

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

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION:

**An Investigation of the Teaching/Learning
of the Oral/Aural skills in the Department
of English at M'sila University**

**Dissertation Submitted to the Department of English in Partial
fulfillment of the Requirements for the Degree of Master**

Submitted by:

- LEKBIR Ismahan
- BOUBAAYA Samira

Supervised by:

- BAGHDADI Assia

Board of Examiners

CHERIET Imane	University of M'sila	Chairperson
BAGHDADI Assia	University of M'sila	Supervisor
LAAJINI Messaouda	University of M'sila	Examiner

2017 / 2018

Dedication

To the source of my strength and happiness:

MY PARENTS ESPECIALLY MY MOTHER

Acknowledgements

Before all, special and great thank to Almighty of allah for helping us to complete and achieve our work.

I am utterly grateful to my supervisor Dr. Assia BAGHDADI for her help, patience and for her attentive critiques and insights to enrich this research work.

I would like also to thank deeply the members of the jury: Ms. CHERIET Imane and Ms. LAAJINI Messaouda who accepted examine my dissertation.

Special thanks and sincere expressions will pass also to all the members of my family: my sisters and brothers.

Thanks also go to my faithful friends for their love.

I want to acknowledge a great dept to informant teachers and students who accepted to participate in this case of study.

Ismahan *** Samira

ABSTRACT

The present is meant to study investigate the teaching/learning of the oral/aural skills of English department at M'sila University. It attempts to shed light on the current situation of the teaching/learning of the two skills .The study aims at identifying the different strategies used by teachers and learners in order to enhance the speaking and listening skills. The dissertation also attempts to show the main difficulties that EFL learners and teachers face while learning and teaching the speaking and listening skills. The descriptive method was used based on two data collection tools. The questionnaire was administered to (60) EFL third year students because they have more experience in learning the two skills among the three years. Besides, the questionnaire was administered to (06) teachers of oral expression module to investigate the different opinions about the teaching/learning of the oral/aural skills. The findings showed that most EFL students and teachers encountered difficulties in oral course due to psychological problems (anxiety, lack of motivation, fear, and shyness); linguistic problems (lack of vocabulary, lack of knowledge of grammar ..) and pedagogical problems as the limited time which is allocated to oral expression module, also the lack of materials in teaching and learning the oral/aural skills. The study also showed the techniques and strategies that can be used by EFL teachers and learners to overcome their problems such as: free speech, group work. All of these findings are based on the theoretical part which is composed of two chapters, the first one is about speaking skill and its main aspects; the second chapter is about listening skill. In addition to, the practical part which includes one chapter discusses the analysis and the results of teachers' and the students' questionnaire. At the end of this study, some suggestions are proposed to improve the teaching /learning of both skills.

Key words: Speaking skills, Listening skills.

List of Abbreviations

EFL: English as a Foreign Language

ICT: Information and communication Technologies

LMD: Licence; Master; Doctorate

L1: First language

L2: Second language

i.e.: That is to say

List of Graphs

Graph 1: Students'prefable skill.	26
Graph 2: Students' goals achieved through oral course	27
Graph 3: The integration of the four skills	28
Graph 4 : The promotion of the other modules in oral skill ...	29
Graph 5: students' appropriate modules	30
Graph 6: Teachers' important teaching technique	31
Graph 7: Students' adequate technique.....	33
Graph 8: Teachers'amount of speaking	34
Graph 9: Students 'attitude towards teacher 'pronunciation	35
Graph 10: Teacher' use of native language.....	36
Graph 11: Students'opinions about the use of native language..	36
Graph12: Students 'attitude towards their teacher	37
Graph13: Students' classroom speaking rate	38
Graph 14: Students' attention while speaking.....	39
Graph 15: Teachers' correction of students 'mistakes.....	40
Graph 16: Teachers' correction rate.....	40
Graph17: Students' attitude towards teachers' correction.....	41
Graph18: Students 'favorite correction time.....	42
Graph 19: Students'attitude towards oral sessions amount of time	43
Graph 20: Hours oral sessions need per week.....	43
Graph 21: Students' appropriate aids.....	44
Graph 22: Students frequency dictionary use	45
Graph 23: Informing students about the method of testing.....	47
Graph 24: Students opinion about informing about the method of testing	48
Graph 25: Students' difficult Exam.....	49
Graph 26: Students 'attention while testing.....	50
Graph27: Teachers' focus method in testing speaking skill.....	51

Graph28: Students' favorite method.....	52
Graph 29: Teachers' focus method in testing listening skill.....	53
Graph 30: Students' opinion about their marks.....	54
Graph 31: Students 'problems.....	55
Graph 32: Students'attitude towards the test.....	56
Graph 33: Students'opinion about the basis of evaluation.....	57
Graph 34: Students' difficult skills.....	59
Graph 35: Students' speaking difficulties.....	60
Graph 36: Students'listening difficulties.....	61
Graph 37: Students' learning problems	62
Graph 38: Students'satisfaction with their performance.....	63
Graph39: Students' satisfaction with oral expression.....	64
Graph 40: Teacher experience in teaching oral expression.....	66
Graph 41: Teachers' official syllabus	67
Graph 42: Teachers' attitude towards the official syllabus.....	68
Graph 43: Teachers' development of their programs.....	69
Graph 44: Teachers' basis of developments their programs 'objectives .	70
Graph 45: Teachers'assign objectives	71
Graph46: Teachers'objectives.....	71
Graph 47: Teachers' important language skills.....	72
Graph 48: Teachers'materials use	74
Graph 49: Teachers' appropriate aids.....	75
Graph 50: Teachers' focus skill.....	76
Graph 51: Teachers 'teaching Techniques.....	77
Graph 52: Teachers' amount of speaking.....	78
Graph 53: The influence of other modules on students' performances	79
Graph 54: The influential modules	80
Graph 55: Students'attention while Speaking.....	81

Graph56: Teachers'frequency correction of mistakes.....	82
Graph 57: Teachers Correction aspects.....	83
Graph58: Teachers'correction time.....	84
Graph59: Teachers collaboration.....	85
Graph 60: Teachers'attitude towards oral course Time.....	86
Graph 61: Hours suggested by teachers.....	87
Graph 62: Teaching oral expression during master.....	87
Graph63: Teachers' reasons to teach oral expression during master.....	88
Graph 64: Teachers'satisfaction with students' oral performance.....	89
Graph 65: Teachers'attitude towards students' level.....	90
Graph 66: Reasons of students' low level.....	91
Graph 67: Teachers'difficulties in teaching.....	92
Graph 68: Teachers'basis of testing.....	94
Graph 69: Informing student of about method of test.....	95
Graph 70: Administration of the test.....	96
Graph 71: Teachers'method in testing speaking skill.....	97
Graph 72: Teachers'method in testing speaking skill.....	98
Graph 73: Teachers'testing difficulties.....	99
Graph74: Teachers' collaboration.....	99
Graph 75: Teachers'attitude towards students' marks.....	100
Graph 76: Reasons of students' marks.....	102
Graph77: Teachers'satisfaction with the teaching of oral expression module	104

The Table of content

Dedication	I
Acknowledgements	II
Abstract	III
List of abbreviations	IV
List of graphs	V
Table of contents	VIII
Background of the study	1
1. Statement of the problem	1
2. Research Questions	1
3. Research Hypotheses	1
4. Aim of the study	2
5. Significance of the study	2
6. Research Methodology	2
7. Structure of the study	3
CHAPTER ONE: THE ORAL SKILL	
Introduction	5
1.1 language as means of communication	5
1.2 The speaking skill definition	5
1.3 The importance of the speaking skill	6
1.4 The types of the speaking skill	7
1.4.1 Imitative speaking	7
1.4.2 Responsive speaking	7
1.4.3 Intensive speaking	7
1.4.4 Transactional speaking	8
1.4.5 Extensive speaking	8
1.4.6 Interpersonal speaking	8
1.5 Characteristics of speaking performance	8

1.5.1fluency	8
1.5.2Accuracy	8
1.6 Strategies used by the teachers and learners to enhance the speaking skill	9
1.6.1 Role play	9
1.6.2 Group Work	9
1.6.3 debate and discussions	10
1.6.4 the use of materials	10
1.7 The difficulties faced by the EFL learners in speaking skill	10
1.7.1 Linguistic factors:	11
1.7.1.1 Inhibition:	11
1.7.1.2 The use of the mother tongue	11
1.7.1.3The student's lack of vocabulary and grammar	11
1.7.2.Psychological Factors:	11
1.7.2.1 Fear of mistake	11
1.7.2.2 Anxiety	12
1.7.2.3 Lack of confidence	12
The conclusion	12

CHAPTER TWO: THE AURAL SKILL

Introduction	14
2.1 The listening skill definition	14
2.2 The importance of listening skill	15
2.3 Phases of listening	16
2.3.1 Hearing	16
2.3.2 Attention	16
2.3.3 Understanding	16
2.3.4 Remembering	17
2.3.5 Evaluating	17

2.3.6 Responding	17
2.4. Listening processes	17
2.4.1 Bottom-up process	18
2.4.2 Top-down process	18
2.5 Listening stages	18
2.5.1 Pre-listening stage	18
2.5.2 While-listening stage	18
2.5.3 Post-listening stage	19
2.6 Types of listening skill	19
2.6.1 Intensive listening	19
2.6.2 Selective listening	20
2.6.3 Interactive listening	20
2.6.4 Extensive listening	20
2.6.5 Responsive listening	20
2.6.6 Autonomous listening	20
2.7. The strategies used by the teachers and learners to enhance the listening skill	21
2.7.1 Cognitive strategies	21
2.7.2 Metacognitive strategies	21
2.7.3 Social strategies	21
2.8 Difficulties faced by the EFL learners in listening skill	21
2.8.1 Quality of Recovered material	21
2.8.2 Cultural differences	22
2.8.3 Accent	22
2.8.4 Unfamiliar vocabulary	22
2.8.5 Length and speed of listening	22
2.9 The Relationship between Listening and Speaking.	23
Conclusion	23

CHAPTER THREE: RESEARCH METHODOLOGY AND DISCUSSION OF RESULTS

Introduction	25
1. Student's Questionnaire	25
1.1 Description of the student's questionnaire	25
1.2 Analysis of the students' questionnaires	25
2. Teachers' questionnaire analysis	65
2.1. Description of teachers' questionnaire	65
2.2 Analysis of the teachers' questionnaires	66
Conclusion	105
General Conclusion	106
Recommendations	107
References	110
Appendices	

GENERAL INTRODUCTION

Background of the study

The process of teaching English as a foreign language is based mainly on the four skills. Communication in foreign language depends on both aural and oral skills. From this context Peter Mckenzie-Brown in his book 'teach and learn' described two essential language skills: oral and aural, the two words sound the same, but they are different in meaning, hence, Oral language refers to the speaking skill, how to speak, articulate, and pronounce, while aural language refers to listening skill, as hearing, auditory. The two skills may seem different in contexts and aspects, but they have the same goal which is enhancing and improving the abilities of the EFL learners in expressing themselves.

Speaking skill is a productive skill in contrast with the listening skill which is a receptive skill; speaking skill plays a prominent role in teaching English as means of communication in which the learners use it to interact, share and exchange ideas. Sapir (1921) states: 'language is considered as a system of communicating with other people through the use of sounds, symbols, and words, so the learner is able to express his thoughts and emotions'.

1. Statement of the Problem

It is clear that teachers and learners might face many difficulties in teaching and learning oral-aural skills. This obstacle became problematic for both teachers and learners which is one of the main reasons that encouraged us to make our research in this area to investigate about the current status of the teaching and the learning of the oral/aural skills then finding out the difficulties faced by both the teachers and learners; the deterioration of oral-aural skills of English in one of the Algerian universities. However, our purpose from selecting this topic is the poor oral performance of the third year students.

2. Research Questions:

This study attempted to answer the following questions:

- 1-What are the strategies used by the teachers and learners to enhance the oral and aural skills?
- 2-What are the difficulties that EFL learners and teachers face in learning oral and aural skills?

3. Research Hypotheses:

We hypothesize that there are plenty of strategies and techniques used to enhance and develop the oral/aural skills of EFL learners of third year at M'sila University.

Teachers and learners face number of difficulties in teaching /learning oral/aural skills.

4. The aim of the study:

We are conducting an investigation that concerns the actual situation of the department of M'sila University with regard to the teaching/learning of the oral/aural skills. Our objectives are mainly to determine the current strategies adopted by the teachers in their teaching as well as the difficulties encountered by EFL learners in relation to spoken production and listening comprehension, and we attempt also to provide a set of recommendations and strategies which would help teachers and learners overcome this problem.

5. Significance of the study:

In this present research, we aim to explore the actual situation of the teaching/learning of the oral/aural skills in English department at M'sila University through the data obtained by the instruments during the research we will know better about the difficulties that hinder third-year students and teachers in learning and teaching the two skills.

6. Research methodology:

6.1. Method:

In our study, we use the descriptive method which would be more adequate. We have chosen it because the work is mainly based on definitions, descriptions, and analysis of the findings.

6.2. Research tools:

In order to achieve the objectives of this study, questionnaires are used as data collection tools with both students and teachers of oral expression course at English department of M'sila University.

6.3. Population and sampling:

Since the purpose of the study is to investigate the current situation of teaching/learning the oral/aural skills, both teachers of oral expression course and students of third year of English department are concerned by this study.

6.3.1. Students' sample:

To investigate this study, Third-year students of English language at English department of M'sila University are chosen, this choice was made for the reason that third-year students might have more experience in studying oral expression module over the three years. The whole population is 60 students.

6.3.2. Teachers' sample:

In this dissertation, we deal only with six (6) teachers of oral expression of third-year students at the English department of M'sila University.

7. Structure of the study:

This work attempts to give an overview of the teaching/learning oral and aural skills to EFL learners with the clear presentation of the obstacles encountered by both the teachers and third year EFL learners at the English department of Mila University

This dissertation consists of three chapters, the first two chapters are Theoretical ones. Starting by the first chapter which deals with speaking skill, its definition, the importance, and types of the speaking. In addition to that, it represents some different factors faced by the third year EFL students. Furthermore, the strategies used by the teachers to enhance and help the EFL learners are also mentioned in this chapter.

The second chapter deals with the listening skill, which contains the definition and the importance as well the strategies followed by the teachers to enhance the abilities of their students, the additional part in this chapter is concerned with the relationship between the speaking and the listening in terms of their similarities and differences.

The third chapter is the experimental part for this study, in which the data were collected through using two questionnaires for both EFL students and teachers of English at The Department of M'sila University. Then the data have been analyzed and discussed. Additionally, some suggestions and recommendations will be suggested for both students and teachers.

CHAPTER I
THE ORAL SKILL

Introduction:

The ability of using language is known as the language skill, in which the language plays a prominent role in the human's life since it use mainly to interact communicate and share the ideas either verbal by using words expressions or nonverbal communication through the gestures and body language.

In this chapter, the light will be shed on the one of the most essential language learning skills which is the speaking skill through two parts .The first part will deal with the concepts of the speaking skill starting by giving the clear definition of the speaking skill and its importance .Moving to the second part which concerned with the difficulties encountered by EFL learners in terms of psychological, linguistic factors, than the strategies used by the teachers and Learners to enhance the speaking skill.

1.1. Language as means of communication

The ability of using language is known as the language skill, in which the people and learners use it to interact and communicate with each other, share and exchange ideas. Edward Sapir (1921, 07) says : « language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols », from this context and basically to what he said the language used only by human beings which acquired from the birth.

Oxford Dictionary also defines language as « the method of human communication either spoken or written consisting of the use of the words in a structured and conventional way », this means that the two forms of language which are written and spoken are complement.

1.2 The speaking skill definition

Speaking is a productive skill, it classified as one of the four known skills. The ability to transmit the language through mouth is known as the speaking skill in which the speaker uses the different speech argons parts of his body to speak like teeth, tongue, the top and down of lips, and the lungs to convey his messages and share his thoughts and ideas. It is important to master the speaking skill by English learners to facilitate the communication and to fulfill their communication needs.

The speaking skill has been defined by Oxford Dictionary (2009: 414) as: “the action of conveying information or expressing one’s thoughts and feelings in spoken language”. Nunan (2003: 48) considered the speaking as a skill, he states: „Speaking is the productive oral skill; it consists of producing systematic verbal utterances to convey meaning“. However, Chaney (1997: 13) considered speaking as process; from this context he states that: „speaking is the process of building and sharing meanings through the use of verbal and non-verbal symbols in a variety of contexts'. So the students must speak up and share their ideas and opinions between each other.

1.3.The importance of the speaking skill

All through the world these days, there is much need for people to communicate and interact in English. Hence, it is important to master the speaking skills because in our life we can’t deny that we talk each day more than we write .moreover, speaking handles the most significance in the language. From this context, Ur in her book titled « a course in large teaching „emphasized about the importance of speaking she indicates:

(...) of all the four skills (listening, speaking, reading and writing),
speaking seems intuitively the most important: people who
know a language are referred to as „speakers“ of that
language, as if speaking included all other kinds of
knowing; and many if not most foreign languages learners
are Primarily interested in learning to speak.

Ur 1996: 120).

According to (Nunan, 1991): „roughly speaking, success in learning a language is measured in terms of the ability to carry out a conversation in the target language', that's emphasize about the importance of speaking and why many students give high priority to that skill over the known skill. So the speaking skill rank a high priority in contrast with the other skills.(Saeed Al-Sobhi1 , Abdul ShakourPreece, 2018,P.2)

Speaking skill considered as an integration of the other skills, it helps the students to express their thoughts, emotions, and ideas not only inside the classroom, furthermore, it provides them with a great opportunity to get works and travel abroad as Baker and westrup (2003)stated : „a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion'.

1.4. Types of the classroom speaking performance:

Brown (2000) suggests six types of the speaking performance that the students should perform inside the classroom, these types are the following: imitative, responsive, intensive, transactional, extensive, and interpersonal(dialogue).

1.4.1 Imitative:

It indicates the capacity of the students to imitate the speech of the native speakers by trying to repeat the words as the same as they hear.

1.4.2 Responsive:

This type of speaking refers to answer the teacher's questions briefly, the students must be active, and they have the opportunities to give their opinions and comments in such topics given by the teacher in form of conversation or small debate, the short answers should be meaningful.

1.4.3 Intensive:

Any speaking performance is planned to practice some phonological or grammatical features of language that can be Self-initiated or pair work actively (Brown, 2007).so speaking performance requires the practice of the aspects of language in terms of grammar and stress which help the students to speak easily.

1.4.4 Transactional:

This type of speaking aims to transmit the messages and share the information between the persons. Brown (2000) explains "transaction is an extended forms of responsive language "(Brown, p. 273), this type helps the students to speak freely.

1.4.5 Extensive:

Extensive speaking involve such activities like: story-telling, so in this type of speaking performance the teachers ask the students to perform monologue in forms such as : oral reports, short speech in order to develop their speaking skill(Brown, 2007).

1.4.6 Interpersonal:

It seems like the transactional type, it intended for maintaining social relationships than to convey the information. In this type of speaking the students encounter some difficulties in accomplishing dialogues because they involve ellipse, slang, sarcasm, and colloquial language, and this will be hard to understand or even to be understood.

1.5 The characteristics of Speaking Skill:

In the language learning, fluency and accuracy are the two essential elements which help the students to improve their communicative competence, hence, both of them are complementary in achieving given tasks. According to Mazouzi (2013) learner's activities should be designed based on an equivalence between fluency and accuracy achievement.

1.5.1 Fluency

Many researchers tried to discuss the term fluency and different definitions given by them, so fluency considered as the first aspect that the teachers focus on in teaching speaking it defined as the capacity to talk and tackle the various types of social contexts with a minimum pauses and stops. As, Fillmore's (1979) believes that the fluency 'the ability to fill time with talk'.

Segalowitz (2010, p. 4) claimed that: 'clearly, the natural language term fluency is not well-defined'. Fluency defined as the capacity to talk and tackle the various types of social contexts with a minimum pauses'.

1.5.2 Accuracy:

Accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, and semantic or discourse features of a language (Bryne, 1988). It indicates the capacity of the speaker to produce correct sentences in terms of grammar and vocabulary. Also, Another definition has been given by Skehan (2009 : 139) 'to how well the target language is produced in relation to the rule system of the target language', the worst wrong that many learners fall in that they don't give much importance to the accuracy as they do in fluency which lead to produce uncorrected utterances during the speaking and that's will be difficult to understand, so the EFL learners should pay attention to accuracy to perform correct sentences in terms of grammar, vocabulary and pronunciation, as well as the teachers in their teaching process.

1.6 The strategies used by the teachers and learners to enhance the speaking skill:

The EFL learners and teachers used different strategies to enhance the speaking skill, we can differentiate among them:

1.6.1 Role play:

Roleplay considered as an extremely faithful instrument used by many teachers in EFL classes, as its prime purpose is to increase students interplay and oral competence in the classroom, Porter Ladouse (1987:3) stated that: „role-play activities range from highly-controlled guided conversations at one end of the scale to improvised drama activities at the other, from simple rehearsed dialogue performance, to highly complex seniors „

Role play helps the students to develop their abilities of communicating and increase their motivation to learn in which the learners imitate the behavior of someone through dialogues and debates with each other for different subjects .According to Livingstone (1983: 3) „role play is classroom activity which gives the students the opportunity to practice the language, the aspects of role behavior and the actual role she may need outside the classroom, so the role play considered as a best technique to enhance and increase the speaking fluency and the learner“s imagination. As kowalska1991 : 113) believes that : “role playing develops learners fluency in speaking” ,another advantage of role playing when the learners try to imitate the character of someone which help them to overcome the shyness and the fear of public speaking

Thanks of role playing learners have the possibility to develop and master the language which is necessary in social relationship, but it is neglected in teaching syllabus.

1.6.2 Group work:

Group work is kind of cooperative learning to achieve a state objective and gets benefits from each other.. Brown (2000:177) defines a group work as: “a genetic term conveying a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language.it implies small group work, that is, students in groups of perhaps six or fewer “(p. 177)

Three view points out to be featured in this definition, the cooperation enrich the learners work together and each member has the freedom to speak freely and give his opinion, the second and third view points are extremely related, self-started language alludes to members utilizing what they know and have learned in class to interact with others in the

classroom with a specific end goal to do this, the members must be little, six or less than because small groups will be beneficial to learn, Brown (2001) states that :”small groups provide opportunities for student initiation, for face to face give and take, for practice negotiation of meaning, and for extended conversational exchanges, and for students adoption of roles that would otherwise be impossible” (p.178)

In group work the students have the chance to express themselves, and it helps them to be active rather than passive learners in which the members give their opinions and express themselves.

1.6.3 Debate and Discussions:

Debate is concerned with sharing different points of view by group of people or learners in such topic or issues, from this context Kreiger states that:” the debate is an excellent activity for language learning because it engages students in variety of cognitive and linguistic ways”. (Mr.Satit Somjai, 2015)

Make a mind delineate the class by requesting that they contribute any fitting word or expression develop the branch of knowledge by giving a dubious articulation, such discussion make the students feel confident when they speak and interact in front of their colleagues, although when public speaking seems very afraid.

1.6.4 The use of materials:

The teachers may bring a different materials in the classroom such as the Audio-visual materials concerned the native speakers than the students may listen carefully by repeating the videos many times to Increase the abilities of the students to memorize and then the teachers may ask the students to repeat or summarize what they have already listen

1.7. The difficulties faced by the EFL learners in the speaking skill:

EFL learners usually face many difficulties and problems while dealing with such difficult skill as speaking skill. As loama (2004 : 01) states : “ speaking in a foreign language is very difficult and competence on speaking takes a long time to develop “. These problems are classified into sub categories such as: linguistic factors, psychological factors.

1.7.1 Linguistic factors:

1.7.1.1 Inhibition:

The main reason behind many students don’t like to speak or share their thoughts is the fear to make the mistakes while they speak in front of their colleagues or being criticized by

them. According to Littlewood (2007): „a language classroom can also, create inhibitions and apprehensions for the students'.

1.7.1.2 The use of the mother tongue:

The mother tongue is the first language which has been learnt previously before any other language, it is the language obtained from the birth, so the kid learns the native language or the first language consequently and normally, she/he acquired it from his/her family and nation around him/her. The reason of using mother tongue is that because of inadequate vocabulary, some learners have the willingness to speak but due to the inadequate vocabulary and Shyness other find them able to master and use their language correctly. According to Baker and westrip (2003 : 12) : “barriers to learning can occur if students knowingly transfer the cultural rules from their mother tongue to a foreign language “.

1.7.1.3The student's lack of vocabulary and grammar:

Vocabulary is the finding information of new words which make the learners able to speak easily; some EFL learners they want to speak and debate but due to the lack of vocabulary will make them able to show their feelings and opinions. As Hornby(1995) defines vocabulary : „the total numbers of words in language, vocabulary is a list of words with their meaning'. Also, Wilinks(1972) states that : “there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say.. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed „” p97

1.7.2 Psychological Factors:

1.7.2.1 Fear of mistake:

According to many scholars, fear of mistake considered as an essential factor that a lot of learners struggle in, many students have the abilities to speak and participate but because of being laughed and criticized by either the colleagues and the teacher they hesitate to do so, so the role of the teacher here is to guide the learners and give them the chance to express themselves without any hesitation and persuade them that without committing mistakes they will never learn. As Middleon(2009) argued „most EFL learners are afraid to try and to speak in foreign language they learn,. A lot of causes prevent the students to speak among them is they don“t want to be like a stupid while they speak in classroom.

1.7.2.2 Anxiety:

Anxiety has a relation with nervousness, feeling angry which can be an obstacle to master and learn foreign language.

Howitzer and Cope (1986) defined anxiety as „the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system'(p. 125).the studies of Howitzer and Cope shown three main causes of learner's anxiety : test anxiety deals with the evaluation of the teacher which can create an anxiety between the students' communication apprehension, test anxiety, Harmer(2007) suggested that the teacher should pay attention to the weaknesses and qualities for every learner, also create a suitable environment suits the learners can encourage them to speak and participate without any hesitation.

1.7.2.3 Lack of confidence:

Self of confidence is the strong belief of the abilities without fearing of making mistakes in front of other students, students who fail to be understood or to be understood by the others are suffered from lack of confidence. Nunan(1999) says that : „students who lack of confidence about themselves and their English necessarily suffer from communication apprehension'. The main causes of lack of confidence as stated by He and Chen (2010) are that many students don't belief in their ability they think that they have bad English, lack of motivation by the teachers is another reason of lack of confidence.

Conclusion:

As a conclusion to this chapter, we have attempted to provide an overview about the speaking skill which considered as the most difficult skill among the other known skills (reading, writing, and listening) in learning English as a foreign language, also we have summed up the essential difficulties that the EFL students face in learning speaking skill either the psychological, linguistic difficulties, and finally, the strategies used to enhance their abilities in speaking skill.

CHAPTER II
THE AURAL SKILL

Introduction:

Listening is a fundamental skill which plays an essential role in language learning and acquisition. It enables us to get what the speakers say. It helps the students to enhance other skill especially speaking, where the students can listen to the spoken text with specific goals to learn new vocabulary which they use in the class. Furthermore, Teacher should give more importance and consideration to listening skill by giving their students more classroom activities and use different techniques and provide them with authentic materials in order to develop the students listening skill.

The main concern of this chapter is the listening skill, starting first with definition of listening which is followed by its importance, types, stages, process and phases of listening. Also, we will mention the main strategies used by the teachers and learners to enhance students' listening skill; we end with main difficulties faced by the FL learners in listening.

2.1 Definition of listening:

Listening skill is considered as an important skill in the process of acquiring and learning language, however; different researchers and scholars define the listening skill differently, among of them that of Barker (1971, p.17) in which listening is considered as: "The selective process of attending to hearing, understanding, and remembering aural symbols " (Lura Anne Janusik, 2004) from this quotation we understand that listening is the process in which the listener has the ability to understand and remember the attending meaning. However, Brown and Yule (1983, p.58) explained listening as follows:

"Listening is comprehension could mean that people understand what he has heard. However, in EFL teaching; it often is taken to mean that the listener can repeat the text, even though the listener may reproduce the sound without real comprehension. "If he could actually learn the text as he heard it, he would probably be said to have understand it."(Cheung, 2010)

So, listening is the process of understanding spoken speech, where the listener acquires new information and can produce the information obtained from what he/she hear. Moreover, in EFL teaching the listener can repeat the text, even although the listener may additionally reproduce the sound except actual comprehension. Also, Thoulison's (1984) reported that:"

listening is the ability to identify and understand what others are saying. This process involves understanding speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously" (Firat Altay) these mean it is very important that the listener should have the ability to comprehend what the speaker is saying through understanding the speaker's accent, pronunciation and speaker's grammar and vocabulary at the same time during listening process. Helgesen(2003:24) states that "listening is an active, purposeful process of making sense of what we hear" (Hamoud, 2013).later, Friedan (2004) added that listening is an art, not a science. It has to do with mentally absorbing what is being spoken. It is about hearing, it is deeper. Great listeners begin by developing their listening skill" (Hasan, 2015).listening is not just hearing sounds or words but it need concentration and paying full attention in order to construct the meaning. One of the recent definitions is suggested by SHEN, Guizhou, wichura, and kaittichai(2007) added that listening comprehension involves listening for thoughts, feelings and intention, which requires active involvement, effort and practice (Hasan, 2015)

In sum, listening is an active receptive skill which involves understanding, attending, remembering, responding and interpreting what the speaker said .It is very essential in language learning and should take more attention and consideration.

2.2.The importance of listening:

Nowadays listening is considered as an important skill in teaching because it helps the students to require new vocabulary and information from the spoken text, and give them the opportunity to understand the speaker's pronunciation, grammar and vocabulary. Therefore, the importance of listening demonstrated by some researchers in different point of view; Rost(2009) notices:"Listening helps us to understand the world around us and is one of the necessary elements in creating successful communication" (sabouri, 2016) which means that listening considered very important process that make students communicate and expose the target languages and it leads the learners communicate and interact with other.

According to Jafari and Hashin (2015) emphasized that: "listening is a channel for comprehensible input and more than 50 percent of the time of learners spends in learning a foreign language is devoted to listening" (sabouri, 2016). This quote mean that the finding show that students spend about half the time in listening since listening skill is an important factor in the foreign language learning process compared by other skill .furthermore, referring

to Rubin(1995)claimed that; “for second language/foreign language learners, listening is the skill that makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand at the information” (Cheung, 2010) (Hasan, 2015). In other words, listening is process where the learner should focus and pay attention in order to understand the meaning ,in addition to that our short memory is even shorter in learning foreign language which make us forgotten quickly what we heard and listening is an important step to overcoming this problem .So as a result, listening is a basic skill which play an important role in language learning and is regarded as the key element in communication which needs more attention and development.

2. 3. Phases of listening:

Listening is a six-staged process: Consisting of Hearing, Attending, and Understanding, Remembering, Evaluating and Responding.(Nunan. 2001:23) , These stages occur in sequence and rapid succession.

2.3.1. Hearing:

The first stage is hearing which is a physiological process depends on the success of the safety of the ear and its ability to capture different oscillations, which needs to do with the reaction caused by sound waves without paying attention. (Alonso, 2011-2012)

2.3.2. Attention:

In this stage the listener gives special attention to all what he receive from the speaker .Attention usually known as selective perception an important requirement for effective listening which demands concentration and refers to a selection that our brain focuses on. (Alonso, 2011-2012)

2.3.3. Understanding:

In understanding stage the listener try to learn and analyze the symbols and words to get the meaning of the message which is not easy because if the learner does not understand the message clearly it will be difficult get the correct message and also, includes establishing links between what listener know before and the new information given by the speaker. (Alonso, 2011-2012)

2.3.4. Remembering:

In this stage, the listener just not received and understanding the attending meaning but also remembered the information and store them in his memory. This process is an essential part of listening because if you cannot remember what was said, you might not have been listening have listened effectively. (Alonso, 2011-2012)

2.3.5. Evaluating:

After the listener “ have received, understood and have the message in his memory, he needs to evaluate or judge the value of the message , this evaluation can vary from one listener to another depending on the listeners” different background information and experience . (Alonso, 2011-2012)

2.3.6. Responding:

It is the final stage and after the listener evaluates the message, he is likely to respond in some way and, of course, speaker expects a response. Responding is form of feedback when the listener provides verbal or nonverbal feedback about the message, because message the speaker has no other way to determine if the message has been received. (Alonso, 2011-2012)

2.4. Listening Processes:

In listening the listener uses two major different processes where the information is processed either by use Bottom-up and Top-down process:

2.4.1. Bottom-up process:

In bottom-up process the listener use the linguistic information such as sounds, word phrases and sentences then put them together to obtain the exact meaning, he starts by the smallest units then he puts them together to create words after that he links this words to build phrases in the last he links this phrases to form meaningful sentences. Flowerdew and Miller explain this process as following:”listeners build understanding by starting with the smallest units of acoustic message; individual sounds, or phonemes; these are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally; individual sentences combines to create ideas and concepts and relationship between them” (2005; p.24). (abddaim, 2013)

In sum, Bottom-up process is analyzing the sentences from the smallest units to the biggest in order to get the meaning.

