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The Main Factors Engendering Students' Weakness In the Speaking Skill

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Dedication

**TO MY LOVELY MOTHER,
TO MY DEAR HUSBAND,
TO MY CHERISHED CHILDREN:
AMIR, MIRAL AND RIMA
TO MY ADORABLE SISTERS
IN THE MEMORY OF MY FATHER
TO ALL MY FAMILY**

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ABSTRACT

Language is first and foremost a spoken and not a written entity. Human beings talked and listened ages before there was anything for them to read.

Achieving a satisfactory level in speaking English as a foreign language is a primary aim of both foreign language learners and teachers. However, students -in general- are facing obstacles in speaking English. They avoid talking because they are not able to use this foreign language appropriately, to convey their thoughts though they have the desire to reach a certain fulfillment.

Learners of EFL find the speaking skill quite difficult to master and therefore they fail to produce acceptable utterances.

In this respect, the present work deals with learners' non mastery of speaking; their poor speech production. The major objective of this research work is to identify the difficulties that affect the learners' ability to speak adequately.

To carry out on, two questionnaires were designed: one is delivered to students and another one is administered to teachers. The findings prove that the students of English suffer from a number of obstacles when speaking and expressing themselves orally.

Both teachers and learners affirm that those difficulties are related to: the lack of reading, lack of practicing, inappropriate techniques of teaching the speaking skill and the interference of the mother tongue. Relying on these findings, we would present some suggestions, in order to improve students' speaking skill.

Key words: speaking, EFL learner, difficulties, speaking mastery

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General Introduction:

In the process of teaching - learning a foreign language "FL" (which is English in our study), speaking is absolutely the most important aspect of language (since it is one of the four fundamental skills and it is a productive one), that's why it is very elementary in the mastering of foreign language.

Generally, Algerian students of English often face problems in producing good conversations in classroom and sometimes they do not have the chance to express their ideas in oral expression courses.

In the last years, and thanks to internet, English learners tend to prefer social network sites to communicate with others, in order to improve their language skills. Moreover, they feel the necessity to speak English fluently and adequately, consequently, they need to be able to speak with confidence and success.

It is indeed shared responsibility among both teachers and learners.

However, a series of problems are encountered while teaching this competency which put obstacles in front of the enhancement of learners in developing their speaking ability. Thus, in this study, we have raised many issues related to a number of difficulties that may cause the students' poor production of speaking skills, with the aim to find some solutions.

In this respect, three (03) center questions are to be asked during our investigation, which are the following:

- *what makes the learners face such deficiencies in speaking?
- *what are the main obstacles that prevent the students from speaking fluently and adequately?
- *what should be taken into care in order to enhance the situation?

Before answering these questions, we assume that the main difficulties behind learners' poor mastery of the speaking skill can be related to the interference of the mother tongue; because students primarily –when talking or producing utterances- think in their first language (Arabic in our case). We may also consider that EFL learners have not the desire to practice this skill but teachers

focus on enhancing it. And we believe predominantly that lack of reading is a major obstacle that prevents students from being skilled in speaking English.

Thus, the present work aims to identify some reasons that restrict the learners' ability to speak adequately. In fact, many students assume that the key to obtain a fluency in speaking English is to master the rules of grammar and read as many books as possible.

In this fact, our work is divided into three chapters; the first one sheds the light on a number of theoretical aspects and definitions of the speaking skill. It aims to enable the reader to know more about this competency. The second one tackles the methodology followed in this work. And the last chapter deals with the results that we would come out with to redefine the problems and provide to certain extent with some solutions.

Chapter One

Chapter One :Theoretical Background

Introduction

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

1.1 What Is Speaking

Speaking is a basic skill that the learners of a given language should master. Luoma (2004, p.41) defines speaking as a complex process of sending and receiving messages through the use of expressions. Hedge (2000, p.261) defines speaking as “*skill by which they (people) are judged while first impressions are being formed*”; That is to say, speaking is an important skill which deserves more attention in both second and foreign language learning because it reflects peoples’ thoughts and personalities. Its form and meaning are dependent on the context in which speech is uttered, the participants, and some speaking goals. Burns (1997, p.33) claims that “*Speaking is defined in this study as the secondary stage students’ abilities to express themselves orally, coherently, and fluent in a given meaningful context*”.

Thus, students must master all the linguistic features of a language. They have to select the appropriate vocabulary, or mechanisms of speaking related to

subject matter. However, they fail to do so, for speaking is a difficult and complex skill, and also because it is an act of discovery. Another definition was given by Luoma (2004,p.2) who defined speaking as: *“an interactive process of constructing meaning that involves producing, receiving, and processing information.”*

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

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

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

1.2 Beliefs About Developing Speaking Skills

according to Rao (2012), the experts believe about developing skills that:

- Of the four skills, listening and speaking are taught and learnt in quick succession. The teacher introduces the language item in the class and the learners situationalize it;
- Speech is the best introduction to other language learning skills. Learning through speaking is a natural way of learning a foreign language;
- Speech is important because it provides the opportunity for the practical usage of a foreign language;
- Speech brings fluency, correction then accuracy among EFL learners (we will see these characteristics in the next point) and;
- It enables the teacher to use the class time economically.

