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<<APPLIED LINGUISTICS and ICT >>

Investigating the Main Factors behind Students' Poor Mastery of

the Speaking Skill

Case study: First Year LMD Students of English At Abdelhamid Ibn Badis

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I

Dedication

To my parents

To my family

To my friends

Acknowledgement

Abstract

Achieving a satisfactory level in speaking English is the primary aim of both foreign language learners and teachers. However, students in general are facing obstacles in speaking English. They avoid talking because they are not able to use this foreign language appropriately to convey their thoughts though they have the desire to reach this satisfaction. English as a Foreign language (henceforth EFL) learners find the speaking skill quite difficult to master and therefore they fail to produce acceptable utterances. In this respect, the present work deals with learners' poor speech production. The major objective of this research work is to identify some main difficulties that hinder the learners' capacities to speak adequately. To carry out this research project, two questionnaires were designed: one is delivered to first year LMD students, and the other one is administered to teachers. The findings prove that first year LMD students of English suffer from a number of obstacles when speaking English. Both the teachers and learners claim that these difficulties are related to: lack of reading, lack of interest, inappropriate techniques of teaching this skill, and the interference of the mother tongue. Relying on these findings, we would provide both teachers and learners with some tentative solutions to improve students' speaking skill.

Key words: Speaking, difficulties, major, EFL learners

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List of abbreviations

TEFEL: Teaching English as Foreign Language

FL: Foreign Language

LMD: License Master Doctorate

OE: Oral Expression

L1:First Language

L2:Second Language

EFL: English as Foreign Language

%: Percentage

Q:Question

N:Number

General Introduction

Many researchers and scholars in the field of language learning and teaching are paying more attention to teaching the speaking skill in the EFL context. It has become obvious that the importance of the speaking performance is increasing in the teaching and learning process.

Speaking is one of the four macro language skills (reading , writing , listening , and speaking) It is the bridge through which students can interact with others to reach certain objectives or to convey their viewpoints , intentions , and needs. Hence, improving this productive skill is one of the crucial achievements of teachers in an EFL context. In recent years , there has been a major shift in perspectives in foreign languages teaching, especially in speaking performance which has become the main issue to discuss among researchers when dealing with the main factors behind students' poor mastery of the oral skill.

Accordingly, many scholars and teachers claim that there are many EFL –in our context, we are referring to Algerian students –learners who are able to read and write in English, but they cannot perform and communicate in English orally. The majority of learners find obstacles when it comes to speaking inside the classroom and they do not prefer to be engaged in speaking tasks. Students' involvement in the classroom can be as supportive technique to teaching and learning. Moreover, speaking foreign language fluently and adequately is regarded as being a cradle of language teaching and learning. It is indeed a shared responsibility among both teachers and learners. In this prospect, developing students' speaking proficiency in foreign language classes has become crucial because teaching speaking performance is essential for EFL learners.

However, a series of problems are encountered while teaching this competency. These obstacles have a significant effect on the enhancement of learners in developing their speaking ability. Thus, in this study we have raised many issues related to a number of difficulties that may cause the students' poor production of speaking capacities with the aim of providing our readers with a maximum of solutions. In this respect three center questions are to be asked to during our investigation. They are cited as follow:

- why do our learners face those deficiencies in speaking?
- What should be done to improve the situation?
- What are the major factors that prevent first year LMD students to speak correctly?
- What should be done to improve the situation?

Before, answering these questions, we assume that the main difficulties behind learners' poor mastery of the oral skill can be related to the interference of first language on this macro skill; students mostly think in their first language (Arabic) in order to talk. We may also assume that EFL learners have not the desire to practice this skill, but teachers have the interest to enhance this skill. At last we hypothesize that lack of reading is a factor that prevent students from being skillful at speaking English.

Thus, we aim through the present research to identify some reasons which restrict the learners' ability to speak adequately. The actual problem was observed among first year LMD students. In fact, many students assume that the key to speaking English fluently is to master the rules of grammar and read as many books as possible. In this regard, our work is divided into three chapters. The first one sheds the light on a number of theoretical aspects and definitions of the speaking skill . The aim of this chapter is to enable the reader to know more about this competency. The second one tackles the methodology that we have relied on to carry out this research work. The last chapter deals with the results that we would come out with to redefine the problems and provide to certain extent with some solutions.

Introduction

 A discussion of some principles and aspects of speaking performance is worthwhile as a starting point. The aim of the current research is to obtain an overall understanding of what is meant by the term 'SPEAK', and to learn how to enhance this skill. Speaking has been neglected in Teaching English as Foreign Language(TEFL)for many years ,because almost people grow up speaking their L1 and sometimes their second language (L2),or foreign language(FL) .Therefore, speaking has to be taught and learners should learn how to speak correctly and to be effective speakers, this should be the basic important objectives for both teachers and learners, especially at university. Students' poor performance in speaking has become the core problem which needs to be solved. In fact, we cannot identify the main factors behind students' poor achievement in speaking without investigating some issues such as its definition, the difference between speaking and writing, its importance and others. Finally, we have to shed light on the main factors behind the students' poor speaking .

1.1 What Is Speaking

   Speaking is a basic skill that the learners of a given language should master. Louma (2004,p.41) defines speaking as a complex   process of sending and receiving messages through the use of expressions. Hedge (2000, p.261) defines speaking as" *skill by which they (people) are judged while first impressions are being formed"*; That is to say, speaking is an important skill which deserves more attention in both second and foreign language learning because it reflects peoples' thoughts and personalities. Its form and meaning are dependent on the context in which speech is uttered, the participants, and some speaking goals. Burns (1997,p.33) claims that "*Speaking is defined in this study as the secondary stage students' abilities to express themselves orally, coherently, and fluent in a given meaningful context"* Thus, students must master all the linguistic features of a language. They have to select the appropriate vocabulary ,or mechanisms of speaking related to subject matter. However, they fail to do so, for speaking is a difficult and complex skill, and also because it is an act of discovery .Another definition was given by Luoma (2004,p.2) who defined speaking as: *''an interactive process of constructing meaning that involves producing, receiving, and processing information.''*

    Speaking is also an important part of foreign language learning and teaching. Despite its importance, teaching speaking has been less valuable and English teachers have taught and are still teaching the speaking skill just as a repetition of drills or memorization of dialogues.

However, today's world requires the goal of improving students' communicative skills because it is the key of communication. Speaking is not such straightforward task to do , but in fact it is especially challenging, this productive ability is not a simple skill as many people may think ,its mastery, requires experience and much practice. Luoma (2004,p.1) argues that ''*speaking in a foreign language is very difficult and competence in speaking takes a long time to develop*''.

Speaking cannot be achieved if there is no coherence between words or the sentences which are arranged in a particular order and linked together in certain ways. In addition to its complexity, it takes time and lot of training to be mastered, i.e. only after years of training and practice at schools and universities, a few students, and not all of them, are able to speaking the foreign language correctly.

1.2 The Characteristics of the Speaking Performance

In teaching English context, great attention has been paid to designing activities which focus more on tasks that are balanced between the need to achieve fluency, accuracy, and the other characteristics of the speaking skill which is based upon the assessment of the oral skills. Referring to speaking skill, accuracy and fluency are two main concepts and characteristics of this communicative approach, and they are seen as complementary in accomplishing a spoken or written form. Richard(2001 ,p.157) mention that ''*fluency and acceptable language is the primary goal :Accuracy is judged not in the abstract but in context''.*

1.2.1Fluency

When teaching the speaking skill, teachers aim to realize many goals, in particular fluency. It is the main feature of the speaker's performance. Hughes (2002 ,p.22) defines fluency as *"the ability to express oneself in an intelligible, reasonable and accurate way without hesitation."*Otherwise, the concept of communication will break down because the end receivers (listeners)will lose their component of interest. To realize this goal, teachers should train learners to use their personal language freely to express their own ideas and improve the level of communication. Hedge (2000 ,P.54)adds that ''*the term fluency relates to production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation.''*One can say it is the ability to reply in a coherent way through linking phrases and words effectively, using

stress, intonation, and pronounce sounds clearly. Hughes(2002) supports also the fluency and coherence refer to the ability express oneself in a normal level of continuity, rate and effort in addition to link ideas together in coherent way.

Speech rate and speech continuity are the main important factors of coherence. Almost all foreign language learners, particularly speakers, think of fluency as the ability to speak fast; that is why the speaker begin to speak rapidly without making pauses.

Thornbury (2005) argues that speed is an important element and pausing and fluency too because speakers need to take breath. Native users(speakers) of English language need to pause from time to time so as to let the interlocutors grasp and catch what they utter, but frequent pausing is an obstacle that the EFL speakers suffer from while they speak. In such cases, Thornbury suggests what is called ''tricks' 'or production strategies to help the learners to fill pauses when speaking by using certain common pause fillers like'' um ''and ''uh'', also speakers can use vagueness expressions such as ''and ''I mean'' in addition to the repetition of one word when there is pause.

1.2.2 Accuracy

Most of foreign language teachers nowadays focus largely on   the term of accuracy in their teaching process because the learners' major desire is to be more fluent, and they forget about being accurate because without giving much importance to structuring accurate speech,speakers' performance will not be understood and their skill is going to lose interest if they produce incorrect utterances each time. Hence paying attention to correctness of language form is quite an important element for oral skill.(Skehan,1996,P.23cited in Ellis 2005) defines accuracy as referring *'' to how well the target language is produced in relation to the rule system of the target language*'' therefore, learners must emphasize on number of things in their oral competency as well as the production of the spoken language, mainly, grammatical structure, vocabulary, and pronunciation.

1.2.3 Grammar

The main concern of teachers when teaching grammar to students is to hear correct forms of speech when EFL learners come to speak. Thus, students are asked to pay attention to their grammatical competency and they should work on their grammar production to have a successful communication. According to IELTS (2001p.15 cited in Hughes 2002) the grammatical competency refers to the ability of learners to use grammatical structure in an appropriate range that includes the length and utterances' complexity in addition to the capacity to utilize the subordinating clauses. The grammar of speech form is distinguished from that one of writing. Thornbury (2005) illustrates certain characteristics of spoken grammar:

- Clause is the main part of constructing a meaning.

- Clauses are mostly added to link the part of speech.

- Head+ body +tail construction are needed to obtain meaningful spoken grammar.

- Spoken grammar maintains a lot of ellipsis and many question tag.

- Performance effect(incompletion, hesitation, redundancy, syntactic blends).

1.3 The Differences between Speaking and Writing

Speaking and writing are two main productive skills. However, those two skills are largely different in many aspects. Speaking is the most difficult skill ;that is why our emphasis is on this skill. Understanding the main differences between the two aspects helps the learners to deal with the problems that face them in enhancing their communicative skill. Speaking and writing are different in both origin and practice. Writing skill should be learned and taught through basic efforts that is why there are many people who are skillful in terms of writing, and they are able to write easily. However, speaking is a difficult task among the majority of learners. Another feature which may characterize speaking skill is that spoken language is acquired without specific instructions. Raimes supports the same viewpoint and claims that we start to speak our first language without given instruction, while many people usually think how to write in their L1.In contrast, writing and speaking are viewed by Robins(2000,p.95) as two modes of linguistic communication. Besides, spoken discourse is

known by the use of simple linking words such as 'but', 'right', 'anyway' rather than complicated ones used in writing one (Nunan,1989,P. 22).

Moreover, speech is more commonly complicated in terms of using connectors and pauses such as 'and', 'but' which makes the spoken language more difficult ;whereas in written discourse, sentences are easier when it comes to using connectors and subordinators. That is why we have the interest to investigate on this issue. Speaking requires practice. And the problem becomes more difficult when it comes to pronunciation and conveying their intended messages; that is why we have chosen to investigate these aspects as potential sources of the factors behind poor mastery of the speaking skill. Furthermore, another difference is grammatical choices ;Harris (1993 ,P.4) contended that ''*the main Organizing unit of spoken text is not the sentence ;it consists of near equal status chained together in order*." Despite what is said above, more attention must be paid to speech production because our study focuses on the skill of speech production because it is regarded as the major skill to be developed. Thus, the skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover , some of the processing skills that are needed in speaking differ from the ones involved in writing.

1.4 The Importance of the Speaking Skill for an EFL Learner

Learning a foreign language involves mastering the speaking skill and many foreign languages. Students may ignore the effectiveness of this skill on their future career because they are not able to deal with this skill appropriately. As for EFL learners, they had better be aware how to speak in a formal context rather than in an informal one; that is to say learners are obliged to know the importance of this skill to improve their capacities regarding such a productive ability. A major importance of speaking is to help the students to develop their vocabulary, grammar and then, progressing their writing skill. Also, Through the speaking performance, learners are able to express their identities and relationships in a societies. While speaking, learners can express their personal feelings, opinions and ideas ,tell stories ,inform or explain a request, and discuss.

