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**An investigation into EFL Students'  
Difficulties in Speaking Skill. A Case Study of  
Second Year Students at Mohamed Boudiaf  
University of M'sila**

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

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## **Dedication**

I dedicate this research to the most precious persons I have ever known

To my dearest parents who support me every moment

To my husband who gave me love and encouragement to be strong to complete this work

To all my teachers

To my sisters; Ghania, Zohra, Siham, Nadia, Saida, and Sabrina

To my brothers; Soufiane, Ahmed, Ibrahim

To my nephews; Ossama, Moussa, Souheib, Abd Alnour, Youcef, Adam, Ishak, and  
Mohammed

To my beautiful nieces; Abrar, Soundos, Mouna, Hiba, Ritaj, Sirine, Inas, Imane, and  
Bouchra

To my lovely friends; Imane, Najwa, Hafidha, Ahlam, Kawthar, Djawhara, Imane, Jahida,  
and Rima

**Miss. Amina YAHI**

## DEDICATION

I dedicate this study :

to my mother , the strong and the gentle soul who taught me to trust to Allah ,I could never have my work without her prays ,support , faith ,and encouragement .Thank you for teaching me how to believe in myself and my dreams , thank you for your support that giuves me the power in my life.

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## ABSTRACT

The overall aim of this descriptive study is to investigate some hitches that influence EFL second year EFL students in speaking skill and to propose some activities that may be helpful to overcome them. The study took place at the department of English, at Mohammed Boudiaf university of M'sila. Out of 120 students, our sample of 40 students was randomly selected. We attempt to diagnose the most common speaking difficulties, besides to suggest some recommendations to overcome their problems and promote their ability in speaking. The obtained data of both questionnaires revealed that fear of making grammatical and pronunciation mistakes, lack of self-confidence, lack of motivation and lack of comfort, shyness, and anxiety were the most common obstacles that hinder the students from developing their speaking proficiency. To overcome those hindrances, we proposed some techniques, strategies, and activities that EFL students need to promote their capacity in speaking skill; most students need to be motivated to be more confident to take part in the classroom through creating an active, pleasant supportive classroom atmosphere where teachers should be selective when choosing the appropriate strategies to improve their students' skill providing them with positive feedback avoiding negative criticism since positive feedback rises the sense of learning and practice in learners and boosts their motivation and fosters their speaking skill. This study stays open for future research, for instance, an experiment on speaking difficulties and the effects of strategies and activities on students' speaking proficiency.

**key words:** speaking skill, speaking difficulties, grammatical mistakes, strategies

## **LIST OF ACRONYMS**

**EFL**: English as Foreign Language

**LMD**: License Master Doctorate

**L1** : First Language

**L2** : Second Language

**Ma** : Master , magister

**Q** : Question

**PhD** : Doctorate of Philosophy

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# **GENERAL INTRODUCTION**

## **Introduction**

Learning foreign languages becomes a fundamental requirement for success in today's world, it makes the learners effective communicators, listeners, writers, and readers since they can distinguish the meaning of what they learn. Speaking is one of the four language skills that is frequently used. River (1981) noted that it is “ used twice as much as reading and writing in our communication” . It is the means through which learners use language to achieve certain goals and to express their ideas and emotions, as to be a fluent speaker or to understand and learn more about culture, language, and society. Speaking is an important skill in any foreign language learning that students want to master, it is a process of constructing and sharing meaning through words and symbols in many different situations. Learning to speak English need more than understanding grammatical and semantic rules, but also knowledge of how native speakers use language when speaking. Florez (1999, p.1) defined speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information, its form, and meaning are independent on the context which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking.

Despite several years of instruction and their motive to learn the foreign language, there are many difficulties which students face in practicing speaking. One of them is related to psychological and social factors like lack of self-confidence, fear of being ridiculed, shyness, and lack of motivation. The other difficulty can be linked to teachers who deal with learners, or to learners themselves. The third one can be related to the environment of teaching and learning. Hence, teaching speaking skill can be the most difficult skill due to the aim of empowering learners' language use that is the goal of teaching speaking.

In EFL oral classes, it is important to develop students' speaking skill through using some methods and techniques to encourage learners and foster their speaking skill. Since the study is concerned with speaking skill, it is devoted to focus on and investigate some major students' speaking difficulties, and to suggest some techniques or strategies that overcome such hindrances and so promote students' speaking skill. Studies in this field help teachers know more about the difficulties that they may face with their students, and about up-to-date ways to overcome it in the foreign language classroom.

## 1. Background of the Study

Speaking is an interactive process of building meanings that involves producing, receiving and processing information to achieve different purposes. Hosni (2014, p.22) defined speaking as the active use of language to express meaning, and the medium through which a new language is encountered, understood, practiced, and learned. Hence, ideas are expressed, relationships are maintained, and proficiency in speaking is increased, so speaking skill should be mastered. She stated that no matter students know about English language, they still face many speaking difficulties such as linguistic difficulties, mother tongue use, and inhibition; whereas, five main factors that contribute to the existence of these speaking difficulties are: teachers' perceptions and tacit beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations.(ibid, p.28)

In fact, there are many students who still face difficulties in speaking due to different reasons. Much has been written about this issue, Brown and Yule (1983) stated that “ to talk in the foreign language is often considered to be one of the most difficult aspects of language learning for the teacher to help the students with”(p.25). Bygate (1987, p.3) pointed out that one of the basic problems in foreign language teaching is to prepare learners to be able to use the language. He added that speaking is a demanding task for language teachers to provide sufficient input for students to be competent speakers of English. That is, learning to speak a foreign language can be a challenge. According to a website article entitled “ difficulties for learners”, the problems students encounter while learning or using English as a foreign language result from the extent to which their native language differs from English, and this may be a serious problem for some learners. Shumin (2002) noted, “ the affective factors related to L2 or foreign language learning are emotions, self-esteem, empathy, anxiety, and motivation” (p.206). He argued that speaking a foreign language in public especially in the presence of native speakers often provokes anxiety. Oxford(1990, p.140) indicated that the affective side of the learner is probably one of the most important influences on language learning success or failure.

Jaining (2007) stated that in order for students to avoid being ridiculed they tend to be reluctant to interact in the class, he explained: “there is the various circle; the less they speak the less they improve their speaking skills, and the more they are afraid of speaking”. He contended that the classroom atmosphere on language learning and on

speaking courses is obvious. A jovial atmosphere boosts communications, while an apprehensive and tense atmosphere resulting from number of circumstances gives rise to communication barriers. Most learners face difficulties such as lack of confidence, shyness, and silence that hinder communication. They often make mistakes because they might have many ideas to convey but the difficulties make it hard for them to use English to transfer what they have in mind. Ur (1991, p.121) presented these problems in the following points :

- Inhibition: learners are inhibited about trying to say things in the foreign language in the classroom, worried about making mistakes, fearful of criticism or shy of the attention that their speech attracts.
- Having nothing to say: even if they are not inhibited some learners complain that they cannot think of something to say, no motive to express themselves.
- Low or uneven participation: only one participant can talk at a time if he/she is heard, but in a large group may be resulted in having only very little time to each one to speak, this problem is made by the tendency of some learners to dominate, while others speak very little or not at all.
- Mother tongue use: in classes when learners share the same mother tongue they would use it because it seems easier to them and because they feel that it is unnatural to speak to one another in a foreign language.

Howarth (2006) discussed the problems which face teachers who try to increase oral interaction among learners, the first problem is learners resistance. Learners in monolingual classes may feel that group and pair work are not authentic and that it is unnatural to speak a language with partners who speak the same L1. The second problem is self-consciousness when students feel nervous and embarrassed when asked to speak in English. He pointed out the fact of the difficulty of monitoring large classes where pair or group work is utilized and to the associated risk of noise, bad behavior and the use of mother tongue. He identifies two further factors that are applied in his classroom: lack of motivation in which if learners do not want to speak they will not. And insufficient language since if they do not have enough English, it will be difficult for them to interact.

Speaking represents a challenge for some foreign language learners, Bygate(2009, p.401) stated that speaking is not an easy part of language learning, it is a different kind of engagement with the foreign language, and hence requires different kinds of learning

activity. Ur ( ibid ) and Howarth ( ibid ) discussed the problems which students encounter in speaking and give some solutions in order to deal with problems successfully and enhance learners' speaking skill. Ur (ibid) suggested that teachers could employ group work in order to increase learners talk and to lower the inhibition of learners who are unwilling to speak in front of the whole class. He added that teachers should make a careful choice of topics and tasks to stimulate interest to more motivated participants and base activity on easy language to help students to speak fluently with the minimum of hesitation. He referred to the importance of giving instruction or training about participation. Ur stated, “ the most important point teacher should use is to keep students speaking the target language by reminding them to do so and modeling the language use” (p.121-122). Hence, students will be successful in learning a foreign language.

Teachers must help students to enhance their speaking skill by improving their grammar, enriching their vocabulary, and managing interactions in terms of who says what, to whom, when, and about what. Nunan(1999, cited in Alnakhalah, 2016, p.96). In addition, El Sagheer (2001) mentioned that every opportunity for speaking in the classroom should be taken by trying to communicate in order students will realize their needs for language. Nunan(1999, cited in Juhana, 2012, p.103) argued that success in learning language is measured in terms of the ability to carry out a conversation in the target language. Therefore, speaking is a primacy for most English learners. Speaking instructions that help learners acquire EFL speaking skill in a spontaneous and natural way are important; if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make English language classroom dynamic place.

Teaching English as a foreign language is an interactive process that includes active participation of both teachers and learners where both maintain some strategies that should be more than a system of rules. Teachers look for new techniques by which they can motivate learners, it would be difficult for them to select the needed strategies because it cannot be considered that all the attainable strategies can be used in each classroom.

Being students at the Department of English, we passed through speaking experiences and we faced many difficulties when we tried to speak good or correct English such as shyness and lack of motivation. So, we would try to investigate more about speaking

difficulties and to propose some strategies that may overcome such hindrances among students.

## **2. Statement of the Problem**

Communication is regarded as the main objectives of learning foreign language; however, there are some factors which hinder the students' oral production, one of them is their difficulty in finding the words to express their ideas, the second is their fear of doing mistakes because of their shyness and anxiety, the third is their limited desire to speak since the classroom seems the primary place to some learners to use English. The role of teachers is to create a pleasant supportive atmosphere to encourage students to speak and produce more language. Yet, teaching speaking is undervalued, and some teachers continue to teach speaking just as repetition of drills or memorization of dialogues which causes many difficulties; many students are less motivated. Very often, they are blocked, they rarely interact in the classroom, so their speaking skill will not be improved. This situation attracts our attention to identify the most common speaking difficulties that second-year EFL English students at Mohamed Boudiaf Msila University face, and so try to propose some activities, and strategies that may help teachers to overcome the hardship and foster students' speaking skill.

## **3. Research questions**

- 1- What are the major reasons behind speaking difficulties that second-year EFL students at M'sila University face?
- 2- Are there some solutions or strategies that could be taken to overcome those hindrances and to improve learners' speaking skill?

## **4. . Aim of the Study**

The improvement in language learning refers to the teaching methods teachers use. Speaking is one of the four skills which have the most fun and rewarding parts of learning that should be mastered. Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place. So, this study aims mainly at:

- 1- Diagnosing the reasons which bring students to be less effective speakers and the factors that hinder improving speaking skill.
- 2- Investigating the most common problems and difficulties second-year EFL students face.
- 3- Proposing some strategies that may help in overcoming the hindrances of second year EFL learners' speaking skill.

## **5. Assumptions**

On the basis of what has been said before, we assume that:

- 1- Students' psychological factors play a great role in speaking difficulties that English students encounter such as lack of confidence, shyness, lack of motivation, anxiety, and fear of making mistakes that hinder speaking skill.
- 2- One of the main reasons behind students' failure to improve their speaking is the ways and techniques teachers use for teaching the skill. Thus, we may assume that teachers play an important role in solving speaking difficulties by creating a pleasant supportive atmosphere in the classroom, providing students with positive feedback, and promoting interaction using different activities. Hence, their speaking skill would be improved.

## **6. Research methodology**

### **a- Choice of the method**

In this research, we used the descriptive method, it is one of which information is collected without changing the environment, it represents an attempt to provide accurate description or picture of a particular situation or phenomenon. This method attempts to identify variables and to involve the collection of data in order to test the hypothesis or to answer questions concerning the study. It seems the appropriate method since our study is to investigate the most common difficulties in speaking skill.

### **6.2. Data collection tools**

Concerning data collection tools, the questionnaire is used as an appropriate tool to achieve more reliable and comprehensive view. Two main questionnaires are designed: one is directed to oral expression teachers who we think provided us with reliable answers and also to know their views, challenges, and their strategies in the process of teaching speaking skill. The second questionnaire is designed to second-year LMD students, it aims

to investigate students' awareness about their speaking hindrances, the causes, and consequences of those difficulties.

### **6.3. Population and sampling**

This study took place at Mohammed Boudiaf University of M'Sila at the department of English. Forty second year LMD students among 120 of the target population will constitute our sample and five Oral Expression teachers, a secondary sample, also participated in answering the questionnaire for giving extra information about the issue.

#### **b- Limitations of the study**

Although this research was carefully prepared and reached its aims, we faced some limitations. First, we have not enough time to conduct such interesting topic. It would be better if it was done in a longer time. Second, because of the time constraints, we adopted only questionnaires as a tool for our descriptive study. Third, the participants' sample was a group of second year EFL students from the department of English at M'sila University in which the generalization of the results was obstructed.

#### **c- Organisation of the study**

This study is divided into two main parts, a theoretical part which includes two chapters that are considered as literature review and a practical part which is devoted to the analysis and interpretation of results.

The first chapter is a general overview of speaking skill, it deals with some definition of speaking skill, after that it describes the relationship between speaking and the other related skills: listening and writing. Finally, it mentions some factors that hinder learners' speaking proficiency as lack of motivation, lack of confidence, and fear of making mistakes, deficient vocabulary, and poor listening practice. In addition, it presents some strategies and activities to foster students' speaking skill in the process of teaching.

The second chapter deals with the practical part of the study, it tackles the aims of the teachers' and students' questionnaire their descriptions and their analysis. These questionnaires are used to get reliable data and to test the hypothesis.

## **9. Significance of the Study**

Speaking skill is an essential skill learners should improve. Since the classroom seems to be the primary place where foreign learners use English to communicate they encounter some difficulties which prevent them to speak spontaneously. It is important for both teachers and learners to be aware of the speaking difficulties of English language and strategies that empower speaking skill. This study is important for learners and teachers since it would shed light on the most common speaking difficulties raised by students and would propose some strategies that could be used in language classroom in order to foster students' speaking skill. With the use of the appropriate strategies in the foreign language classroom, teaching speaking would become easier and learners would feel motivated in speaking a foreign language.

**CHAPTER ONE:  
A GENERAL  
OVERVIEW ON  
SPEAKING SKILL**

## **Introduction**

Language is considered as a means of communication in the different daily activities. In any learning language, there are four aspects which students desired to master; speaking, listening, reading, and writing skill for different purposes. For teachers, one of the purposes of teaching is to make learners with strong large vocabulary, and well grammar. However, students may face some difficulties in using English to express their ideas, or what they want to transfer. Hence, speaking is one of the important elements in language learning as well as teaching that attention should be given to finding out ways to improve such skill.

The ability to speak a foreign language is a necessity according to the different objectives and motives of learning and using the language. Giving English the name of international language of communication means the importance of the need to speak and interact in various situations. Despite the importance of speaking, a great number of students did not achieve the objective of being able to speak proficiently. In the present three sections of this literature review chapter, we define speaking, examine the most common difficulties faced by the learners, and identify some strategies and activities that overcome the hindrances and promote speaking skill.

### **SECTION ONE: SPEAKING SKILL**

#### **1. Definitions of Speaking**

Regarding speaking as one of the most essential skill that should be acquired and assessed in oral communication, McDonough and Shaw(2013, p.157) defined speaking as the skill that enable people to produce utterances when communicating to attain various purposes with a particular end that may involve expressing ideas, wishes or opinions, solving problems, or establishing and maintaining relationships. So, it is an interactive process of building utterances to transfer meanings that include producing and receiving. For Beygate (1987, p.vii) “speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. Our learners of ten need to be able to speak with confidence in order to carry out many of their most basic transactions”.

Speaking is a productive skill in an oral mode that involves more than producing words or learning grammar. Brown and Yule (1983, p.14) stated that speaking is to express the

needs, request, information, service...etc, they believed that many language learners consider speaking as the criteria for language knowledge, and the fluency as the ability to communicate with others. Another definition is given by Florez(1999) that speaking is a two-way process which involves true ideas, information or feelings. Furthermore, bygate(1987, p.3) identified two major aspects of speaking that should be considered; knowledge of the language, and the skill in using this knowledge with the ability to use this knowledge in different situations. He said “speaking in a second language involves the development of a particular type of communication skill, and oral language because of its circumstances of production, tends from language in its typical grammatical, lexical, and discourse pattern” (p.14)

Therefore, it is insufficient for foreign language learners to be aware of the form of sentences, grammatical rules, and certain vocabulary related to a particular topic, but also be capable to form sentences and set their contributions in the immediate situations.

Speaking is the means of oral communication that makes humans unique among the rest of creatures. Different definitions from different angles were given to speaking, as a skill, as a physical, cognitive, and psychological process.

#### **a- As a physical process**

Speaking is a complicated process, it is the sending of desired messages to others with vocal organs produced by complicated operations in the brain. Kurudayioglu (2011, p.224) stated that the physical dimension of speaking is mostly about sound which is the vibration made by the air that comes from the lungs hearable by the ears. He identified speaking as a unity of sound and producing sounds. Producing a sound is formed by the flow of the air which is taken into the lungs and goes through abdomen, diaphragm, chest, chest-bone, trachea, vocal cords and mouth. The organs that allow the production of speech sounds are vocal organs that can be seen in three stages: aspiration, sounding, and articulation.

“ While speaking, the breath goes out by hitting these organs: lungs, trachea, larynx, vocal cords, uvula, cavity, nasal cavity, nasal passage, palate, gums, teeth, tongue and lips...these organs must work in a harmony to create speaking” Kurudayioglu (2011, p.225).

For Luoma (2004, p.9-10) speaking can be an obvious image of speakers. Whereas speed, pausing, variations in pitch and intonation may create the texture of utterances that

encourage what they want to say. Pronunciation plays an important role when people tend to judge whether the speaker has native or non-native status.

### **b- As a cognitive and psychological process**

According to Liu and Fan(2014, p.699), the process of speaking refers to the psychological process that the speaker produces one utterance and the hearer understands it. This process is involved in two major aspects which are monitoring function of attention in speech production that can have the speaker discover speech mistakes, and self-repairing is the explicit manifestation of it, while the second aspect is the leading and distribution for language users' attention, this attention can be influenced by language factors either increase the language users' attention distribution or decrease it. These factors are accent, intonation, frequency, tone, and gestures in the different parts of language expression.