2.4.2. Top-down process:

In this process the learners attend to use their background information in order to understand the meaning. The utilize of previous knowledge help the learners to predict and expect what will come next and interpret what has been heard. According to Rumelhart, this approach goes from whole to part. It is built on the premise that listening is an interpretive process”(1989,p.41).in this process the listener listen for the main idea by using their prior knowledge to predict the what is coming next. (abddaim, 2013)

In sum, in Top-down process we listen for gist and making use of contextual clues and background knowledge to construct the meaning.

2.5.Stages of listening:

In any listening session, listening divides into three stages: Pre-listening, While-listening and Post-listening

2.5.1. Pre-listening stage:

In the pre-listening stage, the teacher prepare his students to listen, he give a general overview about what the students are going to hear. In this stage teacher tend to arouse learners’ reparation and expectation about the topic, he start by short discussion or give the introduction about the topic to make them aware about what the topic is about.

During this stage the teachers motivated the students and make them know the reason behind listening then give them activities by providing them with some pictures related to the content or asking them questions to make them guess what the topic is about. (Nassima, 2015,2016)

In general, pre-listening stage plays a role of warming-up and prepares students to expect the content of the spoken text.

2.5.2. While listening stage:

The second stage is while-listening is the stage in which the students are at time to practicing listening, and they will be involved in task by performing some activities. These activities help students to listen in detail to grasp the main ideas which can be included tasks

as :true/false answering ;multiple choice questions; spotting and predicting mistakes and so on. While-listening activities help students to develop skills of listening. (Nassima, 2015,2016)

In general, while-listening stage considered as the most important part in listening process where the students put their attention and concentration to grasp the main ideas.

2.5.3. Post listening stage:

Post-listening stage is the final phase in which the students finish listening process, here the students could use their prior knowledge about the topic and relate it with what they have listened. In this stage the learners move and improve another skill which is speaking by discussing what they understand .the teacher role is to give student some activities or tasks like summarizing and paraphrasing the main ideas of the listening text by using their own style and also, answering multiple choice questions to check and ensure students „comprehension. (Nassima, 2015,2016)

2.6. Types of listening:

Any situation in listening require a particular types of listening, this different types can be classified into five types:

2.6.1 Intensive Listening:

Intensive listening mean that you listen for exact sounds and words closely, where your main focus is on phonology, syntax, lexis and paying most attention in to pronunciation, grammar, vocabulary and on language form. However, intensive listening refers to listen intensively to a text or content with higher attention in order to interpret the input for purposes of analysis here the teacher feedback is on accuracy.

Intensive listening is used to get specific information, which involves more detail analysis and the teacher can adapt activities such as dictation; repetition, words spotting, error spotting, and mediation. This type help students to build background for language acquisition since make then understood the fundamental aspects of language (Rost, 2002)

2.6.2. Extensive listening:

Extensive listening is known as listening for academic purposes and sheltered language which refer to listening for extended period of time in which we listen for the gist and for the main ideas, in other word, it means that you are listening for the overall content and does not require learners to understand every word or every sentence but just listening to get the general meaning of the spoken text. (Rost, 2002)

2.6.3. Interactive listening:

This type require listening in a collaboration conversation, in which the benefit from each other to understand what is not clear ,this interaction help students to acquire new linguistic forms as result of interaction and communication between them.

In sum, interactive listening refers to listening to a sort of conversational interaction in which the listener takes the driving role in comprehension by giving feedback, asking questions to help speakers by supporting them. (Rost, 2002)

2.6.4. Responsive listening:

Responsive listening means listening with the intent of understanding instead of replying, in which the listener is responding to what is said and express his opinions ,also ,listening to the speaker's questions and then responding with answers and giving back facts based on what was said. Responsive listening can help learners to enhance the ability to obtain more information and identifying and solving problems, in addition ,it motivates the speaker. (Rost, 2002)

2.6.5. Autonomous listening:

This type include all the types of listening, and refers to self-directed listening where the listener select what he want to listen, seek feedback on their comprehension and respond in the way they choose, without the direct guidance of the teacher that mean independent listening . (Rost, 2002)

2.7 The strategies used by the teachers to enhance the listening skill

2.7.1 Cognitive strategy:

This strategy used to comprehend and understand linguistic information and generating new data. Cognitive strategies are associated with grasping and gathering data in short-term memory and long-term memory for later access .it is critical thinking procedure that students use to manage the learning understanding made the obtaining of information simpler. These strategies used by students to make prediction, translate; summarizing and link previous knowledge with new information. (Arustamyan)

2.7.2 Metacognitive strategy:

In this technique students are cognized when tuning in the content cautiously this strategy allows students to manage their learning and how to plan, screen and assess the assembled data from the listening part the same as pre-listening activities. It includes: planning, managing, mentoring or evaluating one's learning. Moreover, metacognitive strategies are self-regulated learning which help students to monitor their comprehension in order to solve problem planning and getting goals. (Arustamyan)

2.7.3 Socio-affective strategy:

This strategy guarantees and advances positive emotional responses and point of views of language learning; it worried about the learners where the listener employs to collaborate with others to check their understanding.

Socio-affective strategies deal with emotions and attitude where students interact and cooperate with each other. This can help them to reduce anxiety and increase confident. (Arustamyan)

2.8. The difficulties encountered by EFL learners in learning listening:

According to *Azmibingal, Celik, Yidliz, and Turgul Mart (2014)* there are a lot of difficulties that learners may encounter in the listening comprehension process:

2.8.1. Quality of Recovered Materials:

The quality of sounds system can affect the learners' listening comprehension, and if the recovered materials have a lower quality it may cause a misunderstood of the lecture. (sabouri, 2016)

2.8.2. Cultural Differences:

when the students are not familiar with the cultural knowledge of the language that are listening .the use of different cultural material during the lecture considered as source of listening problem, and as solution to this problem the teacher should give background knowledge about the listening activities before he start the lecture.

2.8.3. Accent:

Munra and Derwing (1999) expressed that too many accented speech can lead to an important reduction in comprehension. which mean the use of different accents make learners felts confused and if the speakers'' accent can have impact and influence on the learners'' listening comprehension; but if the learners are familiar with the accent they heard it will help them to understand the passage quickly. According to Goh (1999):''66% of learners mentioned a speakers ,,accent as one of most significant factors that affect listeners comprehension; Unfamiliar accents both native and non-native can cause serious problem in listening comprehension and familiarity with an accent helps learners listening comprehension''. In other words, the familiarity of accent is very curial in helping students to understand the text. (sabouri, 2016)

2.8.4. Unfamiliar vocabulary:

Most the students face problems concerning the unfamiliar words or vocabulary when they are listening to the spoken text which may include words like Jargon or Idioms. According to azmi, celik, yildz, turgul(2014) ''when listening texts contains known words it is would be very easy for students to them. If students knows the meaning of words this can arouse their interest and motivation and can have a positive impact on the students'' listening comprehension ability, A lot of words have more than one meaning and if they are not appropriately in their appropriate contexts students will get confuse''. this mean that when the text concludes unknown vocabulary or includes words has multiple meaning the students will find difficulties to grasp the meaning; but, if they familiar with these words they will be more motivated and interested to listen and this lead them to have a positive effect in listening ability .In sum, the lack vocabulary is considered a big problem for the majority of learners. (sabouri, 2016)

2.8.5. Length and Speed of Listening:

One of the most problems that face the listener is when the speaker speaks too fast or when the text is too long, many students claimed that the speed of speaker causes many difficulties for them in understanding because they cannot recognize the words. Also, if the length of the text is very long it will be difficult to continue listening for long period of time. Azmi, celik ,yildiz, Tugul (2014)stated that the level of students can have a significant when they listen to long parts and keep all the information in their mind. It is very difficult for lower level students to listen more than three minute long and complete listening tasks. Short listening passages makes easy listening comprehension for learners and reduce their tiredness. (sabouri, 2016) (8)

2.9. The Relationship between Listening and Speaking

Many previous studies have proved that the aural skills and oral skills are closely related and that the two complement each other in various ways. Researchers like Harmer (2001) and Byrne (1991) emphasized the interdependence of oral skills in communication: they argued that most of the time, reception and production evolve together. In other words, we can't usually speak effectively if we don't listen effectively, and we rarely speak without listening to others. Thus, speaking is an integral part of listening and reception is also, an important part of production.

Conclusion:

In this chapter; we have discussed listening skill from different angles: definition, importance, its types, stages and processes, in addition to, listening phases and difficulties. Also, we deal with the main strategies used to solve these problems.

However, all aspects of this chapter, really show the importance of listening and show how it is difficult and complex skill which has a curial role in language learning, this why both teachers and students should give much attention to listening skill.

CHAPTER III
RESEARCH METHODOLOGY
AND DISCUSSION OF RESULTS

Introduction:

This chapter represents the empirical part of the whole work, the aim of this study is to highlight the investigation of teaching/learning oral and aural skills in improving EFL learners in Oral expression module. In this work we use two questionnaires for both English teachers of oral expression and the third year students of English at the department of M'sila University. Moreover, we describe and analyze our data obtained using tables and graphs, then, we interpret the results to test our hypotheses. Finally, pedagogical recommendations are provided and suggested for future research.

1. Student's Questionnaire

1.1 Description of the student's questionnaire:

The questionnaire was submitted to third year students at the department of M'sila University, the participants are sixty and they were selected randomly from different groups. Student questionnaire is divided into five sections; every section has such number of questions. This questionnaire involves different types of questions: closed and open-ended questions. The closed-ended questions require to answering by "yes" or "no" or to tick the appropriate answers from a set of options, while open-ended questions demand to justify the chosen choice. The whole questionnaire is made up of „41“ questions which are classified under five sections:

The first section: contains five questions which aim at exploring the Student's opinions about their objectives and needs.

The second section: contains seven questions which aim at investigating the student's opinions about teaching and learning the speaking skill.

The third section: contains 11 questions aims at exploring the methods used in testing

The fourth section: contains four questions aims at looking for the students' speaking and listening difficulties.

The fifth section : contains 2 questions with options to ask the students whether are satisfied or not in their learning speaking and listening skills, and one open question given to the students to introduce some suggestions to improve the oral expression course.

1.2 Data analysis and in interpretation:

This part is mainly concerned with quantitative analysis obtained through the questionnaires.

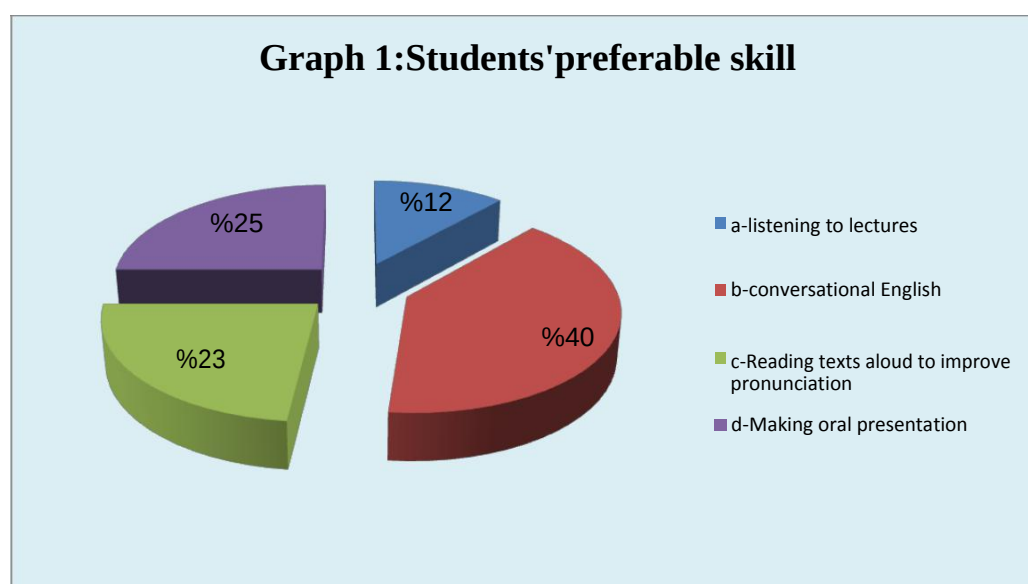
1.3 Analysis of the students' questionnaires

Section I: Learning needs and objectives

1-How important are the following English language skills for you? Please order them from one to four

Options	Number	Percentage
a-listening to lectures	07	11.66%
b-conversational English	24	40%
c-Reading texts aloud to improve pronunciation	14	23.33%
d-Making oral presentation	15	25%
Total	60	100%

Table 1: Students' preferable skill.



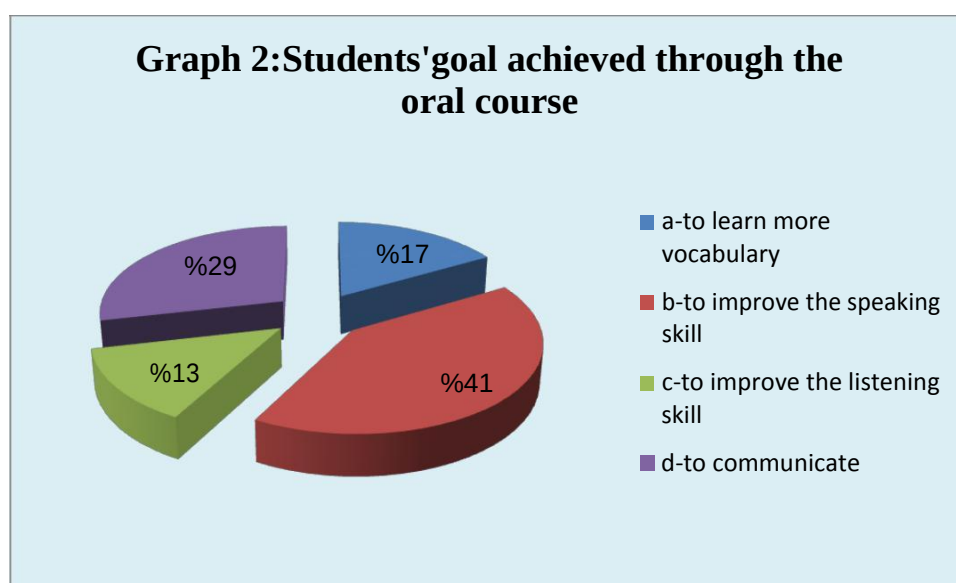
As the question was asked to 60 respondents, the findings show a high percentage of 40% from the total number of respondents who think that the most important skill for them is conversational English, from here we can assume about the importance of conversational English skill for them which helps them to improve and strengthen all aspects of oral communication and make English speaking more fluent, and increase their abilities to interact easily inside the classroom,.25% of the students claim that making oral presentation technique also is important as it represented in the table(1), maybe they think themselves able

to tackle different topics which confirm that they have self- confidence and capacity to speak without any fear of mistakes in front of their colleagues.15 of the students which represents 25% declare that the most preferred activity is Making oral presentation while, 23.33 of them classify reading texts aloud to improve pronunciation as third option may be due to their conviction that they are interested in improving the reading skill to master the target language. Only 11.66% of the students consider listening to lecture less important skill this shows students' unawareness of the importance of practicing listening comprehension inside the classroom, another reason is perhaps lack of materials and teachers do not have sufficient equipments to teach the listening skill.

2. What goal do you want to achieve through the oral course? (You may tick more than one answer)

Options	Number	Percentage
a-to learn more vocabulary	21	16.7%
b-to improve the speaking skill	52	41.3%
c-to improve the listening skill	17	13.5%
d-to communicate	36	28.6%
Total	126	100%

Table 2: Students' goal achieved through the oral course

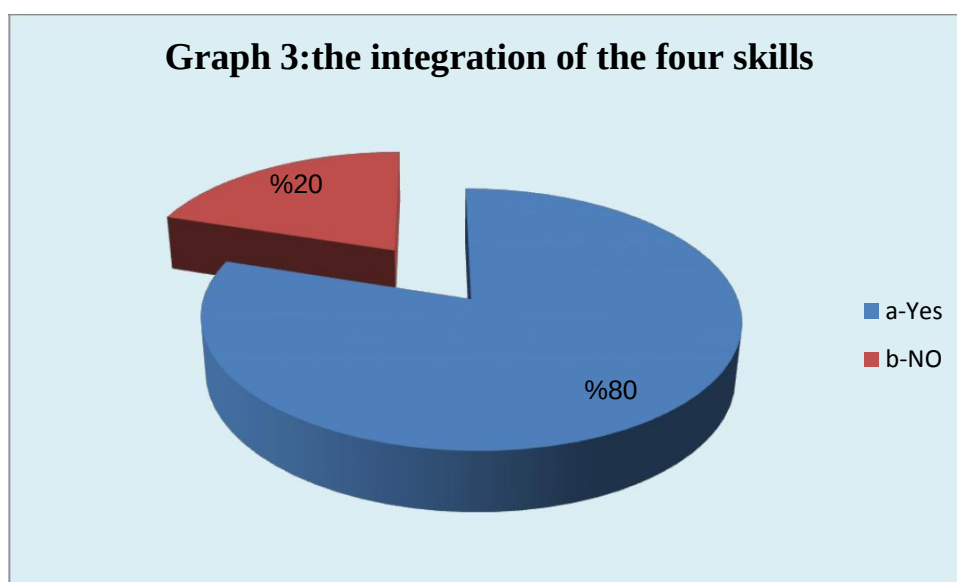


According to the results shown in the table and the graph (2), the majority of the students 41% declare that the goal they want to achieve through the oral presentation is to improve the speaking skill; this may be due to their weaknesses and difficulties encountered in that skill. (29%) of them claim that their goal is to Communicate may be they feel need for communication to interact. While 17% of the students declare that they want to learn more vocabulary because of unfamiliarity of the vocabulary which will be an obstacle to transmit what they want to deliver during the communication. Only13% of them want to improve the listening skill which means that they do not pay attention to this skill perhaps they encounter problems toward it as it was mentioned in the previous question (1).

3-Do you think that reading and writing help to develop speaking and listening?

Options	Number	Percentage
a-Yes	48	80%
b-No	12	20%
Total	60	100%

Table (3): The integration of the four skills.



Most of the students 80% confirm that reading and writing help to develop speaking and listening whereas, just 20% of them assert that reading and writing cannot help to develop speaking and listening.

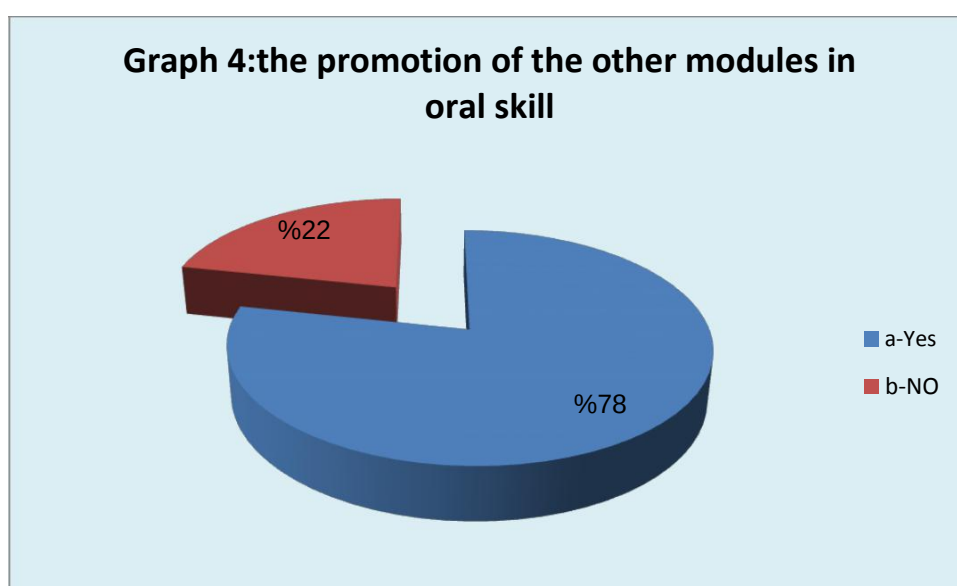
According to the opinions of the students who represents the percentage 80% they support the integration and the relationship between the four skills, moreover, speaking and listening

become more effective when integrated with reading and writing and vice versa which confirm the fact that the four skills are complementary and interrelated.

4-Do the other modules promote your oral skill?

Options	Number	Percentage
a-Yes	47	78.3%
b-No	13	21.7%
Total	60	100%

Table(4): the promotion of the other modules in oral skill.

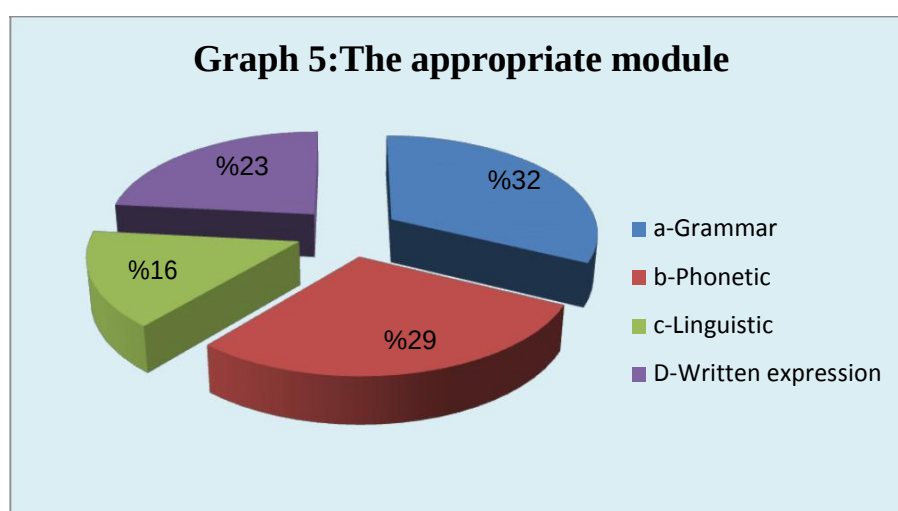


The results shown that the majority of students 78% confirm that the other modules promote their oral skill may be they think that each module completes and has direct effect on the performance of the oral module and developing the other modules will effectively contribute and enhance their speaking skill specifically, and generally the oral expression module. In contrast, 22% of them answered that the other modules do not promote their oral skill.

5-if yes, tick the appropriate one.(you my tick more than one)

Options	Number	Percentage
a-Grammar	29	32.2%
b-Phonetic	26	28.9%
c-Linguistic	14	15.6%
D-Written expression	21	23.3%
Total	90	100%

Table (5): The appropriate module



As shown from the table and graph (5), the majority of the students declare that the other modules promote their oral skill, they classify them from top to down as follows: starting by grammar 32.2% and phonetics 28.9% they think they must learn grammar to combine and produce sentences with a correct rule, also knowing the phonetics can facilitate the ability to speak fluently with a good pronunciation. The third percentage goes to written expression which took 23.3% from the total they argued about the importance of the written expression to enhance the abilities in oral skill. Just 15.6% chose linguistic module.

General interpretation:

From the analysis and discussion obtained from the first section we deduce that: third year EFL students classify speaking as the first skill in terms of importance because it enables them to express themselves in the target language, in contrast they do not give interest to listening skill because they are not skillful and encounter a number of difficulties in practicing it.

-The EFL students emphasized the importance of speaking skill according to the results gained from the question (2).lack of: motivation, practice and materials are the reasons behind the ignorance and why students give no importance to the listening skill.

- The EFL students are aware of the integration the four skills in order to help in the development of each other.

-From the results of the fourth and fifth questions, the EFL students confirm the significance of the grammar and phonetics and other modules in the development of oral skill.

Section II: Teaching/Learning of the oral skill 6-Indicate the degree of importance given by your teacher to the following teaching techniques.(please order them according to importance from 1 to 4):

Options	Number	Percentage
a-free speech	22	36.66%
b-Reports	01	1.66%
c-dialogues	09	15%
d-debates	08	13.33%
e-group work	10	16.66%
f-role play	10	16.66%
Total	60	100%

Table 6 :The important teaching technique

As illustrated in the table and the graph (6),22 of the participants who represent the percentage 36.66% think that free speech is the most important technique given by their teacher, perhaps the teacher is interested in helping the students to show up their abilities in speaking and expressing themselves inside the classroom. The same percentage 16.66% given to both group work and role play which indicate the importance of these two techniques for teacher in motivating the students and is interested in developing their abilities to make them speak fluently in front of whole class, equally, group work which took the same rate as it was already mentioned, from here we can assume about the importance of this activity, teachers like to engage their students in cooperative learning to help them increase individual achievement. 15%of the students chose dialogues as teaching technique used by the teacher

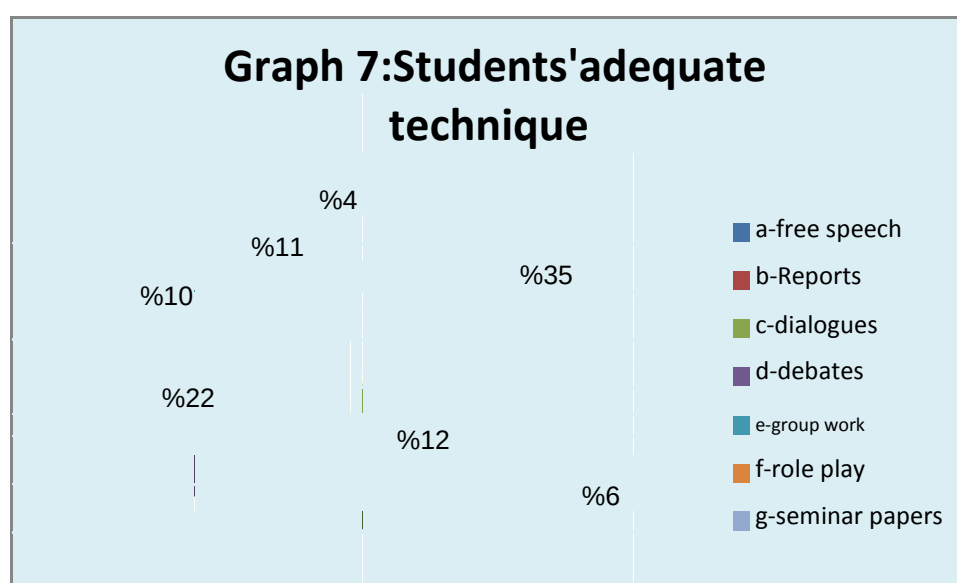
because it gives them the opportunity to use language and express their points of view, only 1.66% chose reports

Basically, from the points of view of the students, teachers of oral expression should use different activities and give importance for each one of them to motivate their students to use the language and break the routine of the classroom by using reports technique also to let the students speak and learn in an enjoyable way.

7-Which technique do you find more adequate?

Options	Number	Percentage
a-free speech	28	34.6%
b-Reports	5	6.2%
c-dialogues	10	12.3%
d-debates	18	22.2%
e-group work	8	9.9%
f-role play	9	11.1%
g-seminar papers	3	3.7%
Total	81	100%

Table 7 : The students' adequate technique



According to the results shown in the graph (7) and table (7), 28 of the students who represent 34.6% argued that the more adequate technique is free speech. 22.2% is the

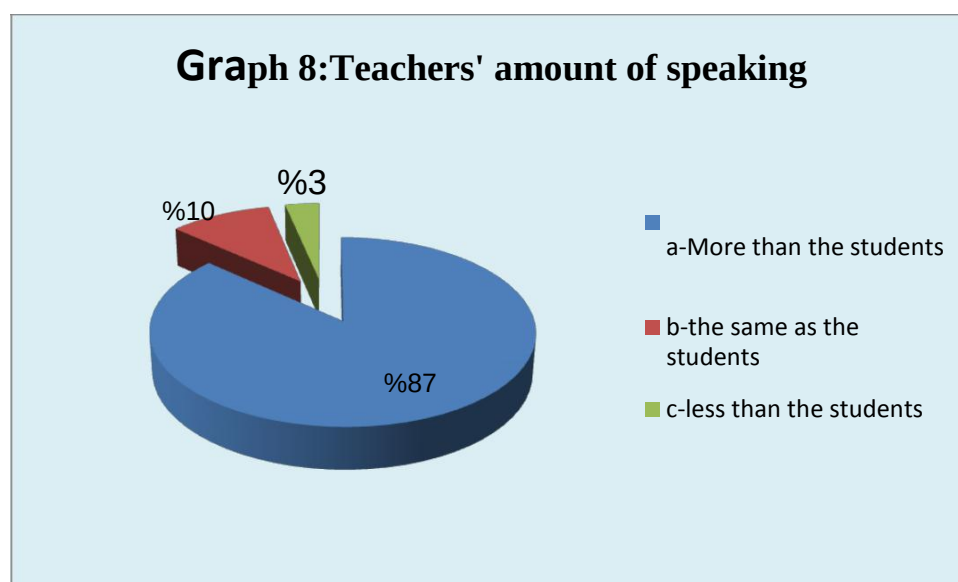
percentage of the students who find debates as a more adequate technique. There is a clear convergence in ratio between dialogues and role play.. 12.3%of the students chose dialogues as the more adequate one and 11.1% chose role play. The rest percentage goes to seminar papers and reports which represent only 3.4%.

According to the students' point of view, it seems that they are interested in topics and they have a sufficient knowledge which allows them to express themselves and have the willingness to discuss the different subjects, moreover, they have crucial critical thinking which gave them the ability to interact and communicate easily inside the classroom. It seems also from the choices of the students that they encounter difficulties in both role play and group work which frustrate the students and feel like a waste of time.

8-How much does your teacher speak in class?

Options	Number	Percentage
a-More than the students	52	86.7%
b-the same as the students	6	10%
c-less than the students	2	3.3%
Total	60	100%

Table8 : Teachers 'amount of speaking



As illustrated in the table and the graph (8) above, the majority of the participants 52 who represent 87% in the graph (8) claim that the teacher speak in the class more than the students.

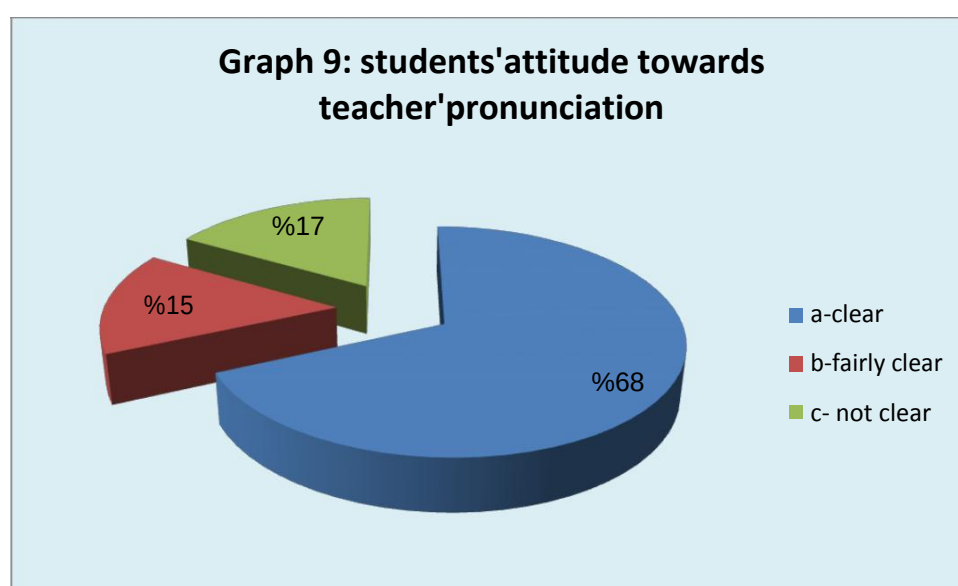
Only 10% affirm that the teacher speaks the same as the students. A few of them 3% say that the teacher speaks less than the students in the class.

Basically, from the student's point of view, they responded that their teachers were talkative in contrast with them. Normally, in the oral expression session, the learners are supposed to talk more than their teachers, however we can notice that the learners have fewer opportunities to apply what they have learned and less chance to express themselves or their ideas. Consequently, the learners become just listeners without practicing speaking which may affect negatively their speaking.

9-How do you find your teacher's pronunciation?