1.3 The Characteristics of the Speaking Performance

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

1.3.1 Fluency:

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. The ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. Many of foreign language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. Thornbury [2. P. 56] argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problem of speaking. In such cases Thornbury suggests what is called "tricks" or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as "short of and" I mean". Another device for filling the pauses is the repetition of one word when there is a pause.

1.3.2 Accuracy:

Nowadays most foreign language teachers emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency.

Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

1.3.3 Grammar:

The grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing.

1.3.4 Vocabulary:

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expiration accurately.

1.3.5 Pronunciation:

English language has been long considered by either native speakers or nonnative speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English.

1.4. the speaking sub-skills

In order to master the speaking skill, we need to know that it has by itself some sub-skills that we cannot neglect, since a good speaker must be able to synthesize this array of skills and knowledge to achieve his aim.

Finocchiaro and Brumfit (1983:140), state that learners have to:

- think of ideas they wish to express, either initiating a conversation or responding to a previous speaker;
- change the tongue, lips and jaw position, in order to well articulate the appropriate sound;

- be aware of the appropriate functional expression, as well as grammatical, lexical, and cultural features to express the idea;
- be sensitive to any change in the register or style required by the person to whom they are speaking and the situation in which the conversation is taken place;
- change the direction of their thoughts on the basis of the interlocutor's responses.

In speaking, learners have to acquire these sub-skills of knowing what, how, why, to whom and when to say something.

1.5 The Differences between Speaking and Writing

Speaking and writing are two main productive skills. However, those two skills are largely different in many aspects. Speaking is the most difficult skill, that is why our emphasis is on it. Understanding the main differences between the two aspects helps the learners to deal with the problems that face them in enhancing their communicative skill. Speaking and writing are different in both origin and practice. Writing skill should be learned and taught through basic efforts that is why there are many people who are skillful in terms of writing, and they are able to write easily. However, speaking is a difficult task among the majority of learners. Another feature which may characterize speaking skill is that spoken language is acquired without specific instructions.

Raimes supports the same viewpoint and claims that we start to speak our first language without given instruction, while many people usually think how to write in their L1. In contrast, writing and speaking are viewed by Robins(2000,p.95) as two modes of linguistic communication. Besides, spoken discourse is known by the use of simple linking words such as 'but', 'right', 'anyway' rather than complicated ones used in writing one (Nunan,1989,P. 22). Moreover, speech is more commonly complicated in terms of using connectors and pauses such as 'and', 'but' which makes the spoken language more difficult ;whereas in written discourse, sentences are easier when it comes to using connectors and subordinators. That is why we have the interest to investigate on this issue. Speaking requires practice. And the problem becomes more difficult when it comes to pronunciation and conveying their intended messages; that is why we have chosen to investigate these aspects as potential sources of the factors behind learners' weakness in the speaking skill.

1.6 The Importance of the Speaking Skill for an EFL Learner

Learning a foreign language involves mastering the speaking skill. Speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialogue or responding to drills, reflecting the sentence-based view of proficiency. The emergence of communicative language teaching in the 1980's led to change views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today.

However, the ability to speak a language is the product of language learning, the speaking skill is regarded as a crucial part for the learners of any language, that is why students may ignore the effectiveness of this skill on their future career because they are not able to deal with this skill appropriately. As for EFL learners, they had better be aware of how to speak in a formal context rather than in an informal one; that is to say learners are obliged to know the importance of this skill to improve their capacities regarding such a productive ability.

A major importance of speaking is to help the students to develop their vocabulary, grammar and then, progressing their writing skill. Also, Through the speaking performance, learners are able to express their identities and relationships in a societies. While speaking, learners can express their personal feelings, opinions and ideas, tell stories, inform or explain a request, and discuss.

Additionally, through speaking we can display the different functions of language. In this respect, speakers of foreign languages, especially English, have more opportunities to get jobs in different companies. Baker (2003,P.05) supports that *"a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion."* Therefore, the more learners practice oral skills, the better they feel relax and freer to express themselves. Speaking can be used in both formal and informal a context; that is why when being assessed, the writing skill cannot stand alone to be evaluated; the oral performance must be included and is to be considered as compulsory to examine the learners' linguistic competence. In fact, the roles of learning to speak and speaking to learn are interdependent.

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

1.7 Problems Faced by Students in Speaking

Like all learning obstacles, difficulties that learners face in producing a good utterance can be challenging to EFL learners. These difficulties cannot only be due to the way ideas are generated and organized, but also, to other problems.

1.7.1 Anxiety

According to Arnold and Brown, this type of difficulty is related to negative feelings such as: uneasiness, frustration, self-doubt that prevent learning achievement (1999,p.8-9). Consequently, some learners express their anxiety feelings in term of other's misunderstanding of their speech, for example when the learner says:"I am shy to speak in public because the others may not understand what I am saying" or " I will wait till someone else speaks, to express what I wanted to say".

Brown argued that anxiety is something difficult to define since it affects the process of successful second language learning. He suggested two types of anxiety: debilitating anxiety and facilitative anxiety, they are also called: harmful and helpful anxiety. The first one is concerned with negative feelings such as: uneasiness, self-doubt and so on, and learners should avoid this kind because it affects the learning process negatively. However, the other type which is helpful or facilitative is considered as a motivator; it means that it is like a key that lead to success and motivates students to work harder to get good results.