## **2.Speaking as a competence**

Being competent in speaking, learners should be able to express themselves fluently and appropriately using correct pronunciation, vocabulary, and grammar. The proficiency in speaking demands three competencies: knowledge of the language, oral competence, and interaction competence.

### **2.1. Language knowledge**

It is important for foreign learners to acquire vocabulary, pronunciation, and grammar or what is called linguistic competence that includes the use of intelligible pronunciation, producing the sounds, stress patterns, rhythmic structure and intonation; following grammar structure accurately, and using vocabulary that is relevant, adequate and appropriate for the audience, discussed topic, and speech setting. Scarcella and Oxford(1992, p.141) claimed that “ grammatical competence is an umbrella concept that includes increasing expertise in morphology, syntax, vocabulary, and mechanics with the attention to speaking. Words mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress”.

### **2.2.Oral competence**

Oral communication is a two-way process between speaker and listener. Bygate(1991) defined oral competence as the ability to form abstract sentences, produced, and

adapted to the moment of speaking circumstances. Besides linguistic knowledge, students need to realize that speaking need others skills which called “motor receptive skills” Bygate(1987) noted that “motor receptive skills involves perceiving, recalling and articulating in the correct order sounds and structure of language”(p.5-8), for him( ibid) speaking is based on motor-perceptive skills and interaction skills.

### **2.3.Interaction competence**

Good speakers are capable to predict, produce the expected patterns of specific discourse situation, and manage discrete elements. Interaction competence includes: turn taking; rephrasing; providing feedback or redirecting, in addition to the use of the appropriate vocabulary. Attempting to elaborate more on the interactive nature of speaking, lauma(2004, p.2) stated that speaking is an interactive process of building meaning that involves producing, receiving and processing information. Bygate (1987) consider that interaction competence as the result of using knowledge and oral competence, he quotes “interaction skill involves making decisions about communication such as: what to say, how, and whether to develop it according to ones’ intention while maintaining the desired relations with others” (p.6).

Torres(1997, p.95) explained that communication involves mainly the knowledge of linguistic competence and communicative competence to construct effective, appropriate and acceptable communication orally, linguistic competence is the ability to manage the rules, grammatical structures of language, and communicative competence is the ability to use language.

### **3. The Importance of Speaking**

Language is a means for communication in order to achieve different purposes such as to express our ideas, emotions, and to know others’ ideas....etc. Communication is embodied within the speech that is the way we communicate with others. Speaking is important, without speaking the language is a mere written . an effective speech prevents misunderstanding and communication problems. The capacity to speak skillfully provides the speaker with several distinct advantages; having better understanding of oneself, gaining the attention of the audience till the end of the message, and give felicity of sharing ideas to the speaker. Speaking is also important for career success and for personal life. Qureshi(2007, p.3)

Speaking is a priority for English learners, for Segure (2012, p.4) proficiency is a desirable goal for learners because it facilitates communication and interaction among others and mobility and mutual understanding. Harmer(2001, p.53) explained the importance of speaking due to its complexity where the exchange of messages, and interpretation of expressive possibilities that speakers have a great range of it. Regardless the actual words they use, their intonation, stress, and pitch can be varied which help to distinguish the most important part, to indicate the interest or lack of it or seriousness, speakers can rephrase what they are saying, slow down or speed up, use facial expressions, gestures, and body language to convey the message effectively in face to face interaction.

“ A students who can speak English well may have a greater chance for further education, or finding employment and gaining promotion” Baker and Westrup (2003, p.5). Language learners give the priority to speaking because it is the active use of language to express what they want, influence their listeners. Speaking is a tool which speakers have more opportunities to get jobs, and build relationships. Bygate(1987, p.1) determined the importance of speaking and states that learners need to be capable to speak with confidence to carry out many basic transactions, speaking is the skill by which friendship may be established or lost, it is the par excellence of social ranking, of professional advancement, and of business. It is the medium where language is learned, and which for many is particularly conducive to learning. Thus, Speaking opportunities facilitate a stronger sense of membership, respect, and self-worth, learning management, agency and personalizing learning ( Fielding and Ruddock, 2004).

#### **4. Speaking and other skills**

The four skills are essential in language learning and teaching. “the four skills form a chain cycle, it never stands out as individual areas, where you break one ring of the chain and the whole would collapse...your command over a language and the level of your English can determine your life” Sadiku (2015, p.31). Listening and reading are called receptive skills whereas speaking and writing are called productive skills, Harmer(1995,p.16) said: “listening and reading involves the ability to receive messages and referred as receptive skills, speaking and writing, on the other hand, involve language production and referred as productive skills”. Sadiku(2015, p.29) indicated that listening and speaking are interrelated and work simultaneously in real life

situations sharing the function of promoting effective oral communication, and reading and writing form a strong relationship with each other, they are tools for attaining an effective written communication. Language teaching and learning are defined in terms of the four skills, skills should be integrated in a dynamic and helpful way for students that met the standard teachers set for them to develop their communicative competence. So, the integration of listening, speaking, writing, and reading makes learners be good listeners, speakers, readers, and writers being able to communicate efficiently.

#### **4.1. Speaking vs writing**

Communicating using language is conducted in oral or written form, some may view that writing is more difficult than speaking and some view that speaking is difficult than writing. In fact, both are productive skills but differ in many aspects. Brown and Yule (1983) pointed out in relation to language teaching that the main concern was teaching written language which is characterized by well-formed sentences, paragraphs and essays...etc while spoken language consists of utterances, using non specific references, often repetition and overlap between one speaker and another, it involves voice, loudness, facial and bodily gestures, intonation, pitch, stress, pausing, and rhythm. Todd(1987, p.7) pointed out that speech has often seen as the primary medium of language whereas writing is relatively recent development in human societies. "All speak a great deal more than they write". Thus, speech is acquired without conscious effort unlike learning to read or write that is less spontaneous.

Crystal(1987, p.2) stated the difference between speaking and writing, he describe speaking as space-bound, dynamic, transient, present participants, while writing as space-bound, static, permanent, and the writer is distant from the reader. He mentioned that writing allows repeated reading and close analysis and promotes careful organization development and compact expression, with intricate sentence structure, whereas the spontaneity and speed of speech exchanges make it difficult to engage in complex advanced planning and pressure to think while talking promotes looser construction, repetition, rephrasing, and comment clauses.

One of the major difference between writing and speaking is that speakers typically do not speak in sentences rather, speech can be considered as idea units consist of short

phrases connected with ‘and’ ‘or’ ‘but’, or not joined by conjunction at all, with a short pause. The grammar of these idea units is simpler than written language due to the reason that speaker is trying to communicate ideas which listener need to understand in the immediate time that being spoken, those units are usually spoken with coherent intonation and often limited on both sides by pauses or hesitation markers.

## 5. Speaking Situations

“ There are three kinds of speaking situations where we find ourselves; interactive, partially interactive, and non-interactive” Bachir et al (2011, p.38). most conversations take place face to face that allow speakers getting immediate feedback, asserting facial expressions, body movements, and gestures, River (1981) mentioned that there is turn-taking interaction between the listener and the speaker; one speaks while others listen and give answers directly or indirectly. “Speaking becomes interactive when the participants offer contributions at proper moments, with no gaps or everyone talking over with each other” Bygate (1998,p.30) mentioned that while responses are spontaneous and speakers think on their feet, producing language which reflects this. Foster et al (2000, p.368) stated that speaking takes place in real time, words and utterances are dependent on each other, this is called spontaneity that means the planning time is limited as Thornbury (1998) stated: “the planning of one utterance may overlap with the production of the previous one”.(p.7)

On the other hand, partially interactive situations involve providing a speech to the audience where the speaker can view the audience and see whether they understand their facial expression or not. Unlike interactive and partially interactive, recording speech for radio broadcast is one of the few totally non-interactive speaking situations. (Brown,1994, Burns & Joyce 1997, cited by Bashir et al 2011).

## 6. Speaking aspects

Speaking has many different aspects including two main categories; accuracy that is involving the correct use of vocabulary, grammar and pronunciation practiced through controlled activities; and fluency that is viewed as the ability to carry on speaking spontaneously. Harmer(2001, p.269-270) gave an emphasis on the elements of speaking. He distinguished between two aspects that are known of language features,

and the ability to process information on the spot. Language features involve connected speech, expressive devices, lexis and grammar, and negotiation language.

- Connected speech: conveying fluent connected speech including assimilation, elision, linking 'r', contractions and stress patterning;
- Expressive devices: pitch, stress, speed, volume, physical, and non-verbal means for conveying meanings;
- Lexis and grammar: supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval);
- Negotiation language, for seeking clarification and to show the structure of what we are saying.

For a successful language interaction, it is vital to recognize the use of the language features through mental, social processing which includes three features: language processing, interacting with others and on- the –spot information processing, with the help of the rapid processing skills. Language processing means processing the language in the head and putting it into a coherent order, which demands the need for comprehensibility and transmission of meaning (retrieval of words and phrases from memory, assembling them into syntactically and proportionally appropriate sequences). Interacting with others including listening to, understanding of how the other participant feel and how linguistically take turns, or allow others to do so. On-the-spot information processing refers to processing information that the listener is told at the getting moment. Thus, having the knowledge of language features, and the ability to process information is necessary for participants because it helps speakers to achieve successful communication goal.

## **7. Speaking Sub-skills**

Good speakers must be able to synthesize the skills to succeed in any exchange. Speaking sub-skills of knowing what, how, why, to whom and when to say must be acquired, Finocchiaro and Brunfit (1983, p.140) stated that learners should do four activities:

- a- They have to think of the ideas they tend to express, either in starting a conversation or giving a response to previous talk.

- b- They have to change the tongue, articulate the suitable sounds, and be aware of any change in register or style by the speakers besides to the situation where the conversation takes place.
- c- They have to be aware of the use of appropriate expressions, lexical, grammatical and cultural features when expressing the ideas.
- d- They have to change the direction of their thoughts on the basis of the other persons' response.

Abed al Salam (2002) defined speaking as a collection of micro-skills that involve syntax, grammar, morphology, pragmatics or social language, besides semantics and phonology. Brown(2001, p.271) explained the importance of micro-skills, he mentioned that the pieces of language should be given attention. Brown listed micro-skills of oral communication as follow:

- Produce reduced forms of words and phrases;
- Use an adequate number of lexical units in order to accomplish pragmatic purposes;
- Produce fluent speech act at different rates of delivery;
- Use grammatical word classes (nouns, verbs, etc), system (eg.tense agreement, and plural form), word order, patterns, rules, and elliptical forms;
- Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences;
- Express a particular meaning in different grammatical forms;
- Accomplish appropriately communicative functions according to the situation, participants, and goals;
- Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conventions;
- Convey links and connections between events and communicative such relations as main ideas, supporting ideas, new information, generalization, and exemplification;
- Use facial features, body languages, and other non-verbal features along with verbal language to convey meanings;
- Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you. Brown (2001, p.273)

## 8. Speaking proficiency

Proficiency in speaking is characterized with abilities that have specific structure, different components, with interaction and interrelationship between them, these abilities or what is called conversational skills are essential for foreign language learners to improve their speaking.

- **Grammatical competence:** grammatical competence includes grammar (morphology, syntax), vocabulary and mechanics (formation of words or sentences), pronunciation, intonation, and stress. Language learners should have the knowledge of words and sentences, understand how words are segmented into various sounds, and how they are stressed in a particular way. Grammatical competence enables speakers to use English language structures accurately and unhesitatingly which contributes to their fluency. Egging(1997, p.42)
- **Discourse competence:** it includes an understanding of the organization of spoken texts, the cohesion and the coherence of utterances. Cohesion and coherence help communication goes in a meaningful way. Both production and comprehension of language require the ability to perceive and processing stretches of discourse and formulating representation of meaning referents in sentences. Therefore, “effective speakers should acquire repertoire of structures and discourse markers to express ideas, show relationships of time, indicate cause, contrast, and emphasis, so learners can manage turn-taking in a conversation” Schiffrin(1994, p.109).
- **Sociolinguistic competence:** it addresses the appropriate meaning and form that vary with different status of participants and purpose of communication. Learners must have the ability to know what users of the target language expect socially and culturally through acquiring rules and norms that govern the appropriate time and speech acts. Thomas (1995, p.34-38) explained that the understanding of this side of language help learners to realize how to ask questions, or give answers during conversation with the use of non-verbal language response according to the objective of the talk. Therefore, they must acquire stylistic adaptability to be capable to encode and decode the discourse correctly around them.
- **Strategic competence:** it is compensatory in nature; to compensate for imperfect knowledge of linguistic, sociolinguistic and discourse rules to meet communicative purposes. Strategic competence refers to the mastery of verbal and non-verbal communication strategies.

Speaking requires knowledge of linguistic, sociolinguistic, discourse, and strategic features, besides to grammatical structures and vocabulary which are essential aspects of communicative competence. In addition to sociocultural and discourse competence and communication strategies that have a significant impact on communication.

## **9. Speaking Fluency and Accuracy**

Fluency and accuracy are concepts which mean the ability to produce or comprehend utterances smoothly, rapidly, and accurately” Segalowitz (2003, p.384). both fluency and accuracy are closely related.

Fluency is reflected in ‘speed of delivery and regularity’; producing utterances rapidly and smoothly, it is the ability to speak with confidence without irrelevant hesitation or pauses. It is defined as how fast and how much learners speak without disfluency markers “coping with real-time” Wolfe-Quintero et al (1998, p.14). fluency is divided into two categories “temporal measures and measures of freedom from various disfluency markers” Lennon(1990, p.403). it is a key contributor toward successful speaking without hesitation, it is the capability that supports the effectiveness of speak for instance, according to kumar (2013, p.18) this ability work as a bridge between words recognition and speed giving an emphasis to the meaningful communication as the key to develop speaking, and the least amount of correction that should be given, he stated “errors must be regarded as inevitable by products observed in the natural process of development”.

Accuracy is the ability to speak correctly without making serious mistakes. Scrivener(2005, p.162), it refers to how much learners speak without errors. Ortega(1999). It is the correct use of vocabulary, grammar, and pronunciation.

Both fluency and accuracy are necessary for effective speaking; fluency counts what you are saying is understood, and accuracy counts how correctly use grammar. Torres(1997) pointed out that fluency and accuracy are two major features of language that should be considered when teaching and testing speaking. “Accuracy is the precision and linguistic acceptability of the language...fluency is the ability to develop ideas and the way for expressing”(p.97). he (ibid) indicated that to be fluent and accurate, students should be aided to comprehend and produce correct language and be aware of the appropriateness and acceptability of the language they use. Accuracy can be tested through pronunciation, vocabulary, and grammar, whereas fluency can be tested through mechanical skills

(pauses, length, speed), language use (coherence) and judgment skill (create and develop thoughts). (p.98)

Brown(2007) explained that fluency is related to the flow of natural language and in many courses, “it is probably best achieved by allowing the stream of speech to flow and riverbanks of instruction on some details of phonology, grammar, or discourse can channel the speech on more purposeful course” (p.324). He (ibid) defined as what is clear and grammatically correct. Fluency is best achieved by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. He mentioned “if fluency is only emphasized and the pieces of grammar and phonology are less reinforced, learners will probably produce fluent but hardly understandable language... if grammar is only developed, they will probably produce accurate language but not natural language flow to keep the conversation going”.

## **10. Teaching speaking**

Speaking is an essential skill that should be considered in teaching, “the ability to speak English fluently become a must, especially who want to advance in certain fields of human endeavor” Al-Sibai (2004, p.3 cited in Al Hosni 2014, p.22). speaking ability is measured by knowing the language, this knowledge appears in three areas; the first is mechanics that involves the proper and the correct pronunciation, grammar, and vocabulary; the second is functions, learners need to realize when the message should be understandable; the third is the social and cultural rules and norms that involve turns, speed of speech, length of pauses between speakers, attention should be paid from the speaker to whom he or she is speaking, what, for what, and in what context. Bashir et al(2011). Richards (2008, p.19) points out the priority of mastering speaking skills for many second language or foreign language learners. Learners evaluate their progress in language learning on the basis of speaking language proficiency, and the methodological debate is the best way of teaching speaking. According to Cole in Forum Journal (1975, p.150), foreign language teaching has focused on the base of language habits instead of improving communication skill. Bygate(1987, p.4) indicated that training students to use language is one of the major problems in foreign language teaching. Therefore, teaching speaking is a beneficial way to attain communicative proficiency and fluency.

Teaching speaking is beneficial because it gives students the chance to use the new language they learn, to reinforce the learning of functional language, and diagnose their weaknesses and their strengths. Baker and Westrup (2003, p.5), Richmond et al (2009, p.34) indicated that teachers are responsible to create proper atmosphere, and suitable techniques to make speaking activities a fun tasks to do, they claim that in order to make the students keep talking, asking questions and responses is the proper way to fulfill that. Speaking process includes activities that take place prior to, during, and after the real speaking practice. Richards(2012), in other words, there are three major phases that should be considered in teaching speaking.

#### **a- Pre-speaking teaching phase**

It is a set of activities that provides learners with practicing the language, grammar, vocabulary, and pronunciation, also, it provides chances for students to plan and organize ideas for speaking. Richards (2008) stated that the pre-speaking tasks are essential in helping the students to understand the topic and the objectives of the tasks. During this phase, teachers should focus on the target language giving them some time to think and to generate their ideas before starting the real act of the tasks where students may use some strategies such as; eliciting, enhancing, introducing needed structures and vocabulary.

#### **b- Ongoing speaking teaching phase**

It provides learners with social and cultural rules and norms. In this phase, students need to be engaged in various formal and informal speaking situations according to their purposes for speaking. According to Eckert and McConnell-Ginet(2003, p.117), students may speak to express their ideas, emotions, or opinion, to explain, to describe, to ask or offer help...etc.

#### **c- Post-speaking teaching phase**

It involves free discussion about various topics in different situations performed by students where they can speak freely and express what they know and want. In this phase, teachers can assess learners' progress and aid them to set their goals for improvement. Tuttle & Tuttle (2012, p.18)

Teachers have the ability to stimulate the learners through pair-work, or group- work, and informal chat that can make the student free and enjoy asking questions, and giving answers. Malamah (1987, p.12). Thus, in teaching speaking, both learners and teachers are

active participants whose efforts are needed to improve effectively learning and teaching the speaking process.

