)

1.4.2 Accuracy:

Another characteristic of speaking performance is accuracy. It refers "to how well the target language is produced in relation to the rule system of the target language " Skehan (1996 b: 23 as cited in Ellis and Barkhuizen, 2013). Accuracy deals with words and complexness of the language used by students in delivering their speaking. Therefore, learners should have the ability to produce well-structured and correct utterances to construct accurate speech; otherwise, the speaker will not be able to deliver the message

conveyed clearly which greatly effects the listener comprehension, consequently, the listener will lose his interest about getting into the topic. Accuracy shows the speaker's capacity to select the correct pattern of sentence based on conversation condition. Students should pay enough attention to the correctness and competence of language form that involves; grammatical structures, vocabulary and pronunciation (Mazouzi, 2013). In addition, the majority of teachers focus on accuracy to help their learners attain their purpose of becoming fluent speakers. Goh and burns (2012, p. 43) describe accuracy as "speech where the message is communicated using correct grammar. The notion of accuracy can also be expended to include correct pronunciation according to target language norms". Learner's correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses Thornbury (2005). In terms of vocabulary, learners apply similar words or expressions in various contexts; whereas, the meaning differs. Meanwhile, they should be able to select what best represent the condition. Pronunciation is the lowest level of knowledge learners typically take into account Thornbury (2005), yet it is very important for learners to master phonological rules in order to speak English accurately.

a. **Grammar:** It is "a system of rules governing the conventional arrangement and relationship of words in a sentence" (Brown 1994). A description of the language form and pattern we use in communication. Students need grammar to structure a correct sentence in conversation; as well as, to learn the right way to gain expertise in a language both in spoken and written forms. Harmer suggests that grammar is partly the study of what forms or structure are possible in language. Hence, it is important for students to know certain amount of grammar and vocabulary to facilitate the acquisition of a foreign language Bygate (1997). The student's ability to manipulate structures and distinguish appropriate grammatical forms in appropriateness Heaton (1978: 5). According to Ur, grammar is sometimes used to refer to the way words are put together to structure correct sentences. The majority of teachers consider grammar as a frame for learning English. It simplifies the mastery of EFL and help students to cultivate comprehensive language competence.

b. **Vocabulary**: It refers to the use of appropriate diction in communication. Vocabulary mastery help learners to express their thoughts and ideas properly both in spoken and written form; while, without sufficient vocabulary learners will be unable to communicate effectively; in other words, having limited vocabulary prevents learners from learning a language. Learning language cannot be separated from learning vocabulary. It is central to language acquisition because it effects the four language skills; listening, speaking, reading and writing. Vocabulary is all the words that a person knows or uses. The more words students know well and can use, the more meaning they can convey in a wide variety of situations. Therefore, it is the most important component in language acquisition that without anything can be conveyed.

c. Pronunciation: It is the way in which words of a particular language are produced clearly when people speak. It determines how sounds vary and pattern in a language. There are two elements of pronunciation, phonemes and super segmental features such as; vowels and consonants, stress and intonation. Moreover, "the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speakers" (Hughues 2002,68 quoted in Ur 1996) because If words are mispronounced, they create misunderstandings as they can convey different meanings. Therefore, pronunciation plays a vital role in making the communication process much easier to be understood.

1.5 Communicative Competence Vs Linguistic Competence:

Often students spend years to learn a foreign language, yet they still unable to engage in real conversations with native speakers. In linguistic, when we talk about a competent speaker, we refer to linguistic competence; introduced first by Noam Chomsky (1965). It refers to a speaker's unconscious knowledge of all the rules of their language that is the kind of grammatical rules you would learn in a second language. However, many linguists have criticized this idea as failing to acknowledge how language is actually used in the real world. For instance, Dell Hymes in 1966 argued that knowing the words and

grammatical rules in a language is not enough and that speakers also need to know things like when to speak or remain silent, what words are appropriate for different situations...etc. He referred to this type of knowledge as communicative competence; everything you have to know to communicate naturally in your language along with words and grammatical rules. Because communicative competence is neglected in most English classes, students are unable to speak fluently even after spending too much time to acquire that language. That is why they need to develop their communicative competence through having conversations. Thus, both competencies are necessary to fulfill the purposes of communication.

To communicate efficiently in various situations, second language learner need both linguistic and sociolinguistic knowledge of the target language. As suggested by Canale and Swain (1980), Communicative competence involves four different sub-competencies used to determine learners speaking proficiency.

1.5.1 Grammatical Competence :

Grammatical competence is the ability to create grammatically correct utterances. It involves the knowledge of grammar, lexis, sounds of letters, pronunciation, intonation, syllables and stress to help learners understand and use structures of the target language accurately and fluently.

1.5.2 Discourse Competence :

Discourse competence is the ability of learners to produce cohesive and coherent utterances to hold a meaningful conversation. To express ideas, effective speakers should acquire various kinds of discourse markers such as; cause, contrast and emphasis (Scarcella and Oxford, 1992).

1.5.3 Strategic Competence :

Strategic competence refers to learners' ability to use language appropriately. It is " The way learners manipulate language in order to meet communication goals " (Brown, 1994, p. 228) to solve communication problems as they arise.

1.5.4 Sociolinguistic Competence:

Sociolinguistic competence is the extent to which EFL learners should know about the culture of native speakers to communicate in a fitting manner. They need to adopt to their culture as to be able to encode and decode the discourse appropriately Brown (1994).

1.6 What Should be Thought in a Second Language Course:

Language courses often focus on linguistic competence (vocabulary and grammatical rules). Though it's importance for a second language acquisition, it remains not enough to allow you to hold a conversation. Therefore, communicative competence is needed for second language learners to become fluent speakers, yet policy makers decide how second language learning takes place compared with researchers who have very little impact on what should be taught in a classroom setting if they have any impact at all. Orland (2009) states that " even the most compelling and relevant research findings may fail to penetrate the policy making process and, where research influences are manifest, their contributions are likely to be both indirect and incremental ". Furthermore, second language courses tend to prefer the most proper way of speaking; that is, they often teach you how people think you should speak rather than how they really do speak which is too formal for everyday use.

1.7 The effect of Communication Practice on Second Language Learning:

Several studies in linguistics have dealt with the effect of conversation practice on second language learning. In 1994 Gass and Varonis suggested that being able to converse with a native speaker seems to help nonnative speakers, not only in their ability to understand native speakers, but also to be understood by them. A recent study in 2017 by Sainto and Akiyama compared between two different groups of second language learners. They found that the group that have done conversation practice improved significantly in their overall fluidity of speech, variation in vocabulary, listening comprehension and correct use of grammar; while, the group that simply practiced vocabulary and grammar showed no significant improvement over time. Thus, current research indicates that conversation practice helps for a second language acquisition.

2. Section Two: Problems, Factors and Difficulties Preventing EFL Learners from improving their oral fluency

2.1 Speaking Problems Faced by EFL learners:

In learning speaking, some students may produce wrong words, phrases or utterances that need correction. According to Ur (1991: 121), speaking problems involve student inhibition, nothing to say, low participation and mother tongue interference;

2.1.1 Inhibition :

Students usually constrained to produce some words in speaking activities because they are afraid of making mistakes and feel shy to speak in English. In this context Ur (2000: 111) states that: **"Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts."**

2.1.2 Nothing to say :

Students sometimes cannot express themselves in speaking classes due to the absence of motivation, lack of confidence and vocabulary. Thus, they feel inadequate in language skills to express the exact message they want to convey.

2.1.3 Low participation :

Limited time in interactive sessions causes students low participant in speaking. This issue increased by the tendency of some learners to dominate compared with others who speak very little or prefer to remain silent.

2.1.4 Mother tongue Use :

For students, the use of mother tongue in speaking activities is easier as they feel less exposed with first language use, yet it is quite difficult to keep to the target language when talking in small groups particularly who are less disciplined or motivated.

2.2 key Factors Influencing learners Oral Fluency in Speaking Classes:

In fact, speaking is the hardest task for second language learners to overcome as it occurs in real life situations. Knowing language grammatical and semantic rules are not enough to learn speaking in a foreign language Shumin (2002), yet there are some of the key factors that influence students' oral fluency in English speaking performance such as;

2.2.1. Affective Factors :

The effective factors are related to moods, feelings and attitudes towards language learning (Meng and Wang, 2006). In speaking these factors are considered as anxiety, shyness, self-consciousness or confidence fear of making mistakes and motivation. The latter are the negative aspects that effect fluency in speaking.

2.2.1.1 Anxiety:

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et all cited in Nascente, 2001). Nascente further states that anxiety stands out as one of the major blocking factors for effective language learning. In other words, it influences students in learning language; therefore, paying attention to this factor of learning should be taken into consideration. Anxiety is one of the problems that can make students do not feel comfortable when they speak. According to Horwitz (1991), anxiety about speaking a certain language can affect student's performance. It influences the quality of oral language production and make individuals perform less fluent than they really are. Meanwhile, the teacher should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

2.2.1.2 Shyness:

Shyness is an emotional thing that most students face when asked to speak in English class front of others. In other words, it is a source of problem that makes their mind go blank or even they will forget what to say.

2.2.1.3Lack of Confidence:

lack of confidence mostly occurs when students feel themselves not being understood by their conversation partners or rather when they cannot understand other saying. This problem results students unwilling to speak; whereas, their classmates do interact to show that students are lack of confidence to communicate.

2.2.1.4 Fear of Mistake:

Fear of mistake is a major problem hinder students from speaking in the classroom. This fear is related to negative evaluation and correction Juhana (2012: 101). Due to the fear of being criticized or laughed at by others, they choose not to participate in speaking activities. Thus, it is necessary for teachers to convince their learners not to be afraid of making mistakes as they can learn from them.

2.2.1.5 Lack of Motivation:

Motivation is an important factor that can affect student's participant to speak English. It is a crucial element to determine learners' preparation to communicate and an inner energy that without students cannot enhance their study interest.

2.2.2 Performance Factors :

According to some researchers there are different types of performance conditions include; planning time, time pressure (Thornbury, 2005) and the amount of support (Nation and Newton, 2009). Providing learners with more prior time to accomplish a task help them to produce more fluent and complex language (Patanasorn, 2010). Otherwise, time pressure refers to the urgency of the speaking tasks that learners need to finish their performance which could increase the difficulty for it (Thornbury, 2005) and causes poor performance in speaking Tran (2015). Moreover, the amount of support from teacher or peer would make

things less difficult because it is easier to present a topic with others compared with doing it by themselves (Thornbury, 2005).

2.2.3 Automation :

It is like speech process if it is repeated automatically by English learners, their fluency in speaking will be achieved. Automation consists of three stages; conceptualization, formulation and articulation Levent (1989). The first stage is a representation system where thoughts take form in metalize and are then translated into linguistic form. Formulation is much easier to describe than conceptualization because analysis on eventual output of the process such as; speech errors, the choice of words or sentence structures can be of a great deal to understand speech production. Articulation is the final stage where the speaker uses the organs of speech to produce sounds (Thornbury, 2005), In addition a successful fluent speech depends much on learner's automation. If teachers put their students regularly under increased time pressure, they can definitely atomize to acquire fluency in their speaking (Nguyen, 2015).

