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Enhancing and Developing the Algerian EFL Learners'

Speaking Ability "Accuracy and Fluency"

Case of Second & Third Year EFL students at Tlemcen

University

Dissertation submitted to the Department of English as a partial fulfilment
of the requirements for the degree of Master in Didactics of
Foreign Languages

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Dedication

"1"

In the Name of Allah, Most Merciful, Most Gracious

This work is dedicated to;

The most gracious souls I have ever met my Mum Hafida and my Dad Abdurrahman, without the inspiration drive and support that you gave me, I might not be the person I am today. Thank you for your sacrifices and I love you from the bottom of my heart.

To the candle of my life my grandmother.

To my lovely sister Wahiba and her husband without forgetting my niece Hidayette.

To my beloved brothers Charah, Diaa and Moundji.

To my intimate friends Imane and Ibtissem Azzouzi

I'm eternally grateful to my beloved husband Isham for his constant love and motivation.

I would like also to thank my second family RABHI.

To all those who are forgotten with my pen and never forgotten by my heart.

Chaima

Dedication

"2"

This work is wholeheartedly dedicated to my beloved parents who have been my source of inspiration and gave me strength when I thought of giving up who continually provides their moral spiritual, emotional and financial support

To my beloved sisters Nawel and Nabila

To my brother Fethallah

And particularly my dearest brother

Sidi Mohamed , may his soul rest in peace

To my dear best friend Chaima with whom I shared this work

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To all my teachers through my career

To all my friends whom I shared the university life especially Ibtissem AZZOUZI

To all those who believed in me and prayed for my success

Imane

Abstract

The substantial care and the globalization of English have caused a wide demand for English speakers in various fields. Thus, the present study aims at shed light on how to enhance and develop the speaking skill "accuracy and fluency" for the Algerian EFL learners. The main objectives of this research work was to find solutions that help the Algerian EFL students to break down the barriers that they face in speaking English such as anxiety and glossophobia, and to find the interesting and empowering activities to improve the Algerian EFL learners' speaking ability "accuracy and fluency". On the other hand, the Algerian EFL teachers have vital roles in creating appropriate environment in the classroom that encourage their students to take part in classroom conversations and then, facilitate opportunities to keep doing it outside of the classroom. For this purpose an exploratory case study was undertaken in the English Department at Tlemcen University. The data were collected through a questionnaire administered to 11 Algerian EFL teachers and a questionnaire administered to 72 second and third year Algerian EFL students, and non-participant classroom observation for both EFL teacher and learners. The data gathered were analyzed qualitatively and quantitatively, and the obtained results shown that the Algerian EFL learners are always seeking to promote this skill which means to speak English accurately and fluently. At the end some suggestions and recommendations were presented to enhance the speaking skill for university EFL students.

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List of Abbreviation and Acronyms

EFL: English as a Foreign Language

TEFL: Teaching English as a foreign Language

GTM: Grammar Translation method

LMD: License Master Doctorate

PH.D: Doctorate

TL: Target Language

L 1:   First Language

L2:   Second Language

COE: Comprehension and Oral Expression

TM: Teaching Method

SLL: Second Language Learning

FLL: Foreign Language Learning

CBA: Competency Based Approach

CLT: Communicative Language Teaching

CSS: Communicative Speaking Strategies

MT: Mother Tongue

SW: Silent Way

RS: Reduction Strategies

ELF: English as a lingua franca

General introduction

General introduction

Over centuries, English has spread and imposed itself as an international language. It has been used in almost all domains of life; including education. Accordingly, the main intent of learning English as a foreign language (EFL) is to be able to communicate appropriately and effectively in that language. However, developing the speaking skill today becomes at the centre of the learning procedure. Since people are in a great need to take part in oral conversations in English which is the well-known language in the world. To this end, a great attention has been oriented towards that language by the Algerian EFL learners.

Speaking skill is a crucial part in foreign language teaching and learning, this skill has become increasingly important for the Algerian EFL students. They are always seeking to improve their speaking skill with its aspects "accuracy and fluency", because it enables them to express themselves and share their ideas successfully in English despite of the difficulties they encounter when trying to reach this goal. As a matter of facts, the investigators assume that it will be interesting to study the issues of the Algerian EFL learners in the speaking skill, ultimately to suggest and find remedial solutions of effective teaching methods and the different strategies to enhance the Algerian EFL learners' speaking skill.

Thus, this empirical work destined to identify the problems and to find out solutions to how to improve the Algerian EFL learners' speaking ability "accuracy and fluency" for second and third year "Licence" students at Tlemcen University. As well as to help them to break the barriers that hinder their speaking abilities through various instruments, also to illustrate the role of the Algerian EFL teachers in helping their students to overcome their difficulties. The present study endeavours to find answers to the following questions:

1- What are the problems that the Algerian EFL learners at Tlemcen University face to improve their speaking skill?

2- What are the activities that the Algerian EFL teachers' at Tlemcen University could use to improve their learners' speaking fluency and accuracy?

General Introduction

For providing answers to these questions the following hypotheses have been suggested:

1- The problems that the Algerian EFL learners' face in their speaking skill are: anxiety, lack of self-confidence, shyness, fear of making mistakes, etc.

2- The Algerian EFL Teachers could use a lot of English speaking activities to motivate their EFL learners to speak in English language such as role plays, interviews discussion videos, and presentations, etc.

In order to validate the above hypotheses, this research work is divided into three chapters. The first chapter shows the researchers' review of the literature related to the research subject, it expected to give more knowledge for better understanding, it provides the reader with a general overview about the speaking skill and the problems encountered by the Algerian EFL learners when dealing with it, and the most common speaking activities.

The second chapter deals with the practical part of this research paper, it provides the analysis and interpretation of the preceding data collected from both students and teachers' questionnaires, and classroom observation. Concerning the third chapter, the investigators will provide some suggestions, recommendations and activities resulted from the obtained data for the sake of enhancing and developing the Algerian EFL learners' speaking ability "accuracy and fluency".

Chapter one

Chapter one: Literature Review

1.1 Introduction

Language is a system of communication. we communicate, to exchange our ideas, and express our feelings by using the language. No doubt, speaking is an important skill in language learning to be developed and mastered especially where English is taught as a foreign language as it is in Algeria.

The present chapter gives an outlook about the Algerian EFL learners' speaking ability, starting by providing a general definition of English as a foreign language, after that we shed light on the most effective methods to enhance and develop the speaking ability "fluency and accuracy"

1.2 Language Concept Definition

It is an umbrella term that covers all human communication systems, humans' beings can communicate with each other, able to exchange knowledge, beliefs, opinion, feelings, etc. It is a process of communicating based upon words and the combination of words into sentences. The Oxford Dictionary defined language as: "the method of human communication, either spoken or written (or signed), consisting of the use of words in a structured and conventional way"

1.3 Teaching and Teacher

Teaching, this word derived from to teach which means to instruct, is an important part of the process of education, in addition, is a process in which learner, teacher curriculum and other variables are organized in a systematic way to attain some pre- determined goals as it is cited by Umer Frouq in his article, H.C Morrison (1934) mentioned that: "Teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the latter."

Where teaching is nothing without teacher who is the person who shares knowledge with students, he is also an educator. A perfect teacher should be responsible in his class has a good way of teaching to transmit information and also love his job and his students in sum up "A good teacher is like a candle it consumes itself to light the way for others"

1.4 Teaching English as a Foreign Language in Algeria

English as a foreign language refers to the teaching and the learning of English in countries where it is not an official language but it is a foreign language. According to Mac Milan Dictionary*:* "EFL refers to the English language taught to people who need to learn it for their studies or their career and who do not live in an English-speaking country."

The case of teaching foreign language in Algeria is immediately related to its historical and socio-political events. English has become a global language, which result changes in the worldwide, English is adopted for international communication and other fields such as economy, culture trade, etc. After the independence the Algerian educational system gives a great importance to English language, and it has been given the status of the second foreign language after French by the Algerian authorities.

EFL starts taught as a module in middle and secondary schools, but not all pupils may hold a great interest in it. However, in university level in case they did not specialize in English, and decided to opt for another field such as medicine or trade; English is added for good reasons that are related to improve their level of understanding, and being able to deal with international matters and even maybe to work abroad easily. To succeed in teaching this international language effectively in pre-university levels lead to make it a number one choice for a massive number of learners to specialize in it in Algerian university these recent years.

1.5 Methods of Teaching

Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others and the following are some of the most popular methods;

1.5.1 The Grammar-Translation Method

It is also called Traditional or classical method of foreign or second language teaching, it focuses on translation and grammar. Rechard.J.C, and Schmidt (2002, 231) said that the grammar translation method is: "A method of foreign or second

language teaching which makes use of translation and grammar study as the main teaching and learning activities"

The grammar translation method was the principal method in Europe in the 19th century and it was used in teaching some dead languages. Then it has been applied to the teaching of modern languages and it is still commonly used with learning some languages. The main idea behind this method is that the students learn all grammar rules, so they will be able to translate a number of sentences from mother tongue (MT) to the target language (TL). It also concentrates on the memorization of vocabulary in the form of lists of isolated words. The learning activities consist of the translation of isolated sentences from the TL into the MT and vice versa.

1.5.2 The Direct Method

The direct method was first established in France and Germany in the early 1900's, it came as a direct reaction against GTM. It attempts to integrate more use of the target language instruction that learners are trying to learn it, which is presented orally to them. In this method, learning a foreign language has to be through direct association of words with actions and objects without the use of the native language.

To conclude with, Teachers and students are more like partners in the teaching /learning process. The objective of this method as Freeman (1986) concluded is that students will learn to communicate in the target language, partly by learning how to think in that language and by not involving L1 in the language learning process. This method is a great option because it emphasizes on the four skills.

1.5.3 The Audio-Lingual Method

It is also called Aural-oral approach, it aimed to accurate pronunciation and grammar and quick response in speech situation, the emphasis was laid on mastering the building block of language and learning the rules for combining them, it was believed that learning structure or grammar was the starting point for the students. Whereas the main doctrine of this method is that language learning is a matter of habit-formation, mistakes in this method are considered as bad habits that should be avoided. As it is quoted in (Rivers 1964, 5) from William Moulton's (1961) report prepared for the 9th International Congress of linguists, He summed up the basic

principles of the audio-lingual method: "language is speech not writing; a language is a set of habits; teach the language, not facts about the language; a language is what its native speakers say, not what someone thinks they ought to say; languages are different".

To sum up, the audio-lingual method addresses a need for people to learn foreign language rapidly it is the best way for beginning English level classes in a foreign language settings and teachers should provide students with a native speaker like a model. This method presumes that the SLL is very similar to the FLL. And as results it produced good speakers in terms of pronunciation and behavioral responses.

1.5.4 The Communicative Approach

English has become a very important language nowadays, which led teachers focusing on communication in order to give the opportunities to the EFL learners to communicate more effectively and correctly in realistic situations that may find themselves in. the communicative approach is considered as the appropriate approach for those intent. It is related to the idea of Hamer (2001, 70) "Language learning will take care of itself"

Here we may say that the implication of CLT for EFL classroom practices is like a golden price for both learners and teachers especially when it serve the EFL learners' needs in using the target language learning for communication. According to Larsen-Freeman (2000, 132) "almost everything that is done is done with the communicative intent"

Where Lindsay and Knight 2006 say that the CLT appeared by the end of 1960's and continued to evolve. Communicative approach based on the idea the language learning means how to use language to achieve a better communication in both accuracy and fluency inside and outside the classroom.

