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**The lack of language immersion: an obstacle in the way of
enhancing learners' speaking skill: the Case of First year
secondary school pupils.**

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DEDICATION

*I dedicate this work to my sympathetic father, peace be upon his soul,
who supported me in every single minute in my life.*

To my mother

To my sisters and brothers

To my nephews; Mohamed and Nasr Elden

*To my friends with whom I shared the university life with its lights
and shadows.*

To all the teachers I have met in my career.

To all those who love me.

DEDICATION

*I dedicate this work to my parents whose love strengthen my will
and are the source of encouragement and inspiration.*

*To my lovely husband who taught me the value of education and
supported me to be what I am.*

To my sisters and brothers.

To all my family members and friends

To all those who love me.

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ABSTRACT

The present study brings to light the importance of language immersion in enhancing learners' speaking skill in English; more particularly, it tries to evidence that the lack of language immersion can impact detrimentally on students' achievement in oral performance while continual exposure of learners to the foreign language speeds up their acquisition of oral skills and forge their potential as effective communicators inside and outside the classroom. To do so, a case study was conducted in different secondary schools in Tiaret. Data were collected using a student-addressed questionnaire and a teacher-addressed interview. After analyzing the data quantitatively and qualitatively, the obtained results revealed that language immersion is very efficient in enhancing and sustaining successful oral performance. The researchers found out that learners' exposure to English should be extended beyond the sessions allotted to its teaching and should be used transversally in the other different subjects.

Key words: Foreign language, English, speaking skill, language immersion, effective communication skills

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General Introduction

General Introduction

In the recent years, researchers involved in the field of education have investigated the main issues raised in teaching and learning English as a foreign language since English has nowadays become the language of communication worldwide, the vehicle of technology and innovation, and a medium of instruction in different university programmes. Therefore, learning English has become a big necessity on a large scale. To meet the learners' different needs, didacticians took up different approaches and sought out to size up how efficient they are in teaching the four language skills. However, developing oral communication skill is today at the center of the instructional process since people are increasingly in a great need of the ability to engage in oral conversations in English in fortuitous situations.

In Algeria, attempts have unceasingly been made to update teachers' practices to optimize students' oral skills. Several teaching methods have successively been used to teach the speaking skill; however, most of them fell short of the goal of developing proficient and efficient speakers of English. There surged up a need to redress educational priorities towards the efficient creation and nurture of language communicative competencies in learners. To this effect, in 2003, a new reform was introduced adopting the Competency Based Approach (CBA) which straightforwardly aims to foster competencies in the four skills in learners.

The adoption of the Competency Based Approach in the school system has been reported to have brought about positive changes, but practitioners report to be still facing difficulties in teaching oral expression in particular. They claim to be spending great efforts and precious time on training learners on communication tasks and report to realize immediate results that seem so satisfactory but that do not last long in learners. Practice, the indispensable means to inculcate language skills in learners, is unfortunately limited to the English classroom. Learners do not have opportunities for practice outside. This is in fact the inspiring idea which led to the present research work.

The availability of people, around you, who speak the foreign language you intend to train on is of a paramount importance. It ensures verbal interaction in the language outside the academic context. It simply represents an extension of the classroom and, hence, valuable opportunities for extensive practice. Conversely, the unavailability of such people in the surroundings implies the impossibility of interaction in the English language and, unfortunately, the impossibility of oral practice. The research endeavor at hand sets out to investigate the relationship between the oral skill and language immersion. It aims to highlight the importance of language immersion as an asset to the development of learners' oral skills.

The research problem under investigation in the work at hand is formulated as follows:
The Lack of Language immersion: an Obstacle in the Way of Enhancing Learners' English Speaking Skill: the Case of First Year Secondary School Pupils

For the sake of feasibility, the research problem has been divided up into three research questions which are:

1. What advantages does language immersion bestow on English language learners?
2. How does the lack of language immersion impinge on the development of learners' oral skills?
3. How can English teachers make up for the lack of language immersion?

Three hypotheses have been put forth as anticipated answers to the research questions above.

1. Language immersion ensures English language learners constant extended exposure to the English language, continual practice, and eventual enhancement of their oral skills.
2. The lack of language immersion restricts learners' exposure to English to the classroom and limits their opportunities to practice the language and improve their communicative faculties.
3. English teachers may have recourse to multimedia learning programmes, and encouraging learners to meet the most they can and practice English to make up for the lack of language immersion.

The delicacy of the research problem targeted at in the present work dictates the necessity to vary research tools in pursue of reliable data for a scrupulous study. Therefore, both qualitative and quantitative data-collecting tools will be deployed. A questionnaire will be administered to first-year English learners in the secondary school to elicit quantitative data about the phenomenon, and an interview will be conducted with English teachers concerned with the same level to gather practitioners' viewpoints about it.

The present work is divided into two chapters; the first chapter, which is a review of literature, consists of different items. It begins with the definition of the speaking skill, its characteristics, its importance and the factors affecting this skill. Then, it deals with the language immersion; its definition and types. It tackles the benefits of language immersion approach to language instruction in addition to limitation of English immersion in the Algerian context. The second chapter is more practical and aims to investigate the importance of language immersion in improving learners' speaking skill. It deals with data analysis and the presentation of the main results. Also, it aims to offer some suggestions and recommendations to improve the oral skill using language immersion.

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1.1 Introduction

Language is first and foremost a speaking and not a written entity. Human being talked and listened ages before there was anything for them to read or write. Since speaking is a major skill in communication today, the English language has become an international language. Among nations, it is speaking, learnt, and understood even in those countries where it is not a native's language because it plays a key role in many sectors in their lives. Thus, the teaching of the English language in the Algerian schools becomes a priority so as to form students who manage to engage in oral communication inside schools as well as to enable them to apply their speaking competencies in their social and professional lives; involving in language immersion.

This chapter is concerned with some theoretical background about speaking skill and language immersion. The first section elicits an overview of speaking skill including what is speaking in general, its main characteristics and how important this skill is as well as the strategies and activities used to improve the oral skill. Besides, the factors affecting speaking. The second section presents language immersion, its definition and importance, in addition to its relationship with the oral skill.

Section One: the Speaking Skill

1.2 The Speaking skill

One of the main necessities in the learning of a foreign language is the development of the four skills, which are reading, writing, listening and speaking. Like the other skills, speaking is more complicated than it seems at first and involves more than just pronouncing words. It is an interactive procedure to build meaning by producing and receiving information.

1.2.1 Definition

Speaking has a crucial part of second language learning and teaching since it is an interactive process that aims at improving students communicative skills. To this regard, the oral skill has a variety of views concerning the meaning and it can be defined in different ways. Oxford online dictionary defines speaking as **“the action of conveying information or expressing one's feeling in speech.”** Oxford living dictionaries (2020). According to Broughton (1980) **“speaking language allows us to produce a sequence of vocal sounds; in**

such a way another person can reconstruct from those sounds a useful approximation to one original meaning”. In this context, students have to originate and should interact with the target language in order to develop their own competence and to be sufficiently proficient. Burns & Joyce (1997) justify **“speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”**. Besides, **“of all the four skills, speaking seems intuitively the most important: people who know language are referred as “speakers” of the language, as of speaking includes all other kinds of knowing”** Ur (2000). Accordingly, no matter how great an idea is, if it is not communicated properly, it cannot be effective. Harmer (2001) argues **“the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on spot”**.

To wrap up with, speaking is the ability to express thoughts and ideas using utterances, and it seems to be the most interesting skill.

1.2.2 Characteristics of speaking

Talking about the oral skill does not mean speaking as much as refining the ability to converse or communicate more effectively. Moreover, evaluating the progress in learning a language since speaking is regarded as the measure of knowing a language. The mastery of the speaking skill in a foreign language and particularly in English depends on how smooth and correct speakers are in their discussions. To this outcome, the focus towards fluency and accuracy when delivering speeches is the ultimate goals of all speakers.