2.2.4 Teacher's Error Corrections in Speaking Class :

Al-Haj and Mielke (2007) states that there is positive or negative influence on the language learning process. Instant correction of learners will be unmotivated and make them afraid of speaking. Actually, they cannot develop fluency if they are constantly interrupted to correct their oral errors. Teachers are supposed to provide learners with fluency-building practice and realize that making mistakes is a natural part of learning a new language (Bailey, 2003, p. 55).

2.3 The Difficulties Underlying EFL Students Failure in Improving Oral Fluency:

The majority of EFL learners find it difficult to produce a fluent speech simply because they are not adequately exposed to the target language. As a matter of fact, speaking demands some kind of authentic exposure to an audience. However, these

students choose to remain silent to avoid any possible mistakes that would result criticism from their classmates. Ur (1991) states that EFL learners feel themselves that they are not able to think of what to say when they are asked to produce a speech in English. He further adds that L2 learners feel "unnatural to speak to one another in a foreign language" (p. 121).

2.3.1 Socio-Cultural :

Communication breakdown often occurs because selecting the appropriate words or expressions that suits a particular interactive situation in a foreign language context is one of the most difficult aspects learners or non-native speakers may encounter due to the interference of their own cultural norms. Learners who also do not master the nonverbal communication system of the target language misinterpreted the nonverbal messages which actually differ from culture to another (Shumin, 1997, p. 8). In addition, speaking English as a second language requires for students to know the culture of others in relation to its linguistic and paralinguistic systems especially in particular social contexts. In other words, learners who are familiar with the culture of native speakers are more likely to acquire a native-like accent and to speak English fluently.

2.3.2 Poor Listening Practice:

In interactive situations learners need to listen carefully to what is said to them in order to carry out a meaningful conversation. According to Shumin (1997) "when one person speaks, the other one responds through attending by means of the listening process". Likewise, one cannot respond to others unless he understands what is said to him. This indicates the fact that speaking and listening are two closely interrelated skills were each skill depends on the other one. Anderson and Lynch (1988) state that "A carefully prepare L2 utterance is only a useful aid to communicate if the speaker can deal effectively with replies he receives. For a L2 learner in conversation, he needs to skilled as both speaker and listener". (p. 15) . Listening comprehension plays an essential role in interactive situations. Students may acquire the ability to express themselves in the foreign language, but with poor listening practice of the oral language in a conversation situation, they will not be able

to understand sufficient elements in the message to further contribute in the discussion. Ultimately, poor listening practice will lead automatically to a poor speaking competence. Student's restricted experience in listening to English results their inability to produce speech were they mainly listen to their teacher's model of speaking though it is not the only model they encounter in real life situation, so they should be aware about the importance of listening to native speaker's model of speech (facial expression, pitch, intonation...) those features which must exist for a successful listening, a good spoken production and an acceptable communication. It means students need much practice in listening to the target language functions necessary for oral performance.

2.3.3 Lack of Interest in the Subject:

The purpose of oral production module in EFL classroom is to improve the students speaking skill to enable them express their ideas and feelings freely and confidently. Therefore, the topic of discussion in the classroom is the main stimulation for learners to speak and participate. Thornbury (2005, p.25) supports that "familiarity with the topic: the greater the familiarity, the easier the speaking task ... Feeling towards the topic and/ or the participants: generally, if you are well disposed to the topic you are talking about, and/ or the other participants, the easier it is likely to be". A good participant students have a positive attitude toward the topic of discussion, the teacher of the oral module and their classmates. However, learners often choose to remain silent because they have nothing to say in that moment either due to the topic which is uncongenial to them or they do not know much about it, as a result they have nothing to express in the target language. Even after, having something to say, they must have the desire to communicate that thing with one or group of people. Having a negative relationship with the teacher or the classmates, may lead students to feel that whatever they want to communicate can be of a little interest to them. Furthermore, the learners perhaps are very aware of their limitations in the target language and feel that by expressing themselves in it, they will simply expose themselves to criticize or ridicule which is another reason for them to prefer silence over participation in the oral classroom.

2.3.4 Time Allocated:

Time allocated is considered as another obstacle for both teachers and students preventing learners from developing their speaking proficiency in the foreign language. The latter inhibits the teacher from providing the adequate opportunity for his learners to participate and speak as well. Consequently, learners show a negative attitude to their teachers because they think that they are not fair enough with them. In fact, not only students but also their teachers are victims of both time limitation and large classes. They cannot do their best for their learners even if they try to because they have neither the time nor the space that would help them to accomplish that. Thus, time allocated can be seen as another factor that hold learners from participation.

3. Section three: key elements to overcome learner's speaking performance obstacles:

To tackle the issues that have been mentioned previously about speaking fluency, the English teachers should introduce fun activities in the form of language games to get students participate in speaking classrooms. since they feel happy with this kind of activities, they will certainly improve their speaking performance. these activities include; discussion, role play, storytelling, pair/group work, Classroom games, information gap-activities, songs...etc.

3.1 Types of Speaking Activities:

Speaking is a productive skill that can be directly and empirically observed through accurate and effective listening skills to a test-takers, which necessarily compromises the validity and reliability of an oral production test. Before assessing speaking, there are some types of speaking performance that can help learners to enhance their speaking skill (Brown, 2007). They are as follow;

3.1.1 Imitative:

Imitative is the first type of speaking performance. It is the ability to imitate (parrot back) a word or phrase or possibly a sentence. As part of the communicative language classroom, drills provide the opportunity for learners to listen and repeat orally certain words of language that may cause some linguistic difficulty; phonological or grammatical ones. They offer limited practice through repetition and allow one to focus only on one element of a language in a controlled activity.

3.1.2 Intensive:

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Intensive speaking can be either self-initiated or even in the form of pair work activity Brown (2001:273) where learners go over certain form of language. Intensive assessment tasks for instance include directed response tasks, sentence and dialogue completion, reading aloud and many more.

3.1.3 Responsive:

It refers to short replies to teacher or student's-initiated questions or comments, giving instructions and directions. these replies are usually sufficient and meaningful without extending them into dialogues. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. For example; Teacher: how's it going? Students: pretty good!

3.1.4 Interactive:

There is a different between responsive and interactive speaking in the length and complexity of the interaction. Interaction speaking can take the form of either transactional language or interpersonal exchange Brown (2004:142). The former has the purpose of exchanging specific information. While, the latter has more for the purpose of maintaining social relationship than for the transmission of facts and information.

3.1.5 Extensive (monologue):

Students at intermediate to advanced levels are asked to perform extended monologues in the form of oral reports, summaries, short speeches and storytelling. The listener's opportunity for oral interaction is either highly limited (perhaps to nonverbal responses) or ruled out altogether. The more deliberative language style involves planning and formula extensive tasks, yet certain informal monologues cannot be ruled out such as casually delivered speech, for instance my vacation in the mountains, recounting the plot of a novel or movie.

3.2 Learning Speaking Activities:

3.2.1 Discussion:

Discussion is on form of speaking activities. It means the exchange of thoughts and opinions for the purpose of " the communication and of the communicative continuum " (Harmer, 2001, p. 273). In the process of debating, learners will certainly gain more confidence to express themselves. These sorts of activities are adopted to share ideas, find solutions and reach a conclusion. Interaction sometimes takes the form of group discussion to give every student the opportunity and time to express his ideas which increase his speaking skills. However, the teacher should motivate his students to speak spontaneously without the fear of making errors, so to avoid discussion failure " the best discussions in class are these that arise spontaneously, either because of something personal that learners report or because a topic " (Thornbury, 2005. 102) . In other words, the teacher needs to design a discussion situation that students can enjoy to reduce their concern. Classroom discussions also help learners to make decisions, develop critical thinking, defend and justify their position despite disagreement with others.

3.2.2Role Play:

Role play is among the very common activities to enhance learners speaking skills in the English classroom. In view of (Ur ,1984) " Role plays [...] is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom [...] sometimes playing the role of someone other than themselves, and using the language appropriate to this new context " (p, 131). The teachers have to form the learners into pairs and provide different topics for them to perform. With the teacher constant encouragement

and motivation, learners will do their best to perform the given task properly. Role play activities extend the chance for EFL learners to practice their oral skills and interpretations by exploring thoughts and feelings of characters in a given situations.

3.2.3 Storytelling:

Stories are how people make sense of themselves and their worlds (cited in Khadeja Abd Al-Rahman Abo Skhela, 2010). It is one of the powerful traditional instruments often used in EFL classrooms to improve learners' proficiency language level. It integrates both speaking and listening skills. In storytelling activities, learners can predict the coming events and can be even asked to comment any part of the story. They can also summarize and retail the story using their own style to enhance their speaking ability. This mean of education cultivates language ability, imagination and creative thinking of learners.

3.2.4 Pair/ Group work:

Pair or group work enhance the speaking skills enormously since it is a chance for learners to share their thoughts and ideas. In such activities the teacher has to select topics that suits the learner's needs and interests to get them work more on their speaking performance. Working independently increases the amount of time for learners to speak and produce many sentences. This will be very helpful to foster their confidence and inspire them to practice speaking with every opportunity they get. Therefore, the teacher should engage this type of activities for learners to participate actively, so to enhance their speaking skills.

3.2.5 Classroom Games:

Games are another extremely useful communicative activities for FL learners "activities in which people agree to abide by a set of conditions in order to achieve desire state or end" (Shirts, 1972, cited in Sharan and Sharan, 1976: 188). They encourage students to develop their speaking performance by creating a funny ambience "an enjoyable change of pace while reinforcing language" Finocchiaro and Brumfit (1983). These

activities establish a positive learning environment to challenge learners overcome their fear and gain more confident in speaking front of their classmates.

3.2.6 Information Gap-activities:

Information gap is a communicative task aims to exchange knowledge. It creates some sorts of information gap where one student has information that another one does not have. According to Gower.et al information gap is "A situation where information is known by only one or some of those present, students use the language they have at their command to bridge the information gap, by asking question, giving information...etc."(1995:211). These interactive activities impose for students to share their various data to complete the whole and correct picture. Information gap-activities perhaps serve language development and produce bigger output than other activities Scarella (1992). They are motivated and effective due to their mysterious nature that require students to find solution. These tasks are done to test learner's communicative competence whether they are competent or not; therefore, they are widely spread type of speaking skills practice.

3.2.7 Songs :

Songs are considered one of the best techniques to improve learner's intonation and pronunciation ability. Listening to and singing a music that contains a simple language simplify for learners to remember vocabulary and phrases and help them to   pronounce the English rhythm just the way native speakers do. Because this tool plays a vital role in developing learners' speaking skills, it should be introduced in English classrooms to enhance their speaking performance.

Conclusion:

Overall, speaking skill is regarded to be a significance process and important role to helps teachers in evaluating students' proficiency in the target language. However, in foreign language learning environments, the development of oral skills can be a challenging task to EFL students. Moreover, there are some factors that affect the student's performance in oral expression; For instance, affective factors, performance factors, automation, and teachers 'error correction in speaking class. Hence, teachers should provide EFL students

some several tasks and techniques to develop their capabilities toward speaking fluently, and involve learners into real communication.

PART TWO : FIELD WORK

CHAPTER TWO : RESEARCH METHODOLOGY

Introduction :

The second chapter is concerned with the practical stage of this research work. It consists of two sections. The first one is research methodology and the second is for data analysis and interpretation. To explore first year English foreign language learner's difficulties in developing oral fluency at Djilali Bounaama Khemis Miliana University, this study applies two data collection instruments namely; questionnaire for the students and interview for the teachers as an attempt to answer the research questions as well as to fulfill the objective of the research so to overcome speaking fluency problems that hinder learners proficiency level .