Options	Number	Percentage
a-clear	41	68.3%
b-fairly clear	09	15%
c- not clear	10	16.7%
Total	60	100%

Table 9 : Students attitude towards teacher' pronunciation



From the table and the Graph (9) mentioned above, most of the students 41 who represent 68% find that their teachers' pronunciation is Clear. Just 17% of them find teachers' pronunciation Fairly Clear and 15% of the students find that the teachers' pronunciation is Not Clear at all.

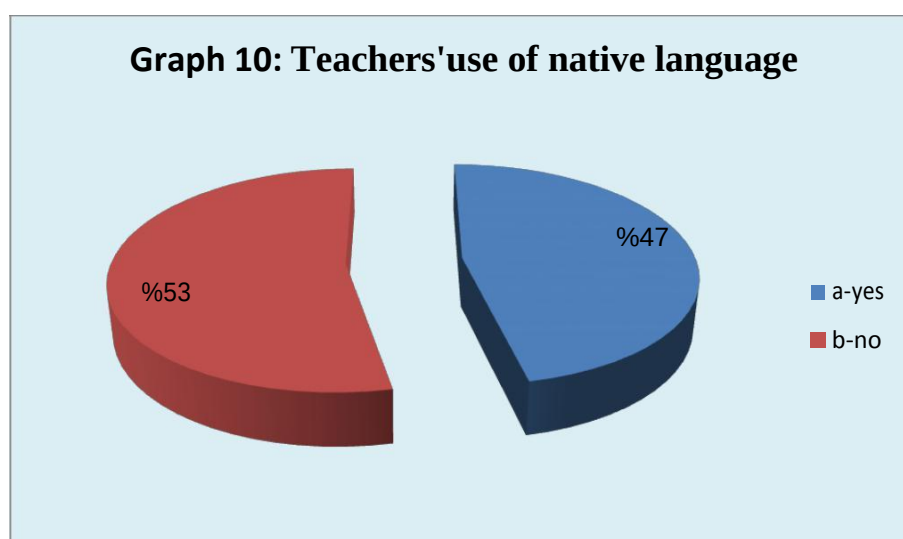
According to the opinions of the students shown above, a huge percentage of students confirm that the teacher's pronunciation is clear maybe the teacher is qualified teacher and has an

experience which make him speak with a good pronunciation and use simple words this can be considered as helping factor for learning process.

10-Does your teacher use the native language in class?

Options	Number	Percentage
a-yes	28	46.7%
b-no	32	53.3%
Total	60	100%

Table 10 : Teacher' use of native language

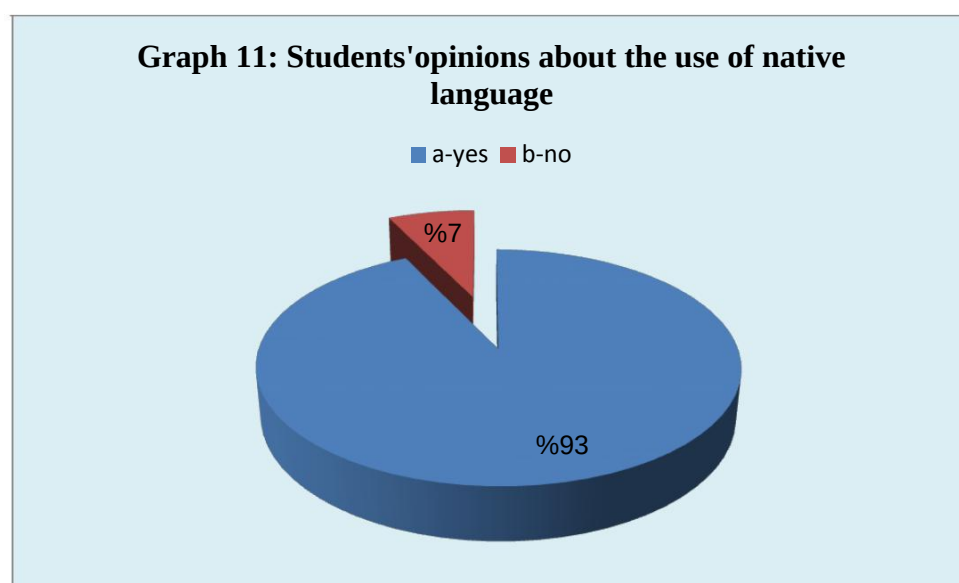


This question aims at knowing if the teacher use native language in the class, more than the half of percentage 53% asserts that their teachers use the native language (L1) In the class which can help students to learn authentic and practical use of vocabulary and develop their accent and pronunciation; whereas, the rest 47% report that the teacher does not use the native language in the class perhaps the use of L2 in classroom is more useful in teaching the basis rules of language as: grammar and vocabulary.

11- If yes do you find it beneficial?

Options	Number	Percentage
a-yes	26	92.9%
b-no	2	7.1%
Total	28	100%

Table 11 : Students 'opinions about the use of native language



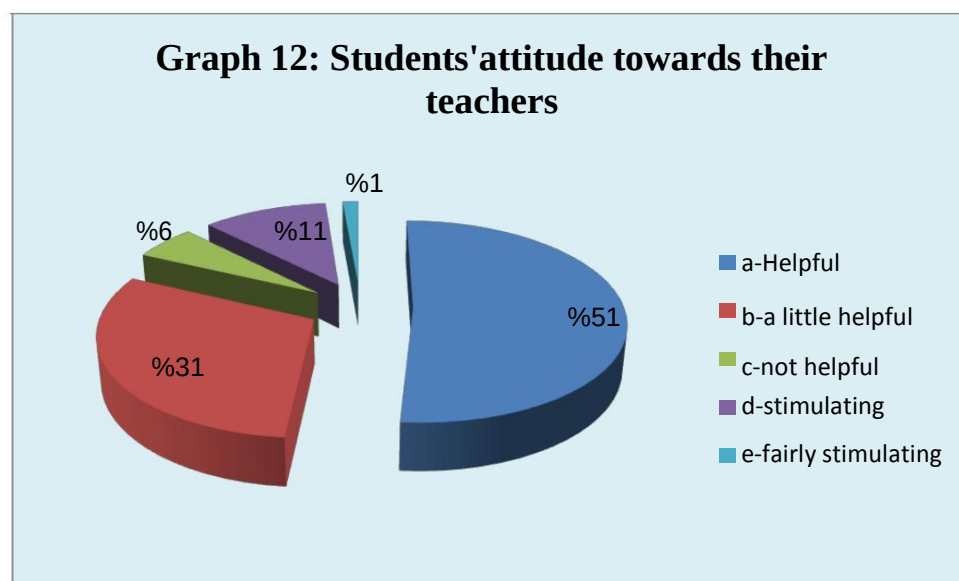
The results show that approximately most of the students 93% claim that they find the use of the native language by the teacher are beneficial. Only 7% of them claim that it is not beneficial when the teacher use the native language in the class.

Student's confirmation about the point that the use of native language is beneficial may be they prefer translating difficult context and words, and they feel necessary the teacher's use of native language in vocabulary and grammar explanation to learn the basic rules of language. in addition to that, native language gives a sense of security and helps feel less stressful.

12-Do you find your teacher (you may tick more than one answer)

Options	Number	Percentage
a-Helpful	37	51.4%
b-a little helpful	22	30.6%
c-not helpful	4	5.6%
d-stimulating	8	11.1%
e-fairly stimulating	1	1.4%
Total	72	100%

Table 12: Students 'attitude towards their teachers



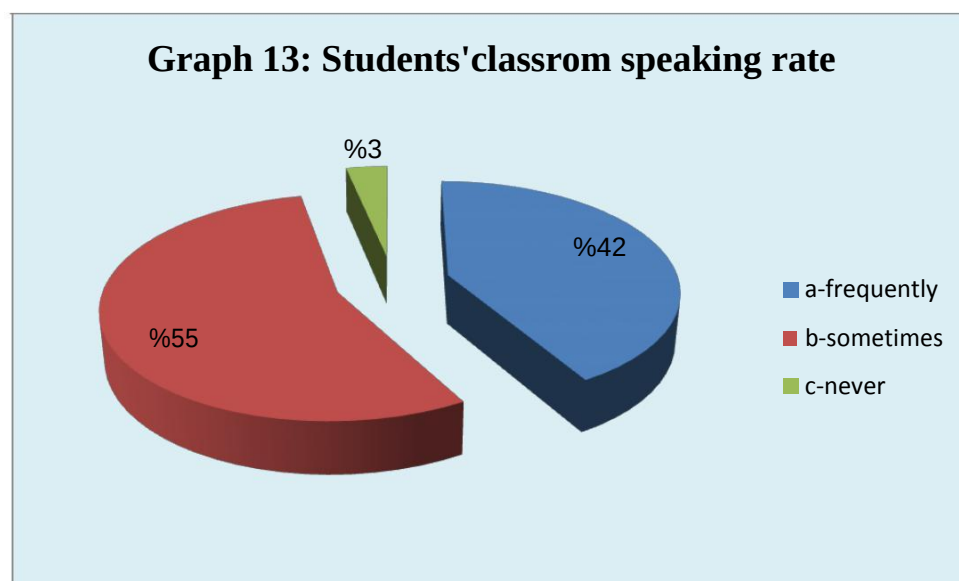
By asking this question we attempt to explore how the students find their teachers. The high percentage 51% shows that the students find their teacher Helpful .31% of the students argue that their teachers are little helpful. The third rate 11% is those students who answered Stimulating .just 6%claimed that their teacher not helpful and only one student 1% stated that the teacher is fairly stimulating.

Basing on the points of view of the students who claim that the teacher is helpful may be due to the good relationship between them and teacher who motivates and encourages them to speak. And the good character and personality of the teacher who gives them the opportunity to use the language and express their different points of view.

13-How often do you speak English in class?

Options	Number	Percentage
a-frequently	25	41.7%
b-sometimes	33	55%
c-never	2	3.3%
Total	60	100%

Table 13: Students 'classroom speaking rate



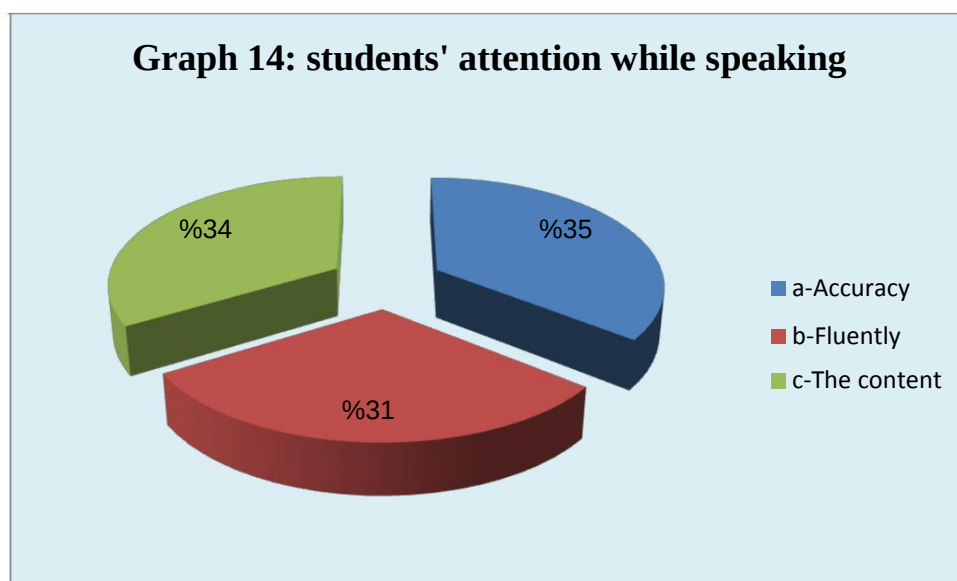
Regarding the results shown above, 55% of the students state that they speak English Sometimes. However, proportion of 42% states that they frequently speak English in the class. Few of them 3% say that they Never speak in the class which indicates a lower percentage.

The opinions of the students state that a lot of them sometimes speak may be they are not risk takers or may need not be motivated or inhibited. In addition to that, the instructions of the activities should be explained and feedback should be provided.

14-While speaking, do you pay attention? (You may tick more than one answer)

Options	Number	Percentage
a-Accuracy	37	35.6%
b-Fluently	32	30.8%
c-The content	35	33.7%
Total	104	100%

Table 14: Students' attention while speaking



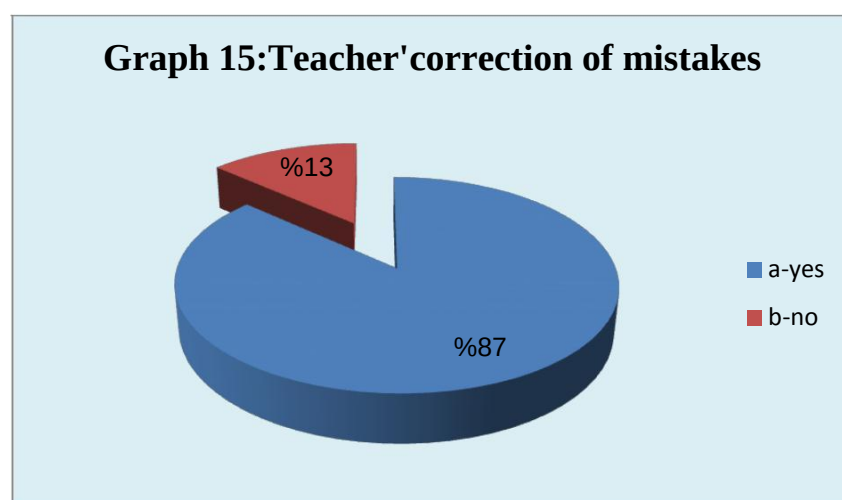
The results demonstrate that the most d the students 35% pay more attention to accuracy while speaking. Second percentage 34% attributed to content. Moreover, 31% of the respondents state that they pay attention to fluency during the process of speaking.

The opinions of the students demonstrate that paying attention to fluency while speaking seems intuitively the most important that is may be because they feel free when expressing themselves without being controlled in their speech.

15-Does your teacher correct your mistakes?

Options	Number	Percentage
a-yes	52	86.7%
b-no	8	13.3%
Total	60	100%

Table15:Teacher'correction of mistakes

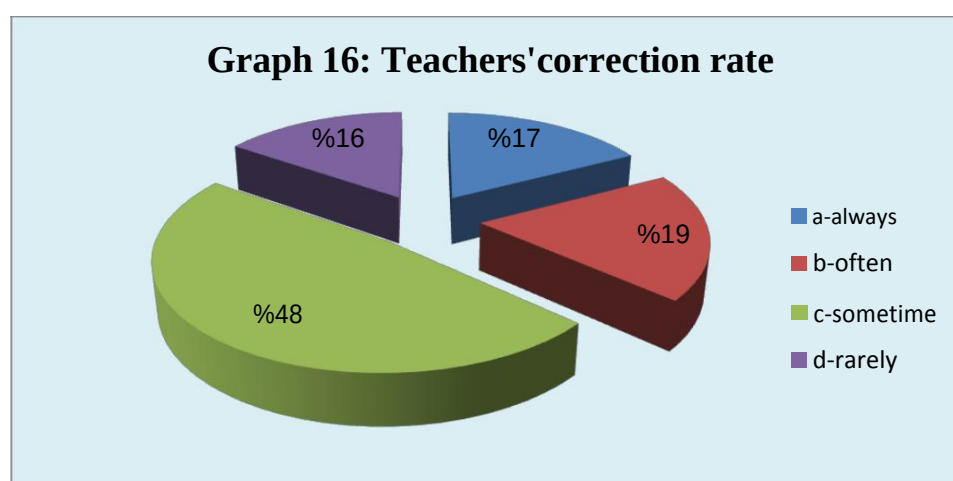


The overwhelming majority of the students 87% confirm that the teacher corrects their mistakes, while only 13% asserts that the teacher does not correct their mistakes. According to the student's point of view, the teacher's correction of the student's mistakes was considered as a teacher's feedback to develop the students speaking proficiency, also because the teacher should acknowledge the student's mistakes to learn from their mistakes.

16-If yes, how often?

Options	Number	Percentage
a-always	9	17.3%
b-often	10	19.2%
c-sometime	25	48.1%
d-rarely	8	15.4%
Total	52	100%

Table16:Teacher's correction rate



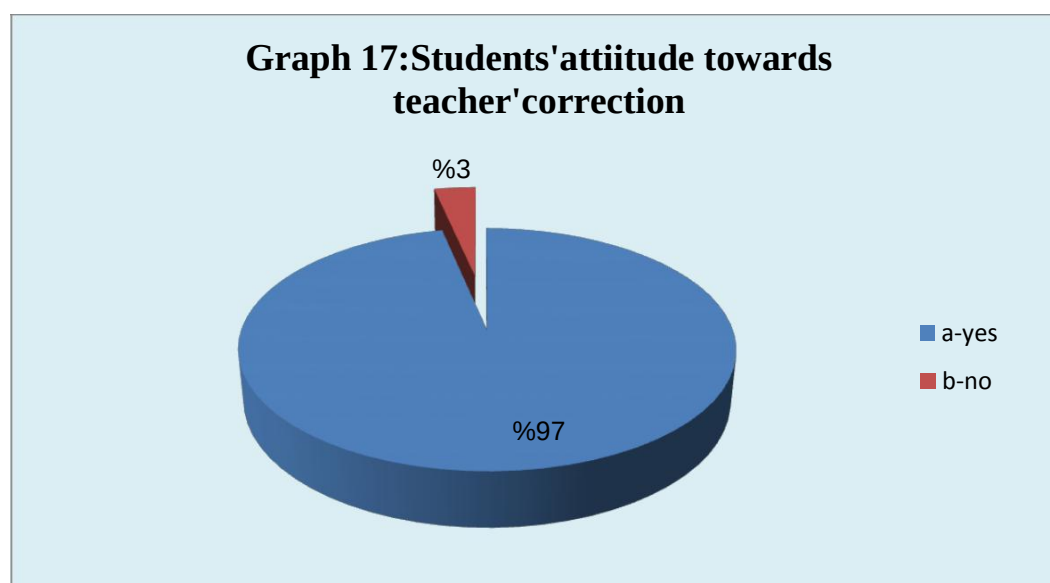
The greatest percentage 48% demonstrates that oral expression teachers Sometime correct their mistakes during the course.19% of the students reported that the teacher Often correct their mistakes and 17% declare that their teacher always correct their mistakes, while only 16% claim that the teacher Rarely correct their mistakes.

The highest proportion of students claim that sometimes being corrected may seem from the fact that may be the teacher's concentrating on focusing just on the accuracy aspect of the learners

17-Do you like to be corrected by your teacher?

Options	Number	Percentage
a-yes	58	96.7%
b-no	2	3.3%
Total	60	100%

Table17:Students' attitude towards teacher' correction

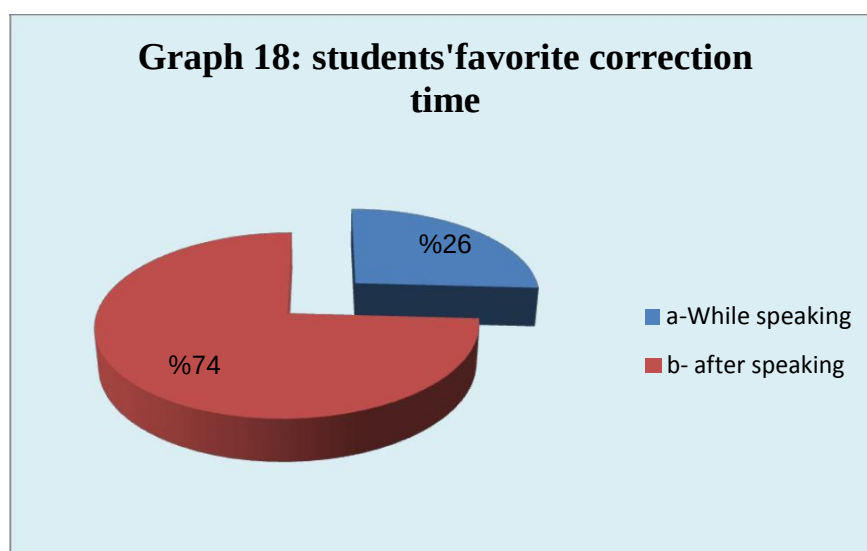


As clearly observed from the table, the majority of the students states that they prefer their mistakes to be corrected by their teacher. While, no more than 3% declare that they do not like their mistakes to be corrected by the teacher.

The opinions of the students above confirm the idea that the students have a positive attitude toward their teacher correction, they regard it as encouragement to participate and learn from their mistakes.

18-if yes, when do you like to be corrected?

Options	Number	Percentage
a-While speaking	15	25.9%
b- after speaking	43	74.1%
Total	58	100%

Table 18: Students' favorite time of correction

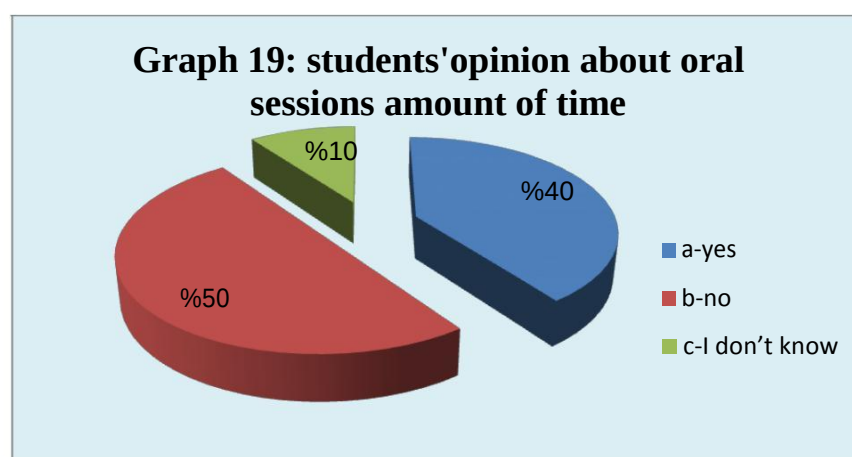
As noticed above in table18 and the graph 18,the majority of the participants 74% states that they like the teacher correct their mistakes After speaking .while 26% of them prefer their mistakes to be corrected while speaking.

It seems from the points of view of the students that a big number of them prefer to be corrected after speaking when they finish delivering all what they want because correctness while speaking can interrupt them and will cause inhibition especially for the introvert students.

19-Do you think that the time allotted to oral sessions is sufficient?

Options	Number	Percentage
a-yes	24	40%
b-no	30	50%
c-I don't know	6	10%
Total	60	100%

Table 19: Students' opinion about oral sessions amount of time

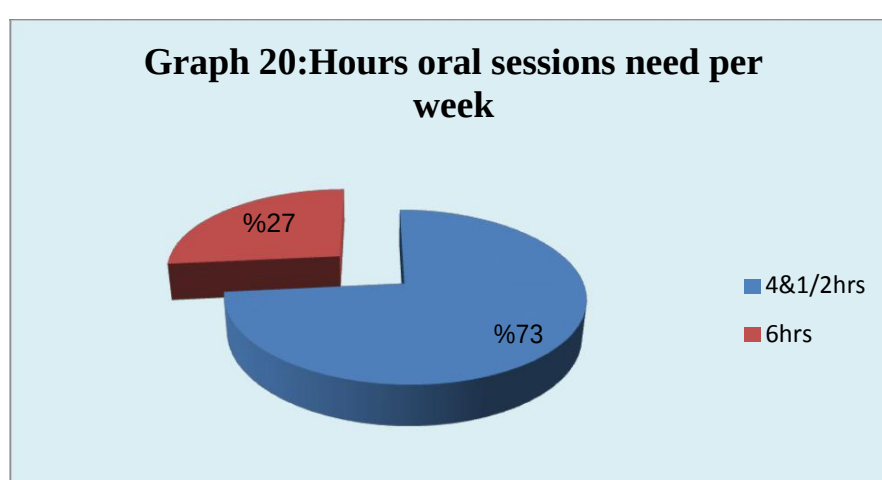


The results demonstrate that half of the students, 50% report that the time allotted to oral expression sessions is not sufficient. 26% of the students find that the time allotted to oral is sufficient, while small rate 10% declare they don't know if it is sufficient or not sufficient. From the student's point of view the time allotted to oral expression is not sufficient to practice speaking, that means that they like to develop and master their abilities in speaking and listening.

20-If "no", how much hours do you need per week?

Options	Number	Percentage
4&1/2hrs	36	73.5%
6hrs	13	26.5%
Total	49	100%

Table 20: Hours oral sessions need per week



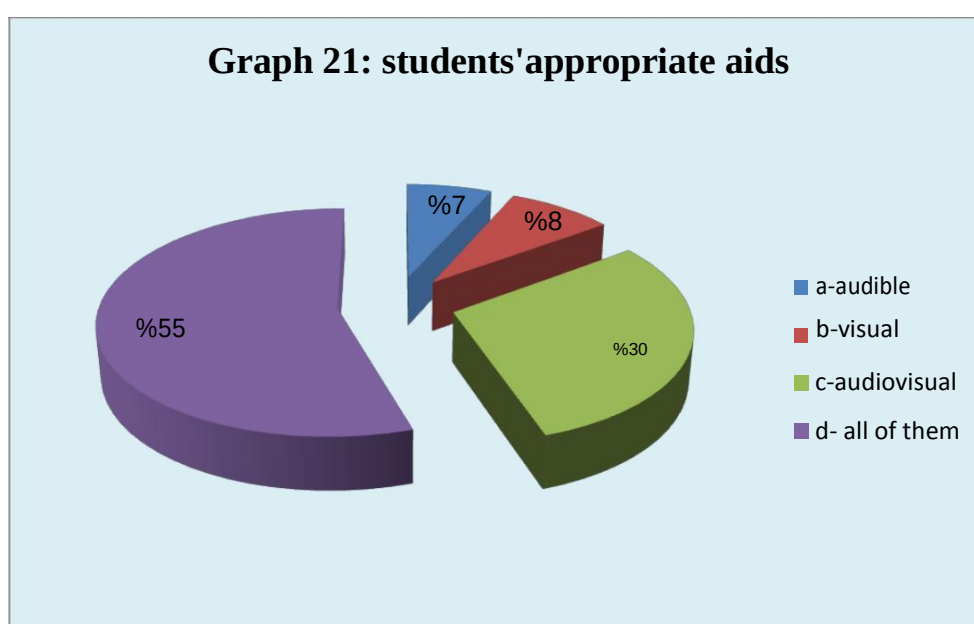
Most of the students pick the first option which is 4&1/2hrs per week take 73% percentages as the highest one, while 27% of the students pick the second option which is 6hrs.

The opinions of the students confirm that they want to increase the hours of Oral expression which means that they want to attend more sessions.

21-Which aids do you find more appropriate?

Options	Number	Percentage
a-audible	4	6.7%
b-visual	5	8.3%
c-audiovisual	18	30%
d- all of them	33	55%
Total	60	100%

Table 21:Students'appropriate aids

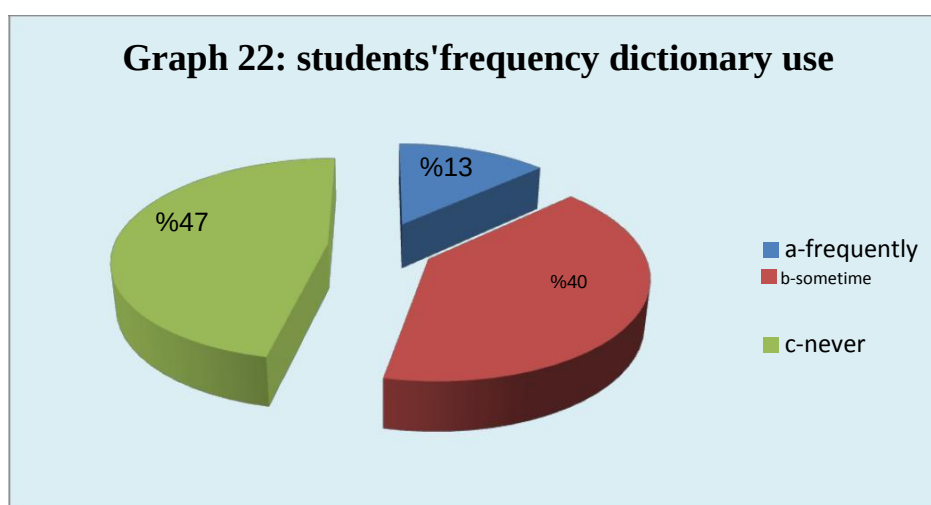


As shown from the table and the graph, more than half of the students 55% claim that all the material suggested are appropriate: Audible, visual and audio-visual to be used in the course of oral expression. While 30% of them choose Audiovisual and 8% of the students choose Visual. Only 7% they choose Audible as appropriate aids.

According to the student's points of view they prefer using ICT in teaching such as : visual, audiovisual, audible aids, these materials which encourage learning and make it easier and interesting, and give each learner the opportunity to interact with the content in a way which allows them to comprehend more easily, these different aids provide more information also.

22-How much do you use the dictionary in class?

Options	Number	Percentage
a-frequently	8	13.3%
b-sometime	24	40%
c-never	28	46.7%
Total	60	100%

Table 22: Students' frequency dictionary use

As it is clearly observed from this table and graph 47% state that they use the dictionary sometime in the class. 40% of the students Never use the dictionary while just 13% of them use the dictionary in the class frequently.

Basing on students views, they argued that looking up at such word may take a lot of time, they prefer to get the meaning from the context, or waiting for the teacher and their colleagues to explain the meaning is another reason why most of them don't use the dictionary inside the classroom.

Interpretation of the third section:

The analysis of the second section results reveals:

Based on the answers of the question (6) the majority of students report that their teachers give more importance to "free speech" technique in teaching this maybe because this activity helps students and encourages them to speak more and interact, also they give some importance to role play and group work techniques perhaps they see that these activities create an active and motivate atmosphere. In the other hand , we find students' answers of the question (7) confirm that these activities are preferred to them especially "free speech" which

they find more adequate technique maybe because it supplies them the ability to speak fluently and help them to reduce the feeling of stress and shyness. In addition to that some students consider debates as adequate technique which may help to develop the students' oral production through interaction with others and give them the opportunity to practice language.

However, the answers of the question (8) demonstrate that most of the students claim that teachers are talkative in class i.e. teachers speak more than the students this mean that this proportion of teachers are do not give the students the opportunity to speak and express themselves which can cause to them lot of difficulties in learning the oral/aural skills. Instead the question (9) which aims to know how the pronunciation of teachers is; students find that the teachers' pronunciation is clear maybe because their teachers are experienced and familiar with native language. moreover, the students points of view divided in two parts one parts claim that the teacher use native language during teaching in contrast, others confirm that the teacher do not use the native language in the class since the importance of native language teachers are supposed to use it in order to help students in the process of communication with native speakers, this use of native language considered very beneficial to them (question10,11).According to answers of the question (12) students find their teachers helpful maybe their teachers are motivators, helpful and facilitators.

Furthermore, through the answers of the question (13) illustrate that majority of students speak in class and participate to increase their level and to get more marks. In the process of practicing speaking students pay attention nearly to all the aspects of speaking: content first, then fluency and accuracy second which demonstrate that they aware about the importance of them in order to speak in accurate and fluent way without making lot of mistakes.(14 question)

Basing on the answers of the questions (15), (16) most of the students state that their teachers corrected their mistake which considered this action preferable and liked the teacher who correct their mistake maybe this help them to know their mistakes and to avoid repeating them in the future. In addition, students like to corrected after speaking because when the teacher interrupt them when they talk they may lose their concentration and loss the ideas.(17,18 questions)

when we ask the students about the time devoted to oral expression session all most of them do not agree on the amount of time, thus mastering the two skill requires more hours to get the desire level where it is desirable to have an increase in the number of hours to 4&1/2 hrs per week.(19, 20questions)

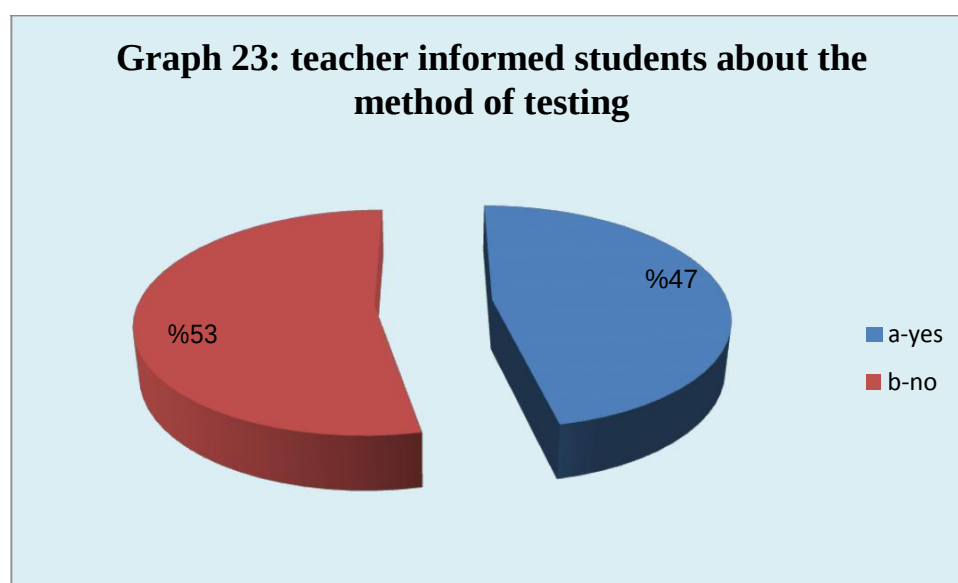
Concerning the materials used in the course most of the students declare that all the aids suggested are appropriate in learning since learning listening and speaking must based on the use of different kinds of aids which considered an important factor for facilitating learning.(21 question)

-most EFL learners claim that they do not use dictionary in class

Section III: Testing the oral skill 23-Does your teacher inform you about the method of testing?

