

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH



DOMAIN: FOREIGN LANGUAGES
STREAM: ENGLISH LANGUAGE
OPTION: LINGUISTICS

**Investigating EFL Learners' Difficulties in
Developing Oral Fluency: the Case of Second
Year Students of English Language at
Mohamed Boudiaf University**

**Dissertation Submitted to the Department of English in Partial
Fulfillment of the Requirements for the Master's Degree in Linguistics**

Candidates

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Supervised by: Mrs. Nacira HERIZI

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DEDICATION

This work is dedicated

To my beloved parents Larbi and Malika, who have been my source of inspiration and gave me strength when I thought of giving up. Thanks for continually providing me with moral, spiritual, emotional, and financial support.

To my lovely sisters Manal and Iman and her husband Omar.

To my dear aunt Hadjila

To my dear brothers: Riad, and Akram.

To all my family members

To my source of joy and happiness Aissa

To my close friends: Mokhtar, Horia, Sohila, Aicha, and Saadia whose support sustained me to finish this work

To the memory of our classmate Youcef SENOUCI

To all my friends with whom I shared my college life

And finally to all of my teachers

Nour elhouda. DJ

DEDICATION

First and foremost, I dedicate my work to my parents

Dahbiya and Mohamed who provided me throughout my entire life
and particularly throughout process of pursuing the master degree with unconditional
love and prayers.

I have chance to complete this thesis because of the constant encouragement and
support of my sisters Khansa, Romissa, Thorya
and my brothers Zino, Ahmed, Omar and Zaki

I dedicate this work also, to my friends Nesrin, Aicha, Karrima, and Iman
Finally, I dedicate my work to all my teachers and colleagues at university.

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ABSTRACT

This paper investigates EFL learners' difficulties in developing oral fluency and the factors that affect their speaking performance. It tackles the problems learners face while speaking. This study uses a triangulation methodology of data collection tools which includes a questionnaire, interview, and classroom observation. The study follows a descriptive analytical method to analyze the obtained data from the three data collection tools. The sample includes 44 second year LMD students of English language and 7 Oral expression teachers at University of Mohamed Bodiaf in M'sila. Students were addressed to answer the questionnaire, and oral expression teachers were invited to answer the interview. From data analysis and interpretation researcher could come up with interesting points in which the findings indicate that there are some difficulties which underline EFL learners' failure in developing their oral fluency these difficulties are; lack of time of oral expression module, lack of practice and exposure to English language, Arabic language interference, lack of participation and interaction inside the classroom. At the end of the study, some recommendations are provided for teachers, students, English department of M'sila University, and policy makers to enhance students' speaking fluency.

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LIST OF ABBREVIATIONS

LMD: Licence, Master, Doctorate.

EFL: English as Foreign Language.

%: percentage.

Q: question.

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GENERAL INTRODUCTION

Oral fluency or the efficiency and spontaneity of speaking, is a key characteristic of one's oral proficiency. In point of fact, the importance of such skill is clearly evident in the wide demands for good English speaking skills, for this latter enables the speakers to easily communicate with both native and non-naïve speakers of English, either as friend or in professional life. However, it is clearly evident that achieving high proficiency in oral fluency is one of the hardest tasks for EFL learners, as the great bulk of them have actually failed in possessing a native-like accent. Therefore, and due to the significant of oral fluency, this paper will tackle the problems and the difficulties that stand as barriers for enhancing EFL learners speaking performance.

1. Background of the Study

Indeed, owing to the fact that most if not all EFL learners labour to possess a native-accent, those recent researches has shown much of interest to the dilemma of speaking skills and the factors or the hindrance facing learners' oral competences. Taking the example of Mona. M. Hamad's research that is entitled, "Factors Negatively Affect Speaking Skills at Saudi colleges in the south," (2013) this paper indicates and focuses on the external elements namely instructors, curriculum, textbooks, textbooks' activities, and the teaching-learning environment. Another paper was done by Nivja De Jong under the title, "Judging Speaking Fluency: What Do Rater Do? And What Should They Do?" (2011) Jong's research explores the assessments and measurements of Oral fluency. Furthermore, the dilemma of the speaking fluency has been discussed by Sandra Reitbrecht who conducted a research entitled, "The Impact of Fluency and Hesitation Phenomena on The Perception of Non-Native Speakers By Native Listeners Of German." In her research, Reitbrecht discusses the impact of L2 fluency and hesitation, the context of the speech on the intercultural communication.

If truth be told, it is due to the great importance and attention that students give for the acquirement of a good accent, that many researchers were inspired to scrutinize and dig dipper through the aspects of a good English speaker. Moina Rahnama, Neda Fatehi Rad, and Hamid Bagheri were among those scholars who tried to explore this issue through one of their studies labelled, "Developing EFL Learners' Speaking Ability, Accuracy, and Fluency"(2016). This inquiry is basically concerned with the different strategies that are adopted by teachers to help their students to develop and

improve their speaking skills, as well as the dynamic factors, namely linguistic, cognitive, and affective ones, that affect their speaking competences. Moreover, this paper highlights the importance of reading and listening as major skills for the development of the speaking skills.

On top of this, the issue of oral fluency was the main stand of Mahdi Yahya and Shila Kheirzadeh in their research, under the title “The Impact of Oral Presentation on Fluency and Accuracy of Iranian EFL Learners’ Speaking” (2015). This paper indicates the significance of oral presentations in enhancing the speaking accuracy and fluency.

Most of the previous studies pertain to the present review emphasized the problems and factors influencing speaking performance taking into account the internal and external factors. The current paper shed the light on external factors that affect EFL learners’ oral performance as well as the difficulties which underling EFL learners’ failure in enhancing their oral fluency giving much attention to the educational and teachers-related difficulties.

2. Statement of the Problem

Oral fluency is a major characteristic of speaking proficiency as it facilitates the act of expressing thoughts, eliminates misunderstanding, it helps learners to obtain high grades, and get their peers’ attention while performing any presentation. Nevertheless, it has been noticed that most EFL learners face a serious problems related to this issue, many of them cannot express themselves freely and confidently. In this respect, this researcher highlighted this topic in order to investigate both the factors and the difficulties that hinder EFL learners from developing their oral fluency.

3. Research Questions

1. What are the problems EFL learners face while speaking?
2. What are the factors affecting EFL learners’ oral performance from learners and teachers’ perspective?
3. What hinders EFL learners from developing their oral fluently?

4. Research Objectives

As already mentioned above, oral proficiency is a key element in EFL learning proficiency. Accordingly, this study aims to investigate the problems that hinder EFL

learners from talking fluently. Moreover, this research seeks to determine the key affective factors affecting students' low performance in oral sessions. In addition, it aims to discover the difficulties that hamper English students' fluency development. And finally, to make learners be aware of these problems and its negative impact on their future career.

5. Significance of the Study

With broad demand for good English speaking skills in various domains, EFL learners find themselves in need to get fluent speech. And as we noticed blind eye from both teachers and learners of English language to the issue in pedagogical settings, especially when there are a reasonable number of learners incapable to speak fluently we tried to highlight some important points related to oral fluency. The results of the study may help EFL learners to be aware of the problems hampering them from speaking fluently as well as it will help them to overcome the difficulties hindering their fluency development. It seeks to suggest different strategies for learners and teachers to enhance students' speaking skill.

6. Research Methodology

6.1 Research Method

The method used in this study is the analytical descriptive method since we are going to investigate the difficulties that encounter EFL learners from talking fluently from teachers and learners perspectives and to examine their participatory role as well as their responses to the questionnaire and the interview.

6.2 Data Collection Tools

This study follows the methodological triangulation by employing three methods of data collection namely questionnaire, interview, and classroom observation. The interview was addressed to 7 oral expression teachers of English department. The questionnaire was directed to 44 second year LMD students of English language. Moreover, classroom observation was employed in second year oral expression sessions, where 15 students were observed and assessed while presenting.

6.3 Sampling and Population

The representative population of this research was second year LMD English students of M'sila' University. 44 Students were selected randomly from this population to answer the questionnaire. In addition to 7 oral expression teachers who were asked to answer the interview. Along with 15 students who were observed during oral expression sessions in order to assess their fluency.

7. Structure of the Dissertation

This study consists of two chapters. The first is a theoretical chapter as a literature review; it provides an overview of speaking proficiency. It consists of three main sections section one; tackles communicative competence, aspects of speaking proficiency (accuracy and fluency), the role of oral fluency in EFL classes, and finally the assessment of oral fluency in EFL context. Section two; deals with the problems and the factors influencing EFL oral performance, while section three explores the EFL learners' difficulties in developing their oral fluency, and some suggested solution. The second chapter deals with the empirical part of this study. It is divided into two sections. The first section deals with research methodology where descriptive analytical method was used to analyze the data obtained from the three data collection tools namely, the questionnaire, the interview, and the classroom observation. This section tackles the description of the population and sample, as well as the description of the three data collection tools. Moreover, this section handles the analysis of the data gathered from three research instruments. The second section provides the interpretations of the results obtained as well as, suggested recommendations for the students, teachers, the department of M'sila University, and for policy makers.

PART ONE: LITERATURE REVIEW

CHAPTER ONE: GENERAL OVERVIEW OF SPEAKING FLUENCY IN RELATION TO EFL LEARNERS

Introduction

Among the four language skills speaking is the most difficult one for EFL learners to acquire because first, it occurs at the actual and real time in which the listener waits for speakers talk second, speaking cannot be edited or modified as writing. Thus, one of the major goals for EFL learners is to be proficient speakers through developing their oral accuracy and fluency

Accuracy refers to learners' ability to produce a grammatically correct sentence, while fluency refers to learners' ability to produce spontaneous and smooth sentences. Some learners are fluent but not accurate speakers whereas others are accurate but not fluent. Therefore, in the case of EFL class teacher has to deal with students of different abilities and speaking language skills.

This chapter provides an overview about speaking proficiency; the nature of communicative competence, accuracy, and fluency in the spoken language and discusses in depth oral fluency since it becomes the goal for speaking courses, in addition to the role of oral fluency in EFL classes, and finally, fluency's assessment in EFL context.

1. Section One: Communicative Competence

Communicative competence is the ability of an individual to use the linguistic knowledge appropriately within various communicative situations. In other words, it is the linguistic and sociolinguistic rules of the target language that are used by the speaker which enables him to communicate appropriately and interpret messages and negotiate meanings interpersonally within specific context. Canle (1980) suggested four components which determine learners' spoken language proficiency.

- **Grammatical Competence:** Grammatical competence requires possessing the knowledge of grammar, lexis, syntax of the target language (EFL), as well as the pronunciation, sounds of letters, syllables and stress that help foreign language learners to understand and use the structure of language accurately and fluently.
- **Discourse Competence:** Discourse competence refers to the ability of EFL learner to produce coherent and cohesive sentences in communication

meaningfully. Therefore, effective speakers have to acquire different kinds of discourse markers (indicate causes, emphasis, and contrast) to express thoughts.

- **Sociolinguistic Competence:** Sociolinguistic competence pertains to how extent non-native speakers are familiar with the culture of the target language and whether they are able to interact successfully in various social contexts.
- **Strategic Competence:** Strategic competence is the ability of learners using language appropriately and skillfully to achieve communicative goals.

Tricia Hedge added another component to the notion of communicative competence that is not less important than the four competencies mentioned above that is fluency. She stated that it is a language process by which the speaker respond appropriately and reasonably with a degree of ease and speed in real time (Hedge, 2000, p. 56). And according to BBC council accuracy and fluency are two central factors which determine communicative competence in language use.

1.1 The Aspects of Speaking Proficiency

According to Harmer (2001), Gower et al. (1995, p. 99-100) "speaking has many different aspects including two major categories accuracy, involving the correct use of vocabulary, grammar, and pronunciation"; and "fluency is the ability to keep going when speaking spontaneously"

1.1.1 Accuracy in Spoken English

Accuracy refers to individual's knowledge of phonology, morphology, syntactic, and semantic rules of the language. Accuracy in spoken English requires EFL learners to speak without making serious mistakes of grammar and vocabulary and also to articulate correct utterance. Thus, it is very important to push learners to get access to the grammatical, lexical knowledge and then put this linguistic knowledge into practice, the more they practice the more they succeed in acquiring linguistic competence. Brown (1994) shows the distinction between accuracy and fluency through his words "accurate means clear, articulate grammatically and spontaneously correct while fluent means flowing naturally" (p. 254).

1.1.2 Fluency in Spoken English

1.1.2.1 Definitions of Oral Fluency

Fluency refers to "the rapid, smooth, accurate, lucid and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing" (Lennon 1990, p. 26). In other words, it is the speakers' ability to talk spontaneously and confidently without making too much pauses or irrelevant hesitations (speaking without thinking of what to say in terms of vocabulary and sentence's structure). For Krashen, fluency is the outcome of language learning and acquisition, the latter occurs spontaneously and unconsciously. This process acquires a lot of exposure because "the ability to speak fluently cannot be taught directly but it emerges independently at the time when acquirer has to build linguistic competence by understanding it" (Richards and Rodgers, 1986, p.132).

Fillmore (1979) suggested four competences that may refer to the term fluency. First, is the capability to speak with length and few pauses, the other three competences are to speak on, reasoned, coherent and semantically dense sentences (p. 93). While Richard, Platt, and Weber (1985) described fluency as "the features which give the speech the qualities of being natural and normal, including native-like use pausing, rhyme, intonation and interpretation" (p. 108).