1.7.2 Inhibition

Where most of the learners are worried about making mistakes or they would be shy in their speech and these are due to the non development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience.

1.7.3 Lack of Motivation to Speak

It is evident that motivation is needed in all fields of learning in order to succeed and develop any work we want to achieve. As for speech production, it is linked to achievement, and learners' motivation makes the action easier and more effective for both teachers and their learners.

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

There are many hidden forces which cause demotivation and make the learner demotivated to achieve certain speaking levels. One reason may be the fear of failure or the fear of not reaching our goals in some situations, mainly when it comes to fluency and accuracy. The second reason may be due to teacher's refusal, that is to say, speakers find themselves forgetting words when they want to convey something especially when dealing with difficult speaking tasks. The main source of this fear from failure among students is the idea of being afraid of doing mistakes. As a result, they are blocked and they lose the desire to attempt their chances for taking the risk and adventure.

1.7.4 Lack of Reading

Reading is a helpful tool to enhance the students' speaking skill. Some reports have compared between two classes: one practices reading whereas the second depends largely on speaking.

Eventually, the first class was found more progressing than the latter.

Semantically, reading is the ability of someone's to recognize marks and translate them into spoken items and words, but usually what is meant is that the learner understands what he reads.

Hence, reading either in the classroom or outside the academic context is seen as the appropriate input for the learning of speaking competency. In this respect, many surveys have been done to confirm the link between the two interrelated skills: reading and speaking.

In addition, reading activities can enhance the speaking performance, retention, and Information.

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

1.7.5 Deficient vocabulary

Actually, this point is linked to the previous one.

Learners find themselves struggling to find appropriate words, when trying to express their own thoughts using a foreign language, because their choice of expression is severely limited. For instance, when the learners are unable to think of anything to say in a classroom speaking practice, they simply say: “Word order and vocabulary don’t always flow into my mind” or, “I need a bit of time to translate into English”.

1.7.6 Poor listening practice

Students should focus on the listening skill in the classroom where the only source of spoken language used in most foreign language classes is the teacher (teacher’s talk).

Therefore, speech is usually related to the listening skill because in most cases, learners say what they hear from their teachers. Here, listening comprehension plays a major role. The learner may have acquired skill in expressing himself in a foreign language (F.L), but he has little practice in understanding the oral language when spoken at a normal speed of delivery in a conversation situation. The student therefore does not comprehend sufficient elements in the message to be able to react to it, by contributing to the discussion. So, they need much practice in listening that will provide them with the breathing space necessary for oral performance.

1.7.7 lack of interest in the subject

Learners may often stay silent because they have nothing to say in that moment. The teacher may have chosen a topic which is uncongenial to them or about which they know very little and as a result they have nothing to express in English.

1.7.8 The Influence of the mother tongue

In addition to the lack of interest and no desire to talk in the foreign language, EFL learners find themselves also facing another problem that really limits their capacities to speak correctly. It is the fact that when speaking, they think in Arabic or in their first language, in general. This obstacle is the chief concern of teachers and students. Often, foreign language teachers focus on the need for EFL speakers to think and speak in English. That is to say, this way of speaking will limit the acquisition of English due to the action of transferring structures and vocabularies from first language in an incorrect way. Friedlander (1997,p.11) claims that *“speakers transfer both good and weak speaking skill*

from their first language to English.” He adds also “weaker speakers failure to use speaking strategies in English was based on their failure to use these strategies in their first language.”

One can say that students speakers who have never acquired their first strategies in first language fail to transfer them to their foreign, or second language. In contrast, many studies proved that it is not necessary to be good speakers in L1 to be so in FL or in second language.

Kuehan contends that *“the acquisition of FL literacy skills by adults already literate in their first language is a complex phenomenon involving multiple variables”*(p.85) This means that the speaking convention can be different from one language to another. Moreover, not any person is a gifted speaker.

Speaking is a skill that can be practiced, mastered, and learned.

Speaking remains one of the most difficult skills to be mastered because many obstacles exist while speaking even for native speakers.

Briefly, students find it easy to use their mother tongue inside classroom because it looks more natural.

1.7.9 Lack of teacher’s corrective feedback and reinforcement

As we have stated previously, teachers should be involved by motivating, supporting and even suggesting or giving advice to students, therefore, responding, reacting, and correcting. What is common between these last three concepts is that each one of them needs a feedback that encourage students to do better. Feedback is very important in the teaching foreign language in teaching feedback refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons.

Moreover, O’Hagan(1997, as cited in perin,2007,p.30) argues that the common practice of giving scores to students for their speaking performance is counter-productive. Many students find this type of feedback as a source of demotivation because it gives much more importance to performance in relation to others. And this creates a kind of discrimination among those who are always active workers and those who participate. This can lead the students to think most of the time about being concerned with failure and let them rather avoid being motivated to master speaking competency.

Consequently, we agree that low participation could be , in a certain way, another obstacle to the mastery of the speaking skill; in this situation, some learners are to be heard all the time, however others will have only very little time to speak, especially in large group classes.

Hence, teachers' reaction to their students' achievements can take two forms of attitudes: correcting and responding.