1.5.5 The Silent Method

The silent way (SW) is a method of the language teaching and learning originated in the early1970's, it was devised by Caleb Gattegno 1972. This method characterized as a problem solving approach to learning, it is based on the idea that learning is an easy task if the learner discovers rather than repeats and remembers

what is to be learnt. In a silent way classroom, the students have to cooperate with each other in the process of solving language problems.

The silent way based on the Principle that the teacher should be silent as much as possible and the learner should produce the language as much as possible as Gattegno (1972, 63) states that:" the teacher works with the students, the students work on the language". The method uses basically color charts and color rods for the reason that learning will be ease by interpose physical objects and problem solving involving the material to be learned.

The silent ways method views learning as a problem- solving, creative, and discovering activity in which the learner is a principle actor rather than a listener. In addition to that, the rods and the color charts create memorable images to facilitate students' recall. These visual devices serve as mediators for students learning. For Earl Stervick (1976,25) " If the use of associative mediators produces better retention than repetition does, it seems to be the case that quality of the mediators and the student's personal investment in them may also have a powerful effect on memory". The teacher's silence is the most demanding aspect of the silent way.

1.5.6 Competency-based approach

The growing need for teaching and learning English in our schools during the last century led to the emergence of various teaching methods and different approaches that attempt to provide the student with the most efficient and appropriate ways to make foreign language learning acquisition as efficacious and successful as much as possible. CBA is very popular approach which focuses on what students are expected to be able to do with the target language rather than the learning process.

CBA consists of teachers basing their instructions on concepts expecting to foster deeper and broader understanding. The CBA emerged in the United States in the 1970s, Richards and Rodgers (2001, 141) states that the CBA refers to "an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviours learners should possess at the end of a course of study."

Therefore, Competency-based approach is a functional approach to education that emphasizes life skills and evaluates mastery of those skills according to actual

learner performance. In CBA, (Wong, 2008, 04) "the focus moves from what students know about language to what they can do with it".

It can be concluded that this new approach in education and learning requires a focus not only in input, but also on outcomes or results. Thus setting the learning goals is the most important step before designing the curriculum text books, teaching aids and all the learning conditions that enable the students to attain the expected learning outcomes.

1.5.7 Eclectic Approach:

When teaching a foreign language, teachers use a variety of methods and techniques to teach it successfully. The eclectic approach is the label given to a teacher's use of techniques and activities from a range of language teaching approaches and methodologies. As it is cited in Wikinews Saqid (2012) mentioned that "the word eclectic can be defined as selecting or choosing from various in the field of education especially in teaching language". This approach combines a various approaches and methodologies to teach   depending on the aims of the lecture and the learners' abilities.

Teachers in this way have more flexibility and adaptability to choose the best elements that suits the learners' needs. According to Rivers (1981, 55) an eclectic approach allows language to teacher to absorb the best techniques of all the well known language teaching methods into their classroom procedures, using them for the purposes for which they are appropriate.

This teaching approach was advocated in the beginning of 1990's and became fashionably popular these days. It requires a curriculum that is creative, innovative and imaginative, is may include every kind of learning activity and saves learners from monotony and gives them confidence and using it can be give a successful outcomes.

1.6 Speaking skill

1.6.1 Definition of speaking

Speaking is a crucial part in foreign language teaching-learning that aims at improving students communicative skills. It is an important skill which language learners should master. Chancy(1998, 13) defines speaking as "the process of

building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" . Speaking skill has been given priority by language learners in their learning, because mastering the speaking skill is considered as they mastered the other four skills.

1.6.2 Characteristics of speaking

Many language researchers regard the speaking ability as the measure of knowing a language. Speaking requires two major factors fluency and accuracy. A great importance should be given by language learners to these features in order to become competent language users.

1.6.2.1 Fluency

Fluency is the flow and efficiency with which you express your ideas, particularly when speaking. A few grammar mistakes may appear here and there in the explanation, but it should be delivered in a way that it is easy to understand and shows how comfortable you are with the language. Crystal(1977) Bryne(1986) Nation(1991) "Fluency may be defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication".

Hughes (2002, 14) defines fluency as "the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will breakdown because listeners will lose their interest". This definition shows that fluency and accuracy go hand in hand, that is to say that to be fluent means to produce utterances speedily, smoothly, and accurately. Speed and pausing are the most important aspects in fluency.

Thus, fluency can be achieved by creating classroom activities that help students to not only negotiate meaning, but also to correct misunderstandings and avoid communication breakdown.

1.6.2.2 Accuracy

Even though, both accuracy and fluency are said to be closely linked together for language purposes. Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. According to Bryne (1988, 84) "Accuracy refers to the use of correct forms where utterances do not contain errors affecting the

phonological, syntactic, and semantic or discourse features of a language." Thus, learners should focus on a number of elements while producing the language, mainly, the grammatical structure, vocabulary and apply them in oral interactions.

Paying too much attention to accuracy results to the inability of the students to use the language. They breakdown sentences, translate, and look at the sentence from different angles to minimize mistakes. Nunan (1999, 226) asserts that "accuracy means the correct use of vocabulary, grammar and pronunciation". Therefore, learners should be able to produce an infinite number of correct sentences in terms of grammar and vocabulary.

1.6.2.2.a Grammar

Grammar refers to the set of rules that structure a language, including syntax (the arrangement of words to form phrases and sentences) and morphology (the study of words and how they are formed). It is the system of language in which the principles of that language are organised.

It is known that sentence needs a subject and a verb which can be followed by an object, complement or, by an adverbial, and questions are often formed by inverting the order of subject and verb or bringing an operator for this function Harmer (2001).The grammar of speech is organised differently from writing. Thornbury (2005, 20-21) lists the following features of spoken grammar:

- Frequent non-clausal units (e.g.: Mmm, No, uh, huh, yeah);

- A variety of tags not found in written style such as questions   tags;

- Interjections (e.g.: ah, oh, wow...);

- Hesitators (e.g.: umm, emm);

- Condensed questions (e.g. more milk? Any luck?);

- Response forms (e.g. sure!) to acknowledge and request;

 -Fixed polite speech formulate (e.g. happy birthday! Congratulations);

- Direct speech favoured.

Henceforth, Nunan (1989), citing support from Littlewood (1981) states that "grammar is an essential resource in using language communicatively". That is to say that grammar is very important in helping people to communicate and understand.

1.6.2.2. b Vocabulary

Accuracy in terms of vocabulary refers to the ability of selecting the appropriate words while speaking. The writer Lewis (1997, 3) asserts that "language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks". That is to say that accurate vocabulary can be achieved by choosing the perfect words that have a correct meaning.

Despite the fact that learners try to express their ideas they lack the appropriate vocabulary or they use it incorrectly like the case of synonyms, because not all of them can be used in the same context. Learners then should have the ability to use vocabulary and expressions in an accurate way. According to Harmer (200, 269)**,** "the knowledge of the word classes allows speakers to perform well form utterances." Hence, teachers play an important role in helping their learners developing knowledge by making them practice in the classroom, and improve their ability to produce correct sentences in terms of grammar and vocabulary.

1.6.2.2.c Pronunciation

Pronunciation is the act of pronouncing words or the way of speaking a language. It refers to the way for learners' to produce and pronounce a language that can be understood by the hearer. Redmond and vrchota (2007, 104) argue that "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood". Thus, if the listeners cannot understand what have been said this means that the pronunciation is incorrect. Therefore the accuracy is not achieved.

Omari (2015,29) states that "pronunciation as a crucial speaking sub-skill and by far the departure point for any oral interaction since the success of any communication process is closely tied to the mastery of the sound system." Students who are seeking for improving their speaking skill they should practice pronunciation, also they have to prepare their talks, voice volume and rehearse before speaking.

Thus, learners should be aware of different sounds, features, and should give importance to stress and intonations, in addition to that they should also prepare,

practice and rehearse their talks in advance in order to acquire a perfect pronunciation because it is necessary for effective communication.

1.7 Speaking Skill Activities

In the Algerian EFL classes, English language teachers' are aware of the importance of the speaking skill for their learners, their goal is to teach learners how to think and present their thoughts and ideas to others. Harmer (1998) claims that "the teacher should encourage the students to do speaking activities for three basic reasons rehearsal, feedback and engagement".

Therefore, speaking activities should be designed by teachers in order to improve learners speaking ability; through these activities the learners are able to feel the language, and to know what communicating in English is in real situation. While speaking they have the opportunity to evaluate themselves and know their strength and weaknesses, also they can easily engaged in a conversation and participate. In short speaking skill is developed by practising different speaking activities and the teacher is the leader of these activities.

1.7.1 Discussion

Discussion is an oral conversation between two persons or more on a particular topic in order to reach a decision or to exchange ideas. It is the most common speaking activity used in classes; therefore, discussion gives the opportunity for both learners to use the language, and for teachers to check the learners speaking skill. Byrne (1986, 67) states that: ''By discussion is meant by any exchange of ideas and opinions either a basis, with you (teacher) the mediator and to some extend as the participator or within the context of group with the student talking among them".

This process of talking and debating a topic helps students learn how to express and justify themselves in polite ways while disagreeing with others. Teachers prepare an interesting topic with a controversial sentence that makes learners interact and give their opinion. In this type of activity teachers divide their students into groups to give them much more time to think and organize their ideas with their classmates and correct their mistakes in order not to get embarrassed when speaking. Littlewood (1981, 47) states that "it (discussion) provides learners with opportunities to express their own personality and experience through the foreign language".

That is to say that discussion is very helpful activity to enhance and improve the students' speaking skill in foreign language (FL), and become more confident about what they have to say while learners participate in debates in their groups.

Whereas, for the sake of making this activity succeeds, teachers should promote their learners to speak spontaneously without being afraid of making mistakes by dividing the class into groups to give them more time to organize their ideas in order not to get embarrassed when speaking.

1.7.2 Role Plays

Role play is an educational speaking activity, it is another way of pushing students to talk and express themselves. Ur (1996, 131) defined role-play as: "Role play, in the above context, 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 language appropriate to this new context".

It is not an easy task to make learners practice their speaking skill inside the classroom, this because of many reasons that make them feel embarrassed and frustrated to talk. Role play is one of the great activities that give learners the opportunity to speak and use the language, it is also an enjoyable activity for most of the students. This activity gives the power to reduce their fear to speak in front of the class, because it is performed in pairs or groups.

In this activity, learners are supposed to use all their knowledge about the language. According to Revell (1979, 16), role play is "an individual's spontaneous behaviour reacting to others in a hypothetical situation." Role play has two types: role cards and cue cards. In the first teacher explains the students their roles to act and speak freely, whereas in the second type students have to follow what was prepared from their teacher. Role play is a direct interactive activity which fosters spontaneous oral exchanges between students and inspires them to enhance their speaking ability.

1.7.3 Storytelling

EFL teachers are often ask their learners to share a story or an experience with them, it is one of the most common techniques of teaching which called storytelling.

Givón (1997, 162) suggests that "when learners share their stories and experiences it can motivate them when they meet with prompts and collaboration from their audience, learners can tell stories from their   previous experiences, or summarize a story". It is a powerful tool used by teachers to enhance their learners' proficiency and increase their fluency.

In this activity teachers can tell a story to their student and ask them to retell it using their own style and words, here we can say that storytelling fosters imagination at the same time improve the learners' speaking ability by using all their language knowledge. It is not necessary to tell real stories; they can tell jokes, riddles or even create a story. The most important thing is to speak and use the language which enables teachers to know learners' language weaknesses and help them to develop it.

