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Department of English

Classroom Speaking Tasks as a Motivational Tool to Enhance EFL Learners Speaking Skill at Tlemcen University

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the Master's degree in Didactics and Assessment in English Language Education

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Statement of Originality

This is to certify that the content of this research thesis is my own personal work and has never been yield at any other educational academy. I would also mention that all sorts of external sources have been cited and referenced.

Signature

Dedications

This work is dedicated firstly to my father and grandmother, in memoriam. You left fingerprints of grace on our lives. You are gone but still loved and never forgotten.

A special dedication to the most cherished souls in my life, my mother and aunt. I know it was not easy at all to raise me but hopefully I will make you proud.

To Farah, my beloved cousin. You have always been such a good sister to me.

To my old and closest friend Nesrine who shared with me those last five years at university and all of twelve years of friendship. My sincere love will last forever.

Finally, to all my family members and all those individuals caring about me.

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Lastly, I represent all my gratitude for second-year students for their participation which supports me with the needed information to fulfil my work.

Abstract

The goal of a foreign language learner is to reach that ability to well chose words while delivering a message that is informative and understood with the exact pronunciation. Deeply, it is not easy at all to become a fluent and accurate foreign speaker because it requires to put together all that language knowledge and show it up instantly. For this reason, English teachers at Tlemcen University should keep an eye on their learners and guide them to acquire that mastery with the appropriate methodology, then facilitate their task. The purpose of this research was to indicate the most demotivating factors that hinder learners from being good speakers and shed light on the importance of classroom speaking tasks. In order to collect data, two questionnaires were used; one for second-year students and the other for oral production teachers of English Department at Tlemcen University. The findings reveal that the participants are aware about the importance of classroom speaking tasks, and consider overcrowded classrooms and unqualified teachers as the most demotivating factors for their learning. At the end, some noticeable and adequate suggestions are provided to serve the teaching and learning process.

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Key to Abbreviations & Acronyms

%	Percentage
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
FL	Foreign Language
FLL	Foreign Language Learning
IELTS	International English Language Testing System
L1	The First Language
M.A	Magister
PH. D	Doctor of Philosophy
TED	Technology, Entertainment, Design
TL	Target Language
TOEFL	Test of English as a Foreign Language
ICT	Information and Communication Technology

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General Introduction

The recent studies review that out of the world's approximately 7.5 billion inhabitants, 1.5 billion speak English; hence it is considered as the international common tongue. Admittedly, English is the language of science and technology that is why learning that language is highly recommended for both career and fun seekers.

In fact, it is already known that the ultimate goal of learning a foreign language is to interact freely and convey what speakers want to share from own ideas, feelings or attitudes. The speaking skills are the most essential skills that allow us to conduct that effective communication. Speaking is at the same time an important and a complex skill, for this reason EFL teachers are required to ample adequate tasks inside classrooms to motivate EFL learners and improve their proficiency in English.

When sporting the light on teaching speaking skills, the researcher noticed that many EFL Algerian learners are facing a set of obstacles and suffering from the lack of motivation which discourage them from promoting their learning. The role of EFL teachers is to equip them with the necessary knowledge to use that language correctly and fluently. They are supposed to implement some affective speaking tasks which enable them to identify their learners' strengths and weaknesses then working on those weaknesses for a higher speaking level.

Throughout this research, the researcher visualizes to lay emphasis on the importance of the implementation of classroom speaking tasks and make both EFL learners and teachers aware of the demotivating factors that strike learning speaking for the purpose to avoid them in order to improve learners' speaking skills.

In this work two major research questions are formulated:

- What are the main classroom demotivating factors that affect EFL learners' speaking skills?

General Introduction

- What are the impacts of classroom speaking tasks on learners' speaking abilities?

This work is based on two hypotheses that will be verified and proved or not:

- EFL learners maybe demotivated in classrooms because of overcrowded classrooms and unsuitable teaching strategies.

- Classroom speaking tasks have positive impacts on learners, including the improvement of their speaking abilities.

The data collection of this research was done mainly through two questionnaires:

(1) questionnaire to students addressed to second-year EFL students of the English Department at Tlemcen University, and (2) questionnaire to teachers structured for oral production teachers at the same department.

The present research work begins with a general introduction to clarify the work plan, purposes, and methods. Majorly, it is divided into two chapters. The first one consists of eight sub-titles that summarize our topic readings. Then the second is devoted for the adopted methodology, results analysis and the discussion of findings, ending with some suggestions for further research. At the hindmost part of the work, two appendices are added to demonstrate both the design and the content of the questionnaires.

1.1. Introduction

Language is primarily considered as a task for communication, for this reason the mastery of speaking is imperative in the learning process. Classroom speaking tasks are not particularly new and has been widely observed and carefully weighed in the field of education while they boost the practical communicative skills in a way that textbooks never will. This chapter is the first wing of the theoretical part and an introduction to the study as a whole. It sheds light on the general speaking components; first of all, it will stress the relation between the four language skills, then recognise the importance of speaking, cite the definition of teaching speaking, and after specify the criteria of speaking. Also, it mentions the main speaking difficulties that EFL learners encounter. Last but not least, it tackles the most significant speaking tasks used in classrooms with clear explanations and examples to provide the reader with the insights.

1.2. Speaking among the Four Essential Skills

According to Harmer (1991, p.52) "One skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading". In-order to become communicatively competent, EFL learners need to be aware of the four skills of that language because they are integrated in terms of function and purpose. One cannot be an appropriate communicator if he neglects one of these interrelated skills.

The table below shows how all four skills are related (Byrne, 1991, p.08):

Spoken Language	Understanding, Speaking
Receptive Skills	Understanding, Reading
Productive Skills	Speaking, Writing
Written Language	Reading, Writing

Table 1.1. Interrelationship Between the Four Language Skills

Listening and reading refer to the receptive skills as learners are not supposed to produce language, they need only to understand it. While the productive skills are speaking and writing because learners are applying these skills in a need to produce language.

1.3. The Importance of Speaking

For many years, teaching speaking has been undervalued and the main focus was on grammar structure. However, today's world necessarily requires that the purpose of teaching English as FL should ameliorate learners' communicative skills. In the communicative language teaching (CLT) approach, speaking was given the interest regarding its importance. Ur (2000, p.12) claims that "of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing". Speaking has the priority in foreign language teaching (FLT) because it investigates the capacity to put together the all skills of that language in a meaningful way to conduct an effective communication. As Lightbown and Spada (2006, p.39) suggest, "speaking in the target language requires more than one mental task at one time like choosing words, pronouncing them, and stringing them together with the appropriate grammatical markers". Baker and Westrup (2003, p.05) also support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.". That is to say, speaking clearly and confidently can provide golden opportunities for the speaker.

After the specialists' views, it may be understood that speaking is similarly considered as knowing the language itself. Celce-Murcia (2001, p.103) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.".

1.4. Teaching Speaking

Teaching speaking indicates the fundamental process of planning and implementing what learners need along with making specific interventions to help them grasping speaking skills then evaluating them to determine their learning level as well as the competency of teaching. EFL teachers are intended to teach their learners how to produce the English speech in a significant communication paying attention on word and sentence stress, intonation patterns and the rhythm of that TL with fluent and accurate way. To accomplish this task, Harmer (2001, p.87) suggests a kind of speaking that should be taught and called it 'activate exercise'. This may be done mainly through classroom speaking tasks (p.09). After using those practices, the teacher can confirm his proficiency and detect how well his learners obtained the assigned knowledge or not.

1.5. Challenges Encountered by EFL Learners in Speaking

For a lot of foreigners, the hardest part about learning English is speaking. For instance, EFL Algerian learners face a lot of challenges because English is not their official language. According to Ur (1996) there are mainly four factors that cause difficulty in speaking. The first factor is 'inhibition'; it is a negative force that influences badly the progress of language performance and language learning as a whole, which makes learners feel anxious about making mistakes or being criticised from their mates. The second is 'nothing to say'; learners are not motivated to express themselves. The third is 'low or uneven participation'; strong students dominate the class and the others speak little or nothing. The last factor is 'mother-tongue use'; the over use of L1 to facilitate the class management interrupts the learning progress.

Moreover, they are varied factors that hinder speaking. Some are due to the learners themselves, for example there are students who are not enough attentive at listening so they will not acquire appropriately the vocabulary. Some attributable

to unsuitable teaching strategies, others because of the curriculum that focuses on teaching reading and writing skills neglecting speaking tasks.

1.6. Characteristics of Speaking Performance

Torres (1997, p.97) explains that there are two main features of language to consider when teaching and assessing speaking, accuracy which "is the precision and linguistic acceptability of the language" and fluency "the ability to develop ideas and the way for expressing". EFL teachers are expected to strike a balance between both when implementing the giving tasks. If one is missed, the speaker cannot neither deliver a great performance nor reach that language proficiency level.

1.6.1. Accuracy

Accuracy has always been and forever will be an important issue in foreign language teaching. As stated by Skehan (1996, p.23) "how well the target language is produced in relation to the rule system of the target language". If a learner speaks with a high level of accuracy it means he speaks correctly, with very few mistakes. This level demonstrates his ability to use the necessary vocabulary, exact grammatical structure and appropriate pronunciation in live performances.

1.6.1.1. Vocabulary

On the report of Merriam-Webster Dictionary, vocabulary is "a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge". EFL Learners often struggle to express themselves because the lack of vocabulary and fail to select words or sentences rightly regarding the appropriate meaning. They are required to collect as much as possible of words to be able to comprehend and product utterances in all different contexts.

1.6.1.2. Grammar

Harmer (2001, p.12) refers to grammar as the "description of the ways in which words can change their forms and can be combined into sentences in that language". According to Thornbury and Slade (2006) learners need to know in grammar:

- Some basic conjunctions (and, so, but).

- The use of deictic devices (here/there, now/then, this/that).

- A command of present simple verb tense forms (root form + s/es), and past tense.

- Familiarity with the use of aspect both to frame and background information in narratives (It was snowing… I would been working).

- A knowledge of the most frequently occurring modal (must) and semi-modal (used to) verbs.

- The ability to ask questions (We are late, do we?).

- One or two all-purpose quotatives (of the he said…and then I said…type).

1.6.1.3. Pronunciation

Cook (1996) notes that pronunciation is a set of habits to produce sounds and utter meaning. English language has a complex pronunciation that is why Harmer (2001) adds that learners need to be aware of the different sounds and sound features. If they want to speak as a native-like speaker they are intended to be experts in pronunciation; differentiate between stressed and unstressed syllabus, rise and fall intonation, places of articulation, lips shapes and tongue positions to avoid mispronunciation and misunderstanding in general.

1.6.2. Fluency

Hedge (2000, p.54) presumes that "the term fluency relates to the production and its normally reserved for speech. It is the ability to link units of speech together with facility and without strain or appropriate slowness, or undue hesitation". Fluency may also refer to the eventual practice of accuracy including all of vocabulary, grammar and pronunciation in a coherent speech. A fluent speaker is able to speak smoothly, clearly and concisely with very few pauses without hesitations.