1.2.2.1 Fluency

The term fluency is often used to denote general language proficiency; the fluidity or ease with which a language is spoken. Hedge (2000:54) says, **“Fluency means speaking easily, smoothly, naturally and reasonably quickly without lots of pauses and stops”**. Furthermore, Hughes (2002:14) argues that fluency is **“the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will breakdown because listeners will lose their interest”**. So, the speaker is fluent as long as he is able to fill the time with discourse using coherent sentences. In the same vein, Richard et al (1985) justifies, **“ fluency is a range of features that give a speech the characteristics of normality and naturality, such as native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions”**. Hence, fluency is the ability to communicate meaning without too much stopping or uncertainty.

1.2.2.2 Accuracy

The concept of accuracy is always related to fluency when speaking about languages; communicating without committing mistakes in syntax, accent and terminology, Henceforth, Yuan and Ellis (2003:02) define accuracy in speaking as: **“the extent to which the language produced conforms to target language norms”**. To this regard, practitioners recommend that language learners should focus on a number of things, basically the grammatical structure, vocabulary and pronunciation.

1.2.2.2.1 Grammar

Grammar is defined as: **“the rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. The word grammar also denotes the study of these abstract features or a book presenting these rules. In a restricted sense, the term refers only to the study of sentences and word structure (syntax and morphology), excluding vocabulary and pronunciation”**. Encyclopaedia Britannica (2020). However, grammar in writing is different from speaking grammar, since in the latter, the language structure should establish the clarity and meaning of the message delivered. In this respect, Hughes (2002) justifies, **“grammatical accuracy refers to the ability to use the grammatical structure in appropriate ways and situations including the control of length and complexity of the utterances”**. Therefore, the grammar of speech has its own features; first, the preferred Direct speech, the Frequent non-clausal units (eg: Mmm, No, uh, huh, yeah), a variety of Question Tags. Also, the use of Interjections (eg: ah, oh, wow..), Hesitations (eg: umm, emm), Condensed questions (eg: more egg? Any luck?), Response forms (eg: sure!). Besides, the Fixed polite speech formulate (eg: happy birthday! Congratulation!) as mentioned by Thornbury (2005).

1.2.2.2.2 Vocabulary

Vocabulary is a list of words and phrases with their meaning, and to transmit the message concisely, people need to choose the appropriate and necessary sets of words while speaking. Thus they can achieve the vocabulary accuracy. Yet, most language learners frequently find troubles to choose the proper words, and this hinders them to express their ideas successfully and have a natural conversation with others. As a result, language

teachers ought to enrich learners' vocabulary to be able to produce accurate sentences. Harmer (2001) states, **“the knowledge of the word classes also allows speakers to perform well formed utterances.”** In other words, without grammar very little can be conveyed, but without vocabulary nothing can be conveyed.

1.2.2.2.3 Pronunciation

Effective speaking is not effortless, yet, is a skill that needs practice through the acquisition of perfect pronunciation; the attitude to how we speak and how well we hear. Focusing on connected speech, word and phrase stress and intonation to identify the different patterns of rising and falling tones. To this concern, Redmond and Vrchota (2007) says, **“It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.”** This means that the good pronunciation of a word supports achieving accuracy and helps the interlocutors get the intentional meaning which serves to have a better conversation.

To resume, Fluency refers to how well a learner communicate meaning rather than how many mistakes they make in grammar, vocabulary and pronunciation. On the other hand, accuracy is concerned with the type, amount and seriousness of mistakes made. And the two speaking features are so important to master the oral skill.

1.2.3 Importance of speaking

Speaking is not only having an amount of vocabulary and knowing the grammatical structures, but also having the competence to speak with people fluently and accurately to transmit the required information. In recent years, language learners especially English learners evaluate their proficiency in English based on how well they speak it, since in fact, speaking the active use of language to express meaning.

Communication takes place when there is speech, without speech we cannot communicate with one another. The importance of speaking skill, hence is enormous for the learners of any language. Through speaking, they can express their personal feeling, share their opinions or thoughts clearly and confidently. They can ask or answer questions in discussions and meetings. Moreover, effective speaking helps learners in different domains of their lives. For instance, in schools (students who speak well are generally motivated and interact inside the classroom), in job interviews and career success (the mastery of speaking skills broadens the possibilities in job choices). Also in administration and business as emphasised by Baker and Westrup (2003:05) **“a student who can speak English well may**

have greater chance for further education, of finding employment and gaining promotion.”

Speaking can also enhance one's personal life by maintaining self-confidence and building strong relationship with others, **“the ability to speak skilfully provides the speaker a variety of benefits. i.e, the capacity to stand out in front of the public and speak effectively, the capacity to inform, direct and persuade the audience and this contributes to the development of their relations.”** Gillis (2011).

Concerning foreign language learning and due to the importance of speaking, teachers must give learners the best opportunities to practice the target language in order to master it. Focusing on the speaking skill. Luoma (2004:01) argues, **“speaking in foreign language is very difficult and competence in speaking takes a long time to develop.”** This means that teachers have to provide learners with speaking activities to develop their oral performance.

1.2.4 Speaking skill activities

In most EFL classes, teacher- pupil exchanges have little communicative value because there is no real information being exchanged. **“Teachers most of the time ask display questions -questions that teachers know their answers- and give a chance to only one or two learners to participate, then correct or evaluate their answers. This is unrealistic use of language since the questions are too limited in terms of genuine communication practice the learners receive.”**Dinopoli (2000: 01)

So, teachers should avoid display questions and ought to focus more on developing the learners' speaking skill using different speaking activities, to encourage them express their ideas and achieve their goals (one of the primary goals of the speaking skill development is to teach learners how to think and present thoughts and ideas to others). Freeman (1987) argues, **“it appears that the goal of many language teachers is to prepare their students to communicate in English.”** Hence, teachers develop learners' speaking skill by pushing them to practice speaking activities and evaluate their own speaking style as well as the ability to speak fluently.

Speaking activities are one of many opportunities to practice the speaking skill and support speaking fluency development in class, make the learners active, creative and help them positively to communicate effectively. Thus, teachers had better select activities that suit learners' level, because varying tasks in language teaching serves the communication inside classroom. Harmer (2001) suggests the following activities that will be discussed in details:

1.2.4.1 Role play

Role-play is an activity that provides the students with a variety of social roles. The teacher divides the students into different groups, in each group two students are selected for two different roles. The teacher puts the students in a particular social context and keep an eye over their performance without interfering not to interrupt the speaking flow. The rest of the students watch their performance and listen to their dialect. Later on spectator, learners and the teacher give them feedback. Sabry (2016:112) states, “ **these roles provide the students with authentic situations which keep their interests alive and enable them to be better listeners.**” Thus, role play activity helps learners express themselves and their interests in interpersonal relations, and also learn to work together.

In addition to that, Partin (2009) describes role play as “**The role play can arouse interest in a topic, as well as encourage students to empathize with different viewpoints. Because students become totally involved in their roles.**” Therefore, role play makes learners involved and enable them to use the language to express their thoughts and encourage them to speak given information. Also, role play supports realistic conversation and communication. Henceforth, various advantages of role play can be considered; - it is an extremely flexible activity which leave more space for students to exercise individual differences, imagination and initiatives. -it helps students to understand that there are casual relationships between people’ behaviour and the outcomes of events (Drake & Corbin, 1993). - Role play is a challenging, funny and motivating activity.

Generally speaking, role play is “ **a classroom activity which gives the students the opportunity to practice the language, the aspects of role behaviour and the actual roles he may need outside the classroom.**” Livingstone (1983:03).

1.2.4.2 Interview

Interview is another useful classroom activity that can be used to improve learner’s oral fluency and make them conduct interviews on different forms. Teachers set the learners to work in pairs, groups, or an open class setting and provide them with a rubric to help them

design the questions to ask and to guide them find the path to follow or give it to them as a homework assignment, because it is not easy to collect questions that are stimulating enough. Then, each learner chooses to be either the interviewer or the interviewee. After that, the teacher accords them few minutes to reflect on the topic to prepare relevant questions to ask. Topics are selected by the teacher in accordance to the learning objectives so as not to let students waste time in chatting on irrelevant things. Shrouf (2004:37) argues, **“this activity tends to socialize the students and provide them with opportunities to practise their speaking abilities in class as well as outside the classroom.”** To this regard, the interview helps learners to practice their oral skill in the class with their partners and also outside classroom. Conducting interviews can be very beneficial for students in terms of practicing their speaking ability and helps them becoming socialized. Interviews can be motivating especially if they involve personal experiences or opinion sharing, a fact which means that learners engage in interactions that interest them.