Generally speaking, Oral fluency implies the speaker to talk without worrying about grammatical mistakes or thinking of a relevant vocabulary in specific context (accuracy) because all these things may interrupt him from talking fluently instead, it would be better to pay more attention to the prosodic features (stress, intonation, and rhyme), and linking words which play an important role in oral fluency.

1.1.2.2 Prosodic Features

Prosody mainly refers to element of speech which is not phonetic segment (vowels and consonants) instead, they deal with syllables and larger units of speech like intonation, stress, and rhythm.

a) Intonation

The role of intonation is very important in fluency, intonation can be considered as the melody of the language. It is the way the voice goes up and down based on the given

context and the meanings of the communication. , Hence speaker must learn to “speak phrasally” (p. 125) and must exhibit coherence in their utterance.

b) Stress

Stress is the force placed on a spoken language that helps in making meaningful sentences. Producing words with more force than others in a speech give an impression to the hearers on speakers’ intention.

c) Tone

It refers to the musical movement of speech; it is also called voice tone. Tone makes communication more successful as it shows others’ emotions and feelings.

d) Rhythm

It is one of the divers' parts languages, English language. It refers to the length of time between the main stresses which sounds like the musical voice.

e) Linking Words

Linking pertains to what is called connected speech through linking the last sound of one word to the first sound of the next word. To produce connected speech, words are joined together to link consonant to a vowel, consonant to consonant, and vowel to vowel. We also shorten some sounds and leave others out altogether. Linking helps the speaker to talk with great smooth and spontaneity.

1.2 The Role of Oral Fluency in EFL Classes

Speaking is one of the most important skills in foreign language teaching and learning. It is the skill that most learners seek to master as soon as possible. Possessing an automatic fluent speech is very important as it is the key to getting results with English especially with a wide demand for a good English speaking skills, it is important because it makes it easy for English language users to connect with native speakers, make friends, participants in business meetings, understand movies and get better employment opportunities.

In EFL classes, fluent learners are seen as the most successful and effective students in the class as they can express their ideas freely without irrelevant pauses or frequent hesitation in which they show "facility, validity, flexibility, and creativity felt

by the listener" (Fillmore, 1979). Also, they attract teachers and learners attention and take the whole care and interest. Moreover, it has been proved many instructors in foreign language teaching agree that the best discussions in class are those which arise spontaneously. In addition to that, fluency evaluates students' communicative proficiency level. Brumfit (1984) stated that fluency is "the maximally effective operation of the language system so far acquired by the student". So, fluency is one of the main objectives of EFL learners that must be developed in order to achieve speaking proficiency (p.42).

1.3 The Assessment of Oral Fluency in EFL Context

It has been mentioned in literature that oral Fluency assessment is a difficult quality to define. And selecting criteria for measuring the oral performance of EFL learners, and relating these criteria to get impressions of learners' speaking fluency is difficult as well.

Recently various communicative testing modules have become popular in contrast to the traditional forms of assessment like grammar and pronunciation. In fact, many teachers have found that traditional testing of fluency does not reflect their impression of learners speaking abilities (Ana, 2003). For instance, Kormos and Dènes (2004) suggest two modules for assessing oral fluency; high-order fluency, as seen in accuracy in terms of grammar structure, vocabulary and pronunciation, and low-order fluency which is measured by temporal variables such as pauses, speech rate and speed of delivery.

In this sense, Riggensbach (2001) highlights the importance of temporal variables and he argues that frequency, speech rate, speed of delivery, the distribution and location of pauses and, more significantly, length of runs between pauses in speech are the most affective variables on our perception of fluency or dysfluency is speech rate. Wood (2001) further points out "...the most important variable of speech associated with fluency is the quantity and quality of the runs of speech which occur between pauses. Together with the distribution of pauses, this feature not only serves as a discriminator of fluent and disfluent speech but also provides a key to the means by which fluency can be facilitated through instruction" (p. 4).

Other studies have mainly emphasis on the automatization of a repertoire of formulaic speech units as oral fluency Indicators. Miller and Weinert view that the vital value of spontaneous speech involves a combination of formulaic unites such as “lexical phrases, multi-word phenomena” (Nattinger &De Carrico, 1992, p. 1)

There is another type of assessment that is considered to be the most appropriate and effective indicator among all mentioned above, and it is known as “authentic assessment”. O Malley and Valdez (1996) describe it as the type which reflects student learning achievement, motivation, and attitudes on classroom activities (Marcela P, 2003, p. 65). Authentic assessment is very interesting and effective criteria because it is based on tasks that represent classroom and real-life settings and it corresponds with instructional objectives. And the main goal of teachers is to test learners' communicative language evaluate how best they can perform real-life tasks.

2. Section Two: Problems, Factors and Difficulties underling EFL Learners' failure in Developing Oral Fluency

2.1 Speaking Problems Encountered by EFL Learners

The effective communication within EFL context requires translation of messages into comprehensible speech accurately and rapidly as well. Becoming fluent speaker together with attaining a native-like accent is viewed as the hardest skill for an EFL learner. Generally, the problem faced dealing with fluency is when the learners talk to the others, and attempts to make the listeners understand what he wants to say. These problems such as hesitation, frequent pauses and repetition hinder the speaker from producing fluent speech.

2.1.1 Hesitation Phenomena

When students feel exhibited to spoken activities in oral sessions, they start hesitating; by saying, mmm...mm... uh...uh, start a sentence then stop it, repeat some words while making trials to find the right and the needed vocabulary to say to complete the sentences. Because they have problems in choosing the appropriate lexical items, also they find it difficult to encode the grammatical form of their message. This situation makes the students speak fragmented, hesitantly.

Hesitations are pauses of unstable lengths, occurs when a speaker finds himself in a position of losing words struggling with cognitive or verbal planning. Fillers can be non-lexical fillers like lengthening or stretching sounds, quasi-lexical fillers, repeating lexical items, and lexical fillers. Yet, some learners fail to use them appropriately or does not use them at all thus their speech appears full of unfilled pause.

For Gaëtanelle “what happened was that we concentrated on the semantic content of the sentence, but did not pay attention to what we considered mere interference, namely the markers of hesitation present in the sentence” (Gaëtanelle, 2002). Moreover, students’ syntactic and phonological problems such as grammar, pronunciation lead them to fail in achieving oral fluency, incorrect pronunciation and word repetition.

2.2 Factors Affecting EFL Learners’ Oral Performance

There are many factors that hinder EFL learners from performing a fluent speech. Some of these factors are related to the learners themselves, while others refer to the teaching strategies, the curriculum, and classroom environment. And they are classified into two major parts.

2.2.1 Internal Factors

Which include three types; affective, linguistic, and cognitive factors.

2.2.1.1 Affective Factors

Most of the affective or psychological factors are interrelated in a certain manner as represented by Shumin (1997):

"Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement (loss of motivation) and a general sense of failure (emotion). Adults, unlike children, are concerned with how they (adult learners) are judged by others. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance, which would be an obvious occasion of "losing face" (louse of self-esteem/confidence that leads to taking a negative attitude toward speaking in this language)." (p. 8)

Most of EFL learners seem anxious in class (Liu, 2006) especially when the teacher calls them to speak in front of the class without any preparation. When they

attempt to express themselves there is a hesitation; much repetition and frequent pauses as the speaker makes considerable efforts to express the intended meaning (Rivers, 1968, p.192:8). These difficulties are due to the lack of self-confidence and the fear of making mistakes, shyness and anxiety. In this concern, Ur (2000: 111) states that: "Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts."

a) Lack of Self-Confidence and the Fear of Making Mistakes

It is common that students' lack of confidence often occurs when students feel that they are not understood or when they do not understand other speakers' talk. They worry about being incomprehensible, wrong or even stupid. This self-impression affects negatively their speaking performance. In this case, they prefer to keep silent whereas others talk showing that the students lack the confidence to communicate and interact with them. Therefore, building self-confidence is very important for successful learning of foreign language. With respect to the fear of making mistakes issue, Aftat (2008) cited that fear refers to the negative evaluation and impression made by others which inhibit learners to speak fluently.

When learners feel that they are incapable to talk in the target language and the lack of confidence makes them afraid of using the language easily then, their speaking performance sounds poor. And they cannot express their opinions. Ni (2012), states that "lack of confidence, lead learners to be enormously fearful and worried, reluctant to express their thoughts and even incapable to utter a complete meaningful sentence in class (p.1509). In other words, lack of confidence is due to the fact that, students' thinking about his/her low competency in oral tasks since they feel that they cannot use the language at all. The best solution to overcome such influence is teachers' support and encouragement teacher to push them to be strong and trust their capabilities. Actually, this will help them to rely on themselves to improve their speaking abilities.

b) Self-esteem

It is the set of self-impression or evaluative attitudes that one has about him. Andres (2003) viewed that "people derive their sense of self-esteem from the accumulation of their own experience and from assessments of the external world

around them. He points out that a person's self-esteem largely depends on the experiences, positive or negative, that they have in their environment." (Nasser, 1990, p. 147). Therefore, when the learner has a negative impression of him and does not believe in his capacities to overcome his fear of others, then he will never be able to interact and engage in classroom discussions. And that definitely leads to learners' low achievement in spoken English language.

c) Anxiety

Speaking anxiety is a hinder-productive phenomenon that has a direct effect on the oral performance of speakers of English, teachers do not always identify anxious learners, and often trait their unwillingness to participate and interact in oral tasks to factors such as or low performance and lack of motivation. In addition, Anxiety and self-esteem are strongly correlated with low self-esteem caused the high feeling of anxiety worried about how others think about them. Anxiety is also one of the main psychological factors that block the learning process. Horwitz (1991) sees that anxiety affects learners' performance and makes them appear less fluent than they really are as they lose words or become tongue-tied.

d) Shyness

Shyness reflects negatively learner' performance, noticeably, most learners who feel shy are afraid of being laughed by their classmates or criticized by their teacher; therefore, this negative emotion will affect their speaking fluency. Shyness has great influence on students' performance since they do not interact in speaking activities. When learners make presentations in front of their classmates. Their hands start shaking; they hesitate while speaking, lose words and sometimes lose voice. This shows that shyness is one of the problems and factors at the same time which prevent students from talking fluently in the lass or out of it the fact that foreign language classes create anxiety and inhibitions easily. Baldwin (2011) further describes speaking in front of people as one of the most widespread phobias that students encounter and feeling of shyness lead them to forget a part of their speech if not all. Paying attention to this aspect is also quite essential to improve their speaking performance in the classroom.

e) Fear of Stage

Stage dread or the anxiety of performance is another common issue which can be defined as the name suggests, as the state of being nervous when one is asked to perform, recite, or make a speech in front of a large number of people on the stage or in front of the camera. Duly (1991, cited in Von Worde, 2003) stated that in some individuals “fear of giving speech in public exceeded such phobias as fear of shakers, elevators, or heights”(p.3). The case of anxiety goes through four successive stages. The first of which is anticipation, this latter occurs in a form of early negative expectations and anticipations about the coming performance. The second phase is that of Avoidance. St this stage, people usually try to avoid or escape doing the performance they are asked to do. At the time of or directly before the performance, performers generally get panicked and anxious about what might happen (Young, 1990, p.539). Such symptomatic feelings usually occur right before the presentation. After the end of the performance, people generally tend to recall their performance and the way it was done, which brings to the surface the stage of appraisal. What one should note is that studies have shown that stage anxiety or Glossophobia, as one of the most frequent and common symptoms might even occur long before the expected performance.

Stage fright might occur as a result of many factors. Yet, one might argue that the most important reason for this is low self-esteem or the lack of self-confidence. Additionally, the lack of good training and preparation might lead to forgetting the lines or the speech that the performer is asked to deliver. On the other hand, there are some people who might dread being seen as unintelligent or witless by their audience which might hinder their abilities to perform well in front of people (Howitz, 1986,p. 130) Indeed, stage dread can be considered as a physiological dilemma, since it arises as a reaction to some stimulus that affects our bodies, the latter in its turn reacts in a form of panic or excitement feelings, such reactions triggers the production of adrenaline which is responsible for the supply of energy that enables our bodies to respond to such stimulus. Yet, as this hormone gets into our blood streams, it might lead into some unwanted effects such as vomiting, stomach-ache, trembling, and in times shortness of breath which are considered as the most common symptoms of stage anxiety

On point of fact, though it has been proven that the symptoms of stage fear are highly severe, stage anxiety and social anxiety might be said to have the same symptoms in general. Researchers have classified the symptoms of stage fear into two

types, physical and emotional ones. The former occurs in the form of body expressions and manifestations such as fast pulse, cold hands, nausea, trembling and shaking of the body. The latter type on the other hand, that is emotional symptoms, arises as feelings of shyness, fear of the task, loads of ideas crossing one's mind, fear of forgetting the speech... Such symptoms generally occur before and during the performance. To put it simple, we might take the example of person (A) this person is asked to perform in front of an audience, but as soon as he gets onto the stage, he feels a state of claustrophobia, he feels as if the stage room is closing at him, his fast heartbeats might cause him to feel he is about to have a heart attack, what's worse than this is that he can freeze and become unable to move or even speak. So all these symptoms might give us an idea about how our bodies react to and respond with dreadful situations.

f) Lack of Motivation

It is mentioned in the literature that motivation is the vital force which determines whether a learner embarks on an activity at all, how much energy he devotes to it, and how long he preserves. Besides, students who lack motivation cannot persist in learning and gain better scores or even do such improvement in their speaking abilities. Zua (2008) describes motivation as an energy that pushes learners to get the best achievement conversely, when there is lack motivation of and participation then learners will never be able to earn the target language; Nunan (1999) viewed that motivation is the main factor which can affect students' reluctance to speak in English. And it is the key factor that indicates preparedness of learners to communicate.