Otherwise, speakers have to take breath periodically to let interlocutors catch what has been said. Thornbury (2005, p.54) suggests a strategy called 'tricks', it deals with the use of pause fillers like 'uh' and 'hum' or vague expressions as 'and so on' and 'kind of'. Also, Brown admits:

> "One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our thinking time is not silent; we insert certain "fillers" such as ub, um, well, you know, I mean, like, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena".

(2001, p.270)

1.7. Classroom Speaking Tasks

Unlike the other skills, speaking is the most complicated as Lindsay and Knight cite:

> "Speaking is a complex process, which involves constructing a message in a form that other people can understand, and delivering the message using the correct pronunciation, intonation and stress. Speaking also involves the interaction-communicating with other

people. To do this, learners need to be able to respond what other people say, and use the language appropriate for the situation they are in and the person they are talking to. At the same time, they need to be accurate and fluent enough for the other person to understand and to fit into the flow of conversation. To be able to do all of these learners need lots and lots of practice, encouragement, and corrections.".

(2006, p.68)

Profoundly, it is more difficult to come up with interesting tasks that will motivate students enough to be integrated in the classroom environment and participate with high willingness for self-improvement in speaking. Sometimes, a little creativity from the teacher is needed. Classroom speaking tasks are one of the meaningful opportunities that make EFL learners achieve their speaking goals. Those tasks can be done in a variety of ways: individual works, pair works or group activities. It is up to the teacher to select the appropriate task; according to his students' level and needs. Scrievener (2005, p.152) summarises their importance "the aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways. Usually involving exchanges of information or opinion.". From this we can understand that students enhance their speaking abilities with those authentic tasks alongside an intensive and constant practice because they emphasise to real life situations.

Furthermore, classroom speaking tasks are a sort of classroom assessment as while students perform a given task, they will demonstrate their abilities which enable the teacher to gather relevant feedback about both the teaching and learning process. According to Brown (2001), classroom-based assessment encompasses both teacher-designed and informal assessment in the context of day-by-day interaction with students. Assessing speaking in EFL classrooms determines what the students can and cannot do and offers important information about the educational process that can be used to plan future implementations matched with the learners' needs.

Ones of the most effective classroom speaking tasks are the following:

1.7.1. Discussion

Whole-class discussion refers to an exchange of ideas or opinions in a learner-learner or teacher-learner interaction monitored generally by the teacher within personal or educational contexts. Discussion tasks often begin with questions, asked either by the teacher or his students where they express themselves by giving and justifying their beliefs in English.

Littlewood (1999) comments that classroom discussion makes learners more able and appropriate to use FL as well as talk about their experiences. Additionally, Classroom discussions are advantageous as students can learn from one another's opinion, also they have the opportunity to articulate the course content in their words within a dynamic interaction that promotes their learning and motivates them to complete their home works, and therefore it may be an excellent preparation for international speaking tests, such as IELTS or TOEFL.

In the other hand, to host a successful group discussion, the teacher needs to consider carefully the following tips:

- Before the class, the teacher needs to review the lesson-related material and derive some questions for a better discussion; These mixes of questions should encourage thinking.

- After asking the question, the teacher waits around 10 seconds before calling on someone to let them organize their ideas in mind.

- The teacher is supposed to make sure that every student speaks. Otherwise, integrate the reserved ones just with simple questions as 'What do you think?'.

- The teacher may let the students managing the discussion, with his guidance undoubtedly.

- At the end, he should allow the students to write down notes or linger any question they have.

1.7.2. FlipGrid

With the spread of the technological innovations, every educator is intended to influence his classroom with a meaningful technology. Warlick (2006) posts "We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world.". A flipped classroom model is a great example.

A FlipGrid classroom environment refers to the process of using this application inside classrooms. Generally, it is a network that allows people to interact with others to exchange information and develop social or professional contacts. It is a video-based task that requires the teacher to upload a video up to 3 minutes proposing a topic, for example he asks his students to use different assigned idioms to describe a current event like birth, marriage, death or graduations. Then those students can respond with their digital devices in their own videos for a limited time of 90 seconds; and present the responses in front of their classmates and teacher later.

The application is a very practical way to replace the boring worksheets. To have access, the learner Launches FlipGrid, enters the grid code that the teacher has already given. Clicks the (+) button to add the response, then clicks the button where the camera is symbolised and records his video response.

Furthermore, for a well-presented video response these are some valuable hints that recorders need to follow:

- Take notes about the given topic, memorise the difficult parts and practise a couple of time before recording.

- Find a quiet place to shoot, connect the camera with a grip, then stabilise it just a bit above your eyes level.

- Do not stand too far from the camera, look straight at the lens and do not be boisterous.

- Be direct in your speech with a slow and clear way using the full 90 seconds permitted.

- Smile and have fun.

Moreover, Brunvand & Byrd (2011, p.27) recognize "innovative technological tasks, programs, and software, as VoiceThread, can be used to promote student engagement, motivation, and ultimately enhance the quality of the learning experience for all students". FlipGid helps EFL leaners to be strong communicators as with each video creation, they will increase their level in showing their personality, self-confidence and pronunciation. Additionally, teachers capture easily rich information about learners' understanding and growth. It affords them even the opportunity to hear the ones who are timid or afraid to speak in class because of language barriers or lack of confidence. Also, the teacher may come back again to the archived videos in the application for a better assessment.

1.7.3. Information-gap

One of the most common issues for teachers is how to assist students to apply the knowledge learned in the class to real-life situations. One of the very useful speaking tasks that promotes communication competences is information gap as believed by Scarcella (1992) "information gap activities are probably ones which serve language development than other activities and produce bigger output". Son (2009) says "An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.". Clearly, then, Students are usually divided into pairs to practise the task; thereafter they work with their classmates to grab the missing information. Once the information is caught, they can fill the 'gap' and complete the task. Gower, et al. (1995, p.211) affirm that the task is "A situation where information is known by only one or some of those present, students use the language they have at their command to bridge the information gap, by asking question, giving information…etc."

As an illustration to enlighten what has been said; the teacher choses a practice that will make students learn some location names and directional words so he assigns the students into groups of two, after he will provide one student with a map of a city labelled with the more common locations. The students will take turns; one asks for directions to a location using the map; supermarket, hospital, library…etc. Subsequently, the other will give explicit directions. This is a fun and relevant task for anyone who plans to visit someplace new.

Example:

Student A: Can I help you?
Student B: Yes please. I am looking for Chanel Store?

Student A: It's on 5th Street.
Student B: What's the best way to get there?

Student A: The easiest way is to take Apple Avenue and turn left.

Student B: Apple Avenue and turn left?

Student A: Yes. Then walk two blocks and turn right at the hospital.

Student B: Thank you.

1.7.4. Role Play

As maintained by Ur (1984, p.131) "role play […] is used to refer to all of activities where learners imagine themselves in situation outside the classroom […], sometimes playing the role of someone themselves, and using the language appropriate to this new context". Roleplaying is a communicative practice in which one, two or more learners act out spontaneously with different social characters within different contexts in a make-believe setting; then analyse the enactment between the characters and the observer to prepare them for unpredictable outside situations and test their ideas.

Role play is not easy as it looks. To conduct an effective one, teachers should follow the steps below:

- Preparation; the teacher needs a creative thinking to produce a great scenario to make the participants engrossed and achieve a successful result.

- Students are divided into several groups, i.e., casting. Then the teacher warms up the participants and talks briefly about the play.

- Training; a useful and optional trick is to pre-teach the participants some structures and terminology. It is quite another to get them to practise the roles in improvised situations.

- Only after all the above preparations, the participants perform the role play in front of the class.

- Once the situation has been performed. The teacher and the others discuss and analyse the performance. it is a time when insights are revealed and problems identified. This is where everyone learns.

Example:

The role play is entitled 'Time to Eat!'. The goal of this task is to make the learners grasp typical vocabulary used in a restaurant by understanding and responding appropriately to prompts. Examples:

- May I take your order?

- I would like…

- How will you be paying?

- It this table booked?

- Food-related vocabulary (names of sauces, salads, plates, desserts and cocktails).

For the actual role play, the teacher divides the class into small groups. The participants take turns being servers or guests. Then, they act using their knowledge of food vocabulary and common structures used at restaurants. For beginners, he sticks with easy questions as 'What would you like to drink?', and simple words like 'lemon juice' and 'soda'. For more advanced level, he varies questions and uses higher-level vocabulary such as 'gravy' or 'daiquiri'.

1.7.5. Storytelling

From one generation to another, our ancestors transmitted their living and traditions principally through narration. Accordingly, storytelling is considered as the original form of teaching. It invokes the art of narrating a tale from memory; sharing experiences, emotions, feelings, ideas or conflicts, as indicated by Yolen (1986, p.02) "Storytelling, the oldest of arts, has always been both an entertainment and a cultural necessity…storytellers breathed life into human cultures". Subsequently, storytelling became introduced to education and is currently used as a teaching technique in EFL settings; where the teller is considered as the source of language and the learner is involved in understanding through discussing the events which makes him learn that language.

Deeply, a satisfactory storytelling is based under an appropriate selection of the story itself for a motivational purpose and an impressionable delivery which leads to a great performance. The storyteller must be very careful about the choice of words, pronunciation of sounds and the correct arrangement of language patterns using his voice certainly, face expressions and hands gestures to make it significant as possible as he can. Obviously, this task plays evidence in learning improvement because according to Dujmovic (2006, p.78):

- It strengthens students' capacities for learning the FL, memorisation, and guessing meanings among other examples.

- It reinforces thinking strategies, for instance critical thinking, predicting, comparing, and so on.

- It develops the study skills as summarizing, learning to use dictionaries, and so forth.

One of the most eminent kinds of stories that have always been is fable. Detlor (2001, p.05) specifies that fables are: "moral tales, often involving animals that represent people. They reveal human experiences and/or show conflicts over

issues. They are generally short and concise stories". For example, the teacher demands to create a personal fable. This statement shows that the learners are ought to assign an animal characters to represent their family members and no one but only the teller needs to know which animal represents his mother, brother, or sister…etc.

1.8. Conclusion

There are numerous barriers that inhibit EFL learners from being fluent and accurate speakers. Broadly, this chapter accords importance for teaching the speaking skills in classrooms under teachers' eyes for excelling in learning. Classroom speaking tasks auspiciously open doors for students to overcome the common obstacles and be competent English speakers in such an effective way. As a result, the next chapter will examine and determine the results of students' teachers' questionnaires to answer the derived questions.

2.1. Introduction

In reference to Dudovskiy (2018), descriptive studies are used to describe, explain, and validate a research findings of a phenomenon and/or behaviours of sample population. In this chapter, the researcher collects data from teachers and students of our concern, basing on questionnaire as a research instrument. The results are analysed and interpreted through tables and graphs, then the main findings are discussed. The researcher accomplishes the work with some recommendations retained after the practical study and a conclusion. All these were organized under separate and specific subheadings.

2.2. Data Collection

Data collection is the process of gathering and measuring information related to study variables in an established and systematic fashion that helps in answering research questions, aids in testing hypotheses and evaluating outcomes Konar (2009, p.12-3). The actual research involves the use of one of the most common data collection tasks employed in researches according to Kothari (2004) which is 'questionnaire'. Methodically, two questionnaires were used; one addressed for students and one for teachers. Thoroughly, Dörnyei (2007, p.101) implies "The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible". Genuinely "a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject" Nunan (1992, p.231).