1.2.4.3 Simulation

Simulation is an activity that fills the gap between the classroom and the real world, some scholars related it to role play. Simulation is an activity that creates realistic atmospheres inside the classroom. Harmer (2001:274) defines simulation as **“students simulate real life encounter [...] as if they were doing so in the real world [...] as themselves.”** Simulation has a great benefit for students since it is a sort of entertainment, and motivation for students, which will certainly affect positively their behaviours. It makes lessons more interesting, challenging and helps them raise self-confidence.

1.2.4.4 Story telling

Pederson (1995) defines story telling as **“one of the most effective ways that keep the students engaged to learning, as they feel, most of the time, that they are involved in the process of storytelling. Many scholars agree that story telling is the original form of teaching.”** Story telling is one of the traditional techniques that can be used with learners to enhance their language level by summarizing the tale they heard from their teacher or classmate, and use their own style and words to tell it in their own way. For this reason, teachers sometimes resort to this activity during their oral sessions to develop learners' speaking abilities. However, they should provide them with short stories, jokes, digital story telling which help learners nowadays improve their English language.

1.2.4.5 Discussion

Discussion is the most common speaking activity in the classroom that fosters critical thinking and quick decision-making, so as students learn how to express and justify themselves in polite ways while disagreeing with others. Byrne (1986:67) states, **“discussion is meant by any exchange of ideas and opinions either a basis, with you (teacher) the mediator and to some extent as the participator or within the context of group with the student talking among them.”**

Discussion is the activity in which learners talk about something and tell each other their opinions or ideas and gives learners the opportunity to share their views. It is an exchange of views for the sake of the communication and of the communicative continuum as mentioned by Harmer (2001:273)

Discussion, then, can be held for different causes; to find solution of a problematic topic, share ideas, to arrive to a conclusion and the discussion points will be relevant to what is set by the teacher who should encourage classroom discussion using a variety of activities. According to Harmer (2001:273) **“one of the best ways of encouraging discussion is to provide activities, which force students to reach a decision or a consensus.”** Thus, class discussion is not only a tool to develop learners’ speaking ability but it also helps them to make quick decision and boosts their critical thinking.

1.2.4.6 Information Gap

Information Gap activity is a type of speaking activities that requires the students’ ability to fill gaps when there is a missing information and the students’ vocabulary in order to exchange it with other learners. Teacher uses this kind of activities to make learners share information during classroom oral course as mentioned by Harmer (1998:88). Davies (2000:43) and Hedge (2000:181) add, **“this is when one speaker knows information the other speaker does not.” “it involves each learner in pair or group possessing information which the other learners do not have.”**

Information Gap activities are interactive activities where learners are supposed to be working together having different information that should be shared to get the complete and correct information. This activity requires students to use the knowledge which has been distributed to them to complete the task.

Most of information gap activities are strongly effective, and done to test learners’ language and communicative competence.

1.2.4.7 Communicative Games

They are another type of classroom activities that teacher design to improve learners' oral skill, to encourage and involve them in a verbal interaction. For Hadfield (1987) these games **“are another type of activities which are considered as an important activity of language program in EFL classroom.”**O'Malley and Pierce (1996) define them as **“ the ability of one person to give information to another.”** They are designed to make students learn in a good atmosphere and encourage them to enhance both their fluency and accuracy. Here are some examples of communicative games: First, it helps spot the differences that can be found in children books and newspapers; second, it helps them learn more vocabulary words by finding differences in two identical images. Another example is when one student describes an image to another student who in turn will make a picture or drawing from the description. This task is called describe and draw. Bygate (1987:78) describes it **“ one of the students describes a picture and the other one draw it.”**

1.2.4.8 Dialogue

Dialogue is one form of communicative speaking activities in which the students exchange their thoughts or ideas about different topics. Dialogues are supposed to be done either in pairs or group work. At the beginning, the teacher provides students with a certain topic and help them a bit to start thr dialogue and then he lets them managing the situation and telling whatever they believe or think without control. Ibid (p.27) describes it **“the teacher can ask a volunteer student to read aloud [...],while the teacher takes the other role. This is repeated with another student, but this time the roles are reversed.”** He adds **“when pairs finish their dialogue, then can be askes to switch roles and do it again, or to change key elements in the dialogue”** (p.73). this is a sort of correcting mistakes and evaluating students done at the end in order to make learners feel at ease and enjoy the dialogue.

1.2.4.9 Prepared Talk

It is one of the most popular activities used in classrooms to enhance EFL students' speaking skill. It is an activity where students make presentations on a topic of their own choice in condition they should not learn it by heart, but speak freely from notes, as defined by Harmer(2001).

1.2.5. Obstacles Preventing the Development of Speaking Skills

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken

language since they use it only within the classroom with their teachers and classmates and lack opportunities to use it outside the learning setting. They are generally facing problems to use the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions . The modern world of media and mass communication requires good knowledge of spoken English. Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996) , there are many factors that cause difficulty in speaking , and they are as follows :

1.2.5.1 Inhibition

Ur (2000: 111) states that “learners are often inhibition about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts” . Thus, failure in speaking may be due to different factors, including both limited vocabulary and poor grammar. Thus, poor grammar slows down the rate of speech. Moreover, the learning atmosphere may hinder the students from practicing their oral skills. This may be due to lack of appropriate interactive learning environment or because of shortage of chances to practice. Nothing to say In some cases, even fluent students feel unable to share their opinions or to formulate relevant comments. So, they feel uncomfortable to take part in classroom interaction.

Baker and Westrup (2003: 28) state that “ it is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say” . students are encouraged to actively participate in the classroom. However, many of them are still reluctant to speak as a minority of talkative participants tends to be dominant and takes a long time speaking aiming to develop their fluency. In this regard, teachers have to be aware of a fair distribution of students’ talking time. Belahbib (2015: 16) states that “classroom discussion is dominated by a minority of talkative participants and contribution are not evenly distributed. This may be due to the mixed ability groups”

1.2.5.2 Mother-tongue Interference

During speaking session, teachers tend to set the learners work in pairs or in small groups, but, they sometimes prefer to use their mother tongues rather than the foreign language as they feel more comfortable. Lado (1957: 02) indicates that “ individuals tend to

transfer the forms and meaning and the distribution of forms and meaning of their native language and cultures to the foreign language and culture.” Hence, lack of vocabulary in the target language leads the students to face some challenges in using it correctly as long as they keep on borrowing forms and meanings their mother tongues.

According to Beker and Westrup(2003,p. 12)”barriers to learning can occur if student knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language”. Learners used their mother tongues because they have not a stronger vocabulary of the target language. This may lead them to be unable to use the foreign language correctly.

1.2.5.3 Low and Uneven Participation

This problem related to the large classes. Some students wants to speak all the time. Silent all the time without any practice. According to Bowman et el (1989, p. 40) “traditional classroom seating arrangements often work against you in your interactive teaching.” Teaching learners at large class is always debatable, especially for countries that use English as Foreign Language (EFL). Some problems faced at large class are space problem for both teacher and students; physical discomfort; Intimidating atmosphere; Students tend to miss classes to avoid participation in activities; giving individual attention becomes difficult for the teacher; Teacher’s feedback is not proper enough and the teacher feels guilty; In the mixed ability classes it is difficult to solve all the problems. In order to convert the difficulties in having large class, the teacher need to be focused on learners’ need. Teacher needs to have an open mind to be innovative to help the learners to attains success regarding speaking.

1.2.5.4 Anxiety

Anxiety is said to be the feeling of fear anticipating several events. According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speaking. Adults are very careful to to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in fronts of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak The fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, Azeem, &Dogar 2011). Tanveer (2007) examined the factors caused anxiety for learners in learning speaking

ability and the impact of anxiety on target language communication. The obtained results indicated that learners' feeling of stress and anxiety stop their language learning and performance abilities. The researcher emphasized that the high anxiety lowers the learners' speaking performance.

1.2.5.5 Inappropriacy of the Topic

It is a very important for language teachers to select the topic that suits them to tackle and discuss. In fact, many learners feel anxiety and worried because they have nothing to say. In a word, students are compelled to talk in class discussion (Nillo, 2014).