1.Section One : Researche Methodology

1.1 The Sample Population (participants) :

The present study is concerned with first year LMD English students at Khemis Miliana University . The reason behind choosing this population is that learners of first year receive the basics of speaking skills that they are excited to learn about to enhance their speaking level, so to become fluent speakers; therefore , they are more conscious about the difficulties that hamper their speaking performance. Based on random sampling, a sample of thirty (30) students where addressed to respond to the research questionnaire out of (120) Students representing the whole population. In addition, four (4) oral expression teachers were invited to answer the interview due to their complete awareness of learner's speaking difficulties as they have already dealt with them and know the possible ways to get over them to improve the speaking level of learners .

1.2 Data Collection Instruments:

To investigate the research questions in this study, two instruments were obtained for data gathering; questionnaire and interview. The former was devoted to first year english LMD students and the latter to their oral expression teachers during the academic year 2021/2022 .

1.2.1 Description of the questionnaire :

The questionnaire is designed to explore difficulties that hinder EFL learners from achieving fluency in speaking in order to enhance their speaking level of performance. The latter provides valid and reliable data within a minimum period of time and efforts as it gives the chance for learners to express their viewpoints which help to answer the research questions and fulfill the objective of the work .

The beginning point of the questionnaire introduces the research topic and illustrates the purpose of the study. Then , the questionnaire is classified into two sections. The first section is bio-data contains mainly two questions related to student's personal information; gender and age. While, the second section concerns the difficulties of oral fluency. It consists of fifteen questions we used both open and close ended questions to gain as valid information as possible. The statements of this section are organized according to the main points of our dissertation . The first statement is devoted to specify the choice or obligatory of selecting English specialty. The next two statements are about the most difficult skill learner's face and the evaluation of their speaking level . Then three questions aim to discuss the time devoted for speaking sessions and the usage of English outside the classroom. Afterward, another three statements are used to identify the importance of speaking; as well as, the kind of activities mostly used in the classroom along with learners point view between what they prefer or think it is more important for communication. Moreover, Two questions are about the frequency of student's engagement in the speaking classroom and the possible reasons when they do not to participate. Last and not least, three statements try to determine the party who does most of the talk in speaking sessions and how often does the teacher correct errors with students reaction towards it. The final question invite students to give some suggestions to overcome their speaking difficulties in the classroom.

1.2.2 Description of The interview:

This interview is a common instrument used for gathering information and collect rich data from the interviewees. The objective of the interview is to investigate the difficulties that face first year EFL students in developing oral fluency at Khemis Miliana University. Also, to get OE teachers opinions considering the importance of oral expression

session in developing oral fluency. This interview was presented to four English teachers of oral expression at Khemis Miliana University. As well as the teachers were asked to answer twelve questions about the subject of this research. This interview is indeed a significant process to know the difficulties and the speaking level of the students.

2.Section two: data analysis and interpretation

2.1 Data Analysis:

This section is devoted for data analysis and interpretation of the results collected from student's questionnaire and teacher's interview . It provides a statistical reading of the obtained information represented in both tables and graphs to better understand the findings of this study . Likewise , the sample population does not truely represent all first year english students because the results can vary whenever exposed to sample changinge .

2.1.1 The Analysis of Students' Questionnaire

The results obtained from the questionnaire serve to explore the difficulties that hinder the students from improving their oral performance. It was addressed to thirty first year EFL learners at khmis miliana university. Each question will be analyesd and discussed separetly.

Bio Data

Question 01 : What is your gender ?

a-Male

b-Female

Table 01: Students' Gender

Sex	No.	%
Male	*07*	*23.3%*

Female	*23*	*76.7%*
Total	*30*	*100%*

The distribution of the sample according to students' answers
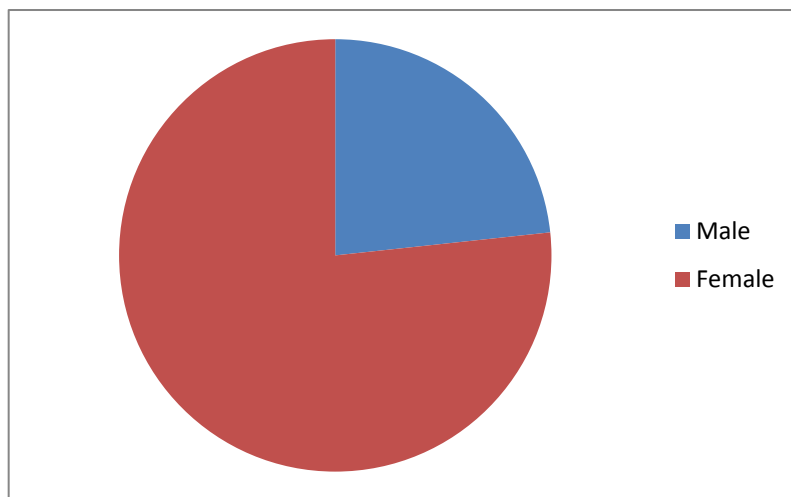
Graph 01 : Students' Gender

The results above show that the majority of students are females with 76,7% participants and only 23,3% are males. This indicates the fact that females are more likely to choose studying languages than males.

Question 02 : How old are you ?

Table 02 : Students' Age

Age	NO.	%
18-19	19	63.3%
20-23	9	23.4%
24-27	2	13.3%
Total	30	100%

The distribution of the sample according to age
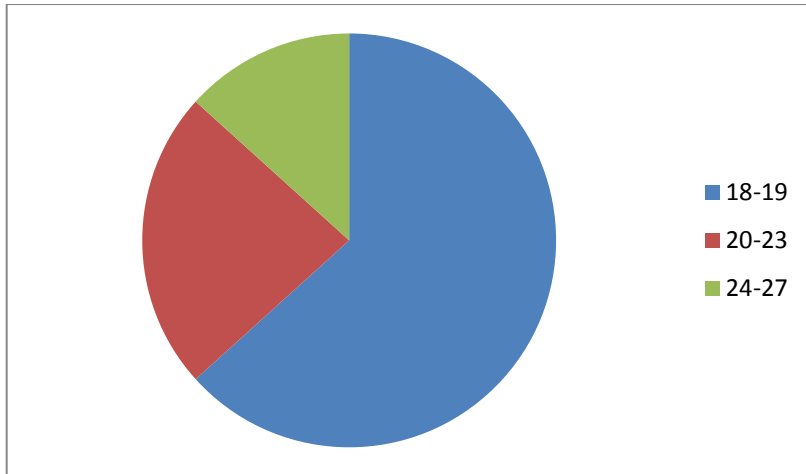
Graph 02 : Students'Age

The results obtained from the answers show diversity in ages, ranging from eighteen to twenty seven. The majority of students are aged between 18 and 19 years old representing 63,3% of the whole participants which are logical taking into consideration the level we are investigating in. Whereas, a very small group represents students aged between 20 and 27 years old. This fact illustrates the tendency of many youth students to learn foreign languages and this may convey the needed motivation to learn english.

Question 01 : Studying English was choice or obligatory ? If it was a choice, please justify your answer

a-Choice

b-Obligatory

Table 03 : Willingness Of Studying English

Option	NO.	%
Choice	24	22.8%
Obligatory Choice	6	17.2%
Total	30	100%

The distribution of the sample according to Students' choices
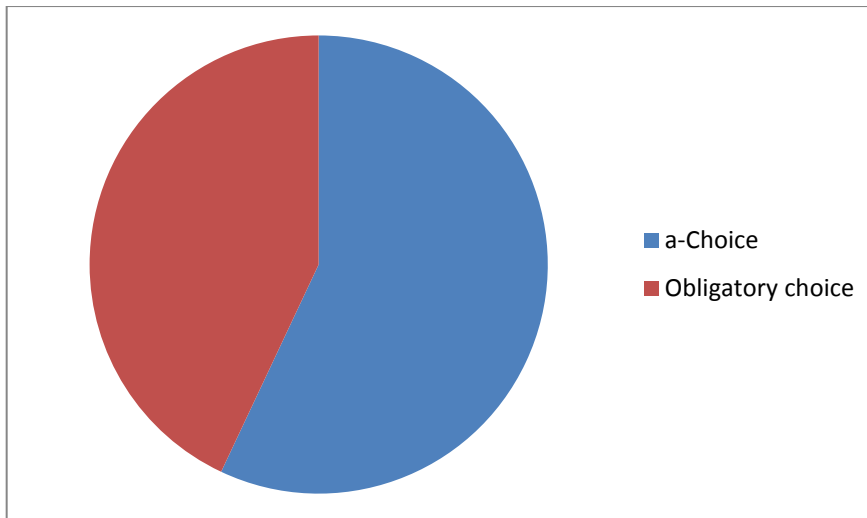
Graph 03*: Willingness of Studying English*

According to the results recorded above we notice that a great number of students (82, 8%) have chosen to study the English language willingly. This willingness to learn English may serve as a source of motivation to them. Otherwise, only (17,2%) of the participants stated that studying English was an obligatory choice perhaps due to their parents instanced or because of the obtained grades.

Justifying students' choice:

We attempt to ask this question to be aware of or have an idea about the reasons behind learner's decision to select studying English specifically and to value it is importance.

From the received responses we can recognize that all students stated that English is an international language that they need in order to be able to communicate. The majority of them have chosen to study English simply because they love it. Therefore, it would help them to pursue their dreams whether studying abroad, travelling or get a decent job. However, a small category of students indicated that English is an easy language to learn than other languages.

Question 02: What is the most difficult skill to learn in EFL classroom?

a-Listening

B-speaking

C-Reading

D-Writing

Table 04 : Students' Most Difficult Skill

Option	NO.	%
Listening	5	16.7%
Speaking	13	43.3%
Reading	1	3.3%
Writing	11	36.7%
Total	30	100%

The distribution of the sample according to Students' answers
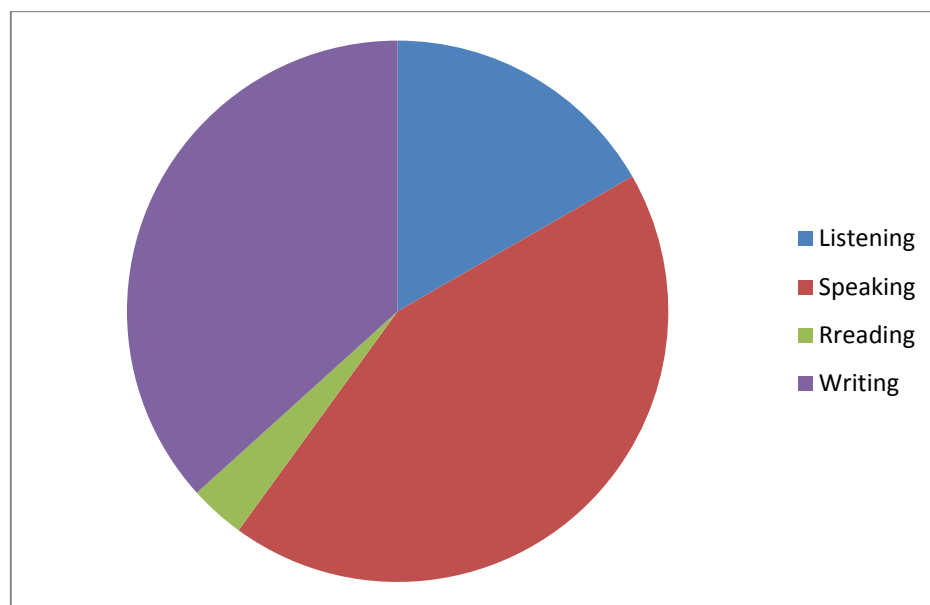
Graph 04 : Students' Most Difficult Skill

As it is shown in the results the majority of students 43,3% regard speaking as the hardest skill learners encounter in learning English, then writing takes the second position 36,7% followed by listening 16,7% and ultimately comes reading 3,3%.