Additionally, through speaking we can display the different functions of language. In this respect, speakers of foreign languages, especially English, have more opportunities to get jobs in different companies. Baker (2003,P.05) supports that ''*a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion*."Therefore, the more learners practice oral skills, the better they feel relax and

freer to express themselves. Speaking can be used in both formal and informal contexts; that is why when being assessed, the writing skill cannot stand alone to be evaluated; the oral performance must be included and is to be considered as compulsory to examine the learners' linguistic competence. Moreover, the speaking competency is considered as a tool to extend the speaker's knowledge ;it plays the role of learning and coping with subject matter. This role is called 'speaking to learn'.

In fact, the roles of learning to speak and speaking to learn are interdependent. For this reason, the practice of the speaking skill can provide learners with varied learning styles particularly for those who find it difficult to learn it through listening or reading. It means that learners feel more secure and relaxed in speaking, rather than being engaged in other skills, and if we think only of long-term needs, speaking probably can be considered the least important of the four skills for many students .Using speaking tasks to learn content gives the students several opportunities to enlarge their capacities to enhance their memories, recalling process, using background knowledge, and implicitly practice grammar spelling.

In this respect, the ability of interaction provides learners with an infinite amount of vocabulary in foreign language classrooms through different activities such as dialogues, and role play; then practicing speaking may offers the students many learning styles. For such learners, speaking is likely an aid retention in the sense that students see themselves able to develop their productive speaking skill more than they do in writing. Moreover, speaking plays many role ;it is a skill of evaluating ,producing, and coping with a number of topics and succeeding to achieve a lot of goals like writing a report or expressing an opinion with the support of evidence which gives the learner a high level of communication.

To investigate the main factors behind poor speech production, the following section is devoted to exploring major problems language learners may face when willing to speak in a foreign language.

1.5 Problems Faced by Students in Speaking

Like all learning obstacles, difficulties that learners face in producing a good spoken utterance can be challenging to EFL learners. This difficulty cannot only be due to the way ideas are generated and organized, but also, to other problems among otherfactors. In this section, we will try to sketch the whole image of some main factors behind students' poor speech performance.

1.5.1 Lack of Motivation to Speak

It is evident that motivation is needed in all fields of learning to succeed and develop any work we want to achieve. As for speech production, .Harmer(2006a)stresses that :

> *People involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which they study. they succeed despite using methods which experts consider unsatisfactory. In the phase of such phenomenon, it seems reasonable to suggest that the Motivation that students bring to class in the biggest simple factor affecting Their success* (p.3)

This means largely that motivation is linked to achievement, and learners' motivation makes the action easier and more effective for both teachers and their learners.

Hence, motivation makes speaking pleasant and enjoyable, The ability to speak english well is not something natural, but instead it is an acquired skill. It must be put into practice extensively and learned through experience as it takes time. Speaking and doing a lot of listening are absolutely a crucial part of the speaking performance.

According to Hidi (2008,p.7) "*there are two questions that language skill teachers frequently pose to speaking. First, why are students so often not motivated to speak Second, how can their motivation to speak be increased .*" there are many hidden forces which cause demotivation and make the learner demotivated to achieve certain speaking levels. One reason may be the fear of failure or the fear of not reaching our goals in some situations mainly when it comes to fluency and accuracy. The second reason may be due to teacher's refusal. The main source of this fear from failure among students is the idea of being afraid of doing mistakes. As a result, they are blocked and they lose the desire to attempt their chances for taking the risk and adventure .Usually, learners speak because they are motivated by both teachers and their friends when they speak, they find themselves hesitated which means uncertainty, feeling doubtful about what they are saying because of demotivation.

Teachers of English may experience the situation in which students are not motivated to be skillful in speaking; there are certainly many factors that cause this problem. Learners feel that they lack confidence to speak since they may not know what to say. Some others might state that they do not have enough vocabulary to use in conversation. The rest might tell the

teachers that the topic of discussion is not interesting. It is mainly related to the idea that was stated by Dornyei (2005,p.80)The latter argues that *"it is one thing to initially whet the students' appetite with appropriate motivational techniques."*

In other words, the teacher should be the source of motivation to encourage the students to speak by making speaking inspiring and enjoyable, and giving them the opportunity to express themselves .Consequently, students feel relaxed when they express their thoughts and ideas in speaking. Also anxiety can make the learner worry and cause negative predictions which distract students' ability to talk. In addition, Harmer (2007b ,P.55),in his book *The Practice of English Language Teaching*, explained the reasons behind the fear of students in speaking, in details. First, he mentioned the lack of practice even in the mother tongue. Second, having nothing to say can also be an obstacle to students. Finally, some people are simply not interested in the speaking skill. He also claimed that teachers must develop self-confidence in their learners through building a speaking habit; that is to say, teachers should create situations where students speak and convey their view points frequently in order to become fluent in speaking. In short, students perceive speaking as a risky task.

A skillful learner, who is interested in reading tasks, can develop the speaking competency. Byrn (1991 ,p.22)argued that *''reading, of course, can be the goal in itself and in any case likely to be more than speaking, but the two skills can and should be developed in closed collaboration."*

1.5.2 Lack of Reading

As it has been mentioned previously, reading is a helpful tool to enhance the students' speaking skill. Some reports(Krachen 1984,as cited in Harmer 2006b,p.224) have compared between two classes: one practices reading whereas the second depends largely on speaking. Eventually, the first class was found more progressing than the latter.

One of the main problems encountered when discussing the reading skill is that what it means to read? and what it is meant when we say a person can read?. according to Alderson (2000,p.03) defines reading *"To process text meaning through some process of inaction with print. ''*

At first, semantically, reading is the ability of someone's to recognize marks and translate them into spoken items and words, but usually what is meant is that the learner understands what s/he reads. For many years, three chief definitions of this skill had been used according

to (Alderson) ;the first meaning, learning to read means to learn how to pronounce words correctly. The second meaning goes with the idea of identifying words and grasping their meaning. According to the third definition, learning to read refers to the ability of bringing meaning to text so as to get meaningful spoken discourse from it. Hence, reading either in the classroom or outside the academic context is seen as the appropriate input for the learning of speaking competency. In this respect, many surveys have been done to confirm the link between the two interrelated skills: reading and speaking. The findings proved that there is a relationship between the two. In the same line, karoll (1997; cited in Sadek) sates "*how really that better speakers tend to be better readers, better speakers read more than poorer speakers ,and finally better readers tend to produce syntactically nature speaking than poorer readers.*"This means that the question in foreign or second language learning concerns the directionality of skills transfer. Here, the most important clear direction is from reading to speaking. In addition, reading activities can enhance the speaking performance, retention, and information, especially this directional model, skills tend to be acquired in one modality and can be transferred into others . It appears though that this transfer is not automatic; however, it comes to existence only as a result of direct instruction. Also, the relationship between reading and speaking is directional but less dependent. This refers to the cognitive process of building meaning.

The bidirectional hypothesis claims that reading and speaking are not only interactive, but also independent .Each of these models show a difference relationship between the progress of speaking and reading skills ,and provide with different classroom approaches of lecturing the two productive skills. This issue is rather seen complicated when we refer to foreign language learners who are already literate in first language.

In fact, the two skills are inter-matched and go hand-in-hand. Therefore, one cannot work without mastering the second. We often make reading to get information but in our research project we need to read in order to improve the speaking ability.

1.5.3 The Influence of First Language on Speaking in English

In addition to the lack of interest and no desire to talk in the foreign language, EFL learners find themselves also facing another problem that really limits their capacities   to speak correctly. It is the fact that when speaking, they think in Arabic .This obstacle is the chief concern of teachers and students. Often , foreign language teachers focus on the need for EFL speakers to think and speak in English. That is to say, this way of speaking will limit the

acquisition of English due to the action of transferring structures and vocabularies from first language in an incorrect way. Friedlander(1997,p.11) claims that *"speakers transfer both good and weak speaking skill from their first language to English."* He adds also *"weaker speakers failure to use speaking strategies in english was based on their failure to use these strategies in their first language.''*

One can say that students speakers who have never acquired their first strategies in first language fail to transfer them to their foreign, or second language. In contrast, many studies proved that it is not necessary to be good speakers in L1to be so in FL or in second language. Kuehan contends that "*the acquisition of FL literacy skills by adults already literate in their first language is a complex phenomenon involving multiple variables''*(p.85)This means that the speaking convention can be different from one language to another. Moreover ,not any person is a gifted speaker. Speaking is a skill that can be practiced, mastered, and learned. Speaking remains one of the most difficult skills to be mastered because many obstacles exist while speaking even for native speakers.

According to, EFL students viewpoints (appendix 01) shows that they are relaxed when expressing themselves in speaking as it is claimed by Byrne(1991,p.10) *"some learners feel secure if they are allowed to speak. For such students, speaking is likely to be an aid to retention, if only because they fell more at ease and relaxed.''*

However, they claimed that speaking is the most difficult task to master; that is why it must be worth asked what is difficult about speaking and especially about speaking in foreign language. Furthermore ,in terms of difficulty and complexity, many students find obstacles when talking because of a number of reasons .This complexity occurs in the stages of the process we go through when speaking. One reason is due to the lack of knowledge and complexity that occurs during speaking performance. Moreover, it can be related also to psychological , linguistic, and cognitive factors ;this concern speaking L1,L2,FL.

1.5.4 Teachers as Source of Demotivation

When researchers get close to learners and question them about their preferred teachers to be with, the response goes to X teacher. One can say, teachers do not follow the same way of teaching under the same conditions. But teachers can demotivate learners when they do not give much importance to teaching and to enhancing the learning process. Another demotivating factor is that most teachers repeat the same activity over and over, and do not

stimulate students to speak in the classroom or even outside. In other words, demotivated teachers can produce demotivated students. Accordingly, teachers can simply provide students with a number of crucial tasks to perform in order to help learners become good speakers.

Harmer (2007,p.41) claims *that "the main task of the teachers is to motivate and provoke this students."*That is to say, speakers find themselves forgetting words when they want to convey something especially when dealing with difficult speaking tasks.

Here lies the teachers' role to provoke learners and make them speak to have the desire to speak with giving importance and value to this productive ability. in other words, Interested and excited learners will show a performance that is more important task and has a value. Teachers can help students by giving them worth expressions and words they need to use it.

In this respect ,Harmer(2007b,p.42) adds another issue that is closely related to the teachers' role as a monitor, motivator, and provoker which is that of supporting. That is to say, students need help and guidance when speaking .Teachers must play a major role and be supportive when students engage in speaking. Thus, they help them to overcome and being aware of those factors that really hinder them from speaking correctly .

1.5.5 Lack of Teacher's Corrective Feedback and Reinforcement

As we have stated previously, teachers should be involved by motivating, provoking , supporting and even sometimes suggesting or giving advice to students, therefore, responding, reacting, and correcting. What is common between these last three concepts is that each one of them needs a feedback that encourage students to do better. It is stated in (language teaching and applied linguistic,2002,p.85)

> Feedback is very important in the teaching foreign
> language ;in teaching feedback Refers to comments or
> other information that learners receive concerning their
> Success on learning tasks or tests, either from the teacher
> or other persons.

Moreover, O'Hagan(1997,as cited in perin,2007,p.30) argues that the common practice of giving scores to students for their speaking performance is counter-productive. Many students find this type of feedback as a source of demotivation because it gives much more

importance to performance in relation to others. And this creates a kind of discrimination among those who are always active workers and those who participate. This can lead the students to think most of the time about being concerned with failure and let them rather avoid being motivated to master speaking competency. Hence, teachers' reaction to their students' achievements can take two forms of attitudes: correcting and responding.

Correcting students' mistakes must be checked at different linguistic features such as grammar, syntax.etc. It is used as a useful technique in order to stimulate and help the learner to engage in other tasks, and each teacher has his own way of responding: may be asking questions, providing with suggestions, and guide them. Such types of feedback offer learners more helpful opportunities to be involved in the classroom interaction as well as improve their levels. In this case, effective teachers' feedback should be constructive towards students' performance. Because EFL learners give much importance to marks ,they cannot be conscious of their weaknesses and strength points. Furthermore ,Harmer (2007a,p.50) stated that teachers say at least a brief comment on students' work where we mention   task achievements.

Teachers' positive comments can be motivated , and the learners' role is to listen to teachers' advice. The overuse of expressions such as perfect, excellent and well-said encourage learners to speak even when they make mistakes and do not know the answer. So, teachers should be fair and accurate when dealing with students.

In fact, students in general engage in speaking to attract teachers' attention with the aim to obtain best marks. However ,it is said that in addition to getting pleasant marks and reaching certain positive goals by learners, teachers set opinions and instructions at the end of a task and provide with some feedback.