1.2.5.6 Limitation of English Hours

It is another factor which hinders learners from speaking and may lead to less practice and exposure to the target language. In many countries, English is considered as foreign language and it is taught just three or four hours per week, which is not enough for learners to use language in real situations and to have a satisfactory level in speaking. In this case, many students may find problems both at the level of their proficiency and at the level of their success career (Bowman. Et al. 1989).

1.2.5.7 Lack of Vocabulary

It is one of the key factor which may prevent the development of students' speaking. Many language learners want to take part in the classroom but sometimes they do not have vocabularies that suit the conversation and they are afraid of giving incorrect sentences. Additionally, lack of vocabulary may lead also to losing students' confidence (Nillo, 2014)River(1998, p. 192) says, "The teacher may have chosen a topic which uncongenial to him or about which he knows very little and as a result he has nothing to express, whether in the native language or foreign language." Thus, sometimes teachers choose topics that learners do not interest to discuss or difficult to say something about it , because they have only some ideas or do not know how to use words or correct form of sentences.

1.2.5.8 Learner Introversion

People often speak about individuality and different personalities. The most distinguished types of personality are introverts and extrovert. Myres (2017) Introverts are often calm people who get their energy from being alone and by thinking and reflecting. Myres (2017) Extroverts, as opposed to introverts, like to be able to express ideas out loud and to be part of big events; they get their energy from being around people. Thus , the type of the personality of the learners affects the learners' oral ability in the classroom.

Section Two: Language Immersion**1.3.1 Language Immersion**

Language Immersion is an important subject in learning languages since it involves the learners in the language being taught. Language Immersion is an approach to foreign language instruction in which the usual curricular activities are conducted in a foreign language. This means that the new language is the medium of instruction as well as the object of instruction. In other words, an immersive teaching environment represents a pedagogy for which the context of the language learning is very close to a natural learning environment, that is the environment we had as a baby to acquire our first language.

1.3.2 Definition

According to Cummins, J(2001), the term “language immersion” is used in two different ways in educational discourse.

“First, immersion programs are planned and organized forms of bilingual education in which students are “immersed” in a second language environment with the goal of developing proficiency in the target language. Second, “immersion” refers to the immersion of immigrant or minority language children in a classroom environment where instruction is conducted exclusively through the target language which is frequently the dominant language of the society or a global language of wider communication.”

Benson (2001) defines Language Immersion as **“any kind of learning that take place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning”**. In other words, learning which occurs in various other contexts rather than the classroom environment such as self-access centers, libraries, and in the places where the learners study after school is language immersion.

The most commonly used definition of language immersion comes from Fred Genesee (1987):

“Generally speaking, at least 50 percent of instruction during a given academic year must be provided through the second language for the program

to be regarded as immersion. Programs in which one subject and language arts are taught through the second language are generally identified as enriched second language programs.”

1.3.3 Types of Language Immersion

An immersive teaching environment represents a pedagogy for which the context of the language learning is very close to a natural learning environment, that is the environment we had as a baby to acquire our first language. Therefore, immersion education can take a number of forms. These vary according to the amount of the second language used per day, when the second language is introduced, whether a third language is used as well, and whether students come from one or two native-language background, as stated by **Jack Brondum & Nancy Stenson**(1998):

1.3.3.1 Full (total) immersion

Typically begins in kindergarten with monolingual students. The school day is entirely in the target language for the first few years. Reading and writing are initially taught in the target language. The percentage of the target language spoken in a classroom decreases as the student ages. By middle school the student only spends half of the day in the target language.

1.3.3.2 Partial immersion:

In partial immersion, the day is divided into native language and target language sections, generally a 50/50 division. Reading and writing is taught both in the native language as well as in the target language. The ratio of target language to native language used in the classroom remains consistent throughout each grade.

1.3.4 Benefits of language immersion approach to language instruction

Language immersion is growing in popularity, and there are numerous reasons why it is a successful route to becoming fluent in a foreign language.

1.3.4.1 Exposition to real-life language:

Traditionally, second language instruction is well-confined in the classroom. But, in the search of more effective ways of developing L2 proficiency especially in speaking, ideas go beyond the classroom walls. This is what Richards, J.C (2015) found when he investigated the changing face of language learning. He concluded that real world contexts

could provide greater opportunities for meaningful and authentic language use that may not be readily available in the classroom.

In addition, Rubin (1975) in his study identified seven general characteristics of the good language learner, one of which was seeking out opportunities to use the language outside the classroom by looking for native speakers, and going to the cinema or other cultural events. Nunan (1989) also indicated that the majority of students found classroom instruction inadequate to improve their English. Involvement in Language Immersion outside the classroom contributed to their language development.

1.3.4.2 Extensive interaction in the foreign language:

Research on second language acquisition has shown that interaction with English and using English out of the classroom is an effective way to learn and practice English.

Macaro (2001) proposed some activities such as speaking the language outside the classroom to maximize exposure and interaction in the foreign language. Students can also be involved in social activities such as writing a letter to their friends, recording a dialogue together, practicing a scene together, and trying to work out a foreign language text together.

1.3.4.3 Emancipation from classroom restrictions

Knight (2007) claims that language use that takes place outside the classroom is an important piece of the language learning process. Benson (2001) has diagnosed the need for research on language immersion, and how it is significant to the theory and practice of learner autonomy. Pearson (2004) suggests that teachers should promote autonomy in the classroom to make the students aware of language immersion. Brown (2007) also emphasized the need for teachers to develop the learners' autonomy by helping them to look beyond the classroom.

1.3.5 Limitation of English immersion in the Algerian context

One of the major goals of the English teaching in Algeria is to equip students with speaking skill in English. Through the teaching of the English subject in class, it is expected that students are able to develop communicative skill, either orally or in written form and possess awareness of the importance and essence of English to improve their competitiveness in global community. However, English immersion in the Algerian context may have some limitations in its practice such as dependability on the teacher's knowledge, lack of materials and situational contexts, and contradictions in terms of time for grammatical materials lessons and real conversational skills. In global, there is no use of English in social life and its use limits to educational settings.

1.3.5.1 No use of English in social life:

Despite the high attention to the development of language classroom teaching, the wider side of learner's life is another part in language teaching. Rugasken and Harris (2009) argue that **“notwithstanding teachers’ great efforts to apply approaches concerning with the meaning and language use, it is undeniable that learners’ language performance not only in classroom but also out of classroom.”** In other words, learners in Algeria lack the opportunities where they could use English in their daily communication, especially through oral activities.

1.3.5.2 Use of English limits to educational settings:

The establishment of situation outside classroom where students engage in the whole practice of English is based on the fact that time allotment of the English teaching as a foreign language at school is still far from the whole time used outside the classroom. This is due to the fact that English is used as a foreign language that sounds unfamiliar to the Algerian people. Conversely, the high demand of English proficiency at all fields nowadays requires longer exposure of English outside the classroom. Therefore, language immersion has an important role in developing learners’ English proficiency since they can have the whole use of English in real situation.

1.3.6 Conclusion

This chapter has focused on the importance of improving speaking skill for secondary school learners inside the classroom, because speaking is considered as the most important productive skill in the learning process. It is an attempt to give an idea about the characteristics of speaking skill. Moreover, the chapter shed light on some of the communicative activities which foster speaking and help students communicate freely and confidently when using English. Also make them reduce their fear and difficulties among classroom speaking partners. Another point which has been discussed is how does the lack of language immersion effect the learners’ oral skill. The next chapter then will be devoted to analyze teacher’s student’s questionnaire and some recommendations to overcome the lack of Language Immersion’ effects on the learners.

CHAPTER ONE: Empirical Study

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2.1 Introduction

This chapter presents the experimental part of the study. It provides a description of the case study, the setting, the sample population, and teachers' and learners' profiles. It also includes a description of the research instruments used, namely a students' questionnaire and an interview for teachers. The data gathered in this chapter are analysed both qualitatively and quantitatively. Then, the results are summarized and related to the research question put by the researchers to check its validity. Finally, some suggestions and recommendations are put forward on how to improve learners' speaking skill through Language Immersion.

2.2 Aim of the study

The current study is carried out to have a bird's eye view on the genesis of the concept of language immersion and its relationship with the improving of the Algerian foreign language learners' speaking skill.