1.7.4 Story Completion

EFL teachers agree that students learn English to speak it through interaction. Teachers should create classroom environment where learners have real life communication and meaningful tasks that promote their speaking skill. Story completion is one of the most successful free-speaking activities for which students sit in circle, then the teacher starts telling just few sentences from the beginning of the story and stop narrating, after that he or she asks each student to start narrate from the point where the previous one stopped. Students are free to narrate and add new characters, events and places, etc. they are supposed to tell more than four sentences. Kayi(2006)states that: "Story completion is one of a new technique in teaching speaking of narrative text which can increase the students' speaking skill. It might be caused by the real-life situation of the class which can make the students interested in following the lesson ".

This activity encourages students to participate, increase verbal proficiency, and enhance listening skill. Story completion is a teaching speaking activity which gives the opportunity to speak at length without any interruption, in addition to that it promotes other skills.

1.8 Speaking Strategies

The majority of scholars and EFL teachers agree that the use of communication strategies helps speakers to avoid the failure in the oral communication. Cook points

out (2009, 120) that "This tradition of saying communicative strategies in terms of failure, that is as a compensatory means used to repair broken language, has been particularly strong"

EFL teachers see CSS as an effective tool which used by learners to compensate their linguistics deficiencies in order to achieve a particular communicative goals.

Several studies have been conducted in this area. Bygate (1987) mentions two major types of communicative strategies: achievement strategies and reduction strategies. Both of them comprise a number of subcategories which are indicated in the following:

1.8.1 Achievement strategies

In this strategy EFL speakers will try to find words to fill their language gap or missing words, they look for a way to transmit the message successfully without changing or losing it. This type of strategies includes the following:

- **Guessing strategy** it is also called "conscious transfer". It is commonly used by the speaker in oral expression to substitute some words that he ignores for many reasons. He/she can pick out a word from his/her mother tongue and pronounce it as it sounds in the target language. He may also borrow words and say it as it is without any change and listener can easily understand the meaning. He can also translate word by word from his MT this kind is known as literature translation.

- **Paraphrase strategy** it is a Lexical substitution strategy, in which the speaker can explain a term or a word by making some sort of phrases to express his meaning, in order to convey his/her message.

- **Co-operative strategy** this type also called appeal for assistance, it is used by learners when they are in need of help from interlocutor, the speaker can ask for help through eye contact, pause, and intonation, etc. According to Alright and Bailey (2004, 142) "spontaneously asking for the correct term or structure, or for help in solving a problem".

1.8.2 Reduction strategy

Reduction strategies are often used by the EFL learners when the speakers feel unable to compensate through achievement strategies. In reduction strategies

learners leave their messages that they want to say and replace it with another one to adjust the conveyed messages which make them speak easily without any difficulties. In other word RS reduce the message because communicators do not manage to find words or phrases to replace the unknown vocabulary.

1.8.3 Avoidance strategy

The EFL learners sometimes find themselves in problem of continue talking on a specific topics, may be because they do not have enough vocabulary or a phonological problem. For this they avoid talking about topics for which they lack the language resources needed to complete their message.

1.9 The Importance of Speaking Proficiency for EFL Learners

Language is a system of communication, it is used to exchange information, share ideas and to express feeling and emotions. English has become the global language, It serves as the lingua Franca among or 'English as a lingua franca' (ELF) which refers to the use of English as a means of communication for speakers from different nationalities. English language had been used in many sectors, and it became an essential part in our daily life especially for (EFL) learners.

Speaking is a basic skill that language learners should master with the other language skills. According to Karen (1994) "speaking is an expressive language skill in which the speaker uses verbal symbols to communicate."

In the traditional approaches of language learning and teaching, speaking was neglected. The previous methods such the grammar translation method as an example, it was emphasised on grammar and culture and based on writing and reading skills.

In the communicative approach, its main goal is to enable learners to interact verbally with others, that is to say that the speaking skill is the base point in this approach.

Harmer (2007, 344) mentioned

> **"if students are involved in spontaneous face to face conversation**
>
> **outside the classroom with competent English language speakers,**
>
> **they probably need to be exposed to more than just the kind of**
>
> **questions that are commonly found in course books".**

For instance, the Algerian (EFL) learners use English in many situations not just inside the classroom but also out of it, for that they are supposed to speak the language effectively and correctly. Speaking skill is considered as the most important thing in mastering a language. Celce-Murcia (2001, 103) argues that: "The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication", from that, we understand that most of people take speaking and knowing language as synonyms.   Therefore, the ability to speak English helps learners to improve their grammar, vocabulary, and gives them the capacity to stand out in front of the public and speak effectively.

Since English is the global language, many companies and organizations look for English speakers who can communicate with this language effectively. That is why the (EFL) learners seek for developing their speaking, and gives the speaking skill the priority rather than the other skills.

1.10 The Role of EFL Teachers

EFL teachers' task is not just standing in front of the classroom and lecturing, but they perform many different roles in the classroom to fully achieve the best learning development. However, Harmer (2007, 347) states that; "as with any other type of classroom procedure, teachers need to play a number of different roles during different speaking activities". EFL teachers have to foster the learners to practice their speaking ability by involving them in communicative tasks, as Benjamin Franklin says "Tell me and I forget, teach me and I remember, involve me and I learn".

1.10.1 Teachers as prompter

Breaking the silent of the learners when they get lost, or are in lack of vocabulary by inspiring them with clues and words during activities are the main criteria to detect the teacher who transmigrates the prompter role. In other words teacher need to promote students to participate and helping them in a supportive way without disrupting the discussion.

In order to be a good prompter, teachers should be sensitive, prudent, and encouraging. According to Harmer (2001, 60)

"When we prompt we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant we risk taking initiative away from the student. If, in the other hand, we are too retiring, we may nit supply the right amount of encouragement."

1.10.2 Teacher as participant

The teacher participate in an activity is more delightful than acting a resource. He/ she participates in the class just like if he were another student and standing back without becoming a center of attention. It can be a great way to interact and motivate learners without being too overpowering. According to Harmer (2001) teacher as participant is when teachers participate in discussions not as teachers but as peers of L2 learners. The teacher usually assigns students to perform a speaking activity and from time to time intervenes to give feedback or corrects mistakes only when necessary. This role enables teachers to understand difficulties learners face during speaking activities. When giving any task to the students, the teachers can actually do the task themselves so that they can anticipate the difficulties that the students might encounter and better equip them with the strategies for that task. As a participant, the teacher can also make sure that students participate and are involved in the task. On the other hand, he/she shouldn't dominate the discussion.

1.11 Speaking Problems faced by the Algerian EFL learners

Whenever we speak about English language as foreign language we mean that the language taught in non -native country as it is the case of Algeria, where learners facing many problems especially in speaking skill and those problems can be fear of making mistakes, shyness or lack of confidence. in other hand, the problems which effect on EFL students speaking English fluency, Firstly, many learners see learning English as an extra curriculum activity and less important than any other subject such as math, science, etc. "The success in a foreign /second language is supposed to be lower than if it is learns for integrative purpose" (Gardner and lambart 1959, 1972 as stated by Kakar ,n.d). Secondly, students start studying English in high school so they find some difficulties and they do not show big desire in learning English.

In addition the most serious that effect on the Algerian EFL learners or we can say that it is a big error is that they think in Arabic firstly than they translating into English. After that, they have difficulty in pronunciation because of the English alphabet, whereas the teaching methods using by teachers make the students have lack of practicing oral language, they do not have any chances to speak in the target language, which makes them easily forget what they learned.

Conclusion

The current chapter is an attempt to give a clue about the enhancement of the Algerian EFL learners speaking ability. We started by defining the language concept, insisting on EFL and TEFL. After that we shaded the light on methods of teaching that almost focus on speaking and communication. We also have dealt with an important part in this chapter which is the speaking skill and its aspects. We have mentioned the most useful activities that help in enhancing both fluency and accuracy. We have sealed the chapter by identifying the problems facing the Algerian EFL learners in speaking the English language.

Chapter Two

Chapter Two
Research Design and Situation Analysis

2.1 Introduction

The current research is aiming at enhancing and developing the Algerians' EFL learners speaking ability based on two elements accuracy and fluency under the eclectic framework. In the first chapter a review of related literature has been presented on the speaking abilities and the role of teachers in enhancing it.

To this end, the second part of the study encloses two sections. The first section provides a general description of the research design and the methodology is, then, presented including the population and the sample chosen as well as the data collection tools. The second section is devoted to interpret and analyse the findings obtained from the use of different research instruments namely; teachers' questionnaire, students' questionnaire and classroom observation. The data collected from those research tools will help the investigators to answer the final focal questions being examined in the current research.

2.2 Research Methodology

It is a way to solve the research problem by adopting various steps. It aims to select, describe and analyse data about a specific topic. It answers two main questions how was the data generated? How was it analyzed?

2.2.1 Research Design

This extended essay is an exploratory case study which focuses on the study of the problem to understand the issues and to bring ideas about the way of improving the existing situation, it answers the questions "what" and "how". Our research was dealt with the Algerian EFL learners' second and third years LMD at the department of English at Tlemcen University. The reason behind choosing both levels is that they are more motivated to speak and to use the English language. And also because Algeria has witnessed a political problem which called " Elhirak". The data have been collected "quantitatively and qualitatively" from different sources relying on a set of research instruments namely the questionnaire and the observation protocol for both learners and teachers, in order to gather the data that enable to provide the clue that holds the research project together that were more likely advance knowledge and understanding in this topic and gain a lot of valuable information.

2.2.2 Sample Population

It is worth bearing in mind that any empirical study requires a selected population sampling on which to build the experiment. In this regard Dörnyei (2007, 96) states that "the sample is the group of participants whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about". In this study we have randomly chosen to work with 72 EFL students among the total number of second and third year LMD students, and our sample was of mixed levels and genders, their age ranged from 18 to 26 years old.

However, teachers also involved in this study, they were selected randomly from the English branch. They were 11 teachers with different teaching experiences. We have chosen to work with those teachers because from their experiences they can provide an in-depth view about our subject which is enhancing and developing the Algerian EFL learners' speaking ability "fluency and accuracy".

2.2.2.1 Students' Profile

The second and the third years' students of English at Tlemcen University were the most appropriate population for our study. We have chosen to work with 72 students in order to get more information to better investigate the hypotheses. Those students were randomly selected to answer the questionnaire. All of them have learnt English since the first year in the middle school, which makes a sum of seven years before entering the university.

2.2.2.2 Teachers' Profile

The informants are 11 teachers from the department of English at the University of Tlemcen. Eight of them teach COE, and the rest of teachers teach different modules including the COE module. They are all full time teachers holding the doctorate degree some with a very long experience in teaching communicative oral expression which ranged from 5 to plus 30 years.

2.2.3 Data collection instruments

There are various research instruments which are measurements tools designed to collect data about a research topic such as questionnaire, interview, etc. In this research work, a questionnaire and an observation were chosen as tools for collecting

both quantitative and qualitative data. It was administrated for both the Algerian EFL teachers and learners to know their opinions about the research subject which is enhancing and developing the Algerian EFL learners' speaking ability fluency and accuracy.

The investigators have used the questionnaire as a first instrument which is the most common instrument used for gathering data about particular issue of interest. Brown (2001, 06) defines questionnaires as "Any written instruments that present respondents with a series of questions or statements to which they are to react, either by written out their answers or selecting from among existing answers". Thus this research tool aims to give the advantage of collecting a large   amount of diverse data within a short period of time and with less energy.

A questionnaire may include different types of questions:

Close-ended question: called also multiple choice questions, they request the informants to choose one of the proposed possibilities without commenting. For example:

Which skill do you wish to master the most?

   Speaking   listening   reading   witting

Open-ended question: gives an opportunity to the respondents to express their opinions in a free-flowing manner, it takes longer to answer and it is difficult to analyse. For example:

What do you do to improve your speaking fluency?