2.2.1.2 Linguistic Factors

Linguistic factors encompass several aspects such as grammar, vocabulary, and pronunciation. In fact, grammar plays an essential role in learning the structure of language. It is not easy for EFL learners to use syntactic rules appropriately to their speech. In addition, pronunciation acts as a vital role in understanding the language (Goh, 2007). Vocabulary in its turn is not less important to EFL learners as it is a fundamental segment in any language. If the lexis is not enough, then learner may fail to put the "receptive vocabulary knowledge into productive use" (Nation, 2001, p. 129). So, it is necessary for EFL learners to possess a sufficient number of vocabularies to cover oral fluency. Linguistic factors refer to phonological, syntactic, and semantic

problems that English foreign language learners face when they do not have an adequate knowledge of English language components like vocabulary, grammar, pronunciation.

a) Grammar

It is the use of grammatical rules appropriately which demand the length and the complexity of spoken or written language and well-structured sentences as well. Many EFL learners lack the syntactic knowledge of English language which leads them to make serious grammatical mistakes.

b) Vocabulary

The ability to select adequate terms of vocabulary and use them appropriately means achieving accuracy. One of the errors made by learners is utilizing the same word in various an inappropriate contexts.

c) Pronunciation

Clear pronunciation is essential (inaccurate sound, stress and intonation patterns) communication. Even when learners speak with minor inaccuracies in grammar, vocabulary, it would be more likely to interact effectively when they master good pronunciation and intonation (Burns, 2003). According to Burns (2003), the more significant those learners of English can achieve:

- Intelligibility (the speaker utters sound patterns that are identifiable as English).
- Comprehensibility (the listener can get the meaning of speech).
- Interpretability (the listener is able to comprehend the implicit meaning of the speech or the purpose of what is said).

2.2.1.3 Cognitive Factors

According to Levelt (1989), speaking process involves three stages first; conceptualization which refers to what information can be opted to express the meaning. Second, formulation which refers to speaker's ability to select proper lexis to use it inappropriate grammatical structures. Third, articulation and it requires the speaker's use of his articulatory organs to produce the speech. And because all the three processes occur quickly at the same time, it is quite normal that learners make mistakes,

especially in a direct communication. In this sense, many researchers assert that it is very difficult for the human's mind to concentrate precisely on everything simultaneously.

Therefore, most EFL learners' utterances are filled with hesitation, pauses, false-starts, inaccurate grammatical structures, and as well as insufficient vocabulary. Focusing on fluency may lead to the lack of accuracy, and focusing too much on the lack of fluency.

2.2.2 External Factors

Evidently, many factors such as classroom environment, instruction, teaching methods, teachers' attitude and tendency have great influence on learning process and also they crucially affect learners' achievements.

2.2.2.1 Classroom Environment

The classroom environment is another factor that has a great effect on learner's performance. The teacher has a major role in creating effective teaching and learning environment further a direct effect on learners' behavior and peer interaction, he should provide a positive climate that is not harsh or critical. The way teacher organize groups also affects the learning process. The learning process basically depends on interaction and cooperation among the members of the group. Negative group atmosphere reflects self-image of its members, influence learner's morality, motivation, Low participation, and poor group discussion, lack of interest all affect learners' outcome.

2.2.2.2 Instruction

Language learning teaching is believed to be a process which is solely mechanical and instructors are at the bottom-most position of the curriculum framework. Actually, their responsibility lies on transferring the materials stated by higher authorities to the students without considering their needs. The other problem lies with the poor examination system as it simply tests the memory of the students, instead of their abilities and performance in particular skills. In this sense, Ho (2007) asserts that "ESL learners learn the language to pass the tests. Hence, English is considered "just another subject" (Willis, 1981, p.41). Willis (1981), suggested that "unfortunately the requirements of the exam dictate teaching priorities, and all, too often students leave schools unable to communicate orally in English" (p.41).In addition non-

native teachers of English language are obliged to follow mostly on the textbooks. They are incapable to connect classroom teaching of foreign language to the learners' requirements.

2.2.2.3 Teaching Methods

Teachers' behavior and management strategy have also a special significance to this issue. Since every teacher has his own instruction techniques to manage his class. The teacher is likely to be a motivator of learning who increases a sense of belonging among students (Freeman, Anderman, & Jensen, 2007), help them to be self-confident and self-initiated and thus raise their desire for learning. On the contrary, if teachers act coercively by adopting strategies like punitive discipline, may have a negative effect on learning process. Teachers should have sufficient background about their students, level, believes, attitudes and what kind of strategy seems to be appropriate for enhancing his oral performance.

Moreover, learning process requires plain instruction, and speaking is like any language skill that has to be learned and practiced. However, in practice, little interest is given to spoken English. While teachers tend to improve students level through assigning general topics, their full emphasis is given to the course content adopting the traditional methods; like Grammar Translation Method, or the so-called direct method.

Littlewood (1981) argued that "some teachers use L1 for class management" Nevertheless, this may contribute to learners' failure in achieving speaking fluency Since using L1 means sacrificing valuable opportunities for well-motivated foreign use." (Samira, 2014, p.24). On the other hand, in oral sessions, listening materials are not used by the majority of teachers as a result of a large number of groups compared with the number of cassettes available.

2.2.2.4 Teacher's Attitude and Tendency

An attitude has great influence on how a person thinks and acts. Attitude can affect person's performance positively or negatively. Similarly, "The attitude of a teacher, consciously or unconsciously, greatly affects students' academic performance. It has been stated that teachers' attitudes highly influence students' interest in learning. For Wilkin (2004). "Students could have better assimilation if teachers show charming interests in their subjects and focus their teaching because attitudes of teachers and

students influence instructional practice (as cited in Shittu, & Oanite, 2015, p. 132). In addition, teachers' personality is more powerful and influential than instructional strategies or the course content.

"A good classroom strategy requires full interest and support from teachers and learners. If a teacher appears not interested or careful about a particular subject or student, he/she will be unable to foster a supportive learning environment." (Shittu, & Oanite, 2015, p. 131). As long as teachers have a negative attitude, learners do not feel comfortable and they find it difficult to deal with their teacher or interact freely and confidently in the classroom.

2.3 Difficulties Underling EFL Learners Failure in Developing Oral Fluency

The most widespread problem with the ESL students in producing a fluent speech is that they are not sufficiently exposed to the English language. Speaking demands some kind of authentic exposure to an audience. These students are aware of making mistakes and are afraid of attracting criticism from their classmates. Naturally, they favor remaining silent. According to Ur (1991), L2 learners feel that they are incapable to think of what to say when they are asked to speak English. He further says that the ESL students feel "unnatural to speak to one another in a foreign language" (p. 121).

2.3.1 Socio-Cultural

Since language and culture are interrelated subjects it is worth to EFL learners to study the place in which language is used and this is undoubtedly the social context. The latter provides foreign language learners opportunities to enrich and raise their outcomes through social interaction. Social context influences motivation and attitude which are considered to be an important motives in learning a foreign language; In this concern, Pishghadam (2011) suggests that learners who have access to more social network of friends and institutions with more cultural goods are the most successful learners and they can guarantee the best achievement in education. However, sometimes, there is a lack of interest in the social context in EFL countries. Therefore, the result of the foreign language learning is not satisfactory and that is why most EFL learners fail to develop their speaking competences.

To wrap up, speaking English or any other foreign language needs knowing the culture of the target language which socially linguistically accepted by native speakers otherwise, EFL learner cannot find out or distinguish linguistic and paralinguistic features of language specially in particular social context, thus, it is worth for EFL learners to be familiar with the culture of natives so that they can develop of a native-like English speaking among EFL learners and they can speak fluent English.

2.3.2 The Interference of the Mother Tongue

The interference of the native language is also one of the most significant factors that stand as a barrier to enhancing oral performance and achieving fluency. Since learners share the same mother-tongue, they prefer to use it in their daily life conversations. This absolutely affects their English inside the classroom, when they called to have a discussion about a topic they may find themselves incapable of speaking confidently, and they go back to their native language and use some words that they fail to get its equivalent in the target language. Interference affects all levels of language, such as pronunciation, grammar, lexis, syntax and so on. Evidently, learning barriers occur when students consciously or unconsciously transfer the cultural rules from their mother tongue to the target language. Therefore, the learners will find it difficult to speak smoothly.

2.3.3 Lack of Interest in the Oral Expression Module

Evidently, oral fluency has not been given much importance in "academic discourse". In other words, many foreign language faculties give little to oral expression module, it has been observed that they provide only one session per week to practice English and that absolutely insufficient for the students to develop speaking skills and to acquire communicative competence. In this sense (Glover, 2011), stated that the lack of opportunities to practice spoken English language freely in the class may cause loss of interest by students in learning the language. Moreover, EFL learners have serious problems in listening comprehension because of the fact that universities focus more on English grammar, and vocabulary. Listening and speaking skills are not parts of curricula and many course books and some teachers do not give much interest to these skills during designing their lectures.

2.3.4 Poor Listening Practice

Learning spoken English demands from learners much practice on listening otherwise they fail to comprehend the target language and they may find too many difficulties while interacting with others. Learners may do not understand adequate elements in the message that enable them to contribute to the discussion and express their thoughts. Thus, listening comprehension plays a crucial role in communication. Learners then, need to listen as much as they can since this will provide them with breathing space and this also access them to what is so-called the "prosodic features"(intonation, stress, and rhythm) of English language which is very necessary for language production.

3. Section Three: Key Elements for Improving Oral Performance

Enhancing EFL learners' speaking fluency requires some tasks given by the teachers to learners during oral expression courses, which promote Performance and practice. These activities include role plays, group work, language games...etc.

3.1 Group Work (Cooperative Learning)

It is well thought-out as one of the significant and useful methods that learners to enhance their communicative competence. It is also Known as cooperative learning. It is a tool for motivating learners to interact and increase their sense of enthusiasm. Cooperative work is a pedagogical method that has a crucial role in helping learners to engage in classroom speaking activities. This would be practical for EFL learners to exchange thoughts, opinions, and improve their comprehension through performing various activities as a competition between them.

3.2 Discussion

Classroom discussion is another effective technique used by the teacher tendency of developing learners' speaking abilities since it increases their motivation to express their ideas and opinions. It helps them to talk freely and confidently. Different discussions in its turn reduce anxiety shyness fear of stage and inhibition levels. Classroom discussion helps learners to be skillful at asking and answering questions in diverse situations and topics. It sounds to be a good method that is used to promote learners' critical thinking about various problems and situations.

3.3 Role Play

It is one of the effective tasks which provide chances for learners to act in different situations. It demonstrates a practical tool for learners to perform a real-life spoken language in the classroom. This activity motivates the learners to act and to talk out the target language to develop their communicative competences. EFL learners require such pleasant activities which encourage them to practice the language in the classroom where they can discuss, and talk to each other. It is a very successful activity which learners' interaction in the classroom.

Kowlaska (1991) stated that role play enhances learners' oral fluency. Because it is a way by which they are trained how to use language in social situations and interactions. And it gives the opportunity to develop social relationships. According to him role plays help learners to improve their creative thinking and imagination. He adds that learners who act various roles they go beyond those characters since they are in reality and this leads to deepen their creativity and give them the desire to talk and perform at the same time. This may help them to improve their communicative competence as they see themselves as actors and they try to perform a good role play.

3.4 Using Authentic Materials

Authentic materials are effective tools which are used in teaching language to enhance speaking skills. Harmer (2001) highlights that authentic materials are valid texts used by native speakers, and they have been intended for the speaker of the language. Thus, those tools may change their attitudes about learning as they need new ways and means of learning. Authentic materials have a significant effect on learners' behavior and how to communicate with different types such as videos, songs, newspapers, radios, and films. This teaching strategy should be implemented in EFL classrooms to develop learners' speaking competences.

3.5 Songs

It is one of the strategies used to practice spoken English, teachers should take into consideration that songs can develop speaking proficiency, and it brings enjoyment in the classroom climate. Songs are also believed to be the direct effective factor in learning language skills' and is likely to be adopted as a method for promoting and motivating learner's and providing a learning and funny atmosphere at the same time.

3.6 Language Games

It is one of the useful ways that is used in learning the language. It encourages EFL learners and guides them to the genuine communication. Games are the strategy by which EFL teachers may implement to promote student's language proficiency by learning new vocabularies with the pronunciation of these terms. These language games allow students to practice language skills and discover new vocabularies. Moreover, language games are beneficial for learners' cognitive thinking and make them eager to think creatively about how to use English to achieve the objectives. Language games may overcome the student's oral problems as they encourage them to participate and entertain. They are pleasurable activities with elements of fun and specific purposes.