Conclusion

The present chapter was devoted to explain many points regarding the speaking skill in general. It has shed the light on the main common definitions of speaking competency ,and it has also discussed in narrow details the main difficulties faced by students when speaking English. We, in fact, have raised certain important issues in the field of language teaching and learning. As a productive skill, the speaking ability is seen as one of the chief language skills that should be developed. However, students are facing difficulties behind their poor speech production. Those problems hinder the students' ability to speak correctly and freely. They

must be treated and solved by teachers and researchers in the field of foreign language learning. This chapter has highlighted some scholars' and specialists' opinions regarding the topic under discussion. After having investigated certain theoretical issues on speaking performance, now we will identify in the second chapter the methodology and some strategies used to conduct our research project.

Introduction

The previous chapter has tackled some theoretical issues linked to speaking skill. The present chapter presents the way we have designed our research methodology. That is to say, it gives details on the methodology that the research relied on. We will begin first by the methodology used, and we will highlight the tool used to collect data by mentioning the reason behind our choice. The next step is devoted to population of the study, together with sampling technique used to choose the sample and the context. Finally, it briefly describes the questionnaire, its advantages, limitations and the way it is designed and organized.

2.1 Methodology

As it has already been stated in the beginning of this work, the research is an attempt to investigate some main factors that do restrict students from being fluent when they speak English. To fulfill our objective behind the study, it was necessary to design a method to rely on .

Selecting the choice of the research methodology is based largely upon the subject of the research, its aim behind the study, and the sample investigated. According to Burns (2001,p.44) a method is "….a range of approaches used in the educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction."In other words, methods are a set of procedures and techniques used to collect data. Since our aim is to examine and diagnose the difficulties faced by students when they speak, the descriptive research is going to be used. According to Baiche (2001,p.91) views that the descriptive research depends largely on observation as tool of collecting data. He adds:"it attempts to examine situations in order to form what is the norm, i.e. what can be practiced to happen again under the same circumstance". Thus we need a research strategy to identify, analyze, and interpret the issue under study. The suitable research strategy that fits our objective is "case study".

A case study, as Biggam define it (2008,p.7), is a single instance of some bond system, where a researcher seeks to observe the characteristics of an individual unit (a class, a school, a child, or a community. He claims also that a case study has a number of different features:

- It provides vivid and rich description of events.

- It supplies a chronological narrative of events connected to the case.

- It mixes a description of events with the analysis of them .

- It emphasizes on individual participant or group of participants and seeks to understand their attitudes towards events .

-It highlights the specificity of events.

- By using the descriptive method ,we may fit the research objectives of our investigation .

2.2Research Hypothesis

Our research hypothesis stated that:

A) If first year LMD students of English are belief their capacities or if they have the desire to speak the language adequately ,they would be more energetic to be successful speakers and have positive attitude towards their productions orally.

B)Faced problems at speaking English may due to the impact of first language .

C) Affective problems must be shared in educational trend to increase achievements in all subjects.

D) If teachers focus on speaking tasks inside the classroom, students would enhance their ability to speak adequately.

2.3 Identification of the Target Population

Population is defined by polit (2001,p.33) as the entire aggregation of cases that meet a specified set of criteria. To gain more credible information, there were thirty students (girls and boys) from first year LMD students. However, there were two students who could not participate. One of them did not return the signed document .the second student was absent the day we questioned the students. The students come from different ethnic background and had several learning wants socially and academically, etc. However, a series of obstacles did hinder us from obtaining information from all participants. These problems are financial means, time constraints ,energy and accessibility.

Making decisions about sampling should be carried out earlier in the overall planning of any research work because of the difficulties stated before (time, expense.etc.) So, any researcher needs to gather information from a particular small group; this group makes the

sample of the study. It is defined by polit (2001,p.35) as follows: " sampling includes selecting a group of events, people, behaviors or other parameters with which we do a study".

2.4 Context

The research was carried out at Abdelhamid Ibn Badis university-English department of Mostganem, because this place serves the needs of our investigation under certain conditions such as time, financial reason. In addition , the students of this department are very helpful and cooperative; as a result they could fit and supply us with data needed in order provide solutions to the issue discuss .

2.5 Data Collection Procedure

In any piece of research, the data collection instrument is required, the present study has opted for varied research tools so as to gain data needed for a sound investigation of learners' obstacles at the level of speaking English, learners viewpoints towards difficulties when using language appropriately. Conventionally, information can be gathered via a number different means or the so called research instruments such as interviews, questionnaire. Thus, the present research work aims to reach the triangulation through the use of questionnaires, interviews, and observation

2.5.1 Interviews

As it is highlighted previously, the present study aims basically at reaching the triangulation of data gathered. As a result almost researchers add the above research tool(observation, questionnaire) in addition to the third mean: the interview. When conducting any research work, many instruments are involved in order to realize certain objectives related to a given study. Thus, in our research we have depended on a questionnaire to reach the goal of solving the problem mentioned before, and to be more credible we also used an interview to reach our work. Generally, using an interview in an academic research project is a support to the research work .According to the type of our enquiry ,we based largely upon the unstructured interview with the participants. The aim behind this is to rise students' awareness about the importance of speaking performance as EFL learners and to provide them with the main solutions of the issue instead of explaining to them the obstacles. Furthermore, the use of social networks such as: facebook, emails take a great place in our study in order to accomplish the research work objectives.

2.5.2 Students' Questionnaire

In any given research work, there should be a method to depend on in order to collect data, in our study we have chosen a questionnaire for students as well as teachers to investigate how students are taking-risk to speak English as well we aim to have an idea about the importance of students' beliefs towards those faced problems .

2.5.2.1Definition of Questionnaire

Questionnaires are one of the basic data collection procedure that minimize time and efforts. It is not the only toll to manage, but give also a gist overview of the investigated issue which may seen difficult to gain by other tolls of investigation. Baiche (2001,p.36) argues that the questionnaire is considered as a good method which helps researchers to ask questions and receive responses without talking to members of a given sample. Furthermore, the questionnaire is a flexible tool which should be dealt with carefully in order to fulfill the needs and requirements of a research. The objective behind choosing questionnaires as a method to collect data among others is its chief credibility to collect data ,but it has several problems. One of the main characteristic, as Baiche asserts, is its impersonality; that is to say questions are fixed. In other words, questions are changeless whatever the responses are, and they are the same for all participants. The second characteristic of questionnaires is that there is no existence of geographical limits with giving much more importance to respondents' location. The third characteristic, and the one which stimulated us to use the questionnaire, is that questionnaires can be helpful tool; it saves time and cost.

2.5.2.2 Aim of Questionnaire

The questionnaire may be seen as the appropriate tool that can serve our research as mean of gathering good amount of date with minimum time and efforts. This questionnaire is designed for students so as to share their viewpoints and experience in declaring the most difficulties faced by them in speaking, namely; absence of desire, lack of reading. Etc and to investigate their impact on learners speaking abilities. It aims to discover the learners beliefs towards this issue and making the learners feel at ease when dealing with those problems. Also its aim is to know at least about the emotional state of EFL learners towards participation in speaking tasks. Hence, questionnaires provides and suggest the gist overview of the discuss problem which is difficult to gain by other instruments of investigation. Brown (2001,p.6) point out *"questionnaires are any written instruments that present respondents*

with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers".

2.5.2.3 Advantages of Questionnaire

Questionnaires have a considerable role and effectiveness; the chief contribution of questionnaires their efficiency. It needs less effort and do not consume time, in addition to financial sources. By distributing a questionnaire to group of learners, can obtain a massive amount of data in less than an hour. Hence, if the questionnaire is well- prepared the data process can be also fast and simple, particularly when using some digitalized tolls such as computer software these cost helps a lot and very important .

Questionnaires are again likely to be versatile, that is to mean that they can be used with a varied people in a different situations targeting a variety of subjects (Gillham,2000,cited in Dornyei,2003,p.9) states that A questionnaire can also save time. The greater the number of participants ,the more economical of time it is to take … to interview 50 people for only ten minutes will take ten hours ,and probably much more once travelling ,etc ,is taken to account. With this number ,a questionnaire can be relevant and an appropriate choice.

Other selected advantages are summarized by(Beiske 2003,p.16) in the following points :

- Almost people are familiar with questionnaires, and know how to deal with them .

- The respondents' ideas are not influenced by the investigator's points of view and suggestions.

- The informants can complete their questionnaire at their existence place.

- Questionnaires are easy to interpret and analyze .

2.5.2.4 Limitations of Questionnaire

Technically speaking, the virtue of questionnaires tends to be the appropriate research tool. However, using them have certain limitations; hence, we can summarize them in the following points :

- Written questionnaires lack supporting characteristics such as gestures and other   visual signs

- Sometimes, questionnaires are not answered by the informants we want .

- Some participants may not give questionnaires back .

- Limited response allowed by questions, and may be not the right questions are asked.

- Difficult to chase after missing data, thus needs to get right from the first time .

2.5.2.5 Questionnaires Design

Designed questionnaires depend widely on considerable attention has to be paid to make this questionnaire suitable, relevant , clear enough, and unbiased Our questionnaire embodies close and open questions: the former type gives fixed and restricted response, and it contains questions where the informant have to chose one or more replies such as yes or no. The closed ones are likely to be quick and easy to complete; however it is more time consuming to plan than required for open questions, which allows respondents to convey their view points in their own words in addition they are easy to design, however difficult to interpret and analyze them; as a result, we cannot expect the range of almost responses (Wallace2000,p.35).

2.5.2.6 Piloting

For piloting, Burns(2001,p.260) stated that "a pilot has several functions ,principally to increase the reliability, validity and practicability of the questionnaire". Hence, before managing the questionnaire, we had to pilot it by going through the following check list:

- Are the orders and instructions relevant and clear to follow?

-Are the questions appropriate to be asked ?

- Do our participants find any one of the questions:

   1-Irrelevent

  2-Embarassing

 3-Iirritating

- How long does the questionnaire need to be completed?(Wallace,2000,p.133) the aim of piloting a questionnaire is that questionnaires had better be piloted to examine whether they work as planned, even if we are going to give small number of questionnaire, it should be worth pilot them out on one or group of people beforehand.

The students' preliminary questionnaire was piloted , and well- prepared to be distributed to them and the instructions were clear enough and expressed. Students were motivated and eager to respond because they were sure that the data found in questionnaire remains anonymous.

2.6 The Description of Students' Questionnaire

This questionnaire was distributed to thirty (30) students of English first year LMD at university of Abdel Hamid Ibn – Badis which were chosen at random, and these questions vary from closed questions to open ones to pick up the right response from a number of questions; in addition, they were required to give their view points and justify them.

The students' questionnaire aims to identify and analyze the main difficulties behind students' poor mastery of the speaking performance. The survey involves twelve questions: five(5) opened questions and seven(7) closed ones; each type is chosen to fill the objective of varied choices of responses, that give participants the chance to express their viewpoints freely.

 Question (01) is devoted to know about learners' background data.

Question (02) seeks to know whether the participants feel motivated when expressing oneself. In other words, the question permit us to analyze the sort of relationship between the teacher as well as the learner. This question again allow the informant to justify her/his choice. [see appendix I]

 Question (03) is about how does being engaged in speaking process influence the participants' psychology

In question (04) participants are asked to identify their weakness point in speaking ability and they are given the opportunity to explain the issue and fix the problem they are facing while speaking. Hence, this question helps us a lot to have at least the first sign about some factors negatively that hamper students from being adequate in speaking skill.

Question (05) is put to explore and determine the problems EFL learners encounter when speaking in English by providing the informants with several choices that allow them to give the appropriate response to the question.

Question (06) has been designed to see whether students are making English language into practice outside the academic context and more precisely if they interact outside the

classroom with their friends which is considered as a chief key to be fluent at the level of this productive skill.

In question (07) aims to know if students are asked by teachers to work during speaking activities, because it is the teachers' role to do so. Moreover, the basic aim behind asking this question is to check either students work in group or individually.

Question (08) provides the informants with the four macro skills; its aim is to generate information about the learners' most difficult skill, and how it is seen for most learners.

Question (09) puzzles out the learners' level in English when they practice it. Most of the informants insist on the idea that daily speaking in English enhances students' level. This shows that learners are aware of the effectiveness of language practice.

Question (10) is very important because it attempts to inform the participant about the time devoted to practicing English when the tutorials finish. This question is asked also to expose the learners new mode of English to train their oral performance and more importantly to make the English language vivid even out class lesson.

Question (11) enquires into students' participation in oral expression sessions. It is a significant question because it informs the researcher about the importance of oral tutorials. Hence, the question will provide us with deep vision about whether students prefer to be more active in oral activities or just make the English language slave of the classroom only.

The last question (12) investigates the very large use of English. Students are asked if they use English in telephone conversations and whether students believe that using telephone English conversations offers helpful opportunities to get familiar with speaking competency and make the English language more frequently used.

2.7 Description of Teachers' Questionnaire

The second questionnaire consists of 12 questions, including both open and closed questions, and it was divided into two basic sections.

The first part (1-6) includes 6 items; it is devoted to getting information about the chosen sample of teachers. Also, it aims to shed the light on speaking performance referring to teachers' experience. This section is designed to know about facts concerning the speaking

skill. Question (1) investigates the gender of the participants ,and question (2) aims to know the education degree of teachers .

question (3) inquires about how many years the respondents have been teaching oral Expression, because we need to see whether those teachers are exposed to teaching this productive ability or not.