### **Conclusion**

This section provided an overview of speaking definitions, speaking and other skills, speaking versus writing, the importance of speaking, speaking situations, speaking aspects, speaking sub-skills, speaking proficiency, and teaching speaking. Different definitions were given to speaking; as physical, cognitive, psychological process and as a competence. Speaking is related to the other skills; in other words, the four skills form a chain cycle. We compared speaking and writing because both are productive skills and used as ways to communicate. Since speaking is one of the essential language skills in EFL learning, the importance of speaking was also provided in this section. For speaking situations, we presented the three kinds of speaking situations that are interactive, partially interactive, and non- interactive. In this initial chapter, we tend to point out the aspects of speaking; fluency and accuracy which are the main categories in speaking. Speaking sub-skills where the students should know what, how, why, to whom, and when to speak have been tackled. One of elements that have been addressed in this section is speaking proficiency that includes sets of abilities, those abilities are grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. These abilities enable the learner to communicate effectively. The last element in this section is teaching speaking that is one of the main goals of teaching EFL because it is a way to attain communicative proficiency and fluency and gives students the chance to use the language, to reinforce their language learning, and diagnose their weaknesses and their strengths. Those weaknesses will be discussed in the following section.

## SECTION TWO: STUDENTS' MOST COMMON SPEAKING DIFFICULTIES

### Introduction

EFL students use language to communicate, exchange ideas and convey their messages; they need speaking skill to use , to learn, to practice , and to understand others , but they face many problems in their process of using a foreign language , these problems are due to many factors : linguistic , psychological and external factors . Some related to learners themselves as linguistic and psychological factors ; others are external

### 1-linguistics barriers

Factors affect students' speaking in the classroom, some of these factors can be linguistics factors, Thornbury (2005) asserted that linguistic knowledge has a great effects in speaking skill , students can find difficulties in their speaking if any feature of this knowledge is unwell performed: "being skillful assumes having some kind of knowledge base ...Knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extralinguistic knowledge) " (p. 11). These difficulties touch the three major levels in any language: grammar, vocabulary, and pronunciation.

#### d- Grammar mistakes

Grammar mistakes is one of the difficulties that may prevent students' speaking development because grammar has a big importance in language performance, it is also one of the most important aspects of being professional in speaking a language ,Many students suffer from grammar mistakes, these mistakes can affect their ability to perform in the classroom, they also caused a scaring atmosphere for them about being ridiculer and producing ungrammatical sentences in front of their teachers and classmates .Davies and Pears (2000) stated :“Many people do not like speaking in front of large groups of people.This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them.”(p. 82). Therefore, grammatical mistakes is one of the difficulties many students suffer from, it is as an obstacle to students' speaking development.

### 1.2.lack of vocabulary

In attempting to use a foreign language ,students find many difficulties to select the

appropriate words when they are speaking and expressing their thoughts. Thornbury (2005) stated that “spoken language also has a relatively high proportion of words and expression” (p.22). so, many students face problems in speaking because they have lack of words and expressions that enable them to speak and to develop their speaking skill.

#### e- **Pronunciation mistakes**

Pronunciation mistakes is one of the main factors that affect students’ speaking skill because speaking a language means having a good pronunciation, students should learn how to pronounce words well and they should be aware of rules such as English sounds, , and words’ stress, because the misapply of this rules, can impede the whole process of pronunciation (speaking). Bada, Genc, and Ozkan (2011) asserted the role of pronunciation in the process of speaking “in speaking, they compete with limited time to recall words, and also take care of their pronunciation ... Speaking is often dealt with at pronunciation level” (p. 122). So, students’ pronunciation has a great effect in speaking participation.

### **2-Psychological barriers**

The main objective of teaching and learning speaking skill is to enhance students’ capacity and efficiency to use language to communicate and to express themselves, but there are many psychological factors that prohibit and impede their performance in English as a foreign language , these factors can include anxiety, shyness, lack of self – confidence...etc.

#### **2.1.Lack of self confidence**

Some students prefer to keep silent rather than speak in the classroom due to many factors such as students’ low ability ,they cannot speak because they think that their English is bad what create students’ lack of self-confidence which hinder them to communicate, to participate and to face their teachers and classmates. Nunan (1999) said that students who have lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that students’ self-confidence is so important in their process of learning speaking skill.

#### **2.2.Anxiety**

Anxiety is considered as a main factor that influences language learning, it affects negatively students’ performance in the classroom, many students feel ill-at-ease and uncomfortable while trying to speak in front of their classmates and teachers like what

Littlewood (1981) stated that “it is too easy for a foreign language classroom to create inhibition and anxiety” (p. 93). According to Wrench, Gorham, and Virginia (2009, p.55) who stated that Many students don’t learn when they are fearful, anxious, apprehensive, or scared. Students don’t communicate effectively with us [teachers] when they are fearful, anxious, apprehensive, or scared to communicate with us. Students don’t complete tests well when they are fearful, anxious, apprehensive, or scared of testing situations. Simply put, students don’t do well in the classroom environment when they are fearful, anxious, apprehensive, or scared. He supported that anxiety has a great effects in students’ process of communication effectiveness.

### **2.3.Shyness**

Shyness is a psychological emotional issue that many EFL students suffer from, it could be a source of problem in learning process , it affects students’ performance in tasks and students’ participation in the classroom. Baldwin (2011) explained that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. He supported that shyness makes students fail to perform the speaking performance in the classroom.

### **2.4.Fear of making mistakes**

Students in EFL classes find themselves unable to participate in the lessons because they are fearful of making mistakes and scared of being criticized and laughed by in front of their classmates and teachers . Ur (2000) stated “Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.” (p.111). Thus, fear of making mistakes is one of the main issues that prevent students’ development in speaking skill.

## **3.External barriers**

### **3.1. Lack of motivation**

Motivation is a key in students’s learning process ,it is an important element affects students’ reluctance and gives them energy to participate and to speak. Zua (2008) added that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. Teachers should pay attention to the atmosphere in the classroom if it is motivating or not , because motivating atmosphere is so

important in learning a foreign language. Motivating atmosphere is important for teaching and learning a foreign language. Littlewood (1981) asserted that the real progress for speaking and developing communicative skills can only take place if the learners have motivation and opportunity to express their own identity and to relate with people around them. Thus, motivating atmosphere has an important role to enhance students' learning process and to help them to develop their ability to speak and to communicate in a foreign language.

### **3.2.Poor listening practice**

listening and speaking are very important skills in foreign language acquisition, they are interrelated and essential in communication process, students may acquire speaking to express themselves and to exchange ideas and thoughts in foreign language, but poor listening practice is one of the problems that impede them when they are interacting, understanding, and comprehending in any discussion or conversation. Anderson and Lynch showed this significance of relationship in speaking and listening skills (1988) "A carefully prepared L2 utterance is only a useful aid to communicate if the speaker can deal effectively with replies he receives. For the L2 learner in conversation, he needs to be skilled as both speaker and listener." (p. 15). , Therefore, listening skill is so important for speaking because they are related skills so poor listening practice will lead to poor speaking competence.

### **Conclusion**

In this section, we identified some speaking' difficulties faced by EFL students, speaking skill is very important process that may help students to evaluate their capacity in foreign language, we discussed these problems in details such as linguistic barriers (grammar mistakes, pronunciation mistakes, lack of vocabulary), psychological barriers (lack of self-confidence, anxiety, shyness, fear of making mistakes), external barriers (poor listening practice, absence of motivating atmosphere) that what oblige teachers to provide techniques ,strategies and activities to avoid these problems .

## **SECTION THREE: OVERCOMING SPEAKING DIFFICULTIES**

### **Introduction**

Foreign language learners may face some difficulties when conveying their ideas and messages to their interlocutors, these difficulties should be overcome to be able to speak correctly and appropriately. This can be done with the use of communication strategies; communication or speaking strategies are tools used to solve students' problem and help learners in negotiating meaning when speaking.

### **1.Communicative strategies for developing speaking**

Dornyei (1995, cited by Cervantes and Rodriguez.2012, p.115) proposed six strategy training procedures when teaching communication strategies that are; promoting learners awareness about communication strategies; encouraging students to take risks and use communicative strategies without fear of mistakes; providing second language models of the use of certain communication strategies through listening materials and videos; allowing learners to identify, categorize, and evaluate strategies used by native speakers or other second language speakers; making cross-cultural differences in communication strategy; presenting linguistic devices to use clear teaching communication strategies; and providing opportunities to practice the strategy.

#### **1.1. Achievement strategies**

Speakers who use achievement strategy, can improve and substitute words in order to overcome language gap during speaking, using intuition, guessing, paraphrasing and cooperative strategies. Bygate (1987). Learners tend to use and compensate for language gap using replacement to find out a solution to keep the conversation going.

First, guessing strategies are used in an oral expression, speakers try to guess the appropriate words or replace unknown words. Bygate(1987, p.44) summarized guessing strategies as follow:

- Foreignizing: speakers may foreignize a mother tongue word and pronounce it as a target language word.
- Borrowing: speakers may borrow a word from their mother tongue and say it without any modification.

- Literal translation: speakers may translate a mother tongue word to the target language to overcome their difficulties of speech.
- Coinage: speakers may invent a target language word based on his knowledge of language to convey their ideas.

### **1.2. Paraphrasing strategies**

Speakers examine their knowledge of the target language vocabulary to find a substitute word or expression they want to say. Two types of paraphrasing strategies; the first is lexical substitution strategy where the speaker can explain a concept or words by providing synonyms or other words have the meaning of the intended word; the second is circumlocution strategy where the speaker gather some phrases to explain his concept. Savignon(1983, p.310) defined circumlocution as the effective use of coping strategies to sustain or enhance communication, that is, learners may use them to overcome vocabulary gap by gathering some phrases and trying to explain their messages.

### **1.3. Cooperative strategy**

Cooperative strategy used when speakers get help; speaker may ask for translating a word from his mother tongue to the target language or providing him with the exact word to get his message conveyed. Although problems in interaction are necessarily shared and can be solved by joint efforts, they originate in either of the interactions, and it is up to the speaker to decide whether to attempt a solution himself or to signal his problems to his interlocutors and attempt to get the problem solved on a cooperative basis. Faerch and Kasper(1983, p.67).

### **1.4. Reduction strategy**

It is another type of strategy learners when dealing with communicative problems, it is used when a part of the whole message is neglected to adopt the conveyed message according to language competence. It is used by speakers who value accuracy over fluency. It reduces the message because communicators do not manage to find words or phrases to replace the unknown vocabulary.

One of the major goals for speakers is to avoid difficulties when producing his ideas and thought, for instance, some language learners start talking about a topic, they keep speaking more general and rather than giving details because they discover that they lack

the language sources they need to complete their message. That's what is called "avoidance strategy".

### 1.5. Dornyei & Scott strategies

Dornyei and Scott suggested 33 communication strategies with description and examples.

- 1- Message Abandonment: learning a message unfinished because of some language difficulty. Example: it is a person er....who is responsible for a house, for the block of house.... I don't know....(laughter).
- 2- Approximation: using a single alternative lexical item such as superordinate or a related term, which shares semantic features with the target word or structure. Example plate instead of "bowl".
- 3- Restructuring: abandoning the execution of a verbal plan because of language difficulties, leaving the utterance unfinished, and communicating the intended message according to an alternative plan. Example: on Mickys' face we can see the....so he's he's he's wondering.
- 4- Omission: leaving a gap when not knowing a word and carrying on as if it had been said. Example: the the.....er...the sun is....hum sun is.... And the Mickey mouse (retrospective comment: I didn't know what shine was.
- 5- Retrieval: in an attempt to retrieve lexical item saying a series of incomplete or wrong from a structure before reaching the optimal form. Example: it's brake....it's broken broked broke.
- 6- Asking for repetition: requesting repetition, when not hearing or understanding something properly. Example: pardon? What?.
- 7- Response conforms: confirming what the interlocutor has said or suggested. Example: interlocutor: uh....you mean under the sink, the pipe? For the....speaker: yes.yes.
- 8- Own accuracy checking: checking that what you said was correct by asking a concrete question or repeating a word with a question intonation. Example: I can see huge snow....snow man? Snowman in the garden?. In addition to expressing non-understanding, verbal strategy marker, direct and indirect appeal for help, and mumbling. Dornyei and Scott(1995a, 1995b cited in Dornyei and Scott 1997, p.188-192).

The process of learning and teaching foreign language can be effective when both learners and teachers are engaged and obtain fun from this process. By this, motivation is kept and interest levels are high; that is, motivation is a crucial force that determines the learners' embarking on a task, their devoted energy, and their long preservation. According to Khan (2013), teachers should motivate students to use materials based on communicative strategies for the maximum results, and monitor the gradual development in speaking skill. Dornyei and Csizer (1997) presented ten commandments teachers use for motivating language learners which cover the motivational components; the language level; the learner level; learning situation; the complex of self-confidence, course-specific and teacher-specific motivational components. These ten commandments as follow:

- Set a personal example with your own behavior.
- Create a pleasant, supportive atmosphere in the classroom.
- Present the tasks properly.
- Develop a good relationship with learners.
- Increase the learners' linguistic self-confidence.
- Make language classes interesting.
- Promote learner autonomy.
- Personalize the learning process.
- Increase the learners' goal-orientedness.
- Familiarize learners with the target language culture.

There are some possible solutions to overcome the most common students' speaking difficulties that include: fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. Zua (2008) gave several suggestions for fear of mistakes, she states that emotional bonds between students and teachers should be built. Thus, students can feel comfortable with their teacher and believe that they will find help from their teacher if they make mistakes. She points out that students' concentration will be improved if teachers create harmonious supportive learning atmosphere because it reduces the students' nervousness.

To overcome anxiety, teachers should be more careful about this issue which can be negative for students and find techniques that allow students to participate more. It can be done through providing students with positive reinforcement, motivating students, and creating a relaxed environment in class. This can lower anxiety, increase confidence, and

encourage the willingness to communicate. “teachers should accept various answers to make students feel more confident in answering the teacher questions and participating in every activity of the class.” Al Nakhalah (2016, p.100)

To increase confidence, teachers can provide regular opportunities to practice proper pronunciation and intonation, and converse freely; “by doing this, students will experience the sense of ability to speak English.” (ibid). Chinmoy (2007) suggested that creating a friendly and open classroom environment help students be more confident and unworried of their deficient pronunciation and grammar. To overcome students’ lack of motivation, teachers should do activities to promote students’ awareness of the importance of English, enhancing students’ interest in English, and developing their self-confidence; “providing encouragement and support, and give students feeling of secure and motivation to improve their learning.

Ur (1991) suggested that teachers should give some instruction or training them about participation, they should keep students speaking the target language by reminding them to do so and modeling the language use. The activities should be based on easy language to help students speak fluently. Harmer (2001, p.132-133) proposed a number of actions which teachers can take to promote the use of English and explain clearly what is expected of students. He stated that to promote students’ ability to speak English, teachers should set clear guidelines whether or not is allowed to use their mother language. They also should choose appropriate tasks which the students are capable of doing in English, create an English atmosphere and more opportunities for students to make classroom truly English, he( ibid) indicated that teachers need to match the tasks with students’ language level, and to ensure that students aware of the purpose of the task. Teachers need to assess the problems caused by the language they need, and the difficulties they may face.

## **2.Activities to foster students’ speaking skill**

Speaking is used for many different purposes; to make social contact with people, to seek or express opinions, to give instructions, ask for help, get things done, tell a story, or describe things for instance. Speaking purposes implies knowledge of the rules of how language inverts the context or situation where speech occurs, it is a crucial part of foreign language learning and teaching. Language activities should aim at maximizing learners language use, and develop their ability to express themselves. Some activities are used in

the classroom to promote speaking skill which should be selected on the basis of problems learners experience with different aspects of speaking and kinds of interaction the activities give. Ur( 1996) presented the characteristics of successful speaking activities:

- a- Learners talk a lot: as much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teachers talk or pauses.
- b- Participation is even: classroom discussion is not dominated by a minority of talkative participants, all should get a chance to speak, and contributions are fairly evenly distributed.
- c- Motivation is high: learners are eager to speak: because they are interested in the topic and have something new to say about it.
- d- Language is of an acceptable level: learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. Ur (1996, p.120)

## **2.1. Information gap activities**

Information gap activities involve a transformation from one person to another, in other words; one person has given information which should be shared with others to solve a problem or make a decision. Littlewood (1994, p.22) stated that a learner got information which other learners have to discover, he adds “activities are structured in a way learners in order to complete the task have to overcome an information gap or solve a problem”. Thornbury (2005, p.80-84) described information gap activities he claims that in these kinds of tasks there is a knowledge gap between learners and can be bridged by using the language.

Information gap activities are interactive activities where students are expected to work sharing information they have to complete and correct the task, they are motivating and effective due to the nature of tasks that require students to find solutions, they encourage interaction and engage learners to exchange information and express meanings, it also boosts their use of target language, discover their gaps to improve it. Harmer (1998, p.88) said “one type of speaking activity involves the information gap while two speakers have different parts of information making up a whole, because they have different information and there is a gap between them” , he (ibid) pointed that with the use of information gap

activities, more authentic communication will occur in classroom, and draw available vocabulary, grammar, and communication strategies to complete a task.

Spotting the differences in pictures, exchanging personal information, and creating stories based on flash cards shown to the students in random order are the most common information gap activities. This encourages students to cooperate and communicate with each other to solve the task.

## **2.2. Discussion**

Discussion can be held for various reasons, students may aim to share ideas about an event, find solutions in their discussion or get a conclusion. Harmer (2001, p.272) suggested that one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between two alternatives. Therefore, discussion is an activity where students can speak, interact with each other to exchange ideas and opinions for “the sake of communication and communicative continuity.” (p.273). Free discussions can give important opportunities for developing certain aspects of fluency, free discussion activities make students talk about various topics in which they engage their interests, opinions, histories, and experiences. Hedge (2000, p.277). Students can be involved in agree/ disagree discussions, in this type of discussion teachers are able to form group works, preferably from four to five in each group, and provide them with prepared topics for discussion in a given time period. This can lead them to express themselves with more confidence and enhance their speaking.

To do the activity successfully, teachers should motivate and encourage students to speak spontaneously as Thoronbury (2005) stated: “ the best discussion in class is that arise spontaneously, either because of something personal that learners report or because of topic” (p.102). Teachers also should show their interest in the students’ ideas, they can provide them with help to get their messages clear. Discussion encourage critical thinking and decision making, it makes students learn how they express, defend, and justify their beliefs, opinions, and answers in a polite way despite their disagreement with others.

## **2.3. Role play & simulation**

Another way to improve students’ speaking skill is role-playing activities. ). Role play is considered as motivational strategy teachers implement in their classes, McDonough and Shaw (2003, p.145) wrote that “one way of getting students to speak in different social

contexts and to assume varied social roles is to use role-play activities in the classroom. Students in this activities pretend that they are in different social and cultural situations with a variety of social and cultural roles. Whereas teachers give information to learners such as how they are, what they think or feel. Role play activities involve interpreting a text in a form of speech, apparently simple and often exciting from textbook dialogue to a scene from a play. "Learners not only have to bring the text alive and translate it from a printed page into speech but also work out an interpretation that is consistent with the text." Byrne (1986, p.117).

