**Speaking Of Speaking: Developing Fluency through Effective Teaching Strategies**

**Case Study of 1st Year Master Degree at Ibn Khaldoun University of Tiaret**

**Dissertation Submitted In partial Fulfillment of the requirements For the Master's Degree in Didactics**

| **Submitted by:** | **Under the supervision of:** |
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| **- GHERBI Nassreddine** | **- Mrs. MARHOUM Rafika** |
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**Academic Year: 2020/2021**

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTERY OF HIGHER EDUCATIONAND SCIENTIFIC RESEARCH

UNIVERSITY OF IBN KHALDOUN -TIARET-

FACULTY OF LETTERS AND LANGUAGES

DEPARTEMENT OF LETTERS AND FOREIGN LANGUAGES

SECTION OF ENGLISH



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*First, I would like to express my deep recognition to Allah , for giving me determination, strength, power of mind and health to reach this point. And to My role model, my great teacher and messenger, Mohammed who taught us the purpose of life.*

*And next, to the most precious people to my heart, to the ones who gave birth and meaning to my life, to the persons who gave me strength and hope:*

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*Thank you, mom and dad.*

*I owe a debt gratitude to my beautiful affectionate grandmother, my brothers and sisters for their understanding, support and endless love.*

*Special thanks to the gentle and keen older brother Mohamed amine, who never left my side and kept supporting me all the time.*

*To the little one, bissa, the source of happiness. To all my family and to my uncle who passed away and left a void never to be filled in our lives, and a beautiful smile never to be forgotten printed in our minds May Allah grant him Jannah.*

*To all my amazing friends with whom I shared the university experience, their memories continue to regulate my life.*

*To all those who prayed for me and besought God to help me.*

*I want to dedicate this work to my family and friends.*

*This thesis is dedicated to:*

*The sake of Allah, my Creator and my Master, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. He has been the source of my strength throughout this program.*

*My great teacher and messenger, Mohammed (May Allah bless and grant him), who taught us the purpose of life.*

*My great parents, who never stop giving of themselves in countless ways, My beloved brothers and sisters.*

*To all my family, the symbol of love and giving.*

*My friends who encourage and support me, all the people in my life thank you all.My love for you can never be quantified.*

*God bless you all.*

*SENDIL Nassreddine*

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**Abstract**

English occupies a place of prestige in the whole world simply because it is the lingua-franca.  In the EFL context, mastering the ability to speak English fluently and properly is the target of language teaching and the process remains incomplete if one does not achieve competence in speaking it. Therefore, the reflection of success in language teaching is seen and measured in learners' ability to carry out a complete conversation in the target language. Like all languages, English lays out many difficulties for non native speakers which intervene in shaping their skills. In this vein, the purpose of this work and the main concern, than, was to demonstrate the possible solutions and the effectiveness of implementing the appropriate teaching strategies in promoting master one EFL students' speaking fluency and reducing serious speaking difficulties. The main threefold objectives of the work are, discussing the main problems learners encounter which may hinder their oral performance and provide strategies to help EFL students go beyond them, detecting the constraints that teachers face when applying several strategies to foster learners' motivation for ameliorating the speaking performance. To reach this end, a case study research was conducted at the Department of Foreign Languages at Ibn khaldoun University of Tiaret, relying on two questionnaires as instruments of research. The analysis of results reveals that it is true to say that speaking frequently occurs in class, but it is less frequently taught and consequently if EFL teachers were aware of the suitable activities which would enhance learners speaking skill, that they will certainly decrease most of the difficulties they face when speaking. From another perspective, EFL teachers consent that using diverse teaching strategies and techniques would level up learners' awareness, motivates them, and enrich their vocabulary. Finally, this extended essay ends up by suggesting some efficient and fruitful recommendations for EFL teachers and learners to flourish and evolve in their way toward fluency.

**Key words:** teaching strategies, Speaking Fluency, EFL Teachers.

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**List of acronyms**

**EFL**: English as foreign language

**LMD:** Licence-Master-Doctorate

**TD:** travauxdirigés

**TP:** travauxpratique

**BA:** Bachelor of Arts

**MA:** Master

**L1:** First language

**L2:** Second language

**T.L:** Target Language

**ESL:** English as a second language

**L T:** language teaching

# General Introduction

## General Introduction

English occupies a place of prestige in the whole world simply because it is the lingua franca. And the knowledge of it is expected to enable us to establish intellectual, economic, social, commercial, and even diplomatic relations with the rest of the world.

The notion of English as an international language has prompted a revision of the notion of speaking skills and communicative competence to include the notion of intercultural competence. This shifts the focus toward learning how to communicate in cross-cultural settings mastering the ability to speak a foreign language fluently and properly, is the target of language teaching and the process remains incomplete if one does not achieve competence in speaking. However, the latter one is a very demanding task, requiring the orchestration of a variety of cognitive and met cognitive resources and a lot of practice and attention, it isn't easy to be achieved because when speaking, students must speak and think about the components of speaking at the same time. Therefore, students should learn and master those components of speaking to become good speakers. moreover, Fluency became a goal for speaking courses, these courses today have a prominent place in language programs around the world, and The growing need for fluency in English around the world have given priority to finding effective ways to teach and enhance the speaking skills of language learners and many of them regard speaking ability as the measure of knowing a language, much more as an indicator of potential success, they regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments in spoken communication Reflation of success in language teaching is seen and measured in learners ability to carry out a complete conversation in the target language. . Hence, if the language learners fail to learn how to speak or do not get any opportunity to speak in the language classroom, they may soon get de-motivated and lose interest in learning the language. This problem is common in EFL contexts where language learners have less chance to speak English.

besides other problems such as the lack of vocabulary, how to use grammar and pronunciation in their communication with people social problems, and anxiety, that can be slowly diminished through the years of education, but it always persists in a certain amount Normally, learners in the EFL context do not use the language in situations outside the educational institutions. They possess an inability in communicating in an appropriate way when communicating with natives. In addition, language learners in an EFL context can only have limited speaking activities inside the classrooms. However, if the right activities are taught in the right way, speaking in class can be a lot of fun. This can raise language learners' motivation. Furthermore, unlike with lessons of reading and writing where the teacher has a record of performance in the form of written texts, speaking output is transient, with little or no record of it once the activities are over.

Teachers do not have a corpus on learner's work that they could evaluate and give feedback on and as a result, problems that learners face when doing speaking activities

often go unnoticed or uncorrected. this may partially indicate why most of the students are weak in expressing themselves orally in English and They graduate with weak competence in English language communication even though they have been in contact with the target language from their school days and for 3 other academic years of education, but The main cause for the students learning difficulties and poor achievement especially in speaking skill is that teachers themselves have very limited exposure on reasons of difficulties and appropriate instructional strategies. However, without paying attention to the present situation, teaching speaking remains challenging for many teachers It is probably true to say that speaking frequently occurs in class, but it is less frequently taught, that neglecting explains why many students often find difficulties in speaking. However, teaching speaking strategies can solve the students' difficulties. It is used to measure the learning process, learning result, and the impact of learning activities. And to develop the quality of students and their own output.

It becomes a task for English teachers to create a good learning atmosphere to make students experience the learning process by using both appropriate materials and teaching strategies delivered by teachers. Moreover, the goal of teaching speaking is to improve students' speaking skills when they are interacting with other people. This can only be done by properly selecting accurate teaching strategies. Strategies are the multiple styles or types of plans teachers tend to use to achieve certain goals.

To specify more, in the teaching and learning process strategy is an activity that should be done both teacher and learner in order to get the learning activity to become effective and efficient. Of course, the teacher who has the first obligation for designing strategy and it followed the students in learning activities.

The teacher should be able to choose the appropriate strategies in teaching Speaking because students need suitable strategies in gaining the materials from the Teacher, strategies that match the students' ability and conditions. For example, strategies that are implemented in seventh grade will differ from the teachers' strategies in eighth and ninth grade, and teachers' strategies in class in which the students have high motivation also differ from class in which the students have low students motivation. There are several factors that a teacher must consider when choosing a teaching method for students.

Some determining factors for selecting a teaching strategy include the student's interest and background knowledge, as well as their environment and learning abilities and students learning style. On the other hand, instructors must be flexible in their strategies and often adjust their style of teaching to accommodate their students. If the EFL teachers were aware of the appropriate activities which would enhance the EFL learners' speaking performance, then they will certainly decrease most of the difficulties that learners face in speaking. Speaking is considered to be one of the core skills in language learning, and in spite of the fact that the first-year master degree is acquainted with the English language

since their school days, yet they are reluctant to speak in English accurately and fluently which may be due to numerous factors. The question arises then "why is this inability?"

**2\statement of purpose**

This dissertation is a sort of investigation that is produced to get a better understanding of the teaching speaking' process. The main objectives of the work are: first, identifying the challenges that learners encounter when they speak. Second, identifying the constraints faced by teachers in applying several strategies in developing EFL learners' speaking fluency, and lastly, identifying the most effective teaching strategies which can promote EFL learner's speaking fluency

**3/Research questions:**

In the light of the above background of the study the research questions for this study are formulated as follows:

**1-What are the problems that EFL learners face when they talk?**

**2-what are the constraints faced by teachers in applying several strategies in overcoming EFL learners difficulties in speaking?**

**3- What are the strategies used by teachers in developing EFL learners speaking fluency?**

**4\ hypothesis:**

The present work is based on three hypotheses that shall be examined and verified through research instruments. First of all**, lacks of practice and vocabulary shortage are the main learners' obstacles.** Second **there is some problems that Lies behind preventing teachers from applying several strategies to overcome EFL learner's difficulties in speaking.** And lastly**, it could be hypothesized that if teachers apply the appropriate strategies and activities they would enhance their students' speaking skill, motivate them and enrich their vocabulary**

# CHAPTER ONE

# Literature review of Speaking Fluency

**Chapter one: <u>literature review of speaking fluency</u>**

## Introduction

The primary issue of EFL educators is the requirement for appropriate tactics and exercises to reinforce EFL learners' speaking fluency. Many EFL teachers find it difficult to improve their students' speaking skills. Teachers respond to this demand by employing a variety of tactics and activities. This chapter covers the literature review and the theoretical part of this work. There are a few basic concepts and definitions relevant to the work that is offered. The purpose of this chapter is to explain the nature of speaking ability and the primary purposes of teaching it. It also offers shed light on. On the variables that cause EFL students to have difficulty speaking. Also, students of all ages are learning to speak English. They realize that they need to master speaking skills as a target for learning the language. Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice. This subchapter covers four points about learning speaking, those are the purpose for practicing speaking, criteria of successful learners, learners' strategies in learning speaking, and learners' role in speaking activities. Finally, It tries to reveal some of the strategies and exercises that can be used to help EFL learners with their speaking skills.

## 1.2 Definition of Speaking fluency
## 1.2.1 Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

## 1.2.1 Fluency

Richards (2009, p.14 provided an overview about fluency, "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence".

The definition of fluency comes from the Latin word for "flow." It is possible that other languages define fluency as flow or fluidity, as stated by Kopponen and Riggenbach. (2000, in Jamatlou, F.: 2011). And nowadays, the definition of fluency itself closer to a simple definition of the term in applied linguistics also seems to share at least one feature resembling "fluidity".

Fillmore (in Richards, 1990: p.75) identifies four abilities that might be subsumed under the term fluency as follows: "...the ability to fill time with talk. the ability to talk in coherent, reasoned and semantically dense sentences" showing "a mastery of the semantic and syntactic resources of the language"; "the ability to have appropriate things to say in a wide range of contexts"; and the ability to "be creative and imaginative.. .in language use."
The most recent research on fluency adopts Lennon's (Jamatlou: 2011: p.11) definition, which is fluency as a rapid, smooth, accurate, lucid, and efficient translation of thought or

communicative intention into language under the temporal constraints of on-line processing.

Most teachers and researchers accepted this earlier concept of fluency because they recognized that fluency is distinct from other components of oral proficiency such as vocabulary range and syntax complexity, which are associated with linguistic knowledge of accuracy.

Overall, the researcher comes to the concludes that fluency in speaking can be defined as the natural ability to speak spontaneously as quickly, smoothly, accurately, lucidly, efficiently, and comprehensibly as possible under the temporal constraints of online processing.

## 1.3 Elements of Speaking

When considering the parts of speaking that are required for fluent oral output, Harmer (2001) differentiates between two aspects: awareness of "language features" and the ability to process information on the fly, which he refers to as 'mental/social processing.

The first aspect, language features, Harmer claims that the following qualities are required for spoken production: connected speech, expressive devices, lexis and grammar, and negotiation language. For a clearer view of what the individual features include, here is a brief overview:

**1.3.1 Connected speech** conveying fluent connected speech including assimilation, elision, linking 'r', contractions, and stress patterning – weakened sounds);

**1.3.2 Expressive devices** – pitch, stress, speed, volume, physical – non-verbal means for conveying meanings (super segmental features);

**1.3.3 Lexis and grammar** – supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.);

**1.3.4 Negotiation language** – in order to seek clarification and to show the structure of what we are saying. (Harmer 2001, 269-270)

## 1.4   Types of Speaking Performance

Brown (2004: 271) divides speaking ability into categories. Those categories are as follows:

### 1.4.1  Imitative

This category covers the ability to practice intonation and the ability to concentrate on specific aspects of language form. That is nothing more than repeating a word, phrase, or sentence. The most important thing to remember is to concentrate on pronunciation. Drilling is used by the teacher in the teaching-learning process. The rationale for this is that drilling allows students to listen and vocally repeat particular words.

**1.4.2** **Intensive** This is a speaking performance by the students in which they practice phonological and grammatical components of language. It usually places students doing the task inpairs (group work) for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from the chart, etc.

**1.4.3Responsive** Interaction and test comprehension are part of responsive performance, but it's confined to extremely short conversations, conventional greetings and small talk, simple requests, and remarks. This is a type of quick response to a teacher's or a student's inquiry or comment that includes instructions and directions. Those responses are typically adequate and informative.

### 1.4.4 Transactional (dialogue)

It is carried out for the purpose of conveying and exchanging specific information. For example here is conversation which is done in pair work:
Interpersonal (dialogue); It is done more for the sake of social relationships than for the transmission of facts and information. Interpersonal speaking performance can take the form of an interview, a role play, a discussion, a conversation, or a game.

## 1.5 Micro and Macro Skills of Speaking:

According to Brown, (2004: 142-143) speaking consists of micro skills and macro skills. Micro skills refer to the ability to produce smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units.
The macro skills imply the speakers focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. The micro- and macro skills total roughly 16 different objectives to assess in speaking

### 1.5.1Microskills

1. Produce differences among English phonemes and allophonic variants.

2. Produce chunks of language of different lengths.

3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

4. Produce reduced forms of words and phrases.

5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

6. Produce fluent speech at different rates of delivery.

7. Monitor one's own oral production and use various strategic devices.

8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.

10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse.

### 1.5.2 Macro skills

1. Appropriately accomplish communicative functions according to situations, participants and goals.

2. Use appropriate styles, registers, implicatures, redundancies, pragmatic conventions, and conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to face conversations.

3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification

4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language

5. 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 your interlocutor is understanding you.

## 1.6 Objectives of Teaching Speaking

In teaching speaking the students are asked to be more active in speaking activities. Also in the curriculum, speaking becomes an important competence that should be mastered by the students. Finally, speaking skill is very important to be taught by in the school, especially. "There are three main reasons for getting students to speak in the classroom" (Harmer, 2007:123).

Firstly, speaking activities provide rehearsal opportunities, chances to practice real life, speaking in the safety of the classroom.

Secondly, Speaking exercises in which students attempt to use any or all of the languages they are familiar with provide feedback to both the teacher and the students.
Then thirdly, the more students have opportunities to activate the various elements of language they have stored in their brains. As a result, the students will be able to use words and phrases fluently without very much conscious thought.