Options	Number	Percentage
a-yes	28	46.7%
b-no	32	53.3%
Total	60	100%

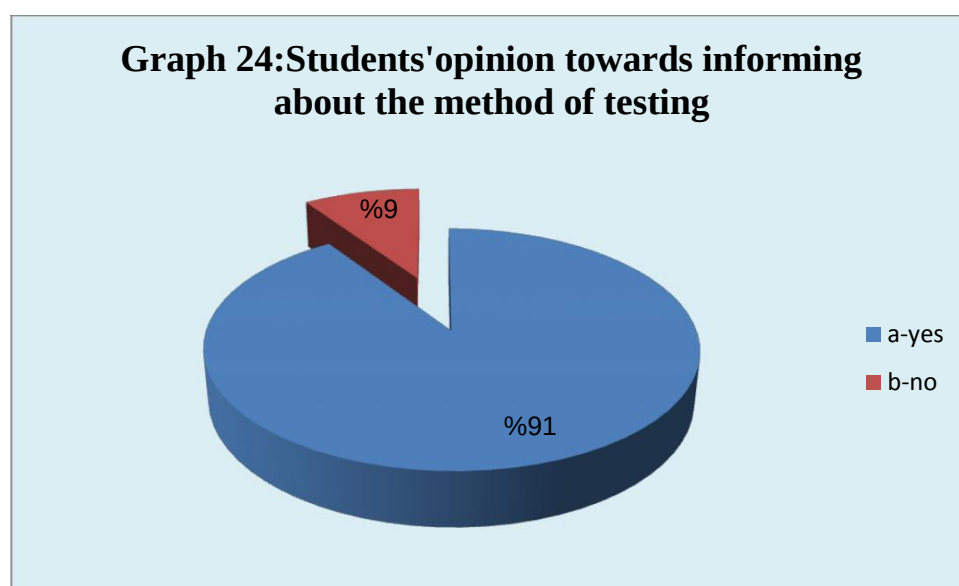
Table 23: Teacher informed students about the method of testing



According to the table and graph, 53% of the students asserts that their teacher inform them about method of testing, while 47%of them confirm that their teachers do not inform them about the method of testing. We can notice that more than half of the teachers inform their students about the method of testing which makes them have idea about this method.

24-If no, do you want him/her to do so?

Options	Number	Percentage
a-yes	29	90.6%
b-no	3	9.4%
Total	32	100%

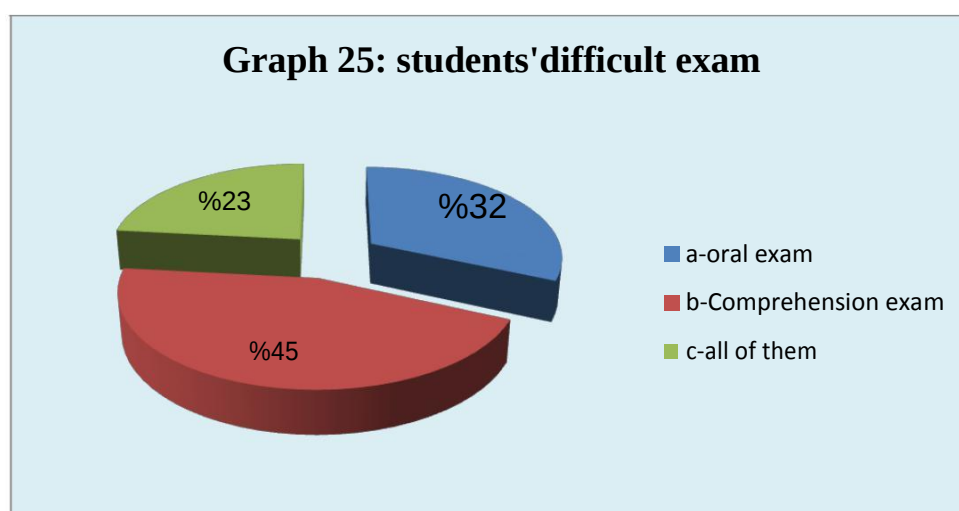
Table 24:Students'opinion towards informing about the method of testing

The majority of the students 91% stated that they like to be informed about the method of testing by their teachers. Only 9% claimed that they do not want the teacher inform them about the method of testing. The students prefer to be informed about the method of testing maybe because it makes them able to prepare well before the test.

25-do you find more difficulties in?

Options	Number	Percentage
a-oral exam	19	31.7%
b-Comprehension exam	27	45%
c-all of them	14	23.3%
Total	60	100%

Table 25:Students'difficult exam



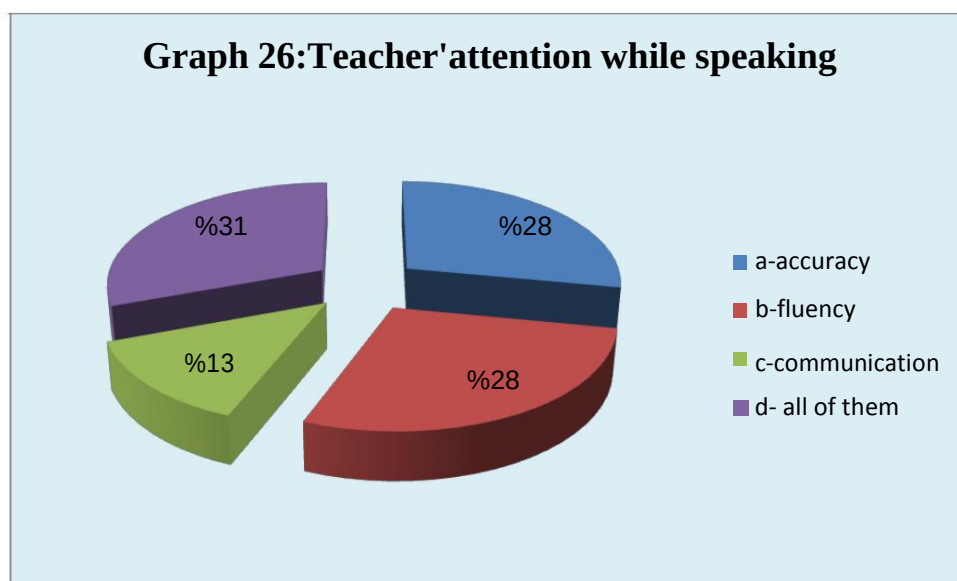
From the table and the graph above we recognize that nearly half of the students 45% find difficulties in listening comprehension exam. 32% of them mention that they have difficulties in Oral exam, While 23% find difficulties in both of them listening comprehension and oral exam.

Depending on the students' opinions nearly half of them face difficulties in comprehension exam maybe the lack of preparation and difficulties during the exam such as: unfamiliar words, the length of the spoken text, speed rate, lack of concentration and pronunciation.

26-While testing, does your teacher pay more attention to? (You may tick more than one question)

Options	Number	Percentage
a-accuracy	21	28%
b-fluency	21	28%
c-communication	10	13.3%
d- all of them	23	30.7%
Total	75	100%

Table 26: Teacher' attention while speaking

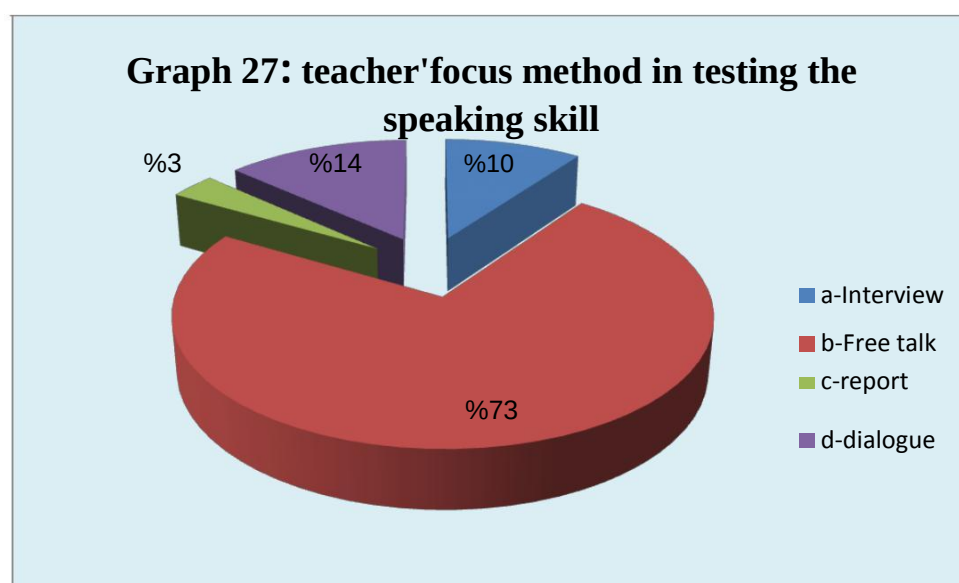


The students „views clearly demonstrate that their teachers pay attention to all them: Accuracy, Fluency and communication which attributed the high score 31%, while other scores are attributed to: 28% to fluency, 28% to accuracy and 13% to communication.

27-Which method does your teacher focus on in testing the speaking skill?

Options	Number	Percentage
a-Interview	6	10%
b-Free talk	44	73.3%
c-report	2	3.3%
d-dialogue	8	13.3%
Total	60	100%

Table 27:Teachers' focus method in testing the speaking skill.

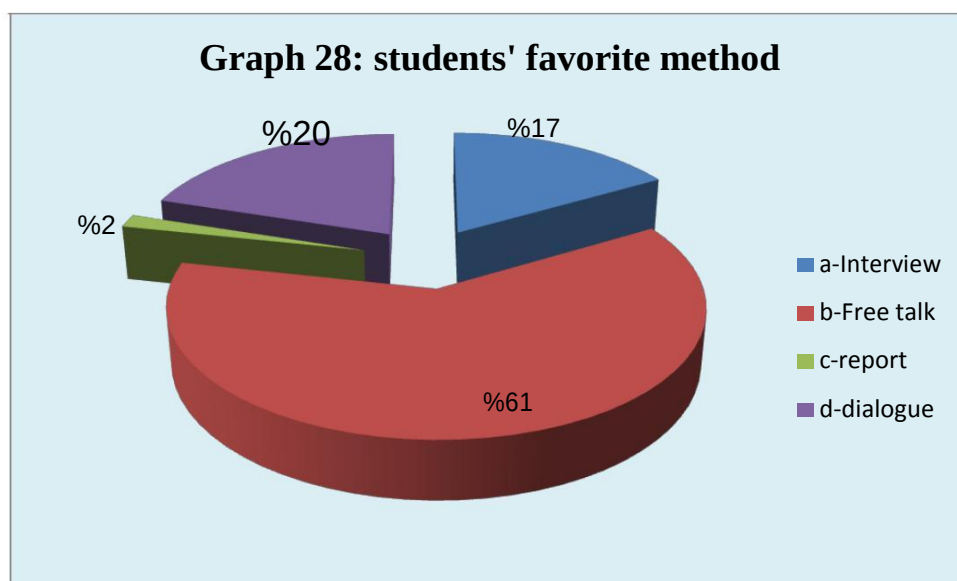


The method which is primarily focused on by the teachers in testing the speaking and that is chosen by the majority of the students 73% is free talk. However, 14% state that Dialogue is the method which is used by the teachers in testing the speaking, 10% choose interview as third option, while the method which is rather neglected by the teacher and which received the lowest ratio 3% is reports.

28-which one do you prefer?

Options	Number	Percentage
a-Interview	10	16.7%
b-Free talk	37	61.7%
c-report	1	1.7%
d-dialogue	12	20%
Total	60	100%

Table 28:Students'favorite method.

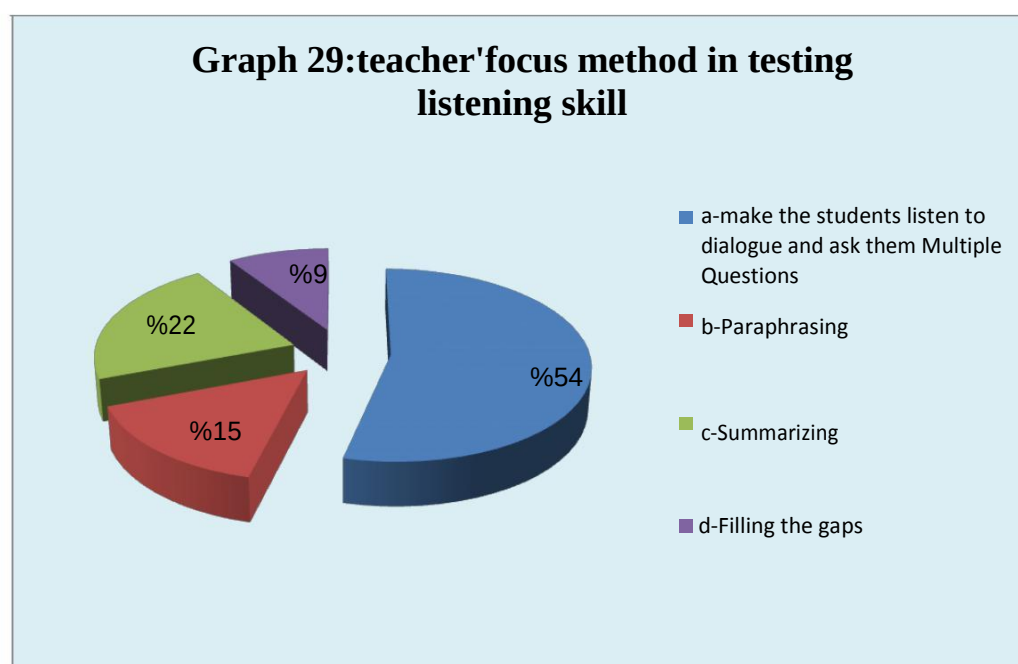


The majority of the students 61% prefer the teacher use the method of free talk in testing the speaking skill. 20% prefer dialogue, while 17% of the students choose interview as method of testing speaking skill. Only 2% of them prefer reports.

29-Which method does your teacher focus on in testing the listening skill?

Options	Number	Percentage
a-make the students listen to dialogue and ask them Multiple Questions	35	53.8%
b-Paraphrasing	10	15.4%
c-Summarizing	14	21.5%
d-Filling the gaps	6	9.2%
Total	65	100%

Table 29:Teacher'focus method in testing listening skill.

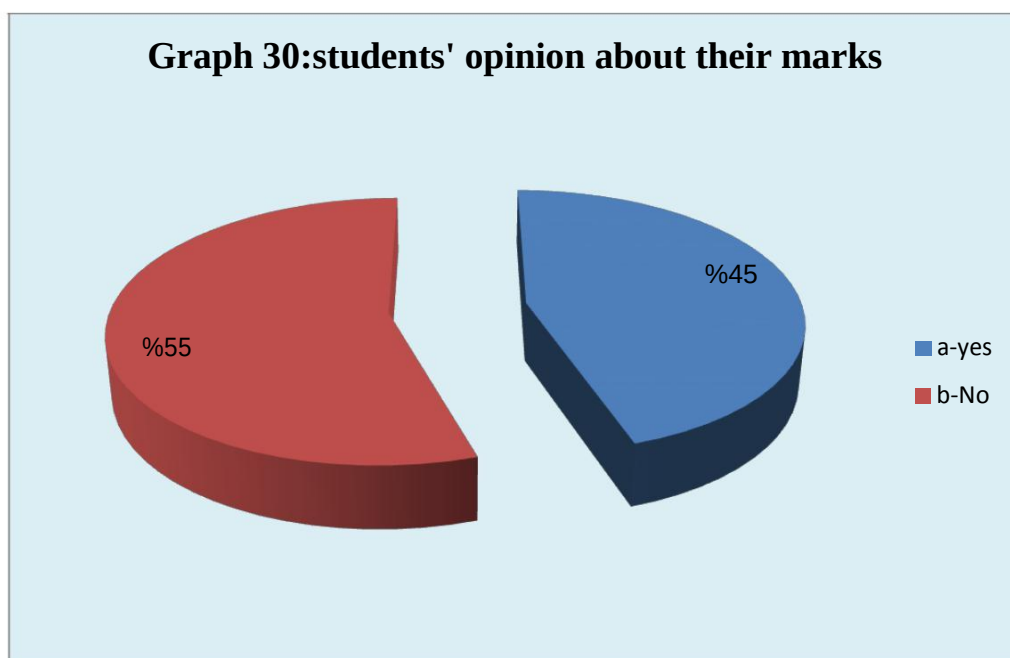


The table and the graph above summarize the most methods that teachers can use in testing the listening skill. It is noticed in this table; more than the half of students 54% confirm that teachers use this method : make the students listen to dialogue and then ask them multiple questions maybe to assess students „vocabulary and evaluate their ability of memorizing. The other scores are attributed to: 22% paraphrasing, 15% to summarizing and filling the gaps 9%. From the result above we conclude that it is advisable that teachers focus almost time on special method.

30-Do you think that the marks you get reflect the real level of your oral proficiency?

Options	Number	Percentage
a-yes	27	45%
b-No	33	55%
Total	60	100%

Table 30: Students' opinion about their marks .

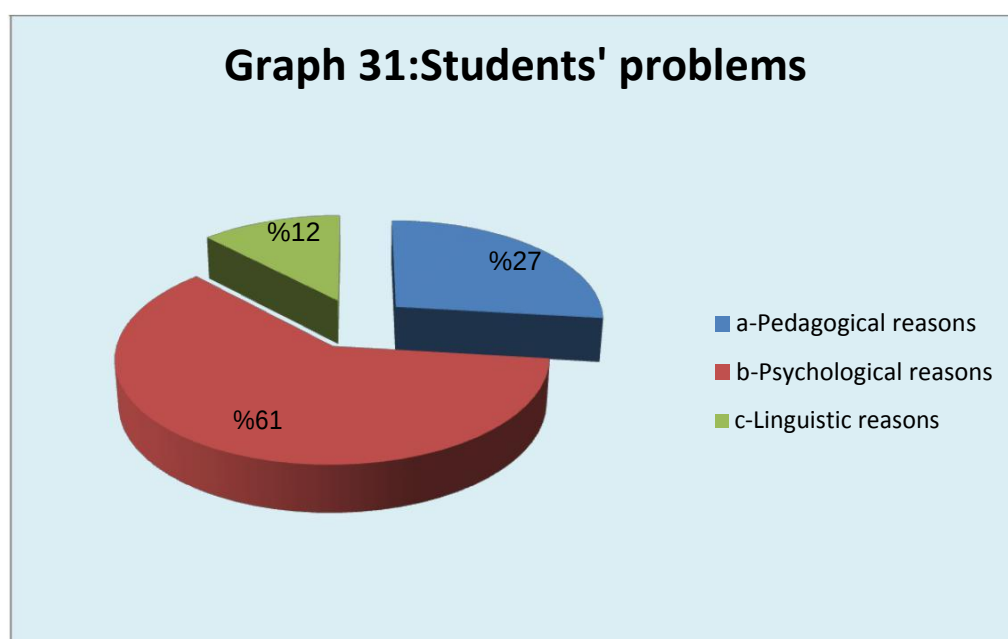


This results demonstrates that 55 %of the students declare that the marks they get reflect their real level of their oral proficiency, while more than the half 45% declare that the marks they get do not reflect their real level of oral proficiency. This might be due to several reasons that the learners face like: linguistic (lack of vocabulary), psychological factors(anxiety and shyness)and other problems (lack of materials).

31-If No, Why? (You may tick more than one answer)

Options	Number	Percentage
a-Pedagogical reasons	11	26.8%
b-Psychological reasons	25	61%
c-Linguistic reasons	5	12.2%
Total	41	100%

Table 31: Students' problems .

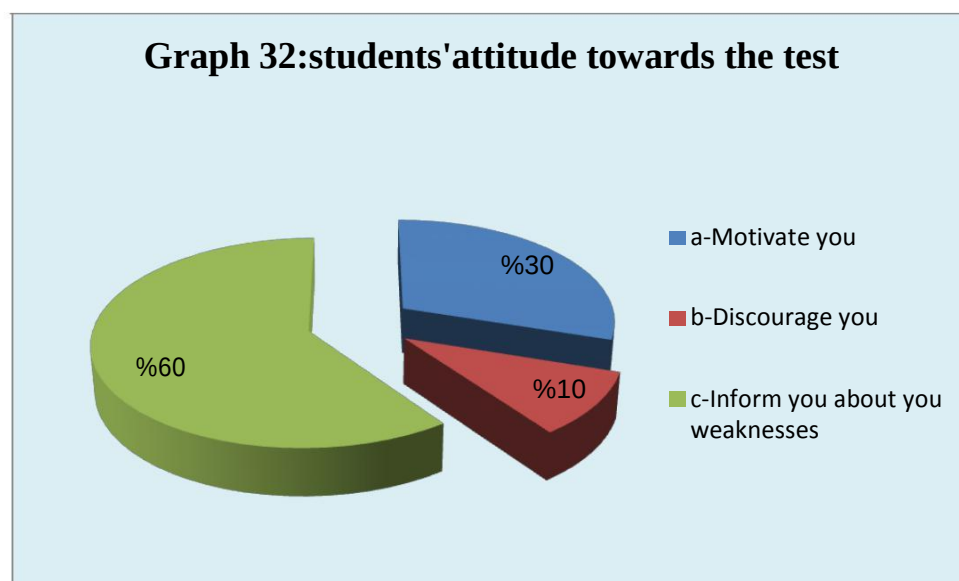


. By asking this question we aim at knowing which kind of problems affecting students oral proficiency. 61% of them confirm that they have psychological problems such as: shyness; anxiety and lack of confidence. 21% of the students claim that there are pedagogical reasons like: lack of materials, or overcrowded classes. Only 12% of them argued that they face linguistic difficulties maybe because of lack of vocabulary and lack of grammar.

32- Does the test?

Options	Number	Percentage
a-Motivate you	18	30%
b-Discourage you	6	10%
c- Inform you about your weaknesses	36	60%
Total	60	100%

Table 32: Students' attitude towards the test.

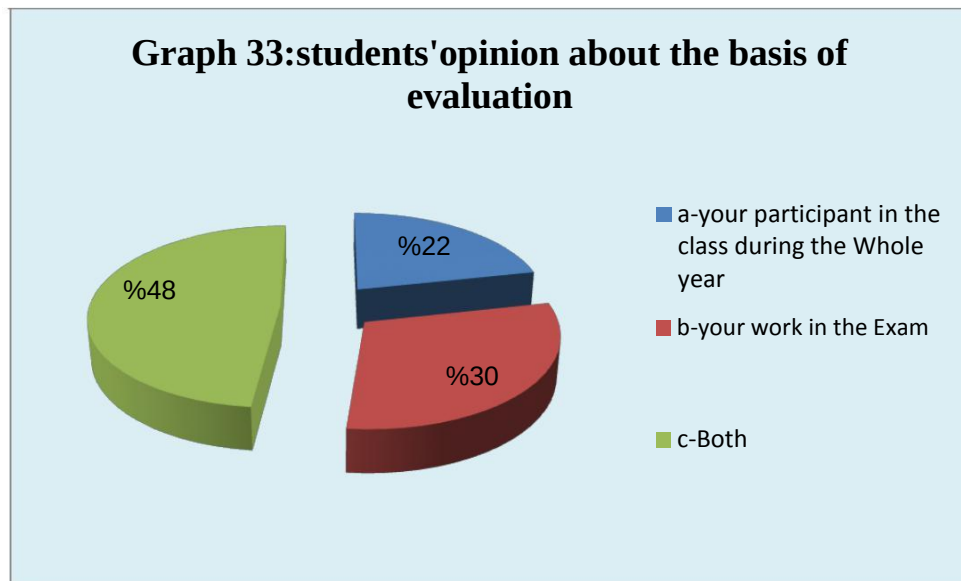


As it is illustrated above, 60% of the students reported that the test informs them about their weakness, while 30% of them stated that the test motivate them. Nevertheless, only 10% says that the test encourages them. As a result, the students' answers are proof of the importance of the test in making them aware of their weaknesses, which requires them to be improved and developed.

33-Do you want to be evaluated on the basis of?

Options	Number	Percentage
a-your participant in the class during the Whole year	13	21.7%
b-your work in the Exam	18	30%
c-Both	29	48.3%
Total	60	100%

Table 33: Students' opinion about the basis of evolution



According to the results, nearly half 48% of the students state that they want to be evaluated on the basis of both their participation in the class during the whole year and their work in the exam. 30% of them prefer to be evaluated on the basis of their work in the exam, just 22% of the students like to be evaluated on the basis of their participation in the class during the whole year. A large proportion of the students 48% expressed their desire to be evaluated on the two bases as complementary methods for each other. Therefore, evaluating them on a single basis should reduce their real marks

Interpretation of the third section:

Concerning the section III, it is about testing the oral skill; the results can be summarized as follows:

First of all, when we ask the students if they are informed about the method of testing, more than a half of them say they are not informed about it; while nearly half of them say the opposite, thus, the teacher should inform his students about the method as least to let them get ideas about the nature of the test. However, most of them like to be informed about the method of testing perhaps to prepare well before the test and to get prior knowledge about the method of testing.

Second, the answers of the question (25) show that majority of them find difficulties in comprehension exam may be because they do not give it much attention in the course and the lack of practice listening, without much self practicing students cannot approach to any improvement or good results in listening comprehension.

However, EFL learners state that their teachers focus on while they test: fluency, accuracy and communication may to examine all aspects of learning and base on them in giving the marks to students.

The most method teachers focus on and student prefer in testing speaking skill is “Free talk” maybe this method give the students the chance to speak freely and can express themselves or this methods help the students to improve their speaking skill more than the other methods ,while in testing listening skill student claim that their teacher focus on : make them listen to Multiple Choice Questions as first method in addition to “summarizing” ,”filling the gaps” and “paraphrasing” methods which reflect that teachers are aware about the variation of type of methods while testing.

Moreover, EFL third year students report that the marks they get do not reflect their real level of their oral proficiency where they confirm that the reason behind this level is psychological one such as: lack of confidence, shyness and lack of motivation.

from the results of the answers of question (32) most of the students consider the test as tool that is used to inform them about their weaknesses by assessing their understanding of what they have been learnt and inform them about their real level in addition to considered it as way to motivate them to work hard and to improve themselves, also, most student want to be evaluated on the basis of both: their participation and their work in the exam.

Section IV: Students’ difficulties

34- Do you find difficulties in?

options	Number	Percentage
a-Oral skills	32	53.3%
b-Aural skills	16	26.7%
c-Both	12	20%
Total	60	100%

Table 34:Students’ difficult skills

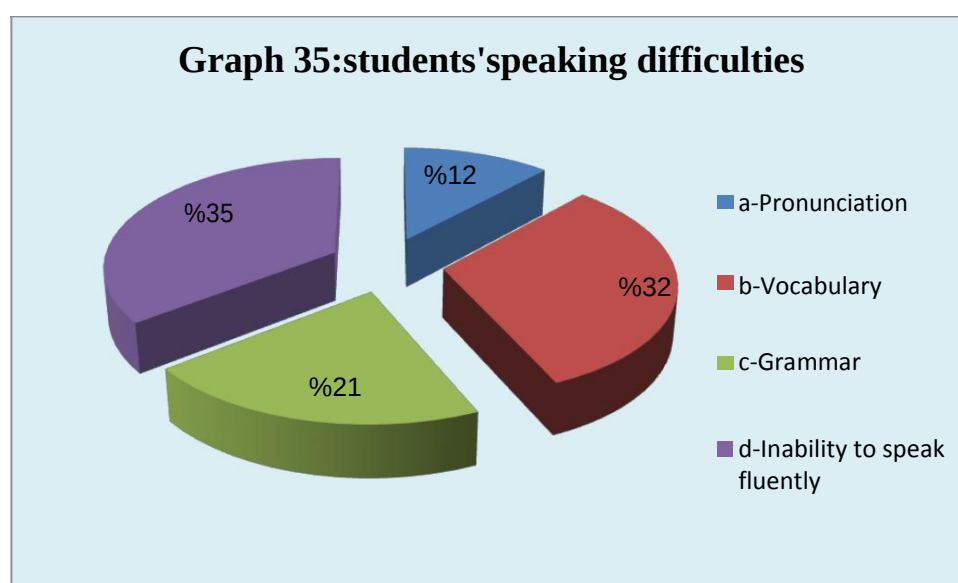
The results show that the majority of the students 53%acknowledge that they find difficulties in oral skills, while 27%affirm that they find difficulties in aural skills. Only 20% of the

students states that they find difficulties in both skills oral and aural. These results reflect that the difficulty lies in speaking perhaps because they face many problems (Nothing to say , inhibition, lack of vocabulary) preventing them from proving themselves in this skill. Moreover, students who find speaking in English difficult may due to their poor professional background in speaking.

35-What difficulties do you face while speaking?

Option	Number	Percentage
a-Pronunciation	9	11.8%
b-Vocabulary	24	31.6%
c-Grammar	16	21.1%
d-Inability to speak fluently	27	35.5%
Total	76	100%

Table 35: Students' speaking difficulties.

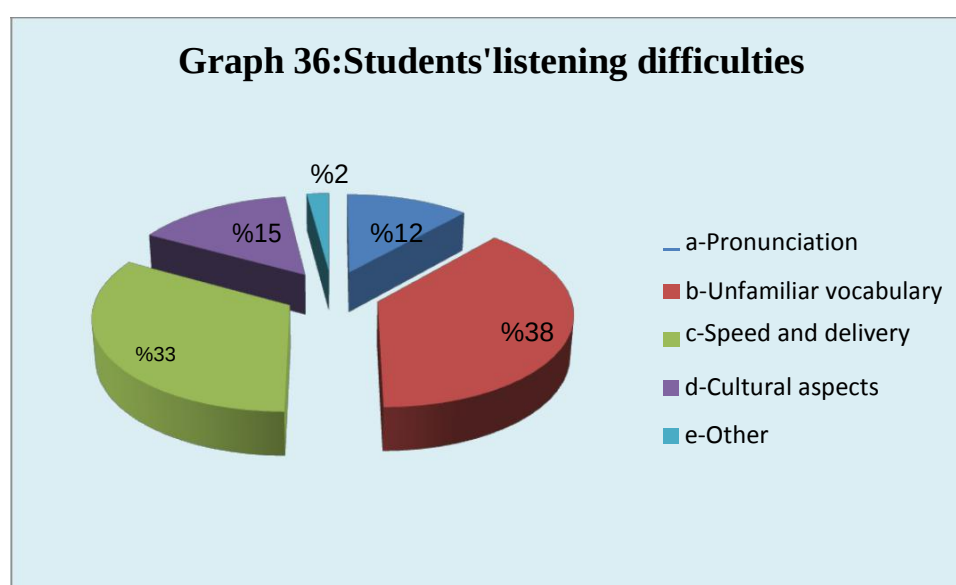


The results above represent the difficulties that may face the students while speaking, it reveals that most of the students 35% face difficulties because inability to speak fluently.32% of them declare that their speaking difficulty is vocabulary and 21% choose grammar as another problem face them in speaking. Only 12% claim that they have difficulties in pronunciation. We can deduce that students' inability to speak fluently and vocabulary considered as the main reasons which students face in speaking perhaps because lack of confidence, shyness and lack of vocabulary.