Conclusion

Oral fluency especial and speaking proficiency, in general, has a great significance for EFL learners as it is considered to be the most difficult skill to master. Therefore, they should do their best in order to improve their competences. To develop this skill, it is very necessary to overcome some problems and difficulties that stay beyond the learners' underachievement and low level of speaking especially the psychological problems Effective instructors have to motivate their learners with different strategically tasks that develop oral performance.

PART TWO: FEILD WORK

**CHAPTER TWO: RESEARCH METHODOLOGY AND
DATA ANALYSIS**

Introduction

The second chapter deals with the practical stage of this study. In the previous part we introduced a brief literature review about factors affecting fluency as well as the difficulties facing students in developing their oral fluency, adding to that the problems faced by students while talking. In order to discover those factors, difficulties, and problems, this study employed three data collection tools namely: questionnaire for the students, interview for the teachers, and classroom observation. Also, this chapter tries to answer the research questions and reach research objectives. Finally, it represents suggested implications to enhance students' fluency.

1. Section One: Research Methodology

This study took place in the English department of M'sila University during the academic year of 2017/2018. The method used in this study is the descriptive analytical method that transfers the primary collected data into a form that can be easy to understand and analyze to make description of information. To validate this research this study follows methodology triangulation by employing three data collection tools.

1.1 Sampling and Population

The population of this study is the students of second year of English department of M'sila University. The reason for selecting of this population is that during our years of studying English at M'sila University we noticed that most of the students face hindrances that hamper them from expressing their thoughts fluently. We chose second year because they are thought by experienced teachers which allowed us to investigate the strategies and activities that teachers use to enhance students' speaking performance. A group of 44 students was selected randomly from 148 students (i.e.30% of the whole population) to answer the questionnaire. In addition to seven teachers of oral expression who were asked to answer the interview. Furthermore, 15 students were selected as a sample for the classroom observation. They were observed during presenting their projects in oral expression sessions.

1.2 Research Instruments

This study follows methodological triangulation that involves using three methods of data collection namely, the questionnaire, the interview, and the classroom observation. The choice of this methodology is to enrich the output of the three data collection tools

that add value to one another by investigating the factors and the hindrances that affect EFL learners' oral fluency from different points as well as from students and teachers' perspectives. Moreover, it aids the validation of information through the cross-checking between the three data collection tools. Furthermore, it examines the consistency of the results gathered through the three instruments and enlarges the chance to control and test the factors affecting our results. Also, it adds validation to our study and helps to widen our understanding of oral fluency affective factors from more than standpoint.

1.2.1 The Questionnaire

The questionnaire aims to investigate the difficulties that encounter EFL learners while developing their oral fluency. In addition to that, it aims to explore the different factors that affect their fluency. We choose the questionnaire to discover these difficulties and factors from students' perspectives. The questionnaire is adapted from speaking skills problems questionnaire from Afshar (2016).

It begins with an introductory paragraph which introduces the topic of the research As well as, it explains the purpose of the questionnaire. Also, it contains confidentially statements. The questionnaire was divided into two sections, the first section is bio-data which contains two questions about students' personal information including their gender, and age.

The second section deals oral fluency difficulties. This section is composed of twenty-one questions we used the Likert scale with four degrees of agreement (agree, strongly agree, disagree, and strongly disagree). This study employed Likert scale because it is a universal method of gathering information adding to that it is easy to understand and it provides various degrees of agreement. Moreover, this scale facilitates working with quantitative data as well as it facilitates drawing results, graphs, and interpretations from the responses. The statements of this section are organized according to the difficulties the first eight statements are devoted to affective related problems. The next three statements are about socio-cultural problems. Then six statements were about teacher related problems. And the remaining statements are devoted to educational system problems.

1.2.2 The Interview

The primary aim of the interview is to explore the difficulties that hinder students from talking fluently; the reason behind the choice of the interview is to obtain detailed information about teachers' points of view considering the importance of oral expression session in developing oral fluency. As well as, the strategies they use to enhance students' fluency. The interview is composed of 12 questions the first two questions are about the experience of the teachers in teaching the module and about the module, in general, the remaining questions are about the problems and factors affecting oral fluency and about the strategies used by teachers in order to develop oral fluency.

1.2.3 The Classroom Observation

The aim of the classroom observation is to assess students' fluency level and to observe the problems they face during talking. This study employs classroom observation to get access to the situation and the population of the study where the other two data collection tools were used. Moreover, it is used to validate the study and to get in-depth data from the context of the study. The observation took place in oral expression sessions, where 15 students were recorded and observed while presenting their projects. The checklist used in the assessment was adapted from Pillar (2012) the assessment includes 5 indicators of fluency they are rated from one to five (1= never 2= infrequently 3= frequently 4= mostly 5= always) then the total score is multiplied by 5 to get the average. After we calculate the average each student is assessed according to this scale 1=disfluent, 2= limited fluency, 3=good fluency, 4= advanced fluency, 5= native-like fluency. This assessment is an approximate test, it does not represent the exact indicators of fluency, and it has been employed due to the lack of time and proficiency. Because measuring fluency needs time and professionals in fluency.

1.2.4 Procedures of the Classroom Observation

The classroom observation started with attending oral expression sessions. First, we recorded the students while presenting their presentations for two minutes. After that, we listened to the records and give the students a degree of frequency of each problem. Then, we gathered the degrees to get the total number which was divided by 6 to get the overage. Finally, after getting the overage or the final grade we gave the student his fluency level according to the fluency checklist.

1.3 Data Analysis

This part gives a statistical reading of gathered information as well as the analysis of the results. This gives us a clear idea about the findings of this study. The research sample does not truly represent the whole population and the results obtained from this sample can be changed by the change of the sample.

1.3.1 Analysis of the Questionnaire

In this part, the data is collected from the questionnaires and statistically analyzed using Microsoft Excel. It is represented in tables and figures. This part represents statistical reading of the gathered data. Moreover, it provides an analysis of the data obtained from the questionnaire.

Section one: Bio Data

Question 1: what is your gender?

Table 1: Students' Gender Distribution

| Sex | Number of students | % |
|--------|--------------------|-------|
| Male | 8 | 18,18 |
| Female | 36 | 81,81 |
| Total | 44 | 100 |

Tables 1 above shows that 18.18% of participants are males and 81,81% of the participants are females. This results indicates the fact that females are more likely to study languages than males

Question 2: students' age

Table 2: Students' Age Distribution

| Age | Number of students | % |
|--------------|--------------------|-------|
| Less than 20 | 6 | 13,63 |
| 20-30 | 36 | 81,81 |
| More than 30 | 2 | 4,54 |
| Total | 44 | 100 |

Table 2 shows that students 13,63% of the students who participated in the questionnaire are under 20 years old, and 81,81% of them are between 20 and 30, while there are 4,54% who are more than 30.

Section two: Learners' difficulties in Developing Oral Fluency

A. Affective Problems

Table 3: Affective Problems

| Question | Strongly agree | agree | disagree | Strongly disagree |
|--|----------------|--------|----------|-------------------|
| Q1: I am afraid of making mistakes while speaking in the classroom. | 31,82% | 20,45% | 27,27% | 20,45% |
| Q2: Some of my classmates speak very fluently, but I cannot. This demotivates me. | 29,55% | 9,09% | 34,09% | 27,27% |
| Q3: Shyness prevents me from speaking fluently. | 36,36% | 29,55% | 18,18% | 15,91% |
| Q4: I cannot speak fluently in the classroom because my self-confidence is low. | 27,27% | 6,82% | 45,45% | 20,45% |
| Q5: My anxiety (ثوتر) is too high. This prevents me from speaking fluently. | 45,45% | 22,73% | 13,64% | 18,18% |

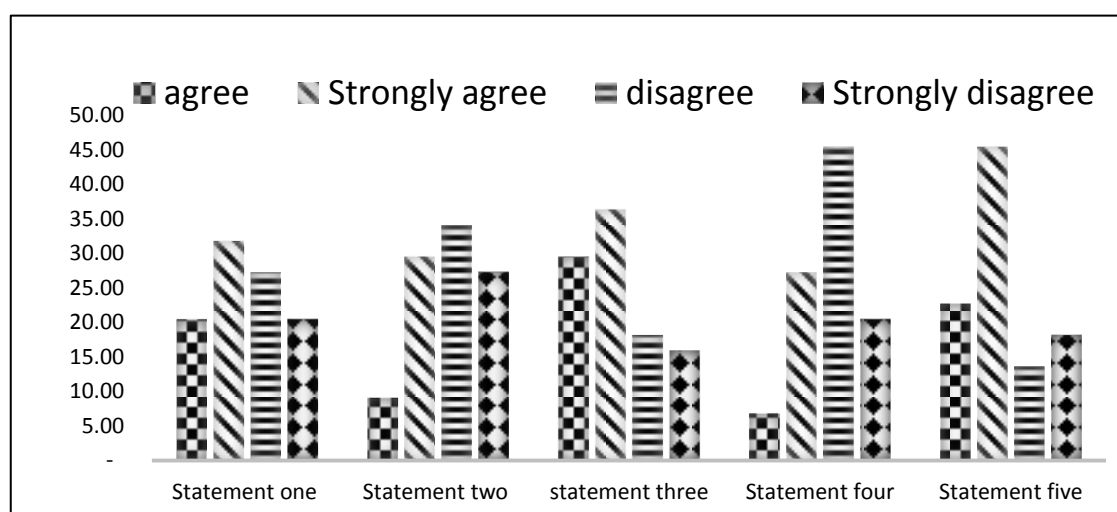


Figure 1: Affective Problems

From the observation of figure 1 we notice that 51% (20% agree and 31% strongly agree) of the students agree that they fear of making mistakes, because they fear its consequences that are the harsh correction of the teacher and classmates as well as the fear of being laughed at which results in making inhibited students that cannot express themselves freely, while approximately half of the students (41%) (34% disagree, 27% strongly agree) stated that they speak without fear because they are self-confident and they are not affected with the harsh criticism or of being mocked at.

Figure 1 indicates that 38% (9% strongly agree, and 29% agree) of students said that they are demotivated and cannot talk fluently because their classmates' fluency frustrates them. This shows that those students do not have self-confidence and they do not trust their abilities. The results also reflect the fact that fluent speakers are more likely to dominate classroom communication. Meanwhile, 62% (34% disagree 27% strongly disagree) of them stated that they do not feel demotivated when their classmates talk fluently those students have self-esteem and trust their abilities.

From the results of figure 1, more than half of the sample (65%) (29% agree, 36% strongly agree) cannot talk fluently due to their shyness which is the result of many factors such as lack of self-esteem, inferiority complex which means that they feel inferior which leads to the reluctance from interfering with other people, having introverted personality. 35% (18% disagree, 15% strongly Disagree) claimed that shyness does not make a problem in their speaking fluency. This small percentage of the students shows that most of the students have problems with getting rid of timidity.

33% (6% agree, 27% strongly agree) of the students said that they have low self-confidence, which may be the result of many factors like the lack of linguistic knowledge, poor pronunciation, limited vocabulary, and fear of stage. While, 67% (45% disagree, 20% strongly disagree) of them claimed that they talk confidently and fluently. This means that those students trust their abilities and do not fear of making mistakes.

The illustrated results show that more than half of students 67% (22% agree, 45% disagree) feel anxious when speaking. The reasons for this anxiety are because of fear of making mistakes, introverted personalities, the fear of not presenting well, and the lack of preparation. 33% (13% disagree, 18% strongly disagree) of them feel relaxed

and speak without anxiety which explains their high self-esteem and their trust in their speaking abilities.

B. Linguistic-related Problems

Table 4: Linguistic-related Problems.

| Question | Strongly agree | agree | disagree | Strongly disagree |
|--|----------------|--------|----------|-------------------|
| Q6: My poor English prevents me from expressing myself fluently | 38,64% | 6,82% | 29,55% | 25,00% |
| Q7: I think in Arabic, I speak in English, which leads to my lack of fluency and naturalness in speaking. | 38,64% | 11,36% | 38,64% | 11,36% |
| Q8: My pronunciation is not good enough which causes difficulty in my fluency | 22,73% | 9,09% | 40,91% | 27,27% |

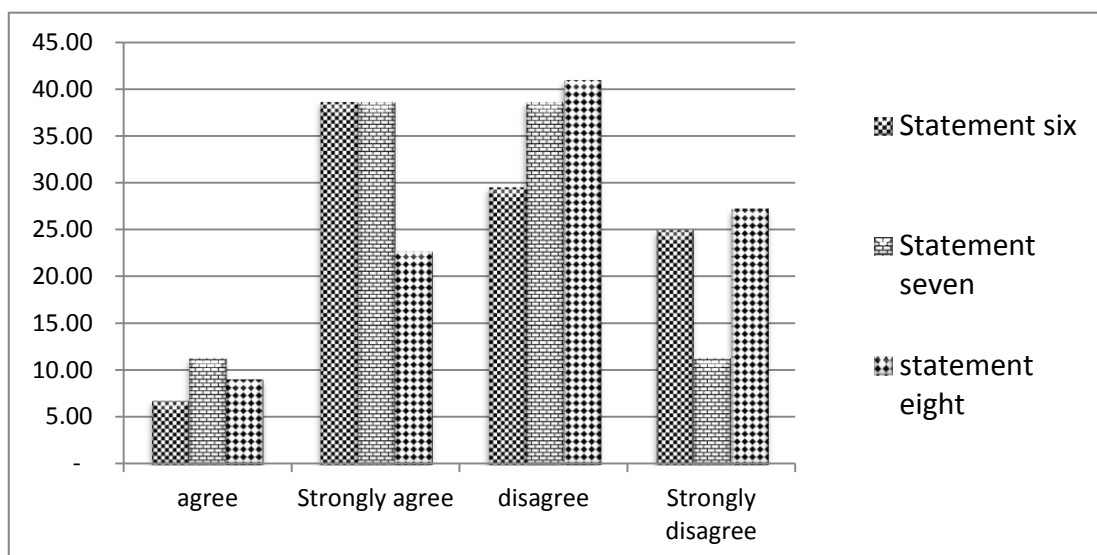


Figure 2: Linguistic-related Problems.