Correcting students' mistakes must be checked at different linguistic features such as grammar, syntax.etc. It is used as a useful technique in order to stimulate and help the learner to engage in other tasks.

Such types of feedback offer learners more helpful opportunities to be involved in the classroom interaction as well as improve their levels. In this case, effective teachers' feedback should be constructive towards students' performance. Because EFL learners give much importance to marks, they cannot be conscious of their weaknesses and strength points.

Conclusion

The present chapter was devoted to explain many points regarding the speaking skill in general. It elucidates the main common definitions of speaking competency and has also discussed in narrow details the main difficulties faced by students when speaking English and others that participate in that problem of poor mastery of the speaking skill.

We, in fact, have raised certain important issues in the process of teaching and learning a foreign language.

As a productive skill, the speaking ability is seen as one of the chief language skills that should be developed and have a great attention. However, students are facing difficulties behind their poor speech production. Those problems hinder the students' ability to speak correctly and freely. They must be treated and solved by teachers and researchers in the field of foreign language learning.

After having investigated certain theoretical issues on speaking performance, now we will identify, in the second chapter, the methodology and some strategies used to conduct our research project.

CHAPTER TWO

Chapter two: Research Methodology

Introduction

The previous chapter has tackled some theoretical issues linked to speaking skill.

The present chapter presents the way we have designed our research methodology. We will begin first by the methodology used, and we will highlight the tool used to collect data by mentioning the reason behind our choice. The next step is devoted to population of the study, with sampling technique used to choose the sample and the context. Finally, it briefly describes the questionnaire, its advantages, limitations and the way it is designed and organized.

2.1 Methodology

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

Selecting the choice of the research methodology is based largely upon the subject of the research, its aim behind the study, and the sample investigated. Thus we need a research strategy to identify, analyze, and interpret the issue under study.

The suitable research strategy that fits our objective is “case study”.

2.2 Research Hypothesis

Our research hypothesis stated that:

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

B) problems faced when speaking English may be due to the impact of first language.

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

2.3 Identification of the Target Population and context

To realize our research on the ground, there were fifty students (girls and boys) some of them from Abdelhamid Ibn Badis University of Mostaganem and others were asked through facebook and 07 teachers.

However, a series of obstacles did hinder us from obtaining information from a considerable number of students and teachers, to ensure the gaining of more credible information, and that was because of the situation we lived in last months which is the COVID19.etc.)

Making decisions about sampling should be carried out earlier in the overall planning of any research work because of the difficulties stated before.

2.4 Data collection procedure

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

we have chosen this instrument and used it in our study because it is the most helpful mean to investigate learners' views and opinions, deficiency and needs of learners about studying English.

2.4.1 Questionnaires Design

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

2.4.2.1 Definition of Questionnaire

Questionnaires are one of the basic data collection procedure that minimize time and efforts. It is not the only a tool to manage the framework, but gives also an overview of the investigated issue which may seem difficult to gain by other tools of investigation.

2.4.2.2 Limitations of Questionnaire

Technically speaking, the virtue of questionnaires tends to be the appropriate research tool.

However, using them have certain limitations; such as :

- Written questionnaires lack supporting characteristics, for instance, gestures and other visual signs ;
- Sometimes, questionnaires are not answered by the informants we want;
- Some participants may not give questionnaires back;
- Limited response allowed by questions, and may be not the right questions are asked;

2.5 Description of Students' Questionnaire

This questionnaire was distributed to thirty (15) students of English which were chosen randomly, and these questions vary from closed questions to open ones to pick up the right response from a number of questions; in addition, they were required to give their points of view and justify them. The students' questionnaire aims to identify and analyze the main difficulties behind students' poor mastery of the speaking performance.

The survey involves twelve questions: five(5) opened questions and seven(7) closed ones; each type is chosen to fill the objective of varied choices of responses, that give participants the chance to express their viewpoints freely.

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

Question (02) seeks to know whether the participants feel motivated when expressing oneself.

In other words, the question permit us to analyze the sort of relationship between the teacher as well as the learner. This question again allow the informant to justify his choice.

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

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

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

Question (06) has been designed to see whether students are making English language into practice outside the academic context and more precisely if they interact outside the classroom with their friends or their families, which is considered as a chief key to be fluent at the level of this productive skill.

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

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

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

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

Question (11) enquires into students' participation in oral expression sessions. It is a significant question because it informs the researcher about the importance of oral tutorials.

Hence, the question will provide us with deep vision about whether students prefer to be more active in oral activities or just make the English language slave of the classroom only.

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

2.6 Description of Teachers' Questionnaire

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

The first part (1-6) is devoted to getting information about the chosen sample of teachers. Also, it aims to shed the light on speaking performance referring to teachers' experience. This section is designed to know about facts concerning the speaking skill. And the other group of questions from 7-12 was about problems and obstacles faced to students.

Question (1) investigates the gender of the participants,

and **question (2)** aims to know the education degree of teachers .

Question (3) inquires about how many years the respondents have been teaching oral

Expression, because we need to see whether those teachers are exposed to teaching this productive ability or not.