Teaching speaking depends on there being a classroom culture of speaking, and that classrooms need to become very crowded classroom because of speaking. In other

words. If the classroom teaching process is appealing, students will be much more confident speakers, and their speaking ability will improve. It is up to the teachers to plan the speaking activities that will be used in the classroom. As a result, the quality of teaching speaking will be heavily influenced by the teacher's speaking activities in the classroom.

## 1.7 The Nature of Speaking

Speaking is a talent that allows someone to communicate in everyday situations, whether at school or outside of it. Speaking is a two- or more-person activity in which the participants are both listeners and speakers who must act. what they listen to and provide at a high speed , (Brown (2004: 140). Speaking is a skill and such as needs to be developed and practiced independently of the grammar curriculum (Thornburry, 2005: 4).

Speaking is a productive skill, because the people produce language by speaking. Speaking is one of observable skills in language skills, (Nashruddin, 2012: 77). Then Brown (2004: 140) states that "Speaking skill can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production tests".

Speaking is defined as a face-to-face encounter that is reciprocal and spatially placed. (Carter and Nunan, 2001: 16). Reciprocal means that speakers can contribute to the conversation at the same time and answer to each other as quickly as possible. Physically situated face-to-face interaction, on the other hand, implies that speakers can see each other and thus understand some physical context and physical signal to show their attention to the interaction and their intention to respond to the utterances. Speaking is also defined as physically situated face-to-face interaction. This means that both of speaker and interlocutor can see each other. They can employ physical context and signal to indicate their attention or intention to the discussion, as well as to contribute or respond to the issue being discussed. Speaking.

On the other hand, is not an oral version of written language, according to McDonough and Shaw (2003: 133), because it requires learners' capacity to use its sub skills to construct a comprehensive competency in spoken language. With this rationale, it can be inferred that speaking varies from oral forms of written language in that learners must be able to master speaking sub-skills such as pronunciation, stress, intonation, turn-taking ability, and so on in order to reach speaking proficiency. Speaking sub-skills will play a vital role in sustaining or managing speakers' relationships with other speakers when they are engaged in speaking activities. This connection is advantageous for effectively conveying and delivering their message.

Speaking is an active use of language that has an impact on language learners in terms of sharing meaning (Cameron, 2001: 41). Speaking, in other words, is the active use of language to express meanings so that others can understand them. Speaking receptively can be classified as a productive use of language. Learners will employ their existing language resources, which have been built up via earlier language use, to develop

comprehension in a foreign language. Speaking in a foreign language in order to convey understandings with others necessitates close attention to the language's finer points. A speaker must choose the most relevant words and use proper grammar to transmit information clearly and exactly, as well as order the conversation so that the audience understands it. Because speaking activities are so demanding, they necessitate thoughtful and ample assistance of many kinds, not just for understanding, but also for output.

For many second-language or foreign-language students, mastering English speaking skills is a top priority (Richards, 2008: 19). Learners frequently assess their progress in studying a foreign language by assessing how much their speaking ability has improved. As a result, teachers strive to find the best method, approach, or technique for improving students' speaking skills, as there are numerous methods, approaches, and techniques available, ranging from direct approaches in which the teacher focuses on specific features of oral interaction to indirect approaches in which the teacher focuses on creating a conducive environment for oral interaction. Which is appropriate for students.

## 1.8 The Importance of Speaking

Karen (1994) describes speaking as an expressive language competence in which the speaker communicates through verbal symbols. Traditional language learning and teaching methods, such as the grammar Translation Method, fail to adequately address the speaking ability in the majority of classes. Reading and writing were the primary focus. The emphasis on learning to grasp and communicate meaning, which the term fluency implies, stems from the communicative language education concept (CLT). Revel, p.5 (1991).Recognizes the value of CLT in bridging the gap between linguistic and communicative ability. . In other terms, he claims, precision and fluency. "theories of communicative competence imply that teachers must do more than just supply learners with a number of language structure to manipulate".

The importance of speaking skills hence, is enormous for the learners of any language. It promotes communicative efficiency, teachers want students to be able to use language fluently and correctly as much as possible. Learners as well give the speaking skill priority in their learning because it is, in fact, the active use of language to express meaning. Learning merely the language system, according to Widdowson (1990 : 27), is not the best way to learn how to communicate in the FL since understanding of the language code alone does not convey the demands of communication and interaction with others. Learned rules and isolated phrases are not what learners require outside of the classroom.

It is, however, a lengthy and often exhausting process to become fluent in a foreign language. ; " one frustration commonly voiced by learners is that they have spent years studying English, but still cannot speak it." (Thornbury 2008: 208) "One of the main difficulties of course, is that speaking usually takes place spontaneously and in real time, which means that planning and production overlap. If too much attention is paid to planning, production suffers, and the effect is a loss of fluency, on the other hand, if the

speaker's attention is directed solely on production, it is likely that accuracy will suffer, which could produce intelligibility. In order to free up attention, therefore, the speaker needs to have achieved a degree of atomicity in both planning and production. " (Ibid)

Effective teaching that promotes learners' active engagement and the development of speaking skill is being a challenge to teachers of English as a foreign language. That is to say, being able to interact orally with one another while efficiently utilizing the target language is crucial nowadays. The stages at which learners who are unable to communicate fluently in a foreign language .They cannot be regarded good language users. Celce-Murcia (2001 : 103 ) makes the following argument: for the majority of people " the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. "With speaking, learners can influence their listeners, It's a way of expressing and displaying social positions, as well as advancing society's unity forward. As a result, speaking is crucial both inside and outside of the classroom. It is a tool that allows people who speak a foreign language to have additional work prospects, as well as a skill that allows people to be friends or separate others; Baker and Westrup (2003:05) support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion".

## 1.9 Factors that Cause Speaking difficulties to EFL Learners:

According to the International Journal on Studies in English Language and Literature (IJSELL), Zhang (2009). Speaking is still the most difficult skill for the majority of English learners to master, and many are still unable to communicate orally in English. Many factors, according to Ur (1996), contribute to difficulty in speaking. And they are as follows:

   a)   Inhibition: Students are worried about making mistakes, fearful of criticism, or simply shy.

   b)   Nothing to say: Students have no motive to express themselves.

   c)   Low or uneven participation: Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

   d)   Mother-tongue use: Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

## 1.10 Criteria of Successful Learners

According to (Ur, 1991:120) characteristics of successful speaking activity are:

   a)   Learners talk a lot. As much as possible of time allotted to the activity is occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

   b)   Even participation is encouraged. The classroom debate is not dominated

by a small number of active participants: everyone has a chance to speak, and contributions are reasonably evenly distributed.

       c)     The level of motivation is high. Learners are motivated to talk for a variety of reasons: they are engaged in the issue and have something fresh to say about it, or they want to help achieve a task goal.

       d)     The level of language is acceptable. Learners express themselves in utterances that are relevant, easily understandable to one another, and have a reasonable level of grammatical precision.

## 1.11 Students' Problem in Learning Speaking :

When it comes to speaking exercises, students frequently struggle. Some children may perform well in speaking exercises, but the majority of students struggle. The following are some issues with speaking activities. (Ur, 1996: 121):

### 1.11.1 Inhibition

Speaking unlike reading, writing, and listening, necessitates some degree of real-time exposure to an audience. Learners are frequently inhibited about speaking in a foreign language in the classroom, whether they are concerned about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

### 1.11.2 Nothing to say.

Even when they are not inhibited, learners frequently complain that they cannot think of anything to say: they have no reason to express themselves other than the guilty feeling that they should be speaking.

### 1.11.3 Low or uneven participation

Only one participant can speak at a time if he or she is to be heard, which means that in a large group, each participant will have very little talking time. This issue is exacerbated by the tendency of some students to dominate while others speak very little or not at all.

### 1.11.4 Mother tongue use

In classes where all or a majority of the students speak the same mother tongue, they may prefer to use it for several reasons: it is easier, it feels unnatural to speak to one another in a foreign language, and they feel less 'exposed' if they speak their mother tongue. When they are speaking in a small group, it can be difficult to get some classes; especially the less disciplined or motivated ones, to stick to the target language.

There are some aspects in other references that make speaking difficult. While the problems described above are those of the learners in their speaking activities, here are some issues that arise from the language target itself. Remember that the following characteristics of spoken language can make oral performance easy or, in some cases, difficult in the target language. (Brown, 2001: 270).

a.      Clustering. Fluent speech is phrasal rather than word-for-word. Learners can use clustering to order their output both cognitively and physically.

b.      Redundancy. Through the use of redundancy in language, the speaker has the ability to clarify meaning.

c.      Reduced forms. Contractions, shortened vowels, and other issues are unique to teaching spoken English.

d.      Performance variable. Speaking languages have the advantage of allowing you to express a certain number of performance hesitations, stops, backtracking, and corrections since you are thinking as you speak.

e.      Colloquial language. Ensure that your students are reasonably familiar with colloquial language words, idioms, and phrases, and that they practice producing these forms.

f.      Rate of delivery. One of your task as teacher in teaching spoken English is to have learners achieve an acceptable speed along with other attributes of fluency.

g.      Stress, rhythm, and intonation. The stress-times rhythm and intonation patterns of spoken English transmit vital messages.

h.      Interaction. Learning to produce waves in language in a vacuum—that is, without interlocutors—would deprive speaking skills of their most valuable component: the creativity of conversational negotiation.

## 1.12 Assessment of Speaking:

Assessment is the process of gathering and analyzing data in order to determine the level of achievement of students. The assessments activities are used to collect, analyze, and interpret data about students' progress in the teaching learning process in a systematic and continuous manner.

Students will be measured at the end of their English learning in order to determine their progress. It means that when students are learning to speak, the teachers will assess their abilities as well. When it comes to measuring ability, it is referred to as testing or test. "A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain" (Brown, 2004:3). Fluency, accuracy, and comprehensibility will all be evaluated during the speaking test. The test should also be appropriate for testing those aspects or domains.

There are two types of test item (Harmer, 2007: 322):

a. Direct test item. Candidates are asked to demonstrate the communicative competence being evaluated. Direct test items, on the other hand, attempt to mimic real-life language use as closely as possible.

b. Indirect test item. It attempts to assess a student's knowledge and abilities by probing beneath their receptive and productive abilities. It tries to learn about a student's language knowledge through more controlled items, such as multiple choice questions or grammar transformation items.

| | Pronunciation |
|---|---|
| 1 | Pronunciation frequently unintelligible. |
| 2 | Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. |
| 3 | Foreign accents necessitate focused listening, and mispronunciations result in occasional misunderstanding and obvious grammatical or vocabulary errors. |
| 4 | Marked foreign accent and occasional mispronunciations which do not interfere with understanding |
| 5 | There are no obvious mispronunciations, but this person would not be mistaken for a native speaker. |
| 6 | Native pronunciation, with no trace of foreign accent. |
| | **Grammar** |
| 1 | Grammar is almost entirely incorrect, and the expert in stock phrases is almost entirely incorrect. |
| 2 | Constant error demonstrating control of only a few major patterns while fluently preventing communication |
| 3 | Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding. |
| 4 | Occasional errors showing imperfect control of some patterns but no weakness that the cause misunderstanding |
| 5 | Few errors, with no patterns of failure |
| 6 | No more than two errors during interview |
| | Vocabulary |
| 1 | Vocabulary inadequate foe evens the simplest conversation |
| 2 | Basic personal and survival vocabulary (time, food, transportation, family, etc.) is restricted. |

| 3 | Some words are incorrectly chosen, and a lack of vocabulary prevents discussion of some frequent professional and social themes. |
|---|---|
| 4 | Professional vocabulary is adequate for discussing topics of special interest; general vocabulary allows for discussion of any non-technical subject with some circumlocutions. |
| 5 | Professional vocabulary board and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. |
| 6 | An educated native speaker's vocabulary appears to be as accurate and extensive as that of an educated native speaker's. |
| | Fluency |
| 1 | Speech is so halting and fragmentary that conversation is virtually impossible |
| 2 | Speech is very slow and uneven except for shot or routine sentences |
| 3 | Speech is frequently hesitant and jerky, and sentences are frequently left unfinished. |
| 4 | Speech is hesitant at times, with some unevenness caused by rephrasing and word grouping. |
| 5 | Speech is effortless and smooth, but perceptively non-native in speed and evenness. |
| 6 | Speech on all professional and general topics as effortless and smooth as a native speaker's. |

## 1.13 Principles for Designing Speaking Activities:

There are different kinds of activities that should be applied when the teacher teaches speaking. To gain the best results in teaching speaking, the activities should be organized in a logical order. It should be appropriate for the students' level and effective in terms of improving speaking skills. "Good speaking activities can and should be extremely engaging for the students" (Harmer, 2007:123).

Brown (2001:275) identifies seven design principles for speaking techniques, below are those relevant principles:

1. Use techniques that cover the spectrum of students need, from language- based focus on accuracy to message-based focus on interaction, meaning, and fluency

2. Provide intrinsically motivating techniques

3. Encourage the use of authentic language in meaningful context

4. Provide suitable feedback and correction

5. Capitalize on the natural link between speaking and listening

6. Give students opportunities to initiate oral communication

7. Encourage the development of speaking strategies

## 1.14 The Components of Speaking Skill

Some features mark their presence when people interact with each other during speaking. Riggenbach (1998, cited in Itkonen, 2010) declares that fluency, accuracy, grammar and vocabulary are the principle components of speaking. Below is the description of two relevant components of speaking.

### 1.14.1 Pronunciation

When students speak, pronunciation is a technique for them to generate clearer language. It indicates that even if a student's vocabulary and grammar are limited, they may communicate successfully if they have appropriate pronunciation and intonation. The conventional or customary uttering of words is referred to as pronunciation. From that remark, it can be deduced that pronunciation is the method by which students produce distinct spoken words when speaking. (Kline, 2001:69). Mastery of a list of sounds or isolated words does not equate to mastery of English pronunciation. Instead, it boils down to mastering and practicing the unique English method of making a speaker's views understandable. (Gilbert, 2008:1).

Moreover, Pronunciation encompasses all characteristics of speech that contribute to a clear flow of communication, such as segmental articulation, rhythm, intonation, and phrasing, as well as gesture, body language, and eye contact (Fraser, 2001:6). Based on the above statement, it can be inferred that pronunciation encompasses a wide range of factors such as articulation, rhythm, intonation, and phrasing, as well as gesture, body language, and eye contact.

### 1.14.2 Grammar

Grammar is required for students to construct accurate sentences in written and spoken conversations. Grammar is described as a method for accounting for and forecasting the linguistic knowledge of an ideal speaker or hearer. This is accomplished by a set of rules or principles that may be utilized to create all grammatical or well-formed utterances in the language. (Purpura, 2004:6). Moreover, Greenbaum and Nelson (2002:1) provide another definition of grammar: grammar is a collection of rules that allows us to integrate words in our language into bigger units. The grammar of a language describes the

ways in which words in that language can change forms and be joined into sentences. (Harmer, 2001:12). Thus, the role of grammar, as stated above, is to organize the right meaning of phrases based on the context; moreover, it is utilized to avoid misunderstanding in each communication.

Furthermore, according to Nelson (2001:1), grammar is the study of how words join to produce sentences. As a result of the above statement, it can be stated that grammar is a rule that students must follow in order to combine accurate sentences in written and spoken conversations. The essential rules and structure of the language, including clear and precise sentence formation and suitable word forms, are referred to as grammar (Batko, 2004:24).

### 1.14.3 Vocabulary

Without a large vocabulary, we will be unable to employ the structure and function that we have learned for comprehensible communication purposes. It can be said that one key the success in communicative, which is the power of words.

Vocabulary refers to the proper diction or the most significant aspect of a language, particularly when speaking; also, understanding a large number of vocabularies will make it easier to express our ideas, feelings, and thoughts both orally and in writing. The vocabulary in spoken language is typically common and daily (Turk, 2003:87). It indicates that in order to comprehend the spoken discourse, the vocabulary used in spoken language or speaking must be highly common and utilized in everyday speech. Vocabulary is a fundamental component of language acquisition. Words, their meanings, how they are spelled, and how they are spoken are all important for students to understand. As a result, while teaching vocabulary, teachers must make careful to clarify both the meaning and the spelling and pronunciation. The ability to understand the meanings of words is referred to as vocabulary. The fact that words can have at least two forms: spoken and written, further complicates this concept. The collection of terms for which we know the meanings when we talk or read orally is referred to as oral vocabulary. When we write or read quietly, our written vocabulary comprises of those words for which we know the meaning. These distinctions are crucial since the collection of words that beginning readers are familiar with is mostly made up of vocal representations. As students learn to read, written vocabulary becomes significantly more important than spoken vocabulary in literacy (Hiebert and Kamil, 2005:3).