This primary data collection method has abundant advantages that O'Leary (2014) abridges:

- Reaches a large number of respondents.

- Represents an even larger population.

- Allows for comparisons.

- Generates standardized, quantifiable, empirical data.

- Generates qualitative data through the use of open-ended questions.

- Be confidential and even anonymous.

Indeed, its major strength is the obtainment of quantitative and qualitative data. For a great distinction, Wallace (1998, p.38) claims that "Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective. Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore 'subjective''.

2.3. Sample

Initially, Vocrell (in Tejero, 2006, p.43) defines sampling as "a strategy which enables the researcher to pick a sub-group (sample) from a larger group (population) and then uses this subgroup as a basis for making judgement about the larger group". Also, according to Gill and Johnson (2002, p.101) it "will provide all information necessary for answering the original research question". Subsequently, to answer the research questions of the current work; a representative sample was chosen randomly at Tlemcen University to avoid biased results.

2.3.1. Students

The subjects of the research sample were fourteen (40) from second-year students of the English Department at Tlemcen University. They had been chosen regardless their sex, age, experience or educational level for the rationale of answering the hypotheses of this dissertation; to figure out the main demotivating factors that sway their learning of speaking and the impacts of classroom speaking tasks. The principle of selection is that the ongoing population is well underway the process of the research study; second year EFL students are carrying out the

struggle of being accurate speakers and closely watchful about the situation which provide us with the relevant data.

2.3.2. Teachers

This research includes also the participation of ten (10) teachers from the English Department at Tlemcen University with a guarantee of confidentiality and anonymity. They represent for us a source of guidance and recommendations to confirm our findings as they had a direct view about the students and the learning process of speaking, since the four had taught oral expression for many years.

2.4. Questionnaire to Students

In order to acquire relevant findings of the students' questionnaire study; the questionnaire is described. Then, the answers are analysed and interpreted through graphs and tables.

2.4.1. Description

It is initiated with an introduction that consists of the research objective, reason behind choosing them, the importance of their opinions, then a remark that guarantees the assurance of anonymity to reassure their minds and encourage their participation. Next, it includes eight (08) questions organized under five (05) sub-titles. It starts with two (02) personal questions about the gender and age to obtain general information. After that, it goes ahead with an introductory question (01) to prepare them for what follows. Later, the four (04) target questions; the most important ones in the middle with reference to the demotivating factors and the impacts of classroom speaking tasks. It ends with a question (01) about the suggestions to help propose solutions for the research problem. Finally, it is closed with a positive note to show gratitude.

The questionnaire was distributed after a lecture session to forty (40) second-year EFL students on February 12, 2019 at Tlemcen University. We explained orally the content and defined some key words to the participants to

avoid confusions. Then, we retrieved the papers after twenty (20) minutes approximately.

2.4.2. Analysis and Interpretation

Practically, the answers are retrieved and analysed with calculations through graphs and tables and explicit explanations to draw clear conclusions.
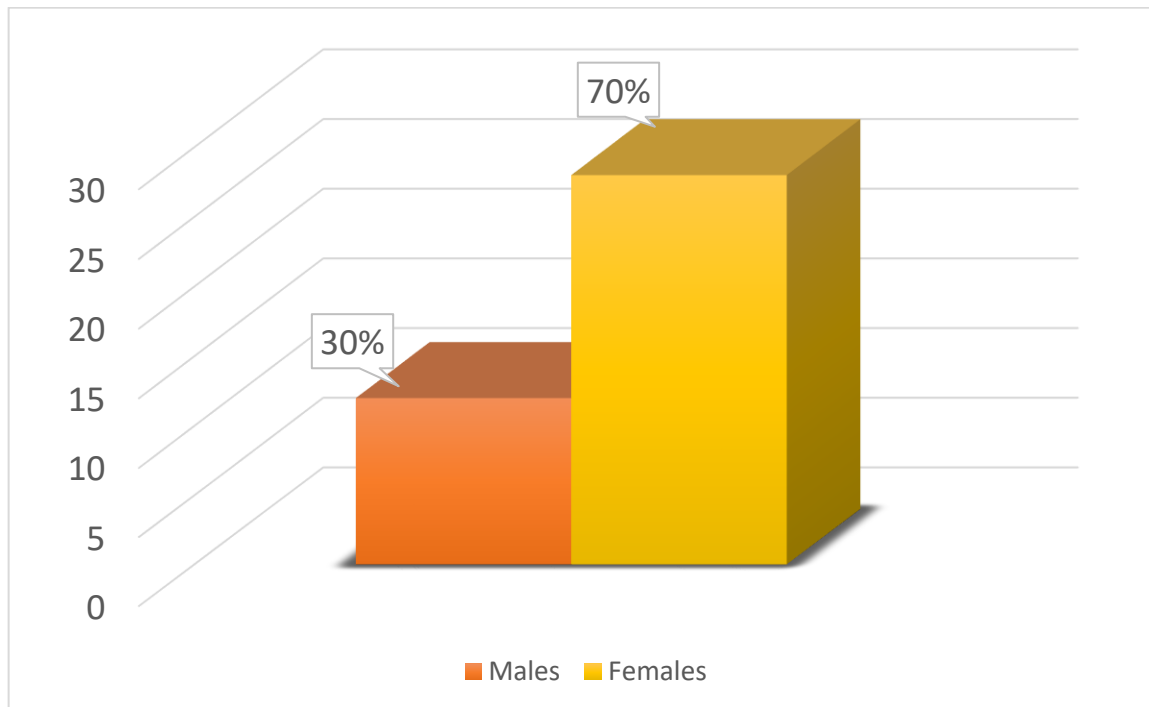
- Personal Information

Question 1: Gender

Figure 2.1. Students' Gender

Gender	Number	Percentage
Males	12	30%
Females	28	70%
Total	40	100%

Table 2.1. Students' Gender

This was requested to have a wider knowledge about the participants. From the 3D histogram graph and the table, we notice that our main audience are females (28) and therefore, the minority are represented in males (12) which allow us to believe that the majority of second-year English students at Tlemcen University are females.

Question 2: Age
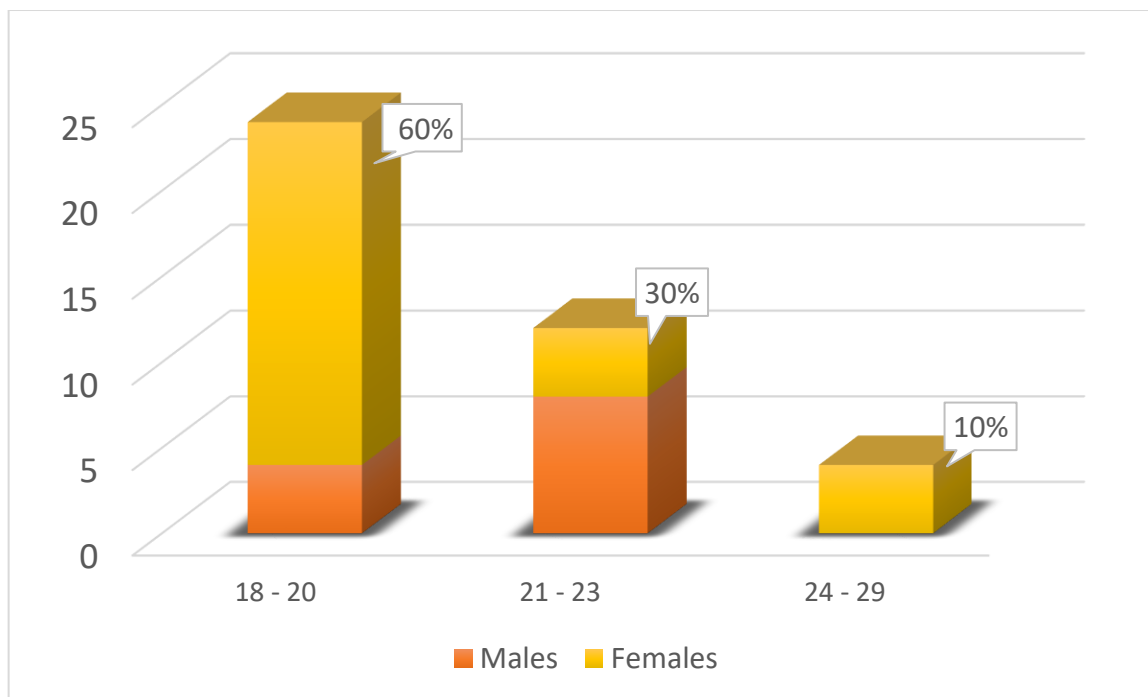
Figure 2.2. Students' Age

Age Ranges	Males	Females	Total	Percentage
18 - 20	04	20	24	60%
21 - 23	08	04	12	30%
24 - 29	00	04	04	10%

Table 2.2. Students' Age

This question was used in order to ensure we appeal to the most suitable audience. Through the 3D stacked bar charts and the table, we remark that sixty

percent (60%) of participants are between the age of eighteen (18) to twenty (20) years old. Thirty percent (30%) are between twenty-one (21) and twenty-three (23) years old while only ten percent (10%) are between twenty-four (24) and twenty-nine (29) years old. This let us suspect that more than the half of second-year English students at Tlemcen University are under the age of twenty.

- ▪ Introductory Question

Question 3: Which level of speaking do you currently have?
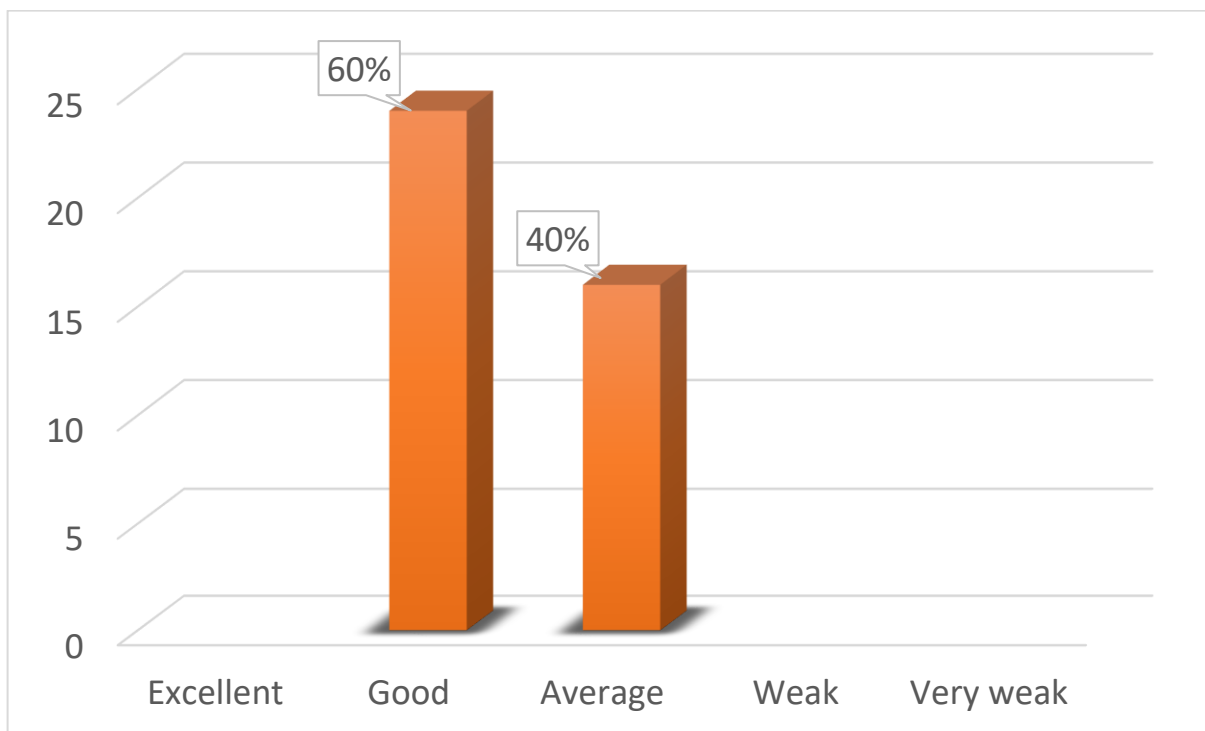
Figure 2.3. Students' Speaking Level