For question (4), it aims to see whether respondents are satisfied with their students' level of speaking competency at English or not .

In question (5) teachers are asked about speaking activities to see if teachers' emphasis is on creating a successful classroom interaction or not. Also, the question aims to see whether it is possible to engage all the students in activities' participation.

The last question (6) from section one ends up with teachers' viewpoints when correcting students' mistakes during classroom interaction, and which type of feedback the informants use (either explicit or implicit).

The aim of the second part(7-12) is to explore and target some obstacles faced by EFL learners at the level of speaking English by asking our teachers about real students' problems they find in speaking English.

Question (7) attempts to figure out the factors that prevent students' adequacy in the speaking performance in English .

Question (8) teachers are asked if their students' mistakes when producing a speech are lasting ,or they decrease gradually and disappear totally when giving an utterance.

Question (9) aims to demonstrate the source of those obstacles. This question is very important and serves our study, because it helps us pick up the main reason(s) behind the issue under study.

For question (10) has been designed to be more aware about teachers' difficulties they face when teaching oral skill. Again this question can provide us with the sort of problems they face as transmitter of language in many aspects.

Question (11) is very important, because it aims to see how teachers deal with those obstacles, and whether they overcome these speaking difficulties. This question will lead us to know more about teachers' strategies in dealing with the issue under discussion.

Finally, Q (12) is devoted to giving more freedom and space to our informants in which they can provide us with comments and information that best suit our research project.

Conclusion

In short, this chapter has exposed the research design as well as the main objectives behind this research work . we have started our work with the methodology. Additionally, we move to the context in which the study were considerably selected and followed. Also, this chapter offers a detailed description of the research instruments ,the context, and the participants involved in our study. Then ,it espouses the research tools to conclude with detailed description of students' questionnaire. All these series of steps offer us the green light to carry on our research project in a coherent way and well-planned strategy. At the same time, it paves the way for a more detailed explanation of the third and last chapter which will be devoted to the discussion ,the interpretation, and the analysis of participants' answers relying on the descriptive method.

Introduction:

This research work is about difficulties that affect students' development speaking competency. In the previous two chapters, it has been presented a brief literature review related to speaking, obstacles faced by students at the level of OE. Then, it is needed to work on something practical as the next chapter in which it deals with the analysis and interpretations of data gathered from the student's questionnaire. The latter consists of twelve questions which were handed to 30 students at 15 teachers of English at Abdel Hamid Ibn Badis University .

3.1 The Analysis of Students' Questionnaire

Option	Number	Parentage
Female	20	70%
Male	10	30%
Total	30	100%

Table 01 : Students' Gender
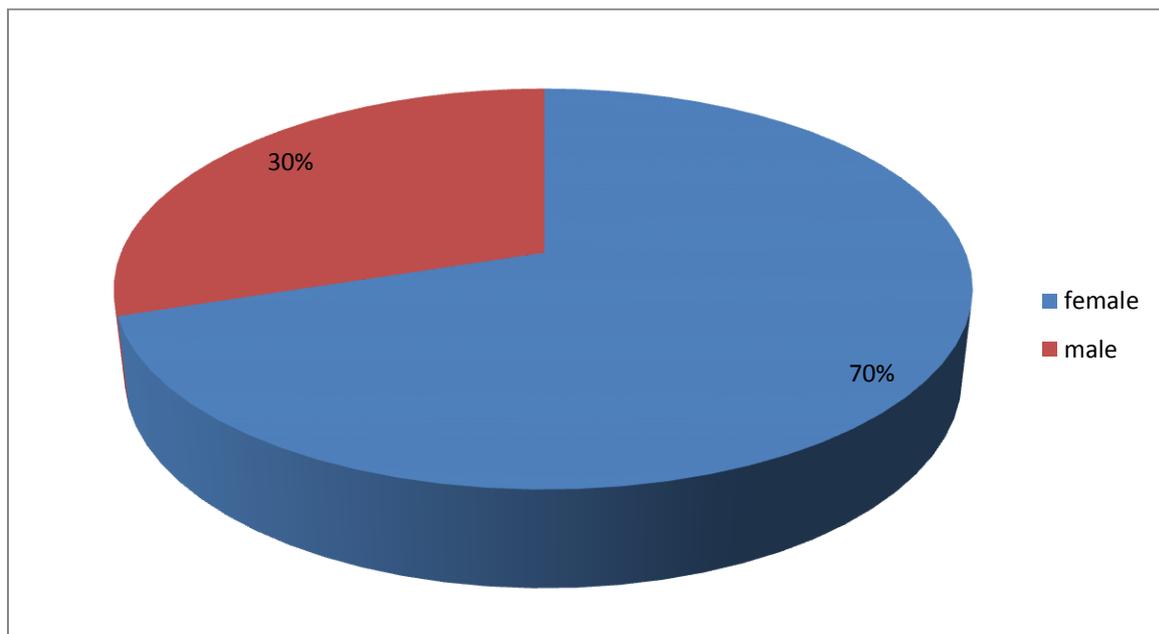
Figure 01: Students' Gender

26

Options	Number	Percentage
Yes	5	16%
No	25	83%
Total	30	100%

Table02 :Students' Enjoyement of Oral Skill
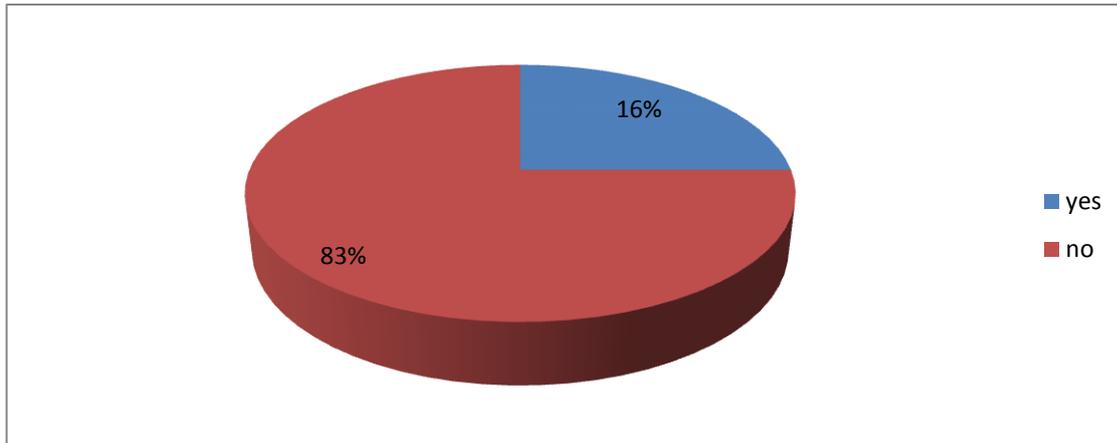
Figure02:Students'Enjoyement of Oral Skill

As it is shown in the table above ,the majority of the participants 25 (83%) answered that they do not enjoy practicing oral tasks because most of them feel either stressed or shy when speaking orally, whereas only 05 informants (16%) replied that they enjoy   oral tutorials because simply they are not motivated .

Option	Number	Percentage
Yes	07	18.19%
No	23	81.81%
Total	30	100%

Table 03:Students' Relaxation when Speaking .
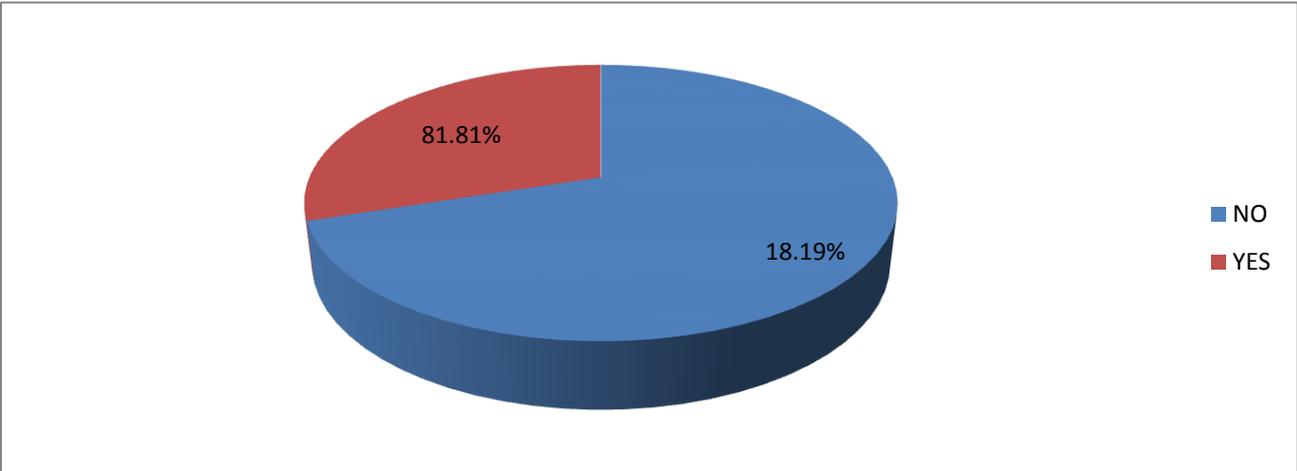
Figure 03 :Students' Relaxation during Speaking

We can notice when the students were asked if they feel relaxed when expressing their ideas orally ,that the highest percentage 23 (70%) said that they do not feel so; instead they feel a little bit afraid and anxious ,while the others 07 (30%) claimed that they do not have problems when expressing their ideas orally due to their self confidence and passion.

Option	Numbers of students	Percentage
teachers	05	18 %
Lack of practice	09	26.66 %
Lack of reading	12	43.33 %
Lack of listening	04	12%
Total	30	100%

Table 04:Students' Weakness in Speaking Ability.
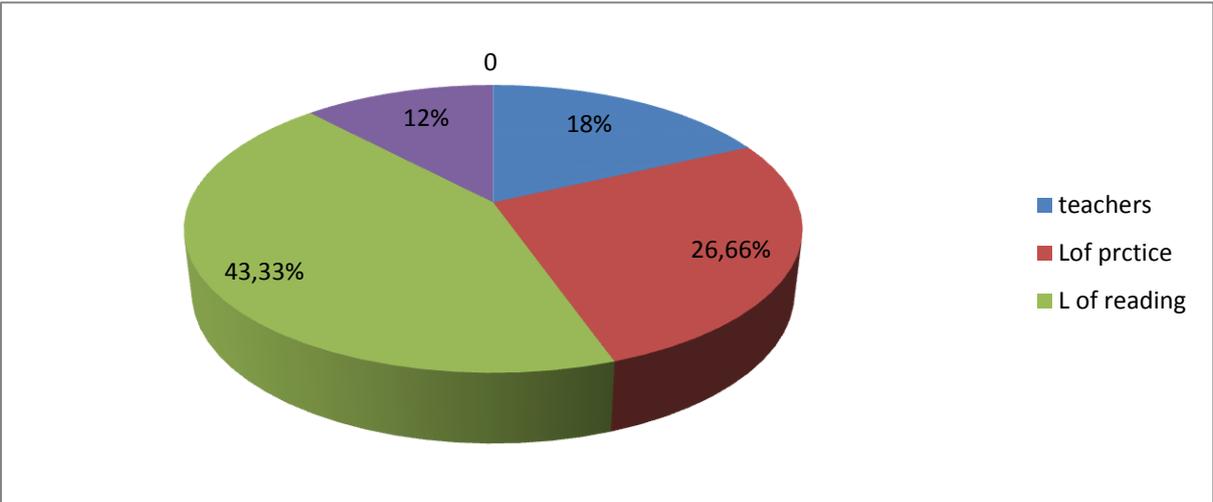
Figure 04 :Students' Weaknesses in Speaking

12 (43.33%) of the informants believe that their weakness point when it comes to   speaking is due to the lack of reading12 (43.33) ;nevertheless 09 (26.66%) claim that it is because of the lack of practice ,whereas only 05(18%) and 04(12%) of the participants replied that their points of weakness go back to the teachers and the lack of listening respectively.

