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An Exploration of the Major Factors that Prevent Students from Speaking English Fluently: the Case of Third Year Students of English Language at Tlemcen University

Dissertation submitted to department of English as partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

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Dedication

In the name of Allah, most gracious, most merciful, who provided me with sufficient courage to accomplish this work.

I dedicate my work to:

My wonderful Parents Mohammed and Faiza, whose words of support and encouragement to persevere resound in my ears. Thank you for all your great motivation and continuous care.

My lovely Sisters, Romaissa and Maria. I sincerely appreciate both of you. You have inspired me and been my soul mates.

My dear Brother, Adam Karim.

My favorite aunt, Rahima.

My future husband, Mohcine.

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ABSTRACT

This study was carried out to investigate the main factors that hinder third year students from speaking English fluently. It also aims at identifying the difficulties that hamper English student's needs for instruction to improve their oral fluency development. This investigation follows a descriptive analytical technique and a mixed method approach which are based on a review of relevant literature and an analysis of data gathered from a triangulation methodology of data collection tools which includes a questionnaire that was given to 41 students, a questionnaire given to 10 oral expression teachers and a classroom observation. The students 'questionnaire sought to understand the students' attitudes towards speaking in English and the factors that prevent them from speaking fluently, while the purpose of the teachers' questionnaire was to determine the teaching practices used to encourage fluency in speaking and to elicit information on factors that hinder their students 'fluency in speaking English. Classroom observation was conducted to observe the actual speaking performance of the students in class, as well as the types of hesitations that students make while speaking. The participants of this study are third year students of English from AbouBekr Belkaid University of Tlemcen. The findings indicate that several factors contribute to students' lack of fluency in speaking English, including: anxiety, shyness, lack of self-confidence, lack of motivation, insufficient practice, fear of making mistakes, limited vocabulary, and inadequate language instruction. This research highlights the necessity for language teachers to implement efficient instructional strategies that focus on the identified inhibiting factors. The results of this study can be used by educators and decision-makers to create language curricula that give students the exposure, practice, and encouragement they need to improve their overall English proficiency.

LIST OF ABBREVIATIONS AND SYMBOLS

LMD: Licence, Master, Doctorate

EFL: English as a Foreign Language

ESL: English as a Second Language

SLA: Second Language Acquisition

GTM: Grammar Translation Method

CLT: Communicative Language Teaching

FL: Foreign Language

TL: Target Language

L1: First Language

L2: Second Language

Q: Question

P: Page

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General Introduction

In learning a second language, oral fluency is a crucial component of oral proficiency. Accuracy and fluency are both components of oral proficiency, which is the capacity to speak successfully in the target language. Speaking naturally, without hesitation, with the right emphasis and intonation, as well as at a comfortable pace and rhythm is known as oral fluency.

Oral fluency is crucial for oral proficiency since it makes communicating easier. Fluent speakers are more able to communicate their ideas concisely and effectively, and their interlocutors are more likely to understand them. Fluent speakers can also participate more actively in conversations and interact with others with greater ease. Gaining confidence in one's language abilities might be facilitated by oral fluency. Moreover, speaking fluently helps language learners feel more at ease and confident when using the language. This may result in an increased desire and interest in learning a language, as well as improved attitudes about the target language and culture. For establishing communicative competence in the target language, oral fluency is essential. One of the main objectives of learning a language is to become competent communicators, or to be able to use the language responsibly and successfully in a range of situations.

1. Background of the study:

Speaking fluency has been identified as a crucial element of successful language learning in second language acquisition (SLA) research. In spite of years of education, many students still find it difficult to become fluent in their foreign language. The SLA literature has highlighted a number of issues that could be to blame for students' struggles to develop oral fluency.

Investigating the variables that prevent students from speaking fluently has received more attention in recent years. Researchers have looked into the development of oral proficiency in relation to anxiety, self-efficacy, motivation, linguistic input, and classroom teaching. Language teachers can create efficient teaching methods that promote proficiency in languages and boost students'

confidence in speaking by identifying the obstacles that prevent their students' oral fluency.

2. Statement of the problem:

One of the main objectives of language learners is to become fluent orally. Language competency is a crucial component of learning a second language. Despite receiving significant language training and exposure, many students still struggle to accomplish this goal. Many factors, such as psychological, social, cultural, and educational ones, have an impact on one's capacity for fluent speech.

Despite the significance of oral fluency in language learning and the growing emphasis on communicative competence in language education, many students find it difficult to speak fluently in their second language. Students learning in non-native settings, where opportunities for real-world contact and exposure to the target language may be limited, are particularly affected by this problem. Despite the increasing amount of research on second language fluency, the factors that prohibit students from speaking effectively, including the psychological, social, and contextual elements that may affect language output, remain poorly understood. The development of effective educational interventions that may help students in enhancing their oral fluency and achieving greater communicative competence in the target language depends on the understanding of these factors.

3. Research Questions:

1- What are the main hindrances that prevent students from achieving oral fluency in their second language?

2- To what extent did classroom activities help students to speak fluently?

3-What types of speaking tasks are most effective for promoting oral fluency in second language learners?

4. Research Hypotheses:

Several research hypotheses have been proposed in order to identify the factors that may impede students' ability to speak a second language fluently. Anxiety, fear of making mistakes, and insufficient practice are the key factors that contribute to a lack of oral fluency in second language learners, since anxious learners may fail to retain vocabulary and grammar rules, resulting in hesitation, inaccuracy, and a lack of fluency.

For the second research question, here are some potential hypotheses: Communicative speaking tasks that require learners to engage in genuine communication and exchange information, such as role plays, information gap activities, discussions, and presentations, are more effective than tests or rote memorization exercises in promoting oral fluency in second language learners.

5. Research Objectives:

- To identify the major factors that prevent students from speaking fluently in language learning.
- To describe the current oral fluency situation in an EFL context.
- To investigate the role of teaching strategies and materials on students' speaking skills.
- To look into how teaching strategies and materials affect students' oral communication skills.

6. Significance of the study:

Fluency is a crucial aspect of language proficiency, but it can be difficult to assess in a consistent manner. This research may help in the development of more precise and reliable fluency measures that can be applied in language assessment by reflected light on the variables that hinder students from speaking fluently.

A better ability to communicate: Since speaking fluently is crucial for language learning as well as for efficient communication in a range of situations, this study can help students develop the communication skills necessary for success in today's globalized society by helping us identify the barriers that impede students from communicating fluently.

Improve Language Teaching: Language teachers can pinpoint the areas where students struggle the most by researching the variables that hinder students' ability to speak fluently. This knowledge can result in the development of new instructional strategies and resources that respond to specific needs of learners and improve the efficiency of language acquisition.

Helping Students: Determining the causes that hinder students from speaking fluently can help them get through these challenges and enhance their ability to communicate. Their academic success, confidence, and ability for successful communication in the real world may all benefit from this.

In order to help students in overcoming these challenges and enhancing their speaking abilities, it is important to identify the variables that hinder them from speaking fluently. This may enhance their capacity for successful communication in the real world, academic performance, and confidence.

Improve Communication: In today's worldwide society, it's very important to have fluent speaking abilities. We can foster better intercultural communication and understanding by studying the obstacles that prevent students from communicating fluently.

Opportunities for Careers: Many occupations, including sales, marketing, teaching, and public speaking, require good speaking abilities. Students' employment chances can be improved and they may succeed in their chosen fields by developing their speaking skills.

Academic research: Studying what prevents students from speaking fluently could provide new information and understanding in the study of language instruction. New theories and methods that enhance language teaching and learning globally may result from this.

7. Research Methodology:

7.1 Research Method:

Since we are going to investigate the challenges that prevent students from speaking fluently from both the teachers' and students' perspectives, as well as their participation in the study and their responses to the two questionnaires, the analytical descriptive approach will be employed in this study.

7.2 Data Collection Tools:

The data of this investigation are gathered from a triangulation methodology of data collection tools which includes a questionnaire that was given to 41 students, another questionnaire was addressed to 10 oral expression teachers and a classroom observation. The purpose of the students' questionnaire was to understand the students' attitudes toward speaking English and the barriers that prevent them from speaking fluently, while the aim of the teachers' questionnaire was to identify the methods of instruction used to promote speaking fluency and to elicit data on the barriers that prevent their students from speaking English fluently. Classroom observations were conducted to observe the actual speaking performance of the students in class, the students' level of fluency, as well as the types of hesitations that students make while speaking.

7.3 Sampling and Population:

The study's target population is third-year English students and their oral expression teachers at AbouBakrBelkaid University in Tlemcen for the academic year 2022/2023. The research participants were 41 students, including 7 males and 34 females, randomly selected from third year English students. They are 313 students who were clustered in 06 groups from which 13% of the students were randomly assigned to be as a sample. The sample size approximates two groups to deal with, namely groups 03 and 04. Since various circumstances, such as time limits and accessibility, may interfere with the study, this sample of 41 students is chosen at random to participate in the experiment. These groups are made up of females and males ranging in age from 19 to 25. However, the second questionnaire is distributed to ten oral expression session teachers (6 females and 4 males). The selection of such a sample was chosen with the assumption that teachers of oral expression will benefit and assist us more than other teachers because they teach students how to improve their speaking skills. For classroom observation 20 students were observed and assessed while speaking.

8. Structure of the Dissertation:

This study is divided into two chapters. The first chapter, which serves as a theoretical literature review, gives a general overview of the speaking skill. It consists of three main sections, the first one discusses the significance of speaking skill, speaking proficiency's accuracy and fluency, and the role of oral fluency in EFL classrooms. Section two, deals with the factors that prevent students from speaking fluently, as well as other speaking problems faced by EFL learners' oral fluency. Section three, is about the teaching practices. The second chapter deals with the empirical part of this study. It deals with research methodology where a descriptive analytical method was used to analyze the data obtained from the triangulation methodology; two questionnaires and a classroom observation. This chapter also tackles the description of the population and sample, as well as the description of the three data collection tools. Moreover, it handles the analysis of the data gathered

from three research instruments. It also provides the interpretations of the results obtained as well as suggested recommendations for both students and teachers.

Chapter One

General Overview on Oral Fluency in EFL Classrooms.

1.1. Introduction:

According to Brown (1990), there are four skills that should be mastered in learning English: Speaking, reading, listening, and writing. Speaking is a crucial skill that students should learn when learning a language. The ability to talk can be used to assess the success of language learning. Communication can be successful when the four language skills are used appropriately in any context. However, as the language teaching and learning arena shifts from GTM to CLT, speaking is being viewed as a critical skill to develop among learners.

Oral communication is an essential part of language learning. The capacity to communicate smoothly and confidently in academic, professional, and social situations is critical for second language learners. Many students, however, struggle with speaking skills owing to a variety of reasons that limit their capacity to communicate effectively.

This chapter will look at three key elements for developing oral fluency in second language learners. The first point of discussion is speaking skill. The capacity to transmit ideas, thoughts, and emotions through spoken language is referred to as speaking ability. It entails utilizing suitable grammar and vocabulary, pronouncing words correctly, and employing appropriate tone, intonation, and emphasis. This capacity is required for efficient communication in any language. The second subject is about the factors that hinder students from speaking fluently. Anxiety, lack of confidence, a limited vocabulary, poor grammar, and bad pronunciation are all examples of these factors. These difficulties can obstruct efficient communication, and students may get disappointed and disheartened as a result. Finally, the chapter discusses several classroom activities such as role-playing, debates, discussions, and games that can help students enhance their oral fluency.

1.2. Speaking Skill

Speaking is considered as a very important skill to develop among learners.

1.2.1 Definitions of speaking skill:.

The term speaking skill has several definitions, according to various authors. Speaking skill, as claimed by Bygate (1987), comprises making the necessary choices when employing language forms, following the correct sequence, mimicking native speakers, communication talents, and conveying the right meanings that the audience may grasp. Chaney(1998), defines speaking as the process of constructing and communicating meaning via the use of verbal and nonverbal symbols in a range of circumstances. As a result, speaking is often regarded as one of the most important skills that students must master in order to communicate successfully in the classroom. It is an interactive process of meaning construction that includes creating, receiving, and processing information.

However, in today's world, the purpose of teaching speaking should be to enhance students' communication abilities, because only by doing so will students be able to express themselves and learn how to obey the social and cultural conventions that are suitable in each communicative setting. As a result, current pedagogical research on teaching students to speak has offered some criteria for developing goals and techniques.

1.2.2 The importance of speaking skill:

Humans are programmed to speak before learning how to read and write. In any given situation, humans spend far more time communicating orally with language than writing it down. Speaking is the most significant skill since it is one of the abilities required to participate in a discussion. English speaking is a difficult task since speakers must understand several important components such as pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should be fluent in English in order to communicate simply and successfully with others. Rivers (1981)

investigated language usage outside of the classroom and discovered that speaking is used twice as frequently as reading and writing combined.

The most important skill to acquire when studying a foreign or second language is the ability to speak. Speaking is considered the most crucial of the four key language skills in learning a foreign or second language. Brown and Yuke (1983) state that "Speaking is the skill that the students will be judged upon most in real life situations". According to Bueno, Madrid, and Mclaren (2006: 321),speaking is one of the most challenging tasks language learners have to face. Moreover, speaking seems to be the most challenging of the four fundamental skills of English language since speakers must compose sentences on the spur of the moment. It is extremely difficult for foreign or second language learners to produce sentences without first knowing the grammatical structures and having enough vocabulary knowledge. Speaking skill is the most important for all learners who want to study English to advance their careers, grow their businesses, boost their confidence, gain better employment chances, give public presentations, attend interviews, engage in debates, participate in group discussions, make presentations, and so forth. Everything in today's modern world is tied to one's ability to talk.

1.2.3 Accuracy and Fluency:

These are two very important concepts for our research and, therefore, few words about their meaning are in order.

1.2.3.1 Definitions of Accuracy:

Accuracy is the second attribute of speaking performance. Students should be fluent in a foreign language. As a result, instructors should prioritize correctness in the classroom. Speaking accuracy denotes "the extent to which the language produced conforms to target language norms" (Yuan & Ellis, 2003, p. 2).This includes proper pronunciation, vocabulary, and grammar. Activities that emphasize accuracy

attempt to enable students to speak things correctly (proper grammar, proper word form).

Accuracy in communication is related with the following ideas: clear and eloquent speaking or writing, language devoid of grammar errors, words spelt and/or spoken correctly, and language suited to the circumstance and/or context.

1.2.3.2 Definitions of Fluency:

Hartmann and Stork state that (1976, p. 86), "A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed."

According to Fillmore (1979), fluency comprises the capacity to:

1. fill time with speech [i.e., to chat for an extended period of time without awkward pauses].
2. [Fillmore's emphasis] Speak in clear, reasoned, and "semantically complex" phrases.
3. having acceptable things to say in a variety of situations.
4. be innovative and creative in your use of the language.

Fluency is defined by Richards, Platt, and Weber (1985, p. 108) as follows: "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions." They go on to say that fluency is used in second and foreign language acquisition to define a person's degree of communication ability, which includes the abilities to:

1. Generate written and/or spoken words with ease.
2. Communicate with a decent but not flawless command of intonation, vocabulary, and grammar.

3. Communicate concepts effectively.

4. Create continuous speech without producing understanding problems or a breakdown in communication. (Richards et al, 1985, pp. 108-109).