Vocabulary is also a collection of lexemes that includes single words, complex words, and idioms (Richards and Schmidt, 2002:580).

### 1.14.4 Fluency

The capacity to speak communicatively, fluently, and accurately is characterized as fluency. Fluency typically refers to the ability to express oneself orally without being

interrupted. If a teacher wishes to assess a student's fluency throughout the teaching and learning process, the instructor should enable students to speak freely and without interruption. The goal is to assist students in speaking smoothly and naturally. The teacher does not correct right away, owing to the belief that too much correction disrupts the flow of discussion (Pollard, 2008:16).

### 1.14.5 Comprehension

The ability to notice and comprehend long periods of conversation, as well as to create representations of the meaning of sentences, is referred to as comprehension. Understanding a second language is more difficult to investigate since it is not immediately observable and must be inferred through overt verbal and nonverbal responses, artificial instruments, or the teacher's or researcher's intuition. Even when methods are difficult and include hazards, comprehension refers to the fact that participants completely comprehend the nature of the study activity (Cohen et al., 2005:51).

## 1.15 Constraints that face teachers while applying teaching strategies

Noisy class is one of the constraints that are encountered by the teacher. Some students tend to chat when the teacher presents the lesson. The result of this act is hindering the teacher from applying his strategy as he should .also preventing their partners from focusing and participating with the teacher. The students benefit little in the class

Time is also is one of the problems that prohibit the teacher from applying the strategy appropriately. Many strategies require long period of time to be executed properly. The teacher is tied by the time as a result he cannot do one long session. Some teachers divide the lesson into two sessions, but that solution does not work. The lesson should be done at ones.

Another constraint faced by the teachers that prevents them from applying different strategies in the class is the lack of motivation. Gardner and Lembert (1972) categorized L2 language learners into interactive and instrumental orientation, L2 learning is interactive if they learn with a desire to interact with and become like the members speaking that L2. On the other hand instrumental oriented learners value the potential benefits the learning of L2 might bring.

Some strategies require the participation of the students because they are learner centered and less motivated students make the attaining of the learning objectives difficult.

The inconsistency of student's attendance compels the teacher to change his strategy in order to revise for the absent and present the new lesson at the same time.

According to Norton( 2002); Saengboon (2002); **y**u (2001)  Classroom management problems is another concern among the factors causing this class management problem is large class size (30-100 student).

## 1.16 CONCLUSION

Teaching speaking is an essential element of learning a foreign language. The capacity to communicate clearly and efficiently in a foreign language contributes to the success of the project. Student in school and later success in all aspects of life. As a result, foreign language teachers must devote special emphasis to teaching speaking by giving students with sufficient exposure to the language and the motivation to communicate with it. Rather than focusing solely on memory, it is preferable to create a rich environment in which students can engage in meaningful discussion.

Communication is based on speaking. Teachers can assist students in improving their speaking and overall oral proficiency by thinking about what successful speakers do, what speaking assignments might be employed in class, and what specific needs students report. With this goal in mind, teachers should be aware of the issues that may arise when conducting an English speaking class; these issues range from issues faced by students and teachers to issues arising from the language itself, which is not widely spoken in the community. Many language learners consider speaking ability to be a criterion for mastery of a language. Fluency, according to these students, is defined as the capacity to converse with people rather than the ability to read, write, or understand oral language. They consider speaking to be the most important skill they can learn, and they measure their success in terms of their ability to communicate effectively.

# CHAPTER TWO
## Teaching Strategies

**Chapter two: <u>teaching strategies</u>**

## 2.1 Introduction

In this chapter, the information presented are the concept of teaching in general then specifying it by giving the definition of teaching foreign language thenteaching EFL in The Algerian University, since the research takes place in that area.

This chapter tends to shed light to the different roles of the teacher in general and in speaking activities. The mistakes in oral teaching are concluded in this chapter in order to avoid them; aside with the goals of teaching speaking to the students.

## 2.2 Teaching concept

The concept of teaching has many definitions not only one because it covers many fields. In education, teaching is the concerted sharing of knowledge and experience. This is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artefact.

## 2.3 Teaching Foreign Language

When a language is mostly acquired in the classroom and is not spoken in the community where it is taught, it is termed foreign. Teaching another language helps a person to speak correctly and creatively while also allowing them to participate in real-life situations using the language of the actual culture.

Teaching another language allows students to get insight into a different point of view, improves their capacity to spot connections across academic areas, and fosters an interdisciplinary approach while obtaining intercultural understandings. Language is the medium via which efficient human-to-human relationships may occur, as well as a deeper understanding of one's own language and culture.

## 2.4 Definition of strategy

Strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable more self-directed, more effective and more transferable to new situation. According to (Galal, 1993:18)

A strategy is a plan for reaching a goal. In the teaching and learning process, strategy is a task that both the instructor and the student must do in order to get learning activity effective and efficient. Of course, the teacher who has the initial responsibility for strategy development, and it followed the students in learning activities. According to Oxford, (1990: 7) states that "the term 'strategy' comes from the ancient Greek word strategia meaning 'generalship' or 'the art of war'.Then Silver, et al, (2007: 1).States that "The goal of teaching is to weave together a conversation that unites these disparate individuals around a common core of learning. Strategies are the different types or

styles of plans teachers use to achieve this goal" Strategies are not new to most educators. Then, Silver, et al, (2007: 4) states several reasons of strategies become an important part in education as follows:

1. Strategies are tools for designing thoughtful lessons and units

2. Strategies make the work of differentiating instruction manageable for teachers and motivating for students

3. Strategies provide the tools needed to bring thoughtful programs alive in the classroom

4. Strategies build the skills needed for success on state tests

5. Frequent use of strategies leads to consistent and significant gains in student achievement

6. Strategies build different kinds of knowledge

## 2.5 The LMD System in the Algerian University

The LMD system was created in response to the need to improve the quality of Higher education while also providing certifications of worldwide value. The implementation of the LMD system at Algerian universities coincided with a shift in evaluation methods. The transition from summative to formative evaluation. Credits are given for lessons and training rather than years of study .To earn the License, you must gather 180 credits. To get the Master, 120 credits must be gathered after the License. Credits are the accounting unit that allows students to track their progress during the semester (course, TD, TP, internship, memory, personal work....) Credits can be capitalized and transferred from one path to another.

## 2.6 Teaching English in the Algerian University

At the university level, English is introduced in different curricular at different departments nationwide, either as a main subject at the English department and by which students are required to attend the following modules: Literature, Linguistics, Oral expression, Phonetics, Written expression, Civilization and so forth; or simply as an addition a 'compulsory' modules. At these departments, the majorities of teachers who are in charge of these courses are full time teachers and hold either doctorate or magister degree and part time teachers can teach with their license degree.

The Algerian English Language Teaching Department prepares students for BA and MA degrees.

First year EFL students have a timetable comprises on ten modules studied from Sunday to Thursday. All modules are taught in English except one. Learning nine modules in English enhance their level to its most.

Speaking accompanied with reading, listening, and writing. Are the main skills used inside the classroom, using English all the time to interact with the teacher helps student to increase his speaking ability. According to Ur (1984:120) "**Many if not most foreign language learners are interested in learning to speak".**

## 2.7 Notion of teaching speaking

As cited in Rebecca Hughes makes an remarkable methodological point that as far as teaching speaking skills is concerned one needs to separate between "teaching the spoken form of a language" and "teaching a language through speaking". She also stresses the point that unfortunately, when compared to writing, the spoken form is under-researched and that this may be one of the main reasons why teachers might feel more certain when using "stable written forms and genres" in their lessons. (Hughes 2011).

As cited in(Bc. Petra Šolcová , 2011 , p16 )  the two notions are interconnected, they are often interchangeably used and seldom distinguished. To be clearer, teaching the spoken form of a language can be through writing or speaking. Yet, this is not very useful if it is not practiced through speaking and cannot bring satisfying results. Thus, if only the spoken form is taught through practice then it is a part of teaching speaking. Many language users believe that the speaking ability is the measure of knowing a language and that is, teaching speaking is the best possible way to reach the communicative proficiency and to be fluent, and being so needs tremendous efforts from both learners and teachers.

Within this process, three main phases should be taken into consideration:

A)        Mechanical Practice (Phase 1): It is the initial stage in learning to speak, and it consists of a series of activities that take place in a laboratory setting. In a nutshell, students are expected to utilize the correct words in the correct context. With the correct pronunciation in the right order. This assignment gives students a chance to apply what they've learned. Grammar, vocabulary, and pronunciation are all taught.

B)        Meaningful Oral Work (Phase 2): After the mechanical phase, it is termed the second phase. It teaches students about social and cultural norms and standards.

C)        Free Oral Production (Phase 03): This is the final phase, and it consists of learners' free dialogues. That is, learners are ready to talk and participate in this phase. They are free to voice their thoughts.

## 2.8 Teacher's role

Teachers' role may change from one activity to another, or from one stage of an activity to another. All roles, goal to facilitate the students' development in some way or other. HARMER, (2001).

### 2.8.1 Teachers role in EFL teaching

To reach effective ELF learning teachers should perform different roles inside the class. According to Brown, H. Douglas (2007), teachers can perform numerous roles in the process of teaching, which may enhance learning. Their capacity to do so effectively will be largely determined by the relationship they build with their students, as well as their own level of knowledge and skills.

### 2.8.1.1 The Educator

It is not enough to stand in front of a class and use the board to teach a lesson. Sure, that's one way to educate, but it also necessitates assisting students in their own learning and directing them in the proper direction. Allowing your students to think for themselves while providing inspiration and encouragement is beneficial to their development. When it comes to more challenging subjects, they will frequently seek your advice and support, so as a teacher, you are a great source of information and expertise that can aid them in achieving their objectives in the EFL classroom.

### 2.8.1.2 The Disciplinarian

When you're teaching students from a variety of backgrounds and cultures, you'll frequently need to step in to manage disagreements and keep the classroom pleasant. Undisciplined or disruptive students must be dealt with quickly and responsibly so that the other students are not harmed.

### 2.8.1.3 The Entertainer

"Anyone who tries to make a distinction between education and entertainment doesn't know the first thing about either." — Marshall McLuhan. Making the courses exciting for students can assist them in grasping the language in an interactive and practical manner. Maintaining a calm mood in the classroom is critical, and a light-hearted attitude can help you accomplish so. Your students arenot expecting you to stand up and tell jokes, but demonstrating humility and a sense of humor can foster an environment in which students feel free to ask questions and participate.

### 2.8.1.4 The Leader

Rost (1993, p. 99) says that leadership is an influence relationship among leaders and their collaborators who intend real changes that influence their mutual purpose. Gardner (1993) claims that teaching and leading are two distinct occupations. Every great leader is obviously teaching, and every great teacher is leading. The instructor, as the head of the class, is the classroom's leader, and students will turn to him to handle any issues and lead conversations. Making sure that activities go well and that transitions between activities are seamless and uneventful is a talent that not everyone naturally possesses, but one that teachers quickly learn. Allocating partners or groups, as well as ensuring that the resources you need for your session are available and in good working order, are all part of the dynamics.

### 2.8.1.5 Learner

Teaching is a continuous process in which strategies change as generations pass. Despite the various changes in the educational system, the duty of a teacher will stay the same, but with minor modifications. The teacher's role is to persuade students that education meets their needs and that studying in the classroom is beneficial. Before she interacts with the students, the teacher must consider the learners' point of view. When a teacher creates a lesson plan, students' point of view and begins teaching, students can obtain knowledge without reluctance in learning the concepts.

### 2.8.1.6 Facilitator

According to Harmer, J. (2007), the term 'facilitator' is used by many authors to describe a specific kind of teacher, one who is democratic (where the teacher shares some of the leadership with the learners) rather than autocratic (where the teacher is in control of everything that goes on in the class), He has to lead and help students as a facilitator. As a self-explorer, they are learning for themselves. Teachers should provide the finest learning environment possible, one that matches the students' interests. Life as it appears in sociological, intellectual and linguistic contexts. A teacher's role as a facilitator is to establish a solid foundation for their students.

### 2.8.1.7 Evaluator

Everyone understands that assessment is crucial to a teacher's performance. Evaluation is subjective."Teacher evaluation can be an opportunity for genuine professional learning. When organized around clearly established and accepted standards of practice, teacher evaluation offers an opportunity for educators to reflect seriously on their practice, and promote learning." – Charlotte Danielson, the Handbook for Enhancing Professional Practice.

This is a procedure that has to do with academics. When evaluating a student, the teacher must be an excellent assessor. True and accurate In order to be fair toward the student's career, it should be evaluated by a teacher. A student can learn in a variety of ways. Through the mistakes that have been made Instead of focusing on the areas of incompetence, a student should focus on the areas of competency as an evaluator. on the student's deficiencies, and every student should be held to high standards. Assessing students' progress is a powerful tool for improving their learning. The evaluations can be done in a variety of ways, including verbal comments, quizzes, projects, and so on. An evaluation prompts a teacher to consider her future teaching methods and strategies. In assisting them in becoming fluent in the language.

## 2.8.1.8 Manager

There are those who are at comfort with the status quo, and believe that one "cannot have an educational atmosphere in which change is continuously expected, along-side a conservative system and assume anything but constant aggravation" (Fullan, 1994, p. 3). the teacher's role as a manager is extremely important. A teacher should plan and prepare in order to manage the courses within the time limit, covering academics as well as interpersonal skills using a variety of teaching techniques, which is clearly a way to a practical approach. An experienced instructor will be able to handle the situation.

Timings based on personal experience using the major mechanisms, a teacher will be able to manage the classroom perfectly. Resulting in the effectiveness of teaching and learning methods

### 2.8.2 Teacher roles in speaking activities:

Teachers play an important part in the classroom when it comes to teaching speaking classes. They prepare activities of speaking and sometimes involved in the student activities. Nothing is wrong with that. Of sure, teachers should be involved as long as they do not take control. It is probably best to take a step back and observe and listen to what is going on.  Teachers have many roles to play in speaking activities (Harmer, 2007:275)

### 2.8.2.1 Prompter

As Silvia Bautista Martín mentioned teachers offer words to help them to say what they want.  Teachers should leave students to work their way out of difficult situations on their own, and this is sometimes the case. This could be the best choice. Teachers, on the other hand, may be able to assist them.by making specific suggestions.

Teachers working with individuals or small groups. Pointing students in directions they have not yet thought of taking. The term implies a more intimate

relationship than that of the controller or organiser. Teachers will allow more personal contact and real chance for students to feel supported and helped. EREMY HARMER, (2001)

### 2.8.2.2 Participant

Teachers should be good animators when asking students to produce language. Teachers may, however, desire to participate in discussions and role-plays themselves at other whiles. They can then subtly prompt, introduce new material to help the task along, assure continued student participation, and generate a creative environment.

### 2.8.2.3 Feedback provider

while students are in the middle of a speaking activity, over correction may hinder them and take the communicativeness out of the activity. When students have completed an activity it is vital that we allow them to assess what they have done and that teacher tells them what, in his opinion, went well.

## 2.9 Teaching speaking to EFL learners

The most essential reason for teaching speaking is to help students achieve oral fluency, which is defined as the ability to express themselves clearly, rationally, correctly, and without hesitation. According to Nunan (1998: 39) "mastering the art of speaking" is the most major element of learning a language. According to Hughes (2003: 113), the goal of teaching spoken language is to build the capacity to successfully engage in that language, which includes both understanding and production. It is also believed that formal testing of this ability will not be required in the early stages of learning, with informal observation giving any diagnostic information that is required.