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

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

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

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

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

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

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

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

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

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

Conclusion

In short, this chapter has exposed the research design as well as the main objectives behind this research work. We have started our work with the methodology. Additionally, we move to the context in which the study were considerably selected and followed. Also, this chapter offers a detailed description of the research instruments, the context, and the participants involved in our study. Then, it is concluded with detailed description of students' questionnaire. All these series of steps offer us the green light to carry on our research project in a coherent way and well-planned strategy.

At the same time, it paves the way for a more detailed explanation of the third and last chapter which will be devoted to the discussion, the interpretation, and the analysis of participants' answers, relying on the descriptive method.

Chapter Three

Chapter three: Data Analysis and Results

Introduction:

This research work is about difficulties and points of weakness that affect students' development speaking competency. In the previous two chapters, it has been presented a brief literature review related to speaking, obstacles faced by students at the level of oral expression.

The next chapter deals with the analysis and interpretations of data gathered from the student's questionnaire. The latter consists of twelve questions which were handed to 15 students and 05 teachers of English at Abdelhamid Ibn Badis University and others from different universities (asked through facbook).

3.1 The Analysis of Students' Questionnaire

| Option | Number of students | Percentage |
|--------|--------------------|------------|
| Female | 13 | 86.6% |
| Male | 02 | 13.3% |
| Total | 15 | 100% |

Table 01: Students' Gender

| Option | Number of students | Percentage |
|--------|--------------------|------------|
| Yes | 10 | 66.6% |
| No | 05 | 33.3% |
| Total | 15 | 100% |

Table 02: Students' enjoyment of oral skill

As it is shown in the table above, the majority of the participants answered that they do enjoy practicing oral tasks despite the difficulties they have. Most of them feel either stressed or shy when speaking orally, whereas only 05 informants replied that they do not enjoy oral tutorials because simply they are not motivated.

| Option | Number of students | Percentage |
|--------------|--------------------|-------------|
| Yes | 12 | 80% |
| No | 03 | 20% |
| Total | 15 | 100% |

Table 03: Students' relaxation when speaking

We can notice when the students were asked if they feel relaxed when expressing themselves orally, that the highest percentage 12 (80%) said that they do not have problems when speaking, thanks to their self-confidence and patience.

| Option | Number of students | Percentage |
|-------------------|--------------------|-------------|
| Teachers | 01 | 6.6% |
| Lack of practice | 05 | 33.3% |
| Lack of reading | 07 | 46.6% |
| Lack of listening | 02 | 13.3% |
| Total | 15 | 100% |

Table 04: Students' weakness in speaking ability

Here, we have 07 (46.6%) of the informants believe that their weakness point when it comes to speak English, is because of the lack of reading, 05 (33.3%) claim that it is because of the lack of practice, whereas only 02(13.3%) and 01 (6.6%) of the participants replied that their points of weakness go back to the teachers and the lack of listening respectively.

| Option | Number of students | Percentage |
|---------------|--------------------|------------|
| Vocabulary | 09 | 60% |
| Grammar | 03 | 20% |
| Fluency | 02 | 13.3% |
| Pronunciation | 01 | 6.6% |
| Total | 15 | 100% |

Table 05: Students' obstacles when speaking

It is shown above, that most of the students find great difficulty in their limited number of vocabulary; on the other hand, 03 students (20%) consider grammar as the main obstacle behind their poor speaking productions, whereas the rest of the participants claim that fluency and pronunciation are the basic problems that prevent them from being effective speakers.

| Option | Number of students | Percentage |
|--------|--------------------|------------|
| Yes | 06 | 40% |
| No | 09 | 60% |
| Total | 15 | 100% |

Table 06: Students' English practice outside the classroom

The table above shows that some of the students' answers (60%) to the question was by "no"; they do not practice English outside the classroom because they are not motivated to speak and their friends do not have the desire to do that. (40%) of them replied by "yes".

| Option | Number of students | Percentage |
|--------------|--------------------|------------|
| In pairs | 06 | 40% |
| In groups | 06 | 40% |
| Individually | 03 | 20% |
| Total | 15 | 100% |

Table 07: Students' work in the classroom

The data in the table above shows that the minority of the informants 03 (66.6%) answered that their teachers (or most of them) ask them to work individually, 06 of them in pairs and other 06 (13.3%) answered that their teachers prefer working in groups.

| ption | Number of students | Percentage |
|-----------|--------------------|------------|
| Listening | 04 | 26.6% |
| Reading | 01 | 6.6% |
| Writing | 01 | 6.6% |
| Speaking | 09 | 60% |
| Total | 15 | 100% |

Table 08: The most difficult skill among students

The results obtained reveal that speaking is the most difficult skill among the four skills, for students (60%);and that they cannot find words to express themselves. whereas 01 participant conclude that writing is the most complicated one since it requires the three other skills.

In addition, 04 (6.6%) mentioned that listening also can be difficult especially when it comes to listen to someone who speaks fast or to concentrate for a long time and another (6.6%) said that reading is the most complicated skill.

| Option | Number of students | Percentage |
|--------|--------------------|------------|
| Yes | 13 | 86.6% |
| No | 02 | 13.3% |
| Total | 15 | 100% |

Table 09: Students' English level

As it is stated above, the majority of students 13 (86.6%) reported that their level in English has improved when practicing oral conversations, as well as their fluency is increased. However, 02 (13.3%) of the participants replied by "no". So, they are not able to speak English correctly and adequately.

| Option | Number of students | Percentage |
|--------|--------------------|------------|
| Yes | 05 | 33.3% |
| No | 10 | 66.6% |
| Total | 15 | 100% |

Table 10: Students' performing role play

From analyzing the table above, we observe that from the majority of the students' answers (66.6%), teachers do not rely so much on role plays.