Mixed question: they ask the respondents to opt for one of the proposed possibilities then justify the answer. For example:

Do you think that group work is helpful to enhance the learners speaking abilities?

   Yes   No   Comment...............

In this research paper, the researchers use two questionnaires one for EFL teachers and the other for EFL learners.

2.2.3.1.1 Students' Questionnaire

        For the sake of having a better understanding of how to enhance and develop the Algerian EFL learners' speaking ability "accuracy and fluency" at the University level. A questionnaire consists of fifteen questions was administered to 72

students from two different levels LMD two and three. These questions were well arranged, the items require yes /no questions or select the appropriate answer with choice justification. All these questions were classified under three rubrics. As it is explained bellow:

Rubric one: Students' background information

-**Q1**: The students were asked to specify their gender.

-**Q2**: The students were asked to mention their age.

-**Q3**: The students' choice of studying English.

-**Q4**: Years of studying English.

Rubric two: Students' perception of speaking skill

-**Q5**: Students' level in English.

-**Q6**: Students were asked to choose a skill (s) that they wish to master the most among the four skills.

-**Q7**: Students were asked if they are agreeing with the statement that says in order to master the speaking skill you have to participate in the classroom.

-**Q8**: Students were asked to say whether they find speaking English easy average or difficult.

-**Q9**: Students were asked whether they are feeling afraid to speak in the classroom and what make them feel so.

- Fearing of making grammatical mistakes ☐
- Having deficient vocabulary ☐
- Afraid of teacher's negative feedback ☐
- Lack of self-confidence ☐

-**Q10**: Knowing their opinion concerning the relation of working in group in enhancing their speaking ability.

Rubric three: Suggestions and recommendations

-**Q11**: Students were asked to give us some ideas used by teachers that can help students to improve their speaking skill.

-**Q12**: If the use of videos, Graphs and role play can develop their speaking skill with justification.

-Q13: They were asked to give us some ways to improve English speaking fluency.

-Q14: Students were asked to say which activities they prefer to practice either accuracy activities or fluency activities.

-**Q15**: They were asked to choose the preferable activities that they want to practice in the classroom among six proposed activities.

2.2.3.1.2 Teachers' questionnaire:

In order to reach the needed results, thirteen questions have been addressed to eleven EFL teachers to provide us with their opinion about their students' level in speaking during courses, as well as to have an idea about the techniques used to teach the speaking skill in   COE module for second and third year in EFL classes, Yet to know the teacher suggestions to improve this skill. Thus, teachers' questionnaire consists of different types of questions organised and classified under four rubrics, as it is explained in the following lines:

Rubric one: Teachers' background information

-Q1: Degree of qualification.

-Q2: Years of experience.

-Q3: Modules usually taught.

Rubric two: Students attitude and oral participation during the lecture

-Q4: The teachers where asked if all the students make the initiative to participate orally during the lecture.

- Q5: If the students make efforts to speak English accurately and fluently.

-**Q6**: The teachers were asked to describe their students' level in speaking English.

-**Q7**: The teachers were asked about which of accuracy or fluency is the most important for the Algerian EFL learners.

Rubric three: Teachers' efforts in enhancing their students' speaking skill.

-Q8: Activities used to improve students speaking fluency and accuracy.

-**Q9**: Whether the teachers create or give the opportunity to their students to express themselves and share their abilities to speak English.

-Q10: Knowing the teachers' opinions about the problems that the Algerian EFL learners face in the speaking skill "accuracy and fluency"

-Q11: For whom the opportunity is for to speak in classroom.

-Q12: Knowing if the learners feeling comfortable during debates or presentation, and what make them feel so.

Rubric four: Suggestions and Recommendations

-Q13: Ask teachers to give suggestions to improve the level of the Algerian EFL learners speaking in both fluency and accuracy.

2.2.3.2 Classroom Observation

Instead of asking teachers about how they improve their students' speaking skill and how they evaluate their learners' level in speaking "accuracy and fluency". The researchers opted for using observation as a main data collection tool, which allowed them to gather data in authentic context and live situations. Moreover, Kawulich (2012, 1) defined classroom observation as "a way of gathering data by watching behaviour, events or noting physical characteristics in the natural setting".

Thus, the observation was carried out at the levels of 2nd and 3rd years EFL classes at Tlemcen University. A string of classroom observation takes six sessions each one holds one hour and half where the investigators utilize checklist for non-participant observation.

In this type of observation the researchers do not participate in the observed situation, that is to say the observers observe the group passively from a distance without taking part in the group activities. They have used checklist as a way of recording the observation divided into three parts; classroom management, teachers' lecture presentation and students' participation.

2.3 Data Analysis

In the present phase, the researchers intend to concentrate on the results which were collected from the research instruments. Thus, the data collected will be analysed qualitatively and quantitatively. Moreover, the main findings of the study will be presented and translated in terms of tables graphs and pie charts to make the explanation clear as a day.

2.3.1 Results of the students Questionnaire

Rubric one: students' background information

The results obtained from question one, two, three and four revealed that the students' ages vary from (18) to (26), and the majority of the sample were female (23male, 49 female). From this higher number of girls we have noticed that females are expected to be more interested in studying English foreign languages. Moreover, English was the first choice of the plurality of the participants, whereas the period that they have been studying English reveal from (09) to (13) years. Starting from the middle school till the university level by taking into consideration the repeated years

Rubric two: Students' perception of speaking skill

Question 5: How do you evaluate your level in English?

The results indicate that only (2%) of the students said that their level in English is weak, (20%) of them mentioned that they have average level. On the other hand, (41%) of the sample population said that they are good in English, while (37%) claim that their English level is very good. As it is resuming in the following table:

Table 2.1 students' opinion about their English level

Options	Percentages
Weak	2%
Average	20%
Good	41%
Very good	37%

Q6: Whish skills do you which to master the most?
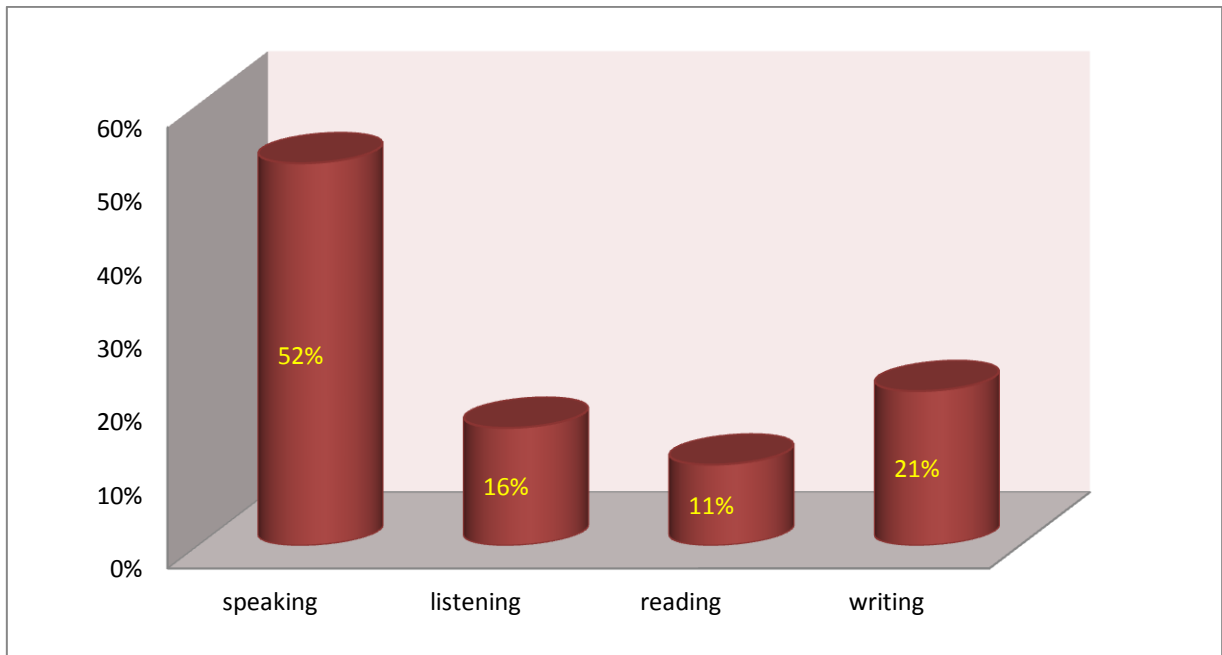
Figure 2.1 students' attitudes towards learning the four skills

According to the results demonstrated above, it can be noticed that the most needed skill to be developed is speaking (52%). While (21%) of students said that they need to improve their writing skill because it assesses their English level. It was followed by listening, as (16%) of students picked up the listening option. Concerning the reading skill only (11%) of the participants believe that they have to master it.

Q7: Do you agree that in order to master speaking skill you have to participate?

It was noticed that the highest percentage of respondents (75%) agreed that participation have a great role to master speaking. Whereas (25%) of them were disagreeing, as it is illustrated below:
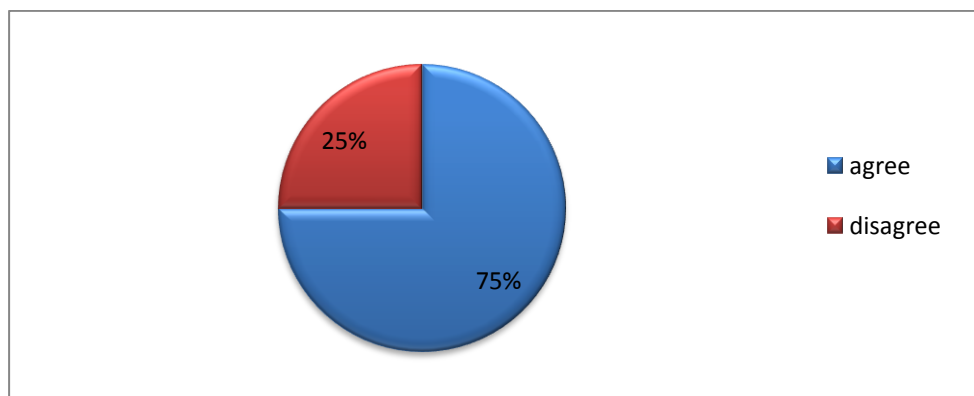
Figure 2.2: Participation improve the speaking skill

Q8: How do you find speaking English, easy, average or difficult?