In role play, students imagine themselves that they are in different situations and act accordingly. Therefore, it is played in pair or groups whose create the interaction on the basis of their setting and roles. "role play is a classroom activity which gives the student the opportunity to practice the language, the aspects of role behavior and the actual roles he may need outside the classroom" Livingstone (1983, p.3). It is an enjoyable activity that encourages interaction and supports realistic conversation, it also gives the opportunity to students to check their comprehension through their ideas and feeling, and fosters spontaneous oral communication among students. According to Revell (1979) role play is an individuals' spontaneous behavior reacting to others in a hypothetical situation. In role-play activities, teachers may show the students their roles and give them the freedom to act without any given speech or to restrict the students to what teachers have prepared. Ur (1996) declared that "the teachers' enthusiasm; careful instructions; clear situations and roles; and making sure that the students have the language they will need to carry out the role- play" (p.133) are the factors which affect the success of role plays.

On the other hand, Simulation is very similar to role play, the difference is that role plays are more elaborate whereas simulation students can bring items to the class to create a realistic environment. According to Ken Jones (cited in Harmer 2001, p.274) simulation is characterized by :

- a- Reality of function: where act as real participants in a situation.
- b- Structure: where students are required to manifest to what extent affect this activity to be done.
- c- Simulation environment: that is the atmosphere of the classroom.

Both roles plays and simulation motivate learners, increase the self-confidence of hesitant students. Learners will have different roles and do not have to speak for

themselves, which means they do not have to take the same responsibility. Bygate(1987, p.80)

#### **2.4. Group work**

Group work is a classroom activity used by teachers to support learning and to encourage students to participate in the classroom. Johnson, Johnson, and Smith (1991) define group work as “group work, in language class, is a co-operative activity, during which students share aims and responsibilities to complete a task assigned by the teacher in groups or in pair”.(p15).Group work is considered as one of the important factors and techniques to improve students’ communication and speaking skill. Group work is a strategy used by teachers to promote students’ participation in the classroom, the teachers divide the whole class into small groups; this allows students to exchange their thoughts, opinions, and ideas from each other. Group work has a large number of advantages. Harmer (2001, p. 117) states some of these advantages as following:

1-It decreases the amount of teachers talk and gives many opportunities for students.

f- It encourages broader skills of cooperation and negotiation.

g- It promotes learner’s autonomy by allowing the students to make their decision.

The group works help teachers to facilitate their students’ learning process.

#### **2.5. Pair work**

Pair work is a classroom activity in which the whole class divided into pairs, it is a way used by teachers in oral expression courses to promote friendly classroom ambiance. It offers intensive and realistic practice in speaking, it helps students’ to participate and to exchange their ideas and thoughts with each other. Harmer (2001, p. 116) stated the advantages of this activity as follows:

h- It increases the amount of speaking for the students.

i- It gives the opportunity for the students to work and interact independently.

j- It allows teachers’ time to work with one pair and the other students continue working.

k- It promotes cooperative help in the classroom among the students.

l- It is relatively quick and easy to organize.

## **Group and pair work disadvantages**

Group work and pair work are not always successful, they have disadvantages. First, it may kill the student's spirit of self-confidence. Second, students in pair and group work can veer away from the main goal of activity like being noisy so the teacher can lose control. Third, some students like working individually and may feel uncomfortable to work with some they do not like or want to work with.

### **2.6. Storytelling**

Storytelling is one of the main techniques used by teachers to develop speaking skill, it can be as a mean of communication through narrating stories in the classroom. Douglas Brown (2004, p. 182) asserted that the main objectives from retelling stories are to produce a number of oral discourse ( communication sequences and relationships of events, stress and emphasis patterns, "expression" in the case of a dramatic story), fluency, and interaction with the hearer. Storytelling takes many forms(guess the lie, insert the word and chain story) according to Thornbury (2005).

#### **m- Guess the lie**

In this activity, the students are exposed to guess the lie from three short personal anecdotes; then, they have the opportunity to ask a limited number of questions after the story. It is useful if the teachers form this activity in advance.

#### **2.6.2.Insert the word**

This activity deals with words and expressions, the teacher gives his students a card with an unusual word or expression which has been kept as 'secret'. Then, the students take turns telling each other an anecdote involves the secret items. At the end of each telling, the other has to guess the word or the expression.

#### **2.6.3.Chain story**

Chain story is an activity helps the students listen, speak, and interact. This activity asks students to build a story from a chain of events they create, i.e. they take turns to compose a series that tell a story at a given signal from the teacher. Therefore, students change role where they add ideas to the contribution of their classmates so that they will end up with the whole and complete story.Loubazid,M (2012)

## 2.7. Guess games

Guess games is a useful activity used by teachers in the classroom, it is called also “Games” it helps in improving students’ speaking ability in the classroom, they provide intensive language practice especially in asking questions, students enjoy themselves and they gain vocabulary at the end of this activity.

### **Conclusion**

In brief, most students face some difficulties that hinder them to achieve their speaking proficiency, in this section we stated five communication strategies that students use them in order to compensate their difficulties which are achievement strategies, reduction strategies, paraphrasing strategies, cooperative strategies, and Dornyei & Scott strategies. Within this section, we provided some solutions to overcome students’ hindrances in speaking; how to overcome shyness, lack of self-confidence, lack of motivation, fear of making mistakes and anxiety. For teachers, we listed above various speaking activities that can contribute positively to developing students’ speaking skill where it can make them more active and at the same time proficient.

### **Conclusion**

In this chapter, we have tackled with definitions of speaking, aspects of speaking, the importance of speaking, and teaching speaking. In addition, we have shed light on the most common students’ speaking difficulties presenting communicative strategies and classroom activities which help to overcome students’ difficulties in speaking to foster it and help them to communicate freely. It is essential that language teachers pay great attention to teaching speaking providing a rich environment where meaningful communication takes place is desired. The activities mentioned above make students more active, motivated to learn, and promote their speaking skill.

**CHAPTER TWO:  
FIELD OF  
INVESTIGATION**

## **Introduction**

As it has been cited at the beginning, our aim of the study is to investigate the most common speaking difficulties faced by second year English students when they speak English language and to propose some solutions that may help students to improve their speaking skill. The descriptive method was used to clarify the study, with the use of students' and teachers' questionnaires which will be described, analyzed, and interpreted in this chapter.

### **1. Research Methodology**

#### **1.1. Assumptions**

We viewed that it is worth to reiterate our assumptions:

- a) Students' psychological factors play a great role in speaking difficulties that English students encounter such as lack of confidence, shyness, lack of motivation, anxiety, and fear of making mistakes that hinder speaking skill.
- b) One of the main reasons behind students' failure to improve their speaking is the ways and techniques teachers use for teaching the skill. Thus, we may assume that teachers play an important role in solving speaking difficulties by creating a pleasant supportive atmosphere in the classroom, providing students with positive feedback and promoting interaction using different activities. Hence, their speaking skill would be improved.

#### **1.2. Participants**

##### **1.2.1. Students**

In our study, 120 students represent the target population, we have chosen one student from each three which equal ( 1/3). Thus, The questionnaire had been submitted to a random sample of forty (40) second year English LMD students that will constitutes 33.33% of the whole population. The sample was selected randomly because they experienced many speaking situations that led them to diagnose their difficulties in speaking during Oral Expression classes.

##### **1.2.2. Teachers**

The questionnaire had been given to five (5) teachers at Mohammed Boudiaf M'sila University, the teachers were only oral expression teachers. They were chosen due to their

experiences and perceptions of their students' speaking difficulties. So they would suggest some solutions to overcome them.

## **2. Students' questionnaire**

### **2.1. Aim of the questionnaire**

The questionnaire is designed to investigate the students' awareness about their speaking difficulties and some solutions to overcome them. It is prepared on the basis of the theoretical chapter in this research. We can come up with some recommendations through the results of this questionnaire, those recommendations help in the achievement of teaching and learning speaking skill.

### **2.2. Administration of the questionnaire**

We have administered the questionnaire to second year LMD students, the questionnaire took place in May 2018, given to 120 students, taking 40 students' answer randomly. The questions were clear in a way students can understand clearly and give the appropriate answers.

### **2.3. Description of students' questionnaire**

This questionnaire sets for second year LMD student at English department of Mohammed Boudiaf University of M'Sila for the academic year 2017/2018 . 40 students are the questionnaires' participants, they are chosen randomly in order to seek out students' difficulties that influence their speaking learning process .This questionnaire includes two kinds of questions ; the first one is closed question that deals with « yes » or « no » questions or to indicate answers from various options .The second kind is the open-ended question ; this type of questions demand justification for the choice or ask the students to give their opinions or ideas . This questionnaire composes of two sections with twenty questions :

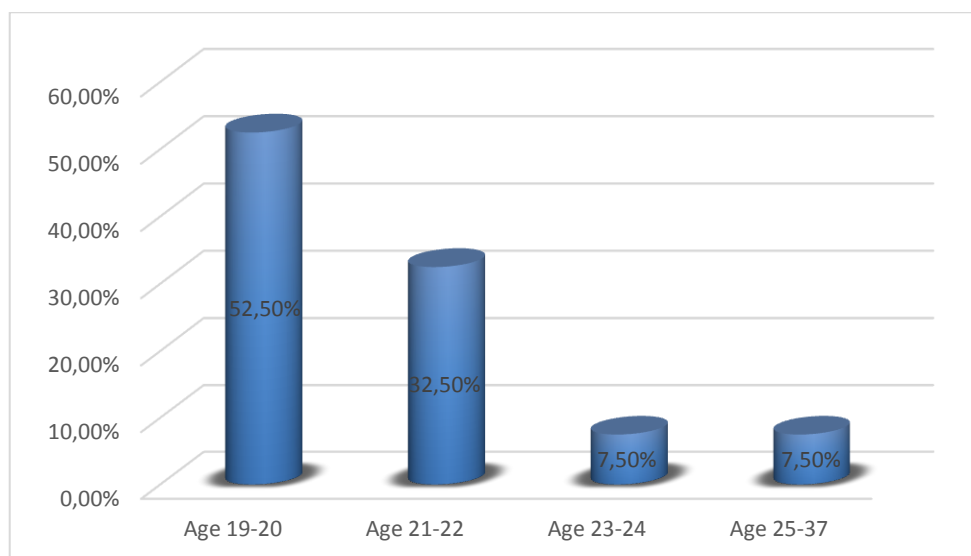
- 1- **Section one** : it deals with students' general information, it comprises three questions which aims to gather a background information about the participants (age, gender...).
- 2- **Section two** : This question is about students' attitude towards speaking difficulties and speaking activities, it deals with speaking as an essential part to involve, it also aims to seek out difficulties the students face during their process of learning speaking.

## 2.4. Analysis of the results

Q 01- Age :

**Table 1 : Students' age**

Age	Number	Percentage%
<b>19-20</b>	21	52.5%
<b>21-22</b>	13	32.5%
<b>23-24</b>	03	7.5%
<b>25- 37</b>	03	7.5%
<b>Total</b>	40	100%

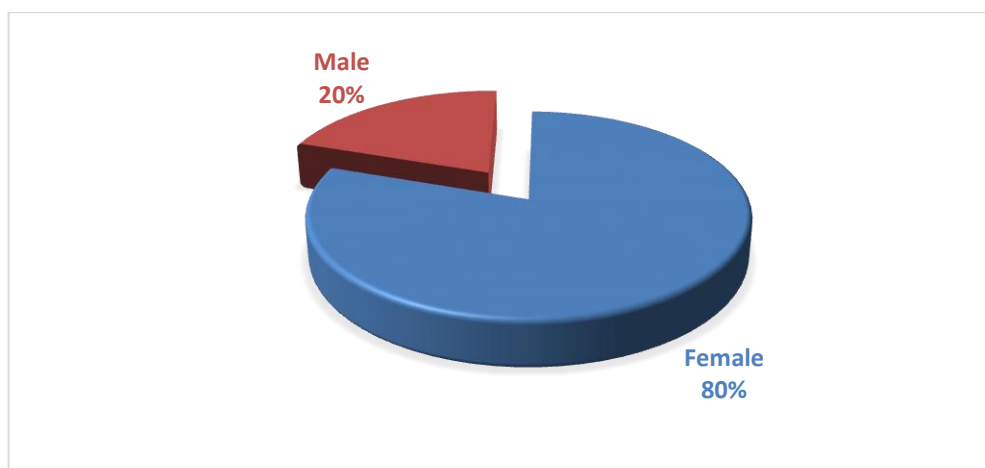


**Graph 01 : Students' age**

The graph and the table above represent the students' age, they are varying from 19 to 37 years old .52.5 % represents the majority of the students who are between 19 and 20 years. 32.5% are between 21 and 22 years. 7.5% are between 23 and 24, and also students who their ages are between 25 and 37 represent 7.5%. we conclude that students between 19-20 years attend the courses they like to learn foreign languages and they are the dominant category whose success rate is the highest.

**Q02 : Gender****Table 02: Students' gender**

Sex	Number	Percentage %
<b>Female</b>	32	80%
<b>Male</b>	08	20%
<b>Total</b>	40	100%

**Graph 02: Students' gender**

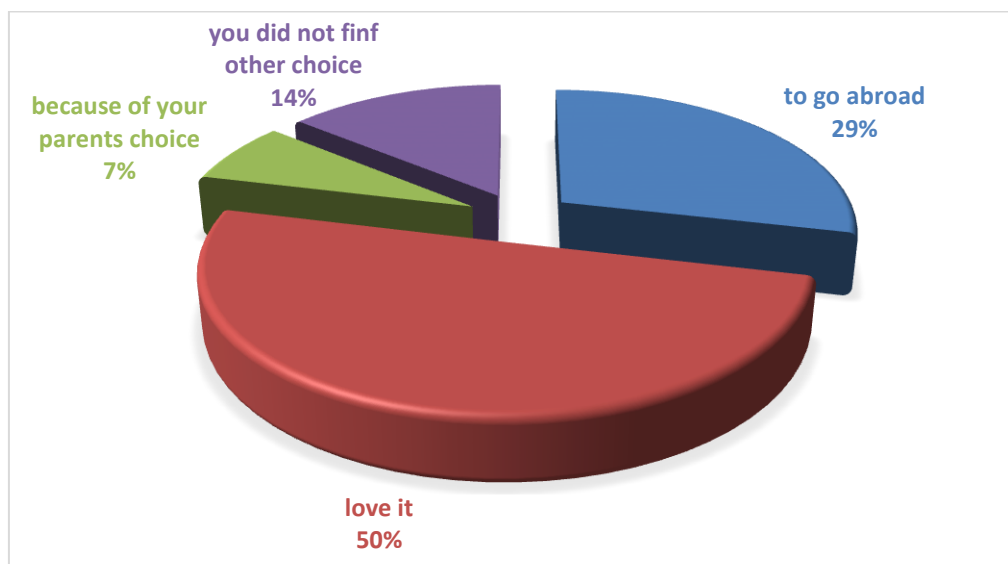
The results present that the majority of the participants are females with 80% (32 out of 40) while 20 % are males.

**Q03: Why have you chosen to study English ?**

- a- To go abroad
- b- Love it
- c- Because of your parents choice
- d- You did not find other choices

**Table 3: Students reasons to study English**

Options	Responses	Percentage %
To go abroad	12	28.5%
Love it	21	50%
Because of your parents choice	03	7.14%
You did not find other choices	06	14.28%
<b>Total</b>	<b>42</b>	<b>100%</b>

**Graph 03 : Students reasons to study English**

The results above represent students' answers about their decision to study English at University, the graph and the table illustrate that half of the participants (50%) have chosen to study English because they love it, while 28% of them have chosen English to go abroad, whereas, 7.5 % of them have chosen to study English according to their parents' choice .However, 14.28% study English because they did not find other choices.

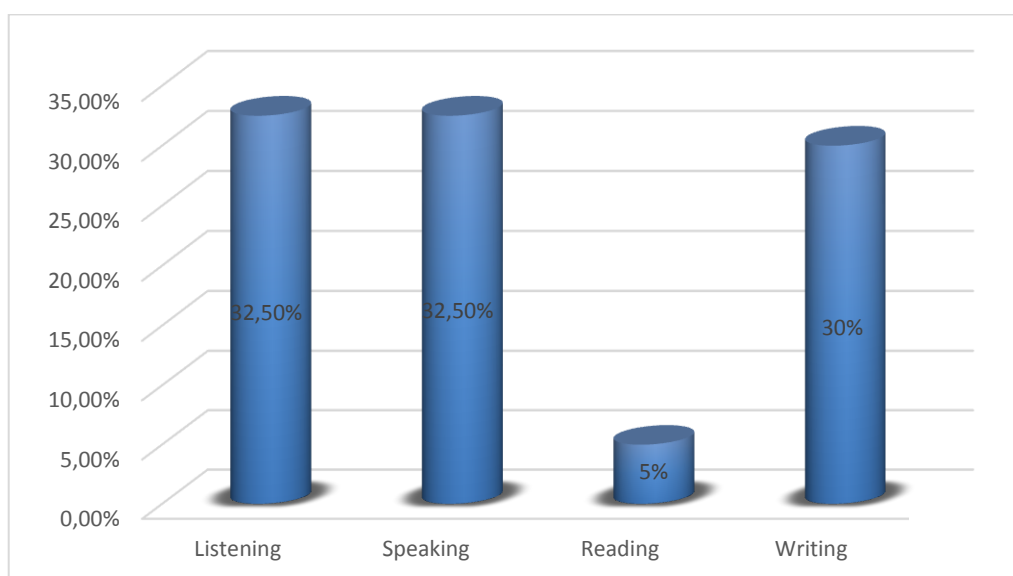
## Section two : Students' attitudes towards speaking difficulties and speaking activities

**Q04: For you ,which one of the following skills you consider as the most difficult ?**

a)- listening , b)- Speaking , c)- Reading , d)-Writing

**Table 4 : Students' most difficult skill**

Options	Answers	Percentage %
<b>Listening</b>	13	32.5%
<b>Speaking</b>	13	32.5%
<b>Reading</b>	02	05%
<b>Writing</b>	12	30%
<b>Total</b>	40	100%



**Graph 04 : Students' most difficult skill**

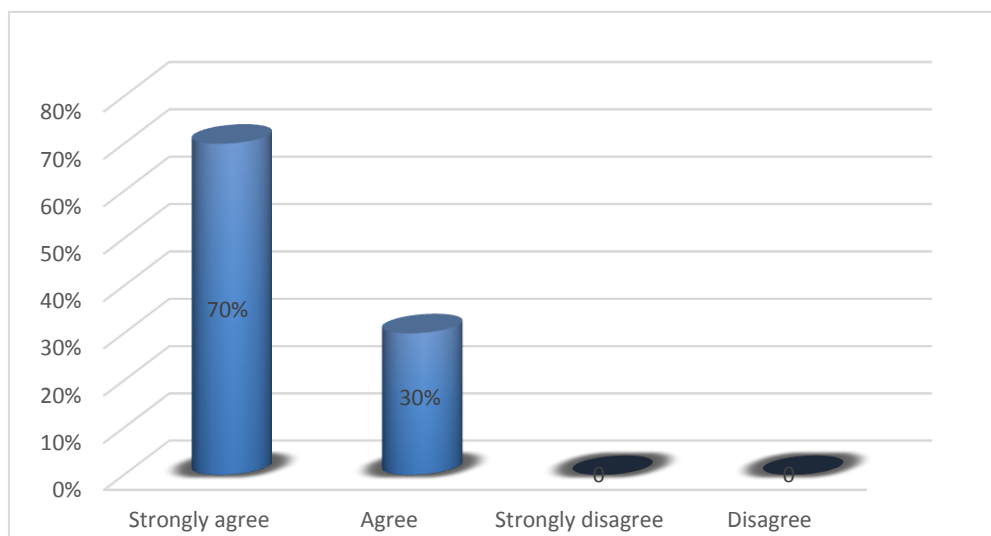
From the graph, it is clear that listening and speaking have the same percentage (32.5%) for each one, which means that they are the most difficult skills for the participants. Then, writing with (30%), finally, the less difficult skill is reading with (5%).