Levels	Responses	Percentage
Excellent	00	00%
Good	24	60%
Average	16	40%
Weak	00	00%
Very weak	00	00%

Table 2.3. Students' Speaking Level

This is a rating scale question with a balanced scale suggestions that an equal number of positive and negative options are included which help to avoid bias. It is used to make an introduction for the target questions and measure the participants' knowledge level. The 3D bar charts graph and the table show that sixty percent (60%) of the participants have a good speaking level and the other forty percent (40%) of the rest have an average level. This result reassures us for the present moment as the lower levels have zero percentage (00%).

- The Demotivating Factors

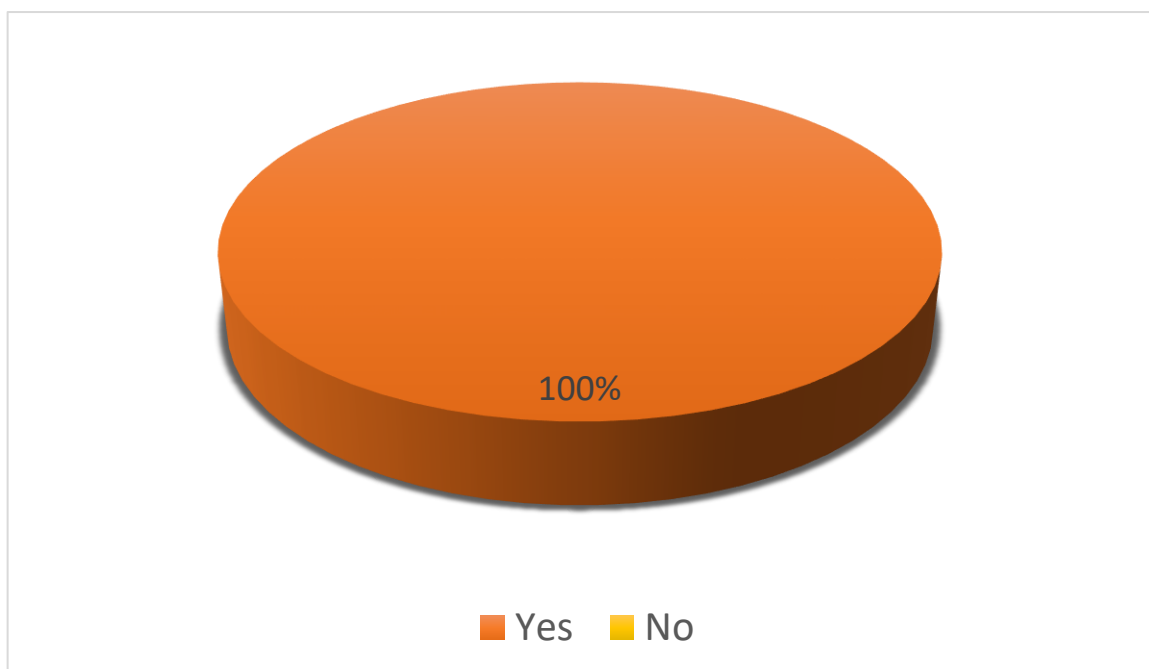Question 4: Was English your first choice at university?

Figure 2.4. English as a Desired University Choice

Options	Percentage
Yes	100%
No	00%

Table 2.4. English as a Desired University Choice

It is a basic-closed question with only yes/no possibilities to measure the participants' motivation; to detect if it was their will to study English or it was only imposed to them. The 3D pie chart and the table demonstrate that the all target sample size (100%) are studying English from their own choice.

Question 5: From the factors mentioned below, which one(s) strikes your learning the most?
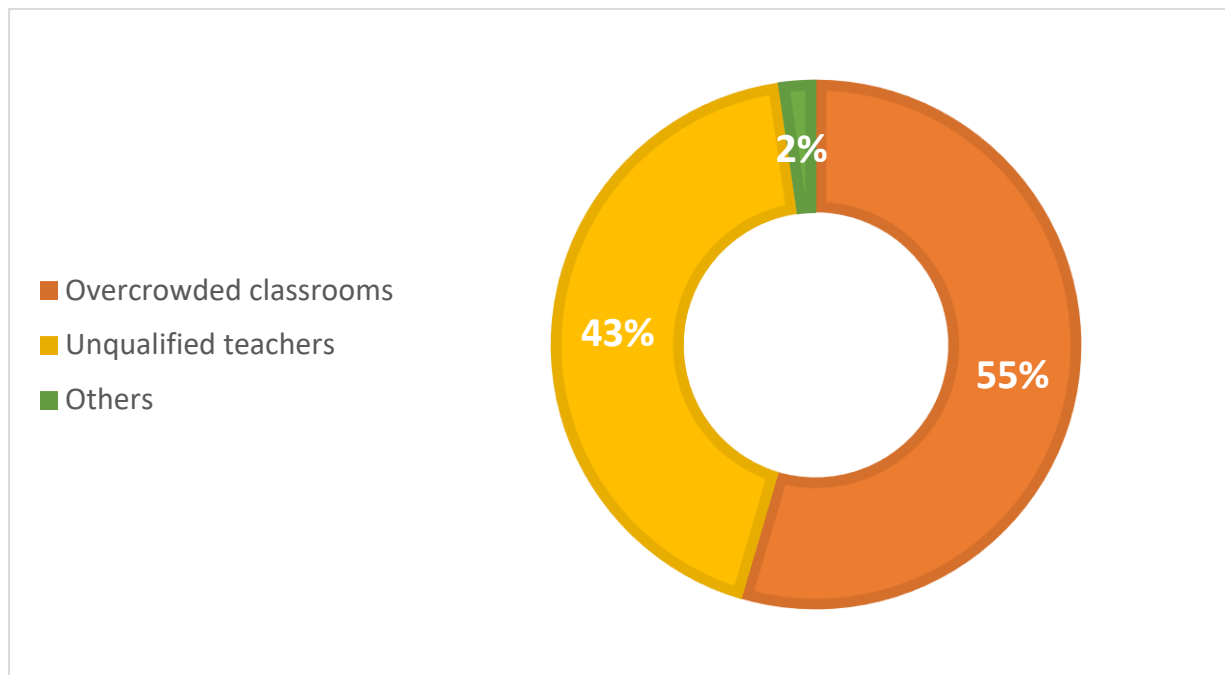
Figure 2.5. The Main Demotivating Factors

The Factors	Frequency	Percentage
Overcrowded classrooms	24	55%
Unqualified teachers	19	43%
Others	01	02%

Table 2.5. The Main Demotivating Factors

It is such an important close-ended question with two pre-designed choices including the option 'others' to have perfectly valid answers. The larger size

figured in the ring charts graph considers that fifty-five percent (55%) from the participants assume that 'overcrowded classrooms' are the main demotivating factor that strikes their learning owning to the fact that there is too much noise and an over-talk by the dominant students so the majority of them lose concentration. The second size that is slightly smaller than the first, shows that forty-three percent (43%) choose 'unqualified teachers' because the respondents see that teachers do not deliver the lectures appropriately because of a lack of training and experience, while only two percent (02%) represent one (01) participant with a choice of 'bad methods'. After the ring charts graph and the table, we can observe that the main demotivating factors according to the participants are 'overcrowded classrooms' and 'unqualified teachers'.

- ▪ The Impacts of Classroom Speaking Tasks

Question 6: Which speaking task(s) do you prefer in classrooms?
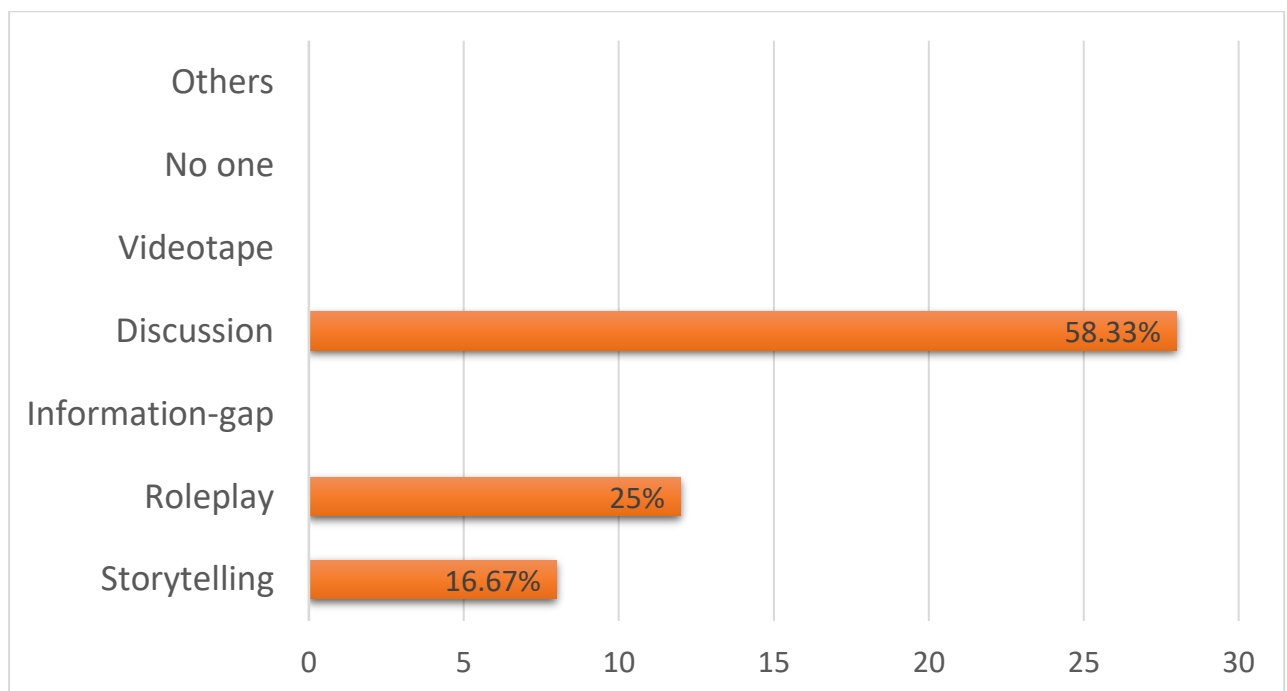
Figure 2.6. The Preferred Classroom Speaking Tasks

Classroom Speaking Tasks	Frequency	Percentage
Storytelling	08	16.67%
Roleplay	12	25%
Information-gap	00	00%
Discussion	28	58.33%
Videotape	00	00%
No one	00	00%
Others	00	00%

Table 2.6. The Preferred Classroom Speaking Tasks

In this question we intended to find out what are the most common preferred classroom speaking tasks. After analysing the responses of the forty participants (40), we recognize through the horizontal bar charts graph and the table that fifty-eight-point thirty-three percent (58.33%) opt for 'discussion'. Whereas, twenty-five percent (25%) select 'roleplay', and sixteen-point sixty-seven (16.67%) pick 'storytelling'.