Nunan (2003,) defined it as teaching English language learners to:

A)      make English speech sounds and sound patterns.

B)      employ words and sentence stress, intonation patterns, and the second language's rhythm.

C)      select acceptable words and sentences for appropriate social settings.

D)      reorder their ideas in a coherent and logical sequence in response to the circumstance and subject matter.

E)      utilize language to convey values and judgements, and use the language quickly and confidently.

Teaching speaking, in the researcher's point of view, is the way for students to express their emotions, communicative needs, interact with others in any situation, and influence the others. As a result, in teaching speaking skill it is necessary to have clear understanding involved in speech and also encourage the learners to improve their

speaking skills spontaneously. Overall, teaching speaking skills focuses on activities that engage students and encourage them to be active and creative.

Speaking is one of the English skills that must be taught to learners from the very beginning of teaching English. Language is synonymous with the ability to communicate with others in a spoken format. As a result, teaching speaking has become even more essential.

## 2.10 Mistakes in Oral Teaching

In order to build  the student's capacity to utilize English as a second language. The institution established the "Oral module" to provide students with extra opportunities to practice and enhance their English. In this session, the teacher makes various mistakes and does not deal with them properly.

The English classes is arranged in a dump way. Since some of the professors use old methods their oral instruction continues to emphasize the explanation of grammar, idioms, memorization, and recitation. Other teachers use the reading and writing technique. More time spent on input some even play monodrama to reduce the amount of time students have to exercise and exchange ideas. Learning should be learner-entered

The content of oral teaching does not correspond to the reality of the students. To put it another way, the content has no bearing on the student's real life. Oral teaching's goal is to influence students' lives and work so that they can communicate something that interests them.Because there are issues with oral teaching materials, students' awareness of involvement is difficult to rise, and classes end up being abandoned, the topic should be as close to the students' job and lives as possible.

In some English classes, student practice individually. Despite the fact that some communication appears to be two-way, there is no inherent connection in their communications, and it does not qualify as substantial contact since it is not based on listening.For example, professors ask questions, and students respond, with one student saying one thing and another saying another. Communication becomes passive and vulgarized without contact and cooperation.

The existence of the above mistakes has an impact on the efficacy of oral English instruction. As a result, the teacher's role in leading students is essential.

## 2.11 Goals of teaching speaking

According to Bake and Westrup (2003 :5), teaching speaking can be useful for various reasons:

Firstly, For starters, it allows students to practice their newly acquired language. Speaking can be used to enhance the learning of functional language and diagnose strengths and weaknesses. Teaching speaking lead the student to speak fluently and without difficulty.

All this helps to develop students' communicative skills. (MacCarthy, 1972: 9) "When people are learning to speak a language, they are concerned mainly with two things; first, knowing what to say- what words and phrases to use at any given moment, in any given situation- and second, being able to say it- able to perform the required actions, the movement necessary, for saying those words and phrases aloud." .The purpose of communication "To be more orally productive, learners would need to be more capable of responding in a relevant and socially appropriate manner to the communication of others." (Haley and Austin 2004: 189).

## 2.12 communication Strategies for EFL speaking performance

Communication is a process of conveying ideas and emotion by a communicant to the interlocutors within society via language as the flexible mean. Now, we can clearly see that communication is an essential aspect of success. People who have proper levels of communication skills and high levels of speaking abilities are more likely to reach their goal. Poor communication skill results in low speaking outcome in the classroom. Without good communication, an individual cannot build a healthy relationship in society. Problems in communication may occur in a certain situation might cause communication breakdown. Communication problem is defined as the difficulties that talker may have in trying to chat with each other and to explain what they needs and want. Speaking is one of the means for people to do communication. Speaking can be defined as the individuals'way to convey the message to others. The purpose of speaking is to make the receiver comprehend the topic being uttered. Everyday communication cannot be separated from interpersonal conversation. Brown (2000: 273) states that interpersonal dialogue is designed for the goal of maintaining a social relationship than for the transmission of information. By mastering interpersonal communication students might improve their academic performance.

## 2.12.1 Guessing Strategy

This type of strategies is a very widespread used in oral expression. They are used by the speakers to replace some words that they do not know or they are not sure that they are right with other ones which they think their interlocutors will get (Bygate, 1987).

There are many other sorts of guessing strategies; for example, learners can borrow a term from their mother tongue and express it exactly as it is. Bialystok (1983,

p. 105) "an English speaker saying "Il y a deux candles sure le chemenee" as cited in Ibid., p. 44).

Another type of guessing strategies, the learners may use a foreignize word from their mother tongue and pronounce it as it belongs to English foreign language in order to succeed in transmitting their speech to an English listener (Ibid). Code-switching is considered to be also one of the guessing strategies so that there is always a switching from L2 to L1 when communicating with others in foreign languages. The literal translation, in this strategy the speaker might translate a word from his mother tongue and says it in order to overcome difficulties of speech in foreign language. For example: a Frenchman may attempt to say "crescent" instead of "croissant" (Ibid.) Finally, coining words that do not exist in the target language on the basis of his knowledge is also a SL speaker's strategy to make the listener get his idea. For example: "air ball instead of balloon" (Torone, 1983, p. 62, as Cited in Ibid, p. 42).

### 2.12.2 Paraphrasing Strategy

It is broken down into two types. Lexical substitution strategy , in which the speaker can explain a concept or a word by making some sort of phrases to express his meaning , for example, its synonyms or by another word which includes the meaning of the missing word but this replacing word has a broader meaning (Torone, 1983, p. 62. as cited in Bygate, 1987 , p. 42).

A second type of paraphrasing, circumlocution strategy whereby learners compensate for a limited or imperfect linguistic knowledge and still get their message across.Circumlocution has been identified as a communication strategy or a lexical repair strategy (Liskin-Gasparro, 1996; Paribakht, 1985; Tarone, 1983), and also defined in Savignon (1983) as "the effective use of coping strategies to sustain or enhance communication" (Savignon, p. 310). To put it another way, the student can utilize the circumlocution strategy to bridge a vocabulary gap by collecting phrases and attempting to clarify his intended message.

## 2.12.3 Co-operative Strategy

Færch and Kasper (1983: 67) explain "although problems in interaction are necessarily shared problems and can be solved by joint efforts, they originate in either of the interactions, and it is up to him (the speaker) to decide whether to attempt a solution himself or to signal his problems to his interlocutor and attempt to get the problem solved on a cooperative basis".

This strategy is a kind of cooperation between speaker and listener, that is , the

speaker may ask the listener to translate to translate a word from his mother tongue

to the T. L or provide him with the exact word to in order to get his message

conveyed. In other words, it occurs when the speaker requests assistance from the interlocutor.

### 2.12.4 Reduction strategy

Every communication strategy is designed to compensate for a lack of expressiveness. When speakers are unable to adjust through achievement strategies, however, the reduction technique may be the most effective. When a reduction strategy is used, In order to adapt, a specific component or the entire communicating message is abandoned. Proportional to his language competence, the message transmitted.

Speakers who prioritize accuracy over fluency, who avoid making mistakes, and who are hesitant to generate wrong or nonfluent utterances frequently employ reduction strategies. In other words, reduction tactics minimize the message because communicators do not manage to find words or phrases to replace the unknown vocabulary, thus they decide to change the topic or finish the conversation.

### 2.12.5 Avoidance strategy

Avoidance, which takes various forms, has been identified as a communication strategy. Learners of a second language may learn to avoid talking about subjects for which they lack the needed vocabulary or other language skills in the second language. Also, language learners occasionally start to try to talk about a subject, but abandon the effort in mid-utterance after discovering that they lack the language resources needed to complete their message. Tarone (1981: 285–295).

Learners have difficulty expressing specific utterances due to a lack of vocabulary or a phonological issue, therefore they try to communicate with less risk of error by using various strategies to achieve the same goal. The purpose is to communicate. Two basic major categories of avoidance emerge at this point. It is possible to distinguish between 'syntactic or lexical avoidance' or 'syntactic or lexical avoidance.' in addition "phonological avoidance" is a term used to describe how people avoid using certain words.

For example a woman may say that she ate a pleasant meal instead of attempting to say that she liked the meal and failed to mention its name ( (Bygate, 1987) , as cited in ( Bachiri , 43 ). Another example can be given for the case of phonology when a learner of English who is unable of pronouncing the /l/ accurately in " Lion " may choose to say simply animal.

## 2.13 Classroom teaching strategies

Because there is no real information being exchanged in most EFL classes, teacher-student exchanges have little communicative value. Typically, a teacher will ask a "display" question (one to which the teacher already knows the answer), an individual student will respond, and the teacher will evaluate or correct the response. Eventually, this is an unrealistic use of language and these questions have clear limitations in terms of how much genuine communication practice the student receives.

Students should feel free to speak out and explore their own ideas in order to have a great learning experience. They should be motivated to use their ideas in class, to communicate themselves, and to attain their objectives. Speaking activities are one way for students to develop their speaking skills. This is a skill that may greatly aid in the development of speaking fluency in the classroom. The objective is to allow students to develop and grow via speech and practice utilizing all of their skills. The language they are familiar with in scenarios that are similar to real-life scenarios. According to Harmer (1984), as there were stimulations activities in the classroom for inspiring the students, they enhanced their self-confidence in participating in the classroom, such as answering questions, expressing ideas, and giving presentations. As a result, unless students are given many opportunities and exercises to develop speaking skills in the language classroom, they may become discouraged in learning the language.

Baker and Westrup (2003 : 5) put the following reasons to practice speaking during a lesson :

• Speaking activities can reinforce the learning of new vocabulary, grammar or functional language;

• Speaking activities provide learners the chance to use the new language they are learning;

• Speaking activities give more advanced students the chance to experiment with the language they already know in different situations and topics.

Speaking activities also help to improve speaking skills by reducing the lack of enthusiasm to learn English that might be induced by the teacher's ineffective teaching tactics. As a result, training communication skills is important. A good strategy to get out of this problem one or more should be chosen by the teacher. He uses a variety of language teaching activities that are suited for his student' levels.

According to Scrievener (2005: 152) "The aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways. Usually involving exchanges of information or opinion."

As a result, language teaching activities in the classroom should try to promote as much individual language usage as feasible. This requires the teacher to not only create a welcoming and humane classroom environment, but also to supply every student with chances to speak.

### 2.13.1 Debates

Debate can be present opportunities for students to engage in using extended chunks of language for a purpose. A debate is type of role-pay where the students are asked to take sides on an issue and defend their positions. The debate is probably more often used in content area classrooms than in ESL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups, and make use of at least the following language functions: describing, explaining, giving and asking for information, persuading, agreeing, and disagreeing

According to Simon (2005 : 3) there are two groups in each discussion. One group is needed to contend that the subject is valid. This group is known as the 'affirmative', or at times the 'proposition'. The other group is needed to contend that the subject isn't accurate. This group is known as the 'negative', or here and there the 'opposition'. Each group utilizes two fundamental kinds of contention to help for its side of the theme. In the first place, there are considerable contentions. These are arranged contentions for a group's side of the subject. Second, there is rebuttal.

### 2.13.2 Storytelling

We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. Students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends, (Harmer, 2007 :129).

### 2.13.3 Oral interview:

Oral Interview According to Kayi, (2006: 53) Oral interview can be conducted with individuals or pairs at all levels language proficiency and require no preparation on the part of the students. In a classroom setting, interview can take the form discussions or conversations with the teacher and with other students. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking

ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

### 2.13.4 Discussion

According to Auner (1947: 287), In our everyday talk the term discussion is both widely and loosely used. We apply it to chance conversations, where the theme is subsidiary to the desire to get acquainted, where the talk passes from on topic to another and only by chance lingers long enough anywhere for the through consideration of a subject. Discussion should have the following characteristics:

1) General participation. Discussion aims to make it possible for each individual to speak as well as to listen. Intelligent listening followed by informed action is participation.10

2) Informality. Discussion aims at an organized informality.

3) Purpose. Discussion is talk with a purpose. The members of the group have come together because they have information or ideas to exchange about some specific problem, or because they want to hear what their fellows have to say about it.

4) Planning, except for the occasional spontaneous discussion that happen when and interested minds meet, discussion requires a leader and a plain. The leader should direct the progress but not the outcome of the discussion.

### 2.13.5 Prepared talks

Prepared talks represent defined and useful speaking genre, and properly organized, can be extremely interesting for both speaker and listener (Harmer, 1989: 271). A popular kind of activity the prepared talks where a student or students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared, and however if possible, students should speak from notes rather than a script.

Prepared talks represent defined and useful speaking genre, and properly organized, can be extremely interesting for both speaker and listener (Harmer, 1989: 271).The prepared talks activity is a useful strategy, where students present a topic of their own choice. This kind of talks are not designed for informal conversation because they are already prepared, the student should read from notes rather than a script

### 2.13.6 Games

According to Wright et al (2006 : 1) the word 'game' means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Games also help the teacher to create contexts in

which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write to express their own point of view or give information. Games provide one way of helping the learners to experience language rather than merely study it.

### 2.13.7 Stimulation

Some researchers associate stimulation with role play, Stimulation, as Harmer (2001) defines "students stimulate real life encounter […] as if they were doing, so in the real world […] as themselves. '' (p. 274). Furthermore, "in stimulation the individual participation speaks and react as themselves, but the group role situation and a task they are given is an imaginary one '' (Ibid. , p. 132). Stimulation has a great benefit for students since it is a sort of entertainment, and motivates the students which will certainly affect positively their behaviors.

Characteristics of stimulation:

a)    Function Reality: Acting like actual participants in the situation.

b)   structure: where students must demonstrate to what degree this activity will affect them.

c)   simulation environment: it is the classroom setting.

### 2.13.8 Information Gap

Students are expected to work in groups of two in this exercise. One student will know information that the other partner does not, and the two will exchange it. Many goals are served by information gap activities, including problem resolution and data collection. Because the work cannot be done if the partners do not cooperate, the partner plays a vital role. Give the others the information they require because everyone can participate in these events, they are successful. The chance to converse in the target language for an extended period of time.

### 2.13.9 Reporting

Students are required to read a newspaper or magazine before arriving to class, and in class, they report to their peers on what they perceive to be the most relevant news. Students can also discuss whether they have had anything noteworthy in their everyday lives before to class that they would want to share with their peers.

### 2.13.10 Picture describing

Giving to the students only one picture and asking them to describe what is in the photo is one method to utilize pictures in a speaking assignment. Students can work in groups for this assignment. Each group is shown a different image. Students debate the image in groups, and then complete a worksheet. Each group's representative

describes the image to the entire class. This exercise promotes Learners' originality and inventiveness, as well as their public speaking abilities.

## 2.14 Conclusion

This chapter is clarifying and explaining the different teaching strategies and its importance in teaching and learning, also the purpose of teaching activities as a tool of teaching to make the process of leaning and teaching work perfectly. From this chapter, we conclude that teachers should use different strategies depending on the nature of the lesson in order to make the ideas understandable for the student. And teachers must their different roles inside the classroom to achieve their goals.

# CHAPTER THREE

# Research methodology and data analysis

**Chapter three: Research methodology and data analysis**

## 3.1 Introduction

As English has become the lingua franca in today's world, success in mastering a language is measured in terms of the know-how to carry out a complete discussion in the target language, it's like an indication of potential success.

Unfortunately, the majority of teachers concentrate on the grammatical aspects of the English language. This overemphasis on teaching gramma produces students who can write correct sentences and essays, but fail to express themselves orally. The thing which is more needed in daily life, and it is undoubtedly a hard task to speak in a language other than the mother tongue because they are trained in one language and their brains need to code it in the target language in a small amount of time in a fluent accurate words. This requires a good Intelligence Quotient level, great patience, immense effort and understanding on the part of EFL learners.

A good teacher provides a perfect platform for EFL learners to make use of their inherent innate abilities with the help of diverse teaching instructions and multiple strategies, techniques and activities.

Taking into consideration the problems and difficulties that EFL teachers face both inside the instructional institution and out of it, but if they were well exposed and well aware of the appropriate teaching strategies which would motivate and enhance the EFL learners' speaking fluency , then they will surely diminish most of the difficulties that learners face in developing their speaking fluency.