**Q05: Do you agree that learning a language requires speaking it ?**

- a- Strongly agree
- b- Agree
- c- Strongly disagree
- d- Disagree

**Table 5 : Learning language and speaking**

Options	Responses	Percentage %
<b>Strongly agree</b>	28	70%
<b>agree</b>	12	30%
<b>Strongly disagree</b>	00	00%
<b>Disagree</b>	00	00%
<b>Total</b>	40	100%



**Graph 05 : Learning language and speaking**

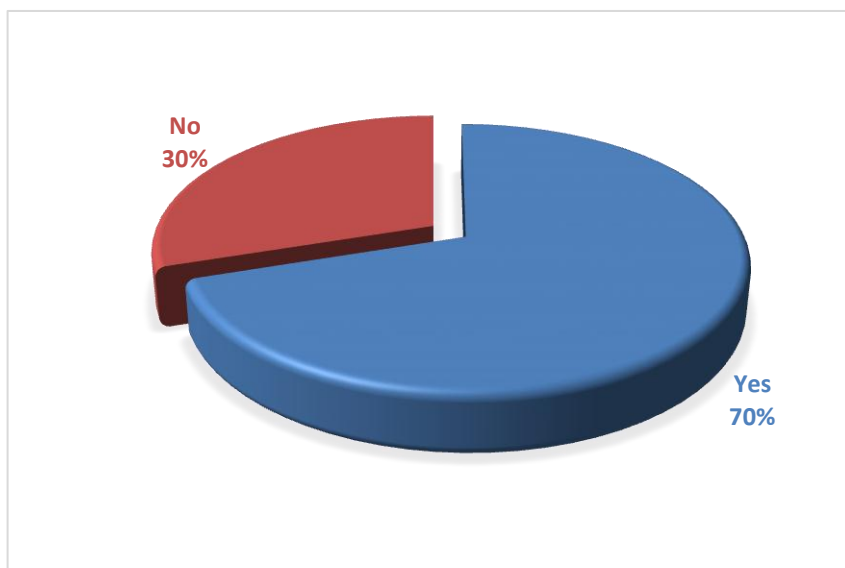
From the graph, it is clear that listening and speaking have the same percentage (32.5%) for each one, which means that they are the most difficult skills for the participants. Then, writing with (30%), finally, the less difficult skill is reading with (5%).

**Q06: Do you think that speaking skill is important in EFL learning ?**

- a- yes
- b- No

**Table 6 : Speaking's importance in EFL learning**

Options	Responses	Percentage%
Yes	28	70%
No	12	30%
<b>Total</b>	40	100%



**Graph 06 : The importance of speaking in EFL learning**

This question sets to reveal speaking's importance in EFL learning. 70% of the participants assert that speaking is important, whereas, 30% of them answer that speaking is not important in EFL learning.

**-If yes, why ?**

The table represent students' justifications :

**Table 7 : Students' justifications**

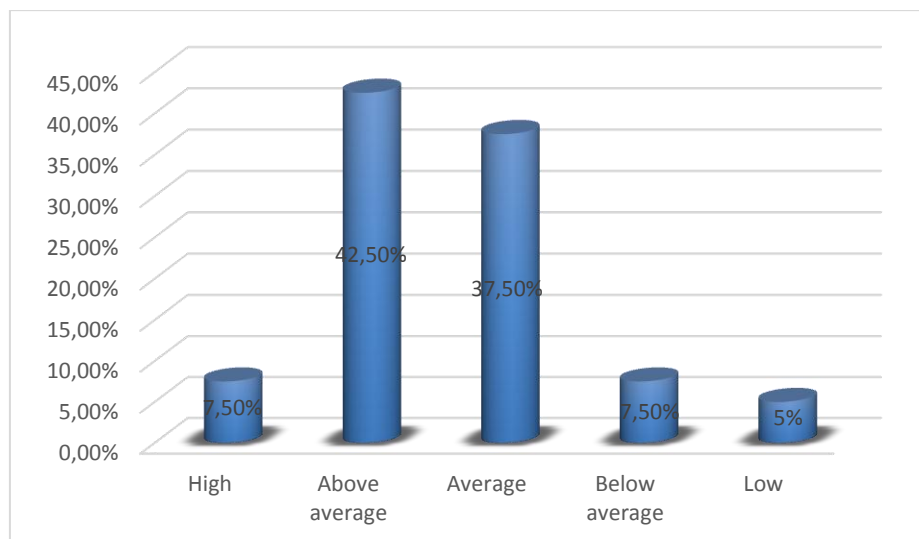
<b>No justification</b>	17
<b>Justification</b>	<ul style="list-style-type: none"> <li>-It helps to learn new vocabulary.</li> <li>-It helps students to learn speaking as natives.</li> <li>-It helps students to express their ideas and needs.</li> <li>-It helps to facilitate communication process.</li> </ul>

**Q 08: How do you consider your level of speaking English ?**

a)-High , b)-Above average , c)-Below average , d)-Low

**Table 08 : Students' evaluation of their English**

<b>Options</b>	<b>Responses</b>	<b>Percentage%</b>
<b>High</b>	03	7.5 %
<b>Above average</b>	17	42.5 %
<b>Average</b>	15	37.5 %
<b>Below average</b>	03	7.5 %
<b>Low</b>	02	05 %
<b>Total</b>	40	100 %



**Graph 07 : Students' evaluation of their English**

The question is about students' evaluation of their level of speaking English, most of the students with 42.5 % answer that they have an above level, whereas ; 37.5% have an average level. 7.5% of them have a below average and only 2 students (5 %) say that they have a low level.

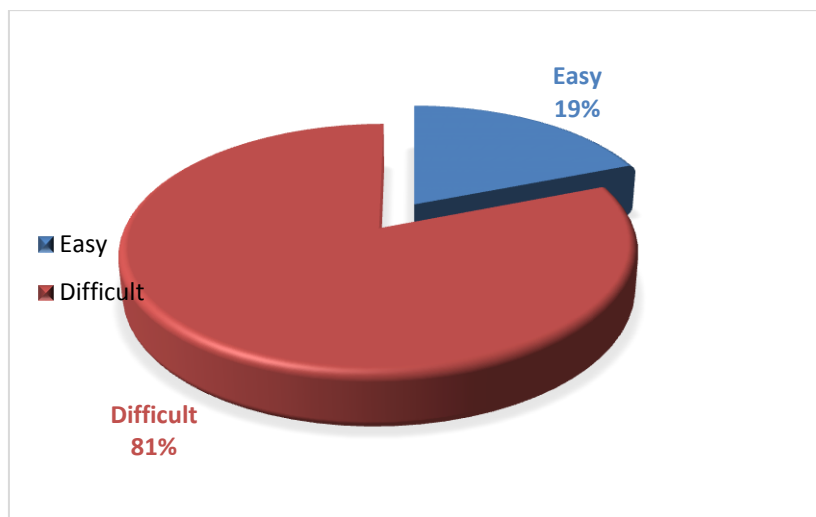
**Q08: Do you find speaking English :**

- a- Easy
- b- Difficult

**Table 09 : Students' evaluation of English**

Options	Responses	Percentage%
Easy	30	75 %
difficult	10	25 %
<b>Total</b>	40	100 %

\*



**Graph 08 : Students' evaluation of English**

The question is to know students' views on speaking English, the results is that 30 of them with 75% consider speaking English easy while 25% views that English is difficult.

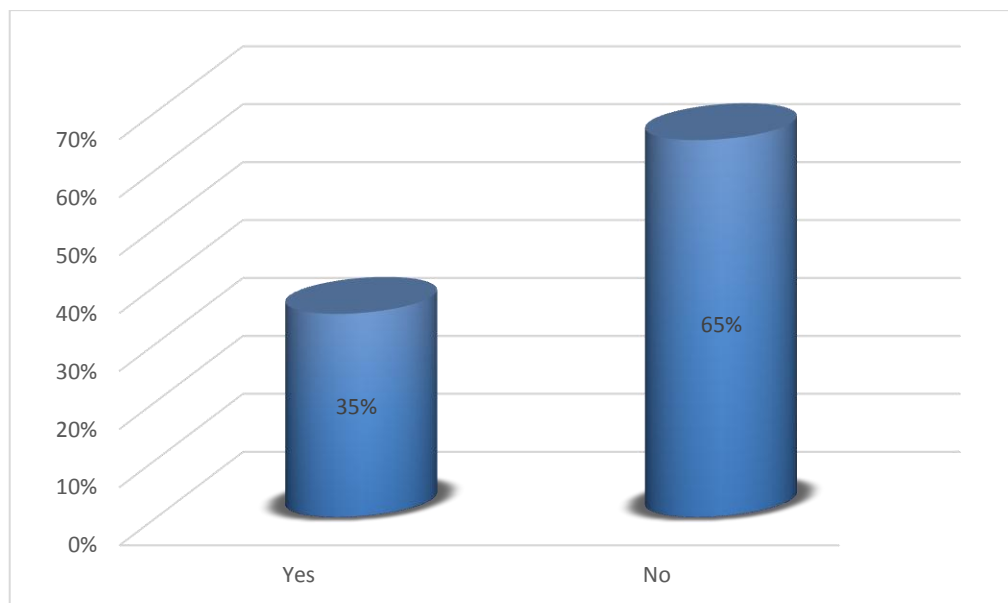
**Q09: Are you the type of person who would prefer to practice ?**

a- Yes

b- No

**Table 10 : Students' preference of practice**

Options	Responses	Percentage
Yes	14	35 %
No	26	65 %
<b>Total</b>	40	100 %



**Graph 09: Students' preference of practice**

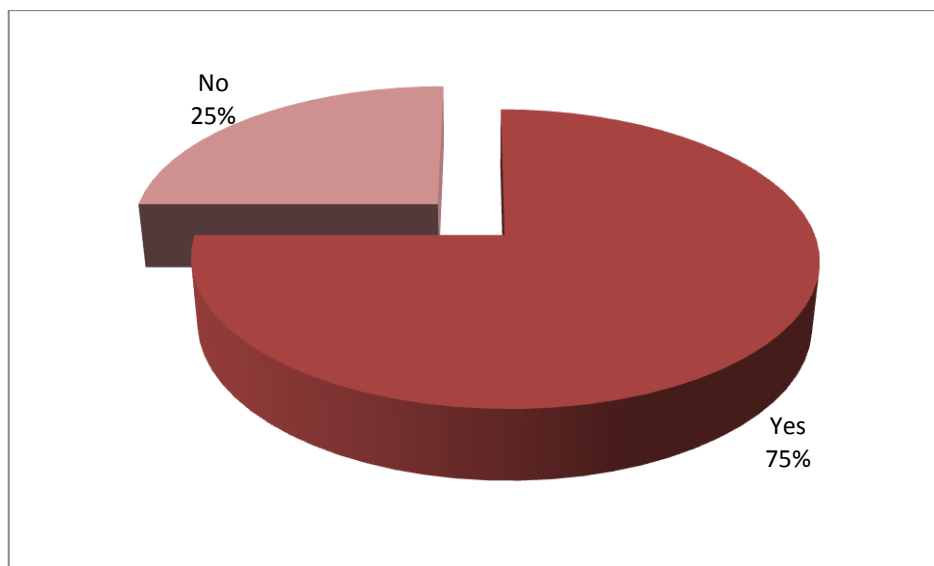
The graph results that 65% of the participants do not prefer to practice. Whereas ; 35% like to practice.

**Q10: Are you given the opportunity to speak in class ?**

- a- Yes
- b- No

**Table 11 : Students' speaking opportunity in the class**

Options	Responses	Percentage%
<b>Yes</b>	30	75 %
<b>No</b>	10	25 %
<b>Total</b>	40	100 %



**Graph 10 : Students' speaking opportunity in the class**

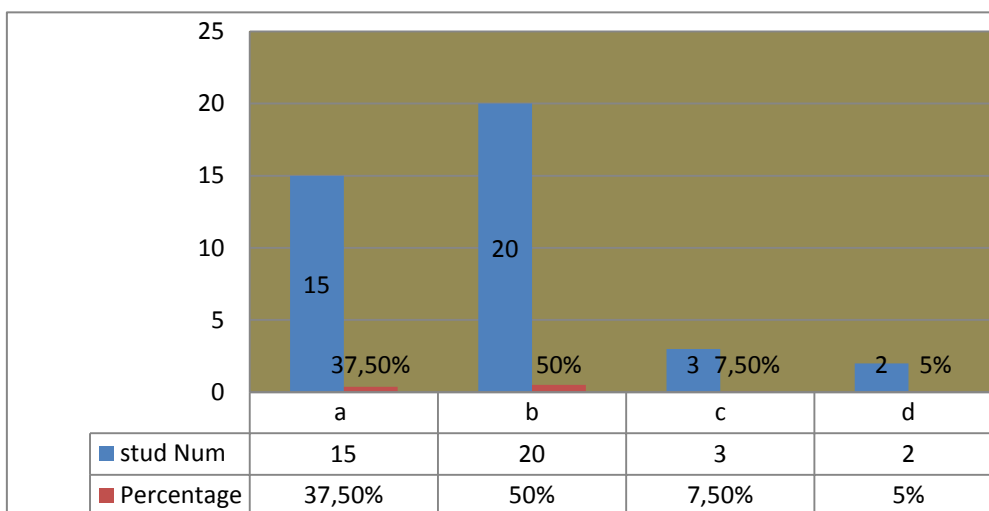
The question results that 75% of them are given the opportunity to speak in class to speak in class , and 26 % do not .

**Q11 : How often do you participate in oral expression lecture ?**

a)-Always , b)-Sometimes , c)-Rarely , d)-Never.

**Table12 : Frequency of students' participation in oral expression lecture**

Options	Number of students	Percentage %
<b>a</b>	15	37.5%
<b>b</b>	20	50%
<b>c</b>	03	7.5%
<b>d</b>	02	5%
<b>Total</b>	40	100%



**Graph 12 : Frequency of students' participation in oral expression lecture**

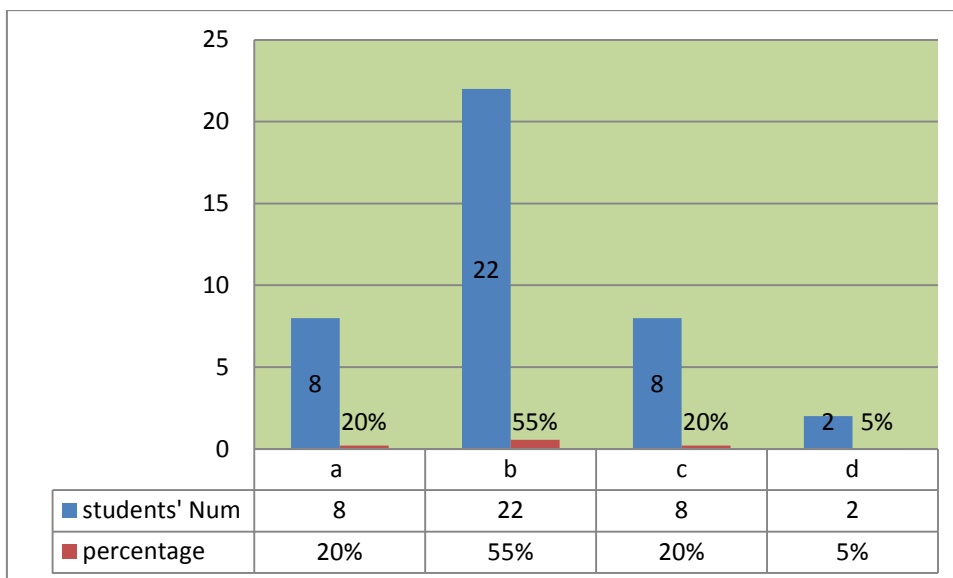
Among 40 informants, 20 students which represent 50% said that they sometimes participate in oral expression lecture, 15 of them (37.5%) participate always and 3 of students (7.5%) rarely participate. Whereas the rest ( 2 students that equal 5%) never participate. This reveal that students' participation in their oral expression lectures is good since they participate most of time.

**Q12 : Does your oral teacher correct your errors ?**

a)-Always , b)-Sometimes , c)-Rarely , d)-Never.

**Table13 : Frequency of correcting students' errors by teachers**

Options	Number of students	Percentage %
<b>a</b>	08	20%
<b>b</b>	22	55%
<b>c</b>	08	20%
<b>d</b>	02	5%
<b>Total</b>	40	100%



**Graph13 : Frequency of errors' correction by teachers**

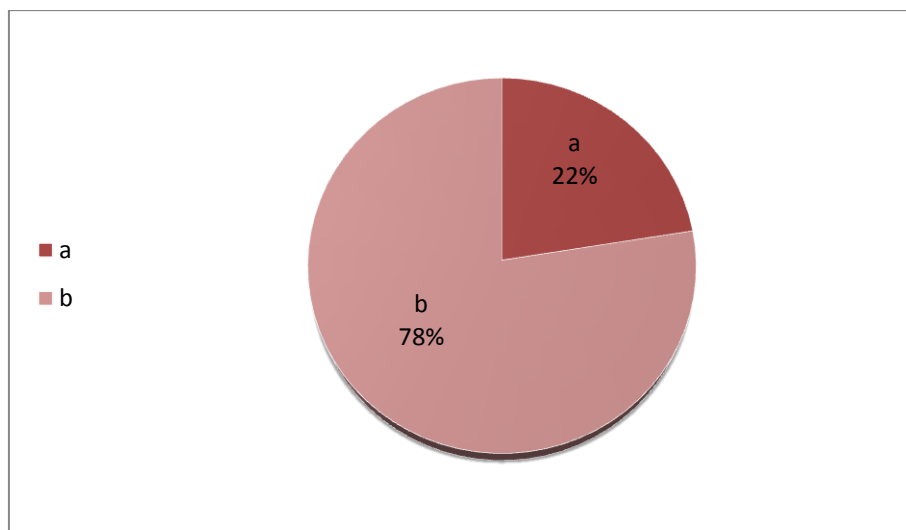
In the table 12, the majority of students (22 what equals 55%) said that their teachers correct their errors. 8 students (20%) view that their teachers always correct their errors, whereas 8 (20%) informants indicate that their teachers correct their errors rarely and two students (5%) said that their teachers never correct their errors. This may refers to different reasons, either some students do not make errors, or they do not interact in the classroom.