Question 3 : How many hours do you study oral expression per week ?

The time deveoted to oral expression courses is extremely constrained comprises two minimum sessions for learners at least which means only three hours per week; one and a half for each session.

Question 4 : Do you think that the ammount of time devoted to oral expression is sufficient ?

- Yes
- No, more time is needed

Table 05 : The Devoted Time to Oral Expression Module

Option	NO.	%
Yes	5	16.7%
No, more time is needed	25	83.3%
Total	30	100%

The distribution of the sample according to Students' answers
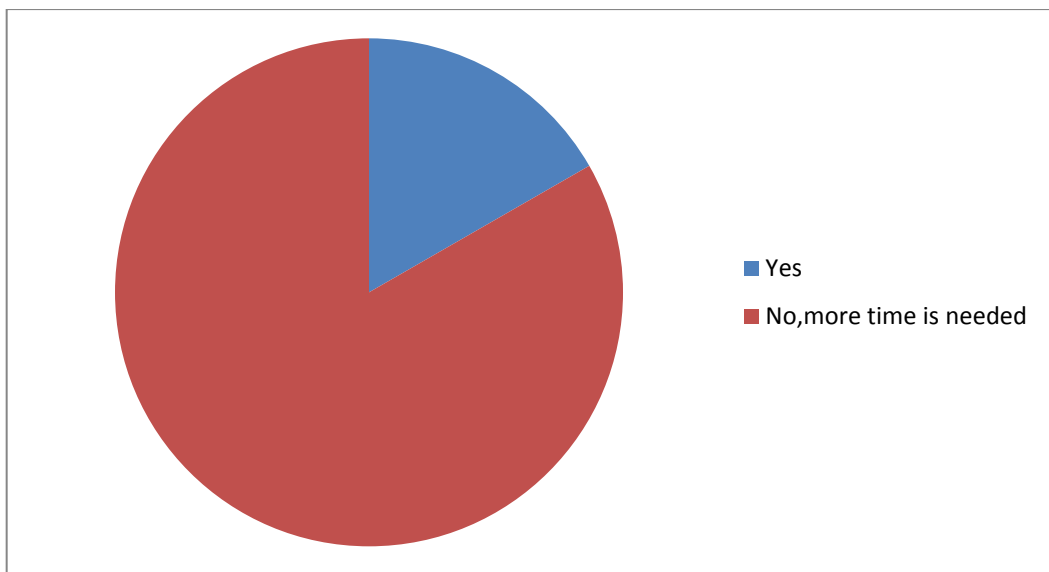
Graph 05: The Devoted Time to Oral Expression Module

We attempt to ask this question to reveal whether students are satisfied or not about the time devoted to study oral production module for enhancing their level of speaking.

As a result, we found that only 16,7% of students think that two speaking sessions are completely adequate to master the speaking skill. However, the majority of students 83,3% point out that the amount of time allocated oral production is insufficient and that they need more attention to develop their speaking performance maybe because they mostly feel that speaking which is of great significance is in fact underestimated in EFL classrooms.

Question 05: How would you evaluate your level in speaking?

  a- Good

   b-Average

   c-Weak

Table 06: Learners' Evaluating of Their Proficiency Level in Speaking

Option	NO.	%
Good	6	20%
Average	13	43.3%
Weak	11	36.7%
Total	30	100%

The distribution of the sample according to Students' answers
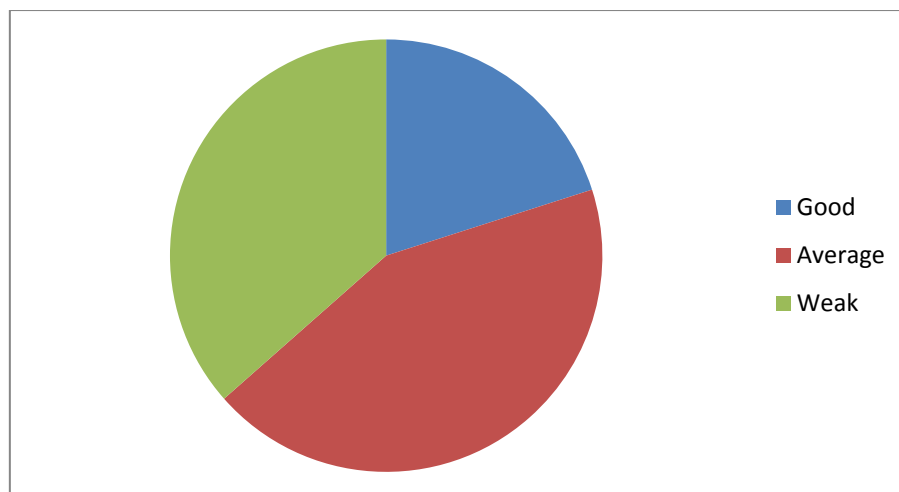
Graph 06: Learners' Evaluating of Their Proficiency Level in Speaking

This question seeks to know how students evaluate their speaking performance. Consequently, most of the informants (43,3%) evaluated their ability to communicate orally as average. (36,7%) of the informants consider themselves week at speaking. While, the remaining number (20%) state that they are good. From the recorded answers (a and b) we can notice that the majority of learners have unsatisfactory English oral proficiency. this negative impression toward their speaking skill perhaps is due to the lack of opportunities to use the English language, the complication they encounter when using it or to the complexity of the speaking process itself. This also indicates that the oral course contents are insufficient to match learner's needs and interests. Therefore, there should be some changes in the course and the way it is taught, otherwise students will not be able to achieve a high level of speaking performance. In other words, being successful in speaking demands a high register in that language and a mastery of its grammatical rules as well.

Question 06: Do you use English outside the classroom?

a- Yes

b-No

Table 07: English Usage Outside the Classroom

Option	NO.	%
Yes	11	36.7%
No	19	63.3%

Total	30	100%

The distribution of the sample according to Students' answers
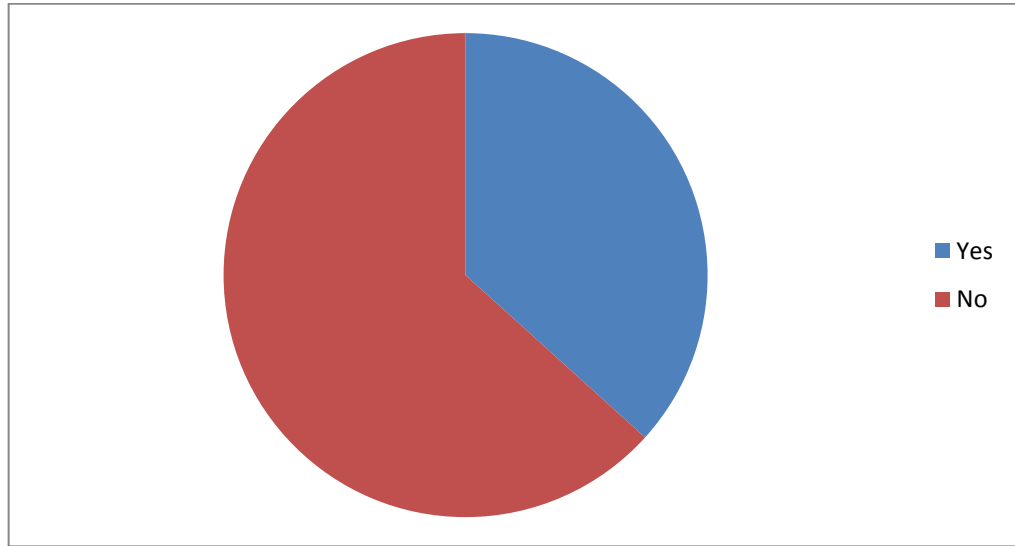
Graph 07: English Usage Outside the Classroom

This question was asked in order to know the extent to which learners use English outside the classroom which is very effective for further development of the target language, yet the results above have shown that only (36,7%) of participants answers positively as far for using English outside the classroom for different purposes and mainly with their classmates. Otherwise, the majority of students (63,3%) do not use English outside the classroom they rather prefer to communicate using their mother tongue which is considered as one of the major problems that explains learner's poor proficiency level in speaking as stated in section two (2.1.4) within the first chapter.

Question 07: In your point view, why learning speaking is important?

   a- To improve fluency

   b- Rules are not sufficient to become a language speaker

Table 08: Learners 'Opinion About the Importance of Learning the speaking skill

Option	NO.	%
To improve fluency	21	70%
Rules are not sufficient to become a language speaker	9	30%
Total	30	100%

The distribution of the sample according to Students' answers
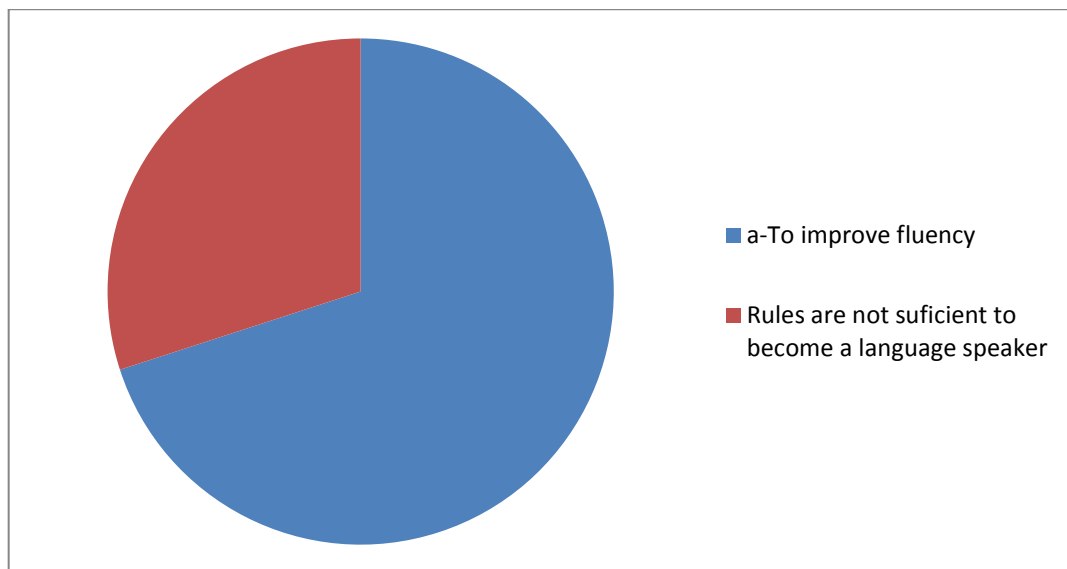
Graph 08 : Learners' Opinion About the Importance of Learning the speaking skill

The purpose this question was set for is to know learner's opinion about the speaking skill. As a result, the responses revealed that 70% of informants considered learning the speaking skill is important because it helps them to achieve fluency in speaking, while 30% of informants submitted that rules are not adequate to be a language speaker, but they further need to master the speaking skill as well to become more knowledgeable about the target language.