This chapter explores the methodological orientation and paradigm of this research, and it is devoted to the practical part of the research work.

During the terrain research, two questionnaires were respectively administered to both students and teachers, in the purpose of collecting experimental data which shall back up this study.

The collected data and the obtained results will enable us to diagnose an educational situation which is the influence of the teaching strategies on EFL learners' speaking fluency, departing from a real situation to suggest the appropriate solutions to the existing problem.

In general, this chapter sheds light on all the conclusions and main results after describing the research instruments, the informants' profiles and how access to them was gained, and the data analysis method.

## 3.2 Research aims

This diploma paper aims to contribute to the understanding of the teaching speaking process and to get to know to what extent does apply the appropriate teaching

strategies can be beneficial for EFL learners to promote their oral proficiency. In general, this research aims at :

- Identifying the challenges that EFL learners encounter when they speak

- Discovering the constraints faced by EFL teachers in applying several strategies to develop their learners speaking fluency

- Detecting the most effective teaching strategies which can promote learners speaking fluency.

## 3.3 Research design and methodology

A research design is likely to be a research conclusion and results derived and obtained from a collection of questions that have been analyzed and interpreted (Yin, 2003). Moreover, Mc Millan & Schumacher (1993) defined design as following "the design describes the procedures for conducting the study, including when from whom and under what conditions data were obtained. It is to provide the most valid, accurate answers as possible to research questions".

According to Creswell (2007) there are three sorts of research design that can be used when conducting a research which are quantitative research, qualitative research, and mix methods research. So, in order to gather information about this research, a case study is applied. Yin (1994) defined case study as * an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are clearly evident...(and) relies on multiple sources of evidence* It, then, enables the researcher to examine a situation data carefully and it's very advantageous for the coherence of the work.

In this research field, the researcher has conducted an investigation during the academic year 2020-2021. The participants included 50 master one LMD students in the Department of English at the University of Ibn Khaldoun in Tiaret. In addition, the participants included 06 other respondents from the teaching staff.

The survey will be based on two questionnaires, one will be administered to the LMD teachers of English and the other is intended to their students. The questionnaires involve open-ended and close-ended questions and multiple choices. So, both quantitative and qualitative analyses were used to investigate the role of the teaching strategies. The multiple-choice is a form of objective assessment which provides respondents with multiple answers options, the close-ended questions require limited answers with "yes" or "no" whereas the open-ended questions enable the researcher to see things from learners perspective with their own words.

Close-ended & multiple-choice questions will provide quantitative data and they are analyzed quickly and easily. On the other hand, open-ended questions provide qualitative data which is neither answered nor analyzed quickly and easily.

## 3.4 Sample population

Johnson and Christenson (2004 :197) defined sampling as the process of drawing a sample from the population where the characteristics of a subset are selected from a large group.

After the choice of the population (Master 1 LMD students), the researcher has chosen the sample that is many representatives for the study because it's very important since this sample represents the whole population in question. This study deal with a sample of 50 EFL students and 06 EFL teachers from Ibn Khladoun University. The informants have been randomly chosen to respond to the research instruments addressed to them, they represent the whole population and they are a reflection of EFL students in Ibn Khaldoun University.

### 3.4.1 Learners' profile :

Participants in this study were master one students' at the English Department at Ibn Khaldoun University. And they are considered to be the most valid sample since they have a diploma "license degree" and have an idea about the oral expression course and are conscious of the difficulties that hamper them to promote their speaking abilities. Students have been chosen randomly, they were 50 of them ( males and females )  since the variable of gender is not taken into account in this research. Their age, approximately, varied from about 20 to 26. They have been chosen at random to answer a questionnaire about their opinions and attitudes about the process of teaching and learning the speaking skill and the problems related to it, as well as in what way and method they like to be taught.

### 3.4.2 Teachers' profile:

In addition to master 1 students, this study involves six (06) EFL teachers, who have different degrees in teaching English, they had different specialities with varying experiences. These teachers have been also chosen randomly to fit the purpose of the study and to answer a questionnaire about the strategies and methods they use in teaching and if they take into consideration their learners' needs and interests, strengths and weaknesses, learning style and preferences. Also, to identify the constraints they face when applying several strategies in overcoming EFL learners' difficulties in speaking.

## 3.5 Research instruments

Data collection refers to devices used to collect data such as questionnaires, tests, structured interview and checklists (Seaman 1991 :42)

The present work was conducted through the use of questionnaires which *…are useful for collecting data from large groups of subjects* (Seliger and Shohamy, 2000 :124)

The questionnaire is a common research tool that provides data, it consists of a series of questions to gather information from respondents, according to Nunan (1992 :231) *a questionnaire is an instrument for the collection of data, usually in a written form consisting of open and/or closed questions*. They can constitute a great source of information and allows the researcher to collect the information concisely, it is addressed to both master 1 EFL students and EFL teachers in Ibn Khaldoun University in order to obtain a clear account, and from a great source of insight, on how students want to be taught, and which instructions and strategies teachers use to meet their students' needs for an effective EFL teaching and learning process.

### 3.5.1 Students' questionnaire

The students' questionnaire was given to fifty EFL students at Ibn Khaldoun University in Tiaret. It consisted of 17 questions, close and open-ended ones, under two rubrics, the first is about background information and the second section asks about students opinions and suggestions concerning the issue in order to achieve the purpose of this work and reach conclusions.

### 3.5.2 Teachers' questionnaires

In addition, there is also a questionnaire designed and given for six EFL teachers which are composed of 12 Questions, close and Open-ended ones, asking about the strategies and techniques that could be used in developing EFL learners' speaking fluency. It attempts to get insights into the different ways to elevate learners' abilities and ameliorate their speaking performance, it also asks about the constraints that teachers face, attempting to reveal their point of view about the hardship in applying the appropriate strategies to reinforce learners' fluency. It tries to ask for suggestions and recommendations in this concern.

## 3.6 Data analysis

According to Seliger and Shohamy, data analysis *sift, summarize and synthesize the data for the purpose of arriving at the results and conclusions of the research*, (Seliger and Shohamy, 1989 :201).

The collected data and the obtained results will serve us to examine and diagnose the teaching and learning of speaking with its strengths and weaknesses departing from a real situation to suggest the appropriate solutions to the existing problems faced by both learners, when they speak, and teachers when teaching speaking and applying strategies.

Results of the analysis of the students' and teachers' comments will be compared to each other so as to investigate if there is a collaboration between them for a better teaching and learning experience.

### 3.6.1 Students' Questionnaire analysis

The questionnaire in this research work consists of 17 questions under two rubrics designed for EFL learners, it gives learners the chance to express themselves and say their opinions about the problems they face and about how they want to be taught in order to enhance their speaking fluency.

## Rubric one: general information

## Question 01: Age

| Age | Number | Percentage |
|---|---|---|
| More than 25 year | 8 | 16% |
| 24-25 | 14 | 28% |
| 22-23 | 22 | 44% |
| 20-21 | 6 | 12% |

**Table 01: Students Age**
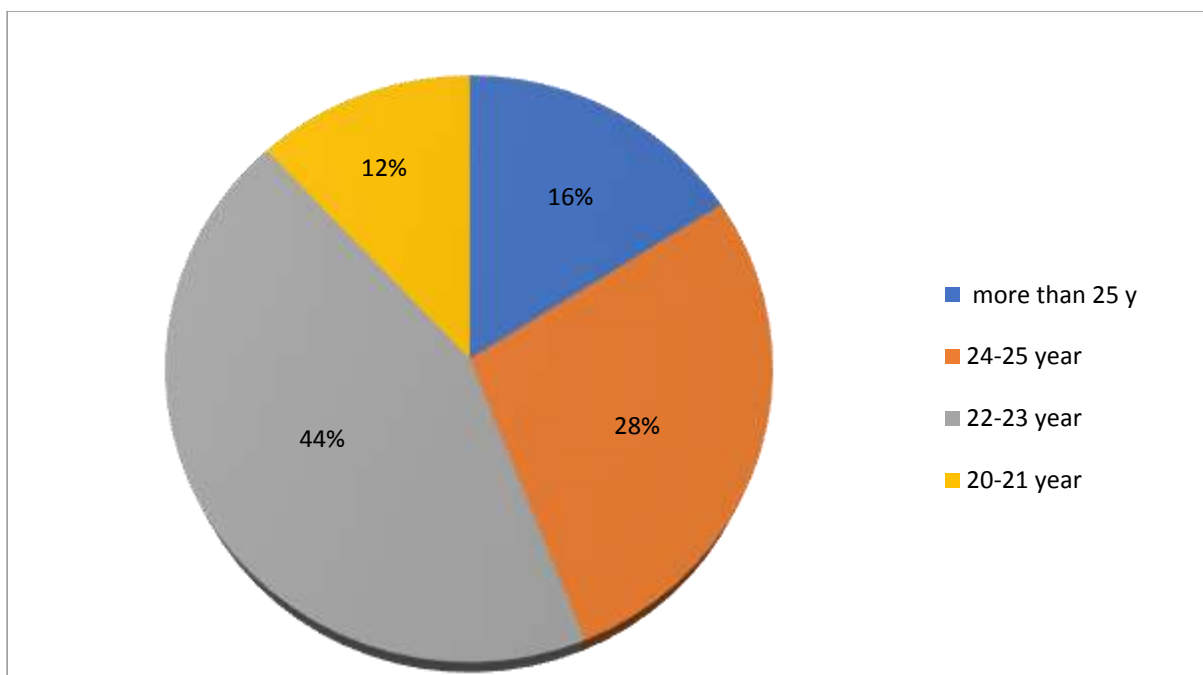
**Graph 01: Students Age**

students were asked about their age, the table and the graph represent the age of EFL learners which vary from 20 to 25 years old and more. The highest percentage of students age is 22 to 23 y.o (44%) ; (28%) of students are aged 24 to 25; whereas (16%) represents students with 25 y.o and more. The last one (12%) represents students of 20 to 21 years old.

**Question 02: gender**

| Sex | Responses | Percentage |
|---|---|---|
| Male | 16 | 32% |
| Female | 34 | 68% |
| Total | 50 | 100% |

**Table 02: Students' gender**
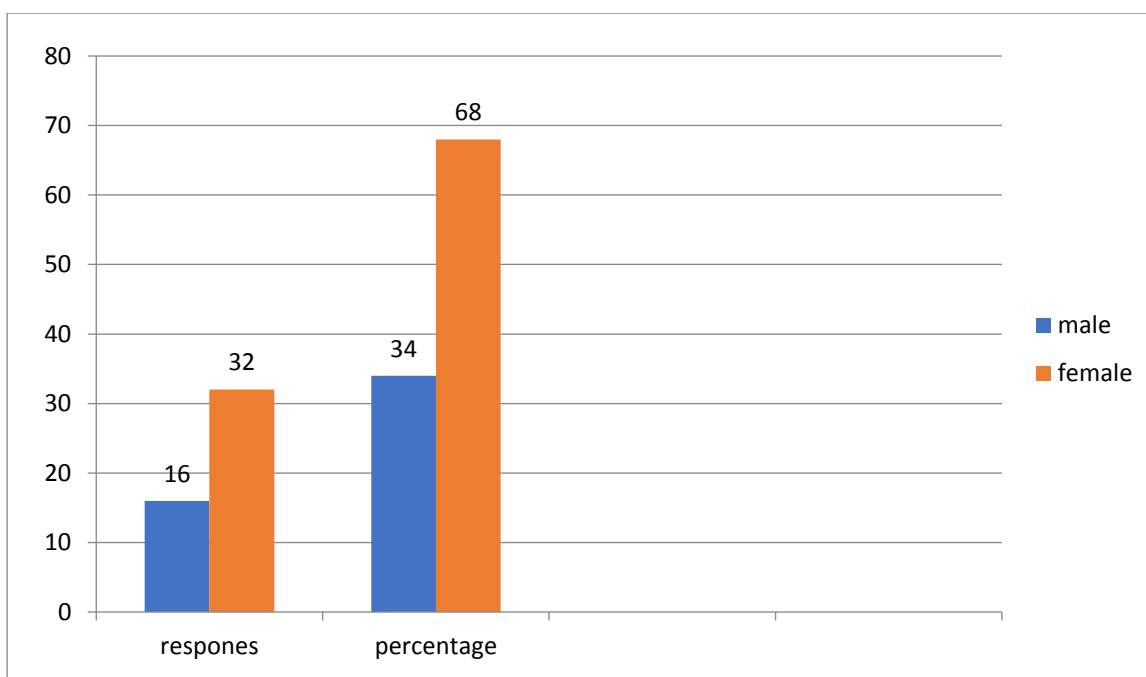
**Graph 02: students' gender**

According to the graph and the table it was noticed that the number of **female** is superior to the number of **Male** students. We found that the bigger number of EFL learners consists of girls who represent (68%), and only (32%) represents boys from the sample population. In general, the results obtained from answers revealed that their age vary from 20 to 25 years old and more, and the majority of participants were females (34 female, 16 male). Yet, these obtained results do not affect our study.

## Rubric two: learners' attitudes towards the teaching and learning process

This rubric contains closed-ended and open-ended questions by which researcher aim to know the attitude of EFL learners about the oral session, since it's the module in which speaking is practiced, and the problems they encounter when speaking.

## Question 03: do you agree with the saying "to learn a language you must speak it"?

| The answers | Responses | Percentage |
|---|---|---|
| Strongly agree | 3 | 6% |
| Agree | 47 | 94% |
| Disagree | 0 | 0% |
| total | 50 | 100% |

**Table 03: student consent on the saying**
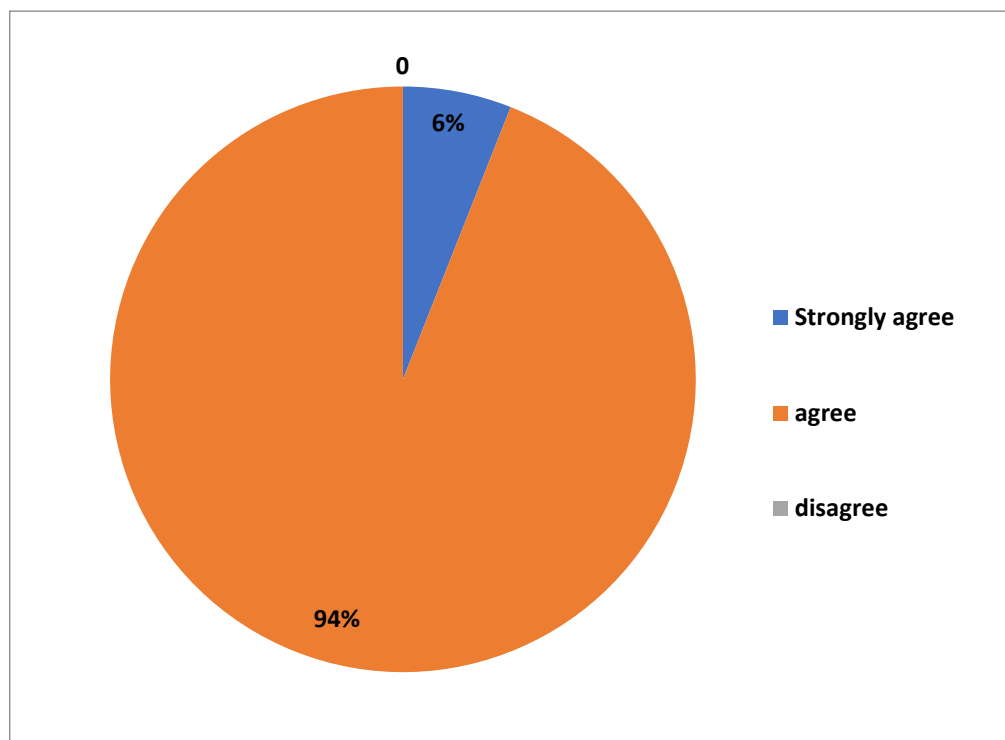
**Graph 03: students consent on the saying**

This question was designed on behalf of unveiling the importance of speaking skills in EFL learning process. According to this information, 94% of the participants agree with the saying and other 03 students state that they strongly agree on the importance of the speaking skill in learning a language, whereas no one disagreed on it. The results show that our informants merit more care to progress perfectly their speaking in the classroom.