Fluency is most commonly linked with speaking naturally, smoothly, or like a native. Although people talk about reading and writing fluently, it is perhaps less prevalent, and listening fluency may be overlooked. Similarly, researchers have mostly concentrated on spoken language, followed by reading and writing fluency, and, to a smaller extent, listening (Muller, Adamson, Brown & Herder, 2014).

1.2.4 Definitions of Oral Fluency:

Fluency is a regularly used concept in foreign language teaching, and it is usually contrasted with accuracy, particularly in communicative language teaching. Fluency is described as the capacity to utilize a language swiftly and confidently without too many hesitations or unnatural pauses that produce communication barriers (Bailey, 2003; Byrne, 1986). It is an expectation for anyone who has invested time and effort in learning a target language. According to Shahini and Shahamirian(2017),fluency is a key component of communication skills. In other words, fluency is "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions" (Richards, Platt & Weber, 1995, p. 108). In Hedge's view (1993), fluency is attributed to the ability to connect units of speech with ease and without exertion, excessive slowness, or undue hesitation.

Fillmore (1979) proposed four skills that may be used to relate to the term fluency. The ability to speak with length and few pauses comes first, followed by the ability to speak on, reasoned, cohesive, and semantically dense phrases. While, Richard, Platt, and Weber (1985) described fluency as the characteristics that give the speech the qualities of being natural and normal, including native-like use pauses, rhyme, intonation, and interpretation.

Speaking fluency is an important component of oral proficiency because it allows the speaker to convey a communicative message by creating an unbroken speech that does not cause understanding breakdowns for the listener

Generally speaking, oral fluency requires the speaker to talk without fearing about grammatical mistakes or remembering of a relevant vocabulary in specific context (accuracy) because these things may distract him from speaking fluently. Overall, being fluent in speaking may be characterized as the natural capacity to talk spontaneously as rapidly, fluently, correctly, lucidly, efficiently, and comprehensibly as possible with a limited quantity of words.

1.2.5 The Role of Fluency in EFL Classrooms:

Though speaking English fluently is usually cited as an end goal by learners, really fluent English is, in general, an objective that only a few students accomplish. While this may be discouraging for both students and teachers, fostering oral fluency is essential for learners in order to not only improve their speaking skills, but also to further strengthen their overall English ability.

The objective of learning a second language is to be able to use it naturally. Brumfit (1984) defined fluency as native speakers' natural language usage. Speaking fluency is also an essential component of communication competency since it allows the speaker to make continuous discourse without difficulty for the listener and to keep communicative ideas more successfully. According to Richards et al. (1985), the strand of fluency is an evaluation of one's communication competency level. There is no language student who refuses to speak fluently. This means that speaking fluency is required for EFL students to develop and improve their language. Fluent learners are viewed as the most successful and effective students in EFL lessons because they can convey their thoughts freely without unnecessary pauses or frequent hesitation, in which they express "facility, validity, flexibility, and creativity felt by the listener" (Fillmore, 1979:10). Furthermore, it has been demonstrated that many teachers in foreign language education believe that the best class conversations are those that

develop spontaneously. In addition to that, fluency assesses students' communication skills. According to Brumfit (1984), fluency is the maximally successful operation of the student's language system thus far acquired. In sum, fluency is one of the primary goals of EFL learners that must be achieved in order to acquire speaking competency.

1.3 Speaking Problems affecting EFL Learner's Oral Fluency

There are numerous variables that prevent EFL learners from speaking fluently. Some of these elements are associated with the learners themselves, while others are associated with the teaching strategies and classroom environment. According to Ur (1991:121), students have some difficulties while speaking fluently. Those speaking difficulties can be viewed from two perspectives: psychological and linguistic aspects. The psychological factors include: lack of self-confidence, fear of making mistakes, lack of motivation, anxiety and shyness. However; grammatical errors, irrelevant use of vocabulary and poor pronunciation are referred to the linguistic factors that hinder students from speaking fluently and naturally during classroom activities.

1.3.1 Lack of Practicing Speaking Skill:

It is well acknowledged that attaining fluency in foreign language speaking in the classroom is a difficult task. Even advanced students frequently leave a language course believing that they are not adequately prepared to communicate outside of the classroom. According to Scrivener (1994), EFL learners often do not have appropriate access to practice the language in the classroom. Moreover, Larsari (2011) confirms that, EFL and ESL students do not have a good setting in class to practice English speaking. Teachers may not give as many opportunities for students to speak as they should, resulting in less practice time. Finally, when speaking English, students become unsure, uncomfortable, and afraid. In other words, the setting of English as a foreign language (EFL), learners have few, if any, opportunities to utilize the language outside of class. As a result of their lack of practice, EFL learners have

difficulties with the cognitive processing task, psychological considerations, and physical problems. Practice helps students to improve their speaking fluency (the more students speak the faster they will improve their speech). There are lots of ways that could help learners practice their language by talking to themselves in the mirror, reading out loud to improve speed and participating in group conversation.

1.3.2 Psychological Factors:

Psychological difficulties are those that frequently interfere with emotional or physical health. These psychological issues may have a negative impact on a student's ability to talk. According to Juhana (2012:101), there are several psychological factors that students experience when speaking English, and they are as follows:

1.3.2.1 Lack of Self-Confidence:

Because of the students' lack of vocabulary, lack of confidence in speaking, and perception of English as a difficult topic, speaking fluently is seen as the most challenging language skill. In general, self-confidence is a person's feeling of faith and belief in his or her own skills to do things successfully. According to Adalikwu (2012) Self-confidence may be defined as the 25 belief that a person has in their ability to succeed at a task, depending on whether or not they have previously performed that skill. Thus, it is a fundamental concern in the field of foreign language learning. As Cole et al. (2007), confirmed "confidence was as important as competence in speaking and listening".

According to William and Burden (2004), one of the internal characteristics that influence someone's language learning is confidence. Students that are self-confident can talk fluently,   coherently and naturally. They have good speaking skills. While, unconfident students are pessimistic about everything; they never try to succeed in their work; and they only predict negative outcomes during their oral presentations which affect their speaking fluency.

They easily give up since they are fearful and insecure when learning. Students who lack self-confidence find everything difficult, even speaking; they hesitate, stutter, make slips of the tongue, or lose words and all of this inhibits them from communicating or performing successfully. Because of the lack of confidence, many individuals are afraid of speaking in public, whether they are giving a presentation, attending an interview, or speaking at a meeting.

1.3.2.2 Lack of Self-Esteem:

According to Humaera (2015), students' self-esteem is inhibiting since they have incorrectly evaluated their own competency. Students, who have poor self-esteem regarding their own skills, particularly speaking, will believe they have no grasp of English, while the reverse is true. She goes on to say that teachers should educate students how to recognize their own speaking abilities.

1.3.2.3 Fear of Making Mistakes:

Fear of making mistakes or Atelophobia[1] is another reason that hinders learners from oral fluency. "Fear of negative evaluation is the apprehension about other people's evaluations" (Lucas, Miraflores& Go, 2011:102). Students frequently avoid making mistakes in front of their peers and teachers. This fear of negative criticism causes speaking anxiety, making students afraid to speak in class. When people are afraid to talk, it is difficult for them to build the fluency required to improve their English speaking skills. Moreover, there are numerous factors for this anxiety of making mistakes, one of which being how students' classmates see them in the classroom. Students frequently believe that other students are criticizing their speaking skills, therefore they avoid speaking and making mistakes in front of them. Another factor is the teaching methods employed. Ineffective error correction

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[1]**Atelophobia:** Is an obsessive fear of mistakes. A person who suffers from this syndrome is scared of making errors. They tend to avoid situations in which they believe they will fail. Anxiety, despair, and low self-esteem can all result from atelophobia.

strategies that make students believe their mistakes are negative things add significantly to the fear of making mistakes. In fact, mistakes should be viewed as a positive component of language development since they indicate that students are making an effort and provide an opportunity for effective error correction from which all learners in the class can benefit. Unfortunately, some teachers do not view mistakes in this perspective and utilize teaching methods that increase students' fear of public speaking. Furthermore, bad mistake management strategies demotivate students and make them afraid to speak fluently.

1.3.2.4 Lack of Motivation:

Motivation appears to be particularly crucial in the development of speaking skills. Someone who is very motivated may participate in speaking. It can be deduced that one may speak well in English as a result of motivation to speak. A person with strong speaking motivation, for example, will practice and train himself to talk fluently and precisely in order to become a better speaker. On the other hand, someone who lacks passion to talk will rarely practice and teach himself to speak smoothly and accurately.

Many students have difficulties with speaking fluency. There are numerous factors that hinder their oral performance. Students may be unaware of the importance of English; some may acquire English only to improve their exam grades. However, the majority of those students are unmotivated.

According to Lennon (1993:41) motivation is defined as the most significant single factor influencing continued progress in oral proficiency. Pintrich & Schunk, (1996: 4) argue that motivation is a process that cannot be directly observed, but can be inferred from actions such as task selection, effort, persistence, and verbalizations. In addition, Brown (2001:72) believes that motivation is the difference between success and failure; if people are motivated, they will learn; if they are not motivated, they will not. Madsa (2012:4) indicates that the role of instructors is to make the classroom environment appropriate to speaking and to encourage students to communicate in a variety of ways. In other words, teachers' role is to relieve their

students' nervousness, fear, and anxiety by making it simple for them with supportive words. Students' speaking fluency would improve if both students and teachers were highly motivated.

It is difficult, if not impossible, to enhance students' oral fluency if they are not motivated, regardless of how brilliant the teacher, curriculum, or institution is. Furthermore, disengaged students can disengage other students from academics, affecting the environment of a whole classroom or institution.

1.3.2.5 Anxiety:

According to Melouah (2013: 65), foreign language speaking anxiety is one of numerous elements influencing students' oral fluency in the foreign language that they are required to utilize. Thus, foreign language speaking anxiety promotes a variety of negative learning phenomena, such as students' inability to participate in speaking activities. In other words, foreign language speaking anxiety, as reported by Mohamed and Wahid (2009), is a pervasive negative factor that leads to poor performance in both speaking skills and oral performance. Because the presenters or learners are nervous, they are unable to articulate their ideas and thoughts clearly. In addition, Horowitz et al. suggest in Abu-Rabia (2004: 712) that language anxiety is more likely to impact oral communication abilities when the learner is fearful of spontaneous speech in the FL. However, Woodrew (2006: 308) believes that contact with native speakers was the most frequent source of anxiety. This arises because language learners do not meet and practice their English with native speakers on a regular basis.

1.3.2.6 Shyness:

According to Pilkonis (1977), shyness is a tendency to avoid public encounters and to fail to participate appropriately in social circumstances. In an EFL classroom focused on communication, students need to utilize English as a tool for communication. Shy students have a significant disadvantage. Speaking in public is a challenging task for them. They have a bad image of themselves, which affects their

motivation to talk. The same thing happens whether they desire to speak a foreign language or are requested to respond in a foreign language. Shy people may hesitate, take long pauses, or even leave the situation. As a result, they earn bad marks in speaking courses due to the teachers' wrong assumption that they are not competent enough in speaking, and teachers award shy students low marks, but the problem is the teachers' ignorance of shyness as an emotional element in EFL lessons.

Farooqui (2007) claims that shy students are more vulnerable in speaking classes since they do not plan to participate in speaking activities. Shyness among EFL learners appears to be increased in the formal framework of the classroom, and as such, it may be believed that it is strongly related with social anxiety, which might inhibit involvement in classroom interactions. Furthermore, Crozier (1997) demonstrated that less shy children outperformed more shy children in formal fluency and expressive vocabulary tests. Besides, it was shown to be a considerable difference in failing records between shy and non-shy pupils (Amini, 1999). Shy students avoid speaking, provide limited replies to questions in the target language, and prefer to be alone. They have minor communication difficulties, are slow to communicate their feelings, and frequently do not respond when others express their emotions.

Shyness begins to inhibit students' ability to talk when they are requested to perform speaking in front of the class in the form of dialogue, speech, or even presentation. As a result, students forget what they need to say throughout their public speaking performance.

1.3.3. Linguistic factors:

According to Mahripah (2014), several linguistic factors of language such as phonology, syntax, vocabulary, and semantics, as well as psychological aspects such as motivation and personality, influence EFL learners' speaking fluency.

For EFL learners, phonology is a difficult part of language learning. English, as we all know, is not a phonetic language. That is, the pronunciation of English words differs from their spellings. Words with similar spellings are sometimes pronounced

differently due to surrounding situations such as tenses and phonemes. This can present several difficulties for non-native speakers, who may become confused while forming English words**.**

EFL students need to comprehend words and phrases. They should understand how words are broken down into various sounds and how sentences are stressed in different ways. Grammatical competence can assist speakers in appropriately applying and perceiving the structure of the English language, which leads to fluency (Latha, 2012).

Native speakers may express themselves easily since they are fluent in the language. If they are having difficulty explaining certain concepts, they will try to communicate those concepts in various ways. They may make syntactical errors, but these errors do not affect the sense of the sentences they intend to communicate and do not cause serious difficulties for listeners to understand them.

1.3.3.1. Grammar:

Grammatical competency, according to (Shumin, 2002:207), is an umbrella concept that incorporates developing proficiency in grammar (morphology, syntax, vocabulary, and mechanics). Thus, grammatical competence allows speakers to utilize and grasp English language structure precisely and without hesitation, which leads to fluency.

Students are discouraged from learning to speak because they lack mastery of grammar. They may hesitate to participate actively in the classroom because they lack awareness of sentence patterns and formulas in oral and written English (Humaera, 2015).

When it comes to writing, students have time so that they think and evaluate in their minds as well as they can take their time. In other words, they can fix their mistakes and glance over them. It is okay if they are not in a hurry, but when it comes to speaking, there is no time. Students don't have time to think about rules of tenses (like present perfect, past progress, ect) in English when they are talking to people. For example, if someone asks a student a question, he or she must respond

immediately, because he/she does not have time to think about (prepositions, verb tenses, possessive, phrase verbs, and all the other linguistic terms), he/she has acquired. Therefore, students will face a number of challenges in learning how to talk effectively and powerfully. As a result, they will feel irritated and nervous. Because their minds would be completely occupied, words will be difficult to come out of their lips. Most English learners feel that studying grammar is the key to speaking English fluently.

1.3.3.2. Vocabulary:

According to Saied and Sara (2011), mastering vocabulary is one of the most difficult tasks that every student encounters when speaking a foreign language. Thus, vocabulary refers to the words that are exposed during articulation. As a result, it is connected to the delivery of utterances fluently.

There is a strong connection between vocabulary and speaking skill. The correlation is that the more acquired vocabulary students master, the higher their chances of fluency in speaking. The correlations should then be maintained in order to learn English as a target language.

In other words, vocabularies are the words of a language, which might be single objects or phrases that convey certain meanings. We cannot overlook the quality of vocabulary in the students' communications since individuals are unable to comprehend others or communicate their own ideas without adequate vocabulary. Speakers cannot express their ideas and goals if they lack vocabulary knowledge.

1.3.3.3. Pronunciation:

According to Hornby (1995) pronunciation is the form in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Many English language students experience difficulties speaking and pronouncing words correctly. This is due to the fact that English includes numerous difficult sounds, such as "th" and "ch."