Question 08: Which type of activities are used more often in speaking sessions?

a. Accuracy practice.

b. Fluency practice.

c. The same proportion for both activities.

Table 9: The Fluency and Accuracy activities

Option	NO.	%
Accuracy practice	15	50%
Fluency practice	7	23.3%
The same proportion for both activities	8	26.7%
Total	30	100%

The distribution of the sample according to Students' answers

Legend:
- a- Accuracy practice
- b-Fluency Practice
- c-Thr same porportion for both activities
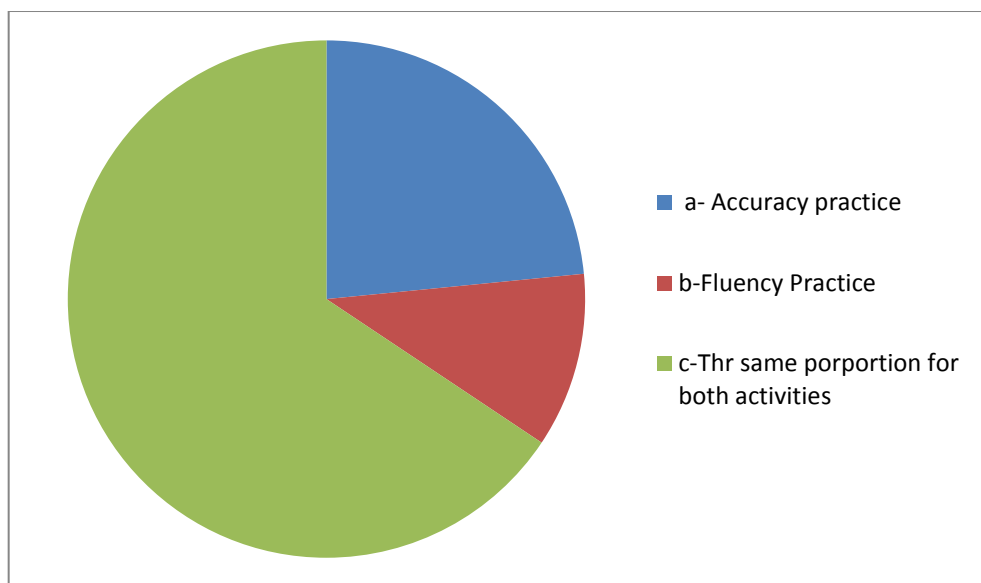
Graph 09: The Fluency and Accuracy activities

The objective within this question is to identify the type of activities more often used in speaking sessions. Notably, the perceived answers show that 50% of the participants informed that accuracy practice is more often used in speaking sessions. 26,7% replied that the same proportion of time is devoted for both fluency and accuracy activities. Whereas, 23,3% of the participants reported that fluency practice takes the advantage in speaking

sessions. From the results we can notice that the majority of learners think that accuracy practice dominates the devoted time for speaking.

Question 9: Which type of activities do you prefer, accuracy (rules, drills, ...) or fluency (discussion, role play, storytelling, ...) practice? Do you think accuracy or fluency is more important to communication?

a. I prefer accuracy practice, it is more important to communication.

b. I prefer fluency practice, it is more important to communication.

c. I prefer accuracy practice, but fluency is more important to communication.

d. I prefer fluency practice, but accuracy is more important to communication.

Table 10: The Preference of Learners between Fluency and Accuracy Activities.

Option	NO.	%
I prefer accuracy practice; it is more important to communication	9	30%
I prefer fluency practice; it is more important to communication	11	36,7%
I prefer accuracy practice, but fluency is more important to communication	6	17,2%
I prefer fluency practice, but accuracy is more important to communication	4	16,1%
Total	30	100%

The distribution of the sample according to Students' answers
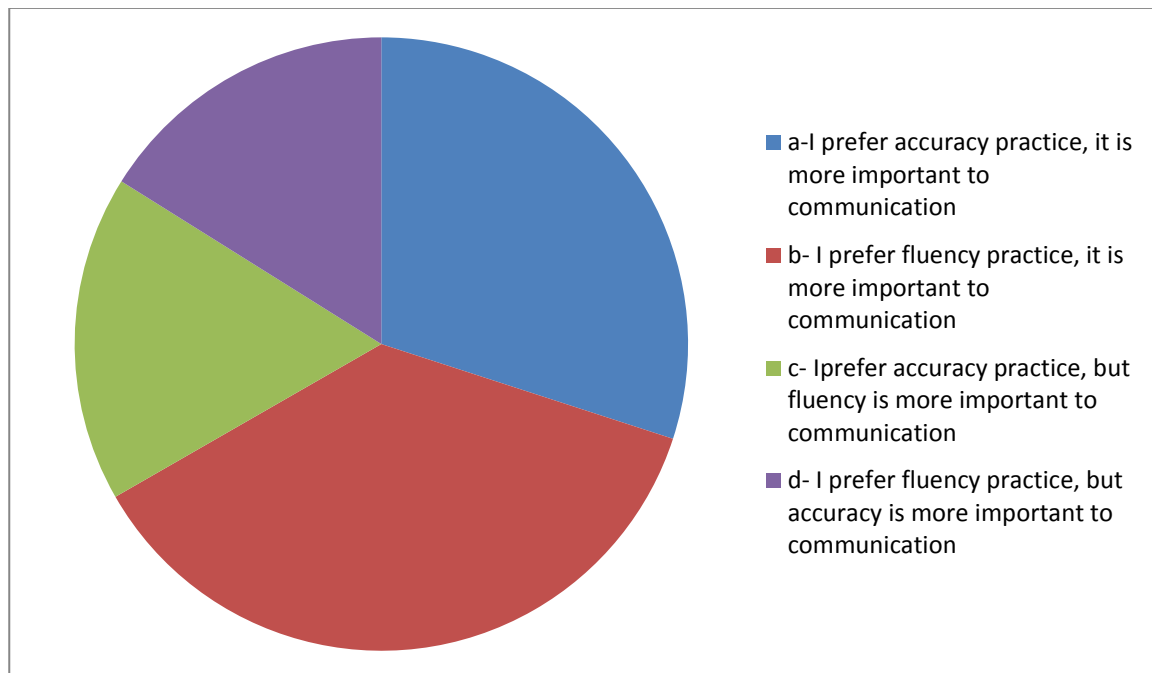
Graph 10: The Preference of Learners between Fluency and Accuracy Activities

The results demonstrated in the graph show that the majority of the learners (36, 7%) prefer fluency and think it is more important to communication maybe because they feel that they have the opportunity to better express themselves freely without controlling their speech. However, (30%) of the learners prefer accuracy over fluency and consider it more important to communication, this preference perhaps is due to their fear of criticism attached to the committed errors that ultimately may lead to originate lack of self confidence in them. Nevertheless, (17, 2%) of the learners prefer accuracy but they still think that fluency is more important to communication, and only (16, 1%) of them prefer fluency but consider accuracy much more important. From the results above we think that teachers should prepare various activities contain both accuracy and fluency, then distribute them between the lesson stages to address learner's preferences (interests) and needs as well as to provide the advantage to equally practice both of them.

Question 10: How often do you participate in speaking sessions?

a. Always

b. Sometimes

c. Rarely

d. Never

Table 11: Student's Participation in Oral Classes

Option	NO.	%
Always	8	26.7%
Sometimes	13	43.3%
Rarely	6	17.2%
Never	3	12.8%
Total	30	100%

The distribution of the sample according to Students' answers
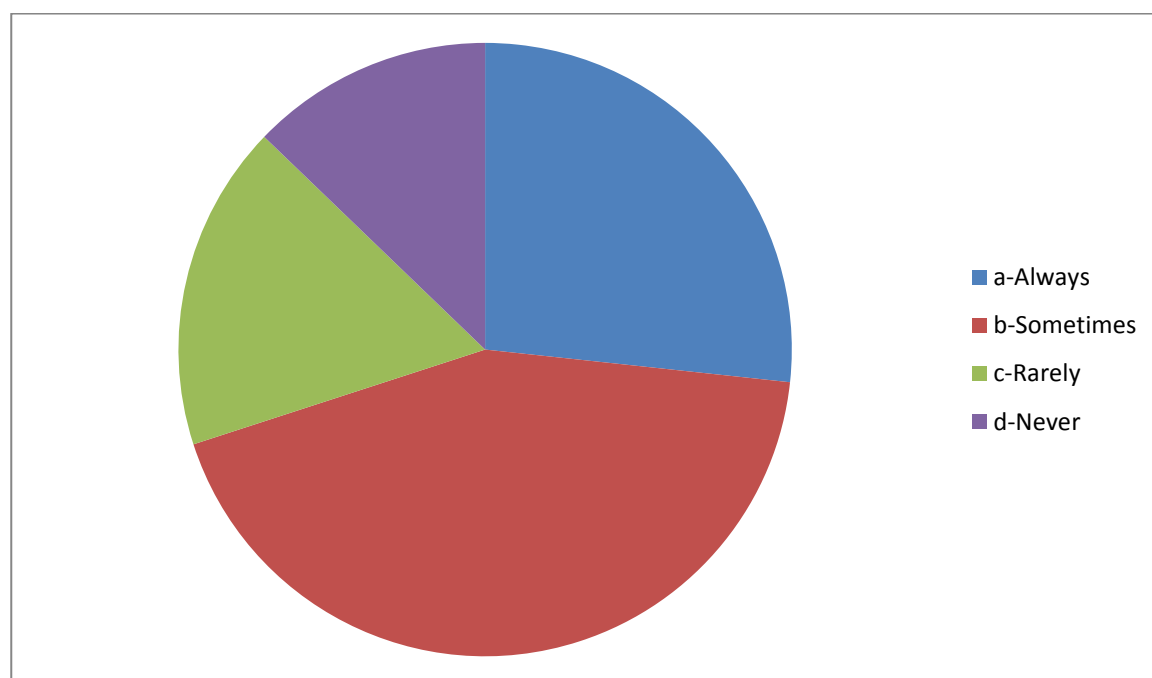
Graph 11: Students' Participation in Oral Class

The results obtained in the graph clearly show that a great number of students sometimes participate in the oral session (43, 3%). The ones who always participate are estimated to (26, 7%). Whereas, the students who rarely or never participate scored the lowest percentage with (17, 2%) and (12, 8%) respectively. From the results we can

consider the students of category (a) the ones who are orally dynamic (active participants), while the students of category (b, c, d) are orally dormant (passive participants). This is in fact an alarming indicator that should be taken into consideration before any investigation.

Question 11: When you do not participate is it because;

a. You are not talkative.

b. The topic is not interesting.

c. You feel anxious, shy or not confident.

d. You are afraid of making mistakes.

e. Your teacher does not motivate you to speak.

f. Your poor language efficiency.