However, 33.3% of them do so.

In fact, performing a role play during the oral tutorial is one of the helpful techniques that should be used by teachers in order to enhance students' performance.

| Option | Number of students | Percentage |
|--------------|--------------------|-------------|
| Always | 04 | 26.6% |
| Sometimes | 11 | 73.3% |
| Never | 00 | 00% |
| Total | 15 | 100% |

Table 11: The use of English inside tutorials

The findings in the table above proved that high number of respondents (73.3%) said that they do not always participate in English tutorials; this may be due to stress or being afraid from making mistakes. In the other side, only 04 (26.6%) feel free to speak and do not face problems when participating.

| Option | Number of students | Percentage |
|--------------|--------------------|-------------|
| Yes | 09 | 60% |
| No | 06 | 40% |
| Total | 15 | 100% |

Table 12: The use of English in telephone conversations

09 of the respondents shared the same answer; they all do not use English very often in telephone conversations. The result supports to the hypothesis of lack of motivation. Moreover, the effect of the environment they live in, can be also an obstacle that could make talking English in the phone something strange.

3.2 The Analysis of Teachers' Questionnaire

In the second part of this chapter, we will tackle the teachers' questionnaire interpretation.

It consisted of two sections, each one gathered data on a particular aspect: the first one about speaking skill, and it aims to investigate teachers' point of view about the issues related to speaking competency.

The second one is devoted to the problems faced by students in speaking, according to teachers; in order to shed light on the main difficulties that restrict students' speaking performance.

3.2.1 Section one: speaking skill

| Option | Number of students | Percentage |
|--------|--------------------|------------|
| Female | 05 | 71.4% |
| Male | 02 | 28.5% |
| Total | 07 | 100% |

Table 13: Teachers' Gender

| Option | Number of students | Percentage |
|------------------|--------------------|------------|
| License | 00 | 00% |
| Magister /master | 05 | 71.4% |
| Doctorate | 02 | 28.5% |
| Total | 07 | 100% |

Table 14: Teachers' held degree

From the answers, we can notice that the highest percentage of teachers (71.4%) have MA (magister or master) degree, whereas (28.5%) hold a PhD certificate, and no one have license of the teachers asked in the questionnaire.

| Option | Number of students | Percentage |
|----------|--------------------|------------|
| 02 years | 01 | 14.2% |
| 05 years | 02 | 28.5% |
| 15 years | 04 | 57.1% |
| total | 07 | 100% |

Table 15: Teachers' period of experience in teaching oral expression

Table 15 shows that mainly the half of the participants (57.1) have a long teaching experience in OE, however 02 (28.5%) teachers have a short experience of teaching OE, other one's experience is just 02 years.

| Option | Number of students | Percentage |
|--------|--------------------|------------|
| yes | 03 | 42.8% |
| no | 04 | 57.1% |
| total | 07 | 100% |

Table 16: Teachers' point of view towards students' level

The common shared idea among teachers (57.1%) is that students have not a satisfying level in speaking English. However, (42.8 %) claimed that their level is quiet pleasant.

| Option | Number of students | Percentage |
|---------------|--------------------|------------|
| presentations | 02 | 28.5% |
| role play | 01 | 14.2% |
| dialogues | 04 | 57.1% |
| story telling | 00 | 00% |
| total | 07 | 100% |

Table 17: Teaching focuses on speaking activities

The answers above illustrate that (57.1%) of the informants focus on dialogues in classroom.

On the other hand, (14.2%) use role play as a technique, to enhance interaction. However, just (28.5%) of the population prefer using presentations, whereas none of the teachers chose story telling as a tool for practicing the speaking skill.

| Option | Number of students | Percentage |
|---------------------------------|--------------------|------------|
| let them finish | 04 | 57.1% |
| ask their peers to correct them | 01 | 14.2% |
| Stop them to correct them | 02 | 28.5% |
| total | 07 | 100% |

Table 18: Teachers' attitude towards students' mistakes

Reading the above results, we find out that (28.5%) of the participants prefer to stop their students and provide them with mistakes' corrections. While (14.2%) recommend the students' classmates (their peers) to correct them. The majority of the teachers said that they let their students finish (57.1), in order to not losing their utterances.

3.2.2 Section two: problems and obstacles that effect students' speaking performance

In this section, we have selected five (05) questions to analyze and interpret those problems that influence students' speaking competency.