**Question 04: in your opinion why learning speaking is so important:**

| The answers | responses | Percentage |
|---|---|---|
| To improve fluency | 32 | 64% |
| Because rules are not sufficient to be a speaker of a language | 18 | 36% |

**Table04: Students' opinion about learning speaking**
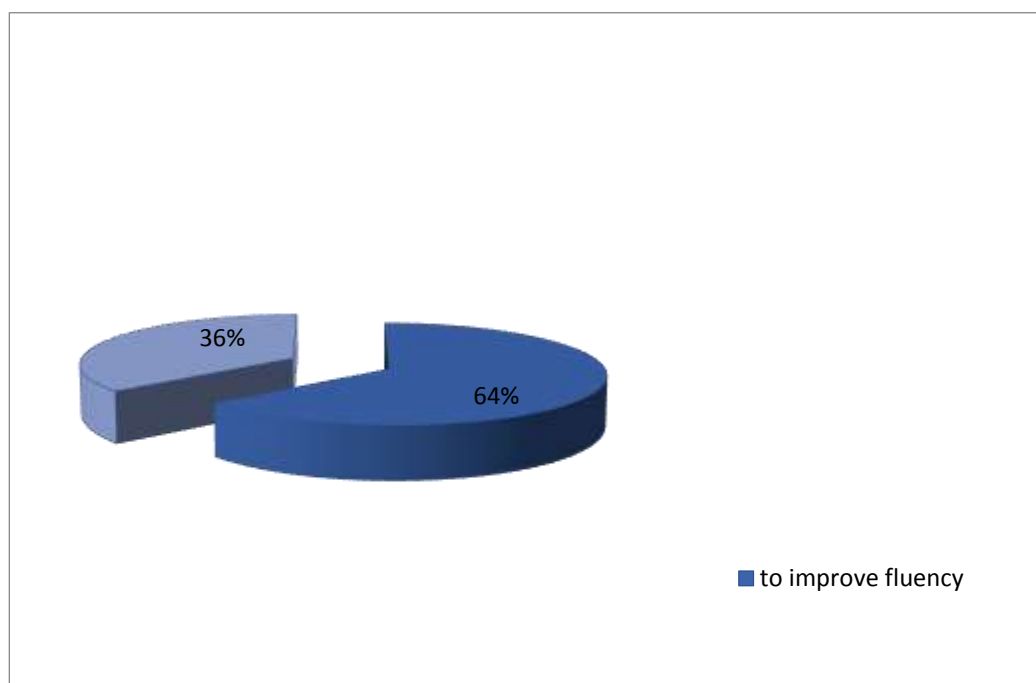
**Graph 04: Students' opinion about learning speaking**

By this question we aim to know EFL learners opinion about learning the speaking skill. In consequence of this question we exactly found that 32 students submitted that learning the speaking skill is important in order to achieve fluency, except 18 students who answered that rules are not enough to learn a language but rather they need the speaking skill also to be more knowledgeable about the foreign language.

**Question 05: how do you find speaking in English. Justify**

| options | responses | Frequencies |
|---|---|---|
| Very easy | 8 | 16% |
| Easy | 19 | 38% |
| Difficult | 13 | 26% |
| Very difficult | 10 | 20% |
| Total | 50 | 100% |

**Table 05: Students' attitudes toward speaking**
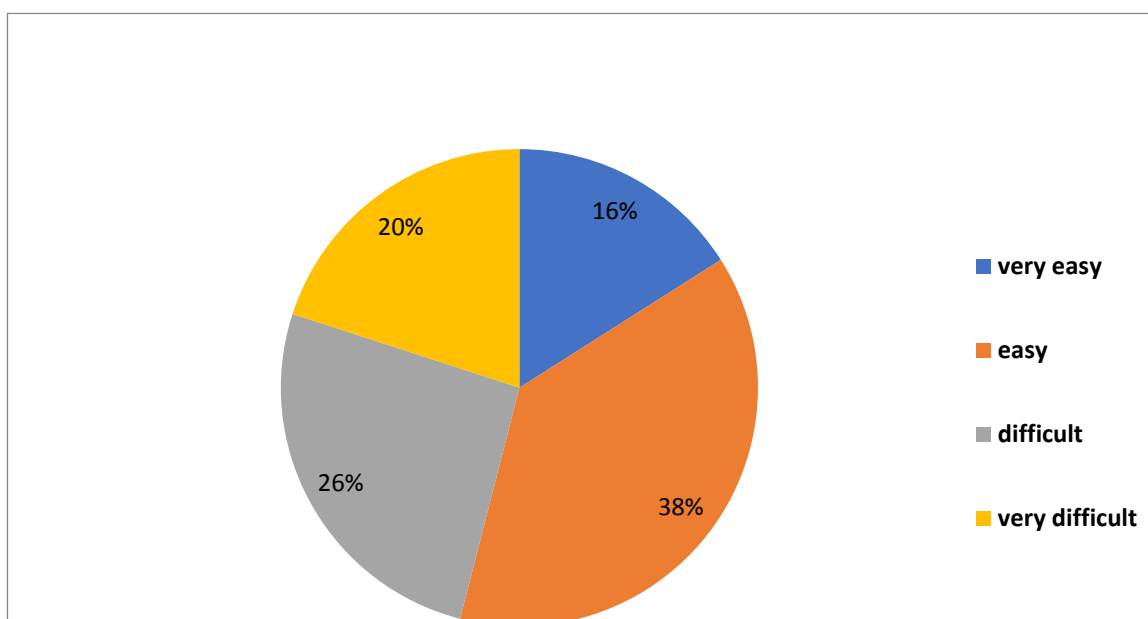
**Graph 05: Students' attitudes toward speaking**

The above graph shows that the majority of EFL learners (38%) have chosen "easy" choice, whereas the minority of them (16%) have chosen "very easy" choice. Combining the two frequencies, we found that more that the half (54%) of EFL learners considered speaking English a piece of cake and they justified by saying that they have eliminated the problems they encountered before by developing their autonomous competencies and depending on themselves without total reliance on the teacher or the curriculum. On the other hand (46%) of EFL learners picked the negative choice, where (26%) of them have chosen the option *difficult* as (20%) have also chosen "very difficult* option and they state that they lack practice inside and outside the instructional institution, besides to the lack of effective activities and multiple strategies during class which must be suitable for students differences and learning styles.

**Question 06: do you feel afraid/embarrassed when speaking in class.**

| options | | responses | Frequencies |
|---|---|---|---|
| Yes | | 27 | 54% |
| No | 23 | 46% | |

**Table 06: students speaking anxiety**

50
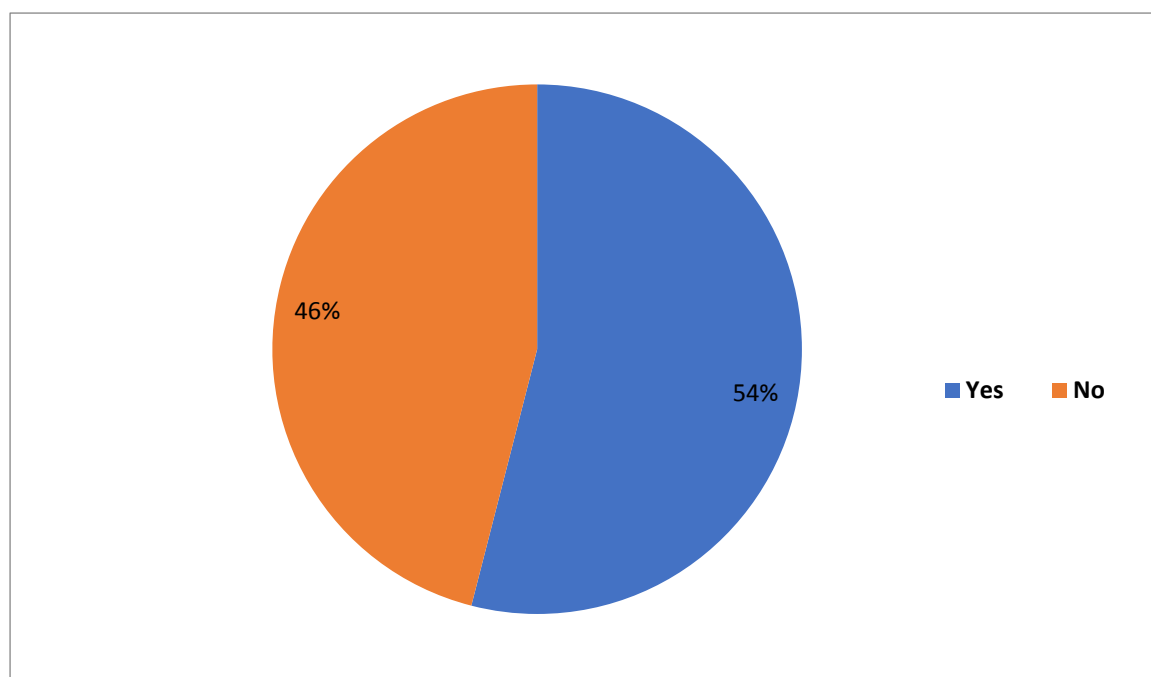
**Graph06: students speaking anxiety**

The objective of this question is to know whether EFL learners feel afraid to talk in English in the classroom. Notably, the answers implied that 54% of the informants are afraid to speak English in front of their teachers and classmates, while 46% are comfortable in speaking it.

**If yes, it is because ?**

| Options | responses | Frequencies |
|---|---|---|
| Fear of making grammatical mistakes | 6 | 22 |
| Fear of making pronunciation mistakes | 11 | 41 |
| Having deficient vocabulary | 4 | 15 |
| Fear of teacher negative feedback | 2 | 7 |
| Lack of self confidence | 4 | 15 |

**Table 07: students' reasons behind speaking anxiety**
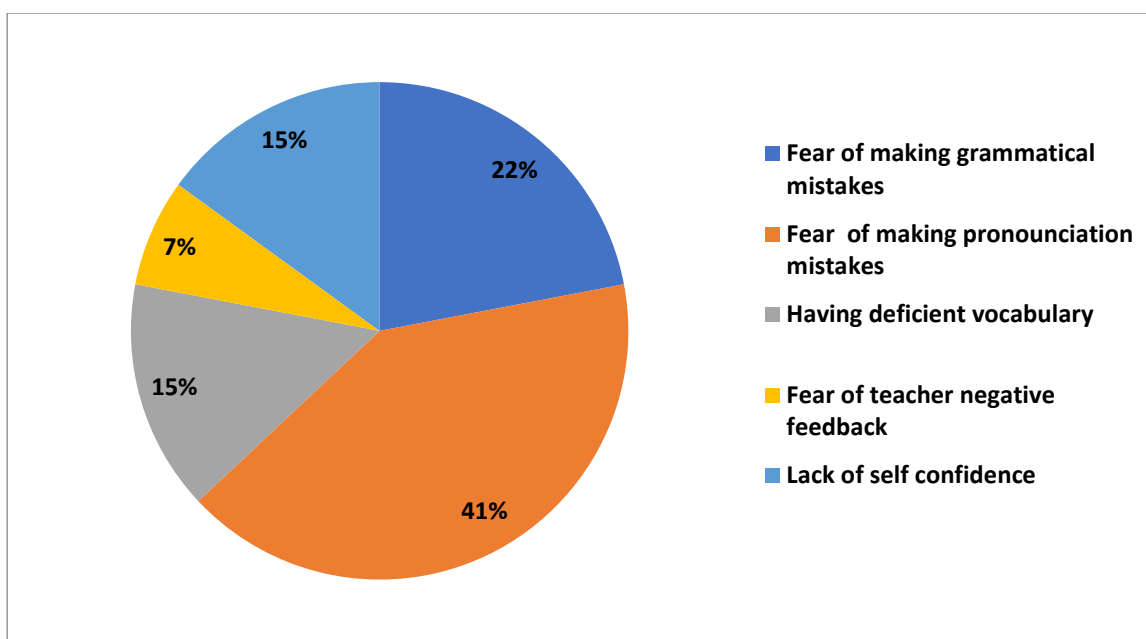
**Graph 07: students' reasons behind speaking anxiety**

The table clarifies the difficulties that faces the participants when they speak English, the majority (41%) were afraid of making pronunciation mistakes and (22%) fear from making grammatical mistakes whereas (15%) were having hardships to summon the right words. Another (15%) suffer from lack of confidence and the minority (07%) which comes last fear teacher's negative feedback.

**Question 07: what are the main strategies would you use to avoid the language gap or failure in oral communication during interaction in class ?**

| Options | Responses | Frequencies |
|---|---|---|
| A) Find solutions to achieve the meaning by using replacement words, borrow words from mother tongue, code switching, paraphrasing… | 20 | 40% |
| B) Avoid to talk completely about topics in which you lack the necessary vocabulary | 30 | 60% |
| Total | 50 | 100% |

**Table 08 : Students reaction when facing difficulties**
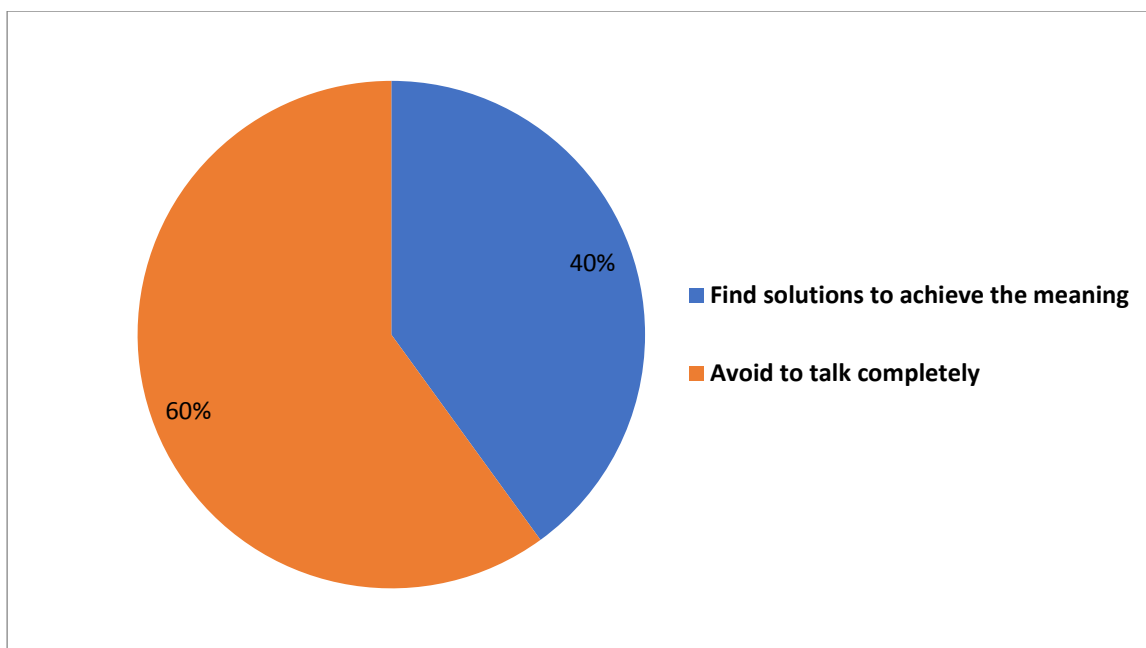
**Graph 08: Students reaction when facing difficulties**

The purpose behind this question is to know students reactions when they face hardship during classroom sessions, consequently, more than half of the participants (30) choose to avoid speaking completely about topics in which they lack the necessary vocabulary and probably they prefer fluency over the accuracy, the reason that makes them reluctant to produce incorrect or non-fluent utterance, while only (20) students try to find solutions to achieve the meaning such as paraphrasing or borrowing.