This question was designed to the learners for purpose of testing students' speaking level in English. Consequently (48%) of learners find speaking that language easy, whereas (45%) consider speaking English not difficult and not easy that is average. In contrast with the majority (7%) state that it is difficult.
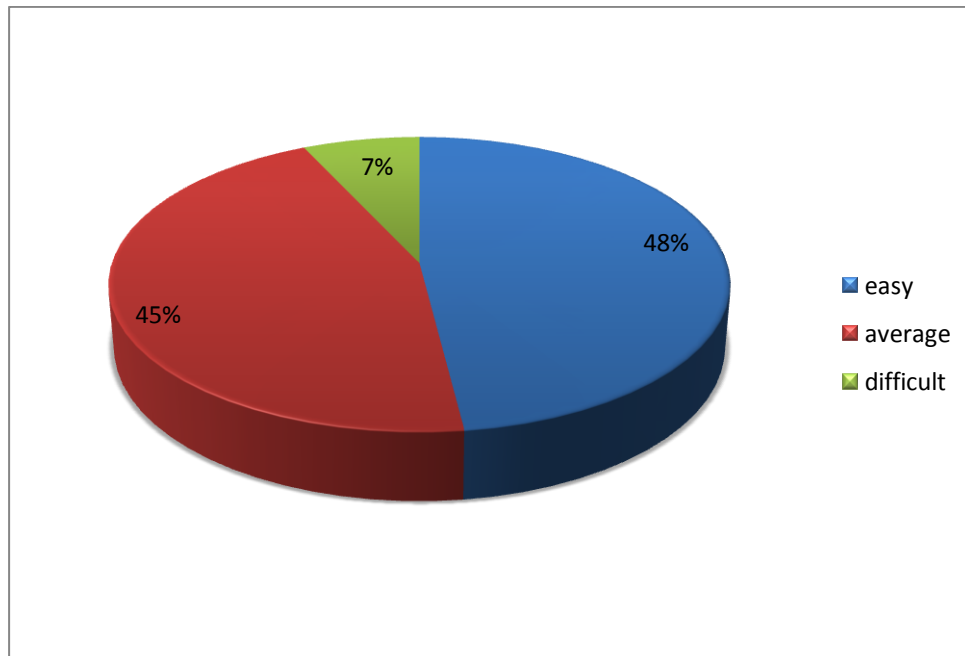
Figure 2.3 Students' estimation about speaking English

Q9: Do you feel afraid when you talk in classroom?
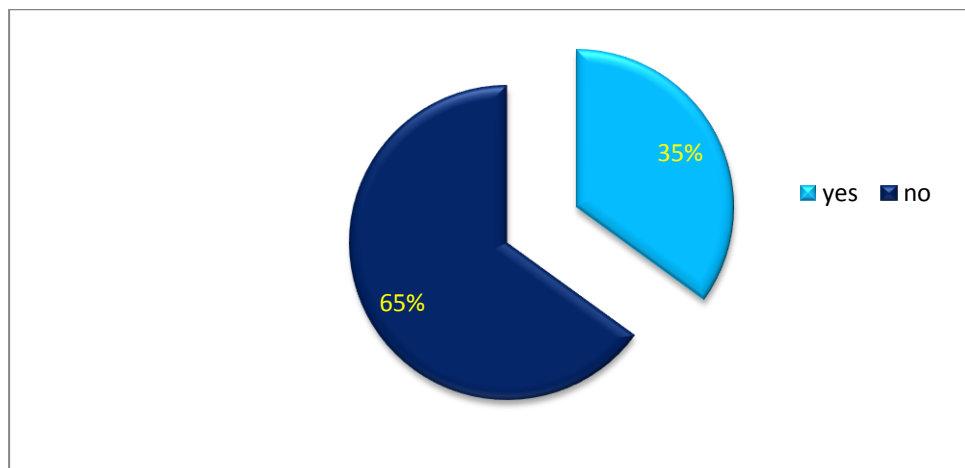
Figure 2.4 students' feeling while talking in the classroom

Participants were asked to present their attitudes towards talking in the classroom, from the above pie charts it can be noticed that (65%) of the students are

not afraid while speaking in classroom, on the other hand (35%) said that they are feeling afraid when they talk. For those who are afraid, they are provided with a set of options from which they have to choose the one/s which best describe their frightened. As it is shown below:

a. Fear of making grammatical mistakes

b. Having deficient vocabulary

c. Afraid of teachers' negative feedback

d. Lack of self-confidence
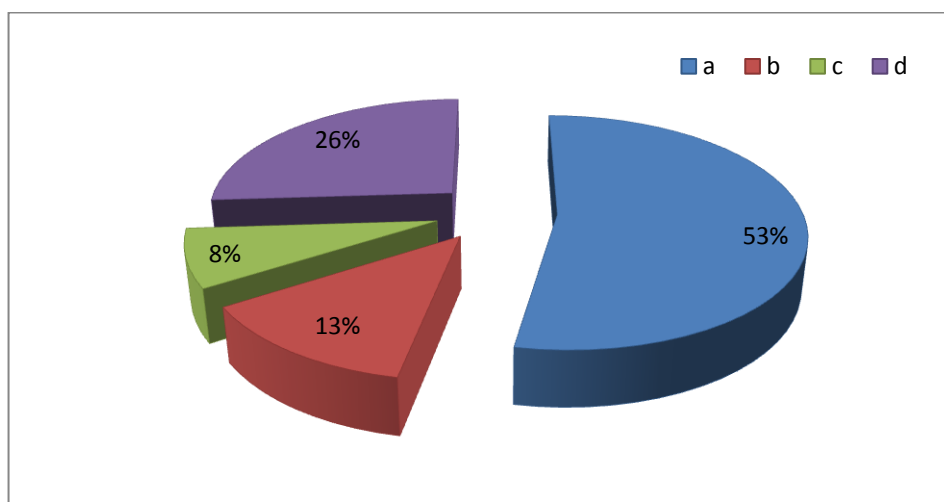
Figure 2.5 Students' causes of feeling afraid

The objective within those options is to identify each EFL learners' causes which make them feeling afraid. The result as it is recorded in the above pie chart show that (53%) are fear of making grammatical mistakes and (13%) of them state that they have deficient vocabulary. While (8%) said that the teachers' negative feedback is the main cause of their feeling. However, (26%) claim that they do not have enough self-confidence to speak English.

Q10: Do you think that group work is helpful to enhance learners' speaking ability?

Concerning this question, (77%) of students consider that group working as a very helpful technique to learn many thing from each other, in contrast, only (23%) were against group working, they view that it wastes their time and makes them work freely.

Q11: How can teacher improve students' speaking skill?

In this question students turn around on the same idea which is teachers make them taking parts in debates, conversation, and giving them more speaking assignment also provide them with a variety of activities with more explanations and supports.

Q12: Do you think that videos, graphs and role play develop the speaking skill?
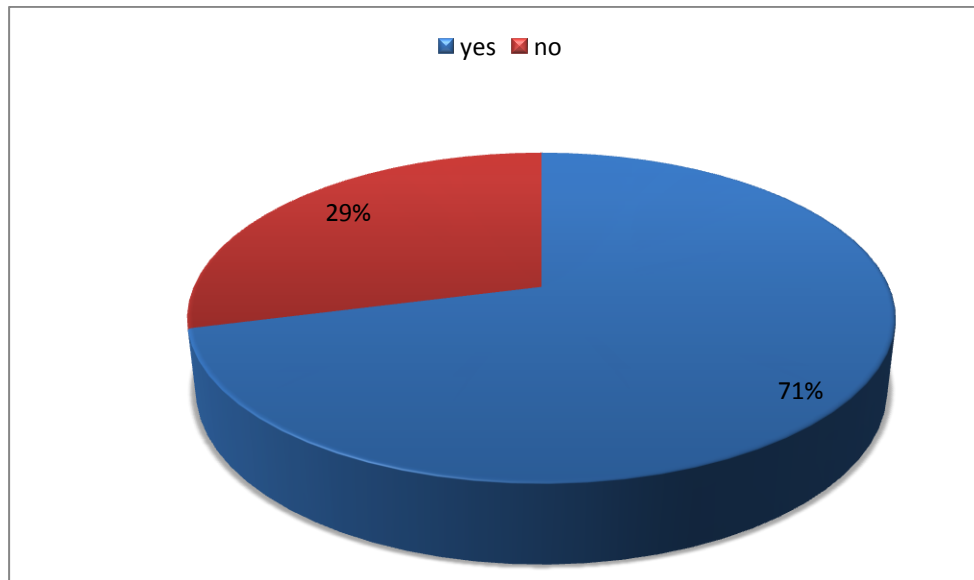
Figure 2.6 role of activities in developing the speaking skill

Concerning this question, the pie chart above demonstrate that (71%) of students seeing that using videos, Graphs and role play don't develop the speaking skill only but listening skill too, it helps them to discover new words and develop the pronunciation by listening to native speakers.

Q13: What do you do to improve your speaking fluency?

The aim behind this question is to figure out the most important technique that used by students in order to improve their speaking fluency. From the obtained result we pick up the following techniques:

- ✓ Using English as their daily routine.
- ✓ Practice it with their friends.
- ✓ Record their voice.
- ✓ Reflect on their conversations.
- ✓ They prepare a cheat sheets before speaking.
- ✓ Watching movies.

Q14: What type of activities you prefer to practice in classroom accuracy (rules, drills...), fluency (information, gap activities, discussion) or both?
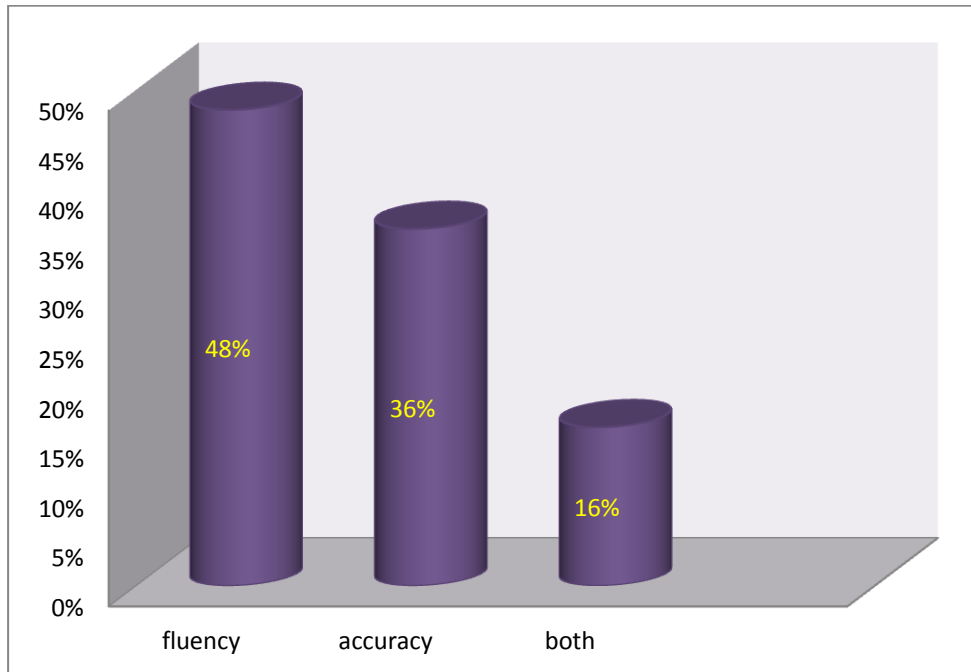
Figure 2.7 Students' preferable activities

The purpose of asking this question is to identify which activities that students prefer to practice inside the classroom. Notably, from the vary answers we notice that (48%) of students prefer fluency activities may be because they see it beneficial for communication, whereas (36%) of them state that they prefer accuracy ones and this is probably due to their fear of errors and making speaking mistakes, while the rest (16%) choose to practice both activities because the two are important.

Q15: What are the most activities you prefer to practice in the classroom?

From the obtained outcomes, we have noticed that the majority of the students choose discussion and communication games as the most preferable activities to practice in the classroom. Hence a fewer prefer storytelling, role play and songs in COE module, while none choose information-gap activities as a preferred activity. On the other hand, these activities cannot be practiced only in COE module such as discussion and information gap activities but also in different other modules.

2.3.2 Results of the teachers' questionnaire

 Rubric one: Teachers' background information

Question 1: **Degree of teachers' qualification**

In this question, the results indicate that all teachers are highly qualified 8 of them have a Doctorate degree and the three remaining are "Magister" holders.

Question 2: How long have you been teaching English as foreign language at the university level?

Concerning this question, from the teachers answers the investigators have noticed that all teachers have reasonable years of experience, and this is positive in the sense that they will have different point of views and perspectives towards the subject under investigation. Whereas the longest period of teaching is estimated by more than 30 years and the lowest period is 5 years. As shown below:

Table 2.2: years of teachers' experience

Teachers	Years
Teacher 1	5 years
Teacher 2	8 years
Teacher 3	5 years
Teacher 4	16 years
Teacher 5	6 years
Teacher 6	17 years
Teacher 7	9 years

Teacher 8	22 years
Teacher 9	23 years
Teacher 10	10 years
Teacher 11	+30 years

Question 3: which module(s) do you usually taught?