These questions may provide us with answers that fit our research work objectives.

| Option | Number of students | Percentage |
|-----------------------------|--------------------|------------|
| Students (lack of interest) | 01 | 14.2% |
| Lack of practice | 03 | 42.8% |
| Teachers | 02 | 28.5% |
| Others | 01 | 14.2% |
| Total | 07 | 100% |

Table 19: reasons behind students' poor speech production

Concerning difficulties faced by students in practicing the speaking skill, (42.8%) of teachers reveal that the main source is the lack of practice. Hence, (28.5%) recognize that teachers themselves can be an obstacle. While (14.2%) affirm that their students find difficulties at the level of accuracy and fluency. Also (14.2%) stated that other problems are facing them outside the academic context.

| Option | Number of students | Percentage |
|--------------------|--------------------|-------------|
| Decrease gradually | 04 | 57.1% |
| Disappear totally | 02 | 28.5% |
| Remain the same | 00 | 00% |
| Total | 07 | 100% |

Table 20: results of interacting orally and intensively with students

According to the teachers who were asked about the results obtained after interacting orally with their students, most of them confirmed that the students' mistakes decrease gradually. 02 of them said that the mistakes disappear totally, it means there is mastery of the situation.

But 01 of the teachers did not answer to this question.

| Option | Number of students | Percentage |
|--------------|--------------------|-------------|
| Yes | 06 | 85.7% |
| No | 01 | 14.2% |
| Total | 07 | 100% |

Table 21: The influence of students' number on speaking performances

By this question, teachers were asked about the influence of the huge number in classrooms on the participation of students, till it is one of the main factors to enhance the speaking skill. Almost all of them (85.7%) confirmed that the big number of students affects negatively the speaking performance. Except one teacher (14.2%) who does not see that this factor can affect the speaking competency because it can be related to other factors, such lack of interest from students or influence of the mother tongue.

| Option | Number of students | Percentage |
|--------------------|--------------------|------------|
| To a great extent | 06 | 85.7% |
| To a lesser extent | 01 | 14.2% |
| Total | 07 | 100% |

Table 22: The influence of the mother tongue on speaking performances

From analyzing the answers to question 10, which was about the effect of the mother tongue on the mastering of the speaking skill, we notice that the majority of the teachers confirm that the mother tongue influence, to a great extent, the speaking performance of a FL, however, one of the teachers claims that It is just one of the factors that engender the poor mastery of English as a FL but not very significant.

| Option | Number of students | Percentage |
|--------|--------------------|------------|
| Yes | 05 | 71.4% |
| No | 02 | 28.5% |
| Total | 07 | 100% |

Table 23: Teachers' attitudes towards overcoming the obstacles

We can notice that most of teachers (71.4%) confirm that the problems faced can be overcome, for example through extending the time allocated to teach and practicing speaking and listening skills. Also, reducing the number of students by dividing them into sub-groups, may help a lot in practicing the oral expressions. whereas, the remaining (28.5%) replied "no"; that means that it is quite difficult to find solutions to these problems.

3.3 Discussion of the Results

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

One of the main problems encountered by students, when speaking English, is that they do not have the desire to speak; here, it is the teachers' role to raise the students' awareness about the importance of this skill in order to bring back students' desire and engagement in speech production.

Therefore, avoiding negative feedback increases learners' encouragement to be more active, and involved in the speaking class lesson even, they do not know the answer.

Afterwards, the speaking competency is totally neglected by students as it is stated above Q6 and Q11, that is to say students do not practice the language neither inside nor outside the academic context; they do that, unfortunately, only the day of the exam. This ensured that the awareness of students of the speaking proficiency is absent. Also from students' responses, we conclude that in addition to those obstacles, the main factor behind the fact of not being interesting in speaking English is that English is not spoken outside the classroom; it is considered as a second foreign language. Moreover, from the students' responses we can conclude that students' motivation towards practicing this competency is insufficient. This may be due to the fact of being stressed and afraid from experiencing this ability. So, here it is the classroom interaction's role to be focused on by teachers so as to support and enhance their students' level in speaking English as it is shown in Q6 and Q7.

Hence, the majority of students proved that the frequent use of language helps them to cope with those obstacles and let them do less mistakes.

Otherwise, Students' difficulties in mastering the speaking competency are various according to teachers. These later believe that their students are motivated to speak, but the question which is always asked is: what does hamper the learners from being effective speaker? Teachers claimed that their students have unsatisfied level which is really an issue to be solved. In this respect, the responsibility to face this obstacle should be shared among

teachers as well as learners in order to make the teaching /learning process more interesting, particularly in foreign languages learning which has started to take a very wide range in Algeria.

Furthermore, teachers reveal that speaking could be developed through interaction and providing students with constructive feedbacks; teachers' role here is to stimulate and supervise students to be more active and engaged in the speaking tasks more specifically, teachers should create their own strategies to encourage students' abilities, by providing them with helpful activities.

Teaching strategies can help the cognitive process of students to be more progressed and offer them the chance to be an effective public speaker which at the end increase students' confidence , and the sense of responsibility. Last but not least, from students' and teachers' questionnaire results we can declare that those difficulties go back to many reasons. We also contend that self-confidence is indeed helpful in enhancing this skill. Additionally, the results reveal that students' perceptions and beliefs have a noticeable influence on learners' levels in oral performance inside or outside the classroom. Hence, there exists clear fact said that if EFL Learners trusted their personal capacities, they would be more desirable and powerful to have positive achievement about their own speaking abilities.

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

Conclusion

The present chapter has revealed the learners' and teachers' points of view about the reasons behind the students' poor mastery of oral skill and their weakness's points.