It is necessary to keep in mind that more speaking practice does not automatically imply greater pronunciation practice. These two concepts are different. Speaking practice teaches you how to form natural phrases in real-life discussions. Pronunciation is all about making sure you sound clear and understandable. When someone used the right sounds when speaking, others can immediately comprehend what he is attempting to communicate. However, if someone has excellent grammar and a wide vocabulary, effective pronunciation will allow people to hear and comprehend him more clearly.

1.3.4 Classroom environment:

Another aspect that has a significant impact on student speaking fluency is the classroom environment. According to Brannon et al, (2010) classroom atmosphere is a critical aspect of good education. Effective classroom management, which begins with effective lesson planning preparation, assists teachers in teaching and students in learning.

Students flourish in a healthy class atmosphere and a setting in which they feel protected, cared for and involved. From a student standpoint, a successful classroom environment allows students to socialize while learning interesting content. Effective classroom management, from the standpoint of a teacher, entails preventive discipline and engaging education. Similarly, (CluniesRoss, Little, &Kienhuis, 2008) states that the classroom environment is crucial because it motivates students to continue working, gives appropriate instruction and feedback, manages student work, and can keep disruptive behaviors to a minimum. An effective teacher is an excellent classroom manager. A poorly managed classroom cannot support effective teaching and learning.

1.3.5. Hesitation and Making Pauses:

These are most of the time behind preventing students from speaking comfortably.

a- Hesitation:

Previous research has found that the phenomenon of hesitation influences the speech production and performance of LI and L2 learners. Carroll (2007) describes hesitations as a silent moment that occurs between the components of language when uttering phrases. Hesitation is how individuals used silence to take a breath while speaking, prepare for continued speaking, announce the end of speaking, and take a turn speaking (Rose, 2012). It is possible to define hesitation as a time of pause in the middle of speaking or conversing. When speaking a foreign language, hesitation is analyzed through its components: beginnings, pauses, and repeats.

In a foreign language, hesitation is seen as a sign of disfluency. It indicates that the speaker is confused about what to say. According to Hilton (2008), disfluent speech is characterized by extended pauses that divide the discourse into less well-defined chunks from a syntactic or conceptual standpoint.

b- Pauses:

A term of silence in language production refers to a pause, or the moment when individuals stop talking; how individuals used silence to take a breath. Pause is a form of hesitation that is substantially integrated into other words of the phenomenon of hesitation. These are an essential component of communication, especially unscripted and spontaneous speech. (Rose, 2012). The first category is a silent pause. The interval/duration of silence within speaking is known as the silent pause or unfilled pause. It is typical for people to take a silent pause in the middle or at the end of their discussion.

Pauses are seen as an essential component of communication. Different researches have noted that the proportion of pause length ranges from 20% to 50% of the total time of speech in actual speech and from 30% to 46% in spontaneous speech. Pauses can be used to convey hesitation. They can be quiet or filled. However, silent or unfilled pauses are interruptions in speech output that can be short or extensive in length (Crystal, 2008).
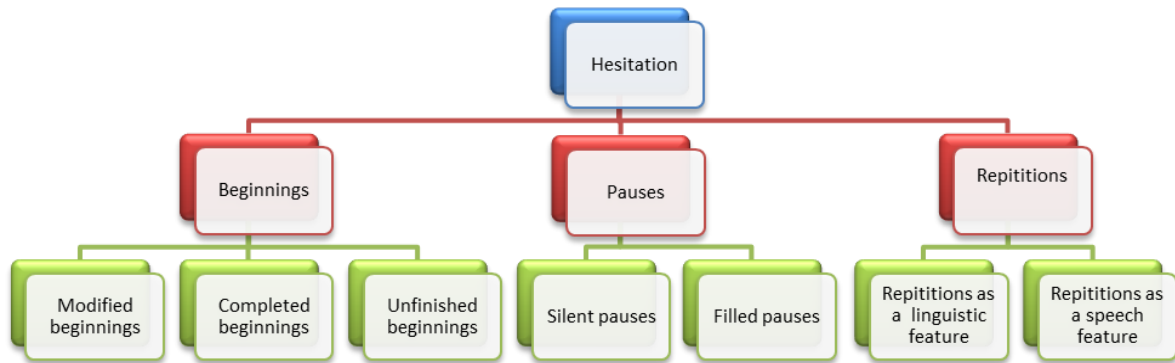
Diagram1: The phenomenon of hesitation, as well as its constituents

1.3.5.1 Hesitations and its constituents:

a- Beginning words:

▪ Modified beginnings: The first unit is followed by another that replaces it.

▪ Completed beginnings: The first unit is stopped and then finished without a syntactic change.

▪ Unfinished beginnings: The first unit is left incomplete and is replaced by a word with a different syntactic structure. Henry and Pallaud (2004).

b- Pauses:

▪ Silent pauses in which the learner does not speak. It is distinguished by a sudden lack of all vocal emissions during speaking. Although certain silent pauses appear to represent chances for the speaker to breathe, the morphosyntactic regularities of the breath breaks demonstrate that the speakers choose when to breathe and are not passively subject to such physiological limitation. With the exception of few severe situations, no one breathes while speaking. Even if this occurred, one would very certainly repeat the entire term. Candea (2000).

▪ Filled pauses are interrupted segments that are followed with hesitating interjections. Vocal lengthening is also classified as a full pause. Campione and Véronis (2004)

c- Repetitions:

✔ The grammar predicts repetitions as a linguistic property. In general, they present themselves in a number of ways. Repetitions provide expressive value to the speech and are not regarded an indication of disfluency.

✔ Repetitions as a speech characteristic emerge solely in spoken language and result in ungrammatical utterances. In other words, such repetitions are grammatically incorrect. (Henry, 2002)

1.3.5.2 Types of Hesitations:

As stated previously, both silent and filled pauses can be used by the speaker to show hesitancy. Moreover, Stenstrom (2011) mentions various ways of conveying hesitancy, which are as follows:

a- Lengthening:

- Lengthening involves making a word longer by repeating a certain letter, whether it is a conjunction, such as (aaand), or an article, such as (thee). It is employed as a method to provide for adequate time to plan ideas.

b- Repetitions:

- Repeating a word more than once is an example of repetition. This occurs with prepositions such as (to to to), articles such as (the the the), pronouns (I I I), and conjunctions such as (and and). They provide the person enough time to analyze and think about what to say next. They frequently occur in the opening position when the speaker returns to a certain topic after a detour.

c- Repairs:

- Repairs have a broad impact on lexical terms. The speaker chooses from a variety of terms in order to improve his or her pronunciation. A "verbal filler or a filled silence" frequently precedes repairs (Fox Tree & Schrock, 2002).

d- Reformulations:

- Reformulations are more likely to occur in the beginning position or when the speaker switches from one topic to another. Conjunctions, such as and, but, so, can act as a bridge between two utterances, similar to verbal fillers and filled pauses. The speaker might start over to reformulate what he or she has created.

1.4. Improving Oral Fluency:

Speaking is one of the four skills in English that students believe is extremely difficult. Speaking fluency can only be enhanced with additional practice and exercise. In order to effectively reach all students, teachers must employ a variety of instructional strategies. One of the primary causes for many FL learners' low performance is simply a lack of time to practice the new language. This is particularly problematic in large EFL classrooms because students must acquire aural-oral skills. According to Harmer (2001, p.271), many classroom speaking practices in oral expression courses focus on language function rather than grammar and vocabulary alone. In addition,he proposes many primary activities, including communication games, knowledge gap exercises, and group discussions.

1.4.1 Group work:

Group work is a key component of many different teaching methods. It is also known as cooperative learning.According to Harmer (2001), one of the advantages of team work is that it promotes learner autonomy by enabling students to make their own decisions in the group rather than being told what to do by the teacher. Moreover, Harmer (2007) emphasizes the benefits of group work by stating that it improves the amount of speaking opportunities, gives a space for speakers to express their differing viewpoints, fosters collaboration and negotiating skills, and enhances learner autonomy.

(Lynch, n.d.) argues that the most common reason for adopting group work is that it optimizes each learner's opportunity to speak and that engaging in small groups reduces the psychological burden of public performance. That is, while they are in groups, students' engagement will be increased by listening, making remarks, and asking/answering questions, and they will learn a lot from one another, as well as being exposed to more spoken language interchange. In brief, Group Work provides students with additional opportunity to freely practice the TL in the classroom using a variety of methods like as negotiating with classmates and interacting with them.

Furthermore, Tuan and Nhu (2010) highlight that group work promotes a more relaxed atmosphere in the classroom, which improves students' quantity and quality of language usage. As long as, students who work in groups do not feel rushed to create and produce sentences or answers as they would in a whole-class discussion.

1.4.2 Information Gap Activity:

According to (Lindsay, 2000) there are several activities for improving oral fluency, but in terms of information gap, learners consider this sort of strategy as practical and successful whenever a teacher wants to have students speak the L2 in the classroom by giving real-world circumstances in a stimulating way.

Information gap activity is kind of speaking activity in which two speakers have separate portions of information that together produce a full image when they relate one element to another. This activity requires the students' ability to fill information gaps as well as their vocabulary and information in order to exchange it with other students because in most foreign language classes, the teacher uses this type of activity to share information between students during a classroom oral course (Harmer, 1998, p.88).

It could be stated that knowledge gap activities can be employed at any level to enhance speaking skills; they maximize time for students to speak in class, with the

teacher serving only as a facilitator and monitor of the activities, provided that the use of information gap activities is clear in terms of goals and procedures.

1.4.3. Discussions:

Discussion exercises are an excellent technique for students to develop their speaking fluency and confidence. Teachers may spend more time in the classroom talking to their learners than students need to practice the English language and communicate. Incorporating some engaging discussion activities into the classroom to allow students to articulate their thoughts, convey their knowledge, and connect with teachers and one another is crucial for enhancing students' fluency in speaking.

Discussion activities encourage critical thinking and are as a result, ideal preparation for speaking assessments, which test the ability to explain and reason ideas and perspectives in English. Including discussion activities in the English speaking classroom has several advantages, such as increased student motivation and interest, teachers who include discussion activities in their lectures can help sustain students' concentration, and speaking up in front of the class helps students practice their public speaking skills smoothly and courageously, as well as increasing confidence and fluency.

Teachers must motivate and assist students who do not participate, as well as be sensitive to the sensibilities of shy students; integrate them into the discussion with corroboration, and nervous students may benefit greatly from writing down some ideas and points before participating, motivate them to try that way.

1.4.4. Presentations:

The majority of English teachers and students strive for fluency. Though English fluency is frequently mentioned as an end goal, truly fluent English speaking is an achievement that only a few students accomplish. Oral presentations give students with a process-driven activity that requires them to utilize English not just during the presentation itself, but also when preparing to present. Group presentations are an

excellent example of this. Group presentations necessitate collaboration among students in order to organize and prepare for their presentation. Students can be encouraged to use English during group work to negotiate meaning with the other members of their group and to collaborate in English to prepare how they will deliver their views to the rest of the class. This promotes the use of English to achieve a certain aim in an authentic manner. Another benefit of using oral presentations in the language classroom is that they might increase students' motivation to study English. This can result in higher levels of motivation for the students participating since they can see the results of their hard work when their presentation is successful. Finally, one of the most rewarding aspects of teaching a presentation class is watching students acquire confidence, self-esteem, and autonomy while working individually or in small groups to create and deliver a successful presentation.

1.4.5. Role plays:

The role-play is one of the various teaching communicative strategies used to encourage conversational engagement in English classes. According to Ladousse (1987), role-playing improves oral output. It reduces stress levels since students may play a different role than their own without feeling pressured to correct themselves orally or linguistically.Laddouse believes that role play is one of a complete range of communication approaches that build fluency in language students, encourage engagement in the classroom, and increase motivation. He explains that role play is an activity that allows students to engage in the role of someone else. Being in such a situation occurs only in a safe environment to remove any stress or fear. He continues by stating that this strategy benefits students by increasing their fluency and motivation.

Scarcely and Crookal (1990), as described in Benabadji (2007), state that students' fluency may be increased by employing role-playing, because role-playing as a learning approach helps students to internalize, experience, and feel language in a

dramatic setting.Moreover, according to Dorathy and Malahakshmi (2011), role play is an effective method for students to expand their vocabulary. As a result, it develops their speaking skills and gives them the opportunity to work in groups and engage with one another. Role play also enables the shy and very silent members of the class to wear a mask that covers their anxiety while demonstrating their abilities. As a result, the role play strategy ensures that learners practice the FL while also having fun throughout the oral session. It makes learners less stressed and more motivated to take on new responsibilities in various scenarios, and most importantly it helps them to improve their oral fluency.

1.5. Conclusion:

To summarize, successful communication requires good speaking abilities, which are particularly important in today's globalized world. Many students, however, fail to communicate smoothly due to a variety of problems such as lack of confidence, a restricted vocabulary, and a fear of making mistakes. These problems can obstruct oral fluency significantly, affecting students' academic and professional achievement. Fortunately, there are several instructional activities that can help students enhance their oral fluency. These activities include role-playing, debate, discussion, and presenting exercises, which allow students to develop their public speaking abilities in a safe and enjoyable environment. Teachers can also use strategies like feedback, modeling, and corrective feedback to assist learners improve their speaking abilities.

Chapter Two

Research Methodology and Data Analysis

2.1 Introduction:

This chapter represents the core of our work. It provides the research method of the study. It entails research design, setting, instruments, data collection, results and discussions which are collected through three main research tools which are: the students' questionnaire, the teachers' questionnaire and the classroom observation in order to achieve our objectives, to answer the research questions and to test the validation of our hypothesis.

2.2 Research Design and Methodology:

This study took place in the English department of Tlemcen's university Abou Baker Belkaid during the academic year of 2022/2023.In order to discover factors that influence students' oral fluency the method used by the researcher in this study is the descriptive analytical method. This method helps to transfer the main acquired data into a form that is easy to interpret and analyze in order to provide a description of information. The data collection approaches described above are intended to achieve a valid knowledge and logical explanation of the issues that hinder students from speaking fluently.

2.2.1 Sampling and population:

a) Students' Questionnaire:

The study's target population is third-year English students and their oral expression teachers at AbouBakrBelkaid University in Tlemcen for the academic year 2022/2023.The research participants were 41 students, including 7 males and 34 females, randomly selected from third year English students. They are 313 students who were clustered in 06 groups from which 13% of the students were randomly assigned to be as a sample. The sample size approximates two groups to deal with, namely groups 03 and 04. Since various circumstances, such as time limits and accessibility, may interfere with the study, this sample of 41 students is chosen at random to participate in the experiment. These groups are made up of females and

males ranging in age from 19 to 25. They have different skills and levels. The focus will be on third year LMD students for two reasons: First, during our year of studying English at Tlemcen's University we noticed that most of the students face hindrances that hamper them from expressing their thoughts fluently especially during oral class presentations. Second, we select this sample because they should have a reasonable experience with their oral fluency problems.

b) Teachers' Questionnaire:

The questionnaire is distributed to ten oral expression session teachers. The selection of such a sample was chosen with the assumption that teachers of oral expression will benefit and assist us more than other teachers because they teach students how to improve their speaking skills.

c) Classroom Observation:

The sample of the classroom observation was about 20 students. They were observed during the presentation of their projects in oral expression sessions.

2.2.2 Research instruments:

This study follows methodological triangulation that involves using three methods of data collection namely students' questionnaire, teachers' questionnaire and classroom observation.The purpose of this methodology is to enrich the output of the three data collecting instruments that complement one another by exploring the factors and obstacles that affect EFL learners' oral fluency from various perspectives.