2.3 Methodology

The present research is about the lack of language immersion as an obstacle in the way of enhancing learners' speaking skill. Since the learners and the teachers are the main variables of this study, their views and opinions are very crucial to test the stated hypothesis. Therefore, data analyses relied on quantitative and qualitative methods. The former helped to give statistics, yet the latter provided explanations and answers according to the context. In this vein, combining both methods in a mixed approach was needed to get a complete view of the issue raised before.

Two research instruments are chosen in this study; a questionnaire and a semi structured interview because they are less time consuming, as they allow questioning a large number of informants in a relatively short period of time anonymously.

2.3.1 Student-addressed questionnaire

The learners' questionnaire was administered to 1st year level from different secondary schools in Tiaret. It was designed of eleven (11) open and close ended questions, starting with general questions going down to more specific ones. The questions were organized in two sections, the first section was devoted to the dependent variable; the speaking skill, while the last part was to know the importance of language immersion in improving the students' speaking skill. The questionnaire is set to explore the role of language immersion in facilitating secondary school learners' speaking competence and to investigate its importance outside the classroom. The following is a brief description of each section.

It aims at finding out whether the lack of language immersion affects their foreign language speaking skill.

2.3.1.1 Questionnaire in details

Item one: Questions one and two are connected to the learners' gender and age.

Item two: Question three asks learners if they appreciate the session of speaking.

Item three: Questions four, five and six investigate about the learners' level of speaking and the amount of participation in oral production in classroom.

Item four: Question seven intends to ask the participant what kinds of activities they use to practice the speaking skill outside the classroom and why.

Item five: Questions eight, nine, and ten enquire about the use of English language inside and out of classroom and the time devoted to oral production in classroom.

Item six: The last three questions aim at gathering information about the problems the participant face in oral interactions and providing suggestions and strategies to improve the speaking skill in classrooms.

2.3.1.2 The Questionnaire Sample

For the present study, we deal with a sample of twenty secondary school learners from Tiaret. The questionnaire was conducted at different secondary school in Tiaret. The informants have been randomly chosen to respond to the research instrument addressed to them. They represent the whole population and they are the reflection of secondary school in Tiaret.

2.3.1.3 Pilot Study

The questionnaire has been administered at different secondary school in Tiaret during three days from 9th march,2020 to 11th march,2020. The learner-addressed questionnaire has been handled at the beginning of the course. We have administrated it in our presence, to make sure that all the learners understand the questionnaire and avoid as well as ambiguity that may hinder our work in order to obtain clear and full responses, we have been given learners 30 minutes to answer the questionnaire.

2.3.1.4 Questionnaire Results

The questionnaire aims at clarifying learners' opinion on speaking skill. Each question will be analyzed and discussed separately.

Part one: General Information

Gender distribution

Gender	Number of learners	Percentage
Male	11	55%
Female	09	45%
Total number	20	100%

Table 01:Learners’ gender distribution

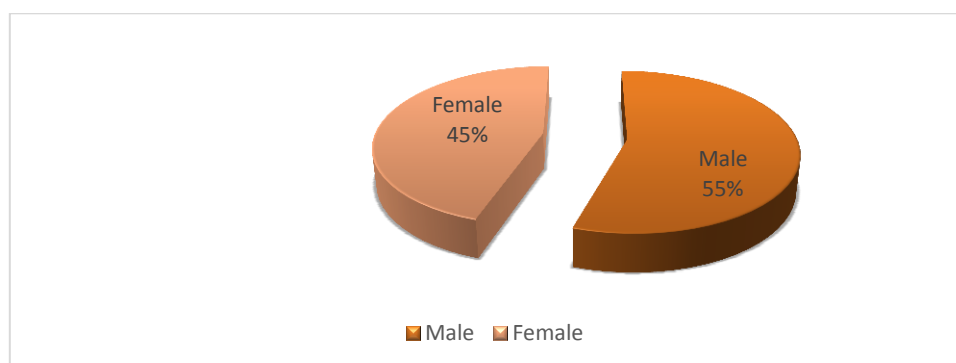


Figure 01: learners’ gender distribution

From the above table, out of 20 participants 45% are female and 55%are male, this higher number of males adds nothing to the work but we noticed that girls are more interested in studying English than boys.

Age Distribution:

Age	Number of learners	Percentage
13-15	12	60%
16-17	4	20%
More than 17	4	20%
Total number	20	100%

Table 02: learners’ age distribution

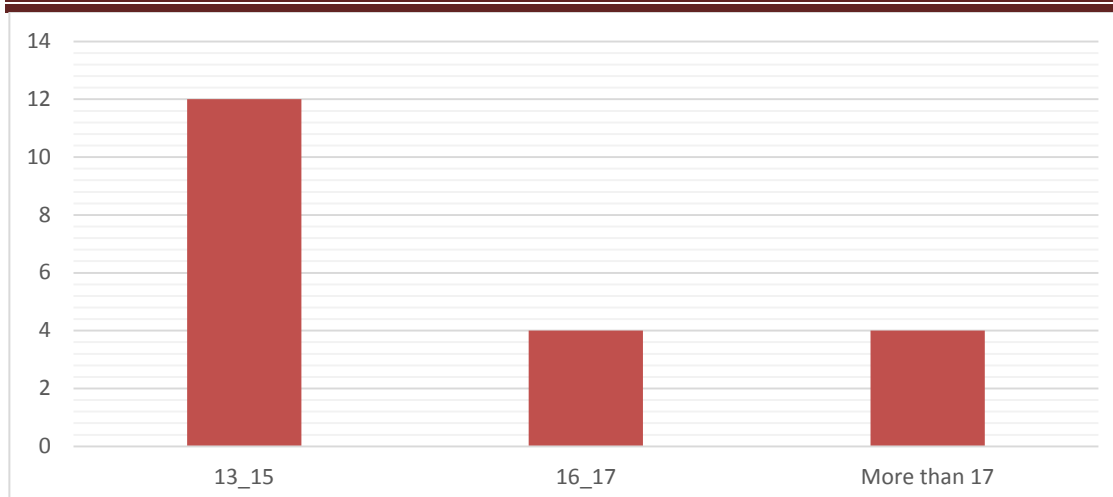


Figure 02: learners' age distribution

The results obtained from answers revealed that their ages vary from 13 to 17, and the majority of participants were male.

Part Two: informants' classroom Performance and Attitudes.

Speaking skill Rubric:

This rubric contains 04 questions(multiple choices , open ended) by which we aim to know the attitudes of learners toward speaking skill practiced in classroom. The questions have been stated as follows:

Question one : as a foreign language learner, do you appreciate the speaking skill session?

In this question the majority of the informants sixty (60)% reveal that they do not appreciate the speaking session and only forty (40)% of them answer they do appreciate the speaking session.

Question two: how do you assess your level in English?

This question asks learners to assess their speaking performance, forty (40)% of the informants state that their speaking performance is average, forty (40)% of them admit that they weak at speaking and only twenty (20)% of them claim that their level is good.

Level	Number	Percentage
Good	04	20%
Average	08	40%
Weak	08	40%
Total number	20	100%