**Question 08: how do you find the module of oral production:**

| options | responses | Frequencies |
|---|---|---|
| Very interesting | 2 | 4% |
| Interesting | 13 | 26% |
| Not really special | 26 | 52% |
| Not special at all | 9 | 18% |

**Table 09: Students opinion about the oral module**
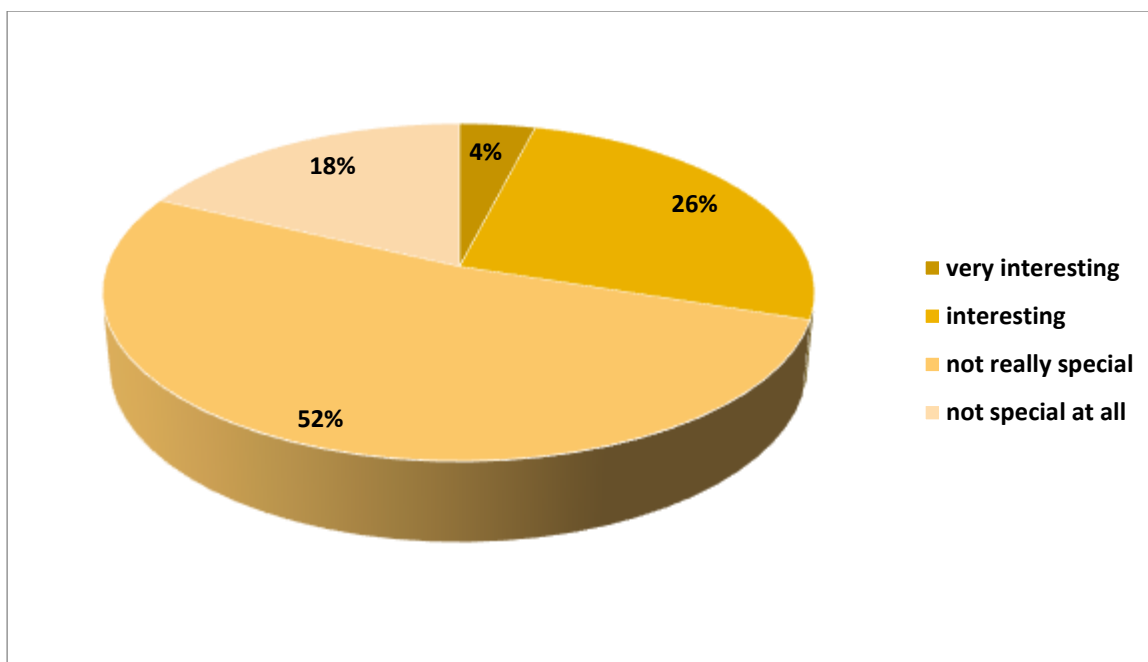
**Graph 09 : Students opinion about the oral module**

Within this question, the researcher wanted to know learners point of view about the module of oral production. as for the results, the majority of the participants (52%) considered the oral session not really special and (18%) of students affirmed that it is not special at all, while (26%) of participants indicated that the oral session is interesting and the lowest amount of answers (02) revealed that students considered this module very interesting.

**Question 09: are you interested in attending the oral comprehension module. Justify**

| Options | responses | Frequencies |
|---------|-----------|-------------|
| Yes | 13 | 26% |
| No | 37 | 74% |
| Total | 50 | 100% |

**Table 10: Students interest in attending the oral module**
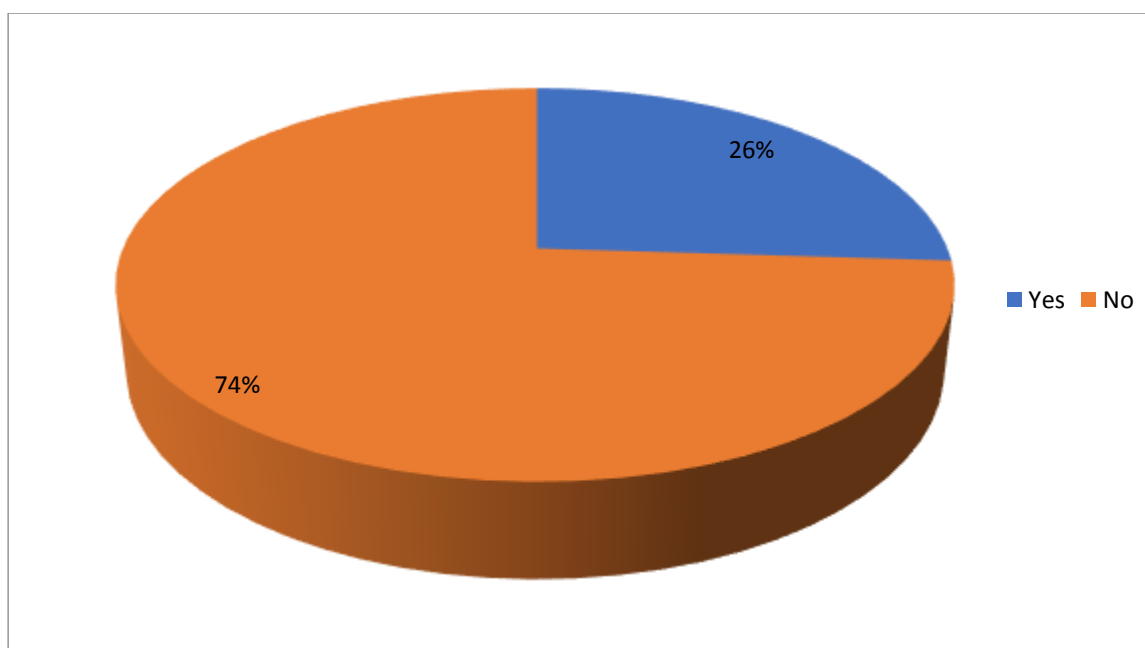
**Graph 10 : Students interest in attending the oral module**

This question clarifies whether students have such an interest in attending the oral production. (74%) said that they are not interested in attending this module because it appeared that it is not as motivating as it supposed to be and it does not fulfil their needs and does not go along with their learning preferences. Others said that teachers do not use many activities and techniques which help in enhancing speaking fluency. Another interesting opinion is that teachers are concentrating on accuracy and neglecting fluency, whereas (26%) still interested in attending this module to ameliorate their speaking performance.

**Question 10: are you satisfied about the hours devoted to the oral module**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| Yes | 11 | 22% |
| No | 39 | 78% |
| Total | 50 | 100% |

**Table 11: students' satisfaction about the oral session time**
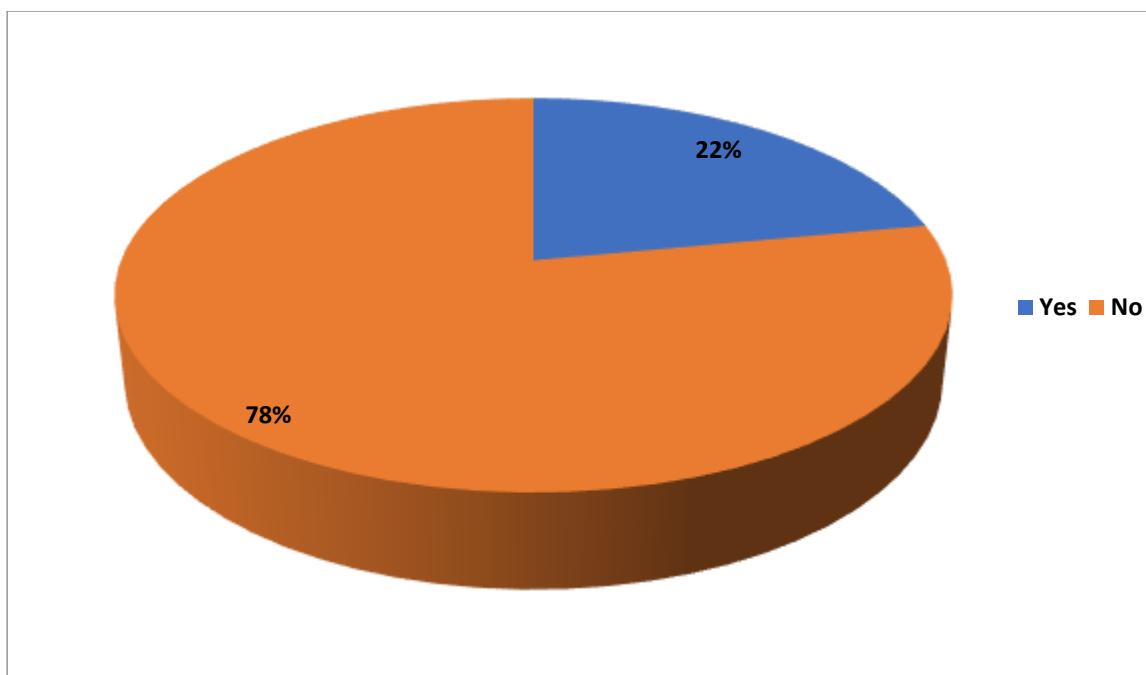
**Graph 11: students' satisfaction about the oral session time**

By this question, we aimed to know if students are satisfied about the time dedicated to the oral production module for improving their speaking abilities. In consequence of this question, researcher found that the majority (78%) mentioned that the hours devoted to that module is insufficient and they need more attention to develop the speaking fluency which is of a great importance as analyzed before. Whereas (22%) that remained answered that the amount allocated to the oral session is sufficient.

**Question 11: do you think that subjects in oral expression lectures are motivating:**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| Always | 0 | 0% |
| Sometimes | 13 | 26% |
| Rarely | 22 | 44% |
| Never | 15 | 30% |
| Total | 50 | 100% |

**Table 12:Students opinion about the oral expression module**
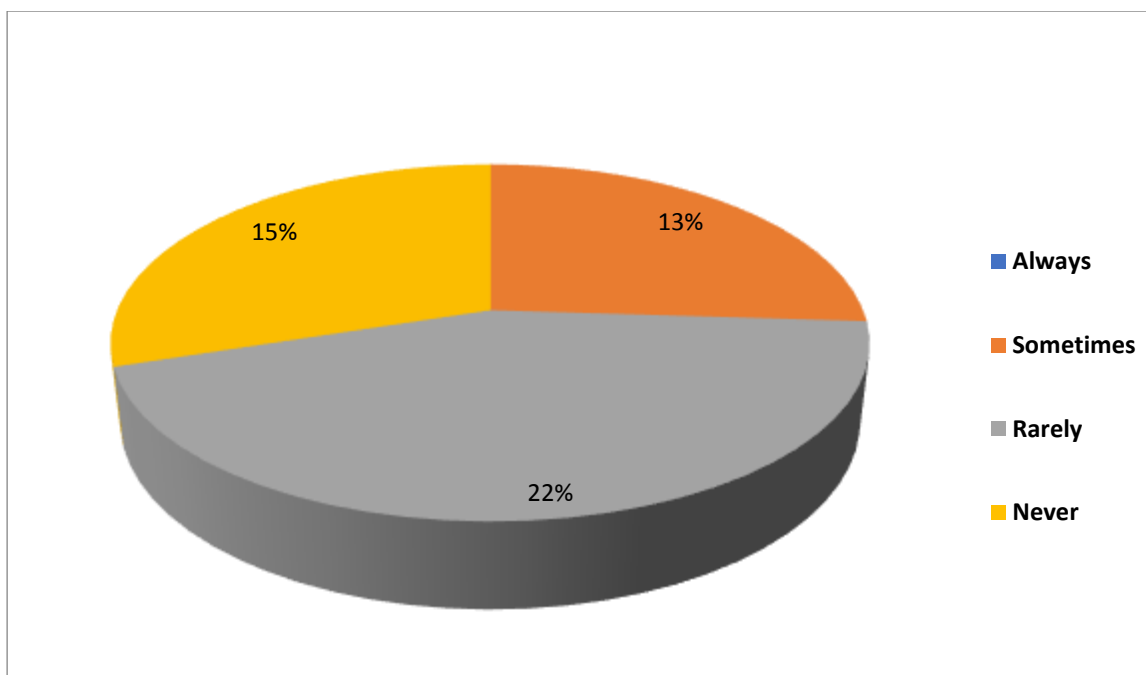
**Graph 12: Students  opinion about the oral expression module**

The analysis of this question shows that the majority of students (44%) consider the subjects dealt with in oral expression module "are rarely motivating" and (30%) of students said that these subjects are "never" motivating, whereas (26%) have chosen the option "sometimes" while no one have considered it to be always motivating.

**Question 12:what type of activities do you prefer to practice in classroom:**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| Accuracy | 18 | 36% |
| Fluency | 32 | 64% |
| Total | 50 | 100% |

**Table 13: Students preferred type of activities**
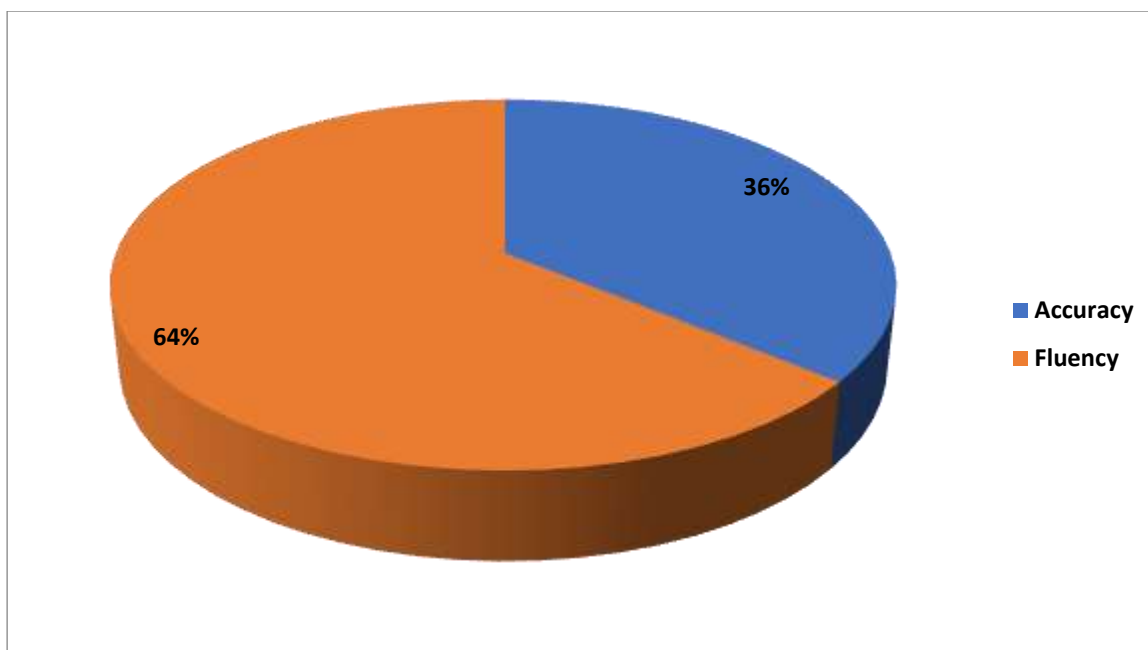
**Graph 13: Students preferred type of activities**

The objective of this question is to identify learners' preferable activities in the classroom. The answers implied that (64%) of participants prefer fluency activities. Probably because they see it beneficial for direct communication to produce greater understanding. The importance of fluency, hence, is enormous for learners. On the other hand, (36%) of participants indicated that they prefer activities of accuracy and this is probably due to their fear of making errors and mistakes.