2.2.2.1 Students' Questionnaire:

The twenty-five items in the questionnaire are diverse; they represent either ( ) open-ended questions, ( )closed-ended questions, ( ) questions requiring students to select the appropriate answer from a range of choices, or ( ) questions requiring learners to express their personal point of view and justify their chosen answers. The questionnaire aims to study the factors that influence EFL learners' oral fluency. In addition to the obstacles that hinder English students' need for instruction to increase their oral fluency development.

First, it starts with an introductory paragraph that introduces the research topic and also it describes the objective of the survey. The next part in this questionnaire consists of 25 questions which are presented in five different sections. The first section contains information about the student's background. It has two separate questions. In Q1, students must identify their gender. Then, in Q2, students are asked to mention their age. The second section composed of six questions which addressed the items related to the speaking skill. In question 01, students are asked to indicate how they find speaking in English: four rating options were proposed ranged from, very difficult, difficult, easy or very easy. In question 02, students are required to classify their level of English proficiency: four options they have to choose from, excellent, good, neutral or bad. After that students asked to mention how much they speak English with their classmates inside the classroom in question 03, always, sometimes, rarely, never. However, in question 04 they are required to choose what type of activities are typically performed in their oral class from: solving exercises, watching discussing videos, listening activities, open discussions, tasks/games or oral presentations. In question 05 they are desired to select what methods of assessment they employ in their oral classroom: tests, activities/tasks or oral presentations. The last question (06), is about what will students do if they don't know a word or phrase while speaking. Finally, the third or the last section collected nineteen questions which are related to our major research question what are the main factors that affect students' oral fluency.

2.2.2.2 Teachers' Questionnaire:

The seventeen items of the survey are varied; they are either () open-ended questions, () closed-ended questions, () questions that ask teachers to choose the best response from a list of options, or () questions that ask teachers to explain why they picked the responses they did. The purpose of the questionnaire is to investigate the variables that affect oral fluency in EFL learners. In addition to the challenges that

prevent English students from receiving the instruction they need to improve their oral fluency. This questionnaire consists of 17 questions.

2.2.2.3 Classroom Observation:

Observing the students' level of fluency in the classroom is to determine how effectively they can communicate in the target language. The term "fluency" describes the ability to speak or write in a language without hesitation or obvious errors. Insight on students' fluency levels and other language skills like vocabulary, grammar, and pronunciation can be obtained from observing them in the classroom.

The purpose of classroom observation is to observe students' abilities to utilize proper language in various circumstances as well as the complexity and accuracy of their sentences.

The fluency of the students can be observed by teachers, who can then identify any areas where the students may require more practice or guidance. They can use this knowledge to better tailor their teaching methods and resources to the requirements of particular students or the class as a whole. Additionally, it can give students insightful feedback, assisting them in identifying areas where they need to concentrate their efforts in order to further develop their language skills. This observation took place in oral expression sessions, where 20 students were recorded and observed while doing their presentations. The checklist used in the assessment includes four indicators of fluency they are rated from A to D (A= only one time, B= More than two times, C= More than 3/4 times, D=More than 5 times) each student is assessed according to this scale A=advanced fluency, B= good fluency, C= limited fluency, D= disfluent. Due to a lack of time and resources, this examination was used even though it is an approximation of the actual indicators of fluency. Because fluency measurements take time and require fluency experts.

2.2.3 Data Analysis:

This section will focus on analyzing all the data collected from both questionnaires and from classroom observation.

2.2.3.1 Analysis of the Students' Questionnaire:

In this chapter, the data obtained from the survey is presented in tables and figures. This part shows the statistical analysis of the collected data. In other words, it gives an analysis of the data that was gathered from the questionnaire.

Item 01: Gender.
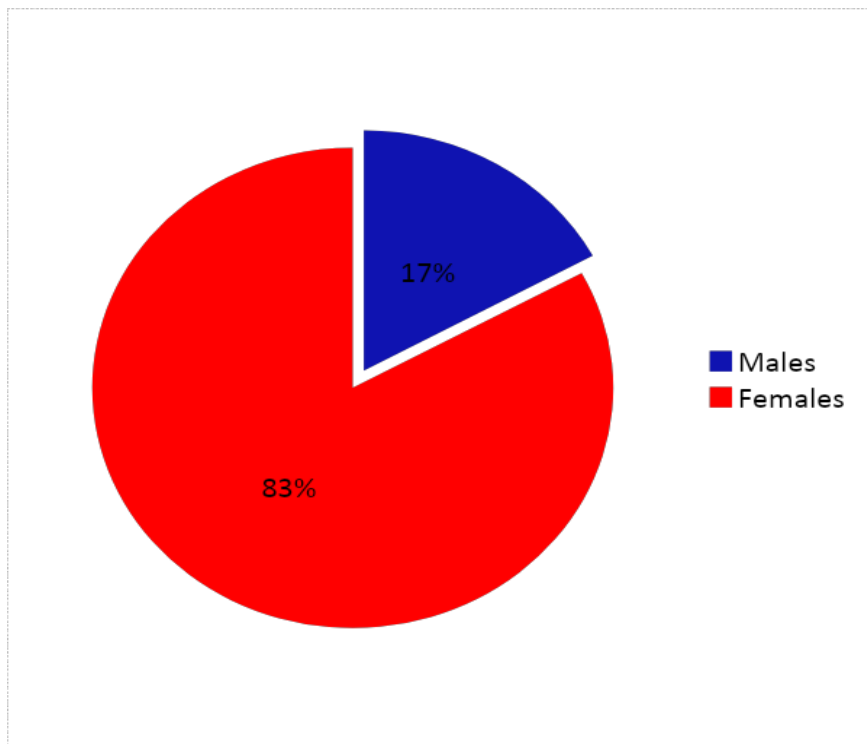
Figure 2.2: Students' Gender Distribution

Sex	Number	Percentage
Male	**7**	**17,07%**
Female	**34**	**82,93%**
Total	**41**	**100%**

Table 2.1: Students' Gender Distribution.

The table and the graph 1 above illustrate the gender distribution of students. It is noted that the majority (82,93%) of students are females, while only (17,07%) of them are males. In fact, the students' gender indicates the fact that females are more likely to study languages than males.

Item 02: Age.
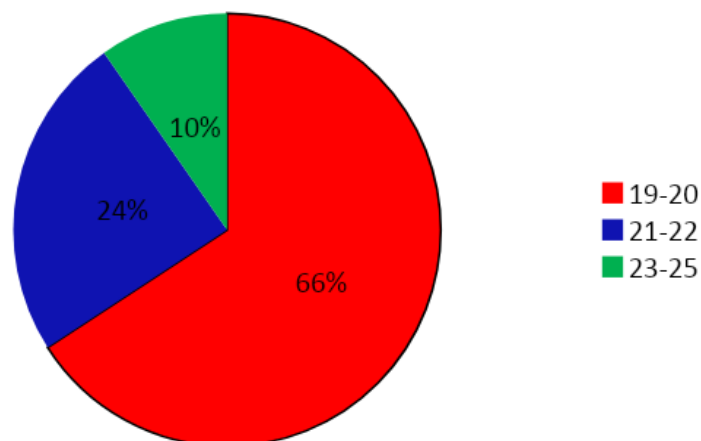
Figure 2.3: Students' Age Distribution

Age	Number	percentage
19-20	**27**	**65,85**
21-22	**10**	**24,39%**
23-25	**4**	**9,76%**
Total	**41**	**100%**

Table 2.2: Students' Age Distribution

From the table 2 above, students aged from 19-20 years old are the majority with (65,85%), and from 21-22 years old are (24,39%) of students. However, from 23-25 we have only (9,76%) of the total percentage.

Item 03: How do you find speaking English as a foreign language?
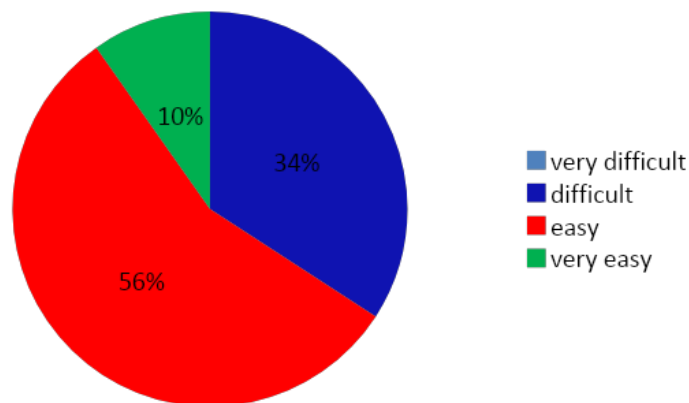
Figure 2.4:Students' Attitude toward Speaking English.

Option	Number	Percentage
Very difficult	**0**	**0%**
Difficult	**14**	**34,15%**
Easy	**23**	**56,10%**
Very easy	**4**	**9,75%**

Total	**41**	**100%**

Table 2.3: Students' Attitude toward Speaking English.

In table 3, students are asked to say whether they find speaking very difficult, difficult, easy or very easy. The majority of them which represent (56,10%) think that speaking a foreign language is easy. However, researcher believes that this data does not necessary mean that they are good speakers, but their attitude regarding speaking skill was good, (34,15%) of them think that speaking English is difficult. While only (9,75%) select that speaking is a very easy skill and no one of the students find speaking a language as a very difficult skill.

Item 04: How would you classify your English proficiency?
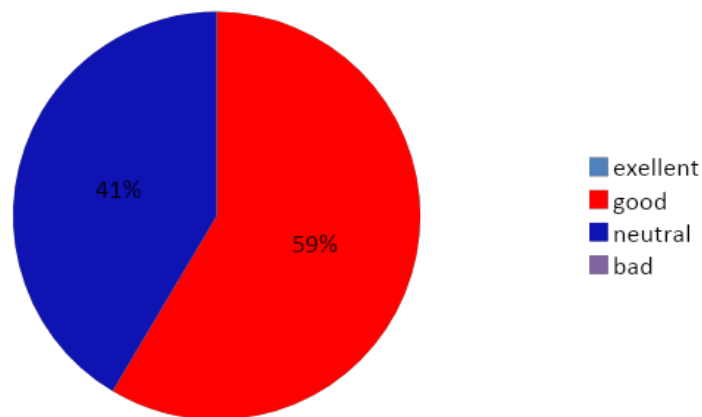
Figure 2.5:Students' Level of English.

Option	Number	Percentage
Excellent	**0**	**0%**
Good	**24**	**58,54%**

Option	Number	Percentage
Neutral	**17**	**41,46%**
Bad	**0**	**0%**
Total	**41**	**100%**

Table 2.4: Students' Level of English.

This question asks students to evaluate their level in the speaking skill. The data in the table 4 show clearly that the majority of third year students (58,54%) select that their level in English is good. Also, we have noticed that (41,46%) of students say that their level is neutral (average). However, no one of the students (0%) select both the options of excellent and bad which means that the target population seems very harmonious with speaking skill and oral sessions.

Item 05: How much do you speak English with your classmates and teachers inside the classroom?
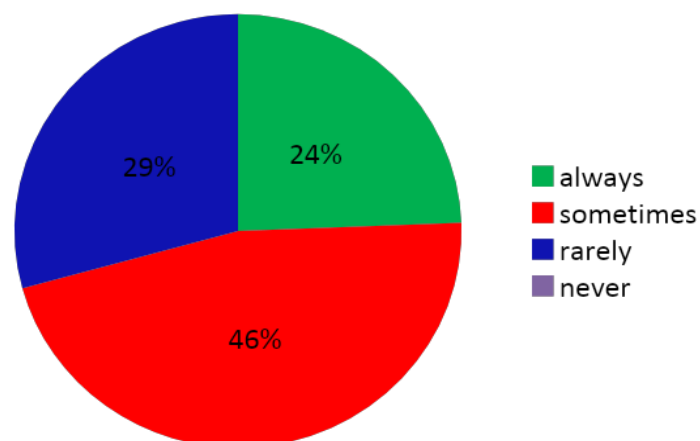
Figure 2.6:Students' Practicing of English with their classmates and Teachers inside the Classroom.

Option	Number	Percentage

Always	**10**	**24,39%**
Sometimes	**19**	**46,34%**
Rarely	**12**	**29,27%**
Never	**0**	**0%**
Total	**41**	**100%**

Table 2.5: Students' Practicing of English with their classmates and Teachers inside the Classroom.

The results appear in the table 5 above show that only (24,39%) of students practice their English speaking always with their classmates and teachers inside the classroom. In addition, students with (46,34%) admit that sometimes they participate in the class. However, about (29,27%) of students state that rarely they practice speaking English and no one of them (0%) had never practiced speaking before inside the classroom.

Item 06: What activities or tasks are typically performed in your oral class?
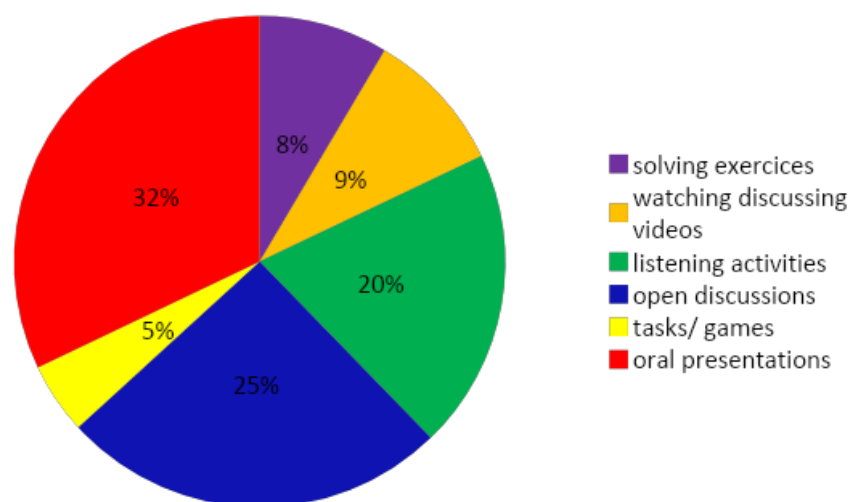
Figure 2.7:Tasks and Activities that are performed in Oral Class.

Options	Number	Percentage
Problem solving exercises	9	21,95%
Watching discussing videos	10	24,39%
Listening activities	21	51,21%
Open discussions	27	65,85%
Tasks/games	5	12,19%
Oral presentations	34	82,93%
others	0	0%

Table 2.6: Tasks and Activities that are performed in Oral Class.

The present item of information is intended to ask students about the activities that are performed in their oral class. The table above summarizes the most frequent activities that teachers use inside classroom especially in oral class. As can be noticed in the table 6, oral presentations (82,93%), open discussions (65,85%) and listening activities (51,21%) are the most used inside the classroom. While, solving exercises represents (21,95%) and watching discussing videos (24,39%). However, tasks/games activities represent only (12,19%) which means that teachers do not focus much on using games activities during their oral class session.