Option	Number	Percentage
vocabulary	13	40 %
grammar	07	30%
fluency	06	20%
pronunciation **Table 05 :Students' Obstacles during Speaking**	04	10%
Total	30	100%

Table 05:Faced Problems by Students during Speaking
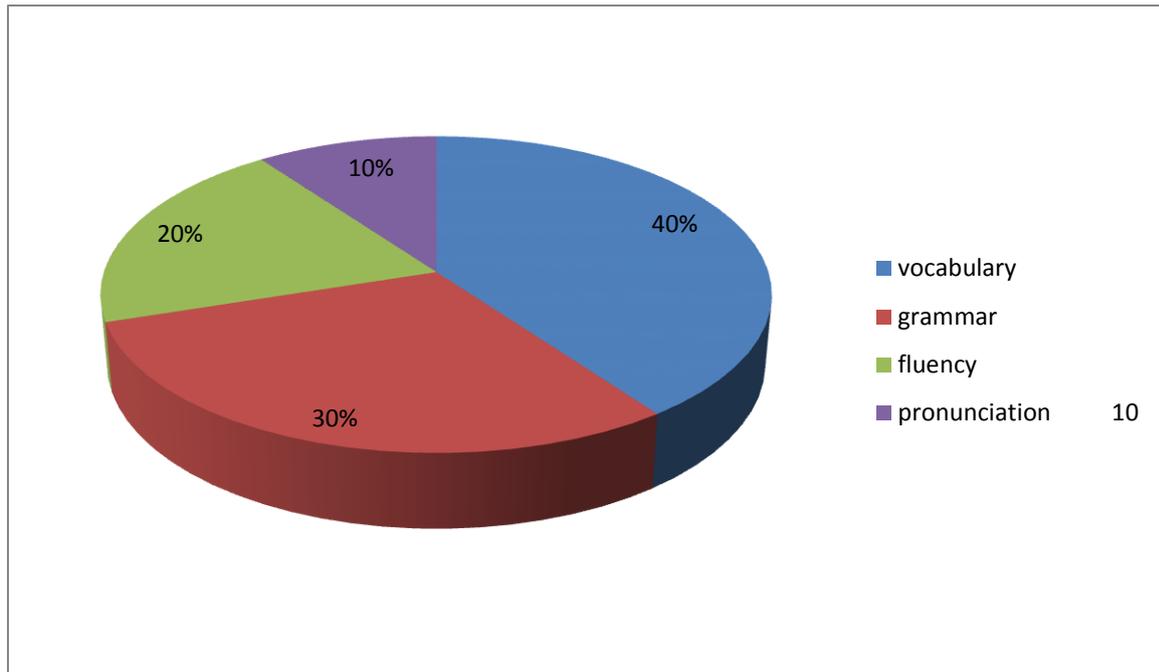
Figure 05:Faced Problems by Students during Speaking

As it is shown above, the findings in this diagram proved that most of the students find great difficulty in their limited number of vocabulary 13 (40%) ;on the other hand, 07 (30%) of them consider grammar as the main obstacle behind their poor speaking productions ,whereas the rest of participants claim that 06 (20) fluency and pronunciation 04 (10%) are the basic problems that prevent them from being effective speakers .

Option	Number	Percentage
Yes	03	04%
No	27	95%
Total	30	100%

Table 06:Students'English Practice outside the Classroom
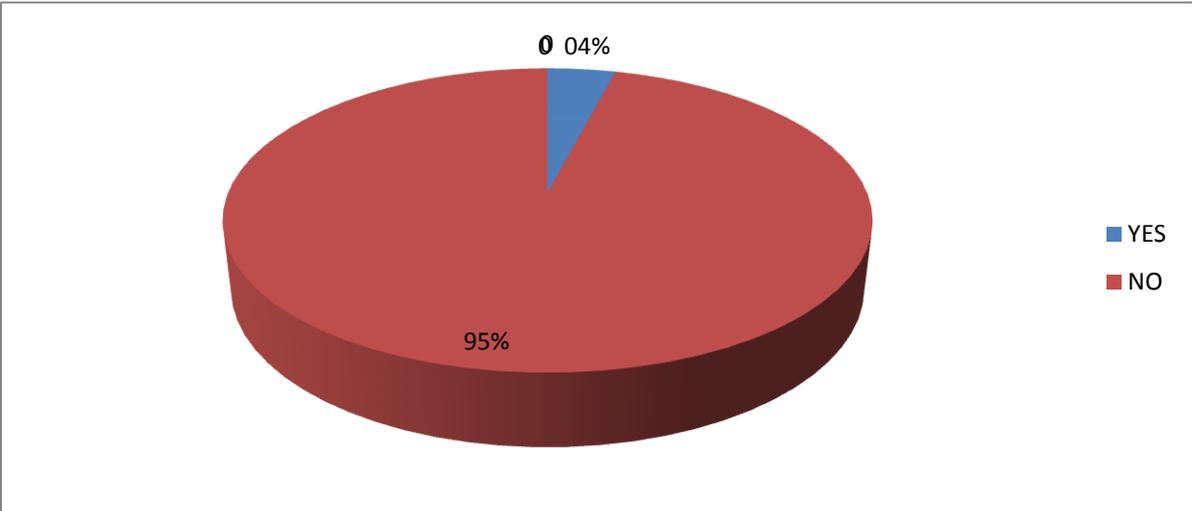
Figure 06 :Students' English Practice Outside Class Lesson

The table and the figure above presented that almost 29 (98%) of students' answers to the above question was 'no': they do not practice English outside the classroom because they are not motivated to speak and their friends do not have the desire to do that   ; and only 02 (02%) replied 'yes'.

option	Number	percentage
In pairs	05	20%
In groups	04	10%
individually	21	70%
Total	30	100%

Table 07 :Students' Work in the Classroom
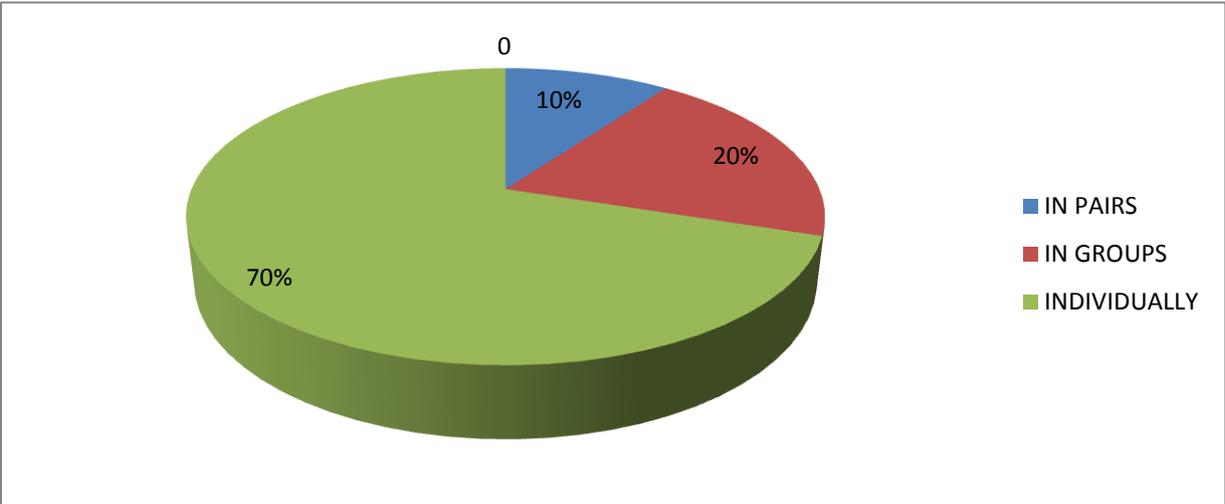
Figure 07 :Students' Work in the Classroom

The data in the table above show that all the majority of the informants 21 (70%) responded that their teachers (most of the time) ask them to work individually ; others 05 (20%) said in pairs and just few of them 04 (10%) answered that their teachers prefer working in groups .

Option	Number	Percentage
listening	05	15%
reading	03	10%
writing	07	25%
speaking	15	50%
Total	30	100%

Table 08 :Seleced Difficult Skill among Students
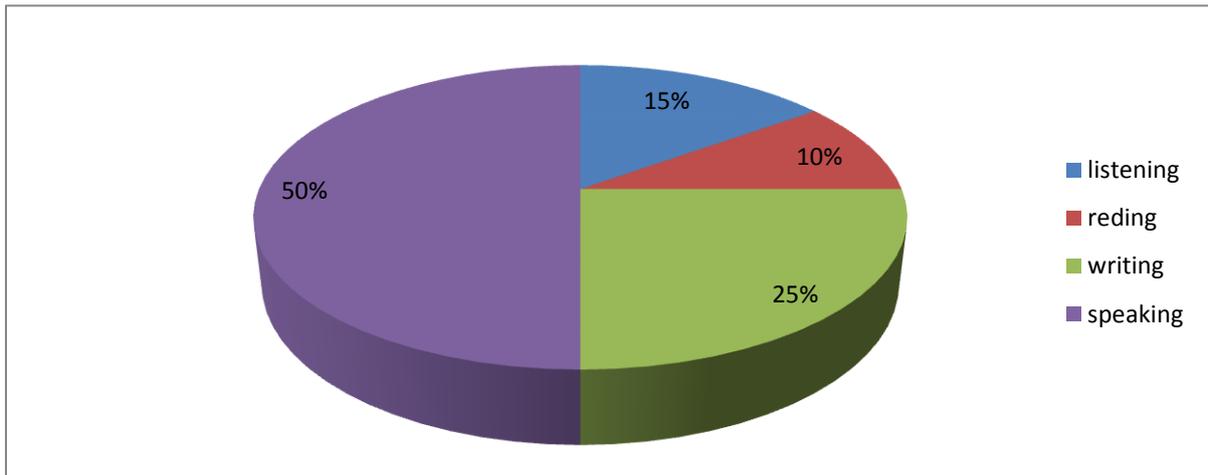
Figure 08:Students'Viewpoints towards Difficult Skill

The results obtained reveal that speaking 15 (50%) is the most difficult skill among the four skills, whereas 07 participants (25%) conclude that writing is the complicated one after speaking. In addition,05 (15%) mentioned that listening also can be difficult as it is neglected and the remaining students 03(10%)said that reading is the less complicated skill.

Option	Number	Percentage
Yes	22	80%
No	08	20%
Total	30	100%

Table09 :Students' English Level
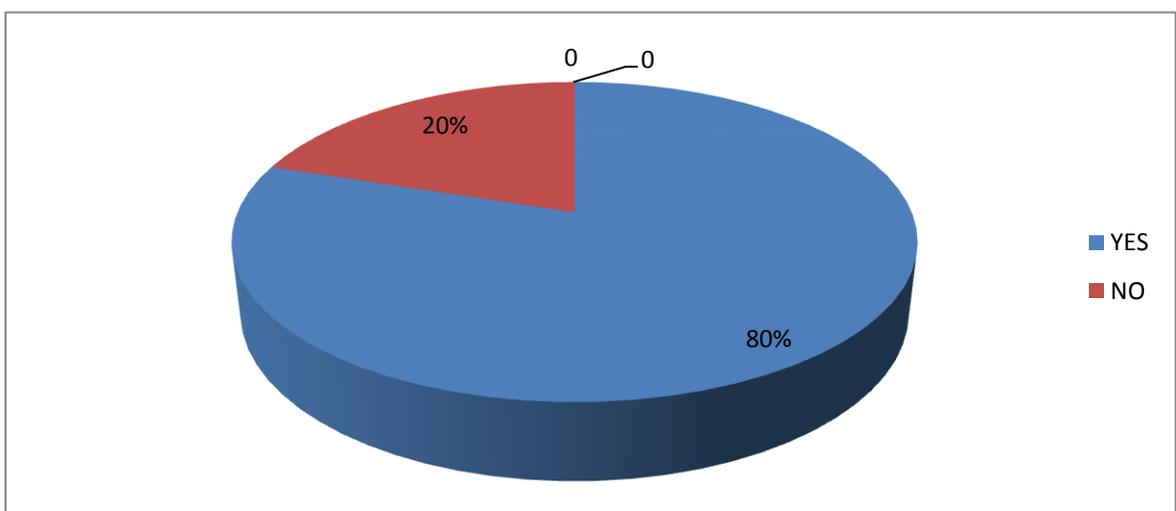
Figure 09 :Students' Level in English

As it is stated above, the majority of students 22 (80%) reported that their level in English has improved when practicing oral conversations as well as their fluency is increased . However, 08 (20%) of the participants replied no .As a result, they are not able to speak English correctly, and adequately.