36-In listening to English, which aspects you consider difficult? Is it

Options	Number	Percentage
a-Pronunciation	11	11.7%
b-Unfamiliar vocabulary	36	38.3%
c-Speed and delivery	31	33%
d-Cultural aspects	14	14.9%
e-Other	2	2.1%
Total	94	100%

Table36:Students'listening difficulties.

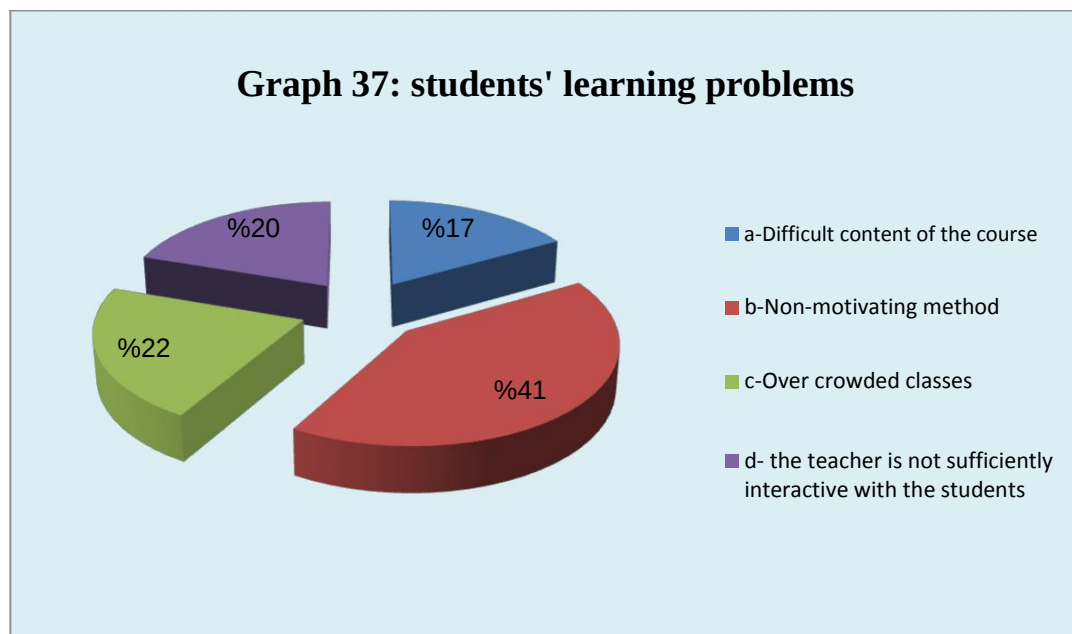


As noticeable from the table above, the most proportion 38% of the students „listening difficulties encountered is unfamiliar vocabulary. The second ratio 33% is speed and delivery .15% percentages have difficulty in cultural aspects, while 12% claim that they have difficulty in pronunciation. The rest 2% of students find difficulty in other aspects. Depending on the results, the students’ main difficulties in listening are: unfamiliar vocabulary, and speed and delivery because their lack of listening to native language which can help them to cover most the problems in listening.

37-Which of the following options hinder your learning? (You may tick more than one answer)

options	Number	Percentage
a-Difficult content of the course	42	16.8%
b- b-Non-motivating method		41.6%
c-Over crowded classes	22	21.8%
d- the teacher is not sufficiently interactive with the students		19.8%
Total	101	100%

Table 37: Students' learning problems



The results indicate that most of the students 41% declare that the main problems that hinder their learning the use of non-motivating method .22% assert that they find over crowded classes hinder their learning and 20% of the students reported that reason which hinder learning is the teacher not sufficiently interactive with students. Few of them 17% says that the difficult content of the course hinder their learning. From the result above we can notice that the method teachers use in teaching is not motivating and not interesting which

decrease the students' capacity when they study. However, the methodology of teaching can be considered as helping factor for learning process.

The interpretation of the fourth section:

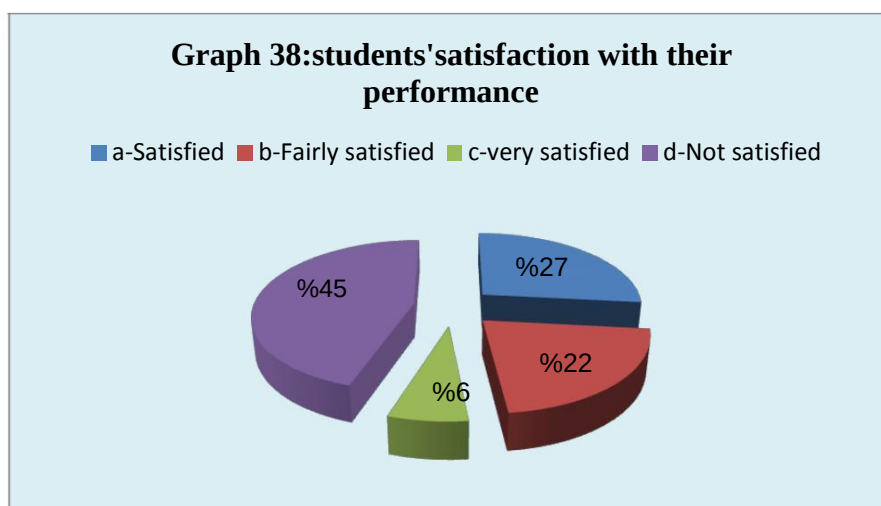
The aim behind this section is to find out the difficulties that third year EFL students face. Depending on the results of the question (34) most of them find problems while speaking maybe because they have vocabulary and pronunciation problems or they do not have enough oral expression session to practice the oral skill. the main most of the problems student may face suggested in question (35) where majority of students say that their inability to speak is most obstacle face them in speaking perhaps they are affected by psychological factors such as: self-confident, motivation, and anxiety; In addition to the lack of vocabulary and grammar which is maybe because lack of practice speaking and lack of listening to native conversations. Whereas, in listening to English, most students consider "unfamiliar vocabulary, difficult aspect because the limitation of vocabulary knowledge and or because the fact that most conversation may includes words, phrases and terms unfamiliar to the listener which prevent him from understanding the passage he listen to. in addition to difficult of speed and delivery because faster speech rates can to cause lower comprehension .however, student reports that non-motivating teaching method may hinder their learning maybe because the teacher does not use method which motivate and encourage them to learn this require variation in **actives** to support and motivate students to learn and not make them bored. In addition to overcrowded classes, the noise level increase the more students are packed into classroom which can affect students „ability to learn or work.

Section IV: Suggestions

38-Are you satisfied with your oral/Aural performance?

options	Number	Percentage
a-Satisfied	16	26.7%
b-Fairly satisfied	13	21.7%
c-very satisfied	4	6.7%
d-Not satisfied	27	45%
Total	60	100%

Table 38:Students'satisfaction with their performance.

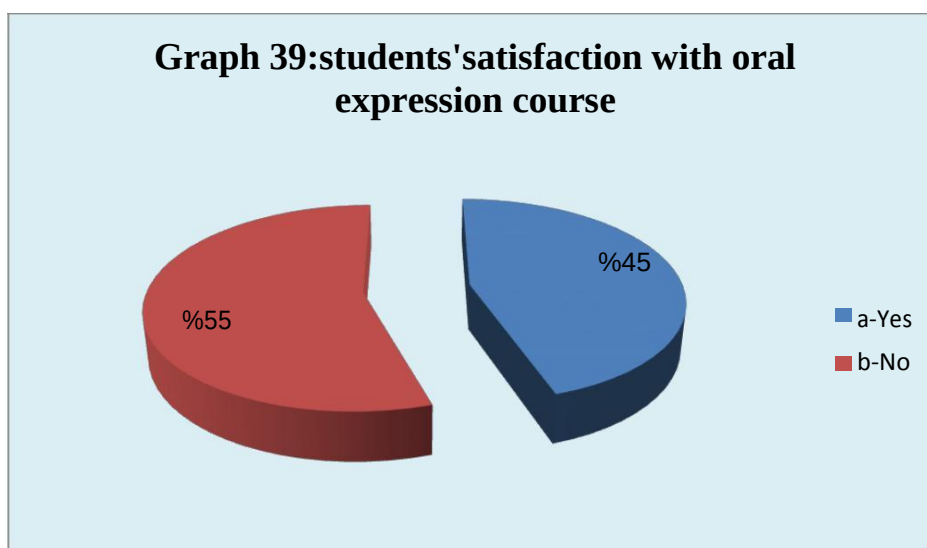


The greatest percentages 45% demonstrate that the students are not satisfied with their Oral/Aural performance, while 27% confirm that they are satisfied with their oral/aural performance, 22% of students affirm that they fairly satisfied and just 6% said that they are very satisfied.

39-Are you satisfied with the oral expression course?

options	Number	Percentage
a-Yes	27	45%
b-No	33	55%
Total	60	100%

Table 39 : Students' satisfaction with oral expression course.



As illustrate above on the table and the graph, more than half of the students 55% claim that they are not satisfied with the oral expression course perhaps this course, nearly half of them 45% declare they are satisfied with oral expression course maybe because this course enable them to express themselves, and they attend this course because they may be motivated to learn well and to participate effectively.

40.if no, why ?

- Because of the content of the course and the method has the teacher follows.
- In oral expression course students should interact with natives, in order to really improving their speaking skills and to improve their communication skills.
- The materials is not adequate and not motivated at all, and all the topics are boring (because we done it each year)
- Because the teacher didn't take our needs into consideration like what we want to study in the session.
- Because we are not focusing on communication, and the learners are silent most of the time.
- The method of the teachers is not appropriate for improving our skills, especially the listening skill.
- Because it's not organized in other word there in no planned skills to be done.
- They have to engage all the students to participate in the oral classroom in order to give them chance to improve their speaking and other skills.
- Because even I am trying to improve my oral/aural skills in face some obstacles like lack of fluency, pronunciation.
- Because I don't find that the topics chooses in the oral expression session give you the chance to speak as much as you want and comment and give your opinions.
- The atmosphere of the classroom is not active; the academic coach is not using the perfect methodology that suits the learners.
- This year we didn't have the chance to speak, may be because the time is limited or may be because in 3rd year the teachers focus on our goal which is how to presents he just teaching us without asking us to do presentation..
- Because we need to talk to express what we have in our minds.
- The teaching method doesn't give us the chance to improve our speaking skills, besides; the teacher and the content of the course are mainly boring -The sessions of the oral expressions are not enough.
- The activities we asked to do are not helpful for us, even in previous years or this year player roles, write poems, all the tasks are not beneficial.

The interpretation of the fifth section:

In last section we attempt to get points of views of students about their level in oral/aural skills and about the oral expressions course, concerning the result most of them are not satisfied with their oral/aural performance this due to the different problem they faced especially psychological and linguistics problems (lack of motivation, shyness and lack of vocabulary and grammar...etc. moreover, majority of students are also not satisfied with the oral expression course.

2. Teachers' analysis of questionnaire

2.1. Description of teachers' questionnaire

Our target population consists of teachers of oral expression in the department of English at the University of M'sila who teach oral expression to third year LMD students. The questionnaire was handed out to (06). The questions are either closed questions, requiring from the teachers to choose «yes” or “no” answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives. The teachers' questionnaire consists of (41) questions which were divided into five main sections

Section One: The first section aims at collecting about the status of teaching the speaking skill including: Objectives, materials, teaching; teachers' collaboration and time. It contains 24 questions.

Section Two: This section aims at knowing students' level; it contains 3 questions.

Section three: This section aims at exploring students' the difficulties that face EFL teachers in teaching process. Since, the teachers are the main responsible during the lesson he can observe these obstacles easily. It contains 2 questions

Section four: This section entitled “Testing” it composed of 10 questions it attempts to give an overview about testing: basis, methods difficulties and so on.

Section five: the last section entitle” Evolution and suggestions” it attempts to ask teachers about their students level them give suggestions to improve the oral expression module it composed of 3 questions.

2.2 Teachers Data Analysis:

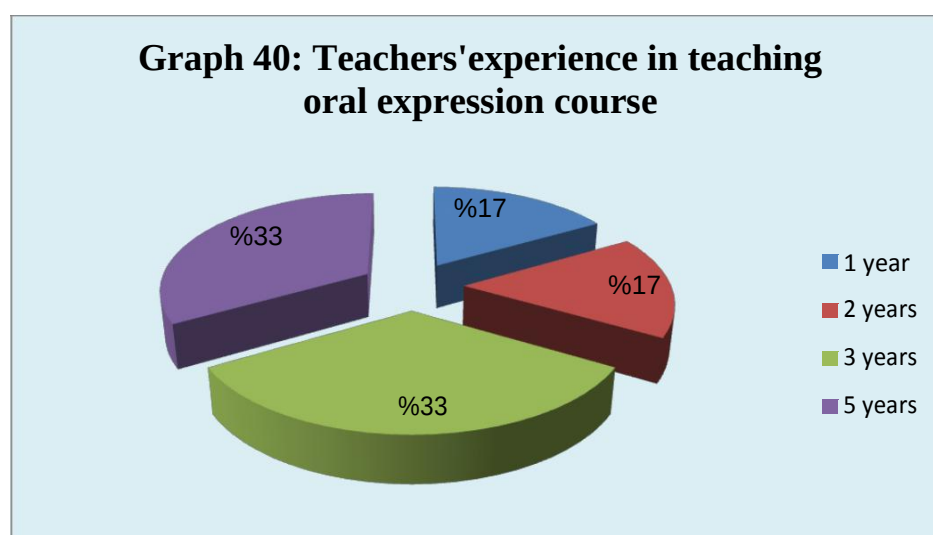
1. Objectives

1. How long have you been teaching the Oral Expression module?

Options	Number	Percentage
1 year	1	17%

2 year	1	17%
3year	2	33%
5 year	2	33%
Total	6	100%

Table40: Teachers' experience in teaching oral expressions course.



By asking this question we aim to check the experience of English third year teachers of oral expression module at M'sila university.

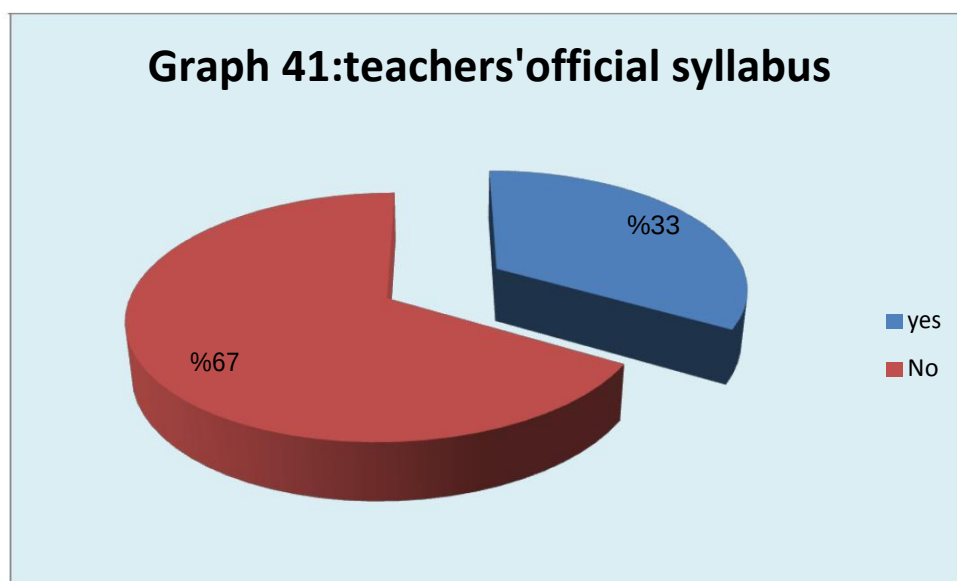
From the results shown in the table and graph (1), two (2) teachers who represent 33% are teaching the oral expression for 3 years, and the other two ones who represent the same percentage taught for 5 years. This indicates that those teachers are experienced in teaching, these types of teachers called devoted teachers. Two teachers are left, one of them who represent 17% taught just for one year whereas the other one taught for 2 years. Those teachers are regarded as novice or inexperienced teachers.

We deduce that the majority of the teachers of oral expression are experienced teachers who considered as a good source for the student's needs.

2. Do you have an official syllabus?

options	Number	Percentage
a-Yes	2	33%
b-NO	4	67%
Total	6	100%

Table41: Teachers' official syllabus.

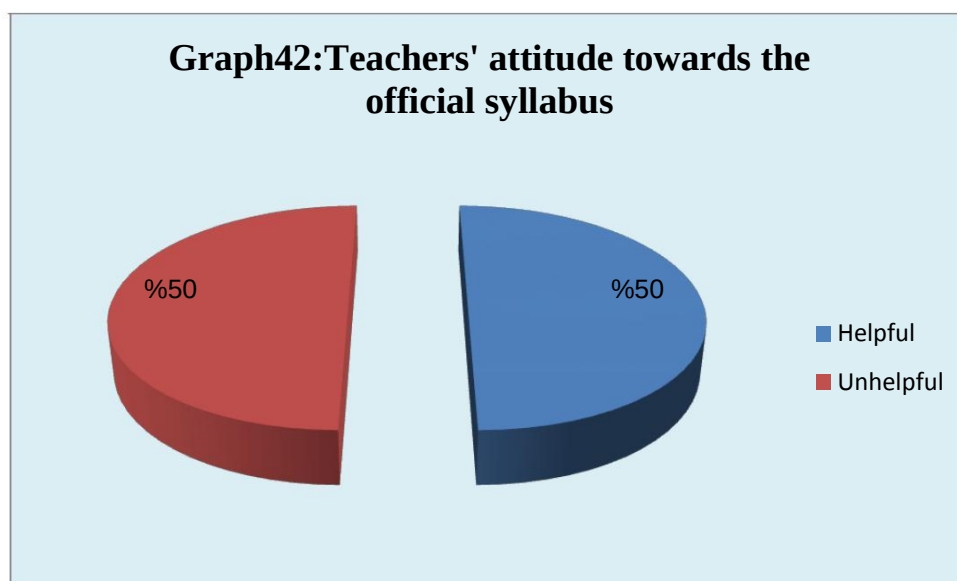


According to the findings shown in the table and graph (2), 67% of the teachers state that they don't have an official syllabus because they don't follow any special program so they use their own strategies according to the student's needs. 37% of the teachers state that they have an official syllabus in other word they follow a specific syllabus in teaching oral expression module because they know their goal and what they want to reach.

3. If yes, do you find it?

options	Number	Percentage
a-Helpful	1	50%
b-Unhelpful	1	50%
Total	2	100%

Table42:Teachers'attitude towards the official syllabus.

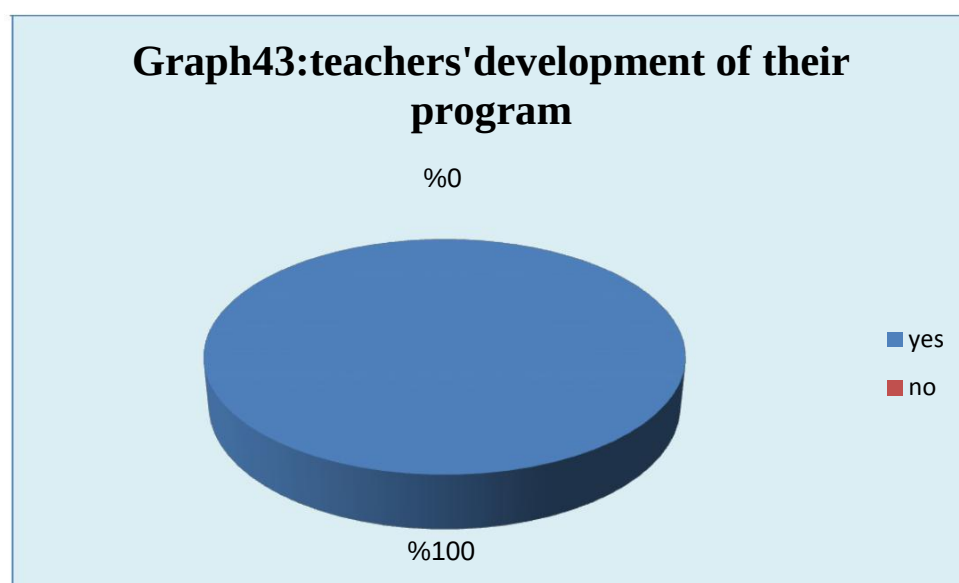


From the previous results, just two (2) teachers who declared that they have an official syllabus, one of them who represent 50% found it helpful because it is beneficial and reflect all what he want to teach, and the other one found it unhelpful may be because it doesn't work with his objectives and strategies.

5. If no, do you develop your own program?

Options	Number	Percentage
a-Yes	4	100%
b-NO	0	0%
Total	4	100%

Table 43: Teachers' development of their program.

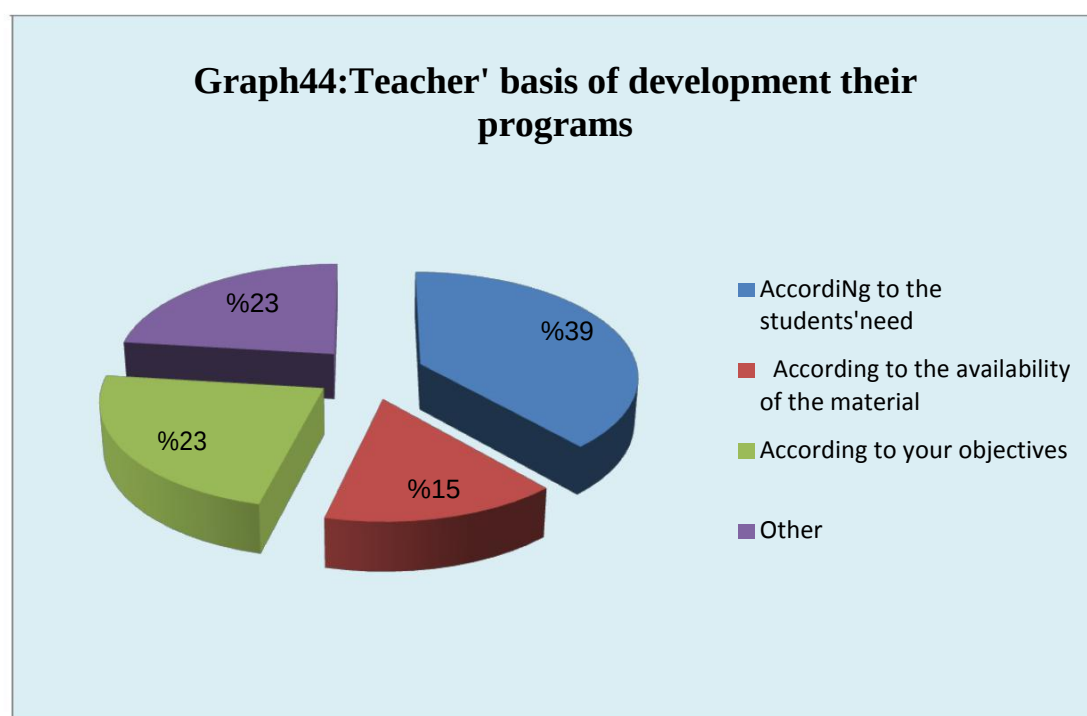


All the teachers 100% confirm that they developed their own program, this according to many objectives they want to fulfill through teaching, and mainly according to the student's needs.

5. If yes, on what basis do you develop it? (you can tick more than one option)

options	Number	Percentage
According to the students 'need	5	39%
According to the availability of the material	2	15%
According to your objectives	3	23%
Other	3	23%
Total	13	100%

Table 44: Teacher' basis of development their programs.



From the results above in the table and graph (5), 39% of the teachers state that they developed the syllabus according to the student's needs in terms of their interests and taking in consideration their levels. While, 23% of the teachers indicate that they developed it according to the availability of the materials also 23% of them who argued that their objectives is the reason behind the development of their syllabus.

Basically, from the points of view of the other teachers they think that the syllabus should be developing it

-according to what they should be at certain

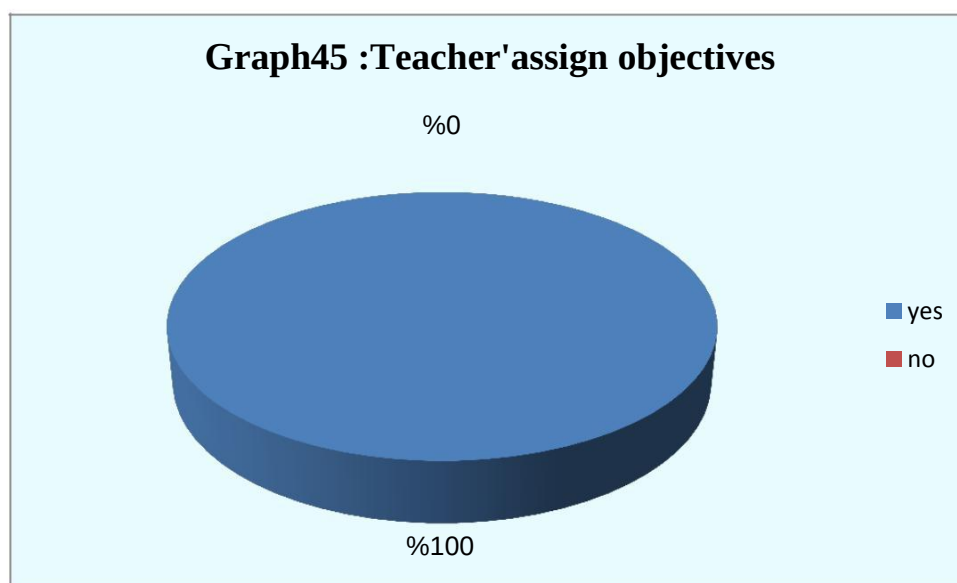
level - Plus time allotment.

-according to students' level, motivation to work and I focus on authentic and interesting themes

6. Do you assign objectives to your to your course

options	Frequency	Percentage
a-Yes	6	100%
b-No	0	0%
Total	6	100%

Table 45:Teacher'assign objectives.

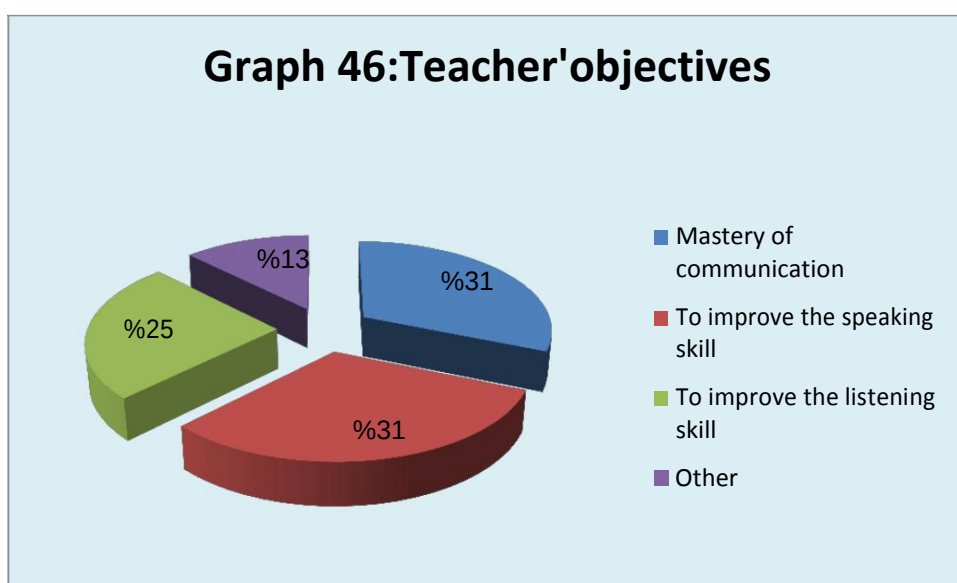


All the participants 6 who represent 100% claim that they assign objectives for their course.

7. If yes, which the following objectives do you want to achieve? (You may tick more than one answer)

options	Number	Percentage
Mastery of communication	5	36.7%
To improve the speaking skill	5	36%
To improve the listening skill	4	28%
Other	2	3.3%
Total	60	100%

Table 46:Teacher'objectives



According to the results shown in the graph and table (7), 36.7% of the teachers indicate that „mastery of communication is the objective they want to achieve may be they want to create a classroom environment which help the students to communicate in different situations with more confidently. Whereas 36% of the teachers declare that the objective they want to achieve is to improve the speaking skill because the teachers are aware about the importance of the speaking skill which gives the students the opportunities to express themselves, interact, and speak freely. 28% of the teachers state that the goal they want to achieve is to improve the listening skill.

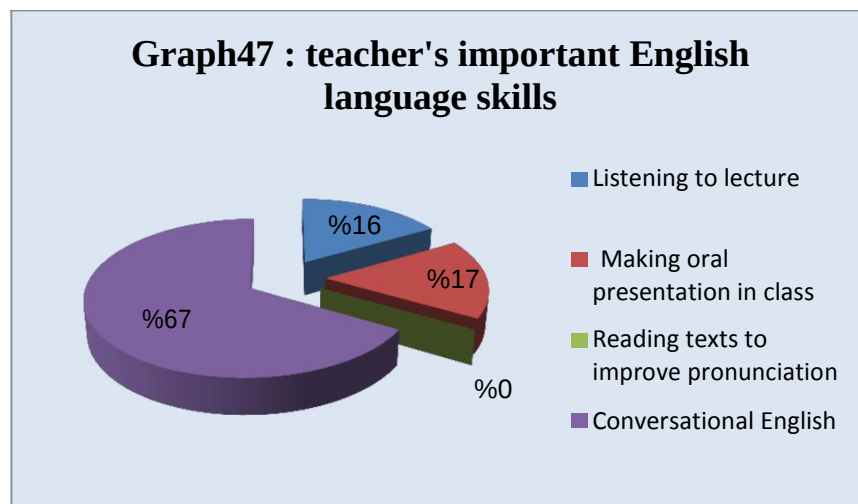
Only 3.3% of the teachers specify their choice and they think that the objectives they want to achieve are:

- Critical thinking, fluency and vocabulary.
- Use the correct pronunciation when they become teachers.
- Overcoming stage fight and shyness.

-8.How important are the following English language skills for students?

Options	Number	Percentage
Listening to lecture	1	16%
Making oral presentation in class	1	17%
Reading texts to improve pronunciation	0	0%
Conversational English	4	67%
Total	6	100%

Table 47: Teacher's important English language skills.



This question is designed to detect which of the English Language skills is more important for students, the results present that most of the teachers 67% state that conversational English is the most important skill for students this mean that speaking is the preferable skill . Then, making oral presentation in the class comes in the second place 17%.while, listening to lecture is presents 16%.Finally, no one chose reading texts to improve pronunciation as important skill 0%. This result shows that the students focus more on developing the productive skill (speaking) rather than developing the receptive ones (listening).

General interpretation and discussion of the first section :

The primary aim of this section which includes eight questions is to investigate the objectives of the teachers of oral expression module in teaching the speaking skill.

Starting by the results obtained from the question 1 which aims to explore and check the experience of every teacher of oral expression, moreover, the whole teachers are 6 and they are divided into experienced and novice teachers.

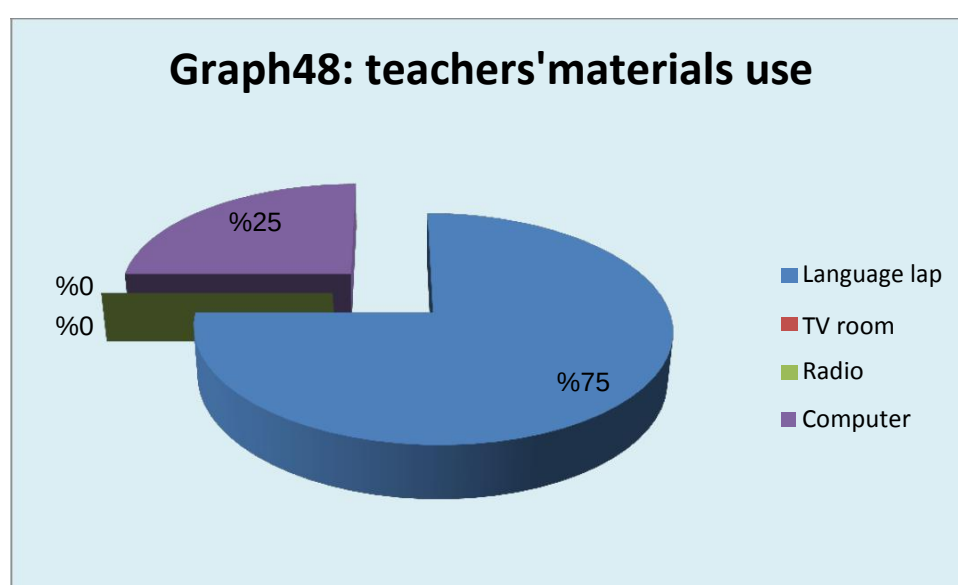
The analysis of the both questions 2 and 3 reveals that the majority of the teachers don't have an official syllabus in teaching mainly because they find it unhelpful and doesn't suit their own objectives and strategies they want to achieve through their teaching that's why they want to develop it according to many bases such as according to the student's needs and their interest also according to the teacher's objectives in addition, some teachers specify their answers and they said that the syllabus should be developed according to the student's level , however some teachers prefer to have a specific syllabus contains their own goals and strategies and they follow it in teaching.