Table 03: learners' proficiency level in speaking

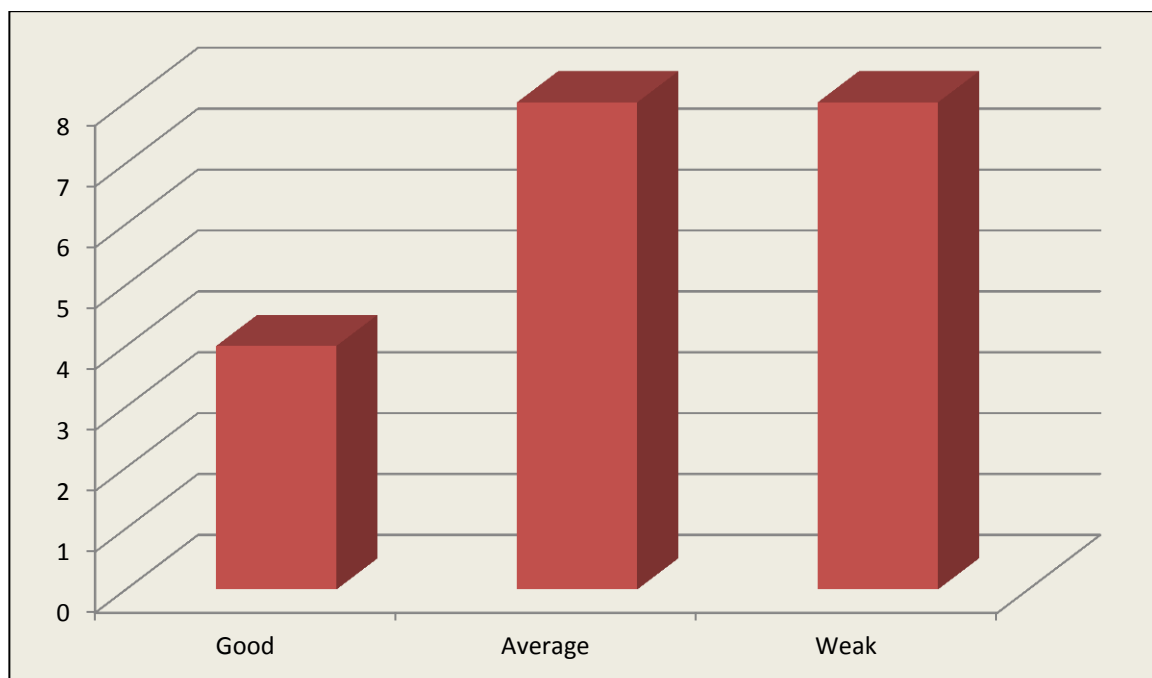


Figure 03: learners' proficiency level in speaking .

Question Three: how often do participate in your oral production session?

As the table indicates that only twenty (20)% of the participants participate in their oral production session, twenty five(25) % state that they sometimes take place in the oral session, thirty(30) % of them say that they rarely speak during the oral production and only five(05) % of the pupils answer that they never participate.

Option	Number of learners	Percentage
Always	04	20%
Sometimes	05	25%
Rarely	06	30%
Never	05	25%
Total number	20	100%

Table 04: learners' frequency of participating in oral production.

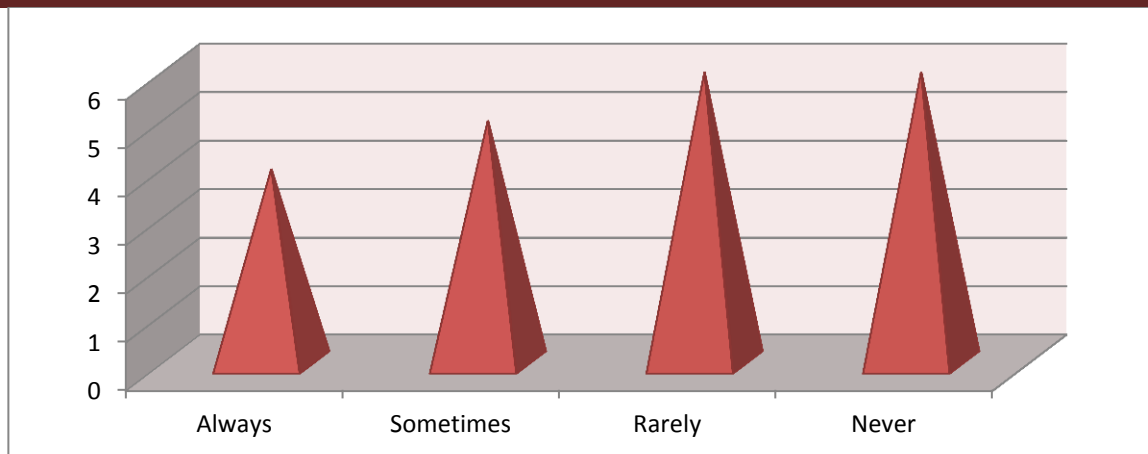


Figure 04: learners' frequency of participation in oral production .

Question Four : how do you evaluate your participation in class? why?

The results showed that forty (40) % of learners consider their participation in class as very low, more than twenty five (25) % state that their participation in class average, fifteen (15) % evaluate their participation as being high. While the remaining twenty (20) % of pupils do not speak at all in the classroom. Learners explain that their participation in class is low or non talkative because they are not motivated by their teachers, and they cannot speak due to the lack of the appropriate vocabulary to express their thoughts and sometimes because of being shy in the oral production session. While the learners whose participation is average explain it either because they prefer to listen to their classmates' responses or they do not have enough chances of vocabularies to speak. Concerning the high participants they say that they are motivated by their teacher and they feel more comfortable when they speak.

Option	High	Average	Low	Non talkative
Number	03	05	08	04
Percentage	15%	25%	40%	20%

Table 05: learners' evaluation of their participation in class.

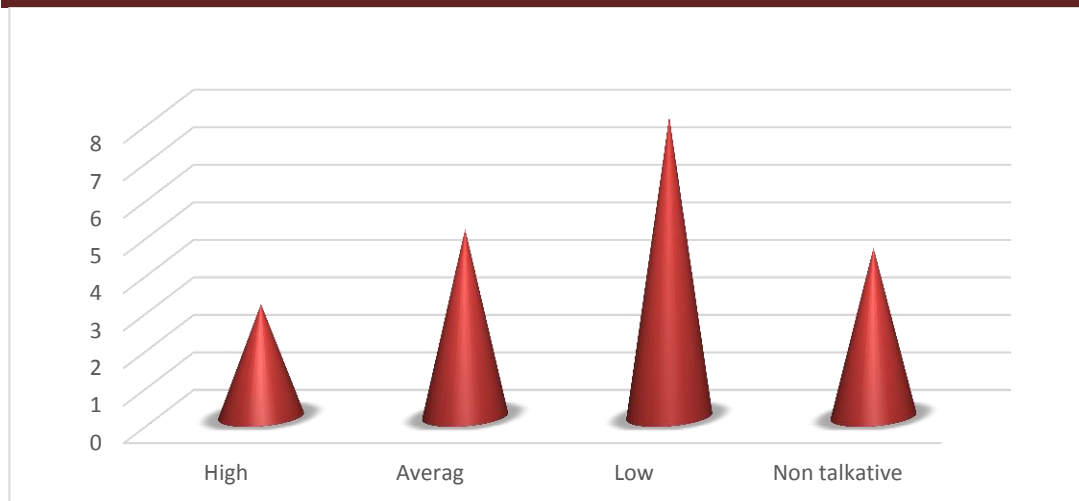


Figure 05: learners' evaluation of their participation in class.

➤ **Language Immersion Rubric:**

This rubric contains 07 questions (multiple choices, open ended), the question have been started as follows:

Question one:according to you, what kind of activity do you use to practice your speaking skill?

We can notice from the result shown in the table below that fifty five (55)% of the participants prefer communication games when they come to practice their English outside the classroom, whereas, thirty (30)% of them use discussion as an activity to practice their English. On the other hand, ten (10)% of pupils use role play conversation while five (05)% see reading aloud as a tool to improve their English in their real life.

Option	Number of learners	Percentage
Reading aloud	01	5%
Role play conversation	02	10%
Prepared talk	00	00%
Communication games	11	55%
Interview	00	00%
Discussion	06	30%
Total number	20	100%

Table06 :Total activities that learners practice outside the classroom.