Option	Number	Percentage
Yes	20	70%
No	10	30%
Total	30	100%

Table 10 :Students' Performing Role Play
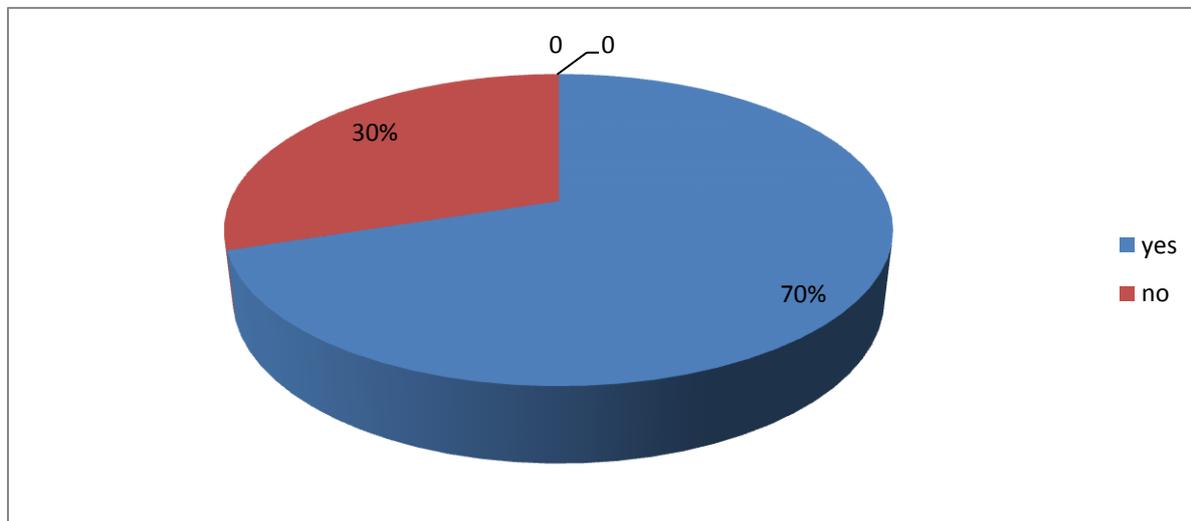
Figure 10:Students' attitude Towards Role Play

Performing a role play during the oral tutorial is one of the helpful techniques that should be used by teachers to enhance students' performance according to some students' answers 20 (70%). However, others10 (30) claim that there is no use of role play by teachers.

Option	Number	Percentage
Always	06	15%
Somtimes	00	00%
Never	19	85%
Total	30	100%

Table 11:The Use of English inside Tutorials
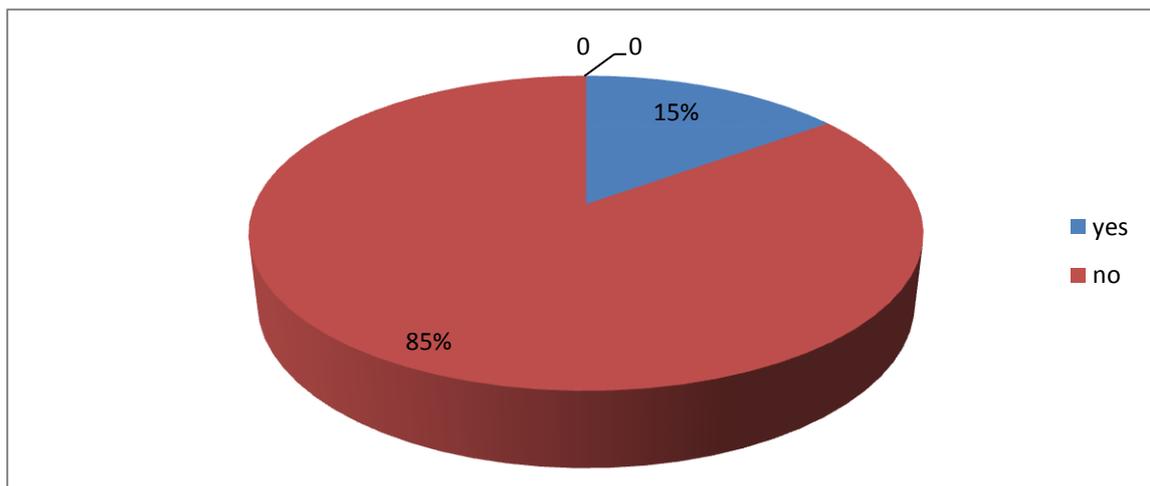
Figure 11:Use of English inside Tutorials

The findings in the table and figure above proved that high number of respondents 19 (85%) said that they do not participate in English tutorials; this may be due to stress or being afraid from making mistakes .On the other side 07 (15%) feel free to speak and do not face problems when participating.

Option	Number	Percentage
Yes	00	00%
No	30	100%
Total	30	100%

Table 12 :Use of English in Telephone Conversations
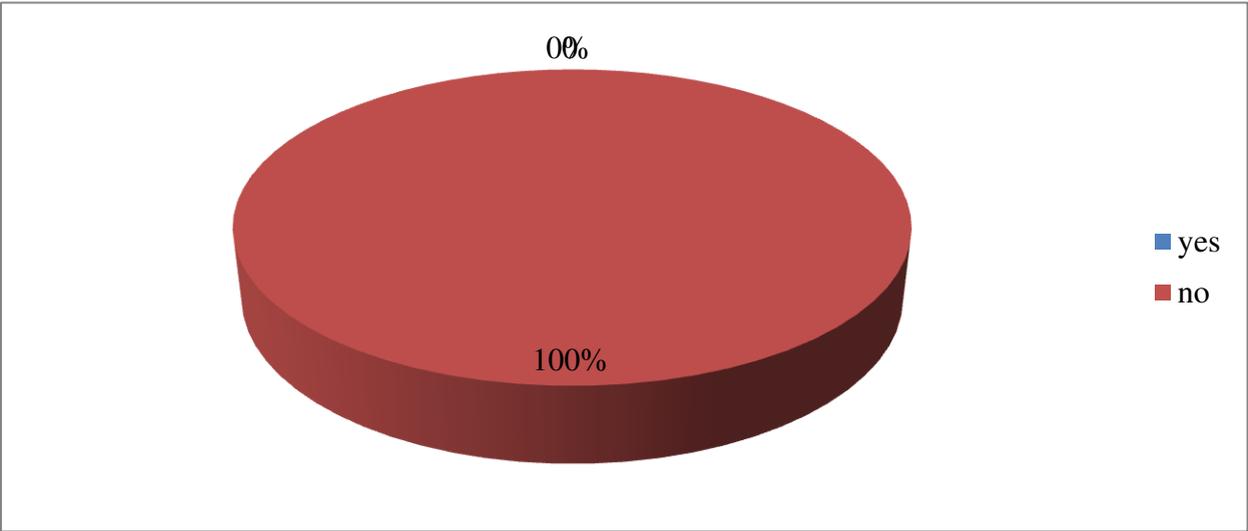
Figure 12 :Use of English in Telephone Conversations

All respondents share the same idea. They all agree that they don't use English in telephone conversation and the result support to the hypothesis of lack of motivation to learn .Moreover , the effect of environment they live can be also an obstacle to talk English in telephone according to them.

3.2 Analysis of Teachers' Responses

In the second part from this chapter, we will tackle teachers' questionnaire interpretation. The latter consisted of two sections. each one of the sections gathered data on a particular aspect. The first section is entitled ''speaking skill'' . It aims at investigating students' viewpoints on issues related to speaking competency. The second part is devoted to'' students' faced problems in speaking''; it seeks to shed the light on the main difficulties that really restrict students' speaking performance.

3.2.1 Section one :Speaking Skill

Option	Number	Percentage
Male	5	70%
Female	10	30%
Total	15	100%

Table 01:Teachers' Gender
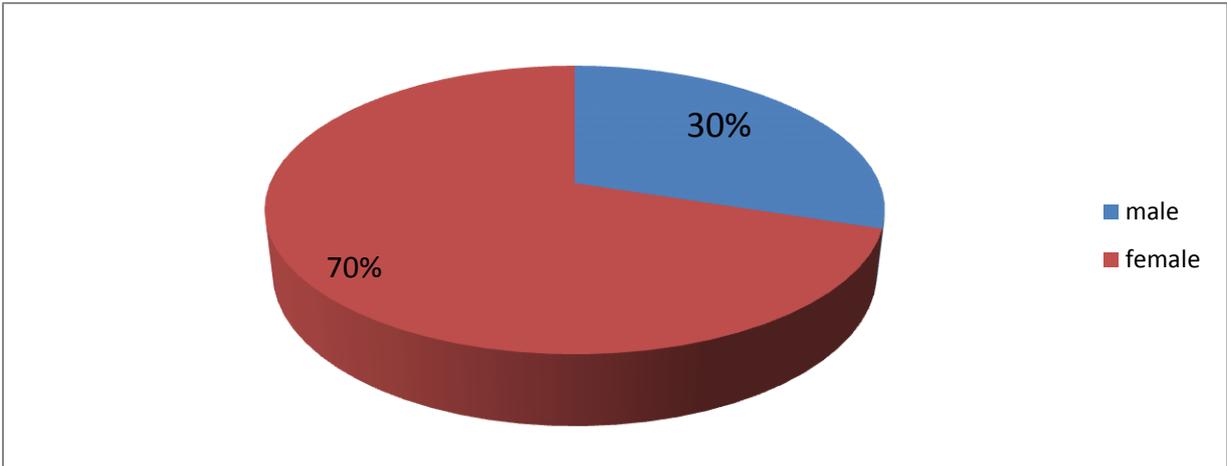
Figure 01:Teachers'Gender

As it is shown above in the table and the figure females (10) ,and males (05)

option	Number	percentage
License	00	00%
Master	09	75%
Doctorate	06	25%
Total	15	100%

Table 02:Teachers'Held Degree (s)
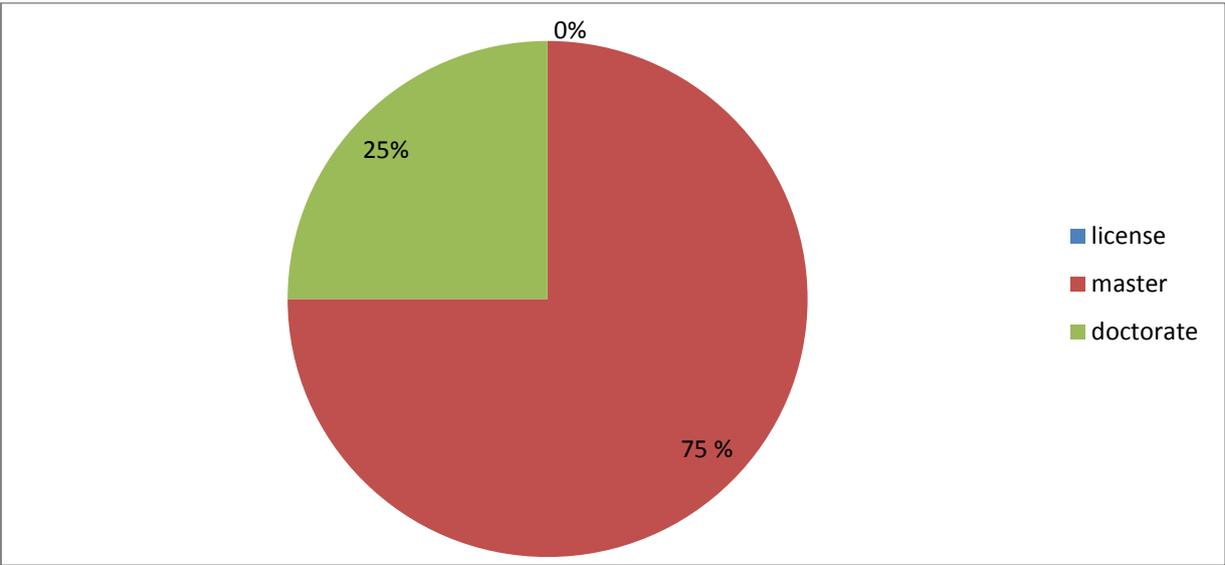
Figure 02:Teachers'Held Degree (s)

In this question, we can notice that the highest percentage of teachers (75%) have MA (Master/Magister) degree ,whereas, (25%) hold a PhD certificate ,and (00%) have license.

Option	Number	Percentage
5 years	05	27.28%
10 years	06	54.54%
15 years	04	18.18%
Total	15	100%

Table 03:Teachers'Experience of Teaching Oral Expression
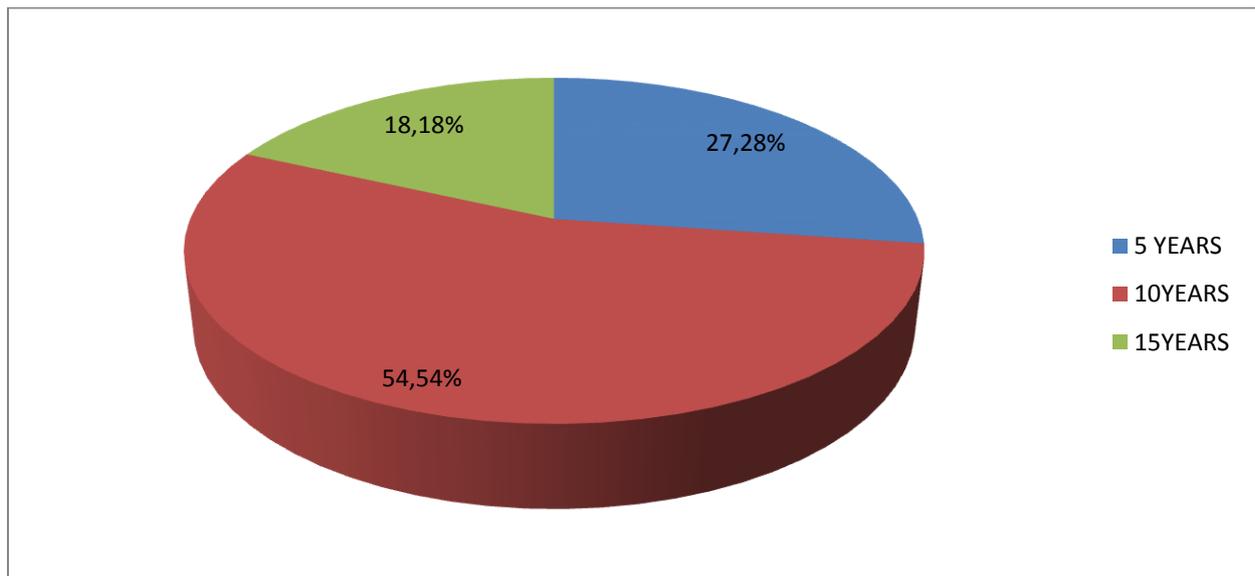
Figure 03:Teachers' Experience of Oral Expression

Table 03 shows that half of the participants 06 (54.54) have a long teaching experience in OE; however,05 (27.28) teachers have a short experience of teaching OE, others04 (18.18) experience it just 05 years.