They share one common idea: language is a vital feature, so it should be practiced by reading and motivation .In addition, opportunities to overcome the stated obstacles are different, and knowing about the real reasons to enhance their level in speaking is the responsibility of both teachers and students.

Limitations of the Study

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

The first challenge was time and how to manage time. This is due to charges we were dealing with along the year and the specific situation of Covid 19. If the study had a long time that is mainly devoted to gather data, the research might witness other tools like interviews, or having a big group to fill the questionnaires. This would give another dimension to the study and the results obtained.

The second limitation was the lack of references. We have not found the necessary information concerning our topic. We have tried to involve more internet articles and check on previous projects that may give us an aid in making the dissertation.

The last limitation concerns the sample of the teachers. We have really wanted to interview the teachers who taught oral expression for students. This would give the researcher more valid data.

Additionally, generalizing the results obtained may not be appropriate because our population was limited: just a small group of students and teachers. These results could, therefore, be generalized by other researchers in the Algerian context.

General Conclusion

Our research work aimed to investigate some issues related to the speaking skill from a narrow perspective, in terms of communicative approach which most learners want to master.

Developing the speaking ability in a foreign or second language is not an easy task to do; it needs to enrich the vocabulary and also a lot of practice and experience to be able to produce utterances adequately and accurately, and express the intended messages. However, many students face obstacles to reach a satisfactory level of speaking proficiency. At first, we hypothesized that learners' problems in speaking skill might be due to practice and other reasons that restrict the use of language either inside or outside the classroom. Indeed, some of those hypotheses are proved according to teachers' and students questionnaire and interview.

This study was based on some information which helped us to shed light on different problems that both learners and teachers face in the teaching-learning process. Learning to speak accurately is something our learners scarcely manage to do. They believe it is impossible to master it. Additionally, they fail to give acceptable form of speech. As future investigators, we aim to have a good level at speaking, and we believe that those difficulties are likely to be overcome if we do not sit back, relax and wait for top-bottom decisions.

Probably, the best way to do that -according to our teachers -is to encourage interactions inside the classroom and even outside, since students do not speak English frequently outside the classroom.

It was clearly remarkable through the analysis of teachers' and students' questionnaires that learners face many obstacles at the level of speaking English, and the opportunities given by teachers to students are not enough. This is ensured by the results gained from the analysis of the data gathered from students' questionnaire. Thus, the ultimate objective of this work is to discover the main factors behind students' weakness in oral and develop the speaking skill of learners through motivation and classroom interaction.

We have shown that the real reasons behind that poor mastery of the oral performance are linked to the techniques of teaching, methods, learners, teachers, and other remaining problems such as no desire to speak, lack of reading, and the influence of mother tongue, etc. Out of the stated difficulties we can also mention: the large class size, teacher talk time, learners' shyness, time bounding, etc. However, we have limited our research work to what is likely to be though are the main difficulties affecting learners' oral performance.

Hopefully, this research work and the suggestions outlined above will to equally beneficial to EFL students to get rid of the obstacles faced and to improve their speaking skill and for teachers to encourage them to treat this problem wisely, taking into account the psychological and behavioral aspects that affect their students' learning.

We wish also that it would pave the way for investigating other aspects related to speaking problems.

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Appendices

Dear students,

You are kindly asked to answer the following questions concerning the main factors behind students' poor mastery of the oral skill. This study aims to identify and analyze these factors.

Please, put a cross (X) on the adequate answer and add your comments when it is necessary.

Your participation is greatly appreciated and will be useful for

1- Are you:

Male

Female

2- Do you enjoy practicing oral tasks ?

Yes

No

Why.....
.....

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

Yes

No

4-Is your weakness in speaking English due to:

Teachers lack of practice lack of reading lack of listening

Justify.....
.....
.....

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

Vocabulary Grammar fluency pronunciation

6-Do you practice English outside the classroom ?

yes No if no, why?

.....
.....

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

pairs groups individually

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

listening reading writing speaking

why.....
.....
.....

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

Yes No

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

yes No

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

always sometimes never

why.....
.....
.....

12 -Do you use English language in telephone conversations ?

yes no

Thank you for your cooperation

Dear teachers,

You are kindly asked to answer the following questions concerning the main factors behind students' poor mastery of the oral skill.

This questionnaire aims to investigate about the main factors behind students' poor speech production .

Your participation is greatly appreciated and will be useful to help us in our research work For the master's degree in diadactics.

1-Specify your gender

a- Male

b- Female

2- Degree (s) held

a- BA (License)

b- MA (Master /Magister)

c- PHD (Doctorate)

3- How long have you been teaching oral expression ?

a- 5 years

b- 10 years

c- 15 years

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

Yes

No

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

A- presentations

b- Role-play

c- dialogues

d- story telling

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

a- Let them finish

b- ask their peers to correct them

c-stop them to correct them

Please, justify

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7 Are the difficulties faced by students in speaking due to

a- students

b- lack of practice

c- teachers

d- other problems

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

a- decrease gradually

b- disappear totally

c- remain the same

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

Yes No

Please, explain

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11- Are those obstacles possible to overcome ?

a- yes

b- NO

Please, explain

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12- please, feel free to add any comment:

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Thank you for your cooperation