Table 12: Reasons Preventing Students from Speaking in Oral Sessions

Option	NO.	%
a. You are not talkative	6	20%
b. The topic is not interesting	8	26.7%
c. You feel anxious, shy or not confident	3	10%
d. You are afraid of making mistakes	8	26.7%
e. Your teacher does not motivate you to speak	2	6.6%
f. Your poor language efficiency	3	10%

Total	30	100%

The distribution of the sample according to Students' answers

Legend:
- a.You are not talkative
- b.The topic is not interesting
- c.You feel anxious ,shy or not confident
- d.You are afraid of making mistakes
- e.Your teacher does not motivate you to speak
- f.Your poor language efficiency
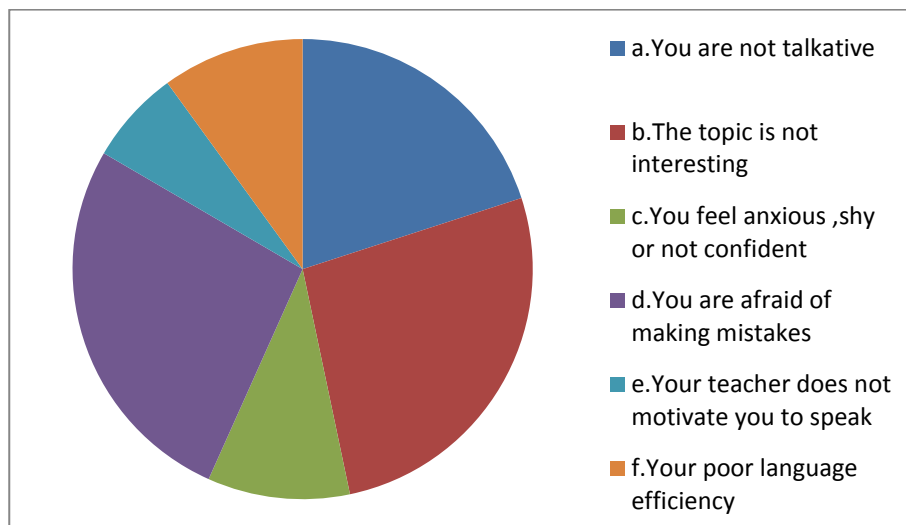
Graph 12: Reasons Preventing Students from Speaking in Oral Sessions

The collected answers from responses confirmed that there are two similar dominant percentages. Learners who do not participate because they are not interested in the topic discussed (26,7%) an adequate reason to cause frustration to them, and those who choose not to engage in speaking sessions due to their fear of making mistakes (26,7%) that often result learner's embarrassment in case they give wrong responses. Some of the learners (20%) reported that they are not talkative maybe they prefer to keep quit to avoid negative feedback from their teacher. The next category of learners involves another two-equal percentage, (10%) of learners who relate their poor involvement to their feeling of anxious, shy and lack of self-confident, and the ones (10%) who choose poor language efficiency as a preventing factor to engage in speaking sessions. Only (6,6%) of learners answered that their teacher in fact does not motivate them to speak perhaps because they often feel that he gives his / her full attention to the dominate learners in the class.

Question 12: Who does most of the talk in speaking sessions?

a. The teacher

b. The students

Table 13: Teachers and Students' Amount of Speaking in the Classroom

Option	NO.	%
The teacher	13	43.3%
The students	17	56.7%
Total	30	100%

The distribution of the sample according to Students' answers
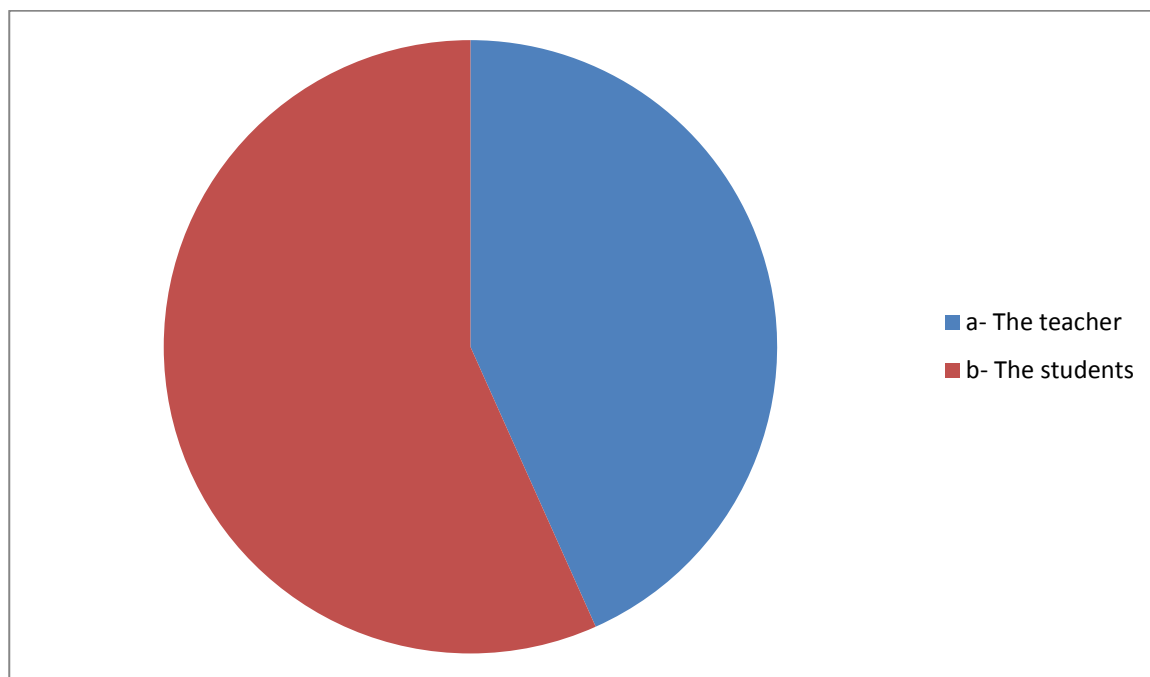
Graph 13: Teachers and Students' Amount of Speaking in the Classroom

From the obtained results we can notice that the great majority of informants (56,7%) reported that learners are the ones who do most of the talk which seems logical in an oral performance session. However, some informants (43, 3%) said that the teacher is actually the one who talks more perhaps because they need more chances to be involved in speaking sessions to improve their oral performance skills.

Question 13: How often does the teacher interrupt you to correct your mistakes?

A. Very often

B. Sometimes

C. Rarely

D. Never

Table 14: The frequency of Learners' Errors Corrections**.**

Option	NO.	%
a. Very often	12	41.4%
b. Sometimes	10	34.5%
c. Rarely	5	17.3%
d. Never	2	6.9%
Total	30	100%

The distribution of the sample according to Students' answers
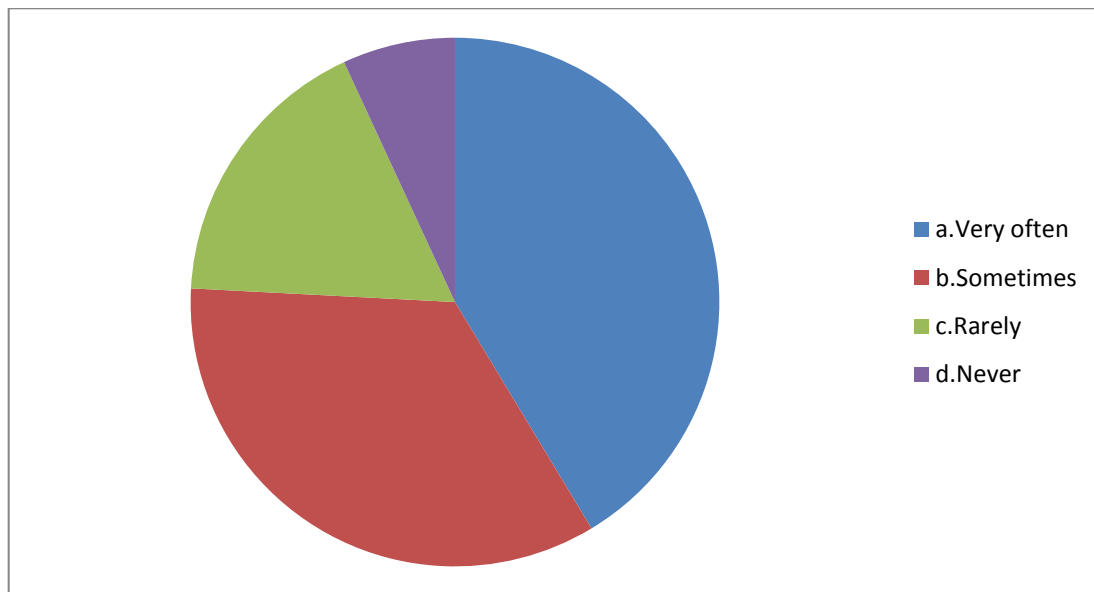
Graph 14: The frequency of Learners' Errors Corrections

From the results obtained above, it can be seen that a great number of students (41,4%) reported that their teacher corrects their mistakes very often. However, (34, 5%) of the learners affirmed that sometimes the teacher interrupt them to correct their mistakes. Whereas, (17, 2%) of the learners said that they are rarely corrected and only (6, 6%) who confirmed that they never perceive any interruption from the teacher to correct their errors. This high proportion of being constantly corrected by the teacher may indicate the fact that he/she mostly focus his/her full attention on the accuracy aspect of the learners.

Question 14: What is your reaction towards your teachers' errors correction?

a. Encourage you to participate (speak)

b. Disturb you

c. Inhibit your participation (speak)

Table 15: The Students' Reaction towards their Teachers' error Correction

Option	NO.	%
a. Encourage you to participate (speak)	25	83.8%
b. Disturb you	3	10%
c. Inhibit your participation (speak)	2	6.7%
Total	30	100%

The distribution of the sample according to Students' answers
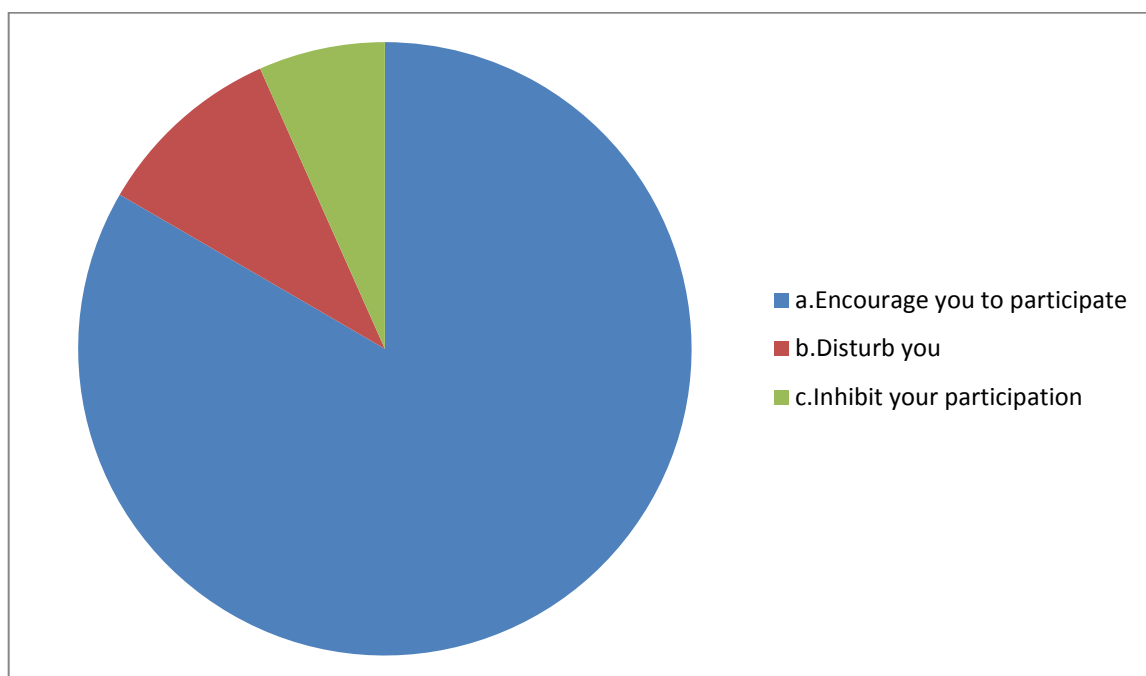
Graph 15: The Students' Reaction Towards Their Teachers' error Correction

This question is related to the previous one. It was posited in order to know how learners perceive the teacher correction of their mistakes. The responses revealed that the majority of informants (83,3%) actually have a positive attitude to their teacher corrections; they regard it as an encouragement to participate. Nevertheless, (10%) of the informants perceived it negatively because the corrections disturb them. Whereas, (6,7%) of the informants avoid engaging in speaking sessions perhaps because they feel embarrassed when the teacher corrects their errors which lead to inhibit their participation (speaking).