Question 7: Does your integration in speaking tasks really improve your speaking?
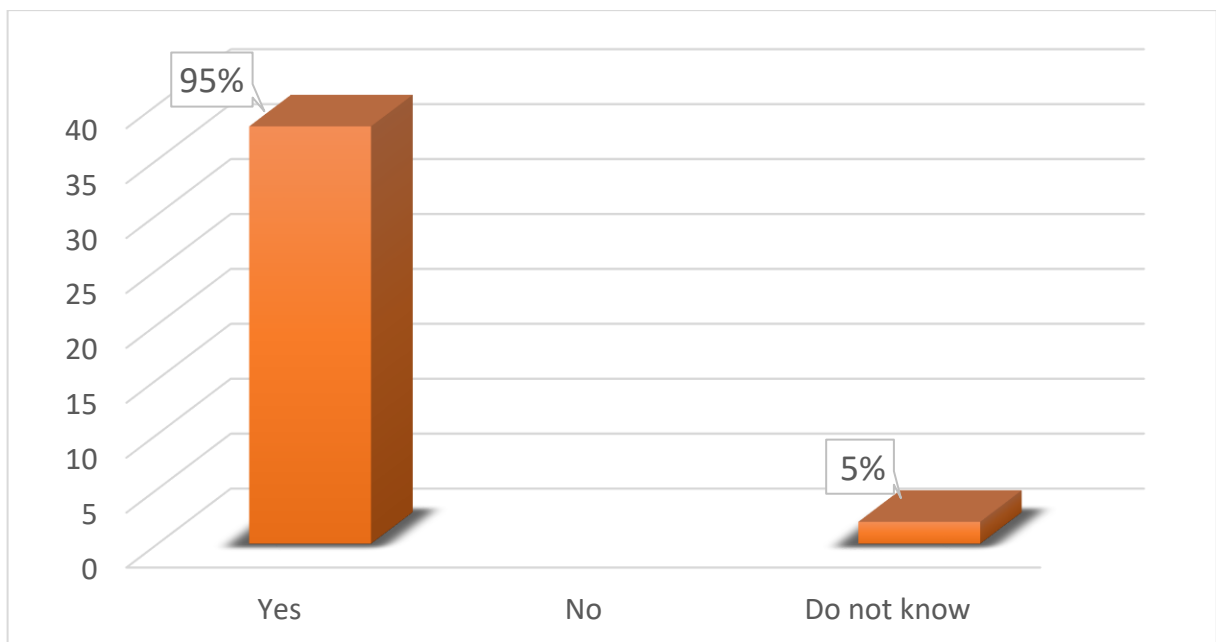
Figure 2.7. The Effectiveness of Classroom Speaking Tasks

Options	Responses	Percentage
Yes	38	95%
No	00	00%
Do not know	02	05%

Table 2.7. The Effectiveness of Classroom Speaking Tasks

For the purpose to know if the classroom speaking tasks are effective or not, we interrogate the participants. Subsequently to the analysis of the 3D bar charts graph and the table, we can note that the overwhelming majority of ninety-five percent (95%) go for 'yes' answer in which the respondents complain that those tasks expand their vocabulary which enable them to get rid of shyness and fear, whilst only the few minority of five percent (05%) choose 'do not know' option.

▪ Suggestions

Questions 8: What are your suggestions to enhance EFL learners' speaking skills?

Figure 2.8. Students' Suggestions

Suggestions	Frequency	Percentage
Extensive reading	08	14%
Audio listening	32	57%
Classmates' discussion	12	22%
Increase students' participation	04	07%

Table 2.8. Students' Suggestions

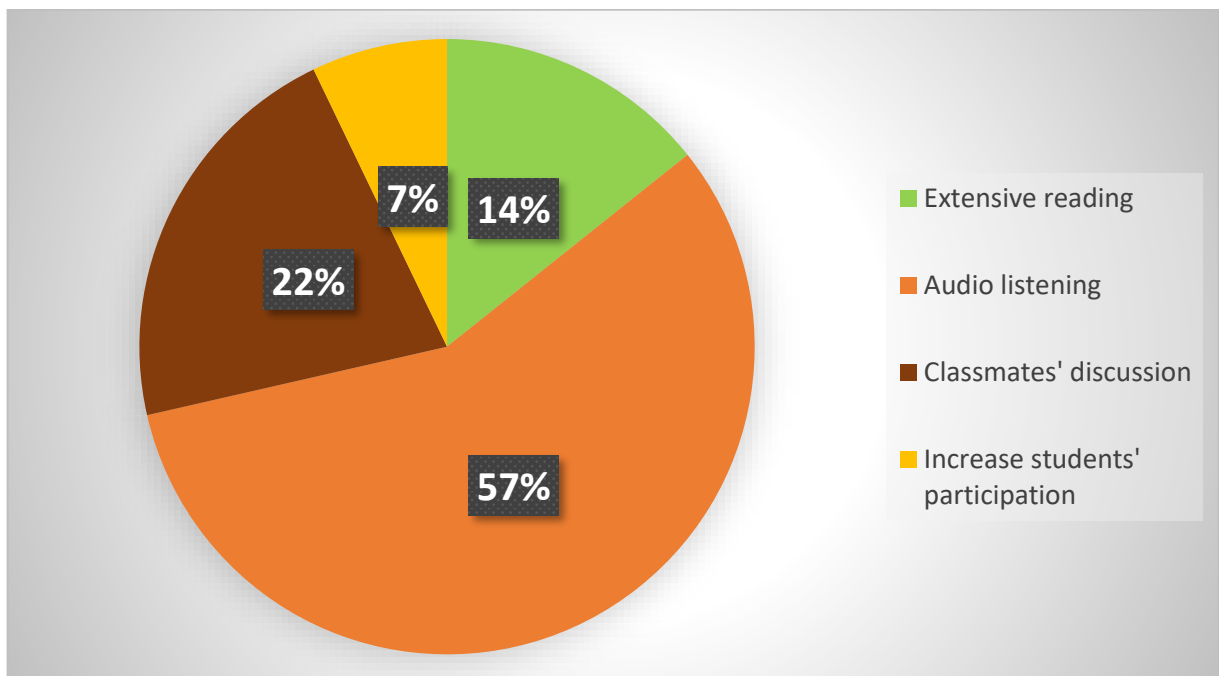To collect reliable suggestions about the research problem, an open-ended question was asked to the participants. Several prominent suggestions have been highlighted, for this reason, the responses where categorized into multiple variables for a better understanding as seen in the pie charts graph and the table. Also, we have to mention that four (04) participants did not answer the question.

Next, a bulk part of fifty- seven percent (57%) of the participants reports that 'audio listening' is a great solution to improve their speaking through an access to audiobooks, TED talks, and movies. Twenty-two percent (22%) of responses suggest 'classmates' discussion', while fourteen percent (14%) indicate the 'extensive reading' and the last seven percent (07%) state the 'increase of students' in-class participation'.

2.5. Questionnaire to Teachers

The questionnaire to teachers is described and analysed in order to draw the appropriate conclusions.

2.5.1. Description

It treads on the same heels of the first one. It follows the same logical order with simple, clear and concise questions in regard to a coherent organization with an attractive design to capture their interest and attention. Subsequently, it involves nine (09) questions; starting with an opening, two (02) personal questions about the degree and years of experience, one (01) early question to convey the study,

five (05) target questions, then a late question (01) about their suggestions ending with a note to thank their help.

The questionnaire papers were distributed to the ten (10) English teachers on January 20, 2019 in the English Department at Tlemcen University, then brought back after a weak.

2.5.2. Analysis and Interpretation

Before discussing the findings of the teachers' questionnaire study, an analysis of each question is done with clarifications.

- Personal Information

Question 1: Your degree
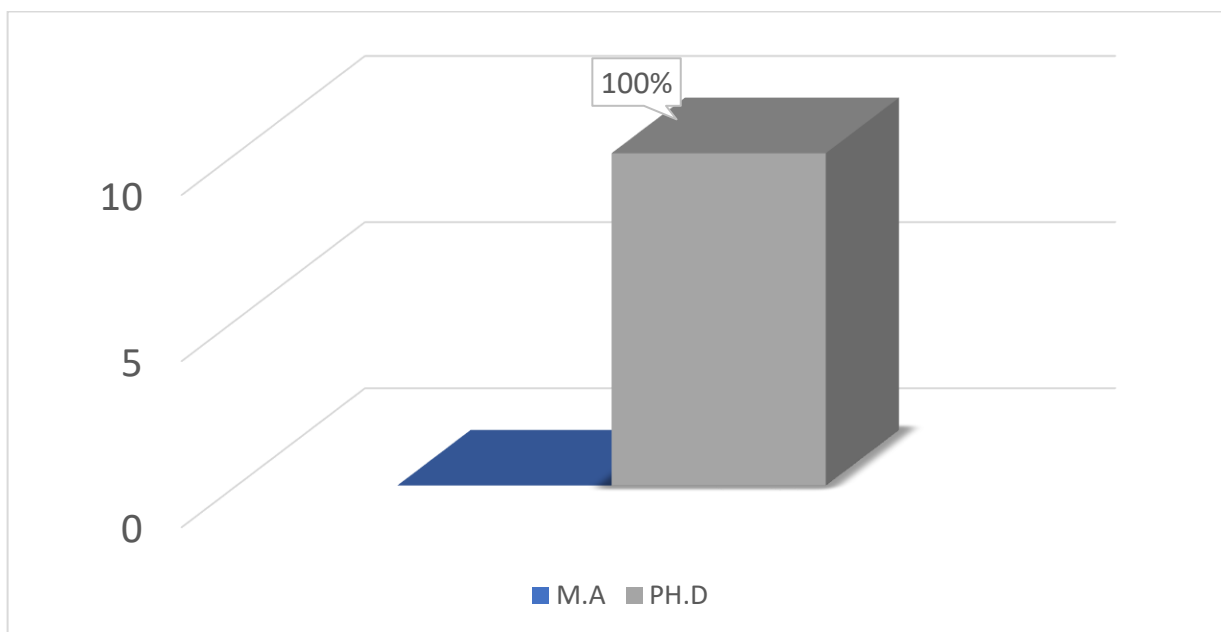
Figure 2.9. Teachers' Degree

Degree	Responses	Percentage
M. A	00	00%
PH. D	10	100%

Table 2.9. Teachers' Degree

When asked about the teachers' degree, the all ten (10) teachers select the doctorate degree as seen in the 3D histogram and the table. This is not a clear competency index but at least it rescues us about their knowledge level.