Item 07: What methods of assessment are employed in your oral classroom?
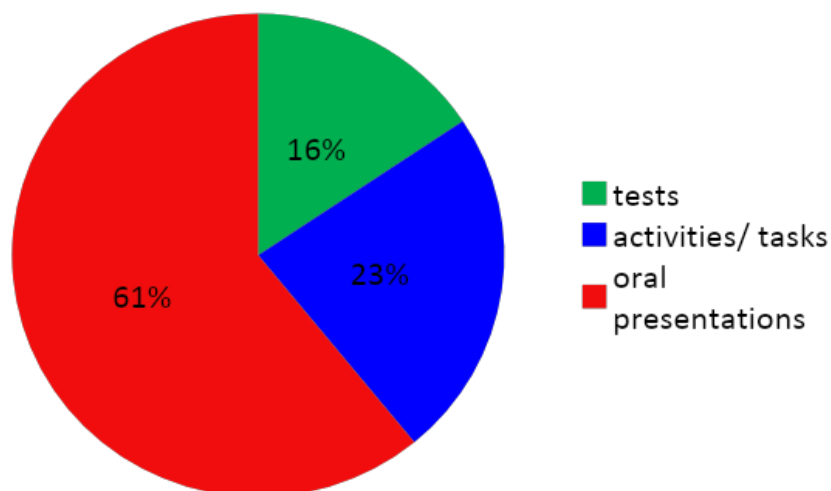
Figure 2.8:Types of the Methods of Assessment which are employed in Oral

Classroom.

Options	Number	Percentage
Tests	**10**	**24,39%**
Activities/tasks	**15**	**36,58%**
Oral presentations	**39**	**95,12%**
Others	**0**	**0%**

Table 2.7: Type7

s of the Methods of Assessment which are Employed in Oral Classroom.

According to table 7, the most common type of assessment used in oral classrooms is oral presentations, which accounts for (95,12%). While, activities yield about (36,58%) and test assessments yield (24,39%).

Item 08: What will you do if you don't know a word or phrase while speaking?

Options	Number	Percentage
You try to use another synonym or use gestures to explain it	25	60,97%
You try to remember it even if it took you a while to recall it.	3	7,32%
You use L1 instead.	11	26,83%
You feel embarrassed and stop speaking at all.	2	4,88%
Total	41	100%

Table 2.8: Techniques to Compensate for a Missing Word during Speaking.

The data in table 8 show clearly that the majority of students (60,97%) select that if they don't know a word or phrase while speaking they will try to use another synonym or use gestures to explain it. However, around (26,83%) of students assume that they will refer to their L1 instead if they are in the same situation. While only (7,32%) of students select that if they face the same condition they will try to remember the word even if it took them a while to explain it and just two students select that they may be feel embarrassed and stop speaking at all.

Item 09: Which of the following statements best describes your speaking practice?

Options	Number	Percentage
I feel comfortable and confident when speaking English language	**12**	**29,27%**
I am not so comfortable and hesitate when I speak and I make mistakes	**12**	**29,27%**
I feel uncomfortable because I have the fear of making errors	**17**	**41,46%**
I forget what I want to say and I stop speaking.	**0**	**0%**
Total	**41**	**100%**

Table 2.9: The Degree of Comfort Students feel when they Speak English.

According to the table 9, both the first and the second options represent the same percentage (29,27%) which means that most students either they do not feel comfortable and hesitate when they speak and make mistakes or they feel comfortable and confident when speaking English language. Students with (41,46%) select that they feel uncomfortable because they have the fear of making errors. However, no one choose option 4 which states that they forget what they want to say and they stop speaking.

Item 10: To what extent do you feel afraid of making mistakes when you speak?

Options	Number	Percentage
Almost never	**0**	**0%**
Rarely	**6**	**14,63%**
Sometimes	**22**	**53,66%**

Usually	12	29,28%
Always	1	2,43%
Total	41	100%

Table 2.10: Students' Fear of Making Mistakes when Speaking.

Based on the data presented in table 10, it can be concluded that a significant percentage of students have some level of fear of making mistakes when speaking. The majority of students (53.66%) reported that they are sometimes afraid of making mistakes, while a substantial number of students (29.28%) usually feel worried about making errors when speaking. On the other hand, a small percentage of students (14.63%) rarely feel afraid of making mistakes when speaking. Interestingly, only a negligible proportion of students (2.43%) chose the response "always," indicating that very few students are constantly fearful of making mistakes. Additionally, it is noteworthy that none of the students chose the option "almost never," suggesting that fear of making mistakes is a prevalent issue among the student population.

Item 11: How much attention do you pay to use proper grammar when speaking?

Options	Number	Percentage
Almost never	2	7,69%
Rarely	2	7,69%
Sometimes	8	30,78%
Usually	6	23,06%
Always	8	30,78%
Total	26	100%

Table 2.11: Students' Attention to Use Proper Grammar when Speaking.

With reference to table 11, both options sometimes and always have the same percentage (30,78%) which means that students always pay attention to use proper grammar when speaking. (23,06%) of students select the option of usually. While (7,69%) of students admit that rarely or almost never they pay attention when speaking.

Item 12: My pronunciation is not good enough which causes difficulty in my fluency?

Options	Number	Percentage
Strongly agree	**3**	**7,32%**
Agree	**14**	**34,15%**
Disagree	**19**	**46,34%**
Strongly disagree	**5**	**12,19%**
Total	**41**	**100%**

Table 2.12: The Impact of Pronunciation on Fluency.

Table 12 shows that (58,53%) (46,34% disagree,12,19% strongly disagree) of the students indicate that poor pronunciation doesn't affect students' fluency. However, (41,47%) (34,15% agree,7,32 % strongly agree) show that students are agree that poor pronunciation causes difficulty in their fluency .

Item 13: I cannot speak fluently in the classroom because my self-confidence is low.

Options	Number	Percentage
Strongly agree	**5**	**12,19%**

Agree	**20**	**48,78%**
Disagree	**13**	**31,71%**
Strongly disagree	**3**	**7,32%**
Total	**41**	**100%**

Table 2.13: The Impact of Lack of Self-Confidence on Speaking Fluency.

The results in the table above indicate that the majority of students (60,97%) agree that they cannot speak fluently because their self -confidence is low. Whereas, the rest of the students (39,03%) feel self -confident when they speak English in the classroom.

Item 14: Outside of the classroom, I have a hard time finding opportunities to practice my public speaking.

Options	Number	Percentage
Strongly agree	**9**	**21,95%**
Agree	**19**	**46,34%**
Disagree	**12**	**29,27%**
Strongly disagree	**1**	**2,44%**
Total	**41**	**100%**

Table 2.14: The Opportunities to Practice Public Speaking.

The results appear in the table above 14 show that 68,29% (21,95% strongly agree, 46,34% agree) of the students do not have enough opportunities to practice English outside the classroom. However, students with 31,71%(2,44% strongly disagree, 29,27% disagree) select that they didn't have a hard time to find opportunities to practice their public speaking.

Item 15: Do you practice speaking English language daily?

Options	Number	Percentage
Strongly agree	3	7,32%
Agree	18	43,90%
Disagree	20	48,78%
Strongly disagree	0	0%
Total	41	100%

Table 2.15: The Amount of Practicing Speaking English.

The data in the table 15 show clearly that almost students (48,78%) consider that they didn't practice English language daily. While, students with (43,90%) say that they always practice their speaking skill. However only three respondents select the option of strongly agree and no one of them choose the final option which is strongly disagree.

Item 16: My teacher doesn't encourage students to speak.

Options	Number	Percentage
Strongly agree	4	9,76%
Agree	6	14,63%
Disagree	24	58,54%
Strongly disagree	7	17,07%
Total	41	100%

Table 2.16: Teachers' Related Problems.

Table 16 shows that 24,39% (9,76% strongly agree, 14,64% agree) of participants think that their teachers do not encourage them to speak English in the classroom which prevents the shy and introverted students from taking part in the classroom discussion. However, 75,61% (17,07% strongly disagree, 58,54% disagree) of

participants claimed that their teachers strongly encourage them to use their speaking skills inside and outside the classroom.

Item 17: Even when I am well prepared, I am afraid to speak.

Options	Number	Percentage
Strongly agree	3	7,32%
Agree	16	39,02%
Disagree	19	46,34%
Strongly disagree	3	7,32%
Total	41	100%

Table 2.17: Students' Fear of Speaking.

According to table 17, the majority of the participants 53,66% (7,32% strongly disagree, 46,34% disagree) reported that they are disagree with the statement "even when I am well prepared, I am afraid to speak " . Whereas, only 46,34% (7,32% strongly agree, 39,02% agree) are agree with it which means that when students are well prepared they don't need to be afraid of speaking their foreign language.

Item 18: Does the correction of errors discourage you from speaking during the oral expression session?

Options	Number	Percentage
Strongly agree	3	7,32%
Agree	4	9,76%
Neutral	16	39,02%
Disagree	10	24,39%
Strongly disagree	8	19,51%
Total	41	100%

Table 2.18: Students' Reaction to the Teachers' Correction.

Answers in this question show that 16 respondents which represent (39,02%) indicate that the correction of errors doesn't discourage them from speaking during the oral expression session in which they select the option of neutral. (43,9%) of students are disagree with . While, only (17,08%) are agree which means that the correction of errors discourages them from speaking.

Item 19: When I have to speak in English classes without preparation, I get nervous.

Options	Number	Percentage
Strongly agree	7	17,07%
Agree	19	46,34%
Neutral	10	24,39%
Disagree	5	12,19%
Strongly disagree	0	0%
Total	41	100%

Table 2.19: Students' Attitudes Towards Speaking Activities in English Class.

Question number 19 investigates the students feeling when they have to speak in English classes without preparation. 63,41% (17,07% strongly agree, 46,34% agree) from the whole population state that they get nervous when they have to speak

without preparation. Students with (24,39%) are neutral. While only 12,19% (12,19% disagree, 0% strongly disagree) of the respondents are disagree which means they feel relaxed and speak without anxiety which explains their high self-esteem and their trust in their abilities.

Item 20: I am afraid that the other students will laugh at me when I speak English.

Options	Number	Percentage
Strongly agree	0	0%
Agree	17	41,46%
Neutral	6	14,63%
Disagree	18	43,90%
Strongly disagree	0	0%
Total	26	100%

Table 2.20: Students' Fear of Being Laughed at when Speaking English.

The table above shows that 41.46% of students remain silent despite being able to speak English because they fear being laughed at by their classmates. This fear of being ridiculed is a major barrier to their participation in class. On the other hand, 43.90% of the participants reported feeling normal and natural when speaking,

indicating a higher level of confidence and comfort with English. Additionally, 14.63% of the students were neutral in their response, suggesting that they may have mixed feelings about speaking English in class. Overall, the fear of being laughed at is a significant concern for a significant portion of the students surveyed, and addressing this issue may be crucial to improving their English proficiency and participation in class.

Item 21: What do you think are the main hindrances affecting students 'oral fluency?

Options	Number	Percentage
Shyness	27	65,86%
Lack of practice	25	60,97%
Anxiety	14	34,15%
Lack of self-confidence	18	43,90%
Negative feedback	10	24,39%
Fear of making mistakes	29	70,73%

Total	**41**	**100%**

Table 2.21: The Main Hindrances Affecting Students' Oral Fluency.

The data presented in Table 21 reveals that the fear of making mistakes is the main hindrance to students' oral fluency, as reported by 70.73% of the students. Shyness is also a significant factor, with 65.86% of students selecting it as a barrier to speaking fluently. Lack of speaking preparation is another issue that affects oral fluency, with 60.97% of students reporting it as a problem. Anxiety is also identified as a barrier to fluency by 34.15% of students, while 43.90% of students believe that a lack of self-confidence might affect their speaking ability. Negative feedback is seen as the least important issue affecting fluency, with only 30.80% of students selecting it as a hindrance. These findings suggest that students' emotional and psychological factors play a significant role in their oral fluency, and educators need to address these issues to help students overcome their fears and enhance their speaking skills.

Item 22: Do you talk with your teacher in English?

Options	Number	Percentage
Never	**0**	**0%**
Rarely	**4**	**9,76%**
Sometimes	**11**	**26,83%**
Often	**8**	**19,51%**
Always	**18**	**43,90%**

Total	41	100%

Table 2.22: Frequency of English Usage when Speaking with Teachers.

The data presented in table 22 indicates that a majority of the participants, accounting for 43.90%, reported always using English to communicate with their teachers. Additionally, 19.51% of the participants reported often using English, while no one selected the option of never using English. However, only a small number of participants, consisting of 8 individuals, indicated that they rarely used English to speak with their teachers. This suggests that a significant portion of the participants feel comfortable communicating in English with their teachers.

Item 23: Do you participate in class discussions?

Options	Number	Percentage
Never	3	7,32%
Rarely	7	17,07%
Sometimes	19	46,34%
Often	5	12,19%
Always	6	14,63%
Total	41	100%

Table 2.23: Students' Participation in Class Discussions.

The data in table 23 indicates that a significant portion of students, 46.34%, only sometimes engage in class discussions. A smaller percentage, 17.07%, reported that they rarely participate in class discussions, while only 12.19% of students said that they often engage in class discussions. On the other hand, a small percentage of students, 7.32%, reported that they never participate in class discussions. This suggests that there is room for improvement in terms of encouraging more students to participate in class discussions.

2.2.3.2 Analysis of Teachers' Questionnaire:

Item01: Gender.
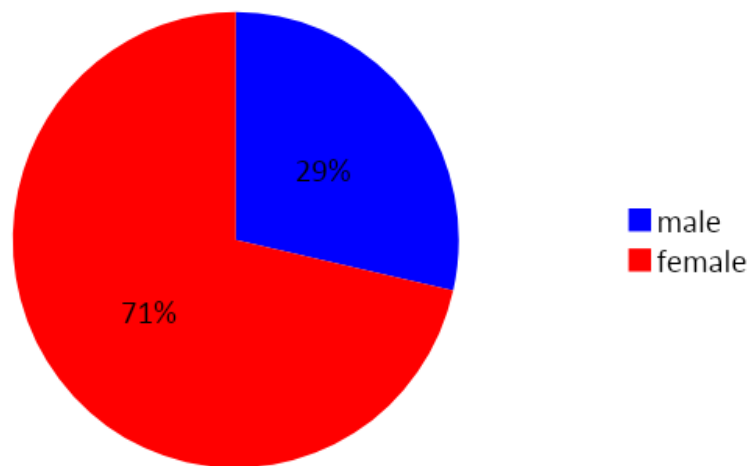
Figure 2.9: Teachers' Gender Distribution

Sex	Number	Percentage
Male	4	40%
Female	6	60%
Total	10	100%

Table 2.24: Teachers' Gender Distribution.

The data indicates that the majority of teachers (60%) are female, while only (40%) are male. This information suggests that females are more interested in teaching languages than males.

Item02: How would you describe your students' skill level?
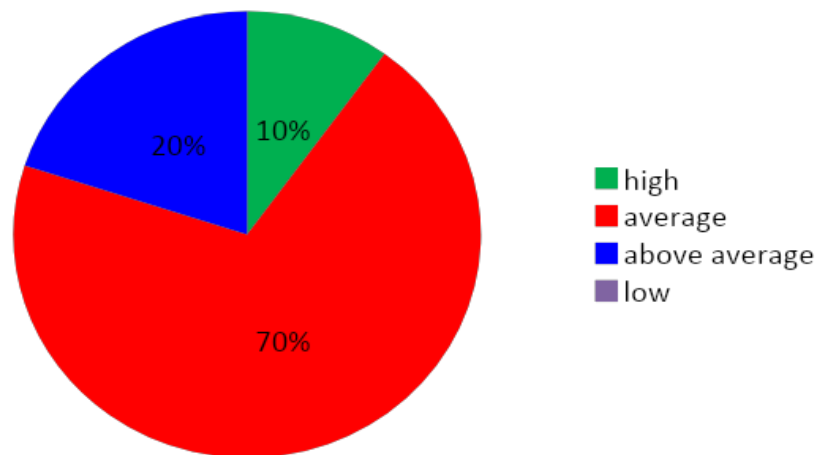
Figure 2.10:Teachers' Perceptions about their Students Speaking Level.