Option	Number	percentage
yes	05	10%
no	10	90%
Total	15	100%

Table 04:Tecahers' Viewpoints towards Students' Level
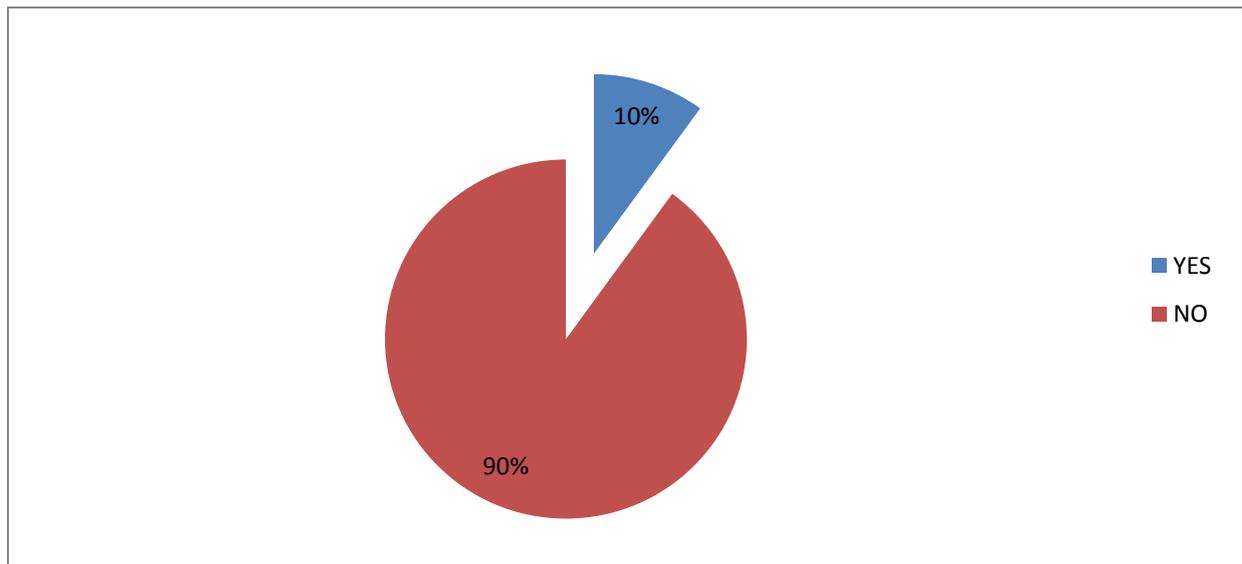
Figure 04:Teachers'Veiwoints towards Students' Level

The common shared idea among teachers (90%) is that students have not satisfied level in speaking English, however,(10%) claimed that that their level is quiet satisfied .

Option	Number	Percentage
Presentations	05	36.36%
Role play	03	18.19%
Dialogues	07	45.46%
Story telling	00	00%
Total	15	100%

Table 05:Teaching'Focuses on Speaking Activities
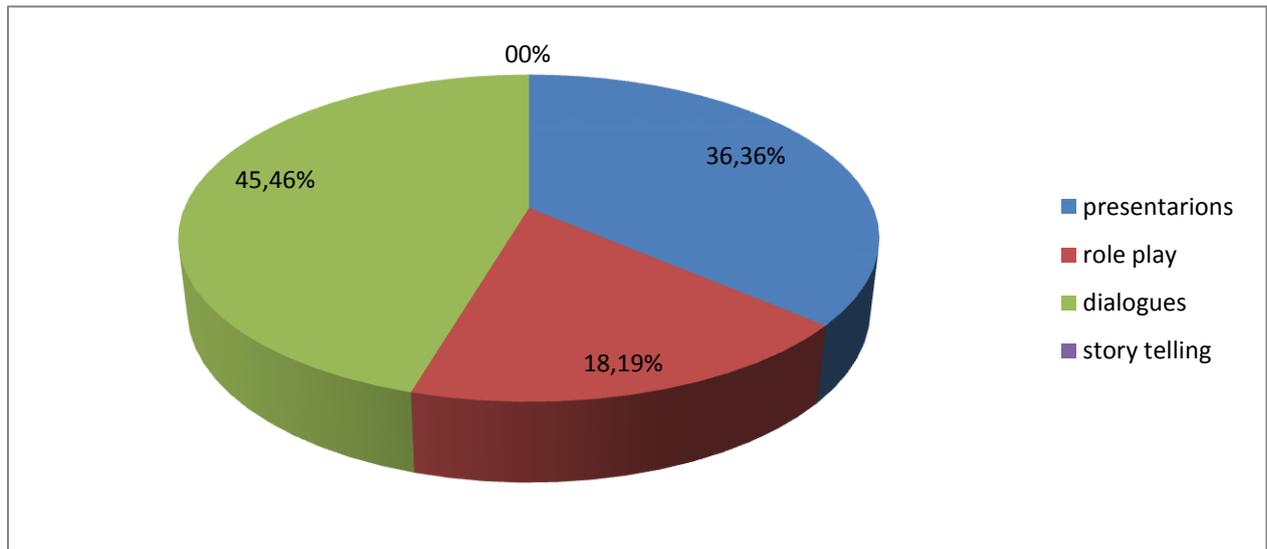
Figure 05:Teachers' Use of Speaking Activities

The answers above illustrate that 45.46% of the informants focus on dialogues in classroom. On the other hand (18.18) % use role play as a technique to enhance interaction ,just (36.36)% of the population prefer using presentations ,whereas, 00 teachers choose story telling.

Option	Number	Percentage
Let them finish	04	27.27%
Ask their peers to correct them	03	9.10%
Stop them to correct them	08	63.63%
Total	15	100%

Table 06: Teachers' Attitudes towards Students' Mistakes
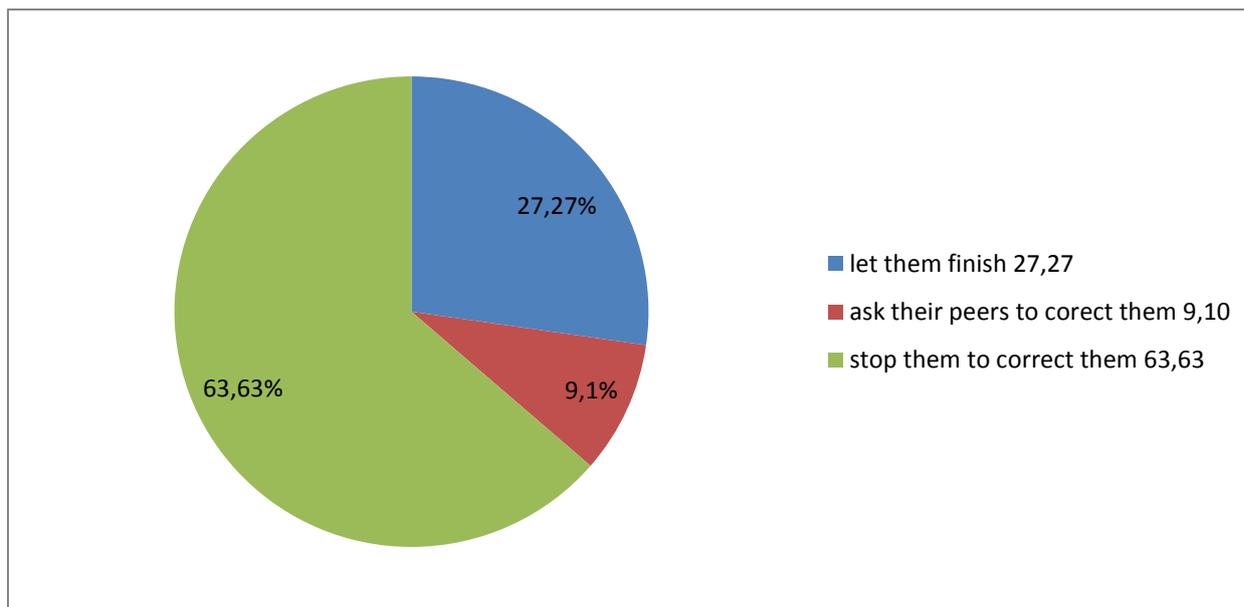
Figure 06:Teachers' Attitudes Towards Students' Mistakes

Reading the above results, we find out that (63.63)% of the participants prefer to stop their students and provide them with mistakes' correction, while,(9.1)% recommend their friends to correct them, the rest said that they let them finish in order not to lose their utterances.

3.2.2 Section two :Problems Faced by Students' in Speaking English

In this section, we have selected just two main questions to analyze and interpret .These two questions may provide us with answers that fit our research work objectives .

Option	Number	Percentage
Students	03	20%
Lack of practice	06	46.67%
Teachers	05	26.66%
Others	01	6.66%
Total	15%	100%

Table 3.2.7 :Reasons Behind Students' Poor Speech Production
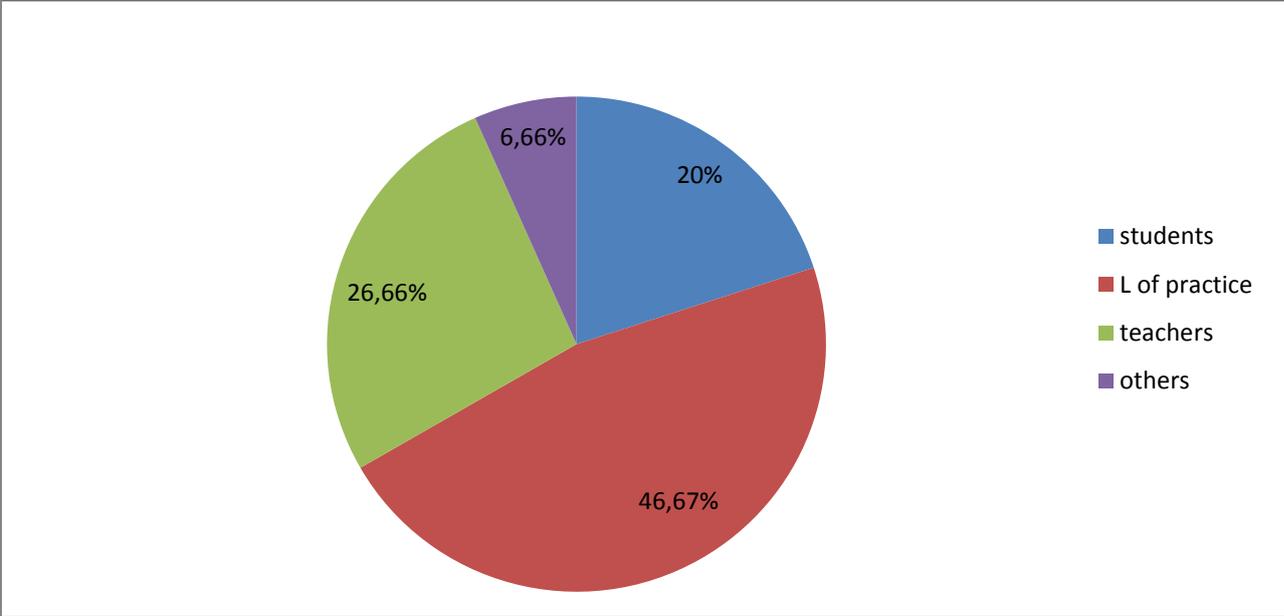
Figure 3.2.7:Reasons Behind Students' Speech Production

For difficulties, (46.97%)of teachers reveal that the main source of those obstacles are due to the lack of practice. Hence,(26.26%) reckon that teachers themselves can be an obstacle, while,(20%) affirm that their students find difficulties at the level of accuracy, and fluency. Only (6.66%) stated that other problems are facing them outside of the academic context.