The analysis of the question 6 clarify that all the teachers assigned objectives in their course to achieve some objectives like to improve the both skills oral and aural skills and also for the mastery of communication to give the students the opportunities to express themselves and speak freely in the classroom to master these skills, moreover, some teachers assign their objectives for another reasons such as for critical thinking, fluency and vocabulary as they declared when they asked to specify their answers. Finally, the last question in this section demonstrates that the most important skills for the students is conversational English in accordance with teachers opinions of the students while listening and reading scored the second percentage we can assume that those skills are less important in contract with speaking skill and the teachers in oral expression focus on and aware mostly about the practicing the speaking skill.

9. Which of the following materials do you use (you may tick more than one answer)

Options	Number	Percentage
Language lap	6	75 %
TV room	0	0 %
Radio	0	0 %
Computer	2	25 %
Total	8	100 %

Table48: Teachers' materials use.



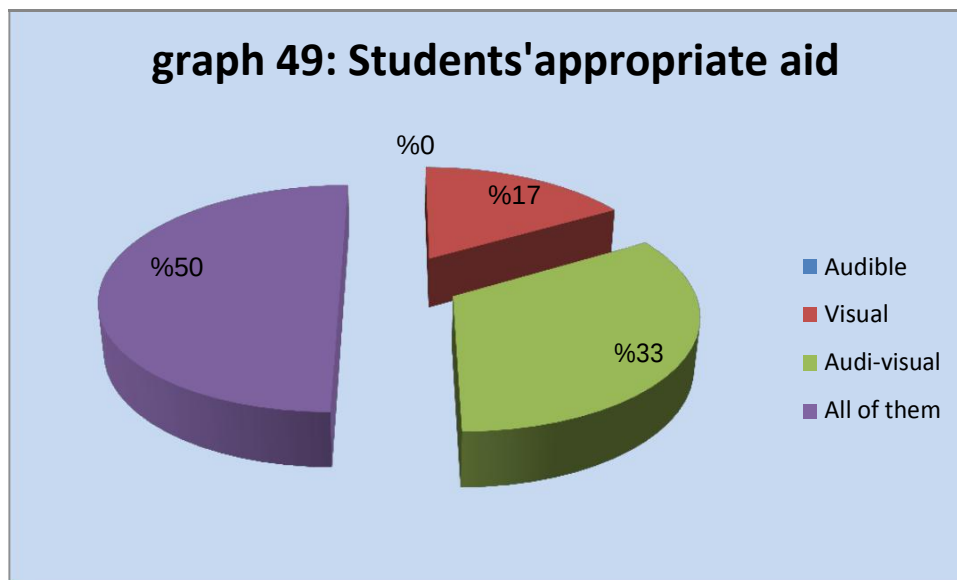
The majority of the teachers who represent 75% declare that they use language lap in teaching may be it provides a native spoken language and help to created an environment to practice language I a good way. While, just 25% of the teachers who state that they use computer in teaching.

Basic from the points of view of the teachers, we assume that teachers focus only on such material like language lap, from this point, they should use different materials to motivate the students and break the routine of the classroom and to let the students learn and practice the language in an enjoyable way.

10. Which aids do you find more appropriate to promote the students' oral proficiency? (Please order them from 1 to 3)

options	Number	Percentage
Audible	0	0%
Visual	1	17%
Audi-visual	2	33%
All of them	3	50%
Total	6	100%

Table 49: Students' appropriate aid.



The result reveals different authentic materials that teachers use in the oral expression course. A big proportion of 56% of teachers uses all the suggested aids: Audible, visual and Audi-visual in the class, this clarifies that those teachers are motivated to develop their students' level in oral expression course perhaps; those materials are helpful that make learners more interesting to learn and focus. In addition to that, these aids assist students to enhance their vocabulary and pronunciation. 33% of the used Audi-visual, maybe these aids are attractive techniques which increase their students' speaking skill, or these materials create an enjoyable atmosphere that motivates their students to speak better and express their ideas. 17% of them uses visual aids, this indicates that these useful materials help students in learning. However, no teacher uses audible, maybe these aids take much time.

The discussion and interpretation of the second section:

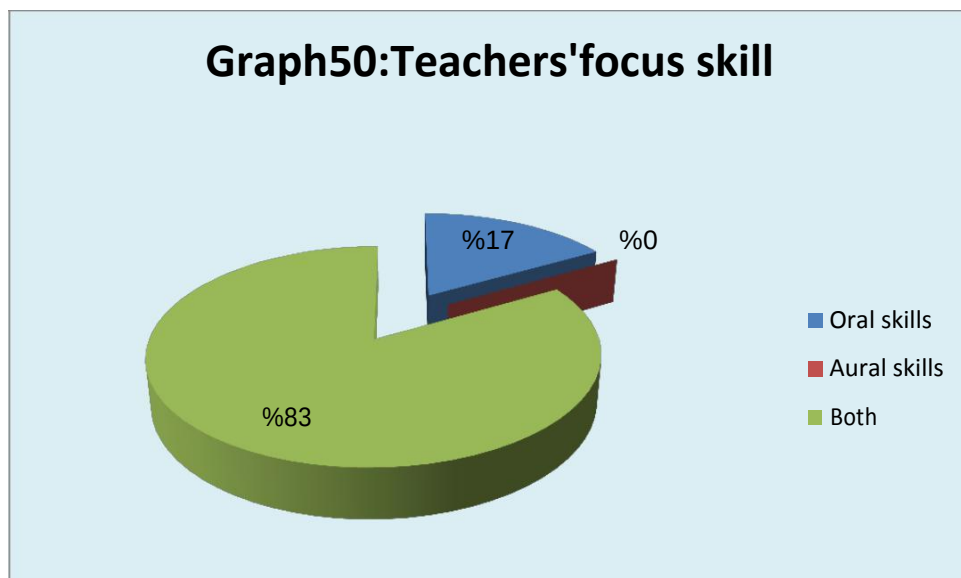
From the analysis and discussion obtained in the second section which contains only two questions we deduce that the teachers focus just on such material such as using language lab in teaching and this is quite problem which make the students feel boring and don't have the willingness to learn that's why the teachers should utilize different materials to motivate the students to learn and make them enjoy during the oral expression session. in addition to that, the question 10 clarify that the teachers find audiovisual aid is the more appropriate to promote the student's in oral proficiency like data-show to facilitate the teaching and make the lessons easy to be understood.

3. Teaching

11. On which one of the following skills do you focus more

options	Number	Percentage
a-Oral skills	1	17%
b- Aural skills	0	0%
c-Both	5	83%
Total	6	100%

Table 50: Teachers' focus skill



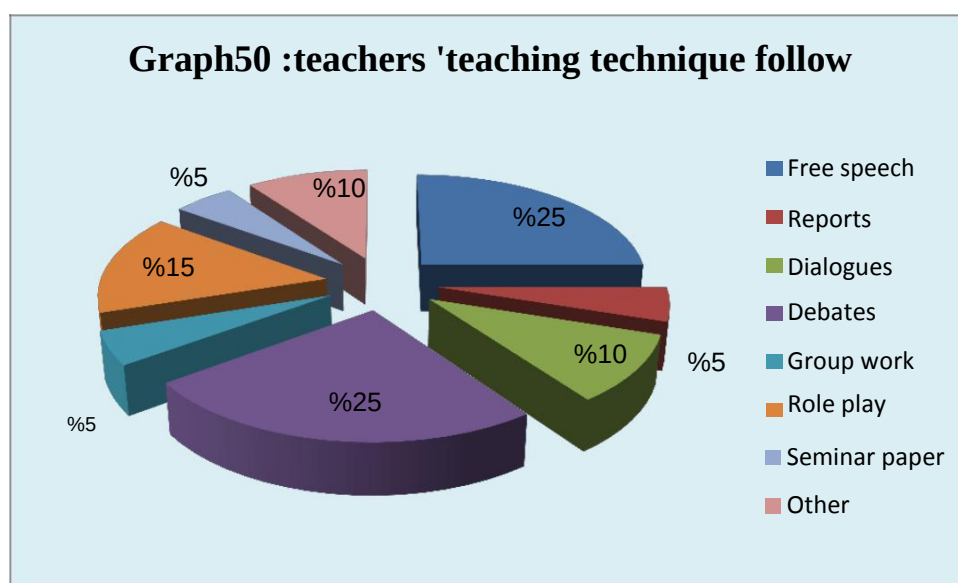
Through the statistical estimates, 83% of the teachers that coincides with 5 teachers confirm that they focus on oral skills and Aural skills as well in teaching, the remaining 17% of teachers focus on oral skills. 0% of the teachers focus on Aural skills.

What has been argued according to the opinions of the teachers that the majority of them

12. Which the following teaching techniques do you follow? (you may tick more than one answer)

Options	Number	Percentage
a-free speech	5	25%
b-Reports	2	10%
c-dialogues	1	5%
d-debates	5	25%
e-group work	1	5%
f-role play	3	25%
g-seminar papers	1	5%
H-Other	2	10%
Total	20	100%

Table 50: Teachers' teaching technique follow



The results demonstrate that the most teaching technique that teachers follow is free speech which represents the percentage 25%.the same percentage for debates and role play as well.unlike,10% of the teachers declare that they follow reports as a teaching technique. The remaining percentage for those teachers who use the following technique :5% for : seminar papers; group work, and dialogues. Only 5% of the teachers who specify their teaching technique

The different views provided by the teachers about the teaching techniques they follow denotes that they focus on such teaching techniques as free speech which considered as an important one to increase STT (students talking time) and give chance to them to express themselves, interact inside the classroom. Moreover, we can't deny the importance of the role play technique which helps the learners to practicing the language in a communicative way and motive them to speak and act.

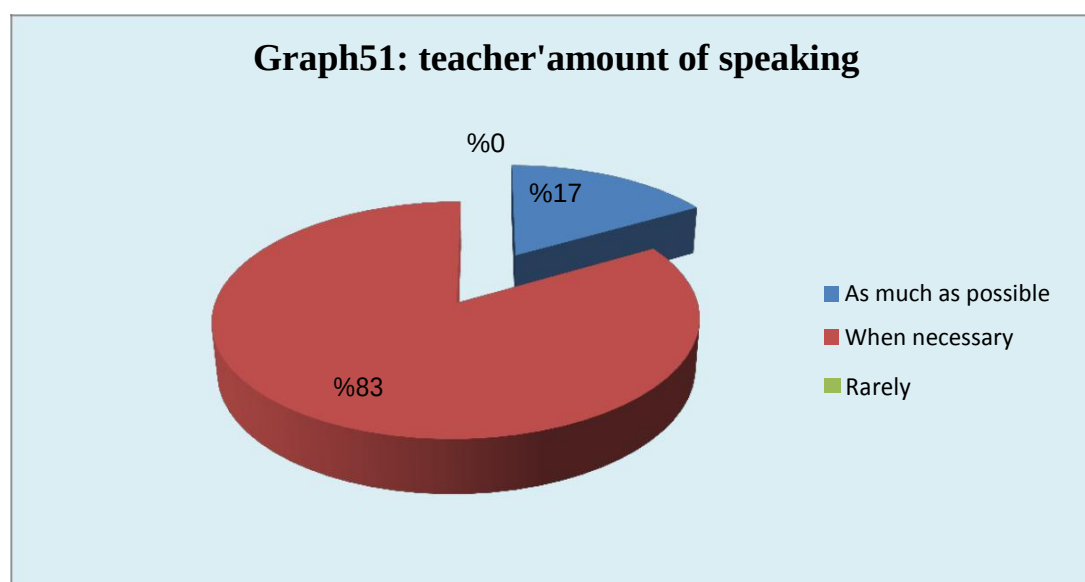
The other teachers add special teaching techniques such as:

- Grammar, oral presentations and short stories.
- making videos of themselves giving a presentation and giving a warming up activity as if they were actual teachers.

13. In class, do you speak?

Options	Number	Percentage
a-As much as possible	1	17%
b-When necessary	5	83%
c- Rarely	0	%
Total	6	100%

Graph 51:Teacher's amount of



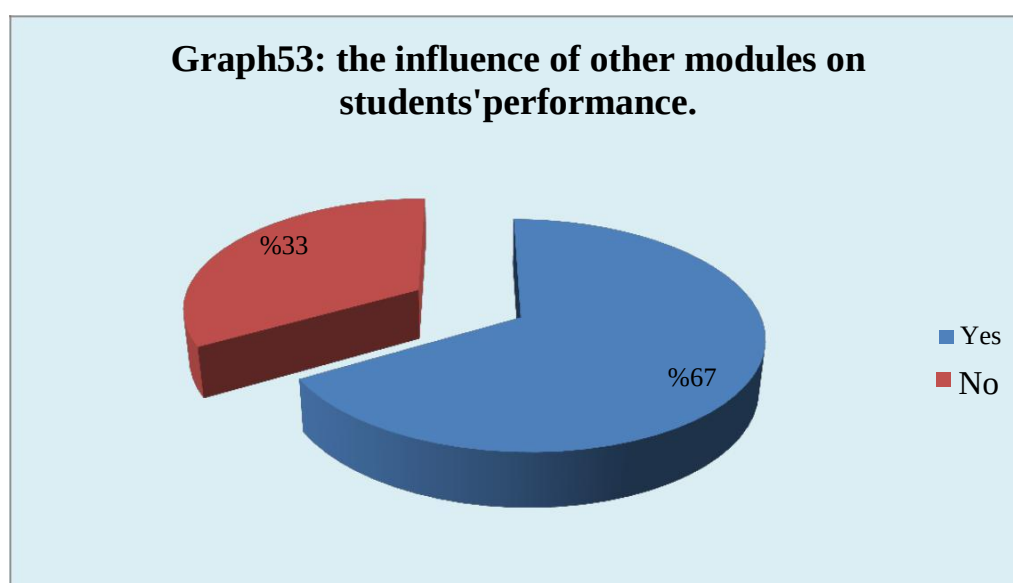
The aim of this question is to demonstrate whether who dominates in the classroom the teacher or his learners.

The results reveals that the majority of the teachers who represent 83% claim that they speak when necessary may be to give their students more chance to speak by increasing the students talking time (STT),only one teacher who represents 17% speak as much as possible this teacher is considered as talkative. 0% of the teachers who speak rarely. From this we can deduce that there is a balanced performance in speaking by teachers and learners i.e. both of them take the time to speak.

14. Do you see any effective influence of the other modules on the performance of the students?

Options	Number	Percentage
a-yes	4	67%
b-no	2	33%
Total	6	100%

Table 53: The influence of the other modules on students' performance

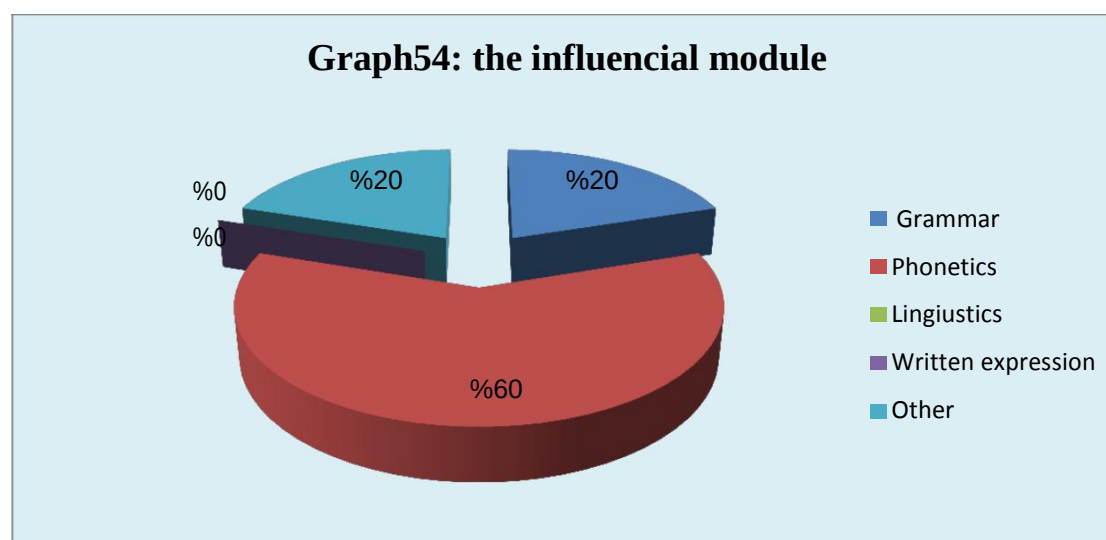


According to the opinions given by the teachers,67% of them declare that the other modules have an effective influence on the performance of the students, while 33%of the teachers are against this idea.

15.If yes, which of the following modules do you find more influential?

options	Number	Percentage
Grammar	1	20 %
Phonetics	3	60 %
Linguistics	0	00 %
Written expression	0	0 %
other	1	20 %
Total	5	100 %

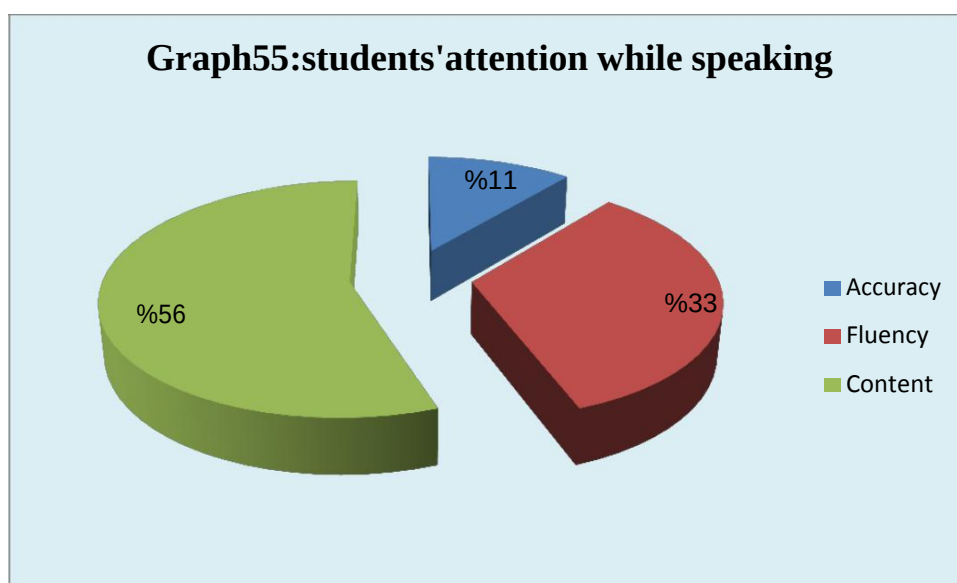
Table 54: The influential module



According to the findings shown in the table and graph (15), a high percentage of the teachers declared that phonetics is the most influential module on the performance of the students may be phonetics is complex and since it includes articulation, stress, and intonation so it helps the students to speak English accurately. 20% of the teachers who state that the most influential module is grammar, 20% of the teachers chose to specify their points of view without mentioning their answers, 0% of the teachers chose linguistic s and written expression.

16. While speaking, your students pay more attention to:

options	Number	Percentage
a-accuracy	1	11 %
b-fluency	3	33 %
c-content	5	56 %
Total	8	100 %

Table 55: Students' attention while speaking

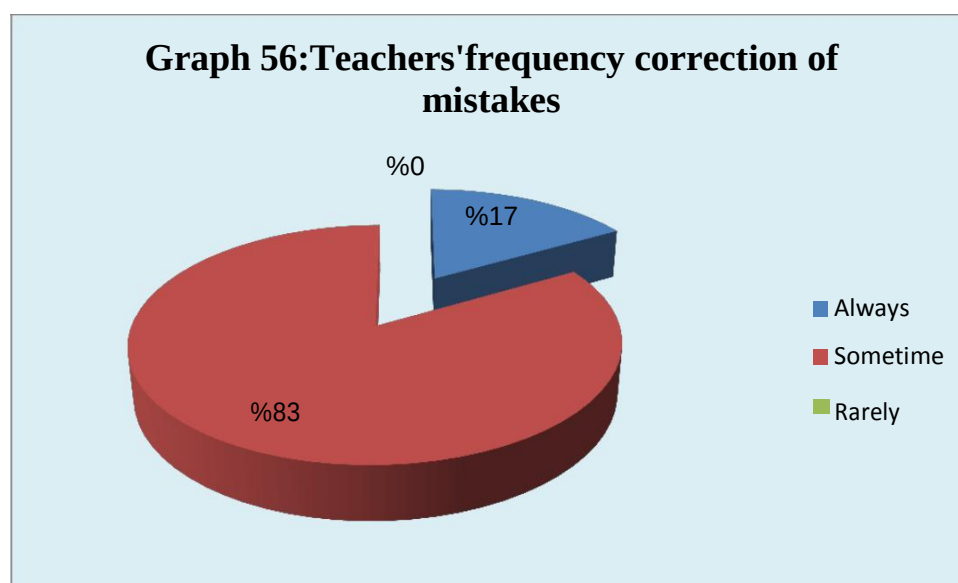
According to the statistics mentioned in the table and graph (16), 56% of the teachers state that while speaking the students pay more attention to the content. While 33% of them declare that their students pay more attention to fluency,. Only 11% of the teachers reported that the students pay more attention to accuracy.

From the teacher's opinions we can assume that the students focus just on the meaning while speaking without following the rules of grammar and pronunciation which demonstrates that they struggle in speaking due to the lack of vocabulary and pronunciation this make them unable to speak fluently.

17. When your students speak, do you correct them?

options	Number	Percentage
a-Always	1	17%
b-sometime	5	83%
c-never	0	0%
Total	6	100%

Table 56: Teacher's frequency correction of mistakes.



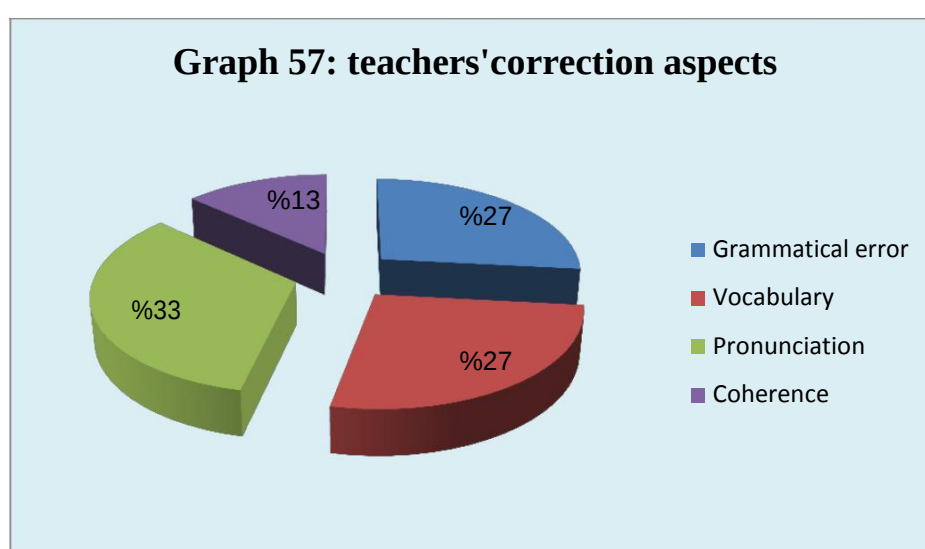
From the data obtained, 83% of the teachers state that they sometimes correct student's mistakes. Whereas, 17% of them declare that they correct the student's mistakes always. 0% of the teachers never correct the mistakes of the student's.

Basically, from the teacher's point of view, the teachers pay attention to the time and the way while correcting the student's, even when their intention is simply to help a certain student. Moreover, the teachers avoid the over correction which make their students inhibit to speak so the teachers are aware enough to give the chance for their students to correct themselves.

18.What do you correct?

options	Number	Percentage
a- Grammatical error	4	27%
b-Vocabulary	4	27%
C-Pronunciation	5	33%
d-Coherence	2	13 %
Total	15	100%

Table57:Teachers'correction aspects

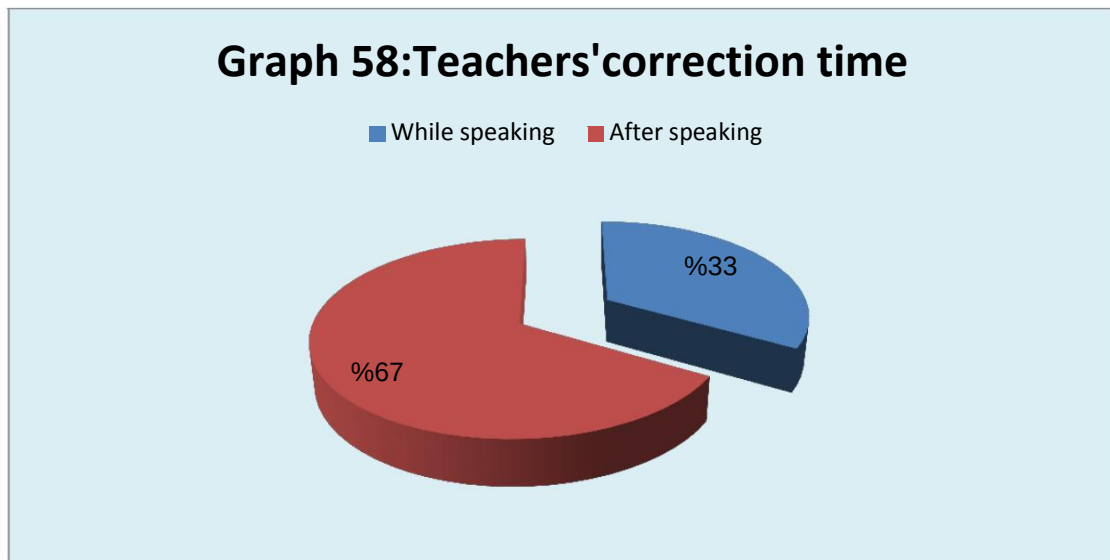


From the table and the graph shown above (18).33% of the teachers declare that they correct pronunciation.27% of the teachers claim that they correct grammatical errors. Also, the same percentage given to the teachers who state that they correct vocabulary. While,13%of them chose to correct coherence.

19.When do you correct them?

options	Number	Percentage
a-While speaking	3	33%
b- after speaking	6	67%
Total	9	100%

Table58: Teachers' correction time



The different views provided by the teachers about when the teachers correct student's mistakes show that 67% of the teachers declare that they correct them after speaking, while 33% of them state that they correct them while speaking.

. This indicates that teachers prefer to give their students time to self -correct because over correction can be negative and the students can be put off at the beginning when their teacher picks up all their mistakes.

The interpretation of the third section:

This section contains nine questions which aims at exploring the effectiveness of the teaching used in teaching.

The analysis of the question11 clearly demonstrates that the teachers focus on both skills speaking and listening in teaching the oral expression module which claims that the two skills are important and related to each other, moving to the next question 12 which is indicated that the teachers use different teaching techniques, and they focus more on free speech, debates, and dialogues to enhance the student's fluency and abilities in speaking and to give them the chance to speak and interact in the classroom therefore, some teachers add special teaching techniques such as :Grammar, oral presentations and short stories ,making videos of themselves giving a presentation and giving a warming up activity as if they were actual teachers Moreover, the analysis of the question 13 clearly show that the teacher speaks only when he must speak which claim that the students have the full opportunities to speak and express themselves inside the classroom,.

The analysis of the questions 14 and 15the effectiveness of the other modules on the performance of the students such as : grammar, phonetics and written expression. Hence, they

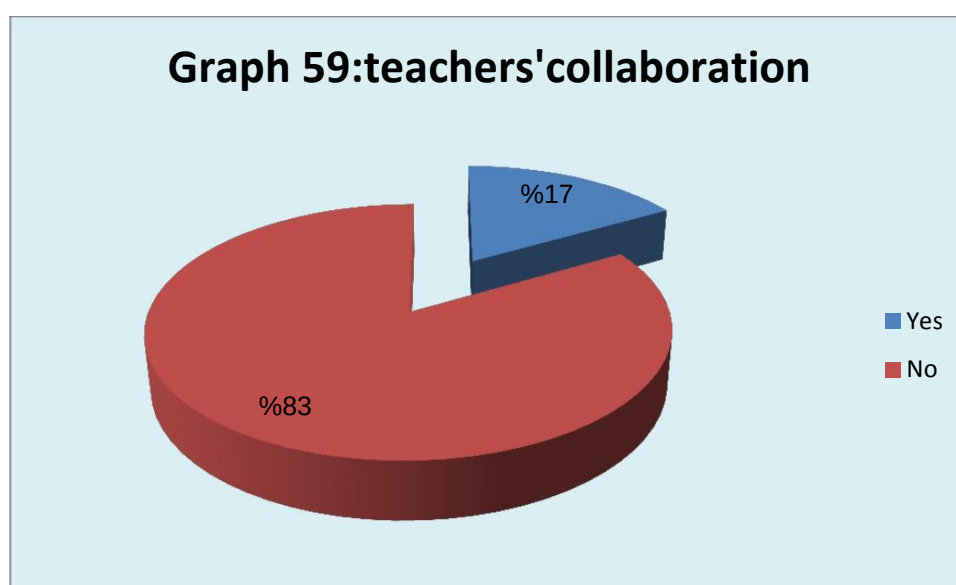
are crucially linked with each other. The analysis of the question 16 reveals that the students pay more attention to content and the meaning of the words they want to deliver. The next and last three questions 17,18,19 clarify that the teacher interested in correcting the students mistakes after they speak, he gives them the full time to know their mistakes by themselves to avoid the over correction that has a negative effect for the performance of the students which will make them inhibit to speak later.

4. Teachers 'collaboration

20. Is there any collaboration between you and the other oral expression teachers?

options	Number	Percentage
a-yes	1	17%
b-no	5	83%
Total	6	100%

Table 59: Teachers' collaboration



From the data obtained, 83% of the teachers of oral expression module reject the idea of collaboration between them, in contract,17% of them admit that there is a collaboration between them.

The opinions of the teachers about the absence of the collaboration between them may be due to each teacher has his own different plans and strategies in teaching.

The interpretation of the fourth section:

This section contains just one question this question demonstrates that there is no collaboration between the teachers of oral expression in M'sila university because every

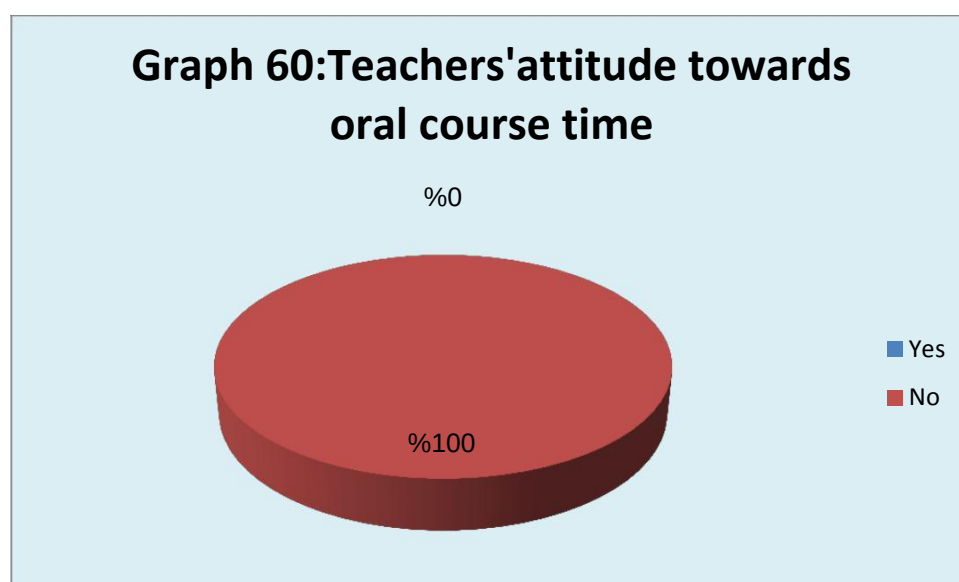
teacher has his own special methods and strategies in teaching totally different from the other one.