Figure 2 demonstrates that approximately half of the students 44% (6% agree, 38% strongly agree) have poor English which causes problems in their speaking, the fact that almost half of the students have weak English level is because they do not practice English outside the classroom, adding to that they do not have exposure to native language and native language speakers. 56% (29% disagree, 25% strongly disagree) of them claimed that they have good English. But from the other two data collection tools, we noticed that these results are biased due to many reasons; The first one is that the students are misled by the teachers' marks they give students good marks

even if their level is not good this will make the students think that they have good level and this will not help them to learn more, teachers have to show students their level. Some students, however, are not aware of their real language proficiency level simply because they have never had self-evaluation. We can assume that some students claimed a proficiency level above their real one because they are not brave enough to admit their real level.

Half (50%) (11% agree, 39% strongly agree) of the students have difficulties in speaking in well-structured English because of the interference of Arabic language. This is due to many reasons such as students think in Arabic and talk in English which makes the speech sounds unnatural and mal-structured. The other half (50%) (39% disagree, 11% strongly disagree) doesn't have any problem with Arabic interference. This means that they do not know the difference between the two languages systems.

Figure 2 shows that 31% (9% agree, 23% strongly agree) of students face difficulties in speaking English fluently because of their poor pronunciation. This small proportion of the students does not indicate the real results because from the two other data that most of the students have intermediate to weak pronunciation this bias is maybe because the students are misled by the accent other phonemic features that give the impression of good pronunciation. The rest of them (69%) (40% disagree, 29%) claimed that they have good pronunciation.

C. Socio-cultural Problems:

Table 5: Socio-cultural Problems.

| Question | Strongly agree | agree | disagree | Strongly disagree |
|---|----------------|--------|----------|-------------------|
| Q9: I have difficulty finding opportunities to practice my speaking outside the classroom. | 29,55% | 27,27% | 34,09% | 9,09% |
| Q10: There is no cooperation spirit among my classmates in my oral expression sessions. | 22,73% | 13,64% | 59,09% | 4,55% |
| Q11: I listen and watch native speakers. | 45,45% | 27,27% | 22,73% | 4,55% |

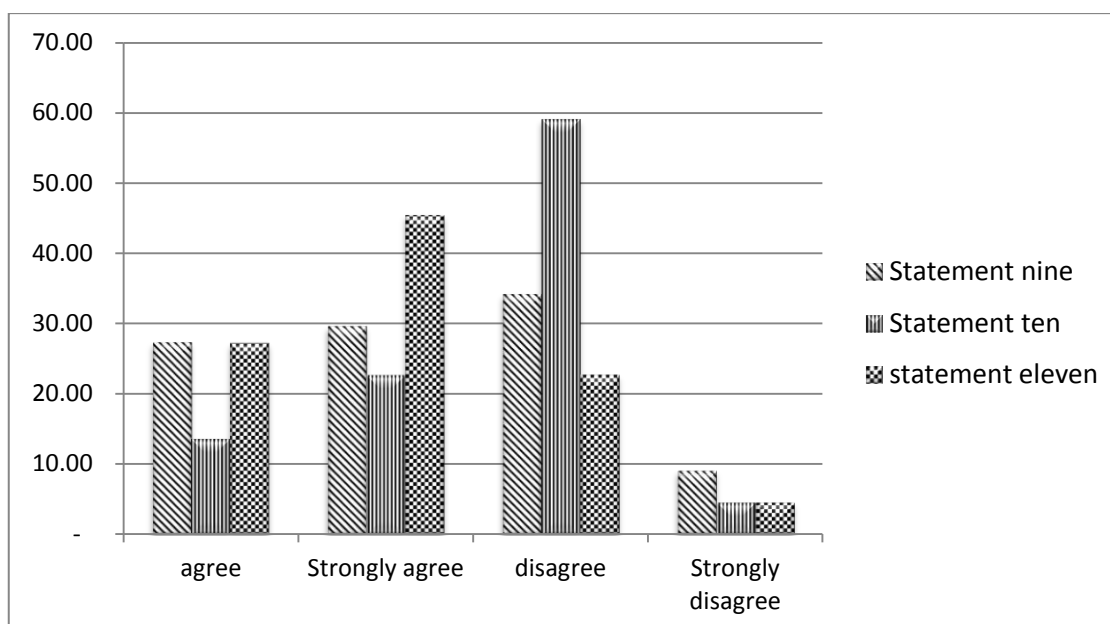


Figure 3: Socio-cultural Problems.

From figure 3 we can see that more than half of the students (57%) (27% agree, 29% strongly agree) do not have enough opportunities to practice English outside the classroom. Because of the rare use of English language in our country that can be found only in educational settings. Another remark is that our society has a misconception that talking English or any other language is considered as showing off which inhibits the students from talking English outside the classroom. 43% (34% disagree, 9% strongly disagree) of them said that they find the opportunities to talk English outside the classroom. This may be by means of the internet, language workshops, and social media which provide an access to various languages and culture.

36% (13% agree, 22% strongly agree) of learners claimed that their classmates do not have cooperation spirit, this may be because of the unfriendly atmosphere of the classroom and lack of pair and group work. The remaining students (64%) (22% disagree, strongly disagree) said the opposite. This indicates that teachers encourage the interaction between the students and use group and cooperative work.

Most of the students (72%) (27% agree, 45% strongly agree) stated that they listen and watch native speakers but their level shows the opposite this can be because they listen and watch informal English this affects their academic English and pronunciation. Meanwhile, 28% (23% disagree, 5% strongly disagree) of students do not listen and watch native English speakers regularly which causes difficulties in

listening and understanding English speakers as well as it will inhibit the developments of learners' English.

D- Teacher-related Problems:

Table 6: Teacher-related Problems.

| Question | Strongly agree | agree | disagree | Strongly disagree |
|--|----------------|-------|----------|-------------------|
| Q12: My teacher doesn't have a good command of English language | 25,00% | 6,82% | 52,27% | 15,91% |
| Q13: My teacher's pronunciation is not good enough to be a model for us. | 20,45% | 2,27% | 45,45% | 31,82% |
| Q14: My teacher doesn't encourage students to speak. | 18,18% | 9,09% | 36,36% | 36,36% |
| Q15: The intervention and error correction of my teacher hinders me from talking fluently. | 15,91% | 4,55% | 63,64% | 15,91% |
| Q16: My oral expression teacher does not encourage any group work or pair work; this inhibits student-student interaction in class. | 15,91% | 4,55% | 47,73% | 31,82% |

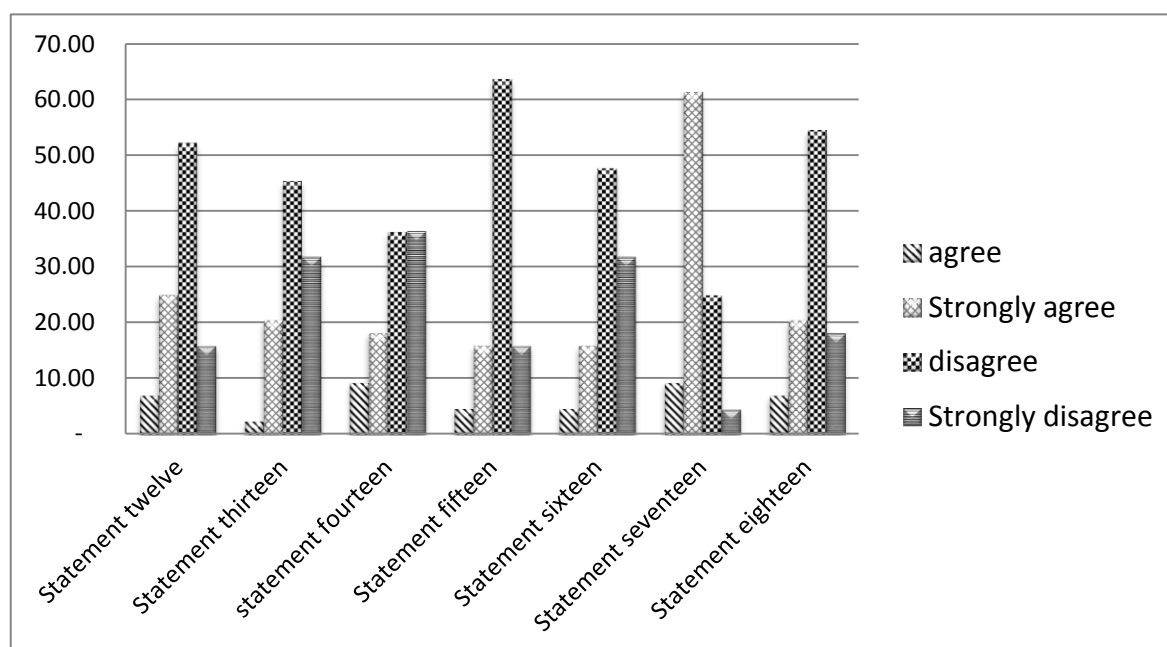


Figure 4: Teacher-related Problems.

From figure 4 we can see that 31% (6% agree, 25% strongly agree) of the students think that their teachers do not have a good command of English language, this

justifies the choice of giving teaching oral expression module to part-time novice teachers who are untrained and lack the experience of teaching this module. While 69% (52% disagree, 17% strongly disagree) of them think the opposite because most of the groups of second-year are taught by experienced full-time teachers.

From the responses of statement twelve 22% (2% agree, 20% strongly agree) of the students stated that their teachers do not have good pronunciation, which affects the pronunciation of learners. Whereas, 78% (45% disagree, 31% strongly disagree) of them responded negatively to this statement claiming that their teachers have a good pronunciation that is considered as a model for them.

27% (9% agree 18% strongly agree) of the students think that their teachers do not encourage them to speak in the classroom which inhibits the shy and introverted students from taking part in classroom discussion and speaking. They have to be pushed to express their ideas. 73% of them disagreed. As opposed to that 73% (36% disagree, 36% strongly disagree) disagreed this statement claiming that their teachers encourage them to speak as a result they will get rid of shyness and anxiety.

20% (5% agree and 15% strongly agree), of the students, are inhibited by the intervention of the teacher because some students do not accept criticism. However, 80% (63% disagree, 15% strongly disagree) of them do not have any problems with the intervention of the teacher. Because they accept criticism and they try to learn from their mistakes.

20% (4% agree, 15% strongly agree) of the students agreed that their teachers do not encourage any group work or pair work which prevents interaction between each other, but 80% (47% disagree, 31% strongly disagree) of them said that teachers use pair work and group work in the classroom that is considered as a motivational strategy to enhance oral fluency.

More than half of the students 70% (9% agree, 61% disagree) agreed that teachers use role play in oral expression sessions because role play is very enjoyable for students and produce great opportunities for using language in real settings. It is a communicative strategy where the learners can improvise to produce spontaneous language. In contrast, 30% (25% disagree, 5% strongly disagree) of them said that their teachers do not use role play.

More than quarter of the students 27% (20% agree, 6% strongly agree) agreed that their teachers do not present interesting topics for discussion, whereas, 73% (55% disagree, 18% strongly disagree) of them said that the topics teachers of oral expression present are interesting. This means that teachers are aware of their students' interests.

E- Educational System -related Problems:

Table 7: Educational System-related Problems.

| question | Strongly agree | agree | disagree | Strongly disagree |
|---|----------------|--------|----------|-------------------|
| Q19: There are not enough efficient facilities in the language laboratory. | 40,91% | 18,18% | 34,09% | 6,82% |
| Q20: Our classes are overcrowded. | 31,82% | 2,27% | 47,73% | 18,18% |
| Q21: Only one session per week cannot help us to develop our oral fluency. | 34,09% | 47,73% | 13,64% | 4,55% |

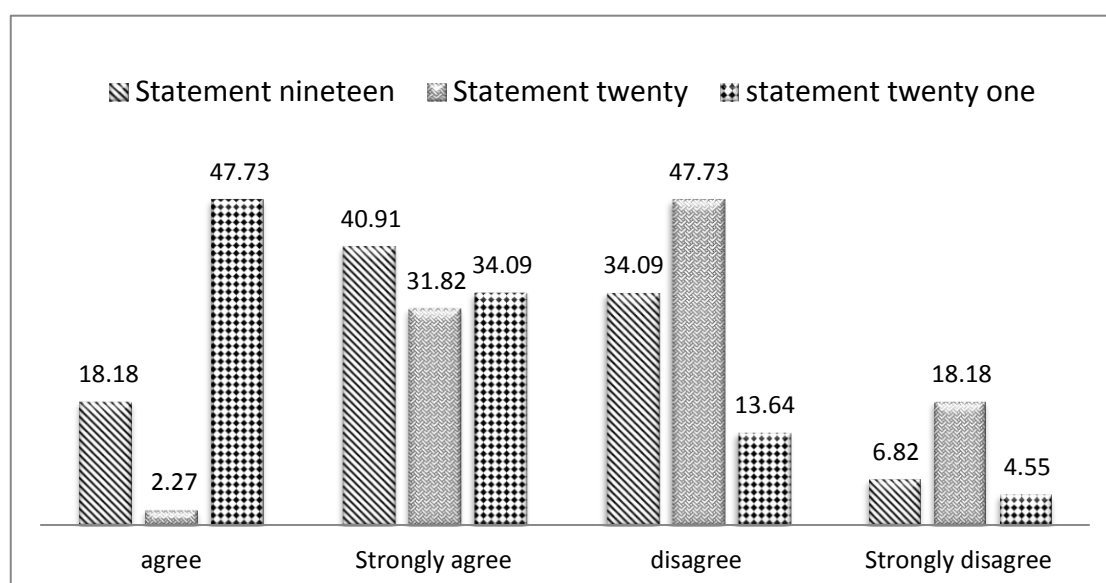


Figure 5: Educational System- related Problems.