Options	Number	Percentage
High	1	10%
Average	7	70%
Above average	2	20%
Low	0	0%
Total	10	100%

Table 2.25: Teachers' perceptions about their students speaking level.

According to table 2, the data indicates that the majority of teachers (70%) perceive their students' speaking level to be average, while 20% of them consider it to be above average. Interestingly, only one teacher perceives their students' speaking level to be high, and no teacher selected the option indicating a low level. This result suggests that most students have a decent level of speaking skills, but there is still room for improvement.

Item   03:   **What   do**

you   find   **most**

difficult   **about**

teaching   **public**
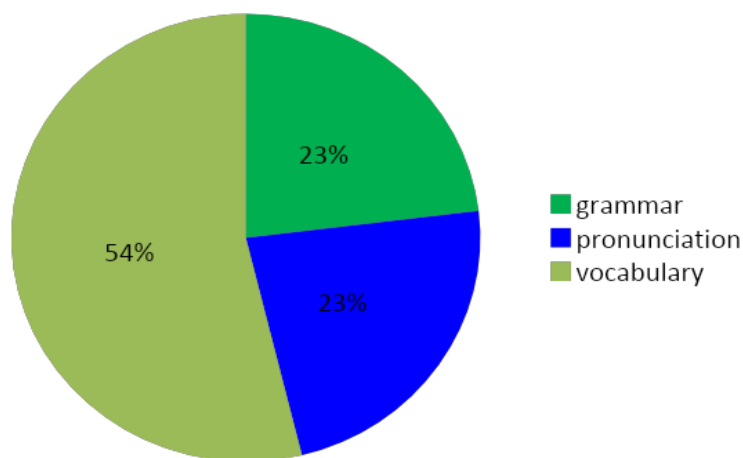
speaking?

Figure 2.11:Teachers' Perception about the Most Difficult Item in Teaching Public Speaking.

Options	Number	Percentage
Grammar	**3**	**30%**
Pronunciation	**3**	**30%**
Vocabulary	**7**	**70%**

Table 2.26: Teachers' Perception about the Most Difficult Item in Teaching Public Speaking.

From the responses to question 3, it is clear that the majority of teachers (60%) find teaching vocabulary to be the most challenging aspect of teaching speaking skills. Additionally, 30% of the teachers identified grammar and pronunciation as equally challenging, indicating that public speaking is a challenging task for students to learn.

These results highlight the need for teachers to adopt innovative teaching strategies to help students overcome these challenges and improve their speaking skills.

Item 04: What factors do you focus on when assessing students' speaking skill in the classroom?
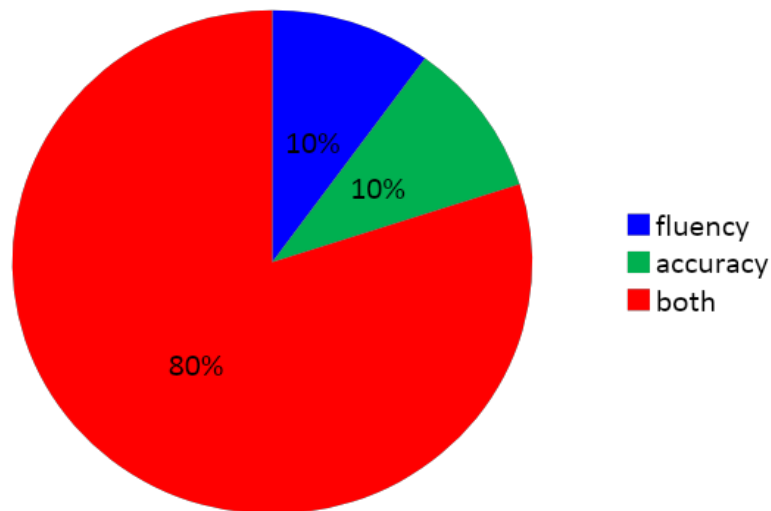
Figure 2.12: The Factors that Teachers focus when Assessing Students' Speaking Skill in the Classroom.

Options	Number	Percentage
Fluency	**1**	**10%**
Accuracy	**1**	**10%**
Both of them	**8**	**80%**
Total	**10**	**100%**

Table 2.27:The Factors that Teachers focus on when Assessing Students' Speaking Skill in the Classroom.

Table 4 indicates that the majority of teachers (80%) focus on both fluency and accuracy when assessing students' speaking skills in the classroom. According to their responses, students need to be both fluent and accurate to reach the level of speaking fluency. Some teachers also added that acquiring a language requires both linguistic and communicative competence.

This result highlights the importance of balancing both fluency and accuracy in language learning, as both are necessary components for achieving proficiency in a language. Teachers' emphasis on both fluency and accuracy in assessing students' speaking skills also suggests that they recognize the importance of not only linguistic competence, but also the ability to effectively communicate with others. This approach can help students develop a well-rounded set of language skills that will benefit them both academically and personally

Item 05: What are the main means of assessment you use in your oral class?

Options	Number	Percentage
In class activities	**6**	**60%**
Oral presentations	**8**	**80%**
Homework papers/ portfolios	**2**	**20%**
Tests	**3**	**30%**

Table 2.28: Means of Assessment Used by Teachers in Oral Classes.

Table 5 indicates that oral presentations are the primary means of assessment used by teachers in their oral classes, with 80% of teachers utilizing this method. In-class activities are also frequently used by 60% of teachers for assessing students' oral

skills, followed by tests at 30%. Homework papers and portfolios are the least utilized means of assessment, with only 20% of teachers using them for this purpose.These results suggest that teachers place a strong emphasis on assessing students' oral skills through direct observation and interaction with the students. The frequent use of in-class activities also reflects the importance of providing students with opportunities to practice their oral skills in a supportive classroom environment. On the other hand, the limited use of homework papers and portfolios indicates that teachers may prefer to assess students' oral skills through more direct and interactive means rather than relying solely on written work.

Item 06: Do you believe that the time devoted for oral expression sessions is sufficient to develop students' speaking skill?

Options	Number	Percentage
Strongly agree	1	10%
Agree	2	20%
Neutral	0	0%
Disagree	7	70%
Strongly disagree	0	0%
Total	10	100%

Table 2.29: Teachers' Opinion on the Sufficiency of Time Devoted to Oral Expression Sessions.

Table 6 indicates that the majority of teachers (70%) disagree that the time devoted to oral expression sessions is sufficient to develop students' speaking skills. This suggests that teachers feel that there is a need for more time and resources to be dedicated to developing students' speaking skills in the classroom. However, 30% of teachers (10% strongly agree and 20% agree) believe that the time devoted to oral expression classes is sufficient to improve students' speaking skills. This may reflect a difference in opinion among teachers on the amount of time and resources needed to effectively develop students 'speaking skills.

Item 07: Do you think that our department gives much importance for students' oral fluency?

Options	Number	Percentage
Strongly agree	1	10%
Agree	5	50%
Disagree	4	40%
Strongly disagree	0	0%
Total	10	100%

**Table 2.30:Teachers' Opinion on the Department' Importance Given to Students'
Oral Fluency.**

Table 7 indicates that the majority of teachers (60%) believe that the department gives much importance to students' oral fluency. This finding suggests that teachers perceive the department as prioritizing the development of students' speaking skills, which may reflect a positive perception of the department's overall approach to language teaching.However, 40% of teachers (30% disagree and 10% strongly disagree) do not believe that the department gives much interest to students' speaking fluency. This result indicates that some teachers feel that there is room for improvement in the department's approach to developing students' speaking skills.

Item 08: Do you think that the lack of practice could influence the oral fluency?

Options	Number	Percentage

Strongly agree	7	70%
Agree	3	30%
Disagree	0	0%
Strongly disagree	0	0%
Total	10	100%

Table 2.31: Teachers' Agreement on the Influence of Students' Oral Fluency.

The results appear in table 8 indicate that all the teachers (100%) agree that the lack of practice could influence students' oral fluency, with 70% strongly agreeing and 30% agreeing. This finding highlights the importance of regular and consistent practice in developing students' speaking skills.

Item 09: Do you believe that the linguistic knowledge of students affects their oral fluency?

Options	Number	Percentage
Strongly agree	8	80%
Agree	2	20%
Disagree	0	0%
Strongly disagree	0	0%
Total	10	100%

Table32: Teachers' Agreement on the Influence of Students' Linguistic Knowledge on Oral Fluency.

Table 9 indicates that all teachers (100%) agree that the linguistic knowledge of students affects their oral fluency, with 80% strongly agreeing and 20% agreeing. This finding suggests that teachers recognize the important role that linguistic knowledge

plays in the development of students' speaking skills. It also highlights the need for teachers to assess students' linguistic knowledge and to provide targeted instruction and support to help students develop the language skills they need to become fluent speakers. This may involve providing explicit instruction in grammar and vocabulary, as well as opportunities for students to practice and apply their language skills in authentic contexts.

Item 10: What do you think are the main hindrances affecting students' oral fluency?

Options	Number	Percentage
Shyness	8	80%
Bad pronunciation	5	50%
Lack of practice	4	40%
Hesitations and making pauses	2	20%
Anxiety	8	80%
Negative feedback	4	40%
Teachers errors correction	3	30%
Lack of self-confidence	4	40%
Fear of making mistakes	7	70%
Classroom environment	2	20%

Table 2.33: Hindrances Affecting Students' Oral Fluency according to Teachers.

Table 10 provides insights into the main hindrances that affect students' oral fluency according to the perspective of the teachers. The majority of teachers (80%) identified anxiety and shyness as the main factors that prevent students from speaking fluently. This finding highlights the importance of creating a supportive and inclusive classroom environment that fosters a sense of safety and encourages

students to take risks and practice their speaking skills without fear of judgment or criticism. In addition, 70% of the teachers selected the fear of making mistakes as another common barrier to communicating fluently. This finding emphasizes the need for teachers to encourage a growth mindset among their students, where making mistakes is seen as a natural and important part of the learning process and not as a source of shame or embarrassment. Furthermore, 50% of teachers indicated that bad pronunciation may also have an impact on oral fluency. This highlights the importance of providing explicit instruction and feedback on pronunciation as part of the language learning process. However, it is also important to note that other factors can also hinder students' speaking skills, such as the lack of practice (40%), negative feedback (40%), and lack of self-confidence (40%). Teachers need to recognize these factors and address them through targeted instruction and support. Finally, some teachers (30%) believe that teacher error corrections can also affect oral fluency, highlighting the need for teachers to use appropriate correction strategies that do not undermine students' confidence or discourage them from speaking.

Item 11: What are the psychological issues that hinder students from communicating fluently?

Options	Number	Percentage
Shyness	6	60%
Anxiety	9	90%
Lack of motivation	1	10%
Fear of making mistakes	6	60%
Lack of self-confidence	7	70%
Lack of self-esteem	2	20%

Table 2.34: The Psychological Issues that Hinder Students from Communicating Fluently.

The data in table 11 indicates that the majority of teachers believe that anxiety is the main psychological issue that hinders students from speaking fluently with 90% of them selecting this option. Lack of self-confidence is also seen as a significant barrier by 70% of the teachers. Shyness and fear of making mistakes were chosen by 60% of the teachers, indicating that these are common issues that students face when speaking in class. Only 20% of the teachers selected lack of self-esteem as an issue, and just one teacher indicated that lack of motivation could also be a factor affecting students' oral fluency.

Item 12: To which extent could hesitations and making pauses affect students' oral fluency?

Options	Number	Percentage
Almost never	0	0%
Rarely	0	0%
Sometimes	5	50%
Usually	4	40%
Always	1	10%
Total	10	100%

Table 2.35: Teachers' Opinion on the Effect of Hesitations and Pauses on Students' Fluency.

Table 12 shows that 50% of the teachers believe that hesitations and making pauses only sometimes affect students' oral fluency. Meanwhile, 40% of the teachers

stated that these issues usually affect learners' fluency, indicating that they are more significant barriers to overcome. Only one teacher selected the option that making pauses and hesitations could always affect their students' speaking fluency.

Item 13: What activities do you employ to help your students overcome those problems?

Options	Number	Percentage
Oral presentations	5	50%
Tests	1	10%
Open discussions	9	90%
Tasks/ games	2	20%

Table 2.36: Activities Employed by Teachers to Help Students Improve their Oral Fluency.

The data in table 13 indicates that the most commonly used activity by teachers to improve their students' fluency is open discussion, with 90% of teachers selecting it. Oral presentation is the second most commonly used activity with 50% of teachers selecting it. Tasks and games are selected by 20% of teachers, while tests are only selected by 10% of teachers.

Item 14: When your students are making mistakes do you correct each mistake they do?

Options	Number	Percentage
Rarely	4	40%
Sometimes	2	20%
Usually	4	40%
Always	0	0%
Total	10	100%

Table 2.37: Teachers' Opinion on the Best Ways to Improve Students' Oral Fluency.

The data in the table above show clearly that 40% of the teachers rarely correct their students' mistakes, 40% of them also said that they usually correct their students' errors while two teachers report that they correct mistakes only sometimes.

Item 15: How should the teacher react when his students make errors?

Options	Number	Percentage
1	3	30%
2	5	50%
3	1	10%
4	1	10%
Total	10	100%

Table2.38:Teachers' Approach to Correcting Students' Mistakes in Oral Classes.

With reference to table 15 above, teachers have different opinions in terms of the way they used to correct their students mistakes. The majority of teachers (50%) tend to postpone the correction until the end of the activity or discussion to give extra attention to errors. This approach may help avoid interrupting the flow of the conversation and provide a less intimidating environment for students to express themselves. However, it may also lead to students repeating the same errors and developing bad habits. On the other hand, three teachers (30%) correct spoken mistakes on the spot to ensure that all of their students acquire the correct form. This approach provides immediate feedback to the students and helps them avoid repeating errors. However, some students may feel discouraged or embarrassed when their mistakes are corrected in front of the class. Only one teacher (10%) rarely corrects verbal/spoken errors to avoid underlining students' motivation. This approach may create a more relaxed environment for students to speak without fear of making mistakes. However, it may also lead to students developing bad habits and repeating errors.

2.2.3.3 Analysis of classroom Observation:

This section presents the findings from a classroom observation in which the fluency of the students was assessed using a checklist.