In response to this question, the researchers have worked with teachers that usually taught COE module basing on our research topic which entitled enhancing and developing the Algerian EFL learners' speaking ability "fluency and accuracy", they also taught other several modules such as linguistics, methodology and ESP, etc. Because speaking skill is used in all situations.

Rubric Two: **Students' attitudes and oral participation during the lectures**

Question4: Do all your students make the initiative to participate orally during the lecture?

Concerning this question, (10%) of teachers say that their students make the initiative to participate orally during the lecture, while (85%) say somehow depending on the subject that they are dealing with, whereas the rest (5%) state that the most of the students do not make any effort to speak. As explained in the following pie chart:
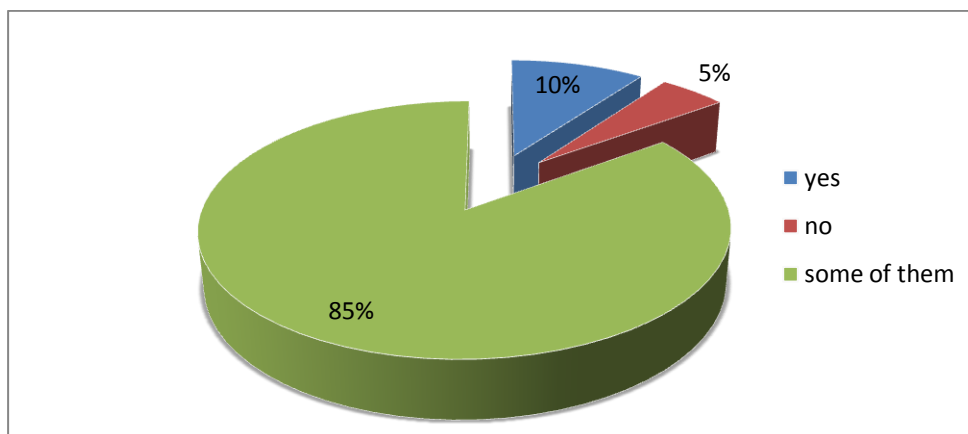
Figure 2.8 Students' initiative to participate during the lecture

Question 5: Do you think that your students make efforts to speak English accurately and fluently?

In this question, the results indicate that (80%) of teachers think that their students make efforts to speak accurately and fluently, while (20%) claimed that some of their students do not want to speak because they were still build their English.
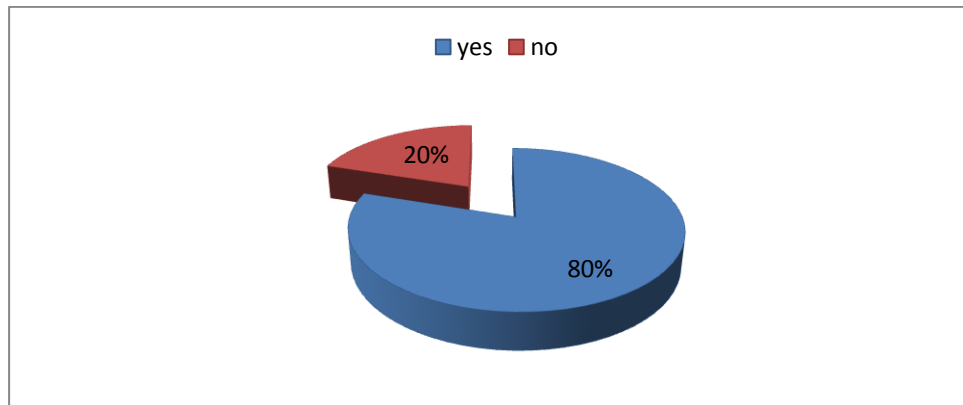
Figure 2.9 Students' efforts to speak accurately and fluently

Questions 6: How do you describe your students' level in speaking English as foreign language?

Dealing with this question, the majority of teachers (80%) say that their students' level in speaking English is average, while (18%) of them claim that their students have a high level in speaking it. Whereas only (2 %) mentioned that their students' level is below the average.
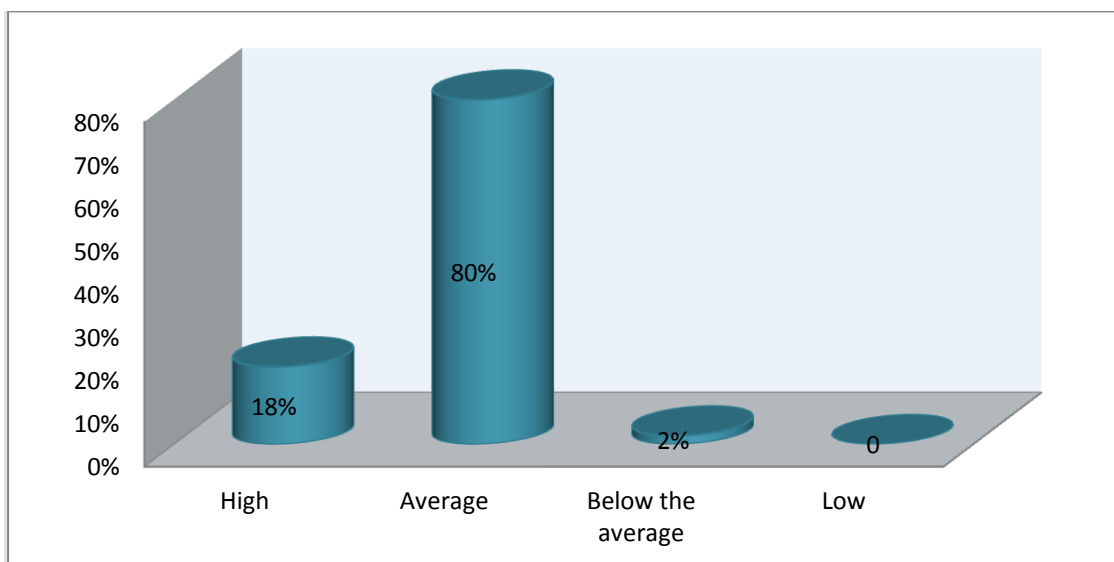
Figure 2.10 Students' level in speaking English

Question 7: What is according to you the most important for the Algerian EFL learners' accuracy or fluency?

Pertaining to this question, according to the teachers' answers fluency is the most important aspect in speaking for the Algerian EFL learners', because the majority of them are seeking for have a better pronunciation and accent as native speakers. Whilst some teachers say that both accuracy and fluency are important for them since each one complete the other for producing correct sentences in English.

Question 8: What activities do you use to improve your students' speaking fluency and accuracy?

This question was about the activities used in the classroom by either COE teachers or those who have already taught this module before in order to improve their students' speaking fluency and accuracy. The results shows that the answers vary from one teacher to another since each teacher has its own method and technique to enhance their students' speaking. Their answers provided the investigators with the following activities: group discussion, presentations, free talks improvisation, interviewing.

Question 9: Do you create or give your student the opportunity to express themselves and share their abilities to speak English?
Justify your answer

The researchers have asked this question in order to know if the teachers create opportunities to their EFL students to express themselves through the use of English. The results obtained shown that all teachers (100%) have given the chance to their learners to talk, they said that they push them to speak through calling their names to participate in the lectures, asking questions/answering intervening by adding or supplying much more information, and also they believed in the learner-centred approach where students are the main element in the learning/ teaching process, and the teacher is just a facilitator. To sum up the classroom is ideally the students' space to express themselves.

Question 10: In your opinion what are the problems that the Algerian EFL learners face in the speaking skill (accuracy or fluency)?

The aim behind this question was to figure out the problems that the Algerian EFL learners face in speaking skill "accuracy and fluency" according to the teachers opinions'. From the results obtained the researchers state the following:

- ✓ Psychological problems
- ✓ Low of self-esteem.
- ✓ Lack of self-confident.
- ✓ Shyness.
- ✓ Fearing mistakes.
- ✓ Fearing teachers' and peers' teaching.
- ✓ The influence of French language.
- ✓ The absence or shortage of giving them chance of participating in class.
- ✓ Some modules require more sessions such as COE.
- ✓ Lack of practice outside the classroom since English is not commonly used in our society.
- ✓ The use of social media through writing more than through speaking skill.
- ✓ "Glossophobia" which is the fear of speaking in front of the audience.

Rubric three: Teachers' efforts in enhancing their students' speaking skill.

Question 11: In the classroom the opportunity to talk is for student, teachers or both?

Concerning this question, the results demonstrate that the majority (70%) of teachers see that the opportunity to talk in the classroom is for students and teachers, while 30% say that only students have to speak. At the end all teachers have the same idea that the opportunity to speak is depending on the students' interaction with the subject.
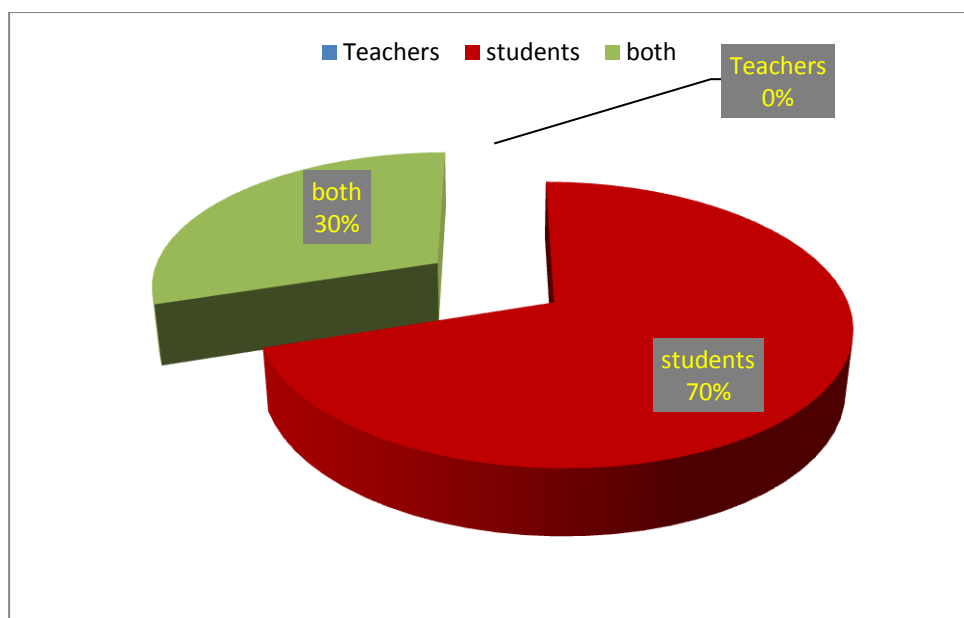
Figure 2.11 Classroom speaking opportunity

Question 12: Do your learners feel comfortable during debates and presentations? If yes what make them feel so?

In response to this question, (98 %) of teachers viewed that their students felt comfortable during debates or presentations, and the teachers have a great role that make their students feel comfortable to speak. Thus according to the addressed teachers, creating a friendly and motivated classroom atmosphere is one of the most important things that can encourage the student to feel more comfortable during any speech. While only (2%) of teachers claim that their learners don't feel at ease to speak during any oral activity, because they have lack of self-confidence and limited language aptitudes.

Rubric four: Suggestions and Recommendations

Question13: What do you suggest to improve the level of the Algerian EFL learners speaking in both fluency and accuracy?