Figure 5 demonstrates that:

More than the half of the students (51%) (18% agree, 41% strongly agree) agreed that there are not enough facilities in the laboratory. Whereas, the remaining students (49%) (34% disagree, 7% strongly disagree) declared the opposite. This lack of facilities affects students' improvement of speaking. Because they do not have a place where they can listen and watch native speakers.

34% (2% agree, 32%, strongly agree) of the students think that their classes are overcrowded, while 64% (48% disagree, 18% strongly disagree) think that the opposite. This contradiction is due to the bad organization of groups where one group contains more than 33 students whereas other groups contain less than 26 students. As a result, students do not find equal chances to participate and speak which have an effect on students' fluency from the overcrowded classes.

Most of the students (82%) (48% agree, 34% strongly agree) think that only one session per week is not enough to develop their fluency because hour and a half per week is not enough for all the students to talk. As opposed to (18%) (14% disagree, 4% strongly disagree) of the students who said that it is enough. Many interpretations can justify this small percentage. First, because they study in a small group which gives them the chance to take enough time to talk. Second, they feel demotivated and not interested in talking. Finally, they have a good speaking skill and use English outside the classroom so they do not need more time to talk in the classroom.

1.3.2 The interview

Question 1: do you have an experience in teaching oral expression module?

Two teachers answered that it is their first experience in teaching the module. Two teachers said that they have experience of three years. Two other teachers said that they taught oral expression session for more than 10 years. One more teacher said that she taught for more than 6 years. This indicates that most the teachers do not have the experience in teaching oral expression module. This may affect the development of students' oral fluency because novice teachers lack the experience in using strategies and techniques to develop students speaking proficiency.

Question 2: describe your oral expression session?

Teacher 1 said that he starts by presenting an audio or a video then he asks questions to evaluate the students after that he discuss a given topic or the presentations of the students. Teacher 2 said that her oral expression sessions are all fun, lots of learning in an interactive way, students talk and express themselves deliberately without inhibition, and all the students participate and make mistakes. Teacher 3 said that her oral expression session starts with a warm-up activity then she proceeds to the session

activities trying to give every student enough chances to speak. In the end, she tells the students what next session's activity will include. Teacher 4 said that she focuses on public speaking presentations she devoted the first semester for the theoretical part. And the second-semester was devoted for the students' presentations. Teacher 5 said that his sessions focus generally on native speakers' oral production; he makes students listen to a passage, video (something authentic). Teacher 6 said that he introduces the topics and the keywords then he invites students to listen to conversations in order to give him the gist of it. Teacher 7 said that she concentrates on interaction through plays, games, short story. She engages the students in speaking to improve their fluency.

From the answers of the teachers, we can interpret that most of the teachers use icebreakers which warm up the session and tend to prepare the students for the lesson. As well as, they focus on listening to native speakers and classroom discussion as lesson activities. Moreover, teachers try to make an interactive atmosphere to help the students to speak deliberately.

Question 3 what hinders your students from talking fluently?

Five of the teachers said that student cannot talk fluently because of shyness, anxiety, low self-confidence. Two teachers said that it is because of lack of preparation and practice. One teacher answered that students can't talk fluently because of mispronunciation, and misuse of tenses. Another teacher answered because of lack of time, effective filters, uninteresting topics, and students do not have a relation between each other. One teacher said they are timid, introvert, some are weak at vocabulary and grammar others have the capacity but they don't participate.

The answers of the teachers show that most of the difficulties facing the development of students' fluency are lack of preparation and practice this illustrates the fact that even fluent speakers find difficulties in speaking because the lack of preparation; the poor pronunciation and misuse of tenses which affect students accuracy and fluency; lack of time of the session which influences students' chances of speaking; uninteresting topics demotivate the students and prevents them from talking; lack of cooperative spirit among the students. Also, the answers show that the effective factors of fluency are affective filters, shyness, anxiety, low self-esteem, and introversion. Affective filters are the negative and emotional factors that affect the comprehension

and reception of language these filters are shyness, anxiety, low self-confidence, and demotivation. These motivational and emotional factors have a negative effect on the speaking process.

Question 4: do you think that time devoted to oral expression session is it enough to develop students' speaking proficiency?

All the teachers said that it is not enough to target all students' problems at the level of speaking and listening, and students need more time to be guided and to practice more.

Most teachers think that the time of oral expression module is not enough to target the problems of the learners related to speaking and listening. Adding to that, one session per week does not help the students to improve their speaking skill and take part in classroom discussion.

Question 5: what are some of the psychological problems that hinder students from speaking fluently?

4 teachers stated that the psychological problems that hinder students from talking fluently are shyness, and lack of confidence. 3 teachers said that the psychological problems are fear of stage, fear of making mistakes, and anxiety. Other problems that each of the teachers gave are inhibition, affective filters, demotivation.

The results of the fifth question illustrate that there are psychological factors affecting the development of fluency. First, Shy learners, most of the time fear to speak and they prefer to keep silent, they feel anxious, their faces blush when the teacher asks them. This shyness causes fear of making mistakes and fear of public speaking. Second, it is has a great effect on speaking the English language. When speaking skill develops this means that the learner is confident. Also, students cannot speak fluently without having some degree of self-esteem. This means that there is an important relationship between English language and self-confidence. Then, anxiety takes place in educational settings because of teachers and classmates' observation in oral expression session. It is considered as the main obstacle that hinders learners' participation because it causes inhibition. Finally, motivation is considered one of the main major factors that affect oral fluency development it influences positively students' desire to talk fluently.

Question 6: do you think that the linguistic knowledge of students affects their fluency? Explain, please

The first teacher answered positively because students rely too much on their linguistic knowledge although it is too limited as a result their speaking fluency fails. The second teacher answered yes, they have little knowledge, not enough vocabulary, grammar, pragmatics, but they need to practice because even with linguistic knowledge speaking fluently fails. The third teacher said yes, the more aware they are all of the skills and the possible solutions they can take the better they can be. The fourth teacher answered yes, it provides the basis for a student to learn the language correctly and easily. The fifth teacher said yes, the students' cognitive abilities affect their fluency when they do not know how to pronounce the word, how to use vocabulary, how to transfer, interpret, reformulate, articulate. The last teacher answered yes, linguistic knowledge includes many elements such as grammar, phonetics, morphology, and semantics, having a good linguistic background will definitely increase the students' fluency.

All of the teachers agreed that the linguistic knowledge of the students affects students' fluency. It includes phonetics, grammar, morphology, and semantics which enable the students of good linguistic knowledge to express their thought fluently. Because students' cognitive abilities influence their fluency when they do not know how to pronounce the word; how to use vocabulary appropriately; how to transfer their ideas and thoughts; how to interpret information, reformulate, and articulate.

Question 7: what is the role of Arabic interference in hindering the students from talking fluently?

The first teacher said that she didn't notice that issue too much she thinks that this would be more noticeable at the level of writing more than speaking. Two teachers said that maybe students think in Arabic and talk in English this may hinder their accuracy as well as their fluency. Another teacher stated that students have difficulty in articulating certain sounds correctly as students are not familiar with in their native language. Three teachers shared the same opinion that speaking Arabic outside and inside the classroom hinders them from using English properly. Another teacher stated that they ignore the differences between the two languages systems.

From the results, Arabic interference has three aspects. First, students think in Arabic and talk in English which makes the speech of students' sounds unnatural and lead to the overlapping of the two language systems which makes them produce unstructured sentences. Second, students have difficulties in pronouncing sounds that are not familiar with their mother tongue. Third, speaking Arabic outside and inside the classroom inhibits students from talking English properly.

Question 8: how do you find the interaction between students?

The first teacher said that the interaction between students is missing. The second teacher stated that it is not enough, full of code-switching and mixing, not in English. The next teacher said that they interact effectively when of the topic is interesting the last teacher said that he finds it quite satisfactory.

From the answers of the teachers, we notice that most of the teachers find that the interaction between students is missing which means that teachers do not encourage pair and group work this add a negative effect on the improvement of fluency. Another remark is that students interact when the topic of discussion is interesting this justify the good choice of topics chosen by teachers.

Question 9: how do you feel about your oral expression session? Do you think that the students are involved or not?

two teachers said that it depends on the subject being discussed sometimes they are involved other times only a few members, students feel involved when they are motivated. Another teacher said that they involve only when reminding them. Two teachers said that students are totally involved. The last two teachers said that not all the students are involved; some of them are totally passive.

From the answers to question nine, we can see that students do not interact with uninteresting topics which leads to their lack of motivation. Also, we can notice that there are students who are totally passive. Students do not participate due to many reasons. First of all, students do not participate when they do not like the topic of discussion. Second, they do not participate due to their introversion and inhibition, or because of the fear of making mistakes.

Question 10: which activities and strategies you use to enhance students' fluency?

Three teachers said that they use play roles, listening to authentic audios and videos, topics discussion, free topics to present, presentations. Another teacher said that he uses face to face interaction, improvising, group work debating. Teacher 5 stated that he teaches them how to speak when to speak, and what to say, he depends on expressions and pragmatics rather than vocabulary and grammar. The last teacher said that he uses memorizing proverbs and quotations.

From the results of this question, we can see that teachers use many techniques to enhance learners' fluency but they focus only on speaking and listening skills. They do not use activities that involve using writing and reading to enhance students' linguistic knowledge and accuracy. Because good accuracy helps to develop fluency.

Question 11: do integrate other skills along with speaking skill in oral expression? How?

Six teachers said that integrate listening. Four of them said they integrate writing. And only one teacher integrates reading.

From the findings of the question 11 we can notice that teachers integrate other skills along with speaking skill but during the classroom observation, we noticed that teachers concentrate only on speaking and listening.

Question 12: do you think that our department system gives much importance for oral expression session?

All the teachers said no, one of them suggested to give training courses to teachers of oral expression, another teacher said that time is not enough and there is no structured curriculum for the teachers of oral.

all the teachers agreed that the department and university educational system do not give oral expression session much importance because of the lack of time of the session only hour and a half cannot enhance students' speaking proficiency another reason is because there is no structured curriculum for the module what makes the teachers make they own lesson. Also, the department does not give the module a lot of importance, the module is taught by part-time novice teachers who have no experience in teaching the module.

1.3.3 Classroom observation

This part illustrates the results gathered from the classroom observation using a checklist to observe students' fluency

Table 8: Fluency Assessment Check-list.

| Students speaking | never | infrequently | Frequently | mostly | always |
|---|-------|--------------|------------|--------|--------|
| Respond with little hesitation (A) | 3 | 5 | 2 | 3 | 2 |
| Speak without pauses (B) | 2 | 4 | 4 | 3 | 2 |
| Sentences are well structured (C) | 2 | 5 | 2 | 3 | 3 |
| Speak without repeating the words (D) | 0 | 5 | 3 | 4 | 3 |
| Speech is clear and comprehensible (E) | 4 | 3 | 3 | 3 | 2 |

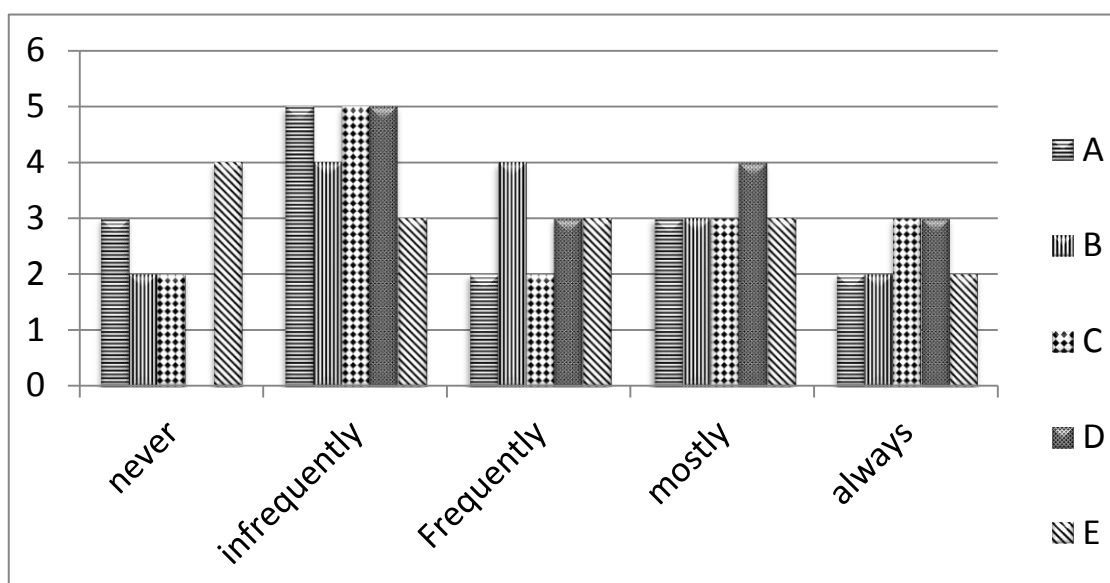


Figure 6: Fluency Assessment Checklist results

Table and figure above clearly display students' grades of different indicators. It shows that most of the students speak with hesitation and use a lot of filled and silent pauses. In addition to that, we can notice that most of the students use pauses frequently. Also, it shows that the majority try to speak without repeating the words. Approximately half of the student's speech is not comprehensible.