Question 15: Would you please provide some suggestions to overcome speaking difficulties?

This question was addressed to the learners in order to come up with solutions to overcome speaking difficulties and enhance learner's level of communication. The majority of learners (22) proposed a variety of ways to cope the speaking problems learners often face. They advise their teacher to present various learning activities related to learners needs and interests to motivate or encourage them to participate speaking more often because practice makes perfect. They also emphasized the need for more speaking sessions. Whereas, they advise their classmates to speak English with each other or with foreigners without being afraid of making mistakes or feeling shy to speak; in other words, they should make use of every possible opportunity they get to speak inside or outside the classroom and therefore they can enhance their level of communication and become more comfortable with speaking to others. They also suggest some helpful techniques to improve their speaking ability such as media, reading books, watching movies and listening to music. However, few students (08) did not answer this question perhaps because they have no idea about how to overcome speaking difficulties and enhance their speaking level of communication.

2.1.2 The Analysis of Teachers' Interview :

Q1. How do you evaluate your students' level in speaking?

The answers of three teachers for this question were the same in which all agree that students' level in speaking is low. When the fourth teacher said that students' level in speaking is average.

Q2. How do you find the interaction between students?

The majority of the questioned teachers claimed that the interaction between students is bad. Which three teachers said that the interaction is low. When the last teacher evaluates it as a moderate interaction.

According to the previous answers the teachers find that the interaction between students is missing. It can be caused of poor communication in the university which means

that the relationships among peers affect on the interaction. Another remark is that some teachers do not encourage students to work in groups. Other point is that students do not participate if they do not find the topic interesting.

Q3. Which type of activities the teacher focus on: fluency or accuracy? justify your answer

When asking the teachers about the activities that they focus on, their answers resemble to each other. The first teacher said that he focuses on Accuracy which a correct and precise oral communication is a crucial aim for teachers. The second teacher Also focus on Accuracy. Adding that fluency only students master the language. The next teacher stated that teachers focus is the accuracy because the classroom interaction is sharpened by the quality of grammar rules, they use in the Algerian teaching methods. The last teacher said that he focuses on accuracy because is an essential aspect in speaking skill.

Q4. What are the objectives that you tend to reach when teaching speaking skill?

For this question, the first teacher stated that the objectives are that students acquire the ability to deliver their message in the best way possible. In other terms, accurately and fluently with no ambiguity. Next, the objective that was claimed by the second teacher is enriching the students' vocabulary overcome the anxiety and panic attacks during a presentation producing a correct language and body language. The next teacher said that it enables STS to produce effectively through speaking. Means that the use of grammar through context correctly. The last teacher stated some objectives: Teachers help to improve students' communicative skills, and encourage them to face the audience and speak to use correct structure.

Q5. In your viewpoint, what are the possible difficulties that hinder your students' performance in speaking classes?

The questioned teachers put possible difficulties that hinder their students' performance in speaking classes. The following are the mentioned ones:

- Lack of practice

- The amount of time dedicated to speaking classes.

- Unavailability at the educational place.

- Fear of speaking is one of the biggest obstacles that hinder students' performance.

- Fear of cooperation, the mixed abilities which STS are not equal in their capabilities.

- Lack of autonomy.

- Fear of making mistakes when speaking in oral expression session.

- Lack of preparation and practice.

Q6. Do you think that the time devoted to teach oral expression is sufficient?

The majority of responses showed that the time devoted to teach oral expression is not enough which three of teachers said no, one session per week is not satisfactory to help students to improve speaking skill. When one of the questioned teachers said yes, the time is sufficient to teach oral expression.

Q7. What are some of the psychological problems that hinder students from speaking fluently?

The answers of the teachers are almost similar to each other. These are the following psychological problems that hinder students from speaking fluently:

- Lack of confidence

- Shyness

- Glossophobia

- Social anxiety, most of students are not socialized, and dearness of failure

- Nature of childhood and adult relationships can be a significant cause that affect on students

life, and if he was not socialized and keep himself away from community will face problems

in speaking and facing the audience in his future career.

Q8. Do you think that the linguistic knowledge of students affects their fluency? Explain more, please.

The first teacher said yes in which poor vocabulary can be a barrier for students to develop their speaking skills, admittedly, their fluency. The second teacher also said yes that students are not competent they can not perform effectively. When the third teacher said that students will be affected negatively to their performance. They are missing linguistic knowledge, so his answer is no.

In sum, from the answers of the teachers, linguistic knowledge has a significant effect in students' fluency. In addition, a good linguistic knowledge fostering students to express their thoughts fluently.

Q9. What is the role of Arabic interference in hindering students from talking fluently?

The first teacher said that talking in Arabic in order to speak in English is a linguistic handicap that students should work on. He said that in order to reach fluency students first thoughts should be in English. According to the second teacher students turn to be so translators, as a very bad strategy to learn a foreign language. The next teacher claimed that Arabic interference had a great negative impact because of the absence of adequate teaching methods. The last teacher shared the same opinion that thinking in Arabic and talk in English has a negative effect to their oral proficiency, which means that students speaking will be unstructured.

Q10. How do you feel about your oral session? Do you think that students are involved or not?

The majority of teachers are not satisfied of students' involvement. The first teacher stated that just forty percent of students are involved the other sixty percent students are not. The second teacher claimed that students are not all integrated because classroom management does not support them to cooperate. The third teacher said that only few

members are involved. Adding that it depends on the topic it it is interesting or not. The last teacher said that he is satisfied, but students can be more involved.

Q11. do you think that our department system gives much importance for oral expression session?

All the responses showed that teachers are not satisfied of the department system. All of them said no. One of them said no because of the lack of materials affect and teaching method also.

Q12. What do you suggest for students to improve their speaking performance?

From the answers of the teachers here are some suggestions for students to improve their speaking performance:

- Gain confidence

 - Listen to audio materials in English

- Practice on their own, in front of a mirror or a camera, for instance.

- Listening to native speakers and practicing.

- Trying to develop their language skills through the cooperating learning whether in groups

or in individual. This latter is the most beneficial strategy.

2.2- Data interpretation:

2.2.1- Interpretation of Students' Questionnaire:

Due to the importance of the speaking skill in helping students to become fluent users of English, the analysis of the collected data from students' questionnaire helped to draw a set of results concerning the difficulties preventing first year EFL learners to communicate appropriately in the target language and suggest some key elements to improve their oral production.

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The obtained results from students' questionnaire have revealed their awareness about the importance of the speaking skill to develop their oral fluency. In fact, the majority of them have classified speaking as the hardest task learners encounter in comparison to the other skills (reading, writing, listening). It has been noticed that a great number of students have an average level in speaking performance. In this regard, they complained from the lack of time devoted for oral production module and asked to extend the time for them to have the chance to further practice the speaking skill to overcome the difficulties they face while speaking. Concerning fluency and accuracy activities a great number of learners have shown that teachers mostly focus on accuracy activities despite the importance of fluency in communication. This emphasize that teachers should vary the activities submitted for learners to address both learners' needs and interests which motivate and encourage them to achieve progression in the foreign language.

When data are taken together, we deduce that participants are interested to practice various communicative activities to cope the difficulties of oral production and enhance their speaking ability which seem to confirm the hypothesis mentioned previously in the theoretical framework.

2.2.2- Interpretation of Teachers' Interview:

According to the analysis the interview, the results showed several difficulties are faced by first year English language students in developping oral fluency at Khemis-Miliana university such as lack of practice, the amount of time dedicated to speaking classes, unavailability at the educational place, fear of speaking, fear of making mistakes when speaking in oral expression session (question 5). Moreover, there are also some psychological problems that hinder students from speaking fluently such as lack of confidence, shyness, glossophobia, and social anxiety (question 7). Adding that classroom management does not support students to improve their oral performance, thus, students lack participation and involvement can be problem obstructing their speaking skill improvement (question 10 and 2). In addition to that, first year English language students of Khemis Miliana university are suffering of low level of speaking, so that it is a significant problem that affects students on their oral performance (question1).

Furthermore, Arabic interference is helpless method to students on their learning process. It also has a great negative impact on their oral proficiency (question 9). In addition, linguistic knowledge has an important effect in student's fluency. A good linguistic knowledge allows students to express their thoughts fluently (question 8).

The results also give answers to the research questions as the follow are:

- **Problems that encounter EFL learners in oral expression (research question 1):**

Psychological problems: Lack of confidence, shyness, glossophobia, and social anxiety (result of question5).

- **Difficulties that hinder EFL learners from improving fluency in their speaking (research question 3):** Lack of practice, the amount of time dedicated to speaking classes, unavailability at the educational place, fear of speaking is one of the biggest obstacles that hinder students' performance, fear of cooperation, lack of autonomy, fear of making mistakes when speaking in oral expression session, lack of preparation and practice (from the result of question 7).

2.3 Suggestions and recommendations:

Based on the results of the study, the following recommendations are suggested for both students and teachers to help students overcome the speaking difficulties they encounter and to enhance their oral fluency level.

1. For Students:

- It is advisable for learners to improve vocabulary overtime in different learning situations.

 Self-evaluation is very important for learners to identify their gaps and try to progress

- Students have to realize the importance of speaking ability and therefore they should practice speaking as much as possible inside and outside the classroom to enhance their speaking skill.

- Students should join English clubs where they can use English to interact, which is very beneficial for their English-speaking fluency and also their communication skills in general.

 - Being willing to respond in English and to actively participate in speaking activities regularly in the classroom help learners to avoid their fear of making mistakes and boost their confidence in speaking.

 - Students should respect the devoted time for them to speak, so to give their classmates an equivalence opportunity to speak as well.

2. For Teachers:

- Teachers should encourage their students to speak English more often inside and outside the classroom to help them achieve fluency and accuracy in speech.

- Teachers should provide learners with clear instructions and sufficient guides to get them gradually understand the instructions without translating into their mother tongue.

- Teachers are ought to Try to involve each student in every speaking activity. For this aim, they can participate in different ways.

- Teachers are advisable to target the problems faced by students who have difficulties in expressing their thoughts in the foreign language and provide more chances to practice the spoken language.

- Teachers should reduce their time of speaking in the classroom in order to increase speaking time of learners. This will help teachers to observe and learners to progress their level of speaking performance.