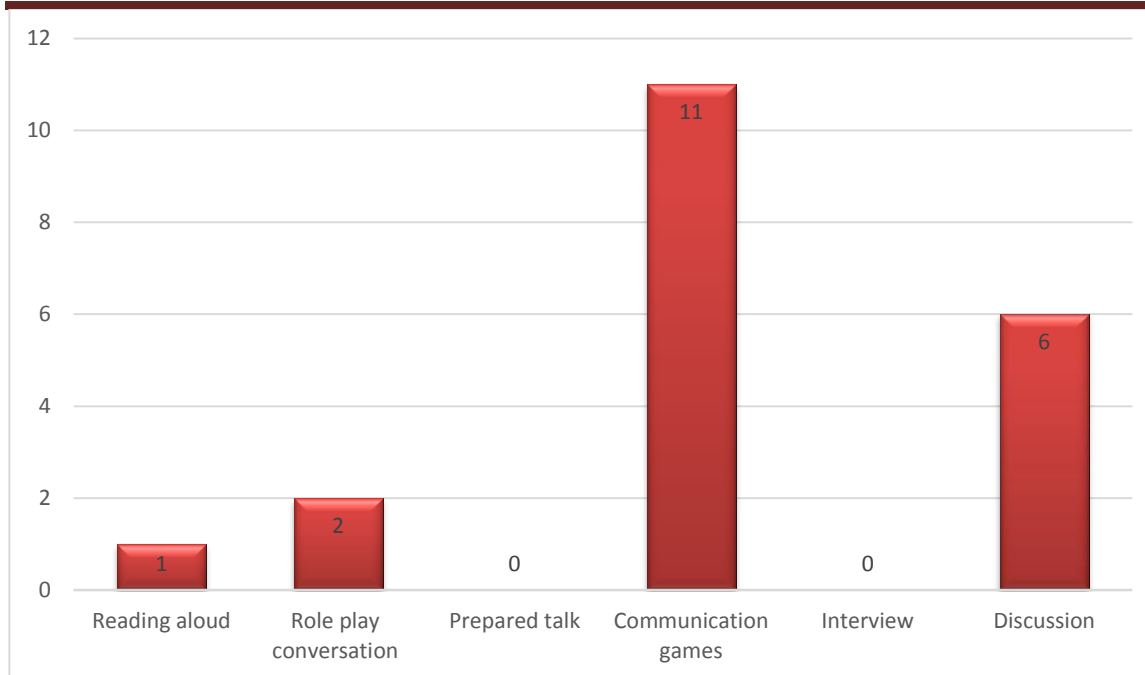


Figure 06: Total activities that learners practice outside the classroom.

Question Two: do you use English language outside the classroom?

This question reveals that thirty (30)% of learners use English outside the classroom for different purposes, mainly with their classmates. However, the other seventy (70)% answer that they do not use English outside the classroom.

Question Three: do you speak English in your class all the time?

In answering this question we find that more than half of the learners eighty (80)% do not speak English in the class all the time and that they use their mother tongue most of the time. While, the other twenty(20)% they use English all the time in the classroom.

Question Four: learners' satisfactions about the oral session time ?

By this question, we aim to know if learners are satisfied by the devoted time to oral session, in consequence of this question, we find that all of the participants mention that the hours devoted to oral production session is insufficient and that they need more attention to develop the speaking skill .

Question Five : what are the main problems or difficulties you face in oral language interaction ?

This question shows that the big difficulty that faces learners in oral language interaction is the lack of vocabulary. fifty five (55)% of the participants say that the lack of vocabulary makes them stay silent in the oral production session. Whereas, twenty five (25)% of them claim that they cannot speak because of the fear of making pronunciation mistakes, fifteen (15)% of them answer that they do not have the opportunity to speak in the classroom, and only ten (10)% of them see that grammar mistakes can hinder them from speaking in front of others .

Question six: what are the strategies that you use to improve your speaking skill?

The strategies given by the learners are summarized in the following points:

1. The majority of learners suggest using social network to chat with native speakers.
2. Make debates and discussions among a group of learners.
3. Listening to music, news, watching movies and documentaries as well.
4. Reading a lot to enrich vocabulary.
5. Study through different communication games.
6. On line courses.

Question Seven : what would you suggest to your teachers to help you develop your speaking skill?

The suggestions provide by learners turn around the same idea, which is to be in contact with foreigners and native speakers; to take part in debates and conversations, giving more speaking assignments. Others assert that the teachers should present a variety of activities with more explanations and support. Teachers should devote more hours for speaking and they should encourage learners to practice their English outside the classroom.

2.3.1.5 Preliminary readings in the questionnaire results

Learners' questionnaire was used as research instruments in this work in an attempt to investigate the way first year secondary school learners improve their speaking skill performance through activities used by teachers and to see if they use only the target language in relation the these speaking activities. It has been noticed that the majority of learners have an average level in speaking performance. Another reason that the questionnaire aimed to explore is the way of first year secondary school learners use to improve their speaking skill level. The obtained result from this questionnaire revealed that communication games, role play conversation, and discussions are the key successful strategies they based on in the practice of English language.

2.3.2 Teacher-Addressed Interview

In the research at hand, we used an interview that consists of eight direct questions addressed to five English secondary school teachers as a selective sampling. The purposes behind the interviews were to find out if teachers are aware enough of the importance of language immersion in developing students' speaking competence. Moreover, the focal aim

was to discover the strategies used in class by teachers for helping students to improve their speaking skill.

2.3.2.1 Interview in details

Question one asked the teachers about their teaching experience.

Question two required the teachers to state their learners' level speaking competence.

Question three investigated whether teachers focused on fluency or accuracy and why.

Question four asked about the kind of activities they use to teach the speaking skill.

Question five inquired about the problems the learners face when dealing with the oral skill.

Question six asked the teachers to express their ideas about language immersion and its importance to learn languages.

Question seven investigated the effects of language immersion on learners' speaking performance.

Question eight asked the teachers to suggest solutions to help learners improve their speaking skill.

2.3.2.2 Interview results

This section will report the results of the teachers' interview qualitatively.

2.3.2.2.1 The teaching experience:

The teachers being interviewed had some experience in teaching the English language in secondary schools. Four (4) of them had experience of 5 years and the last interviewee had been teaching English for 14 years.

2.3.2.2.2 The level of learners in speaking skill:

The informants mentioned that the level of their learners is rather average, three of them said that the learners' level in oral skill is quite good; they could transfer the message clearly. The others said that their learners had some difficulties in speaking in class.

2.3.2.2.3 Fluency or accuracy?

All of the interviewees believed that teachers should focus on both of them because they are two sides of the same coin. However, two of them focused more on fluency because it is important for them to communicate with others and use the language in real life.

2.3.2.2.4 Activities and strategies used to teach the speaking skill:

Our informants maintained that they use different activities, all of them said that they used prepared talk, communication games and discussion. While two of them stated that they used storytelling and role play in addition to the activities mentioned before. Concerning the strategies, one respondent stated that he used the strategy of being the psychologist who helps the students to feel their existence in the classroom, the other three asserted that bringing

examples from the real life catch students` interest and help them to speak. The last teacher` strategy was to give information to students and take from them for better interaction in classroom.

2.3.2.2.5 Common issues the learners face when dealing with oral skill:

As clearly stated by the respondents, the lack of vocabulary, shyness, fear of making mistakes and the lack of interest are the most common issues the learners face when dealing with the speaking skill.

2.3.2.2.6 The importance of language immersion:

All the teachers being interviewed argued that language immersion is crucial in learning and acquiring languages.

2.3.2.2.7 The effect of language immersion on the learners` speaking performance:

According to our informants, language immersion helps learners improve their speaking ability, communicate fluently and practice what they have learnt inside the classroom in their daily life.

2.3.2.2.8 Suggestions to improve the learners` speaking performance:

Two of the interviewee proposed that learners should read a lot to enrich their vocabulary, one of them suggested that learners have to try online conversations with native speakers. Another teacher offered the following suggestions: to be self-confident, teacher should provide a good atmosphere in class which motivates students to speak more often, to expose them to extensive listening, to encourage themselves and practice speaking intensively in and outside classroom. The last teacher mentioned that having a good rapport with students helps to enhance their speaking skill.

2.3.2.3 Preliminary readings of the interview results

Throughout the current interview, we attempted to shed light on the importance of the language immersion in learning languages and especially the speaking skill as perceived by secondary school teachers of English. To this regard, as clearly stated in the findings above, the teachers were aware of the problems learners face while speaking and that language immersion is a major factor in learning languages. They argued that exposing the learners to the language everywhere inside and outside the classroom is the key to develop their speaking performance. The teachers shared other strategies and activities that the use during their teaching process to develop the speaking skill of their students.

2.4 Suggestions and Recommendations

Basing ourselves on the results obtained, developing the students' speaking skill can be said to be a fundamental aspect in foreign language teaching. Acquiring an oral competence, in whatever language, is compulsory for any language learner. To be a good speaker of a foreign language requires possession of a great deal of its vocabulary which when utilized comes in respect of right pronunciation and grammar. This is the role language immersion. Results from research in this study led us draw the following suggestions and recommendations.