Question 2: How many years have you been a university teacher?
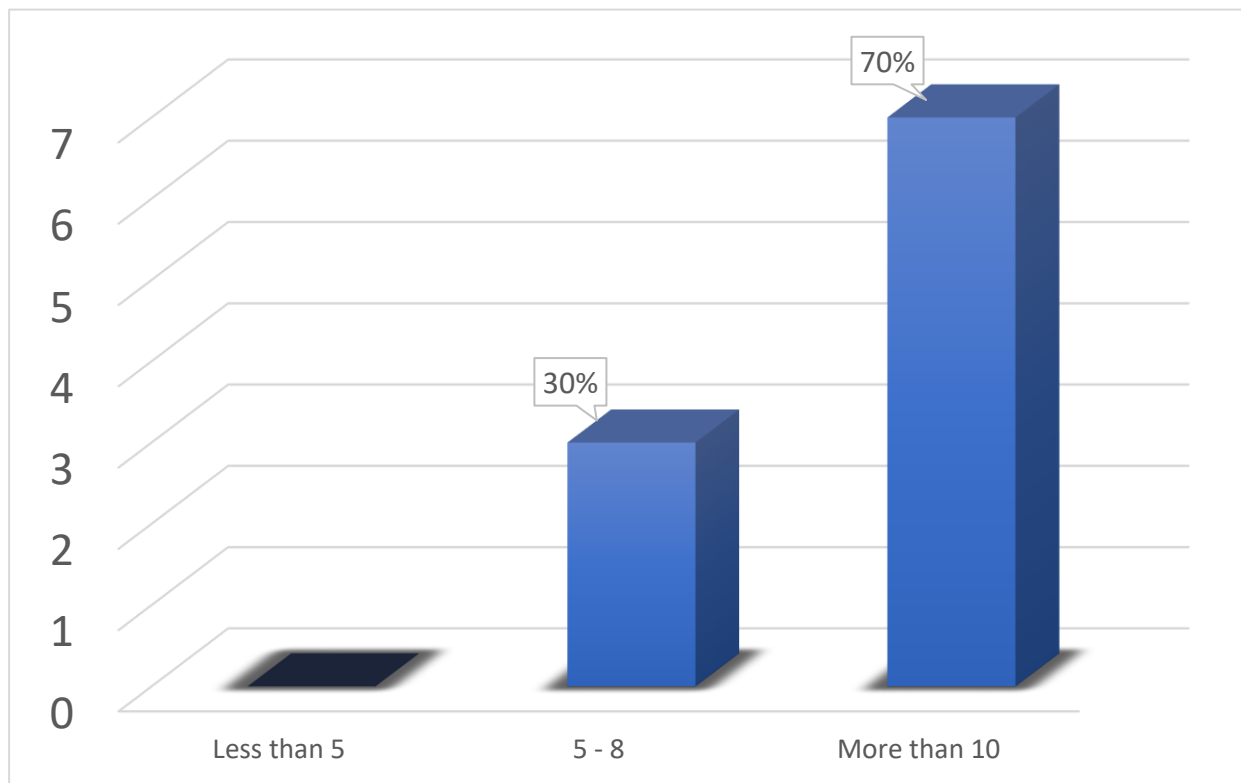
Figure 2.10. Teachers' Years of Experience

Years Ranges	Responses	Percentage
Less than 5	00	00%
5 – 8	03	30%
More than 10	07	70%

Table 2.10. Teachers' Years of Experience

With the reference to the 3D bar charts and the table, it was stressed that thirty percent (30%) of teachers have around five to eight years of experience. While interestingly, the large number of teachers that referred to seventy percent (70%) have more than 10 years of experience. After the results, we ponder that the majority of English teachers at Tlemcen University are not beginners and have a great experience.

- Introductory Question

Question 3: which rate would you give for the importance of speaking in EFL learning?
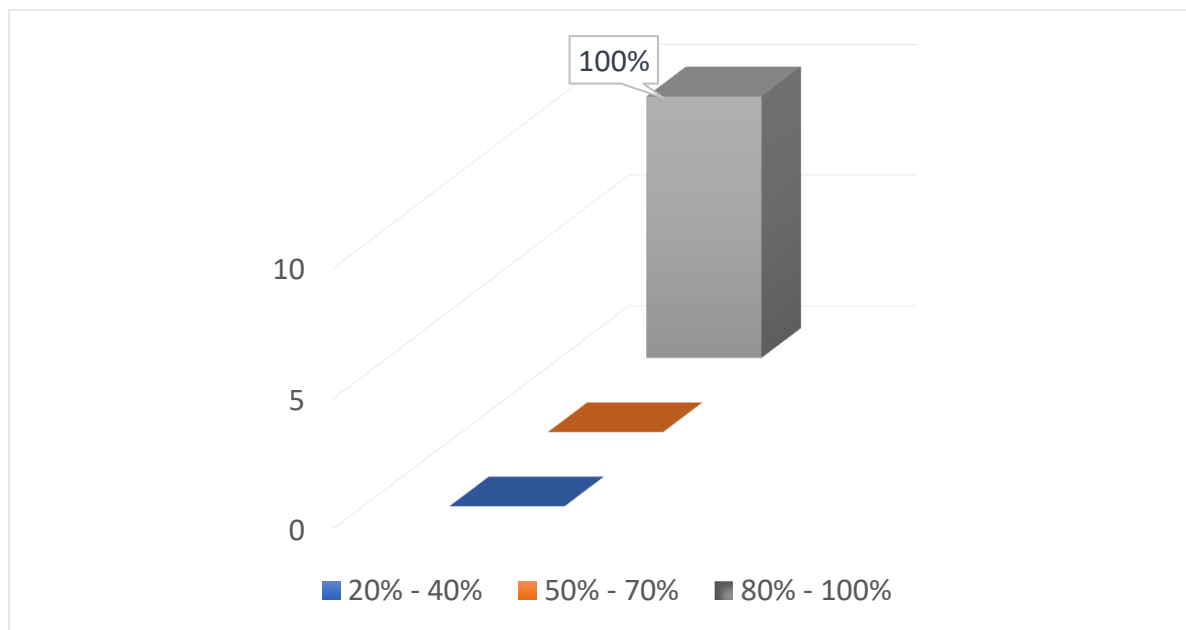
Figure 2.11. Rate of Speaking Importance

Rates	Responses	Percentage
20% - 40%	00	00%
50% - 70%	00	00%
80% - 100%	10	100%

Table 2.11. Rate of Speaking Importance

The study of the 3D column bar charts and the table obviously reviews that the totality of teachers agree one hundred percent (100%) on the importance of speaking for EFL learners. It takes a rate of eighty (80%) to one hundred percent (100%) of importance which gives it such a valuable degree.

- The Demotivation Factors

Question 4: Approximately, how many students do you teach per class?
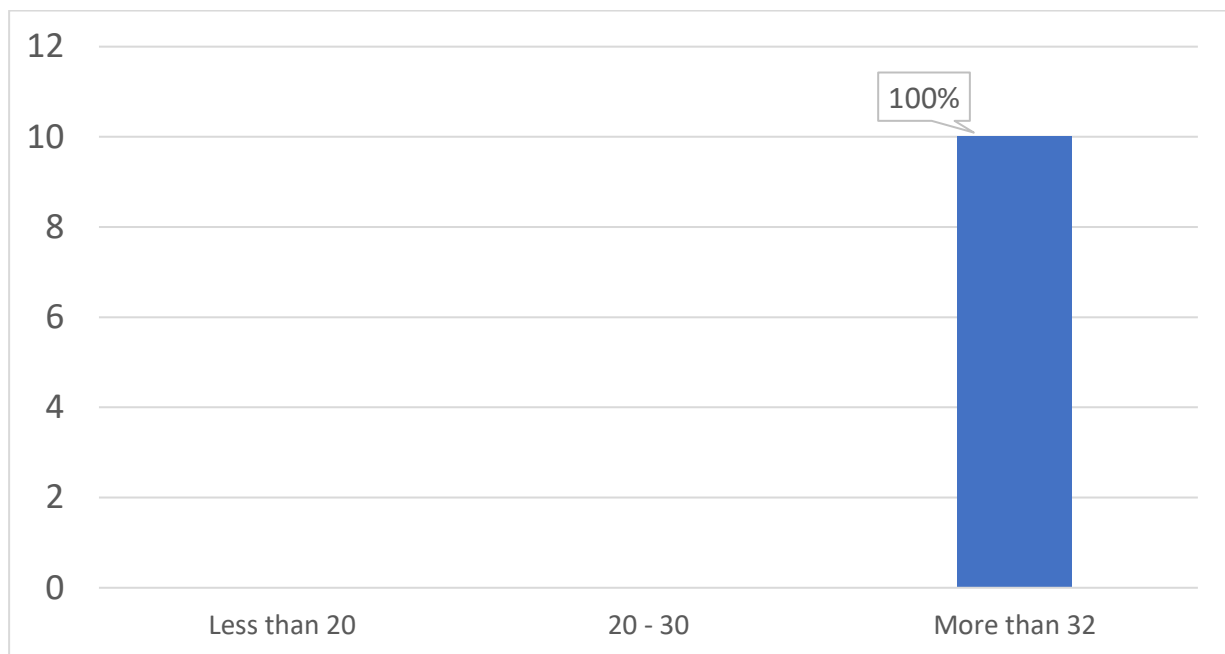
Figure 2.12. Students' Number per Class

Number Ranges	Responses	Percentage
Less than 20	00	00%
20 – 30	00	00%
More than 32	10	100%

Table 2.12. Students' number per Class

In this question, we intended to ensure if all the learners have equal in-class learning opportunities. Shockingly, all teachers respond that they deal with more than thirty-two (32) students per class which hardens their task.