Pertaining to this question, the teachers' suggestions were very crucial for the study, the aim of this question was to know the methods that can improve the level of the Algerian EFL learners' speaking in both fluency and accuracy. From their answers we pick out the following suggestions:

✓ Solve first the psychological barriers then everything will be easier.

✓ Listening to the native speakers.

✓ Share data efficiently and effectively.

✓ Oral book reports.

✓ Use audio-visual aids.

2.3.3 Results of classroom observation

In addition to the teachers' and the students' questionnaire, the researchers opted for using classroom observation as a second research instrument in order to be closer to what occurs in the classroom. Moreover, classroom observation lets them be more neutral and objective in describing the natural and spontaneous teachers' and students' performance.

Thus, the observation lasted one week in which the researchers attended five sessions with different modules. It was done in a form of grid which contains items to guide the observers. The first item was designed to observe the classroom management, the second one was destined to observe the teachers' lecture presentations, while the last item was for observing the students' participation. The observers attended these sessions without specifying the purpose in order to obtain a valid data.

Concerning this part, the results obtained from the classroom observation revealed that the whole class was under control by the teacher who attracted his students' attention before starting the lecture. However, he was working hard to create an enjoyable atmosphere which supports students to learn. On the other hand, students were often observed working individually. In brief, all the classrooms were well organized in terms of time or students.

Item two: Teachers lecture presentation

During five sessions delivered by experienced teachers at English Department at Tlemcen University, the researchers attentively listened, looked and observed the whole teachers' presentations. The teachers' explanation was rarely based on handouts and sometimes they use the board to explain and write the key words of the lecture. Moreover, the teachers used the mother language whenever their students cannot catch the meaning. Concerning the speaking skill, we have noticed that the majority of the observed teachers have used speaking activities in

order to push them to talk. Thus, from the five sessions one teacher drew the investigators' attention with his technique which is asking students to resume all what have been said orally and what they have understood from the lecture.

Item three: Students' participation

According to the carried observation, the researchers have noticed that the students either in second year or third year did not have the same linguistic level that allow them to understand that everything has been done by the teacher, this is why they sometimes participate overly and sometimes they prefer to keep silent. In a session the teacher asked his students to present their works to their classmates, here we have observed that some student have interrupted the presenter and made him felt uncomfortable and could not concentrate with his speech. On the other hand, we have noticed that there were peer corrections between the classmates and the teacher whenever the speaker have mistaken in pronunciation or vocabulary. Thus, teachers seen that students are still build up their English.

2.4 Summary of the main results

For the sake of testing the hypotheses which were formulated by the investigators at the beginning of this work which was designed for second and third year EFL students, the researchers will try to interpret the results obtained from both teachers' and learners' questionnaires and also from classroom observation which supplied us with a large amount of data and reactions, each reaction symbolizes individual experience and thoughts.

Proportion to the data analysis, we have noticed that the majority of the Algerian EFL students who took part in providing their views to fulfil the questionnaire proposed, showed their awareness about the different activities that help to enhance their speaking skill "accuracy and fluency". Moreover, the results attained from the learners' questionnaire revealed that most of students were females and they are more interested in learning English as foreign language than males. What have been also noticed is that the pluralities of the participants were exerted their efforts to develop their speaking ability by using different activities such as discussion and drills, etc. As well as they were tried to break down the problems that faced them while speaking. According to the results obtained the first hypothesis

which is about the problems that the Algerian EFL learners' face in their speaking skill such as anxiety, lack of self confidence shyness and fear of making mistakes, etc was confirmed, the students' answers to question nine and the teachers' answers to question ten demonstrate exactly the results.

Regarding to the collected data from the teachers' questionnaire, the investigators revealed that most of them have PhD and Magister degree, and they all have a long experience in teaching English as a foreign language, so they were aware about their students' speaking abilities. Thus, they claimed that their students have an average level, and in order to foster their students' speaking proficiency the teachers focused on debates and discussion to present their lectures and this pushed the students to participate and speak freely. In addition to that they provided us with the effective activities using by them so as to help their learners in developing their speaking skills. The results from the teachers' answers to question eight confirmed the second hypothesis which states that the use of the speaking activities motivate the learners to speak English accurately and fluently.

In this vein, the analysis of the observation revealed that the teacher has a crucial role in motivating the students by creating a relaxing atmosphere which make the students feel comfortable to speak and participate, and in turn it work on helping them enhancing their speaking abilities. In the same context, speaking skill is seen as the most important skill in comparison to the other skills (Listening, Reading, and Writing) as most respondents consider it as a direction to broaden their horizon in foreign language. Hence, they agreed that fluency is necessary to be a language user.

2.4 Conclusion

In this chapter, the first part provided an overview of the research design and the research instruments that have been used to collect data from both second and third year EFL learners' at English department at Tlemcen University, while the second part is devoted to analyse, interpret and discuss the obtained data. Hence, the collected results confirmed the hypothesis proposed by the researchers at the beginning of this research work. The present study reveals that the different speaking activities proposed by teachers with the students' and teachers' efforts help to enhance and develop the EFL learners speaking abilities.

Chapter three

Chapter three
Suggestions and Recommendations

3.1 Introduction

After the analysis of both questionnaires and classroom observation, the obtained outcomes have led the researchers to shed light on the most important problems that face the Algerian EFL learners' in the speaking skill. In fact, neither teachers nor students can deny that the EFL learners meet barriers whenever they tend to speak English which affect their speaking ability. Thus, the present chapter is devoted to some helpful suggestions and recommendations for novice teachers as well as for learners that can help them in enhancing and developing their speaking ability "fluency and accuracy" for the purpose of fulfilling the objectives of the study.

3.2 Suggestions from EFL Teachers

A teacher's role covers more than simply standing in front of a classroom and delivering lectures to his/her students. Therefore, the teacher has an unlimited role inside and outside the classroom to complete his/her students' needs, and create the best conditions in order to attract their attentions. Developing speaking skill requires a careful attention from teachers, they should break the psychological barriers that hinder the students to speak and which also stop them whenever they tend to engage in any conversation. As a part in this study these are some suggestions from experienced teachers extracted from the obtained data from questions nine and thirteen that can help the novice teachers in fostering and developing their EFL learners' speaking ability:

- ✓ The teacher should whet their students' appetite to participate and being active;
- ✓ They should encourage and make them self-confident to face glossophobia;
- ✓ They need to provide their students with much opportunity to use the target language inside the classroom through using authentic material from real life;
- ✓ Teachers should preferably reduce teachers' talk time in class while increasing students' speaking time; step back and observe them;

✓ The teacher have to be aware of adequate methods that suite the student and using outlines to guide them successfully;

✓ Provide students with conversational activities which enable them use the language to communicate accurately and fluently;

✓ The activity should have motivating factors, which can create environment for learners for free speaking;

✓ Arrange a various activities and balance in the courses with respect to literature and language;

✓ Instill habits and use repetitions;

✓ Teachers should establish a good relationship with their students in order to increase their self-confidence and make them less anxious in speaking English;

✓ Giving students pictures to describe what is found in. This activity encourage students to create and soon as to raise their speaking level;

✓ Putting the dominant students together in one group so that the other students can feel comfortable and participate without being afraid because their English is not better as the one of the dominant student.

3.3 Suggestions from EFL Students

The students have to understand that the teacher is not a spoon-feeder, but rather a guider and a facilitator. According to Harmer (1998) students should change the idea that it is the teacher's job to teach them. In this vein, EFL learners should take part in enhancing their speaking skill, and the following notes are some suggestions taken from different sources, including the students' answers to the questions thirteen and fifteen addressed to the Algerian EFL learners in the hope of using it in the sake of developing their speaking ability fluency and accuracy.

✓ Students need to pursue the instruction of the teacher suggested during the lecture in the classroom;

✓ Students have to share tough and opinions with their classmate in order to practice speaking;

✓ Students should ameliorate their level by themselves by reading books, journals, watching films, listening to English songs and also to contact native speakers, these activities makes them fluent in their speaking;

✓ Students should practice their speaking not only in the classroom but also outside the classroom;

✓ Students need to avoid the entire psychological problems and feel at ease in the class while speaking;

✓ Students should avoid shyness and ask teacher if they do not understand what have been said in the lecture;

✓ Students should respect their classmates when they are speaking and raise hand to make peer correction;

✓ Students need to say their though out loud or narrating their actions, it can be a very effective way to practice their speaking. By this technique they can be more fluent in translating their though into spoken words;

✓ Students have to practice alone. It is a low pressure way to practice since none will hear their mistakes.

✓ Students who are seeking to improve their speaking skill they should immerse themselves in English;

✓ Students have to speak, speak and speak without being shy when making mistakes, because the more they practice the better and more confident they will become in their pronunciation and vocabulary;

✓ Students should give themselves a long term goal. Focus on working towards it;

✓ Students have to avoid translation into English from their mother language. Students should think in English to improve their fluency.

3.4 Suggested activities

Whenever we talk about speaking activities we mean those activities that used inside and outside the classroom in order to enhance the speaking skill. From both teachers' and learners' questionnaires the researchers have extracted the following speaking activities.

3.4.1 Activities used inside the classroom

The following suggested activities are the most commonly used by the EFL teachers and learners for the purpose of improving their speaking ability. It is also suggested for the future EFL teachers as well as the EFL learners.

- The teacher should expose their learners to audio-recorded materiel that can be scripted, semi-scripted or authentic conversations and dialogues.

- Listening to the teacher or the guest speaker.

- Using noticing the gape activity that is to say listening to the competent speaker performance, and each student reproduce the oral task as the speaker did.

- Use drillings which mean repetition of words, sentences or expressions after hearing them from dialogues and conversations, etc.

- Using chants help students to memorize words and expressions easily.

- Milling activities, here the teachers ask their learners to collect the different point of view of their classmates by asking them specific questions.

- Provide students with reading aloud activities, it can be helpful to focus on pronunciation without feeling stress of what to say.

- Dialogues.

- Presentations; to talk in front of the classroom and engage in real life communication.

- Show and tell; the teacher show pictures or give them subjects where the student tell what the picture is about or discuss the subject.

- Chain story in this activity the teacher start a story and lets his learners complete it, this motivate them to speak freely.

- Party jokes are also an activity which helps the EFL learners in enhancing their oral ability.

3.4.2 Activities used outside the classroom

Although the efforts of the teachers trying to help their students to become good English speakers but it is not enough, this push the EFL learners to practice more on their speaking skill outside the classroom.

- Use idioms.

- Discuss topics with their friends using English.

- Speak with native speakers.

- Computer- mediate chat; chatting with people in English to exchange words and sentences.

- Listen to native speakers' conversation in radios, TV and videos.

- Deals with stories, proverbs, quotations and memorizing poems.

- Watching films, reading books.

- Sing the karaoky with the music.

3.5 Learners' responsibilities

The learners are responsible for their own learning, while the teacher play the role of a facilitator, that is to say that the teacher becomes the learning coach who enable students to get their learning goals. Moreover, students are responsible when they play an active role in their learning and make choices that guide them toward success. Additionally, a good responsible learner does not give up from their failures, he/she keeps trying and considers his failure as the first step to succeed. Thus, the EFL learners cannot speak English fluently and accurately from the first day, but they keep practicing till they succeed in their speaking.

3.6 Teachers feedback in speaking skill

Learners' speaking skill can be affected by several factors such as shyness, anxiety and self-confidence which led them making mistakes while speaking. Teachers' feedback is also one of these factors, it has a great impact on the learners' outcomes, and it either encourages students to keep going towards development or broke their confidence. Through a dig deep appropriate teachers' feedback, they can furnish the students with suggestions for improvement and correction for errors. On the other hand, feedback should be given directly after showing proof of learning, the student's will respond positively and remember the action. Whereas teachers' feedback should be like a balance between students because of the full diverse of learners in one classroom and to not hurt their feelings but provide them with encouragement.