5. Time

21. Do you think that the time allotted to oral course is sufficient?

options	Number	Percentage
a-yes	0	100%
b-no	6	0%
Total	6	100%

Table 60: Teachers' attitude towards oral course time.

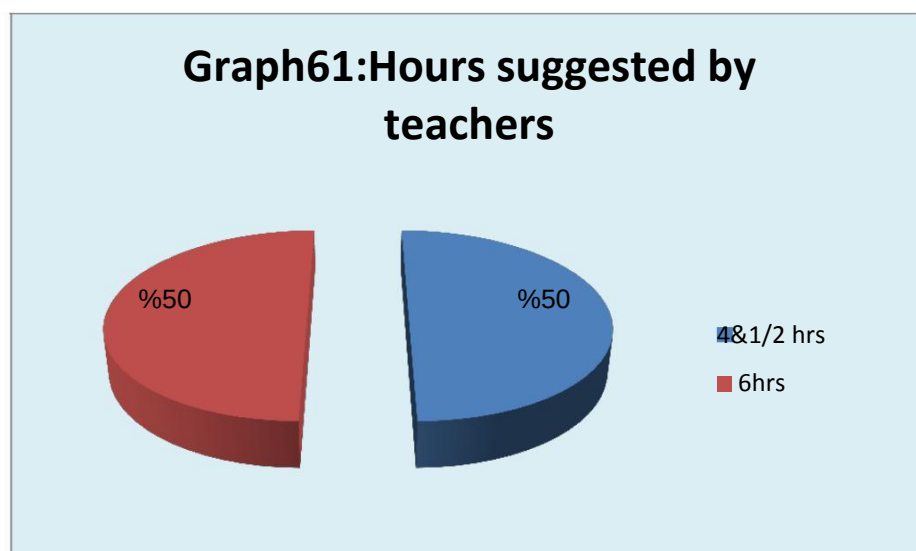


Through the statistical estimates, all the teachers who represent the percentage 100% in the graph (21) shown above confirm that the time allotted to oral expression is not sufficient.

22. If no, how many hours do you suggest per week?

Options	Number	Percentage
4&1/2hrs	3	50%
6hrs	3	50%
Total	9	100%

Table 61: Hours suggested by teachers

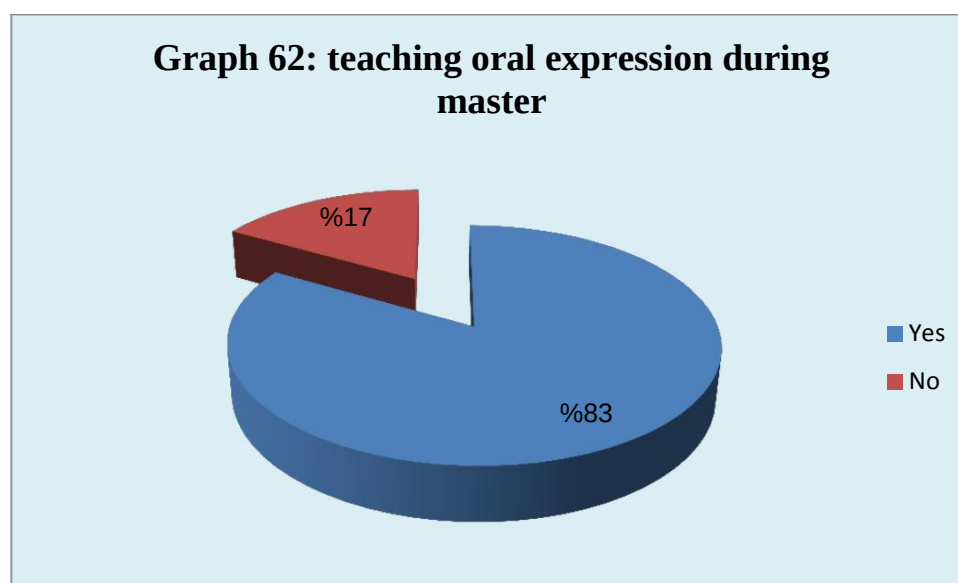


As noticed above in the table and graph (22), equal percentage given to the both options. 50% of the teachers suggest 4½ hrs, also 50% of them suggest 6hrs.maybe the teachers need an extra sessions for practicing the activities needed in oral expression module.

23. Do you want to the oral course to be taught during Master?

Options	Number	Percentage
a-Yes	5	83 %
b-No	1	17 %
Total	6	100%

Table 62:Teaching oral expression during master

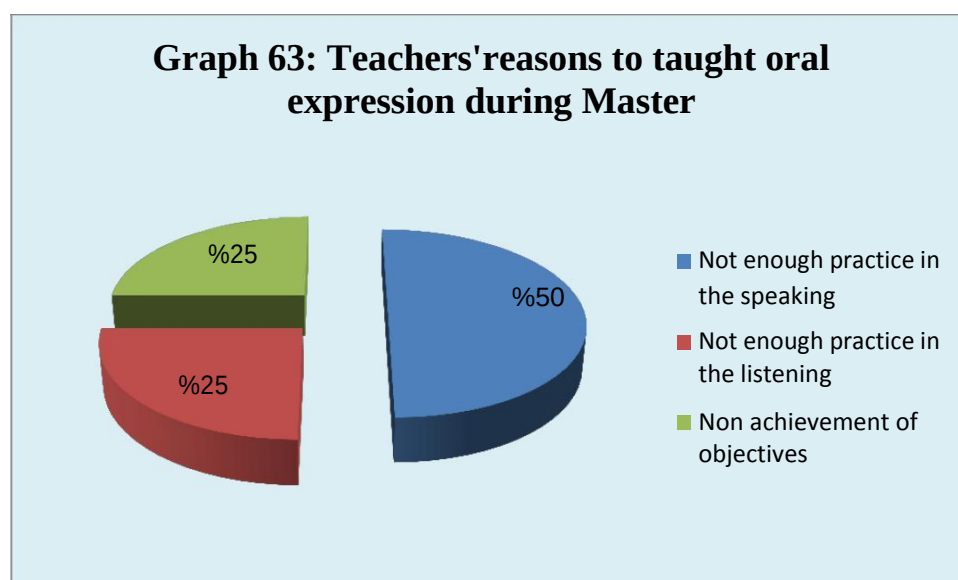


The results shown in the table and graph demonstrate that the majority of the teachers (five) teachers who represent 83% declare that the oral expression module should be taught during master, while one teacher who represents 17% is against this idea.

24.If yes, why? (You can tick more than one answer)

Options	Number	Percentage
Not enough practice in the speaking	4	50%
Not enough practice in the listening	2	25%
Non achievement of objectives	2	25%
Total	8	100%

Table 63: Teachers' reasons to taught oral expression during master



The results reveal that half of the teachers, 50% of them declare that not enough practice in the speaking is the reason behind teaching oral expression module in master. While 25% of the teachers state that the reason is the lack of practice in listening, 25% of them claim that non achievement of objectives maybe because the program is so staffed

The interpretation of the time's section (fifth section):

The interpretation of the teacher's in this section, unanimously the teachers agreed that the time allotted for the oral expression module is not sufficient at all, they suggest more hours to fulfill their needs, on the other hand, they want the oral expression to be taught during the

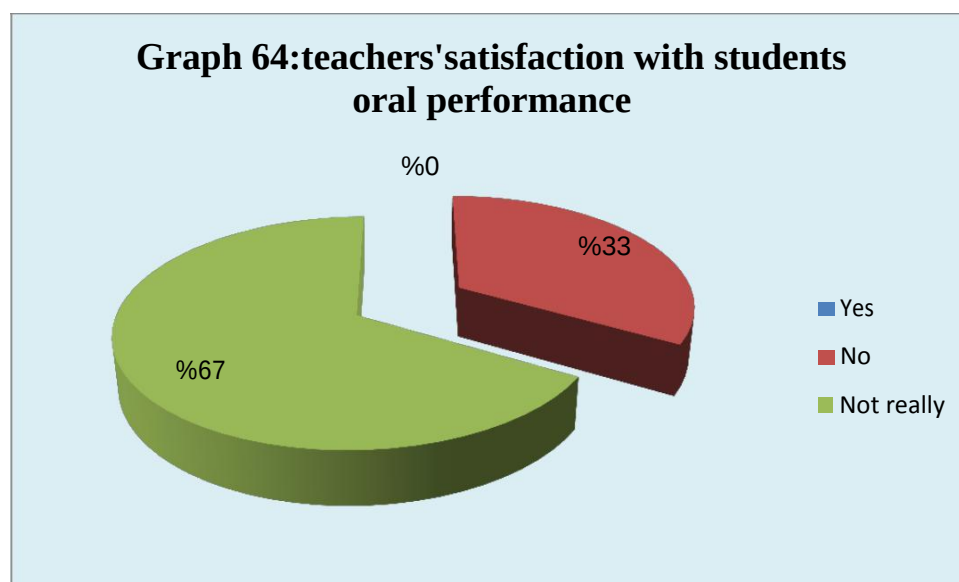
master degree due to many reasons such as : the lack of practice in the both skills, and a lot of tasks needed to be done.

Section II: Students' level

25. In general, are you satisfied with the students' oral performance?

options	Number	Percentage
Yes	0	0%
No	2	33%
Not really	4	76%
Total	6	100%

Table 64: Teachers' satisfaction with students' oral performance

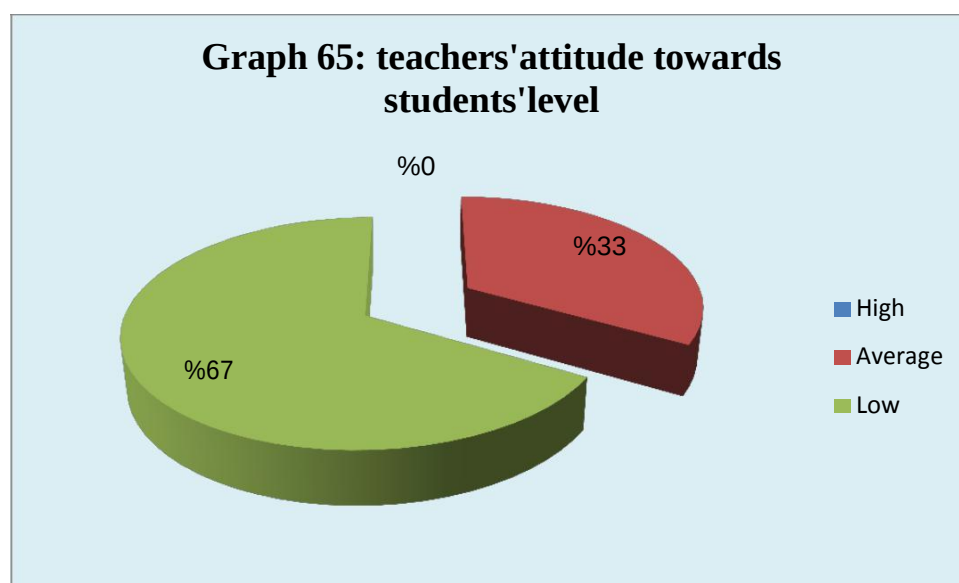


From the data obtained, the majority of the teachers 76% declare that they are not really satisfied with the students' oral performance, whereas 33% of them state that they are not really satisfied with the student's oral performance. 0% of the teachers satisfied with the student's oral performance.

26. Do you find the students' level?

options	Number	Percentage
High	0	0%
Average	2	33%
Low	4	67%
Total	6	100%

Table 65: Teachers' attitude towards students' level.



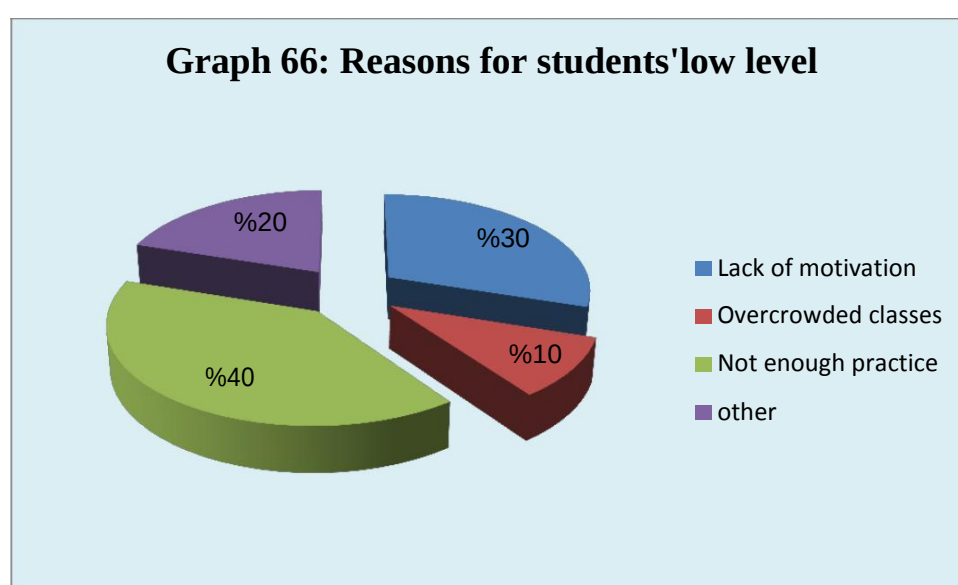
The aim of this question is to clarify whether the teacher aware about the student's level in oral expression module.

According to the findings shown in the table and graph (26), the overwhelming majority of the teachers four of them who represent the percentage 67% of all declare that the student's level is low, may be those learners face problems and difficulties in this module. While 33% of them state that the level of the students is average. Perhaps those learners have acceptable level allow them to express themselves in the target language. 0% of them find their student's level high.

27. If the answer is low, what it due to? (You may tick more than one answer)

Options	Number	Percentage
Lack of motivation	3	30%
Overcrowded classes	1	10%
Not enough practice	4	40%
other	2	20%
Total	10	100%

Table 66: Reasons for students' low level



The results above in the table and graph represent the reasons behind the low level of the students. 40% of the teachers declare that the reason behind that is due to not enough practice this is because of the few exercises and tasks given to the students, so the students need an extra session of oral expression for practice more, hence, the oral expression is the module which gives them the opportunity to express their ideas and get the chance to be corrected by the teacher. whereas, 30% of the teachers state that the reason is lack of motivation this is maybe they don't enjoy when it comes with the oral expression. 10% report that the low level of the students is due to overcrowded classes, which is mainly because of the huge numbers of the students, especially, when all the students speak together it gets too noisy and out of the hand so the teacher may lose the control of the class. The remaining percentage 20% for the teachers whose answers are the

Following:

-Time not sufficient

-Because most of them do not work as hard as they should.

The interpretation of the teachers in the student's level section:

The opinions of the teachers show that all of them are not satisfied with the student's level because they have low level that is due to many reasons among them are : overcrowded classes in which the teacher's lose the control over the class and many difficulties that the students struggle in such as : lack of motivation and encouragement. Moreover, in question 27 the questioned teacher proposed some reasons behind the worst level of the students some of them are because of time not sufficient to practice enough tasks. Also the careless of the students and they don't work as hard as they should.

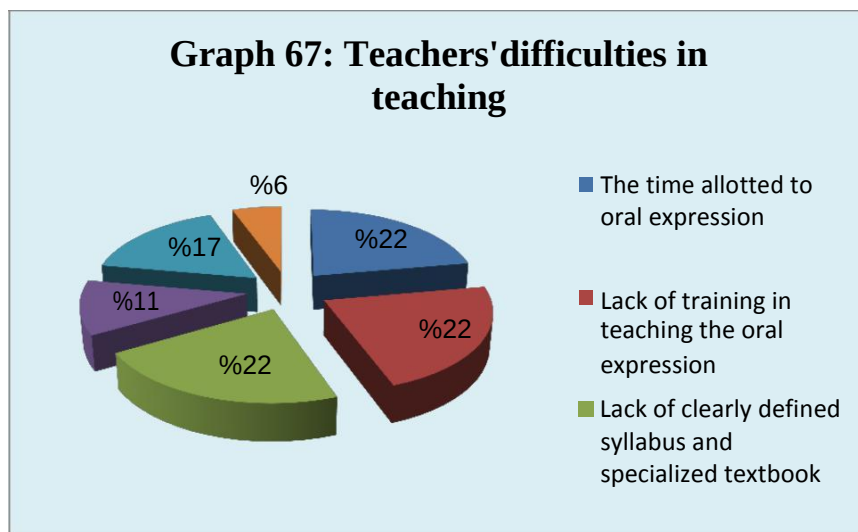
Section III: Difficulties in the teaching process

28. What are the difficulties that hinder the fulfillment of your teaching objectives?

(you may tick more than one answer)

options	Number	Percentage
The time allotted to oral expression	4	22%
Lack of training in teaching the oral expression	4	22%
Lack of clearly defined syllabus and specialized textbook	4	22%
Lack of motivation	2	11%
Overcrowded classes	3	17%
other	1	6%
Total	18	100%

Table 67: Teachers' difficulties



According to the statistics mentioned above in the table and graph, we notice that there is an equal percentage 20% given to each one of these difficulties that hinder the fulfillment of the teaching objectives of the teachers:

Time allowed to oral expression module, lack of training in teaching the oral expression, and lack of clearly defined syllabus and specialized textbook

F) Other, personal problems affect my psychology, therefore, my not do my best sometimes.

29. What are the difficulties that hinder your students' oral proficiency?

-the use of correct language due to their total dependence on the mother tongue language, also lack of motivation and lack of practice their laziness. -Timidity, making mistakes and linguistic problems.

-Awareness, involvement and self-esteem.

-They do not practice much and some of them are shy because lack of confident.

-the time devoted to oral expression session is not sufficient.

-Overcrowded classes and lack of syllabus

The interpretation of the Section III:

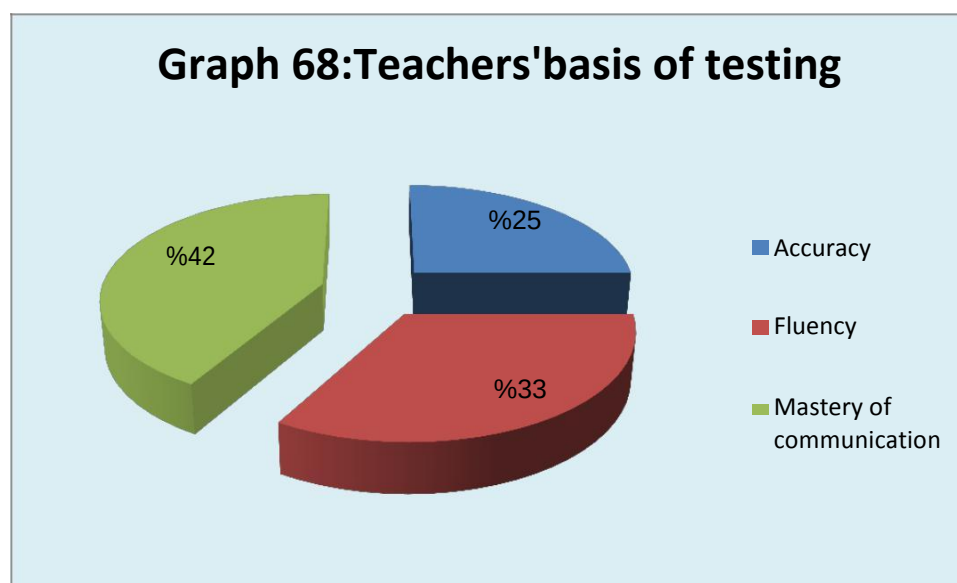
All the teachers encounter different difficulties that hinder the fulfillment of their objectives due to many reasons like: the lack of training in teaching of many teachers of oral expression which make them enable to fulfill the students' needs in the oral course. Therefore, the teachers in the question 29 provide some difficulties that prevent them to reach their goals among them are the linguistic problems like Lack of grammar and vocabulary, also the overcrowded classes which make them enable to lose the control over the class.

Section IV: Testing

30. On what basis do you test your students?

Options	Number	Percentage
a-Accuracy	3	25%
b-Fluency	4	33%
C-Mastery of communication c-	5	42%
Total	12	100%

Table 68: Teachers' basis of testing



The aim of this question is to explore on which basis the teacher focus on when test his/her students.

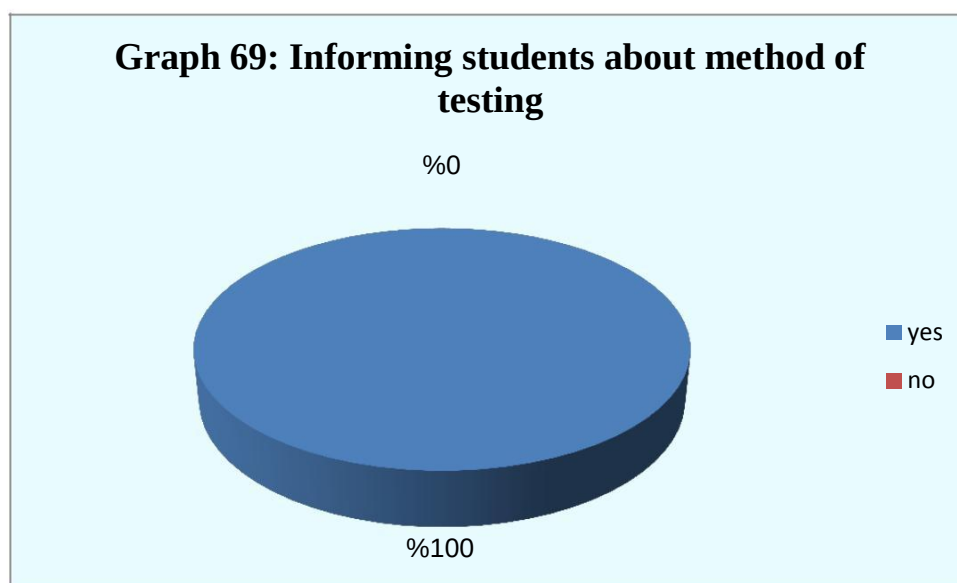
From the results shown in the graph and table, 42% of the teachers declare that they focus on mastery of communication when testing the students while 33% of them state that they focus on fluency, may be, moreover, 25% of the teachers claim that their test based on accuracy.

From the points of view of the teachers, we assume that testing the students on fluency refers to exanimate them on how they are able at keeping talking at the right speed and also at connecting their ideas together. Moreover, students in fluency pay more attention to meaning and context and are less concerned with grammatical errors. While, testing the students on accuracy refers to test them on how to produce grammatically correct written and spoken English.

31. Do you inform your students about the method of testing?

options	Number	Percentage
a-Yes	6	100%
b-No	0	0%
Total	6	100%

Table 69: Informing students about method of testing



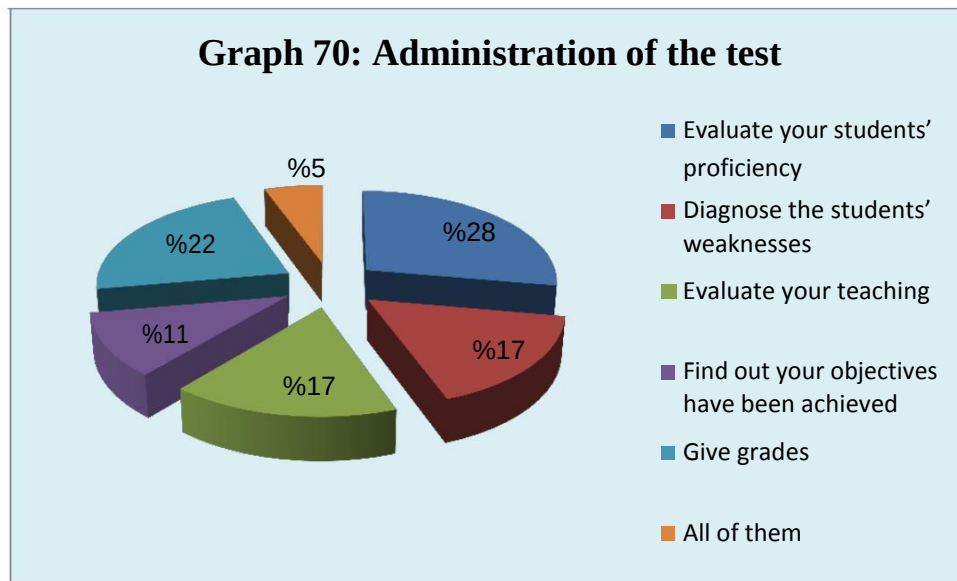
The results above clearly demonstrate that all the teachers inform their students about the method of testing.

32. Do you administer tests to :

(you may tick more than one answer)

Options	Number	Percentage
a- Evaluate your students' proficiency	5	28%
b-Diagnose the students' weaknesses	3	17%
c-Evaluate your teaching	3	17%
d-Find out your objectives have been achieved	2	11%
e-Give grades	4	22%
f-All of them	1	5%
Total	18	100%

Table 70: Administration of the test



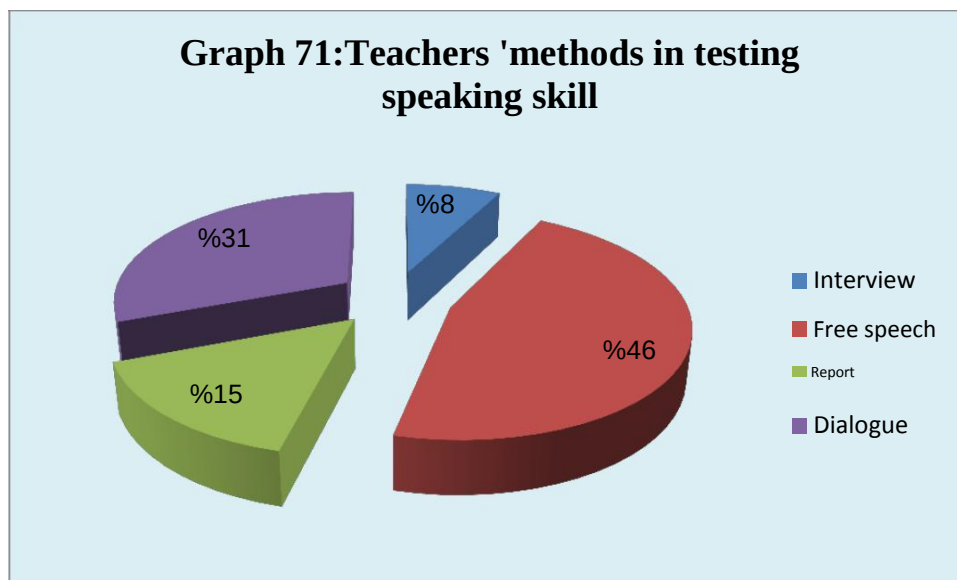
Basically, from the finding shown in the table and graph, 28% of the teachers state that their goal behind to administer the test is to evaluate their students' proficiency, giving grades has scored the second percentage. 17% of them administer it to diagnose the students' weaknesses. Also 17% of them declare that to evaluate their teaching, 11% of the teachers administer the test to find out their objectives have been achieved. The remaining percentage goes to all of the choices mentioned.

From the points of views of the teachers, we assume that the teachers administer the test for different goals, hence, the teachers who administer their test to evaluate their students' proficiency their goal is to measure the student's achievements of the language skills and what have acquired after the completion of the requirements of the program, moreover, the teachers who administer the test to evaluate their teaching they try to use the student's feedback about their style of teaching whether it is beneficial or has to be changed according to the student's needs, in addition of that the teachers administer the test to diagnose the student's weaknesses to find out the difficulties that student's struggle in by trying to change it and solve it.

33. In testing the speaking skill, do you use? (You may tick more than one answer)

options	Number	Percentage
a-Interview	1	8%
b-Free talk	6	46%
c-report	2	15%
d-dialogue	4	31%
Total	13	100%

Table 71: Teachers' methods in testing speaking skill



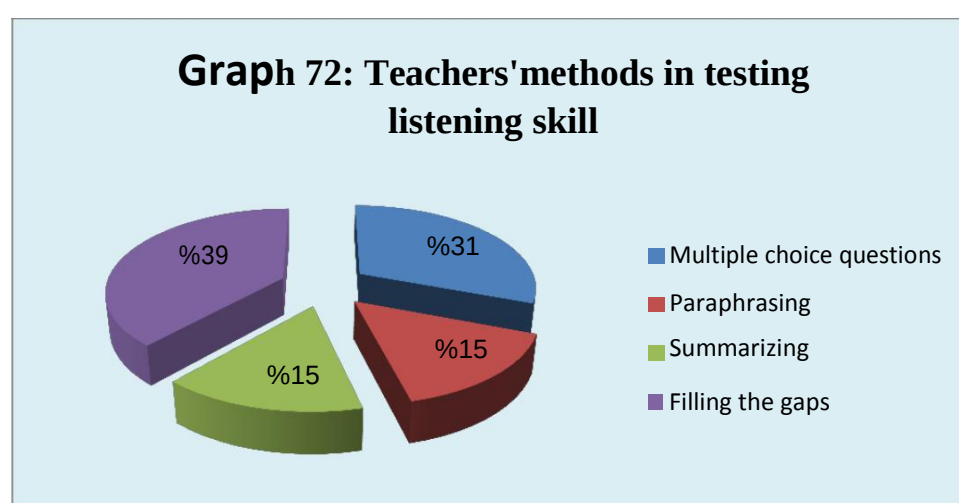
The results above in the table and graph show that 46% is the percentage for the teachers who declare that they use free talk in testing the speaking skill, while 31% of them declare that they use dialogue. 15% state that they use in testing the speaking skill report. Only 8% of the teachers choose interview to test the speaking skill of their students.

From the points of views of the teachers mainly they focus on free talk to test their students to give them the chance to speak freely and express them in the target language and use the dialogue to test them can be an effective technique to allow them to express and share their ideas with the others easily.

34. In testing the listening skill, do you use? (you may tick one answer)

options	Number	Percentage
a- Multiple choice questions	4	31%
b –Paraphrasing	2	15%
c-Summarizing	2	15%
d-Filling the gaps	5	39%
Total	60	100%

Table72:Teachers'ethods in testing listening skill

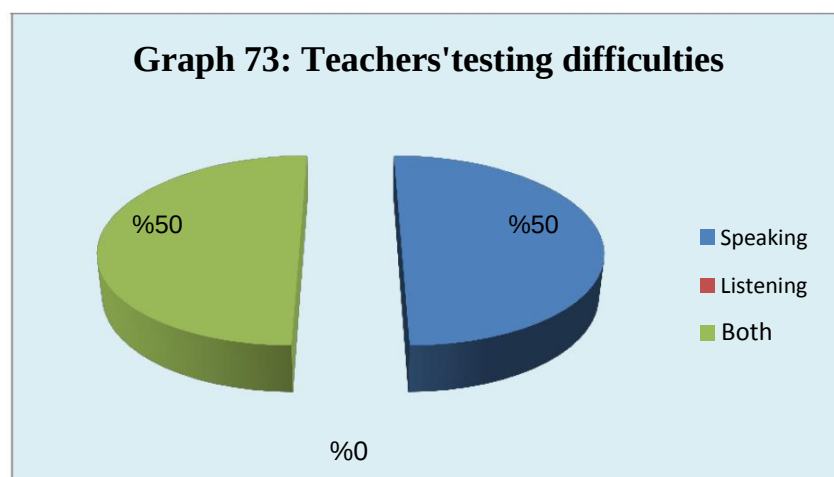


The table and the graph show that most teachers 39% use “multiple choice questions” as method in testing listening skill perhaps it help them more in testing and assessments.31% of them use the method “Filling the gaps” where teacher make student listen to passages then they fill the gaps by the missing words they listen. the same percentage 15% goes to “paraphrasing” and summarizing as methods to test the listening skill.