Question 5: In which level do you consider your teacher-student cooperation?
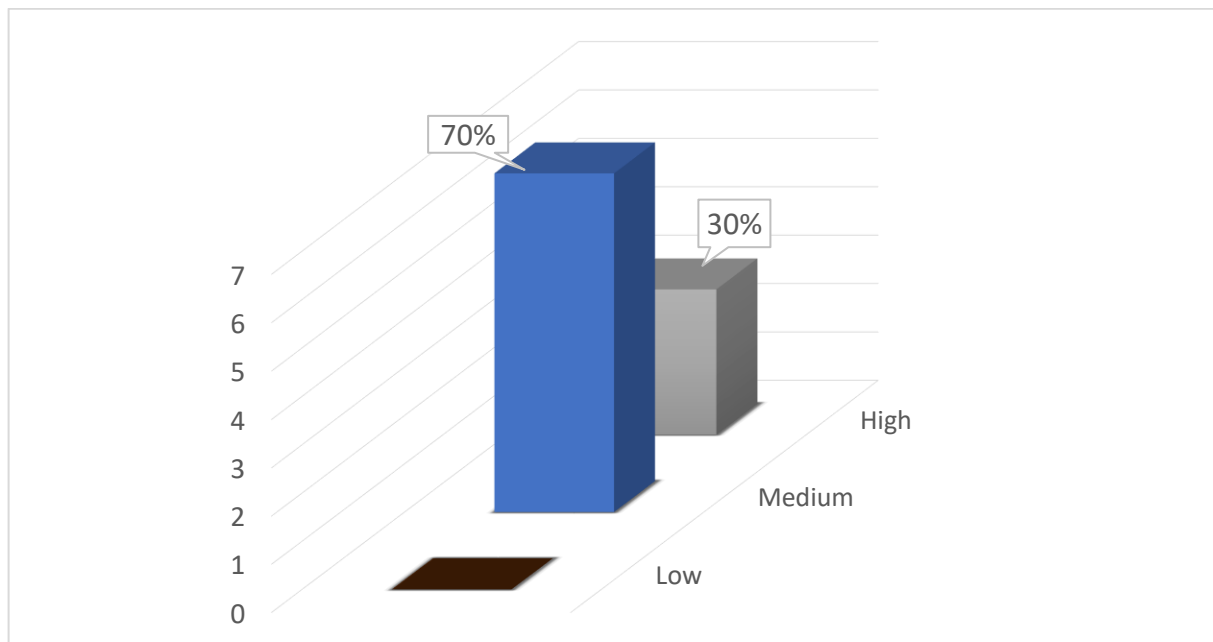
Figure 2.13. Teacher-Student's Cooperation Level

Levels	Responses	Percentage
Low	00	00%
Medium	07	70%
High	03	30%

Table 2.13. Teacher-Student' Cooperation Level

For the sake to have a clear idea about the teacher-student cooperation, we asked the teachers to determine one of the following levels: low – medium – high. We observe definitely that seventy percent (70%) of the participants consider a medium level, whereas thirty percent (30%) choose a high level.

Question 6: which factor(s) can demotivate EFL learners and affect their speaking?
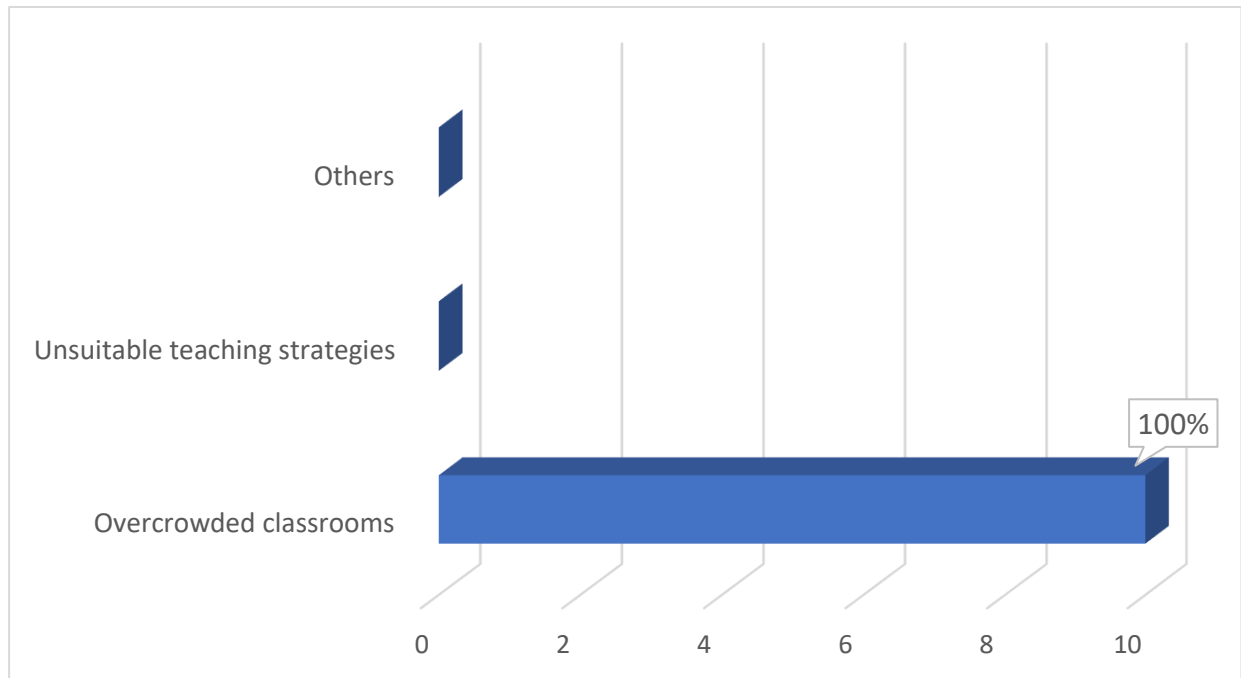
Figure 2.14. The Demotivating Factors According to Teachers

Factors	Responses	Percentage
Overcrowded classrooms	10	100%
Unsuitable teaching strategies	00	00%
Others	00	00%

Table 2.14. The Demotivating Factors According to Teachers

One of the precise purposes that ought to reach our study is the determination of the main demotivating factors that hit speaking learning for EFL learners. The analysis of the 3D horizontal bar charts and the table display a result of one hundred percent (100%) in accordance with 'overcrowded classrooms'. This, lets us suspect that overcrowded classrooms are the major demotivating factor attested by the teachers. The common justifications show that it is really improper to deliver lectures in this kind of classrooms especially in oral production

sessions where everyone needs to speak and participate, consequently the teacher will work only with a minority.

- The Impacts of Classroom Speaking Tasks

Question 7: Have you noticed any improvements in students speaking level after their integration in tasks?
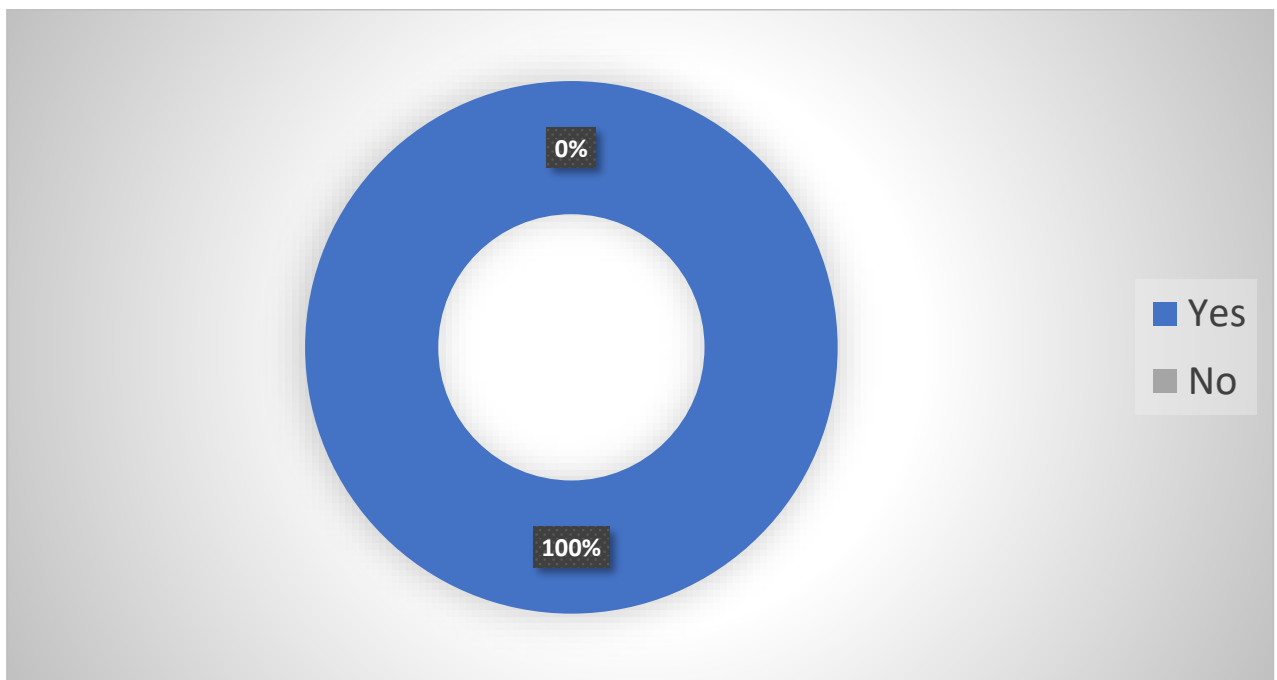
Figure 2.15. The Usefulness of Classroom Speaking Tasks

Options	Responses	Percentage
Yes	10	100%
No	00	00%

Table 2.15. The Usefulness of Classroom Speaking Tasks

The question was requested to inspect the effectiveness of classrooms speaking tasks. As observed in the ring chart and the table, the entirety of one

hundred percent (100%) of teachers admit a 'yes' for that, and zero percent (00%) for the 'no' answer which explain the reason of our study.

Question 8: Usually, what classroom speaking task(s) do you apply?
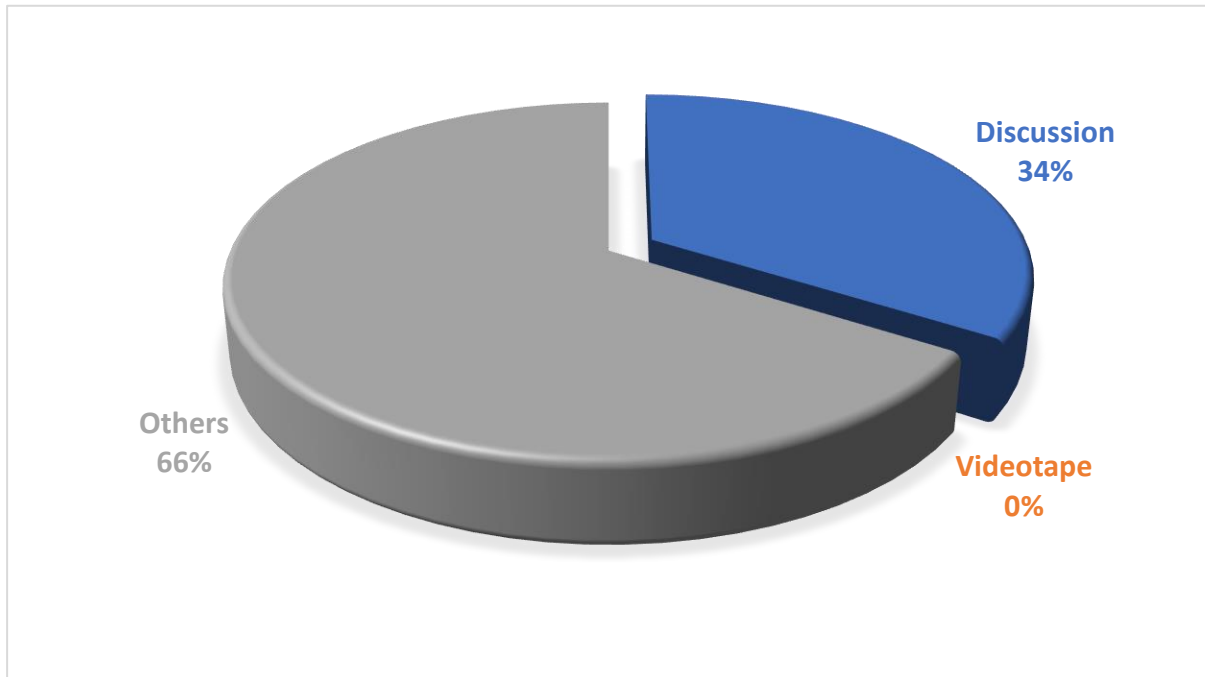
Figure 2.16. Most Common Classroom Speaking Tasks

The Tasks	Frequency	Percentage
Discussion	05	34%
Videotape	00	00%
Others	10	66%

Table 2.16. Most Common Classroom Speaking Tasks

The question was asked to retain what are the most used and preferred classroom speaking tasks according to EFL teachers at Tlemcen University. Thirty-four percent (34%) opt for 'discussion', while sixty-six percent (66%) select 'others' option in which 'oral presentation' was the only task mentioned.