/	A	B	C	D
Revisions	3	4	2	1
Lengthening	1	2	2	5
Repetitions	1	3	2	4
Repairs	2	3	3	2
Reformulations	4	3	2	1
Pauses	2	6	1	1

Table 2.39: Fluency Assessment Checklist Results
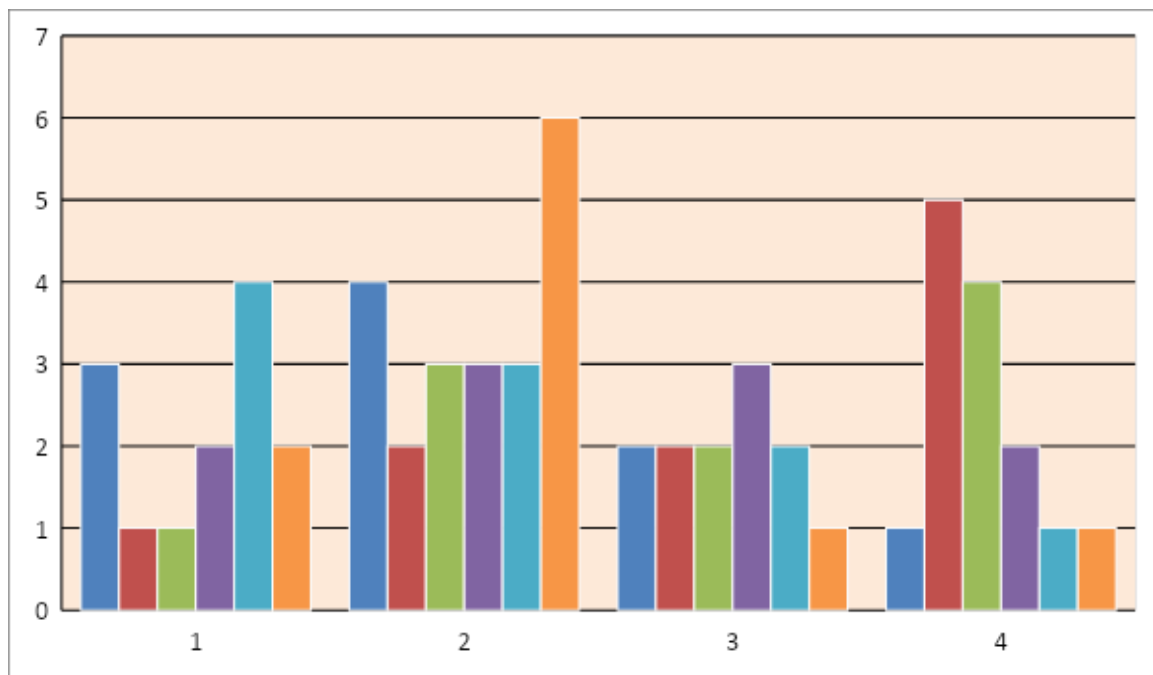
Figure 2.13: Fluency Assessment Checklist

Student performance on multiple indicators is shown in the table and figure above. It demonstrates that the majority of students speak slowly and pause more than two times when speaking. In addition, most of the students use more than five times lengthening words which involves making a word longer by repeating a certain letter, whether it is a conjunction, such as (aaand), or an article, such as (thee). It is

employed as a method to provide for adequate time to plan ideas while speaking. Furthermore, it demonstrates that the majority of them make an effort to speak without revising and repairing their words more than two times. Approximately the student's speech is understandable for around half of the time.

The majority of students hesitate when speaking due to shyness, which prevents them from talking fluently. Students also pause when speaking because they are nervous and fear making errors, according to classroom observations. Additionally, it demonstrates that almost half of students do not employ well-organized sentences owing to their limited linguistic skills. Another factor is that students tend to speak and think in Arabic, which results in poorly constructed sentences. Additionally, due to the students' limited vocabulary, the majority of them frequently stop when speaking in order to find the right words to express their thoughts. The last observation is that some students' pronunciation causes their speech to be unclear and incoherent.

	Advanced fluency	Good fluency	Limited fluency	Disfluent
Students	1	2	4	3
Percentage	10%	20%	40%	30%

Table 2.40: Students' Level of Fluency

The data in Table above shows that out of the observed students, only 30% (20% good fluency, 10% advanced fluency) have good or advanced fluency, while the remaining 70% (20% limited fluency, 30% disfluent) have disfluent or limited fluency. It's important to note that the observation was conducted only for one session, so this might not accurately reflect the students' actual level of fluency. The data indicates that more than half of the students struggle with difficulties that prevent them from communicating fluently. This suggests that there might be some issues with the teaching approach or learning materials that need to be addressed to improve students' fluency. Further investigation and evaluation might be necessary

to identify the root causes of these difficulties and implement appropriate interventions to address them.

2.2.4. Results Interpretations.

 After data classification and analysis comes the time for data interpretation to meet the objectives of this investigation.

2.2.4.1Students' Questionnaire Interpretation:

According to the results obtained from the students' questionnaire we can notice that there are several factors that influence students' oral fluency which answer the first research question (what are the primary factors that prevent students from speaking fluently in class?). At first, this questionnaire analysis provides a clear picture about learners' perceptions regarding their level and their speaking skill inside the classroom, particularly during the oral expression session. The answers in the first section show that the majority of students believe that their level of proficiency is good. However, many respondents find speaking English as a foreign language to be both an easy and difficult skill to master. It was found out that nearly (46, 34%) of the students do not utilize English when speaking with their classmates and teachers inside the classroom, which limits the exposure to the target language and makes them hesitate when speaking. This indicates that the majority of students do not put out sufficient efforts to enhance their speaking skills. Moreover, when it comes to teaching the speaking skill in the classroom, students appear to have varying attitudes toward different teaching strategies, but the majority of them say that open discussions (65,85%) and oral presentations (82,93%) are the most activities that are typically performed in their oral class. Furthermore, the teachers' role is to adapt the strategy that encourages students to be involved more in the classroom.

Based on the research findings from the questionnaire, it was found that there are some factors that prevent students from speaking fluently. The main hindrances were related with students' psychological and linguistic factors, classroom

environment, teacher motivation and time constraints which caused hesitation and making pauses when speaking English.

Firstly, according to the data collected from the questionnaire (Q 10, 13, 16, 17, 19, 20,) concerning the psychological factors we have the fear of making mistakes, lack of self -confidence, lack of motivation, anxiety and shyness. Regarding fear of making mistakes which represents (70,73%) of the students said that they felt uncomfortable when speaking because they have fear of making errors; they are not so comfortable and hesitate and they make mistakes because of the long pauses, slips of the tongue and repeating words. The second psychological factor is shyness which represents (65,86%) of the students. When students are asked to perform speaking in front of the class in the form of dialogue, speech, or even presentation, their shyness begins to inhibit their capacity to speak. As a result, during their public speaking performance, students forget what they need to say. Another factor which influences the oral fluency is the lack of self –confidence (43,90%). According to William and Burden (2004), one of the internal characteristics that influence someone's language learning is confidence. Students that are self-confident can talk fluently,   coherently   and   naturally.   They   have   good   speaking   skills.   While, unconfident students are pessimistic about everything; they never try to succeed in their work; and they only predict negative outcomes during their oral presentations which   affect   their   oral   fluency.   However,   foreign   language   speaking   anxiety promotes a variety of negative learning phenomena, such as students' inability to participate in speaking activities. The final factor is students' lack of motivation. It can be deduced that one may speak well in English as a result of motivation to speak. A person with strong speaking motivation, for example, will practice and train himself to talk fluently and precisely in order to become a better speaker. On the other hand, someone who lacks passion to talk will rarely practice and teach himself to speak smoothly and accurately. It is difficult if not impossible to enhance students' oral fluency if they are not motivated, regardless of how brilliant the teacher, curriculum,

or institution is. Furthermore, disengaged students can disengage other students from academics, affecting the environment of a whole classroom or institution.

Secondly, according to the findings of the questionnaire from (Q8, 11, 12) the linguistic factors that prevent students from speaking fluently are as follows: grammatical mistakes, irrelevant use of vocabulary and bad pronunciation. Students are discouraged from learning to speak because they lack mastery of grammar. Grammar, also known as sentence structure and formula, begins to hinder students' ability to communicate in English. They may hesitant to participate actively in the classroom because they lack awareness of sentence patterns and formulas in oral and written English (Humaera, 2015). Moreover, there is a strong connection between vocabulary and speaking skill. The correlation is that the more acquired vocabulary students master, the higher their chances of fluency in speaking. The correlations should then be maintained in order to learn English as a target language. Students also suffer with pronunciation and other ways to say words in English. According to the questionnaire results, students were laughed by their friends and teacher for incorrectly pronouncing words in English. Unfortunately, the students were likewise shy and did not want to speak in front of the class any more.

Thirdly, from the data obtained from (Q14, 15, 16) the other major factors that hinder students from speaking fluently are the lack of practice and the classroom environment. According to Scrivener (1994), EFL learners frequently lack proper access to language practice in the classroom. Larsari (2011) reveals that EFL and ESL students do not have an encouraged environment in class for practicing English speaking. In other words, outside the classroom students have a hard time to find opportunities to practice their public speaking and teachers may not provide students with as many opportunities to speak as they should, resulting in fewer practice time. Ultimately, students become hesitant, uncomfortable, and fearful when speaking English.

2.2.4.2 Teachers' Questionnaire Interpretation:

From the analysis of the teachers' questionnaire we can answer both the first and the third research questions; 1) what are the primary factors that prevent students from speaking fluently in class?/ 2) To what extent did the classroom activities help students to speak English fluently?   Many data on teachers' attitudes toward teaching speaking have been discovered through analyzing the teachers' questionnaire. Teachers perceive teaching speaking to be a challenging task because they run into a number of issues related to both linguistic and psychological aspects of the students or the learning environment. The results indicate that many teachers have difficulty for improving their students' speaking abilities. Firstly, question 4 represents the factors teachers focused on when assessing students' speaking, most of the answers were fluency and accuracy. They said that both of them go hand in hand because students have to be fluent and accurate at the same time to reach the level of speaking fluency, they add that acquiring a language requires both linguistic and communicative competence. It was found out that the main means of assessment teachers used in their oral class are in class activities and oral presentations. Moreover, many teachers believe that the time devoted for oral expression sessions is not sufficient to develop students' speaking skill and it may affect their language practice. In addition, according to several teachers the main hindrances that affect their learners' oral fluency are shyness, anxiety, lack of self-confidence and fear of making mistakes. However,(50%) of teachers select that also hesitations and making pauses could affect the speaking skill. As a result, they try to overcome those problems through the use of some activities such as open discussions, tasks/ games or oral presentations. Finally, in question 14, over (40%) of teachers stated that they correct their students' mistakes only sometimes. Therefore, how the teacher react when his students make errors was also a matter of concern in the survey, it can be seen that most of the teachers postpones the correction until the end of the activity/ discussion to give them extra attention. Overall, the results of table 15 indicate that there is no one-size-fits-all approach to error correction during

speaking activities. Teachers should consider the teaching context, student needs and preferences, and their own teaching style when deciding on the best approach to use.

2.2.4.3. Classroom Observation Interpretation:

The data gathered from the classroom observation give answers to our research question. The results and the analysis of the checklist students' level of fluency used in the classroom observation shows that students face many hindrances that prevent them from speaking fluently those problems are as follows:

- Hesitation and pauses
- Word revisions and reformulations
- Words repetitions
- Lengthening words

According to the classroom observation, students were able to participate in discussions and articulate their thoughts in complete terms, but their grammar and pronunciation required work. Additionally, there were times when students hesitated to speak, pausing frequently before speaking. These observations lead us to the conclusion that the students have an intermediate level of fluency since they have an elementary knowledge of the language but still have difficulty with some grammatical and pronunciation issues. Moreover, hesitation could also point to a lack of confidence in the students' speaking skill.

The factor that hampered some students from speaking fluently was a lack of confidence. These students were careful to speak up, frequently fearful of making a mistake or being mocked by other students. This lack of confidence resulted in awkward, hesitant speaking habits, making it difficult for students to properly express themselves. Another issue we noticed was a limited vocabulary. Some students looked to have a limited vocabulary, making it difficult for them to find the appropriate words to communicate their thoughts. This caused pauses and gaps in their speech, making it difficult for them to express themselves fluently. Finally, we

observed that certain learners had difficulty during pronouncing words. They had difficulties in pronouncing particular terms, which resulted in miscommunications and misunderstandings. This made it difficult for them to communicate fluently because they had to continually pause and correct themselves.

2.3. Recommendations:

After conducting this research, various suggestions and recommendations can be made as in the following:

For students;

- Encourage students to communicate as much as possible in the language they are learning. This might involve communicating with students, friends and relatives, or simply speaking to oneself in the language.
- Listen and Repeat: Motivate students to listen to and repeat what they hear from native speakers of the language they are studying. This can help with pronunciation, fluency, and confidence development.
- Record and Listen: Ask students to record themselves speaking in the language they are learning and then listen to the recordings. This can help them discover areas for improvement and boost their confidence.

For teachers;

- Create a Safe and Supportive Environment: Teachers can help students feel safe and comfortable communicating in the language they are learning. Encourage students to talk in small groups, provide positive comments, and address any worries or anxieties they may have.
- Employ a range of Activities: Teachers can utilize a range of activities, such as role-playing, debates, and presentations, to assist learners practice speaking. This may make speaking practice more interesting and enjoyable.
- Teachers can offer regular feedback to students on their speaking abilities. This can help learners discover areas for improvement and boost their confidence.

- Encourage Students to converse Outside of Class: Teachers can encourage students to talk outside of class by offering language learning applications, proposing movies or TV episodes in the target language, or connecting students with language exchange partners.

For administration;

- Create a Language Learning Community: By arranging language exchange programs, cultural events, and language clubs, administrators may assist in the formation of a language learning community.
- Administrators might encourage collaboration between language learning programs and other departments or schools. This can help students have a more holistic language learning experience.

Conclusion:

This chapter analyzes the problems that hinder students' oral fluency. It represents the empirical section of this investigation. Furthermore, it provides an overview of the research instruments and procedures used by the study to collect information from both oral expression teachers and EFL third-year students at Abou Bekr Belkaid University of Tlemcen. Moreover, the chapter investigates the three data collection tools and provides an interpretation and discussion of the obtained results. The researcher attempts to answer the research questions and confirm the hypotheses by correlating the results of the given questionnaires and the classroom observation, which attempt to investigate the factors that prevent students from speaking fluently, using the data collected from a students' questionnaire, a teachers' questionnaire, and a classroom observation. The findings were thoroughly examined, interpreted, and presented in tables and figures. The researcher notices that there are several hindrances that hinder students from speaking clearly and naturally. Those factors are as follows: anxiety, lack of self-confidence, shyness, fear of making mistakes, lack of exposure to English outside the classroom, limited vocabulary and ineffective teaching methods. Finally, teachers can address these

issues through establishing a supportive learning environment, using innovative and interactive teaching methods, providing opportunities for students to practice speaking outside of the classroom, and gradually raising the complexity of the language used in class. Overall, this study emphasizes the necessity of knowing the factors that influence students' speaking fluency and proposes practical solutions to these challenges in the classroom. Teachers may assist their students become more confident and proficient in speaking English by using these strategies, ultimately improving their overall language skills and their academic performance.

General Conclusion

Oral fluency is the capacity to speak a language smoothly, accurately, and easily. It includes speech speed, rhythm, intonation, and coherence, as well as the use of correct vocabulary and grammar. Fluent speakers can effectively and efficiently convey their thoughts and ideas without tripping over words or struggling to find the appropriate words to express themselves. Oral fluency is an essential component of language proficiency, especially in communicative and social circumstances where clear and effective communication is crucial. Oral fluency is a key component of language learning since it allows students to communicate effectively and confidently in a given language. Learners who can communicate fluently are better able to engage in conversations, articulate their thoughts, and comprehend the answers of their interlocutors.

Moreover, improving oral fluency may increase learners' confidence and motivation to keep learning the language. As students gain confidence in their speaking abilities, they are more likely to take risks and engage with the language in more meaningful ways. Overall, oral fluency is an important component of learning a language because it allows students to speak effectively, grasp the language deeper, and demonstrate their competence in real-life situations.