The classroom observation shows that majority of the students hesitate while speaking due to shyness which inhibits them from expressing their self fluently, another

reason is that students feel anxious and fear of making mistakes. Moreover, it shows that almost half of the students do not use well-structured sentences due to their poor linguistic knowledge another reason is that students think in Arabic and talk in English which leads to producing mal-structured sentences. Furthermore, most of them use frequent pauses while speaking because they do not find the appropriate words to express their ideas and this is due to the limited vocabulary of the students. The final remark is that some students' speech is unclear and incomprehensible due to bad pronunciation.

Table 9: Students' Fluency Level.

| | Disfluent | Limited fluency | Good fluency | Advanced fluency | Native-like fluency |
|----------|-----------|-----------------|--------------|------------------|---------------------|
| Students | 4 | 5 | 3 | 3 | 0 |
| % | 26,67 | 33,33 | 20,00 | 20,00 | 0,00 |

This assessment shows that 60% (26% disfluent, 33% limited fluency) of the students are disfluent or have limited fluency. And 40% (20% good fluency, 20% advanced fluency) of them have good or advanced fluency. This test does not represent the real level of the students because they were observed only in one session. We can see that more than half of students face problems that hinder them from talking fluently.

2. Section Two: Results Interpretations and Implications

2.1 Results Interpretations

As mentioned in the theoretical part, this study aimed to investigate the difficulties faced by second-year English students in developing their oral fluency and the factors affecting it. The findings of this research will answer the three research questions. The first question is what are the difficulties faced by second year EFL learners in developing their oral fluency? The second question is what are the factors that affect oral fluency improvement? And the last question is what hinders EFL learners from talking fluently?

2.1.1 Questionnaire Results Interpretations

From the results of the questionnaire we can see that there are external and internal factors affecting oral fluency which answer the first research question. These factors are categorized as follow. First, the internal factors are divided into three types. The first type is affective factors which are fear of making mistakes (from the results of question 1), lack of motivation (from the results of the question 2), shyness (from the results of questions 3), self-confidence (from the results of question 4), and anxiety (from the results of question 5). The second type is cognitive factors which are related to students' cognition we can mention thinking in Arabic and talking in English as cognitive factor (from the results of the question 7), the last but not least type is linguistic factors such as poor pronunciation (from the results of question 7), limited vocabulary (from the results of the question 6), and poor grammar (from the results of question 6).

Second, there are three external factors affecting students' fluency the first factor is classroom environment (from the results of questions 10, 19, 20, 21). The second factor is teaching methods (from the results of the questions 17, 19, 16). The last factor is teachers' attitude and tendency (from the results of the questions 15, 14, 13, 12).

From the analysis of the results of the questionnaire, we can answer the second research question which is what are difficulties facing EFL learners in developing their oral fluency? First, from the results of 21st statement we can interpret that students have difficulty with time because they do not have sufficient time to speak and express their thoughts in the classroom. Moreover, most of the students find it difficult to speak due to the interference of Arabic language (question 7). Also, the students have difficulty with uninteresting topics which leads to lack of interest in talking (question 19). Furthermore, students who do not have an exposure to the English language find difficulties in developing their English (question 11).

2.1.2 Interview Results Interpretations

The results of this interview indicate that students face many difficulties in developing their oral fluency such as the lack of time devoted for oral expression session which diminish the chances of students to talk in the classroom (question 4). Then, they face difficulty in transferring their ideas using correct English because of the

Arabic language interference (question 7). Moreover, they have difficulties in pronouncing certain sounds because they are not familiar with their mother tongue (question 7). Furthermore, students lack participation stands as a difficulty in the way of their oral fluency improvement (question 3). In addition to that, students use Arabic to interfere with their classmates (question 7). Also, they do not practice English outside the classroom (question 3). All of these difficulties mentioned above are answers for the second research question.

The results also give answers to the second research question as follow the internal factors that affect students' fluency are:

- The affective factors such as anxiety, self-confidence, affective filters, shyness, fear of stage, fear of making mistakes, inhibition, and motivation. (From the results of questions 3 and 4).
- Linguistic factors like limited knowledge, poor vocabulary, and mispronunciation. (From the results of question 3 and 4).
- Cognitive factors such as inability of how to pronounce the word, how to use vocabulary, how to transfer, interpret, reformulate, articulate. (From the results of the question 6).

The results of the interview also shows that there are many external factors that influence speaking fluency those factors are:

- Classroom environment. (From the results of the questions 12, 8).
- Inappropriate Teaching method. (From the results of the questions 11, 10).
- Teacher's attitudes and tendency. (From the results of the question 4).

2.1.3 Classroom Observation Results Interpretations

The results of the classroom observation give answers to the third research question. The results and the analysis of the checklist used in the classroom observation shows that students face many problems that hinder them from producing fluent speech those problems are:

- Hesitation.
- Frequent pauses.
- Word repetition.

- Inability to produce well-structured sentences.
- Inability to produce clear and comprehensible speech.

2.2 Implications

At the end of this study, we would like to conclude with giving recommendations for the students, the teachers, the department of English of M'sila University, and for policy makers. These implications will help to improve oral expression module at first level. As well as, it will assist the students to get over the difficulties that affect the development of their fluency.

2.2.1 Implications for Students

From the findings of this study we discovered that there are many factors that inhibit learners from talking fluently. These factors are categorized to external and internal factors. The internal factors are as follow. First, the affective factors like shyness, anxiety, fear of making, mistakes, lack of motivation. Second, linguistic factors are lack of vocabulary; weak grammar level; and poor pronunciation. Third, cognitive factors are those factors related to students' cognition and comprehension. The external factors are classroom environment, and socio-cultural factors. To help the students overcome these problems we suggest these strategies for them.

2.2.1.1 Strategies to Reduce Shyness and Fear of Making Mistakes

Students have to participate in group discussion and pair work. They should practice more inside the classroom by expressing their thoughts and taking part in discussing the other students' ideas. Joining in speech communities as well as making a discussion between friends and classmates is also important in diminishing students' shyness in talking in front of their classmates and teachers. Students should take part in class participation even if they do mistakes because to err is human. Third, it is necessary for learners to think positively, to be aware that everybody makes errors because making mistakes is a part of real life and learning. The student has to make friendly relationship with their classmates to reduce his/her timidity. The more he/she participates in debates, the easiest timidity be decreased and more experience and high self-esteem are obtained. To conclude, in order to reduce shyness in the oral sessions. Learners should develop their confidence by participating in speaking groups, de-stress their mind in class, practicing English, employing activities and strategies as talking

with foreign people. Finally, using social skills may assist learners to improve their language and reduce shyness while speaking.

2.2.1.2 Strategies to Reduce Speaking Anxiety

These strategies are for students to get rid of speaking anxiety. First, speak about topics that you know. If possible, choose a topic for your interest that your knowledge about and like. This will help you to get rid of anxiety because you know about the topic that you are talking about and you have an experience about the topic. Then, practice and try to talk English with your classmates because even great speakers practice their speeches before presenting them. Have the courage practice in front of your classmates or friends. Watch other speakers, and take the time to observe experienced speakers who are fluent and good at delivering their speech. Also, try to imitate their style and self-esteem. Then, organize your speech. Every talk should have an introduction, a body, and a conclusion. Arrange your talk so that the audience knows what to expect.

2.2.1.3 Strategies to Promote Students' Self-esteem

Foreign language students should take things easily; they must alter their negative thoughts about themselves. Moreover, they must be amenable; relaxed in any conditions they deal with, especially in foreign language classroom. Their motivation and self-esteem should be evolved through practicing and participating in speaking activities. Learners' effort, on the other hand, in diminishing their negative behaviors will aid them to become more involved in any domain they seek to achieve.

2.2.1.4 Strategies to Enhance Students' Linguistic knowledge

Second, they should learn new word in context, learning new words in context rather than in isolation will not only make them to remember words more effectively but it will also make learning words much more enjoyable. Since, they will be able to connect these words with how they are actually used in real life. Read every day. Try to read a well-written and essays, newspaper articles, books or magazines articles daily. Nonfiction and technical books will rapidly teach you new methods to think and talk with utterances you may be unfamiliar with, but any type of reading will help you to develop your English.

2.2.1.5 Activities to Enhance Students' Fluency

These are some strategies suggested for students to improve their speaking fluency:

- First of all, they have to listen to native speakers and learn what normal, natural, English sounds like.
- Second, they should imitate the English that they are learning. As useful that it can be to listen and to study English, there is simply no replacement for actually speaking English yourself.
- Third, they should watch and engage with good instructional videos about speaking English and follow those instructions given in the video.
- After that, they have to Watch the news, movies, and TV shows with subtitles on, and speak and repeat the subtitles because speaking out loud helps the learners of languages to remember new words.
- Another crucial strategy to develop fluency is trying to have conversation with native speakers, talk to them, ask each other questions, and respond to each other.
- The last advice that we will recommend is listening to English songs this helps them to learn new vocabulary.

2.2.2 Implications for the Teachers

From the findings of this study we came up with many factors that hinder students from speaking fluently. These factors are categorized into external and internal factors. The internal factors are the affective factors like shyness, anxiety, fear of making mistakes, lack of motivation. Then, linguistic factors are lack of vocabulary, weak grammar level, and poor pronunciation. Moreover, cognitive factors are those factors related to students' cognition and comprehension. The external factors are classroom environment, and socio-cultural factors. To help the students overcome these problems we suggest these strategies for the teachers to build up his students' fluency.

2.2.2.1 Strategies for the Teachers to Reduce Students' Shyness

In order to decrease shyness, teacher must create a suitable environment for the students to talk deliberately by encouraging them to participate without fear of making mistakes. Also, he should create a friendly atmosphere through group and pair work and discussions. In addition, the relation between the teacher and learner is also significant

in decreasing the students' timidity. The attractive teacher should establish a motivational and comfortable atmosphere of interaction where the learners feel free to express their ideas freely. As a result, their desire in talking will be evolved and their participation will improve. In addition to that, the teachers' personality plays a crucial role in lessening the learners' shyness; they become involved because of the teachers' guidance and their character in the classroom. To conclude, in order to reduce timidity in the oral session, teacher's strategies in promoting student desire in talking is crucial by making a relaxed and amiable atmosphere where the learners feel relaxed and free to talk.

2.2.2.2 Solutions to Overcome Students Lack of Motivation

Lack of motivation among EFL language students is because of some negative reasons as lack of learning strategies; educators' unsupportive environment, anxiety and low of self-confidence in addition to the external factors and the family. Dornei & Csizer (2012, p.286) suggest ten recommendations for motivating language students as follows:

- Set example with teacher own behavior.
- Make comfortable atmosphere in the classroom.
- Present the activities clearly.
- Make friendly relationship with the students.
- Enhance the learner's self-esteem.
- Make the topics more interesting.
- Encourage student autonomy.
- Make the learning process more personal.
- Increase the learner's goal achievement.
- Make learners familiar with the English language culture.

Motivating learners is educators' responsibility. They must provide their students with friendly and comfortable atmosphere where the students can express their thoughts and feel relaxed in taking the English. They have to develop students' vocabulary and linguistic knowledge through explanations and examples. Also, teachers need to enhance students' motivation and self-esteem through different learning techniques and authentic materials as well as talking activities in order to increase their will to become English fluent speakers. Finally, teachers must be easy going in classroom.

2.2.2.3 Strategies to Develop Students' Linguistic Knowledge

Fluent speakers must have good linguistic knowledge to produce fluent speech. So, we suggest these strategies to enhance students' linguistic knowledge.

- First of all, teachers of oral expression module have to integrate writing and reading skills along with speaking and listening which helps to enrich students' vocabulary and grammar, by doing this students will have enough linguistic knowledge to express themselves fluently.
- Second, teachers should teach their students how to pronounce English words by speaking clearly and repeating the words that are difficult to pronounce. Students should be taught to talk slowly and in a clear way which enables them to improve their speaking fluency.
- Third, to help the learners to strengthen their speaking proficiency, the teachers should encourage the students to watch and listen to native speaker. In addition to, they can ask them to practice English outside the classroom by giving them activities that push them to speak English outside the classroom.
- Then, teachers should produce new vocabulary for the learners while talking in the classroom by increasing the use of English.