Option	Number	Percentage
Yes	12	80
No	03	20
Total	15	100%

Table 3.2.11:Teachers'Attitudes towards Overcoming those Obstacles
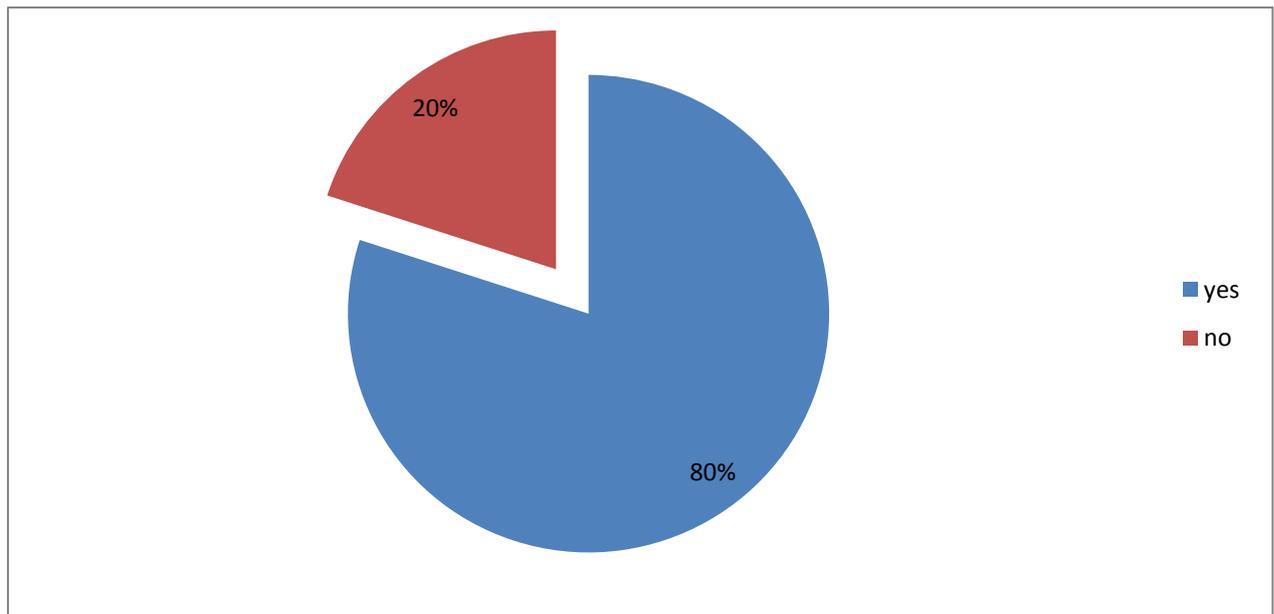
Figure 3.2.11:Teachers' attitudes towards Overcoming those Obstacles

We can notice that most teachers (80%) confirm that those problems are possible be overcome whereas, the remaining ones (20%) replied 'NO' which means that they do not face obstacles .

3.3 Discussion of the Results

In the light of the significant results of the study, we can notice that EFL students are not satisfied with their level of speaking English. The results reveal that despite the efforts that are done by teachers as well as institutional improvement programs to develop teaching process, learners are still facing varied problems in learning this productive competency; this is due to series of reasons. This was clear in the answers obtained from both teachers and students .

   One of the main problems encountered by students when speaking English is that students do not have the desire to speak; here, it is the teachers' role to raise the students' awareness about the importance of this skill in order to bring back students' desire and engagement in speech production. Therefore, avoiding negative feedback increases learners' encouragement to be more active, and involved in the speaking class lesson even, they do not know the answer.

Afterwards, the speaking competency is totally neglected by students as it is stated above Q4,that is to say students do not practice the language neither inside nor outside the academic

context; they do that only on the day of the exam. This ensured that the awareness of students of the speaking proficiency is absent Also from students' responses, we conclude that in addition to those obstacles, the main factor behind the fact of not being interesting in speaking English is that English is not spoken outside the classroom; it is considered as a second foreign language. Also, from the students' responses we can conclude that students' motivation towards practicing this competency is insufficient. This may be due to the fact of being stressed and afraid from experiencing this ability. So, here it is the classroom interactions' role to be focused on by teachers so as to support and enhance their students' level in speaking English as it is shown in Q9,andQ2.Hence, the majority of students proved that the frequent use of language helps them to cope with those obstacles and let them do less mistakes .

On the other hand, Students' difficulties in mastering the speaking competency performance are various according to teachers' viewpoints teachers believe that their students are motivated to speak, but the question that is always raised is what does hamper the learners from being effective speaker? Teachers claimed that their first year LMD students have unsatisfied level which is really an issue to be solved. In this respect, the responsibility to face this obstacle should be shared among teachers as well as learners in order to make the teaching /learning more interest particularly in foreign languages learning which has started to take a very wide range in Algeria. Furthermore, teachers reveal that speaking could be developed through interaction and providing students with constructive feedbacks; teachers' role here is to stimulate and monitor students to be more active and engaged in the speaking environment; more specifically, teachers should create their own strategies to encourage students' abilities by providing them with helpful activities. Teaching strategies can help the cognitive process of students to be more progressed and offer them the chance to be an effective public speaker which at the end increase students' confidence , and the sense of responsibility .

Last but not least, from students' and teachers' questionnaire results we can declare that those difficulties go back to many reasons. We also contend that self-confidence is indeed helpful in enhancing this skill. Additionally, the results reveal that students' perceptions and beliefs have a noticeable influence on learners' levels in oral performance inside or outside the classroom. Hence, there exists clear fact said that if EFL Learners trusted their personal capacities, they would be more

desirable and powerful to have positive achievement about their own speaking abilities Brown (1994,p.68) argues:

Human beings are emotional creatures. At the hurt of all thought and meaning and action is emotion. As "intellectual" as we would like to think we are influenced by our emotions. It is only logical, then, to look at the affective domain for some of the most significant answers to the problem of contrasting the differences between first and second language acquisition.

On the whole, our research work shows that the obstacles that prevent students from speaking English correctly and fluently are due to the lack of motivation, reading, practice, etc. And they must be overcome in order to boost students' level in oral performance.

Conclusion

As a conclusion, the present chapter has revealed the learners' and teachers' viewpoints about the reasons behind the students' poor mastery of oral skill. They share one common idea; language is a vital feature, so it should be practiced by reading and motivation .In addition, opportunities to overcome the stated obstacles are different ,and knowing about the real reasons to enhance their level in speaking is the responsibility of both teachers and students. So, the study sheds light on different reasons that make the learners unable to master the speaking performance and lees interested in learning it .

Limitations of the Study

Although the hypotheses and the research questions have been answered. That is to say that the main difficulties behind learners' poor speaking skill are varied, the study had some limitations, which have obstacle the study to fulfil the needs of the research and to involve the dissertation with the necessary information.

The first challenge was time. The researcher had a problem to manage time. This is due to the many studies he was dealing with along the year. If the study has a long time that is mainly devoted to gather data, the research might witness other tools like experiments or placements test to involve students more in the speaking tasks. This would give other dimension to the study and the results taken.

The second limitation was the lack of references. We have not found the necessary information concerning the theme under study at the library of the university. We have tried to involve more books and check on previous projects that may give us an aid in speaking the dissertation. However, many teachers who belong to the department of English at the University of Mostaganem have provide some good references to rely on.

The last limitation concerns the sample of the teachers. We have really want to interview the teachers who taught oral expression for the first year LMD students. This would give the researcher more valid data. However, we believe that the answers have been given by the teachers are supplied the dissertation with the necessary information.

Additionally, generalizing the results gained may not be appropriate because our concerns population is limited: first year LMD students in one university. These results can, therefore, be generalized by other researchers in the Algerian context

General conclusion

Our research work aimed to investigate some issues related to the speaking skill from a narrow perspective, in terms of communicative approach which most learners want to master . Developing the speaking ability in a foreign or second language is not an easy task to do; it needs practice and experience to produce the utterance adequately and accurately, and express the intended messages. However, many students face obstacles to reach a satisfactory level of speaking proficiency. At first, we hypothesized that learners' problems in speaking skill might be due to practice and other reasons that restrict the use of language either inside or outside the classroom. Indeed, some of those hypotheses are proved according to teachers' and students questionnaire and interview.

In this respect, speaking correctly is a priority should be given more attention and it must be practiced and learned. Learning to speak accurately is something our learners scarcely manage to do. They believe it is impossible to master it. Additionally ,they fail to give acceptable form of speech. As future investigators, we aim to have a good level at speaking, and we believe that those difficulties are likely to be overcome if we do not sit back, relax ,and wait for top-bottom decisions. Probably, the best way to do that -according to our teachers –is to encourage interactions inside the classroom and even outside ,since students do not speak FL (foreign language) frequently outside the classroom.

It was clearly remarkable through the analysis of teachers' and students' questionnaire that learners face many obstacles at the level of speaking English, and the opportunities given by teachers to students are not enough. This is ensured by the results gained from the analysis of the data gathered from students' questionnaire of first year LMD. Thus, the ultimate objective of this work is to discover the main factors behind students' poor mastery of the oral skill and develop the speaking skill of learners through motivation and classroom interaction. We have shown that the real reasons behind poor mastery of the oral performance are linked to the techniques of teaching, methods, learners ,teachers, and other remaining problems such as no desire to speak, lack of reading, and the influence of mother tongue, etc. Out of the stated difficulties we can also highlight: large class size, teacher talk time, learners' shyness, time bounding ,etc. However, we have limited our research work to what is likely to be though are the main difficulties affecting learners' oral performance .

In this respect, receiving an explicit positive feedback from the teacher is quite beneficial and influential. The analysis displayed that teachers are respectively recommended to invite

EFL learners to be involved in the speaking tasks so as to master the art of speech, in particular silent and introvert students.

Finally, we believe this research work to be equally beneficial to EFL students to improve their speaking skill and we wish also that it would pave the way for investigating other aspects related to speaking problems.

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Appendices

Dear students :

This study aims to investigate on the main factors behind students' poor mastery of the oral skill. Our major objective is to identify and analyze these factors. Would you please respond to the questions below by ticking the right answer and/or writing your own response.

1- Are you:

 Male ☐   Female ☐

2- Do you enjoy practicing oral tasks ?

  Yes ☐   No ☐

Why…………………………………………………………………………………
………………………………………………………………………………………………………
....

   3- Do you feel relaxed when expressing your ideas orally ?

Yes   ☐   No   ☐

4-Is your weakness in speaking English due to:

Teachers ☐   lack of practic☐   lack of reading ☐   lack of listening ☐

Justify…………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………

5-Where do you find difficulties when you speak English ?

Vocabulary☐   Grammar☐   fluency   ☐   pronunciation   ☐

6-Do you practice English outside the classroom ?

yes ☐   No☐

if no, why?
…………………………………………………………………………………………
…………………………………………………..

7-Do your teacher ask you when doing oral activities to work in:

pairs ☐   groups ☐   individually ☐

8-Indicate which of the four skills is the most difficult in your opinion ?

listening ☐   reading ☐   writing ☐   speaking ☐

why…………………………………………………………………………………………………
………………………………………………………………………………………………………
…………………………………………………………………………………………..

9-Do you feel that your English level is improving when you practice it orally ?

Yes ☐   No ☐

10- Do your teacher ask you to perform role plays?

yes ☐   ☐)

11-How often do you speak English inside oral tutorials ?

always ☐   sometimes ☐   never ☐

why…………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………

12 -Do you use English language in telephone conversations ?

yes ☐   ☐

Dear teachers :

This questionnaire aim to investigate about the Main Factors Behind Students' poor Speech Production .we will be grateful if you can response these questions to help us in our research work For the master's degree in applied linguistic. Your answers will be taken into account .your assistance is meticulously appreciated.

1-Specify your gender

     a- Male ▭

     b- Female ▭

2- Degree (s) held

  a- BA (License)

   b- MA (Master /Magister)

  c- PHD (Doctorate)

3- How long have you been teaching oral expression ?

    a- 5 years

     b- 10 years

   c- 15 years

4- Do your students have a satisfactory level in speaking English ?

   Yes▭

   No ▭

5- Which one of the following speaking activities you rely on to have a successful interaction?

   A- presentations

  b- Role-play

  c- dialogues

  d- story telling

6- What is your attitude toward your students' mistakes when speaking?

  a- Let them finish

   b- ask their peers to correct them

c-stop them to correct them

justify…………………………………………………………………………………………………
……
……………

7 Are the difficulties faced by students in speaking due to

   a- students

   b- lack of practice

   c-teachers

   d- other problems
……
……
…………..

8- When interacting orally and intensively with your students , do speaking problems and mistakes

   a- decrease gradually

   b- disappear totally

   c- remain the same

9- Do huge classroom number influence students' speaking performances?

   Yes ☐   ☐ No

10- what difficulties do you face in teaching speaking skill?

    a- how to tech speaking

    b- time and practice

    c- no interest

    d- huge numbered classes

11- Are those obstacles possible to overcome ?

   a- yes ☐

   b- NO ☐

explain……………………………………………………………………………………………………

…………………………………………………………………………………………………

12- please feel free to add any comment:

……

…………………………………………..