This study is divided into two chapters. The first chapter, which serves as a theoretical literature review, gives a general overview of speaking skill. It consists of three main sections, the first one discusses the significance of speaking skill, speaking proficiency's accuracy and fluency, and the role of oral fluency in EFL classrooms. Section two; deals with the factors that prevent students from speaking fluently, as well as the general speaking problems faced by EFL learners' oral fluency. Section three; is about the classroom activities that improve students' oral fluency. However, the second chapter deals with the empirical part of this study. It deals with research methodology where descriptive analytical method was used to analyze the data obtained from the triangulation methodology; two questionnaires and a classroom observation. This chapter also tackles the description of the population and sample,

as well as the description of the three data collection tools. Moreover, it handles the analysis of the data gathered from three research instruments. It also provides the interpretations of the results obtained as well as the suggested recommendations.

This dissertation determined, after a thorough examination of the literature and empirical data, that there are numerous factors that may hinder students from speaking fluently. These factors range from psychological factors such as anxiety, shyness and self-confidence, linguistic factors such as insufficient vocabulary, grammatical knowledge and bad pronunciation, and situational factors such as lack of exposure to the language outside of the classroom (the first hypothesis was confirmed). In addition to those factors, this study discovered a number of issues that prevent EFL learners from producing fluent speech. These issues include hesitation, frequent pauses, word repetition, and a lack of ability to produce well-structured sentences. Moreover, multiple strategies can be implemented to improve students' oral fluency. First and foremost, a friendly and supportive educational environment that encourages students' self-confidence and motivation to communicate is crucial. Second, teachers can incorporate speaking tasks such as role-plays, debates, and presentations into their lessons, allowing students to practice speaking in a safe and supportive atmosphere. Third, teachers can use technology and multimedia resources such as podcasts, videos, and social media platforms to introduce students to actual language use while also encouraging engagement and motivation. Fourth, giving students feedback that is constructive can help them discover and correct their mistakes, thereby improving their fluency. Finally, encouraging students to practice speaking outside of class, whether through language exchange programs, language cafes, or other opportunities for conversation, can help students gain confidence and improve their oral proficiency (the second hypothesis was confirmed).

It is ethical to point out that this research had limitations and that many aspects were overlooked for a variety of objective reasons. First, it is important to keep in

mind that numerous factors might lead to data limitations, including the choice of research method, tools, sample population, and study setting. Second, due to time constraints, and because data collecting took a long time, this study was limited to a small sample (41) of the entire population of third-year students and the change in the sample may affect the research results. Third, observing one EFL classroom does not guarantee that the same practices are followed in other classes across the entire nation. Finally, the researcher aimed to do an interview with teachers but the time and also many teachers did not help him, and finally the interview was placed by a written questionnaire.

To summarize, addressing the obstacles that impede students from speaking fluently involves a holistic approach that includes effective teaching approaches, exposure to real language use, and opportunities for practice and feedback. Language educators can develop a speaking culture and assist students achieve oral fluency by creating a positive and encouraging learning atmosphere, adding speaking activities into lessons, utilizing multimedia resources, providing corrective feedback, and promoting practice outside of class. Investigating the role of technology: Technology can help in language acquisition and fluency. Further research might look into how technology, such as speech recognition programs, can assist students improve their public speaking skills.

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Appendixes

Appendix One: Third Year Students' Questionnaire

Oral Fluency Questionnaire

Hello everyone! I am presently conducting research for my dissertation and would like to invite everyone from L3 (LMD) to participate in my questionnaire!
I am a didactic student investigating the factors that influence EFL learners' oral fluency. As well as the difficulties that hamper English students' needs for instruction to improve their oral fluency development.
Thank you so much for taking the time to complete my 2-3 minute survey!

Cross ☐ with the right answer (X).

1)   Gender:

☐   Male   ☐   Female

2)   Age:

…………………..

3)   How do you find speaking English as a foreign language? (Only one answer)

☐ Very difficult

☐ Difficult

☐ Easy

☐ Very easy

4)   How would you classify your English proficiency? (Only one answer)

☐   Excellent

☐   Good

☐   Neutral

☐   Bad

5)   How much do you speak English with your classmates and teachers inside the classroom? (Only one answer)

☐   Always

☐   Sometimes

☐   Rarely

☐   Never

6)   What activities or tasks are typically performed in your oral class? (more than one answer)

☐Solving exercises

☐   Watching discussing videos

☐   Listening activities

☐   Open discussions

☐   Tasks/games

☐   Oral presentations

☐   Others

…….. .

7) What methods of assessment do you employ in your oral classroom? (more than one answer)

☐ Tests

☐ Activities/tasks

☐ Oral presentations

☐ Others

………………………………………………………………………… .

8) What will you do if you don't know a word or phrase while speaking? (Only one answer)

☐ You try to use another synonym or use gestures to explain it.

☐ You try to remember it even if It took you a while to recall it.

☐ You use L1 (Arabic) instead.

☐ You feel embarrassed (shy) and stop speaking at all.

9) Which of the following statements best describes you? (Only one answer)

☐ I feel comfortable and confident when speaking English language.

☐ I am not so comfortable and hesitate when I speak and I make mistakes.

☐ I feel uncomfortable because I have the fear of making errors.

☐ I forget what I want to say and I stop speaking.

10) To what extent do you feel afraid of making mistakes when you speak? (Only one answer)

☐ Almost never

☐ Rarely

☐ Sometimes

☐ Usually

☐ Always

11) How much attention do you pay to use proper grammar when speaking? (Only one answer)

☐ Almost never

☐ Rarely

☐ Sometimes

☐ Usually

☐ Always

12) My pronunciation is not good enough which causes difficulty in my fluency. (Only one answer)

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

13) I cannot speak fluently in the classroom because my self-confidence is low. (Only one answer)

☐Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

14) Outside of the classroom, I have a hard time finding opportunities to practice my public speaking. (Only one answer)

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

15) Do you practice speaking English language daily? (Only one answer)

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

16) My teacher doesn't encourage students to speak. (Only one answer)

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

17)   Even when I am well prepared, I am afraid to speak. (Only one answer)

☐   Strongly agree

☐   Agree

☐   Disagree

☐   Strongly disagree

18)   Does the correction of errors discourage you from speaking during the oral expression session? (Only one answer)

☐   Strongly agree

☐   Agree

☐   Neutral

☐   Disagree

☐   Strongly disagree

Why?...
....

19)   When I have to speak in English classes without preparation, I get nervous. (Only one answer)

☐Strongly agree

☐   Agree

☐   Neutral

☐   Disagree

☐Strongly disagree

20)   I am afraid that the other students will laugh at me when I speak English. (Only one answer)

☐   Strongly agree

☐   Agree

☐   Neutral

☐   Disagree

☐   Strongly disagree

21)   What do you think are the main hindrances affecting students oral fluency? (more than one answer)

☐   Shyness

☐   Lack of practice

☐   Anxiety

☐   Lack of self-confidence

☐   Negative feedback

☐   Fear of making mistakes

☐   Others

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

22)   Do you talk with your teacher in English? (Only one answer)

☐   Never

☐   Rarely

☐   Sometimes

☐   Often

☐   Always

23)   Do you participate in class discussions? (Only one answer)

☐   Never

☐   Rarely

☐   Sometimes

☐   Often

☐   Always

24)   In your opinion what strategies of practicing English language should be used for improving your speaking skill?

……

……

……

25)   To which extent could hesitation and making pauses affect your oral fluency?

……

……

……

……

THANK YOU SO MUCH!

Appendix Two: Oral Expression Teachers' Questionnaire

Oral Fluency Questionnaire

Dear teachers;

Our research aims at investigating the factors that influence EFL learners' oral fluency. As well as the difficulties that hamper English students' needs for instruction to improve their speaking fluency development. Therefore, we would be grateful if you could answer these questions to support us in our studies for the Masters' degree in Didactics, as they are essential to the completion of this work.

Thank you so much for taking the time to complete my 2-3 minute survey!

Cross the right answer (X).

1)   Gender:

☐ Male   ☐ Female

2)   How would you describe your students' skill level?

☐ High

☐ Average

☐ Above average

☐ Low

3)   What do you find most difficult about teaching public speaking?

☐ Grammar

☐ Pronunciation

☐ Vocabulary

☐ Other, please specify

…………………………………………………………………………..

4)   What factors do you focus on when assessing students' speaking skill in the classroom?

☐ Fluency

☐ Accuracy

☐ Both of them

Why?

………

5)   What are the main means of assessment you use in your oral class?

☐ In class activities

☐ Oral presentations

☐ Homework papers/ portfolios

☐ Tests

6)   Do you believe that the time devoted for oral expression sessions is sufficient to develop student's speaking skill?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

7)   Do you think that our department gives much importance for students' oral fluency?

☐Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

8)   Do you think that the lack of practice could influence the oral fluency?

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

9)   Do you believe that the linguistic knowledge of students affects their oral fluency?

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

10)   What do you think are the main hindrances affecting students' oral fluency?(more than one answer)

☐ Shyness

☐ Bad pronunciation

☐ Lack of practice

☐ Hesitations and making pauses

☐ Anxiety

☐ Negative feedback

☐ Teachers errors correction

☐ Lack of self-confidence

☐ Fear of making mistakes

☐ Classroom environment

11)   What are the psychological issues that hinder students from communicating fluently?

☐ Shyness

☐ Anxiety

☐ Lack of motivation

☐ Fear of making mistakes

☐ Self-confidence

☐ Self esteem

12)   To which extent could hesitations and making pauses affect students' oral fluency?

☐ Almost never

☐ Rarely

☐ Sometimes

☐ Usually

☐ Always

13)   What activities do you employ to help your students overcome those problems?

☐ Oral presentation

☐ Tests

☐ Open discussions

☐ Tasks/ games

14)   When your students are making mistakes do you correct each mistake they do?

☐ Rarely

☐ Sometimes

☐ Usually

☐ Always

15)   How should the teacher react when his students make errors?

☐ He corrects spoken mistakes on the spot to ensure that all of his students acquire the correct form.

☐ He postpones the correction until the end of the activity/ discussion to give them extra attention

☐ To avoid underlining students' motivation, the teacher rarely corrects verbal/spoken errors.

☐ If the mistake is global, the teacher likes to fix it immediately.

16)   To what extent does students' lack of EL practice have a negative effect on their speaking fluency?

………

…………………………………………………………………………………………… .

17)   According to you, what prevents students from speaking fluently?

………

…………………………

……………………………………………………………………………... .

 If you have any recommendations to make this investigation richer; please do write them   here!

………

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

Thank you for your cooperation!

Appendix Three: Fluency Checklist

Fluency Checklist

A= only one time   B= more than two times   C= more than 3/4 times   D= more than 5 times

/	A	B	C	D
Revisions				
Lengthening				
Repetitions				
Repairs				
Reformulations				
pauses				

Students	Total score
01	……………
02	……………
03	……………
04	……………
05	……………
06	……………
07	……………
08	……………
09	…………
10	……………
Final grade	Fluency level
A	Advanced fluency
B	Good fluency
C	Limited fluency
D	Disfluent

- **Additional Comments during the Observation:**

……

…………...……….

……

………………………………….… .

Summary:

The purpose of this study was to look at the primary reasons that prevent third-year students from speaking English fluently. It also seeks to identify the obstacles that impede English students' need for education in order to increase their oral fluency development. This investigation employs a descriptive analytical method based on a review of relevant literature and an analysis of data gathered from a triangulation methodology of data collection tools, which included a questionnaire distributed to 41 students, a questionnaire distributed to ten oral expression teachers, and a classroom observation. The participants in this study are third-year English students from Tlemcen's Abou Bekr Belkaid University. The findings suggest that anxiety, shyness, lack of self-confidence, lack of motivation, insufficient practice, fear of making errors, restricted vocabulary, and poor language education all contribute to students lack of fluency in speaking English. This study emphasizes the need of language teachers implementing effective instructional techniques that target the identified obstacles. The study's findings may be utilized by educators and policymakers to develop language curriculum that provide children with the exposure, practice, and encouragement they require to increase their overall English competence.

Résumé :

Cette étude a été réalisée pour enquêter sur les principaux facteurs qui empêchent les étudiants de troisième année de parler couramment l'anglais. Il vise également à identifier les difficultés qui entravent les besoins d'enseignement des étudiants en anglais pour améliorer leur développement de la fluidité orale. Cette enquête suit une méthode d'analyse descriptive qui est basée sur une revue de la littérature pertinente et une analyse des données recueillies à partir d'une méthodologie de triangulation des outils de collecte de données qui comprend un questionnaire qui a été remis à 41 étudiants, un autre questionnaire a été remis à 10 professeurs d'expression orale et une observation en classe. Les participants à cette étude sont les étudiants de troisième année LMD de l'Université Abou Bekr Belkaid de Tlemcen. Les résultats indiquent que plusieurs facteurs contribuent au manque de maîtrise de l'anglais par les élèves, notamment : l'anxiété, la timidité, le manque de confiance en soi, le manque de motivation, une pratique insuffisante, la peur de faire des erreurs, un vocabulaire limité et une instruction linguistique inadéquate. Cette recherche met en évidence la nécessité pour les enseignants de langues de mettre en œuvre des stratégies pédagogiques efficaces qui se concentrent sur les facteurs inhibiteurs identifiés. Les résultats de cette étude peuvent être utilisés par les éducateurs et les décideurs pour créer des programmes de langue qui donnent aux étudiants l'exposition, la pratique et l'encouragement dont ils ont besoin pour améliorer leur maîtrise globale de l'anglais.

الملخص:

تهدف هذه الدراسة لمعرفة العوامل الرئيسية التي تعيق طلاب السنة الثالثة من تحدث اللغة الإنجليزية بطلاقة. و يهدف أيضًا إلى تحديد الصعوبات التي تعيق احتياجات طالب اللغة الإنجليزية في التدريس لتحسين تطور طلاقة اللغة لديهم. يتبع هذا التحقيق أسلوبًا تحليليًا وصفيًا يستند إلى مراجعة الأدبيات ذات الصلة و تحليل البيانات التي تم جمعها من منهجية التثليث و التي تتضمن استبيانًا تم إعطاؤه لـ 41 طالبًا، وتم تقديم استبيان آخر إلى 10 من معلمي التعبير الشفهي و مراقبة الفصول الدراسية. المشاركون في هذه الدراسة هم طلاب السنة الثالثة ليسانس من جامعة أبو بكر بلقايد في تلمسان. تشير النتائج إلى أن عدة عوامل تساهم في عدم إتقان الطلاب للتحدث باللغة الإنجليزية، بما في ذلك: القلق، الخجل، انعدام الثقة بالنفس، الافتقار إلى الحافز الممارسة غير الكافية، الخوف من ارتكاب الأخطاء، محدودية المفردات، وعدم كفاية تعليم اللغة. يسلط هذا البحث الضوء على ضرورة قيام معلمي اللغة بتنفيذ استراتيجيات تعليمية فعالة تركز على العوامل المثبطة المحددة. يمكن استخدام نتائج هذه الدراسة من قبل المعلمين و صناع القرار لإنشاء مناهج لغوية تمنح الطلاب التعرض والممارسة والتشجيع الذي يحتاجون إليه لتحسين إتقانهم للغة الإنجليزية بشكل عام.