**Q13 : Is forcing you to participate in oral classes helping or demotivating ?**

a)-De-motivating you , b)-Helping you

**Table14 : Students' opinions about their teachers' enforcement to participate**

Options	Number of students	Percentage%
<b>a</b>	09	22.5%
<b>b</b>	31	77.5%
<b>Total</b>	40	100%



**Graph13 : Students' opinions about their teachers' enforcement to participate**

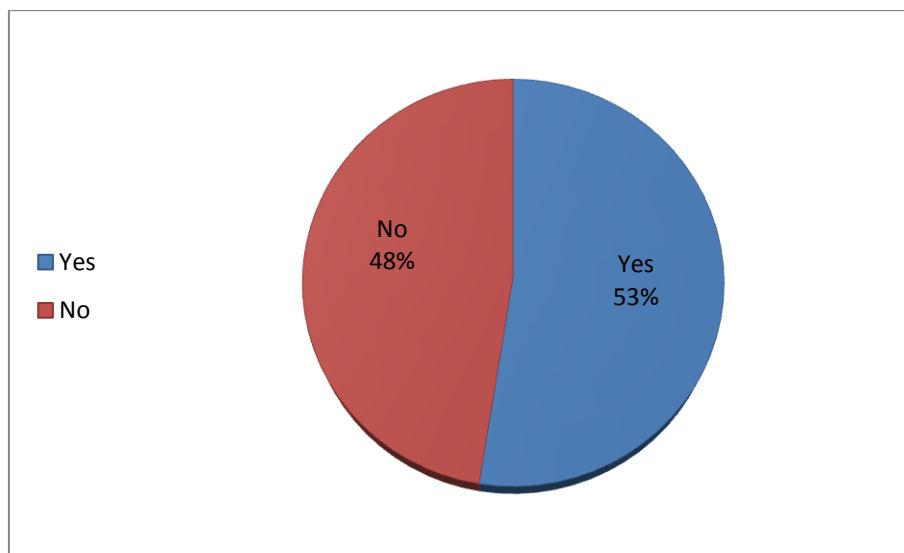
According to what is suggested in this table. We notice that 31 students what equals (77.5%) declared that forcing them to participate is helpful which positively influence their participation as well as their speaking skill, while the rest of the informants (09 students which equals ( 22.5%) said that it demotivates them since they want to be free and this enforcement to practice lead them to feel bored and hold a negative attitude towards oral expression sessions.

**Q14 : Do you feel afraid to talk ?**

a)-Yes , b)-No

**Table 15 : Students' fear of speaking**

Options	Number of students	Percentage%
Yes	21	52.5%
No	19	47.5%
<b>Total</b>	40	100%



**Graph 14 : Students' fear of speaking**

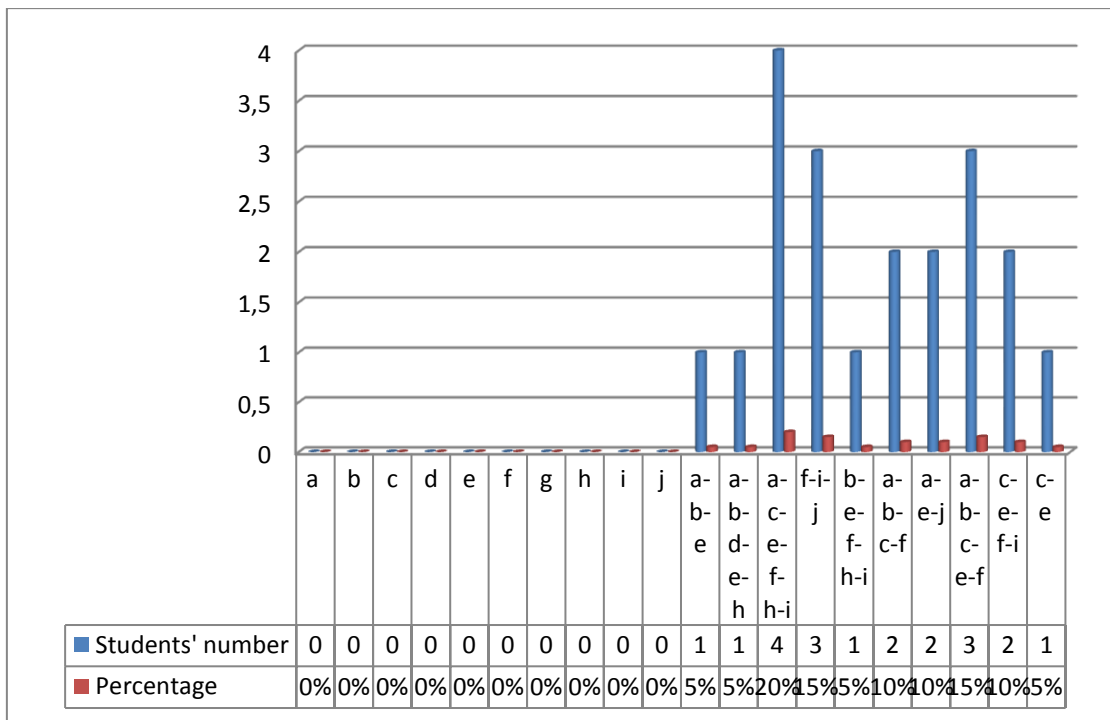
Among 40 students, most of them (21) that equals (52.5%) answered that they feel afraid to talk and 19 of them (47.2%) answered that they have no fear to talk. The results found here may be interpreted in a way which students may have barriers that cause fear of talking. The question 15 will show the reasons behind this fear.

**Q15 : If your answer is yes, is it because of :**

- a- Fear of making grammatical mistakes ?
- b- Fear of making pronunciation mistakes ?
- c- Having deficient vocabulary ?
- d- Fear of teachers' negative feedback ?
- e- Lack of self-confidence ?
- f- Lack of encouragement ?
- g- Lack of comfortable with your teacher and/or classmates ?
- h- Fear of making fun of yourself ?
- i- Shyness
- j- Anxiety

**Table16 : Students' views on the causes of fear of speaking.**

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>	<b>Options</b>	<b>Number of students</b>	<b>Percentage%</b>
<b>a</b>	0	0.00%	<b>a-e-j</b>	02	10%
<b>b</b>	0	0.00%	<b>a-b-c-e-f</b>	03	15%
<b>c</b>	0	0.00%	<b>c-e-f-i</b>	02	10%
<b>d</b>	0	0.00%	<b>a-b-e</b>	01	05%
<b>e</b>	0	0.00%	<b>a-b-d-e-h</b>	01	05%
<b>f</b>	0	0.00%	<b>a-c-e-f-h-i</b>	04	20%
<b>g</b>	0	0.00%	<b>f-i-j</b>	03	15%
<b>h</b>	0	0.00%	<b>b-e-f-h-i</b>	01	5%
<b>i</b>	0	0.00%	<b>a-b-c-f</b>	02	10%
<b>j</b>	0	0.00%	<b>c-e</b>	01	05%
			<b>Total</b>	20	100%



**Graph 15 : Students’ views on the causes of fear of speaking**

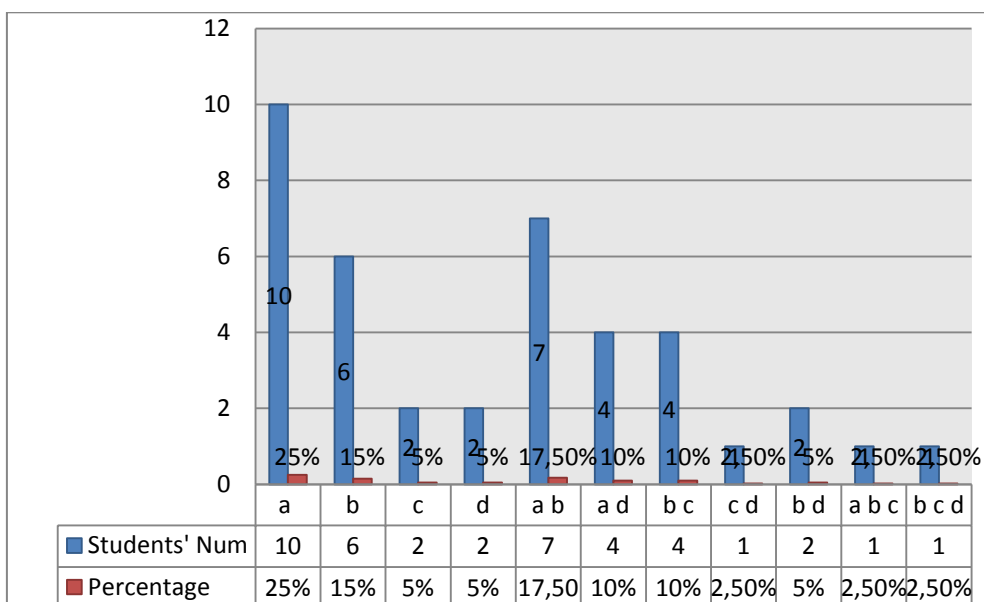
As shown in this table, 21 students who said that they have fear to talk in questions 14, they opted for a multiple choices. Each students have some difficulties most were their fear of making grammatical and pronunciation mistakes, lack of self-confidece, lack of motivation and lack of comfort, shyness and anxiety. Some students may not exposed to the grammatical aspect of the language where they can struct grammatically correct sentences, others may face difficulty in pronouncing such phonemes such as ‘p’ and ‘b’. students’ psychological barriers was present most especially ; lack of self confidence, shyness, anxiety, and lack of encouragement that hinder them to speak. One of the 21 students who said yes indicate that he has no fear but he has problem of stammering.

**Q16 : What are the strategies that you use in order to benefit from the oral sessions ?**

a)-Practicing , b)-Encouraging yourself , c)-Asking questions , d)-Cooperating with others.

**Table17 : Students’ strategies to benefit from oral sessions.**

Options	Number of students	Percentage %
<b>a</b>	10	25%
<b>b</b>	06	15%
<b>c</b>	02	5%
<b>d</b>	02	5%
<b>a-b</b>	07	17.5%
<b>b-d</b>	04	10%
<b>a-d</b>	04	10%
<b>c-d</b>	01	2.5%
<b>b-c</b>	02	5%
<b>a-b-c</b>	01	2.5%
<b>b-c-d</b>	01	2.5%



**Graph16 : Students’ strategies to benefit from oral sessions**

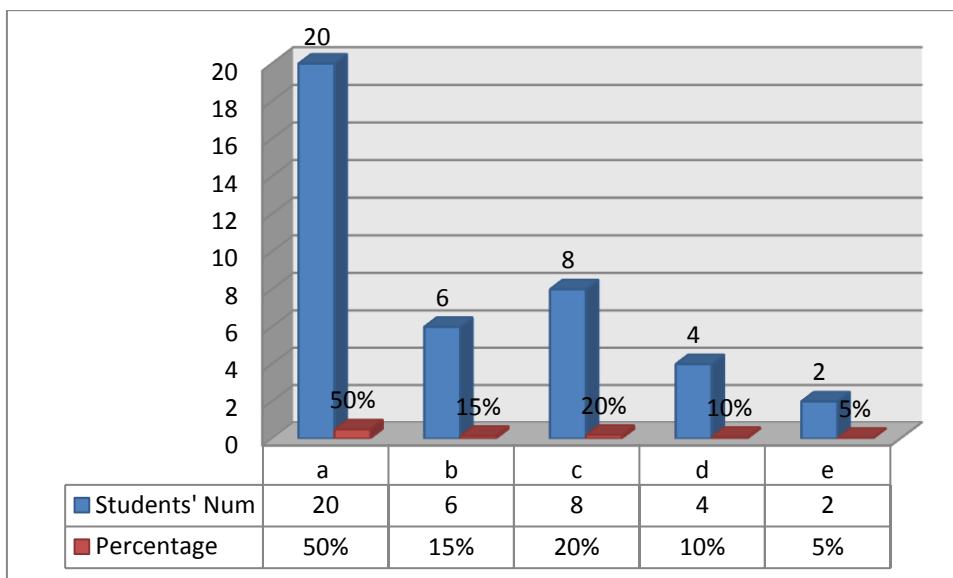
Students' answers in table 16 show that 10 of them (25%) practice to benefit from their oral sessions. 06 students (15%) encourage themselves to be part in the session. 02 of them (5%) ask questions to benefit from oral sessions as much as they can whether asking their teachers or their classmates in case they have problem. 02 of the informants attempt themselves to cooperate with others, while 20 students opt more than one option. This mean that they use more than one strategy to benefit more, thus students recognize well how to profit from their oral sessions.

**Q17: Which of the following are the most activities you prefer to practice in the classroom?**

- a)- Discussions / dialogues / interviews
- b)- Role play and simulation
- c)- Communication games
- d)- Information-gap activities
- e)- Storytelling

**Table 18: Students' most preferable activities to participate in classroom**

<b>Options</b>	<b>Number of students</b>	<b>Perccenatge%</b>
<b>a</b>	20	50%
<b>b</b>	06	15%
<b>c</b>	08	20%
<b>d</b>	04	10%
<b>e</b>	02	5%



**Graph17: Students' most preferable activities to practice in the classroom**

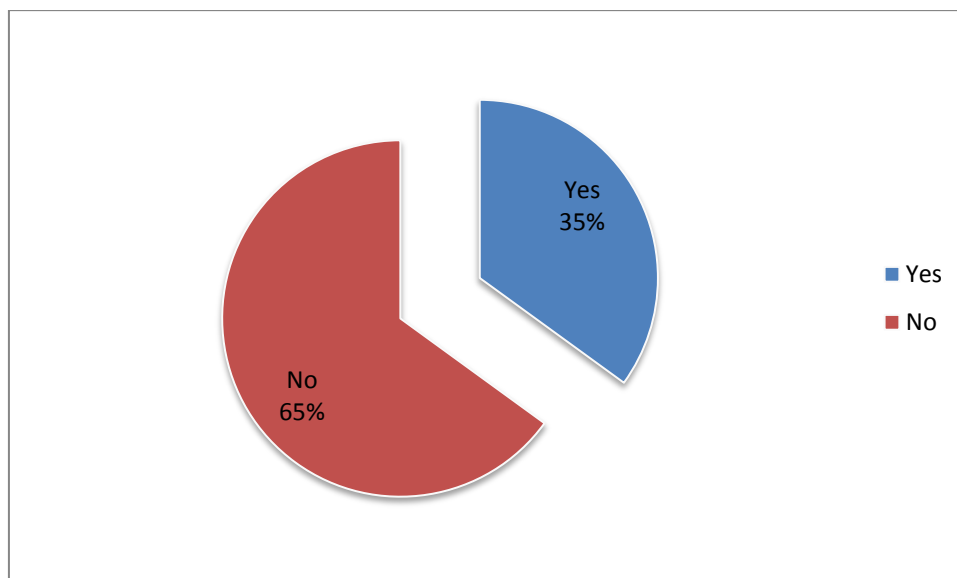
Table 17 illustrates that 20 informants that equals (50%) answered that they prefer discussions, dialogues and interviews. 08 students (20%) from the group noted that they prefer communication games. 06 learners (15%) picked the option 'b' where they like role play and simulation. Four students (10%) chose information gap activities, option d', and two students (5%) choose option 'e' which is storytelling. We notice that students prefer the active classroom atmosphere where they can discuss, play games, do plays, interviews, and tell stories. To cope with students' needs, teachers should drive this atmosphere where they should use many activities as possible.

**Q18: Do you think your teacher use different and modern teaching strategies?**

a)-Yes , b)-No

**Table19: Students' opinions towards teaching strategies**

Options	Number of students	Percentage%
Yes	14	35%
No	26	65%
<b>Total</b>	40	100%



**Graph 18: Students' opinions towards teaching strategies**

With the 40 students who were asked about their teachers' use of different and modern strategies, 26 informants (65%) answered with no, where the rest 14 students (35%) answered with yes their teachers use different and modern teaching strategies.

Among the 14 students who answered with yes, they were asked to indicate whether these teaching strategies are helpful or not. Only ten students said that those teaching strategies are helpful because they motivate and encourage them to study, improve their speaking skill, it also give them new perspective about speaking and English language learning, and help them to practice, interact, and engage in discussions. Whereas 4 students did not answer the question.

**Q19: If you would like that your teacher uses new strategies, what do you suggest they would be?**

From 40 students, 34 students suggested that English oral teachers should make a pleasant and supportive classroom atmosphere. Where the other six students left the question blank. Students' propositions focus around the following suggestions:

- Using technology such as Data show.
- Bringing the sense of humor in the classroom ( smiles, jokes ).
- teachers' positive feedback.
- Finding new ways of encouraging students to practice more in the classroom.

- Using motivational strategies such as rewarding students' who make efforts to speak.
- Allotting more time and opportunities to all students to say what they want.
- Providing students with projects to do oral presentations.
- Being creative and selective in their topics and activities.
- Having the sense of humanity and seriousness.

**Q20: Could you please provide some suggestions to improve speaking skill in the classroom?**

37 students among 40 answered the question (20) which they were asked to provide us with some suggestions to improve speaking skill. Most of what students propose was already mentioned and the following are some students' new propositions for enhancing speaking skill:

- Teaching pronunciation.
- Listening more to native speakers, songs, videos and movies.
- Repetition of words, sentences, dialogues...etc
- Using technology and social media.
- Learning vocabulary through reading.
- Correcting errors with help of teachers, classmates or themselves.
- Teaching how to give a good speech.
- Having no fear, no anxiety, no shyness can build a strong personality and confidence to speak.

### **3. Teachers' questionnaires**

#### **3.1. Aim of the questionnaire**

Teacher questionnaire is composed of 16 questions. It attempts to reveal teachers' views about their students speaking difficulties and what strategies and activities they use in order to overcome these problems. In this questionnaire we ask for some suggestions teachers give in order to improve students' speaking skill. Answering both questionnaire will allow us to draw conclusion about the situation and to propose list of recommendations that help students and teachers.

### 3.2. Description of the questionnaire

This questionnaire is designed for second year LMD teachers of oral expression module at English department of Mohammed Boudiaf University of M'Sila. The target population consists of five (5) teachers who are asked to answer sixteen (16) questions with different types ; closed and open-ended questions. Closed questions they are asked to choose « yes » or « no » questions or to select the right and appropriate answers, while open-ended questions the teachers are asked to give their justifications, their explanations and suggestions. It is divided into two sections :

- 1- **Section one** : this section aims to gather general information about the teachers as their degrees or how long they have been teaching English and oral expression module.
- 2- **Section two** : this section deals with teachers' perceptions about learners speaking difficulties and their explanation and suggestions for these difficulties.