 - Teacher's friendly and cooperative behaviors can help make the students feel willing and comfortable to speak in the classroom.

 - Teachers should create a rich environment in speaking module contains cooperation in work, appropriate activities, authentic tasks and shared ideas which encourage students with all levels to progress.

 - Teachers are advisable to observe student's work in the class to ensure they are on the right track and to see if they need any help whether they are working in group or in pair and also provide them with the vocabulary beforehand needed in speaking activities.

- Teachers should involve positive feedback when commenting on student's responses.

- Teachers should avoid correcting student's mistakes very often when they are talking, so they will not be distracted.

Conclusion:

The current chapter explores the difficulties preventing EFL learners from developing their oral fluency in practical terms. It gives an idea about the two instruments used as a research tool to collect and analyze data from both teachers of oral expression module and first year EFL learners at English department in khemis Miliana university. This chapter also provides an interpretation for the acquired results. Finally, the study proposed some suggestions and recommendations for both teachers and students to help FL learners improve their speaking ability in general and oral fluency in specific.

GENERAL CONCLUSION

In fact, it is due to the great importance and attention that students place on learning a good accent, many researchers have been inspired to investigate and delve into the aspects of being a good English speaker. For this reason, this research is based on examining the difficulties that impede the development of oral fluency among first year EFL learners. Our goal in this modest work is to identify the difficulties besides the factors influencing students' oral fluency.

therefore, in order to confirm the hypotheses, two questionnaires have been presented to both First year LMD students and oral expression teachers at the English department of the University of Khemis Miliana. Based on the study of the hypotheses indicated in the introduction, the research has been divided into two main parts: a theoretical part and a practical part. Section one is an overview of speaking skill, aiming to assess its current status in the context of EFL teaching, examining aspects and characteristics of speaking performance, considering communicative and linguistic competencies in relation to different authors and discussing what is being taught the 2L course without neglecting the impact of communication practice on second language learning. and the difficulties students encounter in developing their oral fluency. However, section three suggests some key elements to improve the student's oral performance. It covers two main points; the types of speaking and learning activities students need to deal with communication difficulties; as well as to improve their language performance. The second part of this study is the practical part of the fieldwork. It is divided into two sections. The first section addresses the research methodology through a detailed description of the data collection tools and research instruments. It includes the research methodology, the population sample and the instruments for data collection. The second sections also deal with the analysis of the data and the interpretation of the results obtained. This chapter tries to answer the research questions by confirming or disproving the research hypothesis and finally give some suggestions and recommendations for students and teachers hoping to improve students' oral performance.

The research showed that there are several factors that affect oral fluency such as psychological factors, linguistic factors and cognitive factors. The results of this study suggest some very important points for policy makers, EFL teachers and EFL learners to consider. First, the Head of the department should allocate enough time for the oral sessions to give students more opportunities to engage in speaking activities. In addition, EFL teachers should use ICTS and appropriate methods and strategies that contribute to the development of students' oral performance.

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Appendix One: First Year Students' Questionnaire

Oral fluency Questionnaire

Dear students,

You are gently requested to help us answer the questionnaire of our research paper, which is exploring first year English foreign language learners' difficulties in developing oral fluency at Khemis Miliana University. Therefore; we need your full attention and interest for the credibility of this research.

Thank you in advance for your collaboration.

Section one: Bio-data

Q1. What is your gender?

a) Male

B) Female

Q2. How old are you?

……………………………………

Section two: Oral Fluency Development Difficulties

Q1.: Studying English was choice or obligatory ? If it was a choice , please justify your answer

a. Choice

b. Obligatory choice

Justification:

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Q2. What is the most difficult skill to learn in EFL classroom?

a. Listening

b. Speaking

c. Reading

d. Writing

Q3. How many hours do you study oral expression per week?

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Q4. Do you think that the amount of time devoted to oral expression is sufficient?

a. Yes

b. No, more time is needed

Q5. How would you evaluate your level in speaking?

a. Good

b. Average

c. Weak

 Q6. Do you use English outside the classroom?

a. Yes

b. No

Q7. In your point of view, why learning speaking is important?

a. To improve fluency

b. Rules are not sufficient to be a speaker of a language

Q8. Which type of activities are used more often in speaking sessions?

a. Accuracy practice

b. Fluency practice

c. The same proportion for both activities

Q9. Which type of activities do you prefer, accuracy (rules, drills...) or fluency (discussion, role play, storytelling...) practice? Do you think accuracy or fluency is more important to communication?

a. I prefer accuracy practice, it is more important to communication

b. I prefer fluency practice, it is more important to communication

c. I prefer accuracy practice, but fluency is more important to communication

d. I prefer fluency practice, but accuracy is more important to communication

Q10. How often do you participate in speaking sessions?

a. Always

b. Sometimes

c. Rarely

c. Never

Q11. When you do not participate is it because;

a. You are not talkative

b. The topic is not interesting

c. You feel anxious, shy or not confident

d. You are afraid of making mistakes

e. Your teacher does not motivate you to speak

f. Your poor language efficiency

Q 12. Who does the most of the talk in speaking sessions?

a. The teacher

b. The students

Q 13. How often does the teacher interrupt you to correct your errors?

a. Very often

b. Sometimes

c. Rarely

d. Never

Q14. What is your reaction towards your teachers' errors correction?

a. Encourage you to participate (speak)

b. Disturb you

c. Inhibit your participation (speak)

Q15. Would you please provide some suggestions to overcome speaking difficulties?

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Appendix Two: Teachers' Interview

Teachers' Interview

Dear teachers,

It would be your generosity to respond to the interview. This latter serves as a data collection tool for our research work that aims to explore difficulties facing first year EFL learners in developing their oral fluency at Khemis Miliana University.

We would appreciate if you could take part to share your experience by answering the questions below. Your answers will help us for the completion of this research work.

Please tick one choice that present your answer and give a full answer where necessary.

Thank you in advance.

1. How do you evaluate your students' level in speaking?

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2. How do you find the interaction between students?

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3. Which type of activities the teacher focus on: fluency or accuracy? justify your answer

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4. What are the objectives that you tend to reach when teaching speaking skill?

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     5. In your viewpoint, what are the possible difficulties that hinder your students' performance in speaking classes?

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     6. Do you think that the time devoted to teach oral expression is sufficient?

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     7. What are some of the psychological problems that hinder students from speaking fluently?

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     8. Do you think that the linguistic knowledge of students affects their fluency? Explain more, please

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     9. What is the role of Arabic interference in hindering students from talking fluently?

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10. How do you feel about your oral session? Do you think that students are involved or not?

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11. do you think that our department system gives much importance for oral expression   session?

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12. What do you suggest for students to improve their speaking performance?

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Résumé :

Le présent article vise à identifier les facteurs qui entravent le développement de la fluidité orale chez les apprenants d'anglais langue étrangère (EFL) au niveau de la première année LMD à l'Université Khemis Miliana. À cette fin, la présente étude utilise une méthode quantitative. Trente étudiants ont été choisis au hasard parmi les étudiants LMD du département d'anglais et quatre professeurs d'oral. Cette thèse est divisée en deux parties principales : théorique et pratique La première section est une vue d'ensemble de la compétence d'expression orale, qui vise à évaluer son statut récent dans le cadre de l'enseignement de l'EFL, à explorer les aspects et les caractéristiques de la performance d'expression orale, à considérer les compétences communicatives et linguistiques en fonction des différents auteurs, à aborder ce qui devrait être enseigné dans le cours 2L sans négliger l'effet de la pratique de la communication sur l'apprentissage de la langue seconde. La deuxième partie traite des problèmes et des facteurs qui influencent la performance orale en EFL, ainsi que des difficultés rencontrées par les apprenants pour développer leur aisance à l'oral. La partie pratique couvre, la méthodologie de recherche, la population de l'échantillon et les instruments de collecte de données. Les données ont été recueillies par le biais d'un entretien oral et d'un questionnaire. Ce dernier consistait en des entretiens en face à face et en ligne. Les données obtenues ont été analysées à l'aide d'analyses descriptives. Les résultats ont révélé qu'il existe des problèmes psychologiques tels que (l'anxiété, la timidité) et un manque de facteurs de motivation, comme la pression du temps, les pratiques de classe et le matériel. En outre, il a été constaté qu'il existe des facteurs liés à l'apprenant tels que le manque de motivation, en particulier dans le cas d'attitudes négatives envers l'apprentissage de l'anglais en tant que langue étrangère. L'analyse et l'interprétation des données ont permis au chercheur de dégager des points intéressants. Les résultats indiquent que certaines difficultés soulignent l'échec des apprenants d'anglais langue étrangère à développer leur aisance à l'oral. Nous espérons que cet article aidera les futurs enseignants et apprenants d'anglais langue étrangère à concevoir des tâches efficaces pour la maîtrise de l'oral dans leurs classes.

الملخص

هدف هذه المقالة إلى تحديد العوامل التي تعيق تطور الطلاقة الشفوية بين متعلمي اللغة الإنجليزية كلغة أجنبية في مستوى السنة الأولى ليسانس في جامعة خميس مليانة. تحقيقا لهذه الغاية، تستخدم الدراسة الحالية طريقة كمية. تم اختيار ثلاثين طالبًا بشكل عشوائي من طلاب في قسم اللغة الإنجليزية وأربعة معلمي التعبير الشفهي تنقسم هذه الرسالة إلى جزأين أساسيين نظري وعملي، القسم الأول هو نظرة عامة على مهارة التحدث، والتي تهدف إلى تقييم حالتها الأخيرة في إطار تدريس اللغة الإنجليزية كلغة أجنبية، لاستكشاف جوانب وخصائص أداء التحدث، للنظر في كل من التواصل والكفاءات اللغوية في نظر الكتاب المختلفين، لمعالجة ما يجب تدريسه في اللغة الثانية (الأجنبية) دون إهمال تأثير ممارسة الاتصال على تعلم اللغة الثانية. يتناول القسم الثاني المشكلات والعوامل التي تؤثر على أداء التحدث باللغة الإنجليزية كلغة أجنبية، بالإضافة إلى الصعوبات التي يواجهها المتعلمون في تطوير طلاقتهم في التحدث. يغطي الجزء العملي منهجية البحث وعينة السكان وأدوات جمع البيانات. تم جمع البيانات من خلال مقابلة شفهية واستبيان. والتي تتألف من مقابلات وجهاً لوجه وعبر الإنترنت. تم تحليل البيانات التي تم الحصول عليها باستخدام التحليلات الوصفية. وأظهرت النتائج أن هناك مشاكل نفسية مثل (القلق، الخجل) وقلة العوامل المحفزة مثل ضغط الوقت والممارسات والمواد الصفية. علاوة على ذلك، وجد أن هناك عوامل مرتبطة بالمتعلم مثل الافتقار إلى الدافع. خاصة في حالة المواقف السلبية تجاه تعلم اللغة الإنجليزية كلغة أجنبية. من تحليل البيانات وتفسيرها يمكن للباحث أن يخرج بنقاط مثيرة للاهتمام حيث تشير النتائج إلى أن هناك بعض الصعوبات التي تؤكد فشل متعلمي اللغة الإنجليزية كلغة أجنبية في تطوير طلاقتهم الشفوية. من المأمول أن يساعد هذا البحث معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية المستقبليين على تصميم مهام فعالة للطلاقة الشفوية في فصولهم.