- More consideration and value should be given to the speaking skill in foreign language teaching. Learners really suffer from a great oral handicap since almost all the local studies and exams are done in a written form. In the field of foreign language, it is becoming a necessity that these habits should change. We ought to give more importance to the speaking skill for a language is not only written.
- Teachers of Oral Expression had better vary teaching strategies and oral activities as much as possible. Use authentic teaching materials and carefully select the topics for discussion.
- More time should be allotted to the oral expression course. Few hours per week devoted for speaking in secondary schools are insufficient to fully develop the learners' oral proficiency. Thus, we suggest that the course be given more time.
- Teachers need to show respect to their learners' thoughts and opinions, teach them to say things, never hide and feel freedom and comfort whenever they want to express themselves.
- Learners should be aware that speaking a foreign language is compulsory for language learners; they should do their best to acquire a high oral competence.
- Teaching should be focused on language authenticity. With language authentic activities, the teacher can create a motivational learning environment where the learner notices new language and exploits it in an authentic communicative way.
- Learners should learn to listen then to speak, and that error making is likely during the learning process. We need to be good listeners before being good speakers.
- Learners had better read a lot and use the target language in their daily lives if it is possible.

The research we have actually undertaken is an attempt to shed light on the effects of language immersion on the acquisition of language oral proficiency. It led us conclude that using language immersion in schools is really very valuable for developing the speaking skill.

However, the debate over the issue of language immersion and speaking is still going on and further investigations about the same issue can be conducted under some other different angles and circumstances.

2.5 Conclusion

The chapter was devoted to a description of the empirical phase; two research instruments were addressed to 20 first year secondary school students and five EFL teachers in different secondary schools in Tiaret. The main findings revealed that learners' speaking skill is strongly affected by language immersion they are involved in, which evoke a correlation between internal and external factors contributing in raising or hindering learners' oral discussions. These results were related to the hypotheses put forward before.

General Conclusion

General Conclusion

Speaking is an important and valuable that should be included and performed in learning any language. Hence, speaking might be enhanced in various ways. The importance of language immersion in improving the oral skill is undeniable, since the former is considered as an opportunity to promote speaking both inside and outside the class.

This empirical research spots the light the importance of language immersion in achieving a satisfactory level in speaking. The researchers also present some learners and teachers' strategies to be followed for the purpose of discarding lack of language immersion.

This work is divided into two chapters. The first chapter is devoted to the main concepts of both the speaking skill and language immersion. The second chapter deals mainly with the practical study i.e. methods and procedures in addition to the analysis of the students questionnaire and the teachers' interview, and some suggestions and recommendations.

The analysis of the students' questionnaire reports that first year secondary school are aware of the effectiveness of language immersion and that classroom does not give much importance to it ; In other words, they agree that learning any language and mastering the speaking skill require an involvement in a usefulness immersion. The teachers' interview affirms the importance of language immersion and suggest some strategies to manage its lack in classrooms.

Therefore, language immersion appears to be the best element for EFL learners to achieve a successful proficiency level in oral skill and its absence leads to less proficiency and even no progress in speaking. Thus, devoting much time for sessions of communication, using technology, selecting some amusing topics are the most common strategies applied by teachers to develop learners' speaking skill. Accordingly, students will be more fluent. However, this is not the ultimate answer to our research questions and hypothesis as this work is opened for another further future research.

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Appendices

Appendix

Appendix A: learners' questionnaire

Dear students,

This questionnaire is designed for the purpose of providing data for a BA research aim at investigating the role of language immersion in developing speaking skill of secondary school learners. Your ideas and contributions are important for this study attainment.

Section one: Informants' Biographical Data

1. Gender

Male

Female

2. Age

Section Two: Informants' Classroom Performance and Attitudes

• Speaking skill Rubric

1. As a foreign language learner, do you appreciate the speaking session ?

Yes

No

2. How do you assess your level of speaking ?

Good

Average

Weak

3. How often do you participate in your oral production sessions?

Always

sometimes

Rarely

Never

4. How do you evaluate your participation in class?

High

Average

Low

Non talkative

Why?.....

• Language Immersion Rubric

1. According to you, what kind of activity do you use to practice your speaking skill outside the classroom?

Reading aloud

Role play in conversations

Prepared talk

Communication games

Interviews

Discussions

Others?

Appendix

Why?.....

2. Do you use English language outside the classroom?

Yes

No

3. Do you speak English in class all time?

Yes

No

4. Are you satisfied about the hours devoted to study oral production subject?

Yes

No, we need more hours

5. What are the main problems or difficulties you face in oral language interaction?

Lack of vocabulary

Grammar mistakes

Pronunciation mistakes

Lack of opportunities in the classroom

6. What are the strategies that you use to improve your speaking skill?

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

7. Could you please provide some suggestions to improve the speaking skill in classroom?

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

Thank you for your cooperation

Appendix

Appendix B: teachers` interview

Dear teacher,

You are kindly requested to answer the following questions that aim to investigate the importance and the role of language immersion in improving the Algerian secondary school learners` speaking skill and how do language teachers are aware about this language phenomenon. Your contributions are of a great importance to the fulfillment of the present study.

- 1. How long have you been teaching English?**
- 2. How do you find your learners` level in speaking skill?**
- 3. What should teachers focus on: fluency or accuracy? Why?**
- 4. What kind of activities and strategies do you use to teach the speaking skill?**
- 5. What are the most common issues that learners face while dealing with oral skill?**
- 6. As a language teacher, do you believe that language immersion or linguistic bath is important to learn languages?**
- 7. What is the effects of linguistic bath on learners` speaking performance?**
- 8. What do you suggest to help your learners improve their speaking performance?**

Thank you for your cooperation

Summary

ملخص الدراسة

تسلط الدراسة الحالية الضوء على أهمية الانغماس اللغوي في تعزيز مهارة التحدث لدى المتعلمين و بشكل اكثر تحديداً، يحاول ان يوضح ان الافتقار الى الانغماس اللغوي يمكن ان يعيق تحصيل الطلاب فب الأداء الشفهي، و كيف يمكن تدارك ذلك لتمكين الطلاب من ان يكونوا متحدثين فعالين داخل و خارج الفصل الدراسي. للوصول الى ذلك ، أجريت دراسة حالة في ثانويات مختلفة في ولاية تيارت. تم جمع البيانات باستخدام استبيان قدم للطلاب، بالإضافة الى مقابلة مع الأساتذة. بعد تحليل البيانات كمياً و كيفياً، كشفت النتائج المتحصل عليها ان الانغماس اللغوي عنصر أساسي للأداء الشفهي الناجح، اكتشف الباحثون ام طلاب السنة الأولى من المرحلة الثانوية كانوا على دراية بفاعلية الحمام اللغوي في تعزيز مهارة التحدث. و مع ذلك، لم يعطي الفصل الدراسي أهمية كبيرة لهذه المهارة. بالتالي، من المهم للغاية إيجاد حلول فورية لمعالجة عقبة عدم الاهتمام بالانغماس اللغوي.

الكلمات المفتاحية: مهارة التحدث، الانغماس اللغوي، التحسين، داخل و خارج الفصل الدراسي.

Summary

The current study attempted to investigate the extent to which the language immersion influence foreign language learners' speaking performance, it also tried to explore the strategies used by teachers to overcome the lack of language immersion. Hence, a case study was conducted with first year secondary school students in different secondary schools in Tiaret. To this end, two types of instruments were used: a questionnaire for students and a semi-structured interview with teachers. The findings of this study revealed the language immersion is a fundamental component for successful oral production.

Key words: language immersion, speaking performance, oral production

Résumé

Cette étude vise à examiner dans quelle mesure l'immersion linguistique influence les performances orales des étudiants de langues étrangères. La recherche a également tenter d'explorer les stratégies utilisée par les enseignants pour surmonter l'absence d'immersion linguistique. Pour cela, une étude de cas a été menée auprès d'élèves de première année secondaire dans différents lycées à Tiaret. À cette fin, deux types d'instruments ont été utilisée : un questionnaire destiné aux élèves ainsi qu'un entretien avec les enseignants. Les résultats de cette étude ont révélé que l'immersion linguistique est importante pour une production orale réussie.

Mots Clefs: Immersion linguistique, production orale, performance orale