### 3.3. Analysis of the results

#### Section one : General information

**Q01: What degree do you hold ?**

a-Master

b-Magister

c-P.H.D (doctorate)

**Table 20 :Teachers' degree held**

<b>Options</b>	<b>Responses</b>
<b>Master</b>	02
<b>Magister</b>	02
<b>Doctorate</b>	01

The table above indicates that two teachers have master degree. Two have magister degree and one teacher has doctorate.

**Q02: How long you have been teaching English ?**

Teachers are asked to answers about how many years they have been teaching English at University, one teacher is the most experienced he teaches English for 26 years and one teacher teaches English for 10 years, the other teachers teach English from one (1) year to four (4) years.

**Q03: How long you have been teaching oral expression module ?**

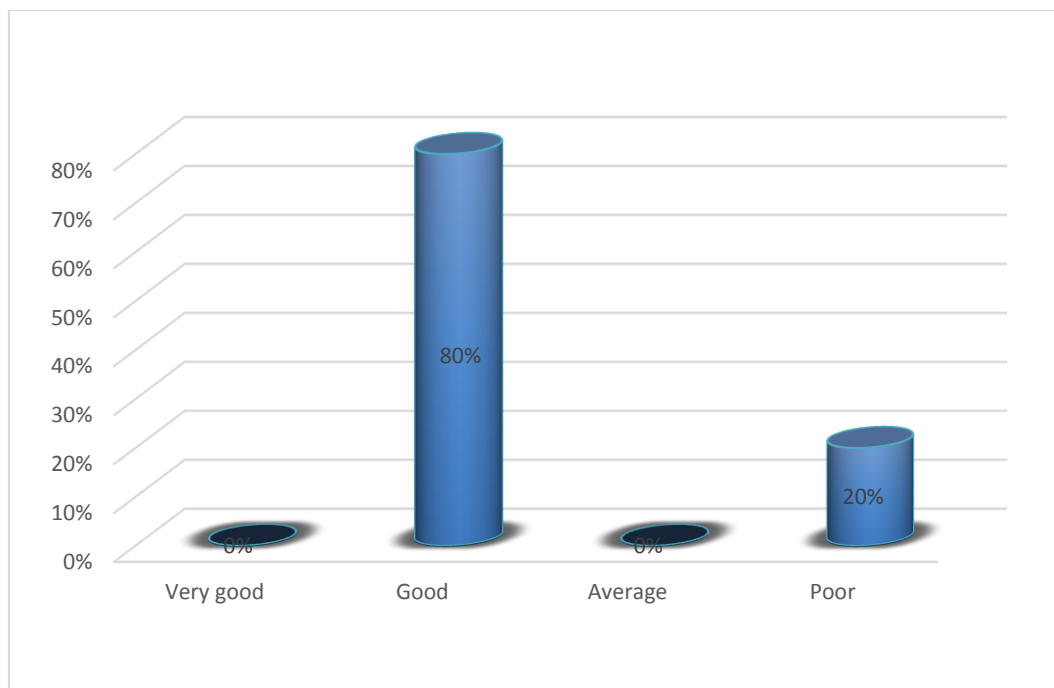
This question designed to know teachers' years of teaching oral expression module in order to check their teaching experience with this module. Three (3) teachers teaches oral expression from one (1) years to two (2) years, only one teacher teaches oral expression for six (6) years and another teacher for three (6) years.

**Section two : Teachers' perceptions about learners' speaking difficulties .****Q04: How do you find your students' speaking level in oral expression ?**

- a- Very good
- b- Good
- c- Average
- d- Poor

**Table 21: Teachers' evaluation of students level**

<b>Options</b>	<b>Answers</b>	<b>Percentage%</b>
<b>Very good</b>	/	00%
<b>Good</b>	04	80%
<b>Average</b>	/	00%
<b>Poor</b>	01	20%
<b>Total</b>	05	100%



**Graph 19: Teachers' evaluation of students level**

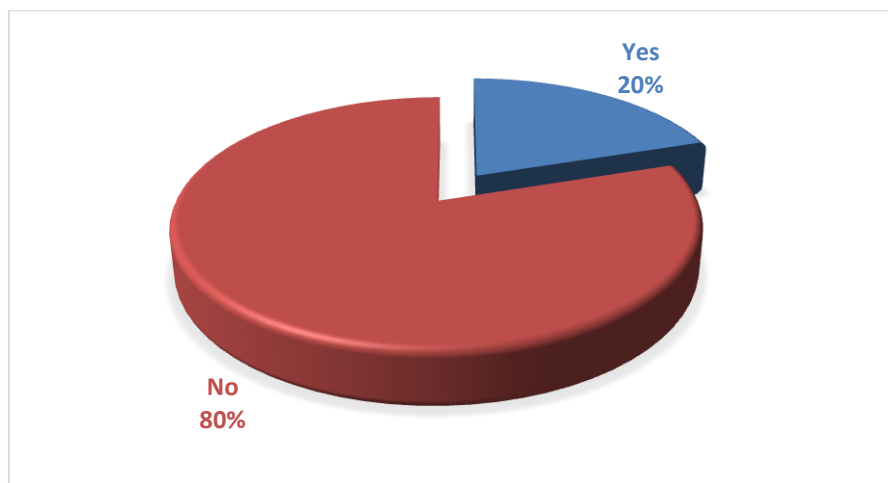
The graph illustrates that 80% of the teachers evaluate their students' level in speaking as a good level. However, 20% of them consider it as poor level.

**Q05 : Do you raise your students' awareness about the importance of speaking in class?**

- a- Yes
- b- No

**Table 22 : Teachers help to raise students' awareness about speaking**

Options	Responses	Percentage%
Yes	04	80%
No	01	20%
<b>Total</b>	05	100%



**Graph 20: Teachers help to raise students' awareness about speaking**

From the table, it is clear that most teachers (4) raise their students' awareness about speaking importance in class .However, one (1) teachers answer with « no »which means that he does not raise his students' awareness about speaking importance in the class.

**Q06: Do all of your students participate in their speaking classes ?**

- a- Yes
- b- No

**Table 23: students' participation in speaking classes**

Options	Responses
Yes	/
No	05
<b>Total</b>	05

All teachers assert that the majority of the students do not participate in their speaking classes.

- If no, why ?

**Table 24 : Teachers' justifications**

<b>No justification</b>	/
<b>Justification</b>	<p>-Some students are introverts, shy and reluctant .Thus, it has been difficult to engage them, they even refuse to say simple sentences or take part in discussion.</p> <p>-Depending on the student motivation and the topic, the size of the class, students' mood and the class atmosphere.</p> <p>-Sometimes because of the subject being discussed and some students are shy.</p>
<b>Justification</b>	

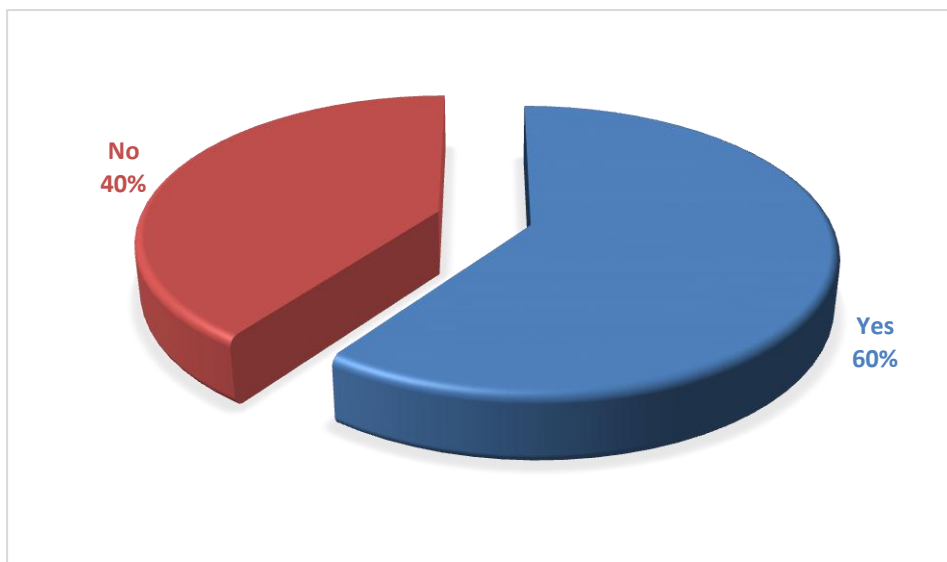
**Q07: In your opinion, do your students have the needed linguistic input (vocabulary) that helps them in their speaking activities ?**

a- Yes

b- No

**Table 25: Students' linguistic input**

<b>Options</b>	<b>Answers</b>	<b>Percentage%</b>
<b>Yes</b>	03	60%
<b>No</b>	02	40%
<b>Total</b>	05	100%



**Graph 21 : Students' needed linguistics input**

The graph states that 60% of teachers their students have the needed linguistics input (vocabulary) that helps them in their speaking activities while 40% of them agree that their students do not have linguistics input that helps them in their speaking activities.

**Q08: While teaching speaking, what difficulties do you mostly find ?**

**Table 26 : Teachers' difficulties**

	Selecting appropriate topic	Motivating students	Managing time appropriately	Losing control of the classroom	Lacking materials
<b>Teachers 1</b>		√			
<b>Teacher2</b>	√	√			
<b>Teacher 3</b>		√			
<b>Teacher 4</b>		√	√		√
<b>Teacher 5</b>		√			√

This table indicates difficulties the teachers can find while teaching speaking .according to the table, all teachers answer that motivating students is the most problem

they find .Then two teachers confirm that lack of materials is another problem they find. However ; teachers state that selecting a topic as well as managing time appropriately are other problems they find while teaching oral expression course.

**Others, please specify :**

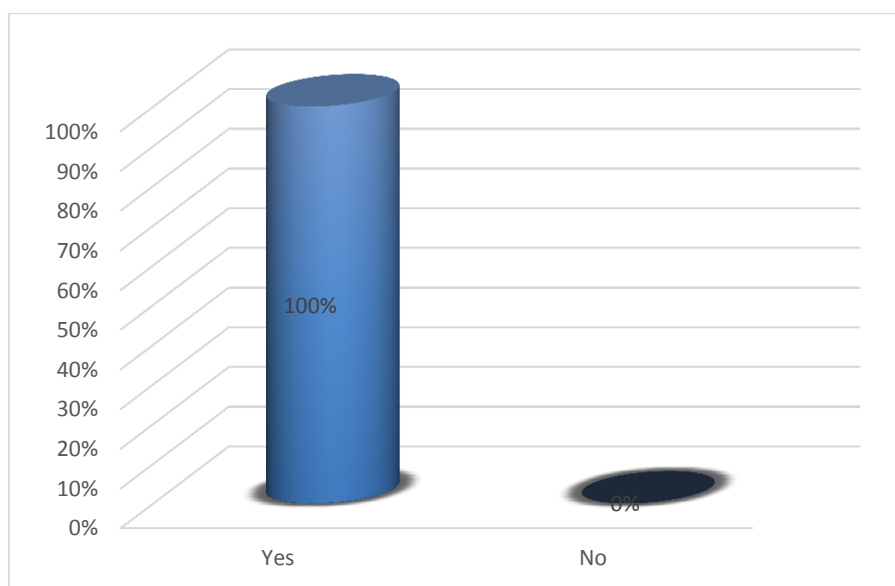
- How to cope with students' degree of assimilation especially in mixed class ability students and how to ensure the whole group participation.
- Problems with ICT's use.
- Students do not response or do their projects works and presentation (laziness).

**Q09: Are you encouraging your students to speak in the classroom ?**

- a- Yes
- b- No

**Table 27: Teachers' encouragement to students**

<b>Options</b>	<b>Answers</b>	<b>Percentage%</b>
<b>Yes</b>	05	100%
<b>No</b>	/	00 %
<b>Total</b>	05	100%



**Graph 22: Teachers' encouragement to students**

It is clear from the graph that all teachers encourage their students to speak and participate in the class during oral expression course.

**Q10 : If yes, how ?**

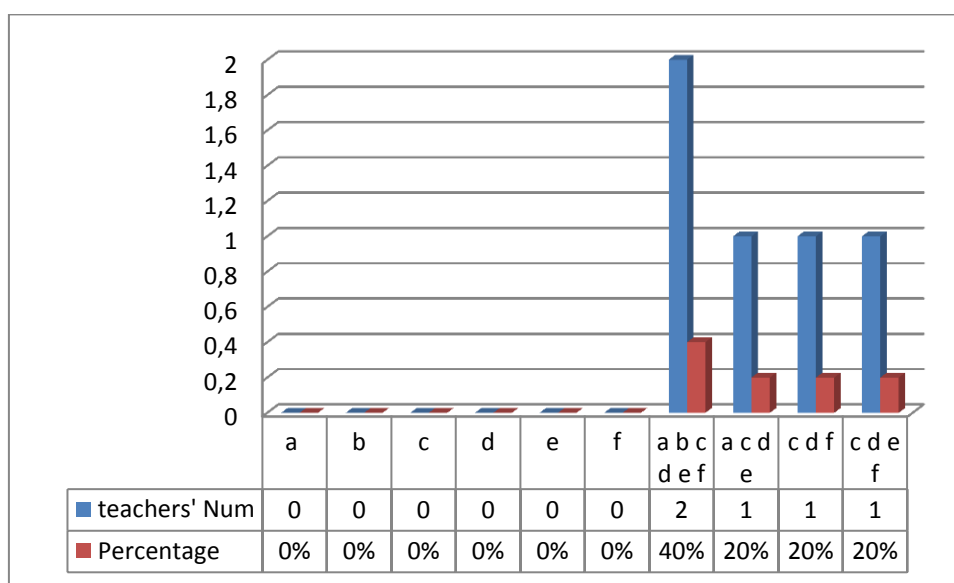
- Through producing simple sentences, prompts shorts dialogues.
- Working in pairs.
- Correcting friends.
- Saying something.
- Describing pictures, objects and using games.
- Making plays, telling jockes and short stories.
- Through projects' presentation.
- Avoiding vitriolic criticism once trying to speak.

**Q11: What are the difficulties that your students face when they speak in the classroom?**

- a)-Lack of self-confidence
- b)-Lack of motivation
- c)-Shyness
- d)-Fear of making mistakes
- e)-Lack of vocabulary
- f)-Anxiety

**Table 28: Teachers attitudes about their students speaking difficulties.**

Options	Teachers number	percentage	options	Teachers' number	Percentage%
<b>a</b>	0	0.00%	<b>f</b>	0	0.00%
<b>b</b>	0	0.00%	<b>a-b-c-d-e-f</b>	02	40%
<b>c</b>	0	0.00%	<b>a-c-d-e</b>	01	20%
<b>d</b>	0	0.00%	<b>c-d-f</b>	01	20%
<b>e</b>	0	0.00%	<b>c-d-e-f</b>	01	20%
			<b>Total</b>	05	100%

**Graph 23: Teachers' attitudes about their students' speaking difficulties**

Our questioned teachers select multiple choices concerning their students' speaking difficulties they mostly face. Those difficulties which was noted where: fear of making mistakes, shyness, lack of self confidence, lack of motivation and anxiety.

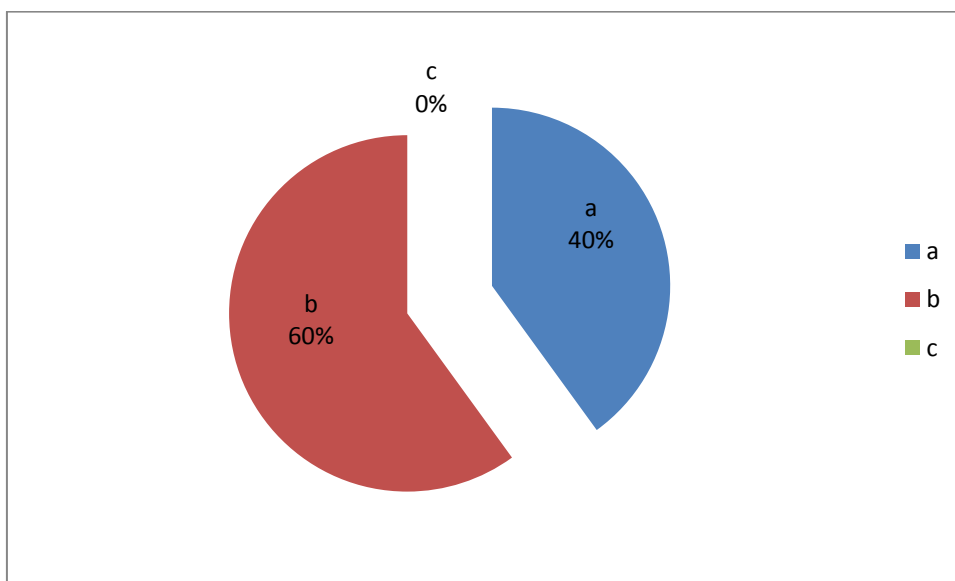
### Q12: Frequency of teachers' error correction

- Do you correct you students' errors?

a)-Always , b)-Sometimes , c)-Never

**Table 29: Frequency of teachers' errors correction**

options	Teachers' number	Percentage%
<b>a</b>	02	40%
<b>b</b>	03	60%
<b>c</b>	00	0.00%
<b>Total</b>	05	100%



**Graph 24: Frequency of teachers' errors correction**

Among the five teachers, three of them (60%) said that they sometimes correct their students' errors whereas two teachers (40%) pointed that they always correct their students' errors.

### Q13: Teachers' identification of student' errors types

- What types of errors do you students make?

All of the informants teachers said that their students make grammatical mistakes, tenses and word order. In addition to pronunciation errors. One of the teachers said “students make mistakes pertaining to their fluency in general. Rarely, they make errors pertaining to their concepts”.

#### **Q14: How do you correct their errors?**

##### **- Teachers’ errors correction**

Since the students make errors mostly in grammar and pronunciation, each teacher has his own way of correcting these errors. Concerning grammatical errors, one teacher said that she correct their grammatical constructions. Another teacher pointed that her correction is immediate based on repetition of the words or utterances if her students mispronounced them. A teacher said: “I usually wait for self correction, if non, I correct their errors immediately, but not mistakes. I also ban peer correction.” One of the informant teachers indicate his correction of his students errors is “by stopping them and correcting the mistakes on the spot, also by asking them to reformulate or to re-think, and by asking a classmate to correct.” The last 74olumbia74e teacher left the question blank for unkown reasons regarding that she 74olumbia74 her students’ errors. This may let us think that she mainly has no idea of how she correct her students’ errors.