- Suggestions

Question 9: What are your suggestions to improve the EFL speaking level at
universities?

This open-ended question was asked to gather more trustworthy suggestions to improve the speaking level for EFL learners. We find very closed and common ideas in the responses. They generally urge to minimize the number of students per classes, programme frequent meetings and conferences between natives and EFL learners, encourage students to read sufficiently, and introduce ICT tasks to access easily to the needed data.

2.6. Discussion of the Main Findings

This section summarizes the findings and contributions made. It performs well, giving good results about EFL teachers and second-year learners at Tlemcen University. The results analysis demonstrates two things:

First, the students' questionnaire results show how EFL learners are willing to improve their speaking level to become expert speakers but overcrowded classrooms and unsuitable teaching methodologies are forming such a bridge which slow their process and demotivate them. Also, they exhibit good impressions about the classrooms speaking tasks with an effectiveness confirmation.

Second, the teachers reveal in their questionnaire responses a strong affirmation about the bad influence of the overcrowded classrooms over the teaching and learning processes that mainly limit the teacher-learner cooperation level. Then, they prove evidence to the usefulness of classroom speaking tasks.

These results go beyond previous studies mentioned in our literature review and reach our aim of research correlated with the hypothesis suggested.

Although widely accepted, it suffers from a humility section represented in some limitations:

- Even though we checked numerous references, certainly we may not be able to find the all tons of books, web-articles, videos and articles about the research area which narrow our review about the previous studies.

- The study covers only a random sample of second-year EFL students at Tlemcen University which states restrictions in generalizing the findings in other levels, contexts, languages, …etc.

- In spite of the fact that questionnaires have many advantages, they have noticeable setbacks. To begin, their conduction requires efforts and time. Dishonesty can be a substantial issue in responses. Some questions are ignored and left unanswered. Finally, the open-ended questions are difficult to be tabulated and graphed, including an answer that we could not quantified.

- As a first experience in conducting an academic paper individually, the scope and depth of our discussions is compromised in many levels compared to other proficient scholars.

2.7. Recommendations

After the realization of the current study, we are honoured to support the work with some recommendations in favour of the English Department at Tlemcen University:

- The top-level administrators should integrate technologies in language laboratories. They should be computer rooms that are powered by state-of-the-art software designed to give students a unique and customizable learning experience.

- A good utilization of Language laboratory is great for boosting speaking skills. students can access to a more realistic practice than scripted textbooks or roleplaying.

- The number of students per class should be gradually lowered to a maximum of twenty (20). This will give opportunities to them to all participate in a session as well the teacher can catch easily their strengths and weaknesses.

- Students are advised to be serious and devoted in their learning. They need to prepare well their tasks for a good in-class presentation.

- The teacher himself should be urged to really focus on the speaking skill and know how to improve students' both accuracy and fluency.

- The teacher has to keep the speaking task fun and simple as he could.

- It is preferable for teachers to apply updated tasks as FlipGrid to stimulate their learners.

- A good EFL teacher is supposed to always reflect his teaching to ameliorate his methodologies and improve his students speaking skills.

2.7. Conclusion

This chapter includes the data collection about the research problem through two questionnaires that were analysed and interpreted in a form of tables and graphs to draw the findings. It also indicates the study limitations and provides some recommendations to enhance the speaking level of second-year EFL students in the English Department at Tlemcen University.

General Conclusion

In the foreign language education domain, the main issue is to speak that given language with a native-like proficiency which is the case for EFL learners at Tlemcen University. For this reason, we attempt to accentuate the prominence of the practice of some classroom speaking tasks to motivate the students and support them to acquire that required proficiency under teachers' oversight and guidance inside a classroom environment.

Generally, the study highlights the very important role of speaking and cites both old and modern classroom speaking tasks to enrich and stimulate the reader. Additionally, it concentrates on motivating EFL learners with creative discussions, games and technology to skip the old and routine restrictions that bore them.

After the questionnaires' analysis, we notice that the majority of the participants confirm our propositions which throws light on overcrowded classrooms and unqualified teachers as the major causes that affect the speaking of EFL learners, then they also agree on the effectiveness of classroom speaking tasks.

Furthermore, the main conclusion that can be drawn is that the questionnaires' findings are associated with the hypotheses suggested and prove their correctness.

The results of our practical part beget such a great stimulation which open doors for us to more deep further researches.

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Appendices

Our master degree dissertation is designed for the sake of enhancing EFL learners' speaking skills. For the purpose to detect the most demotivating factors that affect their learning and prove the importance of classroom speaking tasks, you have been chosen to answer this questionnaire as you are familiar with the concept. Your opinions really count for us. We would appreciate your time.

PS, your answers will be taken in terms of anonymity.

- **Personal Information:**

1.Gender: Male ☐   Female ☐

2.Age: ☐

- **Introductory Question:**

3.Which level of speaking do you currently have?

Excellent ☐   Good ☐   Average ☐   Weak ☐   Very weak ☐

- **The Demotivating Factors:**

4.Was English your first choice at university?

Yes ☐   No ☐

5.From the factors mentioned below, which one(s) strikes your learning the most?

Overcrowded classrooms ☐   Unqualified teachers ☐   Others ☐ ………….

Appendices

Justify your choice: …………………………………………………………………………………………

………

………

- **The Impacts of Classroom Speaking Tasks:**

6.Which speaking task(s) do you prefer in classrooms?

Storytelling ☐   Roleplay ☐   Information-gap ☐

Discussion ☐   Videotape ☐   No one ☐   Others ☐ ………………

7.Does your integration in speaking tasks really improve your speaking?

Yes ☐   No ☐   Do not know ☐

WHY?...

....

....

- **Suggestions:**

8.What are your suggestions to enhance EFL learners' speaking skills?

……

……

……

……

We are grateful for your cooperation!

Appendices

The following questionnaire is conducted to determine the most demotivating factors that affect EFL learners of Tlemcen university and emphasise on the significance of the classroom speaking tasks to enhance their speaking. Your cooperation will be a great source of data for us with a guarantee of confidentiality.

- **Personal Information:**

1.Your degree: M. A ☐   PH. D ☐

2.How many years have you been a university teacher?

Less than 5 ☐   5-8 ☐   More than 10 ☐

- **Introductory Question:**

3.which rate would you give for the importance of speaking in EFL learning?

20%-40% ☐   50%-70% ☐   80%-100% ☐

- **The Demotivating Factors:**

4.Approximately, how many students do you teach per class?

Less than 20 ☐   20-30 ☐   More than 32 ☐

5.In which level do you consider your teacher-student cooperation?

Low ☐   Medium ☐   High ☐

Appendices

6.which factor(s) can demotivate EFL learners and affect their speaking?

Overcrowded classrooms ☐   Unsuitable teaching strategies ☐   Others ☐ ………

Please, justify your choice …………………………………………………………………………………

……

……..

- **The Impacts of Classroom Speaking Tasks:**

7.Have you noticed any improvements in students speaking level after their integration in tasks?

Yes ☐   No ☐

8.Usually, what classroom speaking task(s) do you apply?

Discussion ☐   Videotape ☐   Others ☐ ………………..

- **Suggestions:**

9.What are your suggestions to improve the EFL speaking level at universities?

……..

……

……

……

……..

Thank you so much for your collaboration.

Résumé

Le but d'un apprenant d'une langue étrangère est d'atteindre cette capacité à bien choisir les mots tout en livrant un message informatif et compris avec la prononciation exacte. Profondément, il n'est pas facile du tout de devenir un locuteur étranger fluide et précis, car il faut rassembler toutes ces connaissances linguistiques et les présenter instantanément. Pour cette raison, les professeurs d'anglais de l'Université de Tlemcen doivent surveiller leurs apprenants et les guider dans leur apprentissage de cette maîtrise avec la méthodologie appropriée, puis leur faciliter la tâche. Le but de cette recherche était d'indiquer les facteurs les plus démotivants qui empêchent les apprenants d'être de bons orateurs et marquer l'importance des tâches d'expression en classe. Afin de collecter les données, deux questionnaires ont été utilisés ; l'un pour les étudiants de deuxième année et l'autre pour les professeurs de production orale du département d'anglais de l'Université de Tlemcen. Les résultats révèlent que les participants sont conscients de l'importance des tâches de conversation en classe et considèrent les salles surpeuplées et les enseignants non qualifiés comme les facteurs les plus démotivants de leur apprentissage. À la fin, des suggestions remarquables et adéquates sont fournies pour servir le processus d'enseignement et d'apprentissage.

ملخص

الهدف من تعلم لغة أجنبية هو الوصول إلى تلك القدرة على اختيار الكلمات بشكل جيد مع إيصال رسالة مفيدة ومفهومة مع النطق الدقيق. بعمق، ليس من السهل على الإطلاق أن تصبح متحدثًا أجنبيًا بطلاقة لأنه يتطلب تجميع كل هذه المعرفة اللغوية وعرضها على الفور. لهذا السبب، ينبغي لمدرسي اللغة الإنجليزية في جامعة تلمسان مراقبة متعلميهم وتوجيههم لاكتساب هذا التمكن مع المنهجية المناسبة، ثم تسهيل مهمتهم. كان الغرض من هذا البحث هو الإشارة إلى العوامل الأكثر تثبيطًا التي تعيق المتعلمين من أن يكونوا متحدثين جيدين وإلقاء الضوء على أهمية مهام التحدث في الفصل. من أجل جمع البيانات، تم استخدام استبيانين؛ الاول لطلاب السنة الثانية والآخر لمدرسي التعبير الشفوي في قسم اللغة الإنجليزية بجامعة تلمسان. تكشف النتائج أن المشاركين يدركون أهمية مهام التحدث في الفصول الدراسية، ويعتبرون ان الفصول الدراسية المكتظة والمعلمين الغير مؤهلين هما أكثر العوامل التي تثبيطًا لتعلمهم. في النهاية، يتم تقديم بعض الاقتراحات الملحوظة والكافية لخدمة عملية التعليم والتعلم.