2.2.2.4 Strategies to Reduce Anxiety

To reduce students' anxiety and encourage the learners to speak and find the proficient atmosphere where students can develop the language abilities and skills. Cooperative learning is considered as the best approach. This method is based on the organization and structuring of the classroom around small-group assignments, for this latter is a better way for students to learn and work collectively. This is due to the fact that students are prone to learn better from each other than from the traditional way in receiving the information from teachers, for students would feel at ease speaking to their peers. Recent studies have proven that students learn best, memorize better, and even enjoy cooperative learning tasks rather than that of teacher-centred approach; additionally, and more importantly, it reduces the anxiety level, for students would not spot their mistakes in contrast to the traditional teacher-centered classrooms.

Moreover, one crucial technique is adequate preparation, this method allows students to better practice what they are going to present. Preparation gives students the

time to reconsider their work, and accordingly reduce mistakes and anxiety of speaking. This can be simply achieved by giving students some more time to brainstorm their ideas, rethink about their answers, and prepare a good, well-organized answer. In other words, preparation is significantly one of the best tools in helping students to get rid of the dread of both making mistakes, and the speaking anxiety, which would help them to develop their communication skills.

Another technique or method for diminishing speaking anxiety in general and mistakes anxiety, in particular, is the positive classroom mood. This latter is highly important in modern teaching methods, for it helps students to feel more comfortable; consequently, they will be at ease to participate and learn. In this respect, teachers are expected, from the very first day, to inform students that mistakes are no shame, and that, as an encouragement, good students would be rewarded for their efforts even if their answers were not always correct. This positive environment would help students to develop a sense of self-confidence, and would allow them to learn from their mistakes, and would even raise their spirits to come to English classes. In so many words, this method is highly recommended for teachers to help students get rid of mistakes-anxiety which in its turn would raise the participation rate. This is because, once the teacher succeeded in creating a positive mood inside his classrooms, students would feel of safety, and consequently, they will no longer be afraid of their mistakes and the speaking anxiety level will certainly be reduced.

2.2.2.5 Strategies to Enhance Students' Oral Fluency

Here are some strategies for English language teachers to help the students to improve their oral fluency level:

- Provide most chances to learners to talk the English language by creating a friendly environment that contains cooperative work, authentic materials, and activities, and shared ideas.
- Try to include each learner in all the speaking tasks; for this goal, they can participate in different ways.
- Reduce your speaking time in the classroom while increasing learners' time of speaking. And observe students mistakes.
- Involve positive responds when evaluating on a learner's response.

- Give the students written feedback such as "Your presentation was so good. It was great presentation, keep up the good work. ..."
- Do not amend learners' pronunciation errors very time while they are talking. So the students will not be distracted while talking.
- Give students speaking task outside the classroom so they can practice English more.
- Give the students the vocabulary they need in speaking tasks before starting the session.
- Observe the students so you can target the obstacles faced by learners who have difficulties in speaking in English language and give more chances to express their thoughts.

2.2.3 Implications for the Department

At the end of this study, we would like to give some recommendations for the department in order to improve oral expression module. The first remark that we noticed during our study is that most of oral expression teachers are part-time and novice teachers, who lack the experience of teaching the module. So, we suggest giving this task for full-time teachers who have the experience in teaching such an important module. Another remark is the bad organization of members of the groups. We noticed that a group contains more than 33 students, while other groups contain less than 26 students. This affects students' chances of participation and makes it difficult for them to learn in overcrowded classes.

2.2.4 Implications for Policy Makers

From the findings of this study, we can notice that there is no structured curriculum for oral expression module. Furthermore, the time devoted for the session is not enough for all the students to take part in speaking process. So, we suggest making a structured syllabus for oral expression module that contains strategies activities to boost fluency level of the students. Moreover, we recommend adding more time for the module, as a result, the students will be able to have more chances to participate and express themselves, and the teachers will find the sufficient time to target problems related to students speaking and listening.

Conclusion

This chapter investigates the problems facing EFL learners in developing their oral fluency. It embodies the empirical stage of this research. In addition, it gives an idea about the research instruments and procedure used by the study to gather information from both teachers of oral expression and EFL second-year students of M'sila University. Moreover, the chapter tackles the analysis of the three data gathering tools and gives an interpretation and a discussion of the acquired results. Finally, the study proposed some suggested implications that can be used by the English students, teachers, department, policy makers to improve the speaking skill in general and oral speaking fluency.

GENERAL CONCLUSION

Fluent students are considered as competent and good students. They usually attract teacher's attention and they dominate the classroom. In the other hand, influent speakers feel demotivated and unable to express themselves in the classroom. Therefore, we shed light on this topic through second year English students of M'sila University who find difficulties to develop their oral fluency. This study was conducted to investigate the difficulties as well as the factors affecting students' oral fluency.

In this respect, three main questions have been raised for the purpose of investigating the problems EFL learners suffer from and the major affective factors affecting their oral performance and also, in order to explore the difficulties that hamper their oral fluency development. The first question investigated the problems as well as the difficulties EFL learners face while speaking. The second one looked for sufficient answers related to factors which influence EFL learners' speaking performance. Whereas, the third question attempted to explore the most common and difficulties that hinder the students from improving their speaking abilities in terms of fluency.

The findings of the research indicate that there are many factors affecting oral fluency. These factors are divided into internal and external factors. First, the internal factors are the affective factors, cognitive factors, and linguistic factors. Second, the external factors are as follow classroom environment, teaching methods, and teachers' attitude and tendency. In addition to these factors, this study explored the difficulties hindering the development of the oral fluency these difficulties are insufficient time of oral expression module, Arabic language interference, lack of exposure to native English language, and lack of cooperative learning. Finally, this study discovered many problems that hinder EFL from producing fluent speech these problems are hesitation, frequent pauses, word repetition, inability to produce well-structured sentences, and inability to produce clear and comprehensible speech.

From the findings, we come up with very important points that should be taken into consideration by policy makers, EFL teachers, and EFL learners as well. First, instructional system has to provide a sufficient time for oral expression module so that learners can have more opportunities to participate in speaking activities. Furthermore, EFL teachers have to use such appropriate methods and strategies that contribute in developing learners' oral performance like promoting cooperative learning and group

discussion inside the classroom. Learners in their turn should practice speaking English inside and outside the class learn idiomatic expressions and to be familiar to the culture of the target language through listening and watching well instructional videos. These may be the key elements that seem to be helpful for improving oral fluency.

Although the study has reached its goals but there are some obstacles and limitations. First, it did not allow us to gather more information about the difficulties as well as the factors affecting oral fluency since only one semester is not enough. Second, because of the time limit, because data collection acquired long time, this research was conducted only on small sample (44) of the whole population of second year students. That may change the results of the research by the change of the sample. Finally, we did not find fixed indicators for assessing EFL oral fluency to apply in our classroom observation. Based on this limitation we suggest the following question for further research: what are the indicators of EFL students' oral fluency?

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APPENDIXES

Appendix One: Second Year Students' Questionnaire

Oral Fluency Questionnaire

Dear students you are kindly invited to take part in our research, which is investigating difficulties facing second year EFL learners in developing their oral fluency in M'sila University. Through this questionnaire, your answers will help us to know about these difficulties as well as the factors affecting oral fluency. Your answers will be kept anonymous and confidential; they will be used solely for research purpose.

Section one: Bio-data

Choose one of the answers:

- 1) What is your gender?
 - a) Male
 - b) Female
- 2) How old are you?
.....years old

Section two: Oral Fluency Development Difficulties.

Directions: please choose your level of agreement. Put an "x" in the box of your choice

| Statements | Strongly agree | Agree | disagree | Strongly disagree |
|--|----------------|-------|----------|-------------------|
| 1- I am afraid of making mistakes while speaking in the classroom. | | | | |
| 2- Some of my classmates speak very fluently, but I cannot. This demotivates me. | | | | |
| 3- Shyness prevents me from speaking fluently. | | | | |
| 4- I cannot speak fluently in the classroom because my self-confidence is low. | | | | |
| 5- My anxiety (توتر) is too high. This prevents me from speaking fluently. | | | | |
| 6- My poor English prevents me from expressing myself fluently. | | | | |

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|--|--|--|--|--|
| 7- I think in Arabic, I speak in English, which leads to my lack of fluency and naturalness in speaking. | | | | |
| 8- My pronunciation is not good enough which causes difficulty in my fluency | | | | |
| 9- I have difficulty finding opportunities to practice my speaking outside the classroom. | | | | |
| 10- There is no cooperation spirit among my classmates in my oral expression sessions. | | | | |
| 11- Do you listen and watch native speakers? | | | | |
| 12- My teacher doesn't have a good Command of English speaking skill. | | | | |
| 13- My teacher's pronunciation is not good enough to be a model for us. | | | | |
| 14- My teacher doesn't encourage students to speak. | | | | |
| 15- The intervention and error correction of my teacher hinders me from talking fluently. | | | | |
| 16- My oral expression teacher does not encourage any group work or pair work; this inhibits student-student interaction in class. | | | | |
| 17- My teacher use role play in oral expression session which helps us to develop our oral fluency. | | | | |
| 18- My teacher does not present interesting topics for discussion. | | | | |
| 19- There are not enough efficient facilities in language laboratory. | | | | |
| 20- Our classes are overcrowded. | | | | |
| 21- Only one session per week cannot help us to develop our oral fluency. | | | | |

Appendix Two: Teacher's Interview

Teachers' interview

Dear teacher, you are kindly invited to take part in our research, which is investigating difficulties facing second year EFL learners in developing their oral fluency in M'sila University. Through this interview, your answers will help us to know about these difficulties as well as the factors affecting oral fluency. Your answers will be kept anonymous and confidential; they will be used solely for research purpose.

Q1: Do you have experience in teaching oral expression module?

.....

Q2: Describe your oral expression session?

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Q3: What hinders your students from talking fluently?

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Q4: Do you think that time devoted for oral expression session is enough to develop students' speaking proficiency? Explain, please.

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Q5: What are some of the psychological problems that hinder students from speaking fluently?

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Q6: Do you think that the linguistic knowledge of students affects their fluency? Explain more, please.

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Q7: What is the role of Arabic interference in hindering students from talking fluently?

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Q8: How do you find the interaction between students?

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Q9: How do you feel about your oral session? Do you think that students are involved or not?

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Q10: Which activities and strategies you use to enhance students fluency?

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Q11: Do you integrate other skills along with speaking skill in oral sessions? How.

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Q12: do you think that our department system gives much importance for oral expression session?

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Appendix Three: Fluency Checklist

Fluency checklist

Student..... 1= never 2=infrequently 3= frequently 4=mostly 5=
always

| | | | | | |
|------------------------------------|--|--|--|--|--|
| Respond with little hesitation | | | | | |
| Speak without pauses | | | | | |
| Sentences are well structured | | | | | |
| Speak without repeating the words | | | | | |
| Speech is clear and comprehensible | | | | | |

| |
|--|
| <p>Total score:</p> <p>Average /6=.....</p> <p>Final grade:</p> |
|--|

| Final grade | Fluency level |
|-------------|---------------------|
| 1 | disfluent |
| 2 | Limited fluency |
| 3 | Good fluency |
| 4 | Advanced fluency |
| 5 | Native-like fluency |

المخلص

يهدف هذا البحث إلى دراسة الصعوبات التي تواجه متعلمي اللغة الإنجليزية كلغة أجنبية من حيث القدرة على تطوير الطلاقة الكلامية وكذا العوامل التي تؤثر على أدائهم الكلامي. كما أن هذا البحث يشير إلى أهمية الطلاقة الكلامية في الحياة المهنية وعلى المؤهلات الأكاديمية للأساتذة. إضافة إلى ذلك فإنه يتطرق إلى المشاكل التي تواجه المتعلمين أثناء الحديث باللغة الإنجليزية. تستعمل هذه الدراسة المنهجية المثلثية والتي تتضمن استبيانات مقابلات وكذا ملاحظات الحصص . وقد أجريت الدراسة التطبيقية على عينة من طلبة السنة الثانية بقسم اللغة الإنجليزية بجامعة محمد بوضياف نظام ل م د. تبنت هذه الدراسة المنهج الوصفي والتحليلي لتحليل البيانات المتحصل عليها عن طريق المنهجيات الثلاث لتحصيل البيانات. تتضمن العينة المدروسة على (44) طالب في قسم الإنجليزية والذين طلب منهم أن يجيبوا على الاستبيان وكذا (7) أساتذة بقسم الإنجليزية في مقياس التعبير الشفهي والذين أجابوا على المقابلات. تشير نتائج هذه الدراسة إلى تأثيرات العوامل الداخلية والخارجية على تطوير الطلاقة الكلامية للطلبة. زيادة على ذلك فإن هذا البحث يدرس الصعوبات التي تواجه طلبة السنة الثانية في اللغة الإنجليزية لتطوير طاقاتهم الكلامية. كما أنها تناقش المشاكل التي تعيق طلبة الإنجليزية كلغة أجنبية من التحدث بطلاقة. خاتمة هذه الدراسة تتضمن مجموعة من التوصيات للأساتذة والطلبة وإدارة قسم الإنجليزية وأيضا المسؤولين لمساعدة الطلاب على تحسين طاقاتهم و تلقائية الكلام.