In short, teachers should be positive with their learners in order to be in their memories in positive light. Also the correction of the students' errors is very beneficial, and due to those errors the correct ones will be better noticed and remembered in the process of learning a language.

3.7 Recommendations

In this research work, the investigators have used several instruments to collect data, and from the results obtained we can suggest the following recommendations for our EFL teachers and learners summarized as follow:

- Teachers are advisable to involve each student in every speaking activity;

- Teachers ought to show a positive attitude when commenting on students' responses to give self confident to speak again and again;

- Teachers ought to make their students speak more by asking them questions such as "what do you mean by that? Can you explain it more?"

- Teachers should create classroom motivation in order to push their students to speak for example by using cooperative learning;

- Teachers ought to respond to frequents participators in the way that indicate appreciation to their response for example by saying "good job; well done".

- Teachers are advisable to figure out problems faced by the Algerian EFL students who have difficulty in expressing themselves in English language;

- It is preferable for students to practice, practice and practice their speaking skill in order to be fluent and accurate in the target language;

- Slow down many English learners think that speaking fluently means to speak fast, that is wrong. Speaking too fast reinforces bad habits and makes the speaker sound nervous and indecisive. Speaking slowly will give you time to breath properly and think about what they want to say next.

3.8 Conclusion

To conclude, in this chapter, the researchers have attempted to provide some suggestions and recommendations for both the EFL teachers and the EFL students that can be helpful in enhancing and developing the Algerian EFL learners' speaking ability "Accuracy and Fluency".

In the current section of the research work, the investigators have collected some suggestions and provide solutions that can be followed by the Algerian EFL teachers in order to complete their EFL learners' speaking needs by using different proposed activities. On the other hand, there were also suggestions for students to overcome the difficulties that they face while speaking and it shows which responsibilities that should be hold by them in the classroom. In short all what have been dealt with in this chapter aim to get a successful teaching and learning process to speak English fluently and accurately.

General conclusion

Mastering the English language means to be able to speak that language accurately and fluently, but speaking as native speakers is not an easy task. Therefore, one of the main concerns of the Algerian EFL learners is how to improve their speaking skill fluently and accurately. Thus, the Algerian EFL students face a lot of difficulties in the speaking skill which weaken their level in this skill that is why teachers and students are always seeking to find ways to enhance their speaking ability. Mastering the speaking skill requires efforts from both teachers and learners.

The current research work was set to investigate how to enhance and develop the Algerian EFL learners' speaking ability "Accuracy and fluency". It aimed at identifying the problems that inhibit the second and the third year Algerian EFL learners' speaking skill at Tlemcen University, and finding solutions by indicating the role of the Algerian EFL teachers in helping their students to overcome these problems to boost their speaking ability.

Therefore, the framework of this study consisted of three chapters. The first chapter was a literature review in which the researchers dealt with certain concepts related to the Algerian EFL learners speaking ability, and the problems they encounter when speaking by mentioning the role of the Algerian EFL teachers in helping their learners to reach their goal to be fluent and accurate in the English language. The second chapter was dealt with the research design and the situation analysis of the data, which were collected through the use of two questionnaires addressed to both second and third year Algerian EFL learners and to the COE teachers, in addition to the classroom observation. The collected data were analyzed discussed and then interpreted. The results drawn from the data collected confirm the two stated hypotheses which are as follow;

- The problems that the Algerian EFL learners face in their speaking skill are anxiety, lack of self-confidence, shyness, fear of making mistakes...etc.
- The Algerian EFL teachers could use a lot of English speaking activities to motivate their EFL learners to speak in English language such as; role plays, interviews, discussions, videos and presentations.

Furthermore, the third chapter provides some suggestions and recommendations that may help to better enhance and develop the Algerian EFL learners' speaking ability accuracy and fluency, and also the most effective speaking activities that may be useful to be practiced inside and outside the classroom.

As a final point, the present research it is just the beginning of further investigation based on limitation of the finding of this study. Therefore, we are hoping to pave the way for additional studies on this topic.

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APPENDICES

Appendix "A"

Students' questionnaire

Dear student

> We would be grateful if you could answer these questions to help us in our research to gather information about developing the Algerian EFL Learners' Speaking Ability "Accuracy and Fluency ". You are kindly requested to answer the following questionnaire.
>
> Please tick (√) the appropriate box and comment whenever necessary.

Rubric one: Students' background information

1. *Gender* :

    A-Male ☐   b- Female ☐

2. How old are you?

    ....

3. Was English your first choice?

    Yes ☐   No ☐

4. How many years have you been studying English?

    ....

    ....

Rubric two: Students' perception of speaking skill

5. How do you evaluate your level in English?

    • Weak ☐

    • Average ☐

    • Good ☐

    • Very good ☐

6. Which skill do you wish to master the most?

- Speaking ☐
- Listening ☐
- Reading ☐
- Writing ☐

7. Do you agree that in order to master speaking skill you have to participate?

Agree ☐   Disagree ☐

8. How do you find speaking English?

- Easy ☐

- Average ☐

- Difficult ☐

9. Do you feel afraid when you talk in classroom?

- Yes ☐   No ☐

If yes, it is because:

- Fear of making grammatical mistakes ☐
- Having deficient vocabulary ☐
- Afraid of teacher's negative feedback ☐
- Lack of self-confidence ☐

10. Do you think that group work is helpful to enhance learners' speaking ability?   Yes ☐   No ☐

Comment

....

....

Rubric three: Suggestions and recommendations

11. How can teachers improve students' speaking skill?

....

....

12. Do you think that videos, Graphs and role play develop the speaking skill?

Yes ☐   No ☐

If yes, how?

....

....

13. What do you do to improve your speaking fluency**?**

....

....

....

14. What types of activities you prefer to practice in classroom Accuracy (rules, drills...) or Fluency (information –gap activities, discussion)?

- Accuracy activities ☐
- Fluency activities ☐

15. What are the most activities you prefer to practice in classroom?

- Discussion /dialogues /interviews ☐
- Role play ☐
- Communication games ☐
- Information –gap activities ☐
- Storytelling ☐
- Songs ☐

Thank you

For your participation

Appendix "B"
Teacher's Questionnaire

Dear teacher,

We would be grateful if you accept answering the following questionnaire. Your answers will help us to accomplish the scope of our research which focuses on "The Developing EFL learners' Speaking Accuracy and Fluency". Thank you in advance.

Please make tick (√) in the corresponding box and make full statement when necessary.

Rubric one: **Teacher's background information**

1. Degree of Teacher's qualification:

«License» Degree ☐   Magister Degree ☐

Master Degree ☐   Doctorate Degree ☐

2. For how long have you been teaching English as Foreign Language at University level?

……………………………………………………………………………..

3. Which module you teach? ……………… …………………..

Rubric two: **Students' attitude and oral participation during the lecture**

4. Do all your students make the initiative to participate in speaking during the lecture?

Yes ☐   No ☐   some of them ☐

5. Do you think that your students make efforts to speak English accurately and fluently?   Yes ☐   ☐

If no, why!...

6. How do you describe your student's level in speaking English as foreign language?

a. High ☐   b. Average ☐

c. Below the average ☐   d. Low ☐

7. What is more important for the EFL learners?

Fluency ☐   Accuracy ☐

Rubric three: teachers' efforts in enhancing their students' speaking skill

8. What are the activities do you use to improve your students' speaking fluency and accuracy?

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

9. Do you create or give your students the opportunity to express themselves and share their abilities to speak English?

Yes ☐   No ☐

Please, justify your answer

…………………………………………………………………………………………….

10. In your opinion what are the problems that EFL learners face in speaking skill (Accuracy and Fluency)?

……………………………………………………………………………….............................
....

11. In the classroom, the opportunity to talk is for:

a. You ☐
b. Students ☐
c. Both ☐

12. Do you learners feel comfortable during debates or presentations?

Yes ☐   No ☐

If yes ,What make them feel so

……………………………………………………………………………………………………
……………………………………………………………………………………………………

……
…….

13. What do you suggest to improve the level of the level of the EFL learners' speaking in both Fluency and Accuracy?

…….
.

Thank you
very much

classroom observations' Check List

Part one	Classroom management			
Concerned area	Never observed	Rarely observed	Sometimes observed	Often observed
Attracting students' attention				
Teachers' control of the whole class				
Student's setting organization				
Create a humor an enjoyable atmosphere				
Individual work				
Group work				
Teachers' awareness				
Time management				

Part two	Teachers' lecture presentation			
Concerned area	Never observed	Rarely observed	Sometimes observed	Often observed
Teachers' explanation based on handouts				
Teachers explanation based on the use of board				
Teachers explanation based on debate and discussion				
Based on dictation				
Using only English				
Activities based on speaking skill				
Out class activities				

Part three	Students' participation			
More focus and following teacher				
Student sense of learning				
Students' fluency				
Students' accuracy				
Students anxiety				
Vocabulary				
Pronunciation				
Interaction				
Initiative to participate				

Summary:

The present study aims at shed light on how to enhance and develop the speaking skill" accuracy and fluency" for the Algerian EFL learners .A case study is conducted with the use of three research instruments; a questionnaire for students, a questionnaire for teachers and a classroom observation. Besides, this work takes place at the Department of English in the University of Tlemcen dealing with second and the third year LMD students. Based on the results obtained from the mixed method of data collection and analysis, it has been proved that the Algerian EFL learners are always seeking to promote their speaking skill which means to speak English accurately and fluently.

Key Words: speaking skill, accuracy and fluency Algerian EFL learners, Case Study, Research Instruments, Data Collection and analysis.

Résumé:

La présente étude a pour objectif de mettre en lumière les moyens d'améliorer et de développer les compétences de parole «précision et fluidité» pour les apprenants Algériens la langue anglaise comme une langue étrangère. Une étude de cas est réalisée à l'aide de trois instruments de recherche; un questionnaire pour les étudiants, un questionnaire pour les enseignants et une observation en classe. En outre, ces travaux ont lieu au département d'anglais de l'université de Tlemcen, auprès des étudiants en deuxième et troisième années du LMD. Sur la base des résultats obtenus à partir de la méthode mixte de collecte et d'analyse de données, il a été prouvé que. les apprenants algériens EFL cherchent toujours à promouvoir cette compétence qui signifie parler anglais avec précision et couramment.

Mots clés: les compétences de parole, précision et fluidité Apprenants Algériens la langue anglaise comme une langue étrangère, Étude de cas, Instruments de recherche, Collecte et analyse de données.

الملخص

تهدف هذه الدراسة إلى تسليط الضوء على كيفية تعزيز وتطوير مهارات التحدث "الدقة والطلاقة" للجزائريين متعلمي اللغة الإنجليزية كلغة أجنبية. تم إجراء دراسة الحالة باستخدام ثلاث أدوات بحثية؛ استبيان للطلاب، استبيان للمدرسين وملاحظة الفصل الدراسي. إلى جانب ذلك، تم هذا العمل في كلية اللغة الإنجليزية بجامعة تلمسان حيث يتعامل مع طلاب السنة الثانية والثالثة "ل م د" استنادا إلى النتائج التي تم الحصول عليها بواسطة طرق مختلفة لجمع البيانات وتحليلها، فقد ثبت أن الجزائريين متعلمو اللغة الإنجليزية كلغة أجنبية يسعون دائمًا إلى تعزيز هذه المهارة مما يعني التحدث باللغة الإنجليزية بكل دقة وطلاقة.

الكلمات المفتاحية. مهارة التحدث ' الدقة و الطلاقة ' دراسة حالة، وسائل البحث، جمع البيانات و تحليلها.