35. Do you find more difficulties in testing?

options	Number	Percentage
a-Speaking	3	50%
b-Listening	0	0%
c-Both	3	50%
Total	6	100%

Table 73:Teachers'testing difficulties

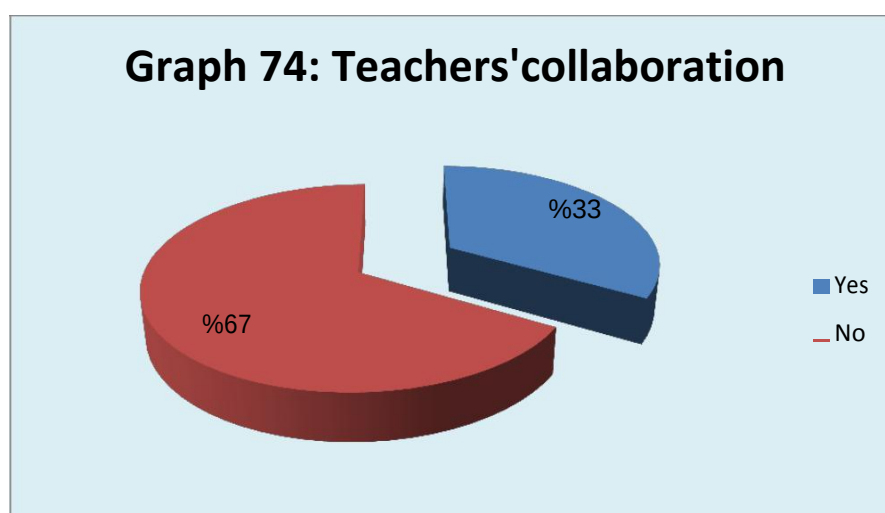


In this question we want to know which skill the teacher face more difficulties while testing. 50% of teachers claim that speaking is the most difficult skill to test maybe because of students' lack of grammar and vocabulary which hinder them to speak easily. the same proportion 50% of them state that they encounter problems in testing both skills listening and speaking perhaps students lack the ability to communicate their ideas due to the lack of practice listening and speaking .

36. Do you make exams in collaboration with colleagues?

options	Number	Percentage
a-yes	2	33%
b-No	4	67%
Total	60	100%

Table 74: Teachers' collaboration



The majority of the teachers 67% declared that they don't make exams in collaboration with their colleagues, the rest of the teachers 33% share an opposite view since they confirm that they make exams in collaboration with the colleagues.

37. On what basis do you divide the marking scheme?

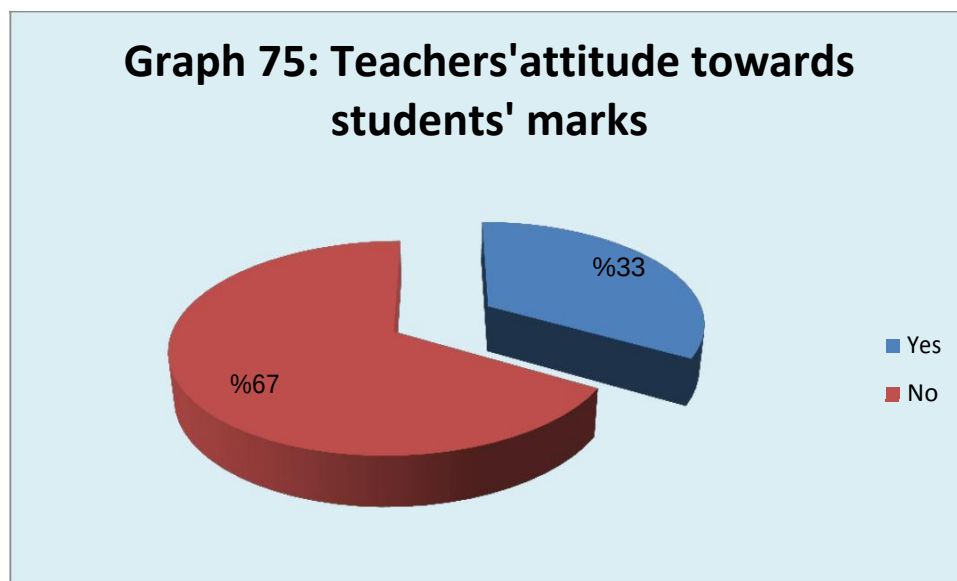
The questioned teachers gave some basis which they rely on when divide the marking scheme:

- Poems, fluency and content.
- Their language (grammar, fluency) and their performance.
- On the basis of articulation, pronunciation and fluency.
- On the topic (mastery of vocabulary and sound grammar).
- On the basis such as the content the assigned objectives and students creativity and presence.

38. Do you think that the marks obtained by the students reflect the real level of their proficiency?

options	Number	Percentage
a-yes	2	33%
b-No	4	67%
Total	6	100%

Table 75: Teachers 'attitude towards students' marks



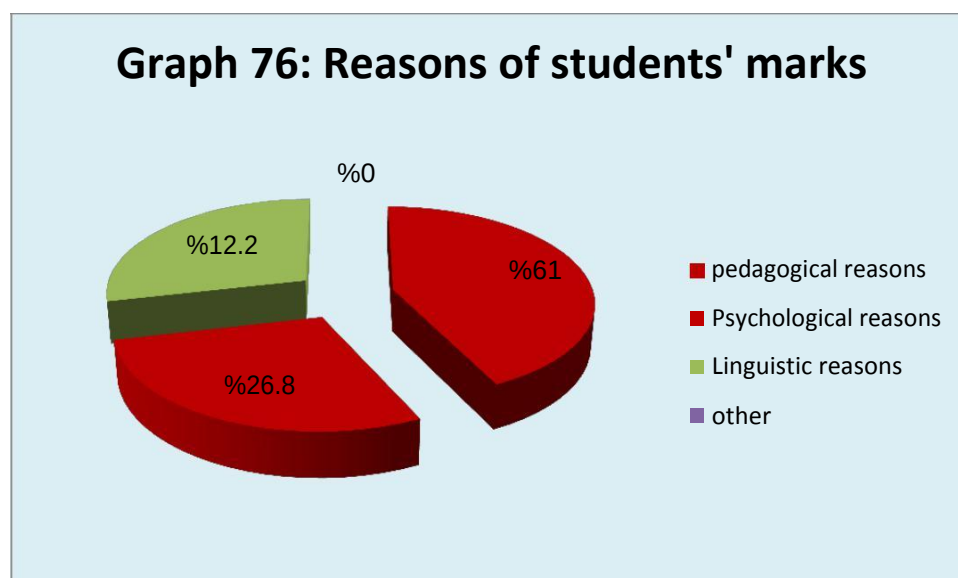
Again, the overwhelming majority of the teachers 67% think that the marks obtained by the students didn't reflect the real level of their proficiency, while the rest of them who represent

the percentage 37% share an opposite view they think that the marks obtained by the students reflect the real level of their proficiency.

39. If no, why? (You may tick more than one answer)

Options	Number	Percentage
a-Pedagogical reasons	3	26.8%
b-Psychological reasons	2	61%
c-Linguistic reasons	2	12.2%
Other	0	0%
Total	7	100%

Table 76; Reasons of students' marks



According to the statistics mentioned in the table and the graph above, the overwhelming percentage of the teachers think that the marks obtained by the students didn't reflect the real level of their proficiency may be due to psychological reasons, while 26,8% of them state that the problem behind that is because of the pedagogical reasons. The remaining percentage is for the linguistic reasons.

The previous question and the points of views of the teachers demonstrate that the marks obtained by the students didn't reflect the real level of their proficiency because of many difficulties faced by the students and the essential reason chosen by the teachers is due to psychological reasons such as shyness which has a negative effect on many students which make them silent all the time and can't even give their opinion on such task also lack of

confidence and inhibition and the linguistic reasons like lack of grammar and vocabulary are the main reasons that the students struggle in and lead them to obtain a weak mark.

The interpretation of the section IV (Testing):

The aim of this section which is the longest section, it contains 10 questions

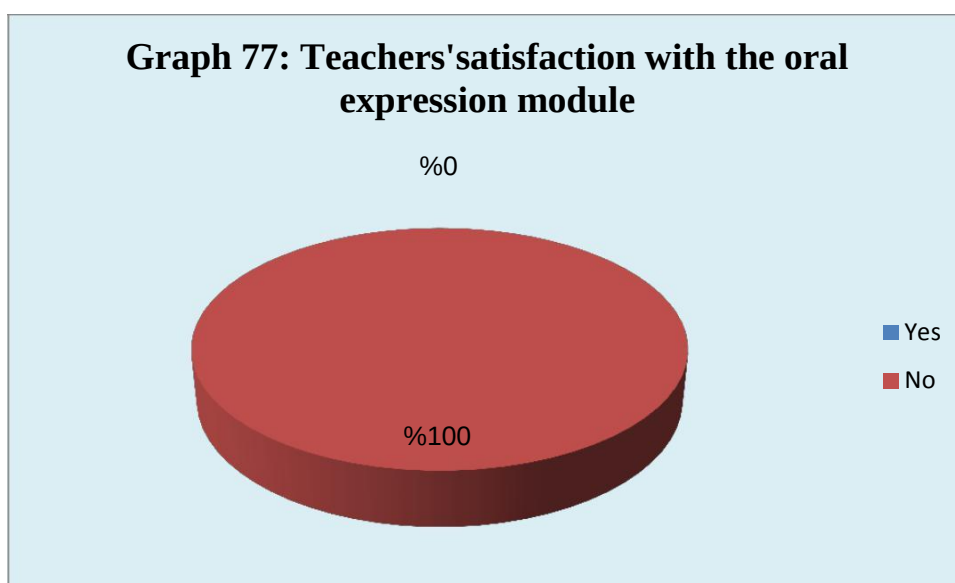
The analysis of the question 30 reveals that the teachers focus more on mastery of communication when it comes to test their students they examine them on how to speak, how they are able to use language and express their ideas and thoughts, also how they are able to share their ideas with others and debate with a little interest to accuracy and fluency. The analysis of the question 31 and 32 show that the teachers inform their students about the method of testing and they administer their tests to several objectives following a different type of tests like diagnostic test which aims at telling the students weaknesses also to find out if the teacher's objectives have been achieved. The analysis of the question 33 demonstrates that the teachers in speaking skill they concentrate on free speech and dialogue to examine their students on how they speak and articulate and express their thoughts..Moreover,, in the question 34 the teachers test their students in listening skill using a different way like filling the gaps and multiple choice questions. The analysis of the question 35 confirms that the students find difficulties in both skills listening and speaking either psychological problem or linguistic problems, the analysis of the question 36 clarifies that the majority of the teachers don't make exams in collaboration with the colleagues because every teacher has his own strategy in testing his students because he is considered as the only one who knows enough the level of the students. Moving to the question 37 which is an open question in which the questioned teachers asked to give their opinions about the basis that they rely on to decide the marking scheme, they have different points of view as it mentioned above (see question 37), from analysis of both question 38 and 39 we deduce that the majority of the teachers declared that the marks obtained by the students don't reflect their relationship level due to many reasons such as : the psychological reasons (inhibition, lack of motivation, lack of grammar), the linguistic reasons(lack of grammar and vocabulary), and the pedagogical reasons. Moreover the teachers asked to specify their answers if there are other difficulties faced by the students and the reasons provided are mentioned in the question 39.

Section V: Evaluation and Suggestions

40. Are you satisfied with the teaching of oral expression module in the English department?

options	Number	Percentage
a-Yes	0	0%
b-No	6	100%
Total	6	100%

Table77:Teachers'satisfaction with the oral expression module



As it noticed above in the graph and table, all the teachers confirmed that they are not satisfied with the teaching of the oral expression module in the English department.

41. If no, explain why?

The opinions of the teachers in the previous question demonstrated that all of them are not satisfied with the teaching of the oral expression module in the English department of M'sila University because several reasons which can be summarized as follows: -Time allotted to oral expression is not enough.

-Less exposure to language because of the shot time allotted.

-teachers need to be trained and evaluated, yet guided as well, the teachers need to collaborate with teachers to create a better.

-most of the students do not share the debate; do not make research to improve him.

42. What do you suggest to improve the oral Expression module?

In this question, the questioned teachers provided different suggestions to improve the oral expression module. The following are the main ones:

- students need lot of listening, lot of reading, practice in oral Presentations, dialogues, debates, discussion, they need more creative minds.
- Devoting more time to oral expression session and inviting native speakers to make exposure to the English language. Also, integrating other skills like reading and writing.
- Training courses to teachers and creating useful contests where students give speeches and get evaluated by a panel of chosen....
- A unified syllabus and time reconsideration.

Conclusions:

In this chapter we focused on the description and the analysis of the students' and teachers' questionnaire in order to confirm our hypotheses.

The different answers of our participants gave in the chapter provided an overview about the status of teaching and learning of the oral/aural skill and exposed about the problems that EFL teachers and learners face in the speaking and listening and their attitude toward those problems and activities that may help to overcome their problems.

GENERAL CONCLUSION

The work is based on “investigating of the Teaching/Learning of The Oral/Aural skills in the department of English at M’sila University. This dissertation was targeted toward providing a vivid picture about the teaching and learning of the two skills and aimed at detecting the difficulties that the third year students face; then proposed the alternative solutions and strategies to resolve these problems. Therefore; to answer our questions we used the descriptive method and in order to confirm our hypotheses; we submitted two questionnaires to both third year English students and teachers of the oral expression module at the Department of English at M’sila University.

In order to investigate the hypotheses of the research, we divided the study into three chapters. In the first chapter we indicated definition of the speaking skill from different perspectives, its importance and we explained the main characteristics of speaking that allow students to speak perfectly and mentioned its types. Furthermore, we clarified the basic strategies teachers and learners can use to overcome the teaching and teaching and learning difficulties. Finally; we revealed in EFL classes many students and teachers face difficulties due to any reasons and problems.

However; in the second chapter, we attempted to state the definition of the listening skill by different scholars, its importance, stages, types, processes and phases in addition to that, we highlighted on the strategies used by the teachers and learners to enhance the listening skill then we explained the most difficulties faced by EFL learners and teachers in listening skill. Overall; we demonstrated the relationship between listening and speaking.

The last chapter is the practical one; in this chapter we analyze the data gathering from the questionnaires that are devoted to students of third year students and the teachers of oral expression module; the tools were discussed and analyzed and the results obtained were interrupted in order to confirm our hypotheses.

Based on the obtained results from the questionnaires the hypotheses were improved. Concerning the first one, we hypothesized that there are plenty of teaching techniques used to enhance the oral/aural skills. The results illustrate that the majority of teachers and students use different strategies and techniques such as: free speech, debates and group work as most techniques used and preferred by teachers and learner. However, teachers need to use strategies to make learners more successful and creative and to create motivate atmosphere of learning.

The second hypothesis, the participants agreed that there were many difficulties EFL learners and teachers face in learning and teaching of the oral/aural skills including psychological problems such as: anxiety, inability to speak fluently, shyness, learners' fear of making mistakes. Also, linguistics problems like: lack of vocabulary and grammar, speed and delivery and unfamiliar vocabulary. In addition to, the insufficient time allotted to oral expression session and the lack of authentic materials.

Thus, the present study attempted to give a picture about teaching/learning of the oral/aural skills and to elucidate the reasons of EFL third year students' difficulties then to suggest the techniques that can cover these problems.

Suggestions and recommendations:

After analyzing the results of students' and teachers' questionnaire we would like to provide some suggestions to both learners and teachers. These suggestions and recommendations are summarized as follows:

- Students need lot of listening, lot of readings, practice in oral presentation, dialogue, debates and discussions, they need more creative minds.
- Devoting more time to oral expression sessions and inviting native speakers to make exposure to English language.
- Training courses to teachers and creating useful content.
- A unified syllabus and time reconsideration.
- The activities and the techniques used by the teachers should be different and varied in order to encourage students to use language and practice the two skills.
- Teachers should focus on both skills listening and speaking in oral expression course.
- Teaching /learning listening and speaking skills must base on the use of different kind of authentic materials.
- Students must practice speaking /listening regularly in order to enhance their level.
- Students' problems require help from teacher by motivating and encouraging them to learn and participate.
- Teachers should give opportunities for students to speak and to practice speaking in the class by reducing their talk time and increasing students' speaking time in the class.
- Students should be more aware about the importance of practicing the oral/aural skills.
- Students should speak and participate in the class to get rid of their shyness and lack of confidence.

REFERENCES

1. Abddaim, S. (2013). The effectiveness of using podcasts for developing learners' listening skills. Mohamad khieder university of Biskra .
2. Ahmadi, L.-M. L. (2017, March 20). An Analysis of Factors Influencing Learners' English Speaking Skill. *International journal of Research in English Education* .
3. ALEKSANDRZAK, M. (2011). Problems and challenges in teaching and learning speaking at advanced level. *GLOTTODIDACTICA* .
4. Ali Derakhshan, A. K. (2016). Developing EFL learner's Speaking Ability, Accuracy and Fluency. *Canadian Center of Science and Education* , 6 (2, 2016).
5. AlNakhalah, A. M. (2016). Problems and difficulties of Speaking That Encounter English Language students at Quds Open University. *International Journal of Humanities and Social Science Invention* , 5.
6. Alonso, s. (2011-2012). the importance of teaching listening and speaking skills. Rocio convocatoria de junio, Didactica de la lengua y la literatura facultad de educacion.
7. Arustamyan, R. (s.d.). The development of listening skills in the language learning process. *Yerevan state University* .
8. Bandar Mohammad Saeed Al-Sobhi, A. S. (2018). Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions. *International Journal of Education & Literacy Studies* , 6, 2, 3, 7.
9. Byrne, D. (1991). *Teaching Oral English*. . UK: Longman.
10. Cheung, Y. K. (2010, 08 28). The importance of teaching listening in the EFL classroom.
11. Firat Altay, E. S. Prospective EFL teachers' perceptions of listening comprehension problems in Turkey. *The Journal of international social research*, vol 7, 191.
12. Juhana, D. (2012). Psychological factors that hinder students from speaking in English class. *Journal of education and practice*, 3(12).
13. Hamoud, D. (2013). An investigation of listening comprehension problems encountered by Saudi students in the EFL listening classroom. *International journal of academic research in progressive education and development*, 2 (2).
14. Hasan, A. A. (2015). *the difficulties encountered by EFL students at the arab american university-Jenin*. Nablus; Palestine, An-Najah National university faculty of graduate studies.

15. Harmer, J. (2001). *How to Teach English*. England: Addison Wesley Longman Limited.
16. Hoshino, H. (2012). Developing Fluency in English Speaking For Japanese Learners. 35 (2 (2012)).
17. Hosni, S. A. (2014). Speaking Difficulties Encountered By Young EFL learners. International Journal On Studies In Englishlanguage And Literature , 2, 22,23,26.
18. Khan, A. S.-A. (2016). The Impact of Open Discussion Sessions On Enhancing the Oral Community Abilities of Saudi English Language Majors at Buraydah community College. 9 (6. 2016), 108-109.
19. Kusnierek, A. (2015). Developing Students' speaking skills through role-play. World Scientific News , 75-85.
20. Lakhneche, N. (2016). The role of listening sessions in improving English as Foreign language learners'speaking skill. Mohamed khaidar university of biskra.
21. Lura Anne Janusik. (2004). *Researching listening from the inside out:between conversational listening span and perceived communicative competence*. faculty of the graduate school of the university of maryland, college park.
22. MichealRost. (2002).Teaching and Researching listening. london, UK:langman
23. Me SatitSomjai, A. J. (2015, Jan-Feb). The use of debate technique to develop speaking abilities of grade ten students at Bodinch sing singhseni school. International Journal of Technical and Application .
24. NATION, P. (1989). IMPROVING SPEAKING FLUENCY. 17 (3), 373.
25. sabouri, A. p. (2016). Learners'listening comprehension difficulties in english learning: A literature review. *English Language Teaching*, 9 (6), 127.
26. Salas, M. R. (2005). GROUPING TECHNIQUE IN AN EFL CLASSROOM. 5.
27. Shen, Y. (2013). Balancing Accuracy AndFluency in In EnglishClassrom Teaching to Improve Chinese Non-English Majors' Oral English Ability. Theory and Practice in Language Studies , 3 (5).
28. Socheath, M. (nd). SIMPLE WAYS TO IMPROVE ENGLISH SPEAKING IN TEACHING AND LEARNING. 62-63.

29. Syomwene, A. (2016). Motivating Learners in Teaching and Learning of the English Language Curriculum in Schools in Kenya: The Teacher's Role. *International Journal of Education and Research* , 4 (2).
30. VALIMAREANU, E. (nd). *Speaking Strategies: Developing Communicative Skills in English*.
- zahira, S. s. (2014/2015). *Exploring EFL learners difficulties in the productive skills*. University of Tlemcen.

Appendices

The Students' Questionnaire

We would be grateful to you if answer the following questionnaire which aims at investigating the teaching/learning of the oral/aural skills at the level of the English department of M'sila university. Honesty and objectivity are highly required.

Section I: Learning needs and objectives

1-How important are the following English language skills for you? Please order them from one to four

- a) Listening to lectures
- b) Conversational English
- c) Reading texts aloud to improve pronunciation
- d) Making oral presentation

2. What goal do you want to achieve through the oral presentation? (you may tick more than one answer)

- a) To learn more vocabulary
- b) To improve the speaking skill
- c) To improve the listening skill
- d) To communicate

3-do you think that reading and writing help to develop speaking and listening?

- a) Yes
- b)No

4-Do the other modules promote your oral skill?

- a)Yes
- b)No

5-if yes, tick the appropriate one.(you my tick more than one)

- a) Grammar
- b) Phonetic

c) Linguistic

d) Written expression

e) Other, specify.....
.....
.....

SECTION II: Teaching/learning of the oral skill

6-Indicate the degree of importance given by your teacher to the following teaching techniques.(please order them according to importance from 1 to 4):

a) Free speech

b) Reports

c) Dialogues

d) Debates

e) Groups Work

f) Role play

g) Seminar paper

h) Other,
specify.....
.....

7-Which technique do you find more adequate?

a) Free speech

b) Reports

c) Dialogues

d) Debates

e) Groups Work

f) Role play

g) Seminar paper

h) Other,
specify.....
.....

8-How much does your teacher speak in class?

- a) More than the students
- b) the same as the students
- c) less than the students

9-How do you find your teacher's pronunciation?

- a) Clear
- b) Fairly clear
- c) Not clear

10-Does your teacher use the native language in class?

- a)Yes
- b)No

11-if yes, do you find it beneficial?

- a)Yes
- b)No

12-Do you find your teacher (you may tick more than one answer)

- a) Helpful
- b) a little helpful
- c) Not helpful
- d) Stimulating
- e) Fairly stimulating
- f) not stimulating

13-How often do you speak English in class?

- a) Frequently

b) Sometimes

c) Never

14-While speaking, do you pay attention? (You may tick more than one answer)

a) Accuracy

b) Fluently

c) The content

15-Does your teacher correct your mistakes?

a)Yes

b)No

16-If yes, how often?

a) Always

b) Often

c) Sometime

d) Rarely

e)Never

17-Do you like to be corrected by your teacher?

a)Yes

b)No

18-if yes, when do you like to be corrected?

a) While speaking

b) After speaking

19-Do you think that the time allotted to oral sessions is sufficient?

a)Yes

b) No

c) I, don't know

20-If "no", how much hours do you need per week?

- a) 4&1/2 hrs
- b) 6hrs

21-Which aids do you find more appropriate?

- a) Audible
- b) Visual
- c) Audiovisual
- d) all of them

22-How much do you use the dictionary in class?

- a) Frequently
- b) Sometime
- c) Never

Section III: Testing the oral skill?

23-Does your teacher inform you about the method of testing?

- a)Yes
- b)No

24-If no, do you want him/her to do so?

- a)Yes
- b)No

25-do you find more difficulties in?

- a) oral exam
- b) Comprehension exam
- c) all of them

26-While testing, does your pay more attention to?(you may tick more than one questions) a) accuracy

- b) fluency**
- c) communication**
- d) all of them**

72-Which method does your teacher focus on in testing the speaking skill?

- a) Interview**
- b) Free talk**
- c) Report**
- d) Dialogue**

28-which one do you prefer?

- a) Interview**
- b) Free talk**
- c) Report**
- d) Dialogue**

29-Which method does your teacher focus on in testing the listening skill?

- a) Make the students listen to dialogue and ask them Multiple Questions**
- b) Paraphrasing**
- c) Summarizing**
- d) Filling the gaps**

30-Do you think that the marks you get reflect the real level of your oral proficiency)

- a)Yes**
- b)No**

31-If No, Why? (You may tick more than one answer)

- a) Pedagogical reasons**
- b) Psychological reasons**
- c) Linguistic reasons**

32- Does the test?

- a) Motivate you**
- b) Discourage you**
- c) Inform you about you weaknesses**

33-Do you want to be evaluated on the basis of?

- a) Your participant in the class during the Whole year**
- b) Your work in the Exam**
- c) Both**

Section IV: Students' difficulties

34- Do you find difficulties in?

- a) Oral skills**
- b) Aural skills**
- c) Both**

35-What difficulties do you face while speaking?

- a) Pronunciation**
- b) Vocabulary**
- c) Grammar**
- d) Inability to speak fluently**

36-In listening to english, which aspects you consider difficult? Is it

- a) Pronunciation**
- b) Unfamiliar vocabulary**
- c) Speed and delivery**
- d) Cultural**
- aspects e)other**

37-Which of the following options hinder your learning? (you may tick more than one answer)

- a) Difficult content of the course
- b) Non-motivating method
- c) Over crowded classes
- d) The teacher is not sufficiently interactive with the students
- e) Other,specify.....

38-Are you satisfied with your oral/Aural performance?

- a) Satisfied
- b) Fairly satisfied
- c) Very satisfied
- d) Not satisfied

39-Are you satisfied with the oral expression course?

- a)Yes
- b)No

40.If,no,why.....
.....

41.What do you suggest to improve it?

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

The Teachers' Questionnaire:

We would be grateful to you if answer the following questionnaire which aims at investigating the teaching/learning of the oral/aural skills at the level of the English department of M'sila university. Honesty and objectivity are highly required.

1. Objectives

1. How long have you been teaching the Oral Expression module?

.....

2. Do you have an official syllabus?

a) Yes

b) No

3. If yes, do you find it

a) Helpful

b) Unhelpful

4.If no, do you develop your own program?

a)Yes

b)No

5.If yes, on what basis do you develop it? (you can tick more than one option)

a) According to the students 'need

b) According to the availability of the material

c) According to your objectives

d) Other, please

specify.....

.....

6.Do you assign objectives to your to your course?

a)Yes

b) No

7.If yes, which the following objectives do you want to achieve?(you may tick more than one answer)

a) Mastery of communication

b) To improve the speaking skill

c) To improve the listening skill

d) Other, please

specify.....
.....

8.How important are the following English language skills for students?

a) Listening to lecture

b) Making oral presentation in class

c) Reading texts to improve pronunciation

d) Conversational English

2. Materials

9. Which of the following materials do you use (you may tick more than one answer)

a) Language lab

b) TV room

c) Radio

d) Computer

10. Which aids do you find more appropriate to promote the students 'oral proficiency?
(Please order them from 1 to 3)

a) Audible

b) Visual

c) Audi-visual

d) all of them

3. Teaching

11. On which one of the following skills do you focus more?

- a) Oral skills
- b) Aural skills
- c) Both

12. Which the following teaching techniques do you follow? (you may tick more than one answer

- a) Free speech
- b) Reports
- c) Dialogues
- d) Debates
- e) Group work
- f) Role play
- g) Other. Please,

specify,.....
.....

13. In class, do you speak?

- a) As much as possible
- b) When necessary
- c) Rarely

14. Do you see any effective influence of the other modules on the performance of the students?

- a) Yes
- b) No

15. If yes, which of the following modules do you find more influential a) Grammar

- b) Phonetics
- c) Linguistics
- d) Written expression
- e) Other, please

specify.....
.....

16. While speaking, your students pay more attention to:

- a) Accuracy
- b) Accuracy
- c) Content

17. When your students speak, do you correct them?

- a) Always
- c) Sometime
- c) Never

18. What do you correct?

- a) Grammatical error
- b) Vocabulary
- c) Pronunciation
- d) Coherence

19. When do you correct them?

- a) While speaking
- b) After speaking

4. Teachers 'collaboration

20. Is there any collaboration between you and the other oral expression

teachers? a)Yes

b) No

5. Time

21. Do you think that the time allotted to oral course is sufficient?

a) Yes

b) No

22. If no, how many hours do you suggest per week?

a) 4&1/2 hrs

b) 6hrs

23. Do you want to the oral course to be taught during

Master? a)Yes

b)No

24. If yes, why? (You can tick more than one answer)

a) Not enough practice in the speaking

b) Not enough practice in the listening

c) Non achievement of objectives

Section II: Students' level

25. In general, are you satisfied with the students' oral

performance? a)Yes

b)No

26. Do you find the students' level?

a) High

b) Average

c) Low

27. If the answer is low, what it due to? (You may tick more than one answer)

a) Lack of motivation

b) Overcrowded classes

c) Not enough practice

d) Other, please

specify.....
.....

Section III: Difficulties in the teaching process

28. What are the difficulties that hinder the fulfillment of your teaching objectives?
(you may tick more than one answer)

a) The time allotted to oral expression

b) Lack of training in teaching the oral expression

c) Lack of clearly defined syllabus and specialized textbook

d) Lack of motivation

e) Overcrowded classes

f) Other, please

specify.....
.....

29. What are the difficulties that hinder your students' oral proficiency?

.....
.....

Section IV: Testing

30. On what basis do you test your students?

a) Accuracy

b) Fluency

c) Mastery of communication

31. Do you inform your students about the method of testing?

a) Yes

b) No

32. Do you administer tests to : 5you may tick more than one answer)

- a) Evaluate your students' proficiency**
- b) Diagnose the students' weaknesses**
- c) Evaluate your teaching**
- d) Find out your objectives have been achieved**
- e) Give grades**
- f) All of them**

33. in testing the speaking skill, do you use? (You may tick more than one answer)

- a) Interview**
- b) Free speech**
- c) Report**
- d) Dialogue**

34. In testing the listening skill, do you use? (you may tick one answer)

- a) Multiple choice questions**
- b) Paraphrasing**
- c) Summarizing**
- d) Filling the gaps**

35. Do you find more difficulties in testing?

- a) Speaking**
- b) Listening**
- C) Both**

36. Do you make exams in collaboration with colleagues?

- a) Yes**

b) No

37. On what basis do you divide the marking scheme?

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

38. Do you think that the marks obtained by the students reflect the real level of their proficiency?

a) Yes

b) No

39. If no, why? (You may tick more than one answer)

a) Pedagogical reasons

b) Psychological reasons

c) Linguistic reasons

d) Other, please

specify.....
.....Sect

ion V: Evaluation and Suggestions

40. Are you satisfied with the teaching of oral expression module in the English department?

a) Yes

b) No

41. If no, explain

why?.....

42. What do you suggest to improve the oral Expression module?

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

الملخص

تبحث هذه الدراسة في تدريس /تعلم المهارات الشفوية/السمعية بقسم اللغة الانجليزية في جامعة المسيلة، إذ تحاول القاء الضوء على الوضع الحالي لتدريس /تعلم كلتا المهارتين. تهدف الدراسة الى تحديد الاستراتيجيات المختلفة التي تستخدم من قبل المعلمين والمتعلمين من أجل تحسين مهارات التحدث والاستماع. تحاول المذكرة أيضا اظهار الصعوبات الرئيسية التي تواجه كل من متعلمي ومعلمي اللغة الانجليزية اثناء تعلم وتعليم مهارات التحدث والاستماع، تم استخدام المنهج الوصفي المرتكز على اثنين من أدوات البيانات. وقد تم إجراء الاستبيان على(60) طالبا من السنة الثالثة في برنامج ال ل. م. د لامتلاكهم خبرة ومعرفة أكثر في تعلم المهارتين طوال السنوات الثلاث. الى جانب هذا، تم إعطاء الاستبيان الى ستة من أساتذة مادة التعبير الشفهي للتحقيق حول الآراء المختلفة حول تدريس /تعلم المهارات الشفوية /السمعية.

أظهرت النتائج أن معظم طلبة وأساتذة مادة اللغة الانجليزية كمادة أجنبية واجهوا صعوبات في حصص مادة التعبير الشفهي بسبب مشاكل نفسية (القلق، قلة الحافز، الخوف، الخجل)؛ مشاكل لغوية(نقص المفردات، قلة المعرفة بالقواعد النحوية).، ومشاكل تربوية كالوقت المحدود الذي يتم تخصيصه لمادة التعبير الشفهي وكذلك نقص لواز م تعليم وتعلم المهارات الشفوية/السمعية.

كما أظهرت الدراسة أيضا الأساليب والاستراتيجيات التي يمكن استخدامها من قبل متعلمي ومعلمي اللغة الانجليزية للتغلب على مشاكلهم مثل: حرية التعبير، العمل الجماعي.

تستند جميع هذه النتائج على الجزء النظري الذي يتكون من فصلين: الأول يتعلق بمهارة التحدث و جوانبها الرئيسية، الفصل الثاني يتمحور حول مهارة الاستماع، بالإضافة الى ذلك، يناقش الجزء العملي الذي يتضمن فصلا وحدا تحليل ونتائج الاستبيان الخاص بكل من المدرسين والطلاب. في آخر هذه الدراسة تم تقديم بعض الاقتراحات لتحسين تعليم /تعلم كلتا المهارتين.

الكلمات المفتاحية: المهارات الشفوية، المهارات السمعية.