#### **Q15: teachers’ use of strategies**

##### **- What are the strategies you mostly use in your class to promote you students’ speaking skill?**

a)-Role play

b)-Group work

c)-Pair work

d)-Games

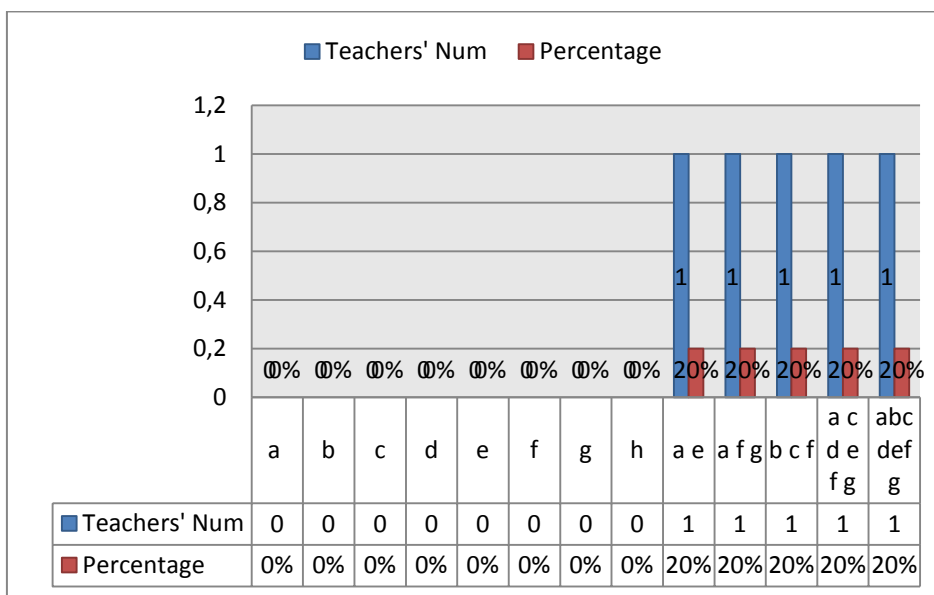
e)-Problem-solving

f)-discussions (individual or group discussion/ free or guided topic discussions

j)-Information gap activities

**Table 30: Oral teachers’ use of strategies**

Options	Teachers’ number	Percentage%	Options	Teachers	Percentage%
<b>a</b>	0	0.00%	<b>g</b>	0	0.00%
<b>b</b>	0	0.00%	<b>a-f-g</b>	1	20%
<b>c</b>	0	0.00%	<b>a-e</b>	1	20%
<b>d</b>	0	0.00%	<b>b-c-f</b>	1	20%
<b>e</b>	0	0.00%	<b>a-c-e-f-g</b>	1	20%
<b>f</b>	0	0.00%	<b>a-b-c-d-f</b>	1	20%
			<b>Total</b>	5	100%



**Graph 25: Oral expression teachers’ use of strategies**

In this question, we suggested a range of strategies teachers mostly use to promote their students’ speaking skill. Our questioned teachers choose multiple choices. This means that oral teachers use various strategies to cope with their students needs, they derive them to participate through group work and pair work, role play activities, games, puzzles, and short stories to make enjoyable learning environment.

### **Q16: Teachers' effective strategies suggestions**

#### **What effective strategies would you propose to improve the learners' speaking skill?**

All of the five teachers answered the question 16 by which we aim to collect some propositions that help in improving speaking skill. Teachers' suggestions are listed as follows:

- Practicing through role play activities and free discussion.
- Forgetting shyness and anxiety.
- Talking more even with mistakes.
- Working with friends ( pair/ group work).
- Listening to authentic materials.
- Revising grammar, phonetics.
- Imitating natives.
- Engaging students through partnership, turn taking and interactions.
- Involving students with consideration to their preferences, styles, and strategies.

### **3. Interpretation of the questionnaires**

#### **3.1. Interpretation of the students' questionnaire**

With the analysis of the collected data from the students' questionnaire, we draw some sets of results concerning speaking skill, most common difficulties students face, and some strategies and activities to enhance their speaking skill. On the basis of this analysis we note that:

1. Speaking skill is important in language learning where students can interact and express their ideas using English language that they choose to study because of their love to this language. Thus, learning a language requires speaking it.
2. Dealing with participation, we can notice through the learners' answers that they love to practice in their oral expression session having almost all of them the opportunity to take part to speak during the sessions.
3. Despite the fact that the questioned students love the language and enjoy practicing, some of them feel afraid to talk because of their fear of making grammatical and pronunciation mistakes, fear of making fun of their selves, lack of motivation, lack of self-confidence, and fear of the teachers' negative feedback. Some notes students' made that lack of encouragement make some of them fear to engage in

the oral class. Thus, teachers should encourage students and build a supportive classroom atmosphere.

4. Concerning teaching speaking, most students stated that their oral teachers sometimes correct their errors. The majority of them believed that correcting and forcing them to speak are helpful in overcoming shyness and raising self-confidence.
5. We note also that students are aware of the strategies they use to benefit from oral sessions. Many of them use practicing and encouraging themselves to benefit and improve their speaking skill. In addition, most of our informants stated that their teachers did not use different and modern teaching strategies, whereas the rest said that they use such kinds of strategies which are helpful in terms of motivation, learning experience and improving their speaking skill.
6. Students have different attitudes towards the different strategies and activities teachers use. The majority of them are interested in discussions, dialogues, role plays, and communication games. This means that students are aware of those strategies and their importance. Thus, teachers should adapt the strategies that meet with teachers' needs to encourage them to participate, hence to foster their speaking skill.
7. Students in the last part of the questionnaire provide us with their views and suggestions to improve speaking skill. They mainly focus on the role of motivation, self-confidence, participation, and communication with others.

At the end, we consider that second year LMD students recognize the importance of English and speaking skill despite some of the difficulties that hinder their skill improvement, those problems can be overcome with the help of teachers, classmates, and even students' themselves.

#### **n- Interpretation of teachers' questionnaire**

The analysis of teachers' questionnaire revealed the teachers' attitudes about teaching speaking, their students' speaking level, their speaking difficulties, and ways of improving speaking ability.

Teachers describe their students' speaking level as good but still they have some obstacles when attempting to speak such as shyness, anxiety, laziness and lack of vocabulary. All of the informant teachers shed light on the importance of pair and group work, more

opportunities for all students to participate, engage and interact in discussions, role plays, and educational communication games. They stated that correcting students errors may be done with teachers' or classmates' rectification, teachers support self and peer correction since it help the students to engage successfully in language learning. In addition, teachers' positive feedback has an essential role in motivating students and encouraging them to take part in their oral sessions. This reveal that teachers recognize the appropriate strategies and activities that should be used and their effectiveness for speaking improvement.

Teachers' and students' questionnaire analysis of results revealed the importance of promoting speaking skill, the role of encouragement and motivation with the use of appropriate strategies and activities. Second year LMD students' answers supported our assumptions of this study where we assume that different activities and strategies teachers use can overcome the students speaking difficulties and so promote their speaking proficiency. Thus, the practical part indicates the importance of teachers' role and using the appropriate strategies to motivate students to engage and interact effectively, so promoting their speaking skill.

#### **o- Recommendations**

The obtained results from both questionnaires prove the issue. Then, we can come up with some suggestions that may help overcoming this problem and improve teaching and learning:

- Helping students to speak English fluently and accurately needs careful prepared instruction.
- Enough time should be given to learners for practicing speaking skill.
- Strategies and activities should be various in which it enable students to feel motivated and their speaking skill is developed.
- Teachers must create a pleasant and supportive classroom atmosphere since such environment help in boosting students' and teachers' interest to engage in learning as well as teaching.
- Raising students' awareness of the importance of speaking.
- Providing positive feedback.
- Teachers play a vital role in assisting their learners to achieve their purposes through enhancing their self-confidence and self-reliance. Giving them the chance to express their ideas freely.

- Learners should practice and develop their abilities, learning vocabulary such as communicating with native speaker using social media and discussions.
- Teachers should be creative in choosing strategies and activities
- Teachers should use humor to reduce students' anxiety
- Teachers should diagnose students' speaking difficulties to find effective ways to overcome these problem
- The use of technology is a necessity in the educational field, materials such as data show, audio lessons should be provided
- For learners, they should participate regularly in classroom and practice the language outside the class with their classmates, friends, teachers in order to be familiar with the target language. In addition, they should be aware of the strategies they use to solve their speaking difficulties.

### **Conclusion**

In this chapter, we dealt with some practical issues in order to investigate some relevant fact that can serve our assumption through the use of questionnaires to collect data and analyze it. Also, we provide some recommendation hoping to overcome students' speaking difficulties and promote their speaking ability.

### **General conclusion**

Through this study, we shed light on the importance of speaking skill in EFL learning and teaching. We endeavored to identify the most common speaking difficulties that second-year LMD students face as well as some possible solutions to overcome them.

The study is composed of two chapters. The first chapter is a descriptive part which is a general overview on speaking. This theoretical chapter is divided into three sections which outline nature of speaking, teaching speaking, most common speaking difficulties; it deals with these difficulties. The second chapter is concerned with data analysis gathered from teachers' and students' questionnaires. These questionnaires were addressed to learners and teachers to gain information and their perspectives about speaking difficulties and solutions to overpass them.

In the general introduction, we set the assumptions that developing speaking skill is important for EFL learners. In addition, students' psychological factors play a great role in speaking difficulties they encounter such as lack of confidence, shyness, lack of motivation, anxiety, and fear of making mistakes hinder the speaking skill progress. We also assumed that teachers play an important role in solving speaking difficulties by creating a pleasant supportive atmosphere in the classroom, providing students with positive feedback and promoting interaction using different activities. Hence, their speaking skill would be improved. Those assumptions were confirmed through the results obtained from the questionnaires. The results showed that most of our informants have speaking difficulties most in what we mentioned above. That is fear of making mistakes, lack of self-confidence, lack of motivation, shyness, anxiety, and teachers' negative feedback hinder them from practicing and promoting the skill in the classroom.

To overcome these problems, we recommended that motivating students to be confident to speak is important since it encourages them to participate. Teachers should give more opportunities to the students to express themselves by providing them with activities that require them to speak without fear or hesitation. In addition, teachers should know when and how to correct their students' errors in which student feel fearless of making mistakes since their teachers are correcting their mistakes in an appropriate manner without criticism. Speaking activities must focus on how to assist students to develop their skill. Thus, creating an active and supportive classroom atmosphere help the students to resolve their speaking problems.

For students, it is helpful for students to recognize the importance of speaking skill and practice more through speaking tasks with their friends and classmates to overcome their hindrances and boost their vocabulary and fluency through effective speaking strategies and activities.

Hopefully, the study can contribute to the improvement of English teaching and learning at Mohammed Boudiaf university of M'sila. This study stays open for further research, for instance, an experiment the effect of using sorts of strategies and activities on improving students' speaking proficiency.

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# Appendices

**Appendix A :  
Students'  
Questionnaire**

## Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gather information about the most common speaking difficulties you, Second Year LMD students, face and to identify some strategies and activities that improve your speaking skill. Your answers are important for the validity of our study. Therefore, we hope that you will give us your full attention and interest. Please, read the questions carefully, then you may tick the proper choice that corresponds to your answer, and makes a meaningful statement when necessary.

### Section one : General information

- 1- Age :.....years
- 2- Gender : mal  female
- 3- Why have you chosen to study English at the university?
  - a- To go abroad
  - b- love it
  - c- because of your parent choice
  - d- you did not find other choices

### Section two: Students' attitudes towards speaking difficulties and speaking activities

- 4- For you, which one of the following skills you consider as the most difficult?
  - a- Listening
  - b- Speaking
  - c- Reading
  - d- Writing
- 5- Do you agree that learning a language requires speaking it?
  - a- Strongly agree
  - b- Agree
  - c- Disagree
  - d- Strongly disagree

**6- Do you think that speaking skill is important in EFL learning?**a- Yes b- No - If yes,  
why?.....

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**7- How do you consider your level of speaking English?**a- High b- Above average c- Average d- Below average e- Low **8- Do you find speaking English?**a- Easy b- Difficult **9- Are you the type of person who would prefer to practice?**a- Yes b- No **10- Are you given the opportunity to speak in class?**p- Yes q- No **11- How often do you participate in oral expression lecture?**r- Always s- Sometimes t- Rarely u- Never **12- Does your oral teacher correct your errors?**a- Always b- Sometimes c- Rarely d- Never

**13- Is forcing you to participate in oral classes motivating or demotivating?**a- De-motivating you b- Helping you **14- Do you feel afraid to talk?**a- Yes b- No **15- If your answer is “yes”, is it because of:**a- Fear of making grammatical mistakes? b- Fear of making pronunciation mistakes? c- Having deficient vocabulary? d- Fear of teacher’s negative feedback? e- Lack of self – confidence? f- lack of encouragement? g- lack of comfortable with your teacher and/or classmates? h- fear of making fun of yourself? i- Shyness j- anxiety k- Others, please  
specify.....

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**16- What are the strategies that you use in order to benefit from the oral sessions?****(You can tick more than one answer).**a- Practicing b- Encouraging yourself c- Asking questions d- Cooperating with others **17- Which are the most activities you prefer to practice in the classroom?**a- Discussions / dialogues / interviews b- Role play and simulation c- Communication games d- Information-gap activities

e- Storytelling

**18- Do you think your teacher use different and modern teaching strategies?**

a- Yes

b- No

c- If yes. Are those teaching strategies helpful or not? Justify?

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**19- If you would like that your teacher uses new strategies, what do you suggest they would be?**

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**20- Could you please provide some suggestions to improve speaking skill in the classroom?**

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**Thank you**

**Appendix B :**  
**Teachers'**  
**Questionnaire**

## Teachers' Questionnaire

Dear teachers,

This questionnaire is part of the research which will be submitted in partial fulfillment for M.A degree. It aims to investigate the most common speaking difficulties that face M'sila University Second Year students. The questionnaire is designed to gather information about the common difficulties your students face, some solutions to overcome them, and strategies or activities you use to improve their speaking skill. We would be very grateful if you gave us some of your time and patience to know more about your experiences as an oral expression teacher. Your cooperation is important as it will help us to complete this study. Therefore, please tick in the appropriate box and give a full answer where necessary. Thank you very much in advance.

Miss. Yahi Amina, & Miss. Lamrour Nadjwa.

Department of Language and English literature

Mohamed Boudiaf-M'sila

### Section one: General information

- 1- What degree do you hold? A) MA (master)  b) Magister  c)   
Ph.D.(doctorate)
- 2- How long you have been teaching English? ..... Years.
- 3- How long you have been teaching oral expression module ?.....Years.

### Section two: Teachers' perceptions about learners' speaking difficulties.

- 4- How do you find your students' speaking level in oral expression?  
a) Very good  b) Good  c) Average  d) Poor
- 5- Do you raise your students' awareness about the importance of speaking in class?  
a) Yes  b) No
- 6- Do all of your students participate in their speaking classes?  
a) Yes  b) No   
- If no,  
why?.....  
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- 7- In your opinion, do your students have the needed linguistic input (vocabulary) that helps them in their speaking activities?  
a) Yes  b) No
- 8- While teaching speaking, what difficulty do you mostly find ?  
a) Selecting appropriate topic  b) Motivating students  c) Managing time appropriately  d) Losing control of the classroom  e) Lacking materials   
Others, please  
specify.....  
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**9-** Are you encouraging your students to speak in the classrooms?

- a) Yes       b) No

**10-** If yes, how ?

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**11-** What are the difficulties that your students face when they speak in the classroom?

- a) Lack of self-confidence        
b) Lack of motivation        
c) Shyness        
d) Fear of making mistakes        
e) Lack of vocabulary        
f) Anxiety

Other.....  
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12- Do you correct your students' errors?

- a) Always  b) Sometimes  c) Never

13- What types of errors do your students make ?

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14- How do you correct their errors ?

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15- What are the strategies you mostly use in your class to promote your students' speaking skill?

- a) role play  b) group work  c) pair work  d) games  e) problem-solving  f) discussions( individual or group discussions / free or guided topic discussions  j) information gap activities  h) Other activities.....

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**16-** What effective strategies would you propose to improve the learners' speaking skill?

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**Thank you.**

## المخلص Arabic Summary

تهدف هذه الدراسة الوصفية إلى اكتشاف بعض العقبات التي تؤثر على طلبة اللغة الإنجليزية كلغة أجنبية بقسم اللغة الإنجليزية بجامعة محمد بوضياف بالمسيلة، واقتراح بعض الحلول لتجاوز هذه العقبات وتعزيز مهارة التحدث. من بين 120 طالب كانت العينة المختارة 40 طالب بشكل عشوائي، حاولنا من خلالها تشخيص أكثر الصعوبات التي تواجههم في تطوير مهاراتهم الكلامية، و اقتراح بعض التوصيات للتغلب على هذه المشاكل وتحسين قدرتهم على التحدث.

تتكون دراستنا من فصلين، أحدهما نظري والآخر تطبيقي. يتضمن الفصل الأول نظرة عامة حول مهارة التحدث، حيث سعينا من خلاله لوصف و شرح طبيعة التحدث كعملية وكفاءة، بالإضافة إلى تحديد الصعوبات الأكثر شيوعا التي تمنع الطلاب من تحسين مهاراتهم. لذا ذكرنا بعض الأساليب، الإستراتيجيات و الأنشطة التي يستخدمها المدرسون و الطلاب لتطوير هذه المهارة. أما الفصل الثاني و هو الجزء التطبيقي لهذه الدراسة فقد قمنا من خلاله بجمع آراء و اقتراحات كلا من الأساتذة و الطلبة، حيث كشفت البيانات التي تم الحصول عليها من تحليل الاستبيانين؛ أن الخوف من ارتكاب الأخطاء النحوية و النطق، عدم الثقة بالنفس، نقص الحافز، عدم الراحة، الخجل، والقلق من أكثر المشاكل التي تعيق الطلاب أثناء عملية تطوير مهاراتهم في التحدث. اقترحنا كحل لهذه المشاكل بعض الإستراتيجيات و الأنشطة التي يحتاجها الطلاب لتعزيز قدراتهم الكلامية، حيث يحتاج الطلاب إلى التحفيز ليكونوا أكثر ثقة للمشاركة في القسم من خلال خلق جو داعم، نشط، و ملائم في القسم، كما يجب على المدرسين ان يكونوا انتقائيين في اختيار الإستراتيجيات الملائمة لتحسين مهارة التحدث لدى طلابهم وإمدادهم بالردود الإيجابية و تقادي النقد السلبي، فالرد الإيجابي يزيد من شعور حب التعلم و المشاركة في التمارين عند الطلبة و يعزز دوافعهم، كما يحسن مهاراتهم في التحدث. في الأخير يبقى مجال البحث و الدراسة في هذا الموضوع مفتوحا في المستقبل، كإجراء دراسة حول الأثر الايجابي لهذه الإستراتيجيات في تحفيز الطلاب و تنمية مهارة التحدث لديهم.

الكلمات المفتاحية : مهارة التحدث – صعوبات التحدث – الاخطاء اللغوية – الاستراتيجيات