**and what type is the most used by your teacher ?**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| Accuracy | 50 | 100% |
| Fluency | 0 | 0% |
| Total | 50 | 100% |

**Table 14 : the most used type in classroom**
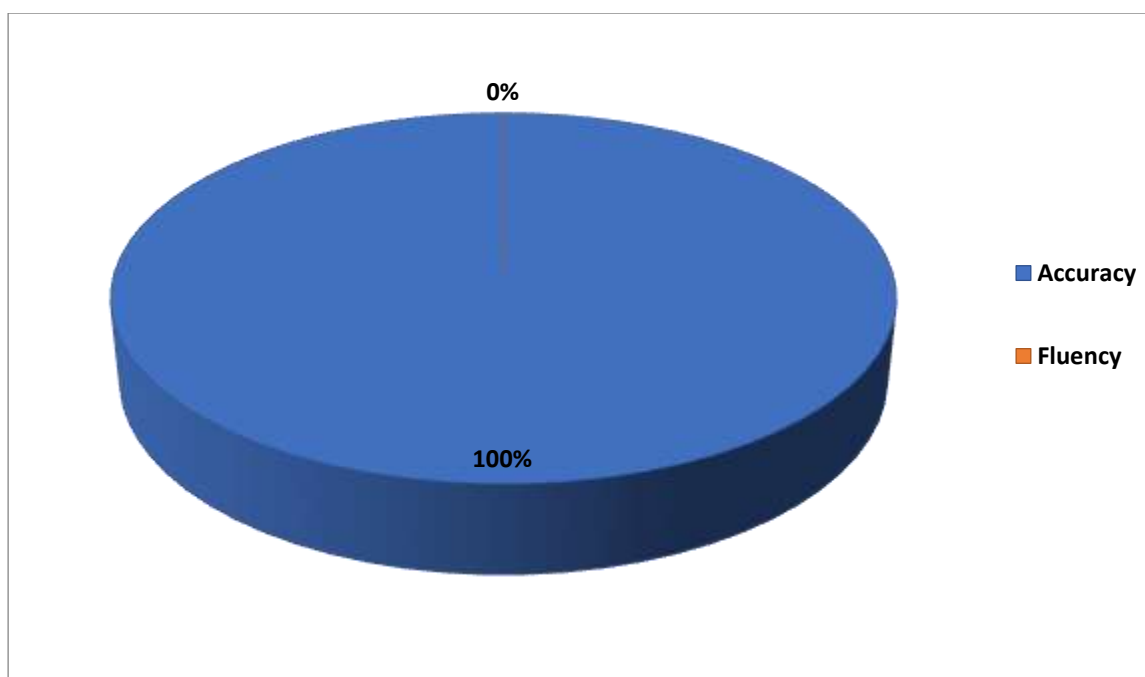
**Graph 14: the most used type in classroom**

The second part of the question notably reveals that the type of activities most used by teachers is "accuracy" with a complete mark of(100%), while fluency is totally neglected.

**Question 13: which of the following strategies your teacher uses in teaching the speaking skill? andwhich of them do you prefer the most ?**

| Options | Responses | Frequencies |
|---|---|---|
| Role play | 2 | 4% |
| Oral interview | 8 | 16% |
| Prepared talk | 2 | 4% |
| Games | 2 | 4% |
| Discussion | 24 | 48% |
| Group work | 12 | 24% |
| Other | 0 | 0% |

**Table 15: the teaching Strategies used by instructors**
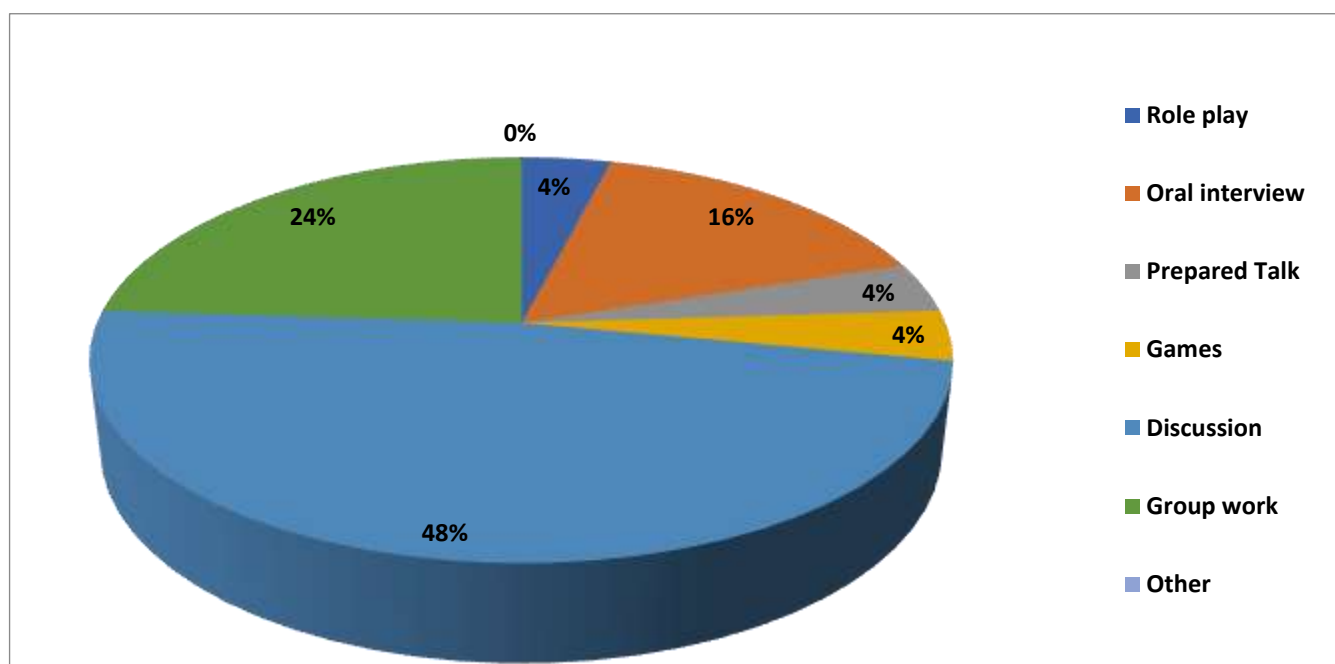
**Graph 15: the teaching Strategies used by instructors**

This Graph informs us that the lion's part is for "discussion" , followed by "Group work " while the less frequently teaching strategies used by teachers in class are "Games, Prepared talk, Role play, and oral interview". Whereas, the option "other" haven't been taped by any of the participant.

**Andwhich of them do you prefer the most:**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| Role play | 0 | 0% |
| Oral interview | 0 | 0% |
| Prepared talk | 0 | 0% |
| Games | 24 | 48% |
| Discussion | 12 | 24% |
| Group work | 0 | 0% |
| Others | 14 | 28% |

**Table 16: learners' preferable strategies**
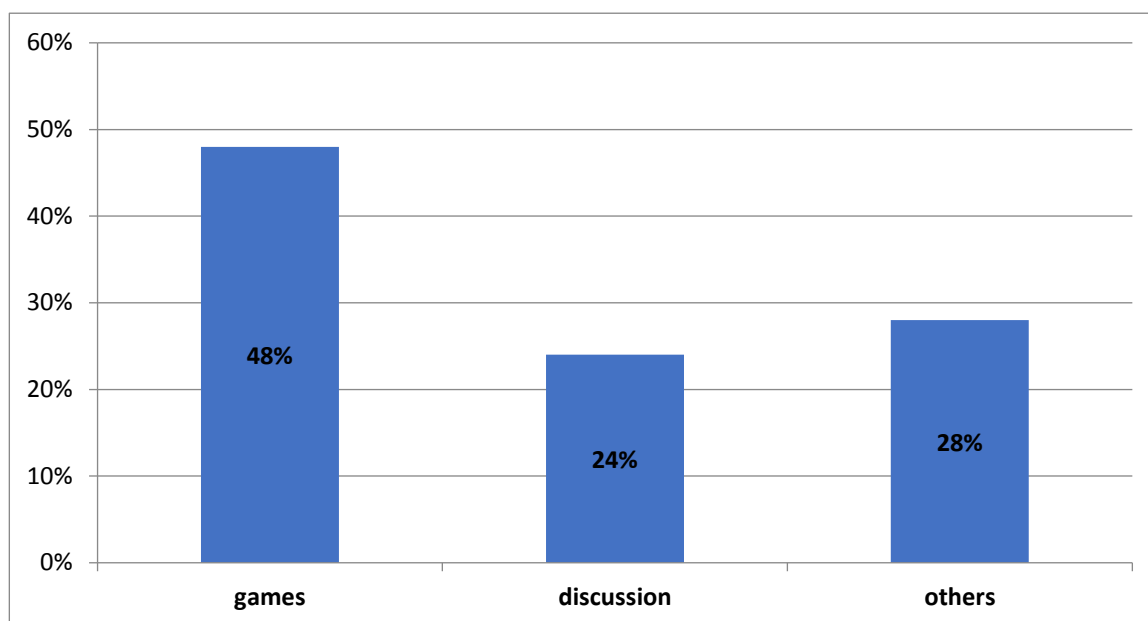
**Graph 16: learners' preferable strategies**

The analysis of this question reveals that almost half of EFL students (48%) prefer to be taught through "games" and (24%) of them have chosen "group work" to be their favourite one, whereas the remaining proportion of participants (28%) ticked the option "others". In fact, it generates questions more than it answers since their preferable options are not the ones most used in class by EFL teachers!  English tuitions should pay attention to the suitable strategies their learners need and apply them so that learners can develop their fluency internalize some vocabulary and some grammatical structures which will help them progress much more.

**Question 14: Do you think all teachers are exposed to the teaching strategies**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| Yes | 10 | 20% |
| No | 20 | 40% |
| No answer | 20 | 40% |
| Total | 50 | 100% |

**Table 17: Students' opinion about teachers**
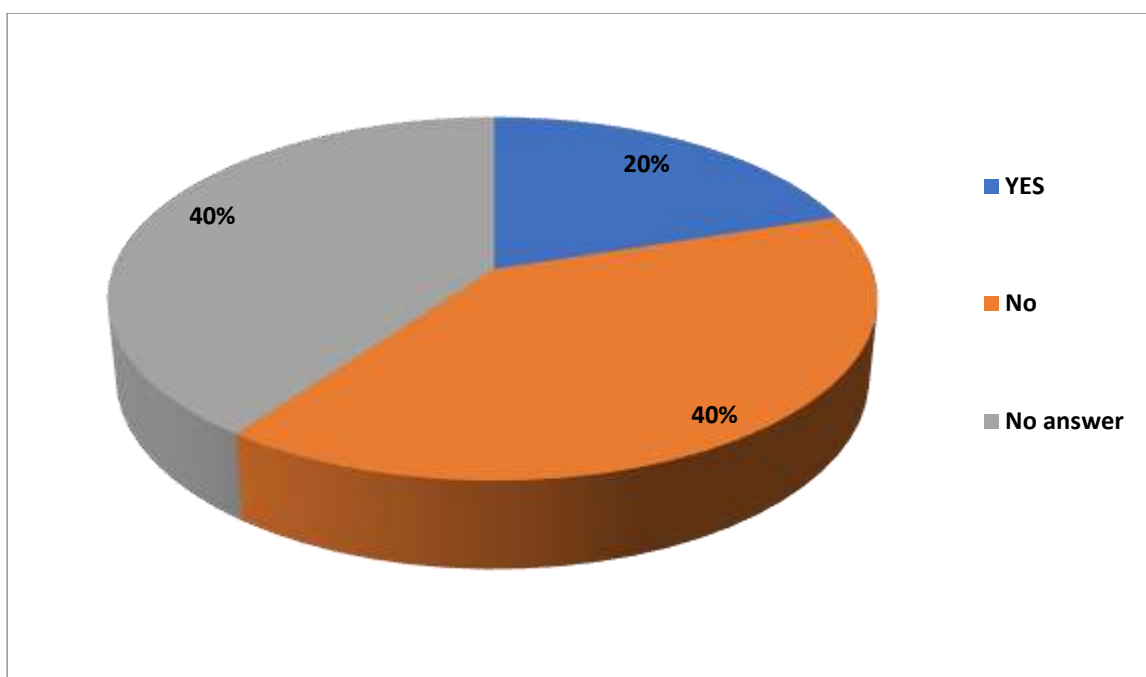
**Graph 17: Students opinion about teachers**

From these results, we notice that (20%) of participants affirmed that teachers are exposed to the teaching strategies and they justified their position by mentioning that some teachers do not use different techniques in the class. On the other hand, (40%) of informants denied that claim and the other (40%) avoid answering this question.

**Question 15: there is a lack of "practicing speaking" inside the educational institution. Do you agree:**

| Options | Responses | Frequencies |
|---|---|---|
| Strongly agree | 22 | 44% |
| Agree | 28 | 56% |
| Disagree | 0 | 0% |
| Strongly disagree | 0 | 0% |
| total | 50 | 100% |

**Table 18: EFL learners consent about the saying**
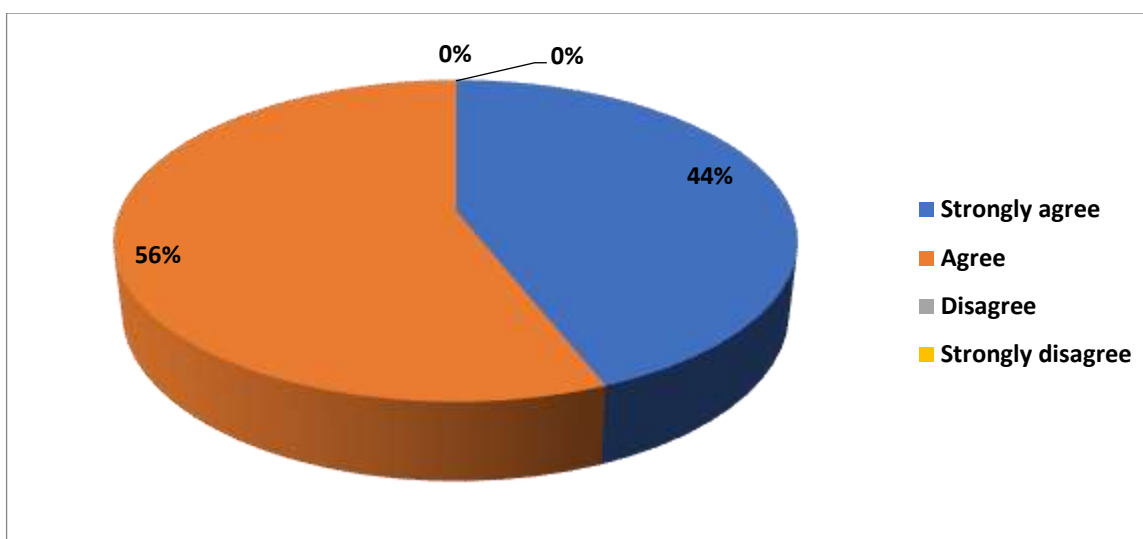
**Graph 18: EFL learners consent about the saying**

Table (18) reveals a total agreement among learners about the lack of practice inside the educational institution. This finding support one of the aims of our research in which we seek to remind and urge on the necessity of creating and founding outdoor activities in which learners speak a bit more freely.

## Question 16 : what do you think of founding a "speakers corner" or a "debating club" at the level of Ibn Khaldoun University:

The majority of participants have answered this question saying that it would be very beneficial for EFL learners and it will encourage the free exchange of thoughts and ideas and to demonstrate students concerns collectively, the thing that will level up their speaking fluency and strengthen their skills and abilities.

## Question 17: what do you suggest for improving speaking fluency at Ibn Khaldoun University Language Department:

A minority of informants have answered this question and mentioned some suggestions as devoting more hours to the oral expression module, and that teachers should expose themselves to the teaching methods and strategies and use technology aids to cooperate with learners in activities and create a joyful funny atmosphere.

### 3.6.2 Data analysis of teachers' questionnaire:

In addition, there has been a questionnaire designed for teachers which were composed of 12 questions attempting to reveal their point of view about the teaching strategies and activities they use to reinforce the speaking fluency and to identify the constraints they face when applying these strategies. It also tries to ask for suggestions for a better speaking performance.

**Question 01: what do you find most difficult in teaching speaking ?**

| Options | Responses | Frequencies |
|---|---|---|
| Grammar | 3 | 50% |
| Pronunciation | 3 | 50% |
| Vocabulary | 0 | 0% |
| Sentence structure | 0 | 0% |

**Table 19: Aspects that teachers find most difficult to teach**
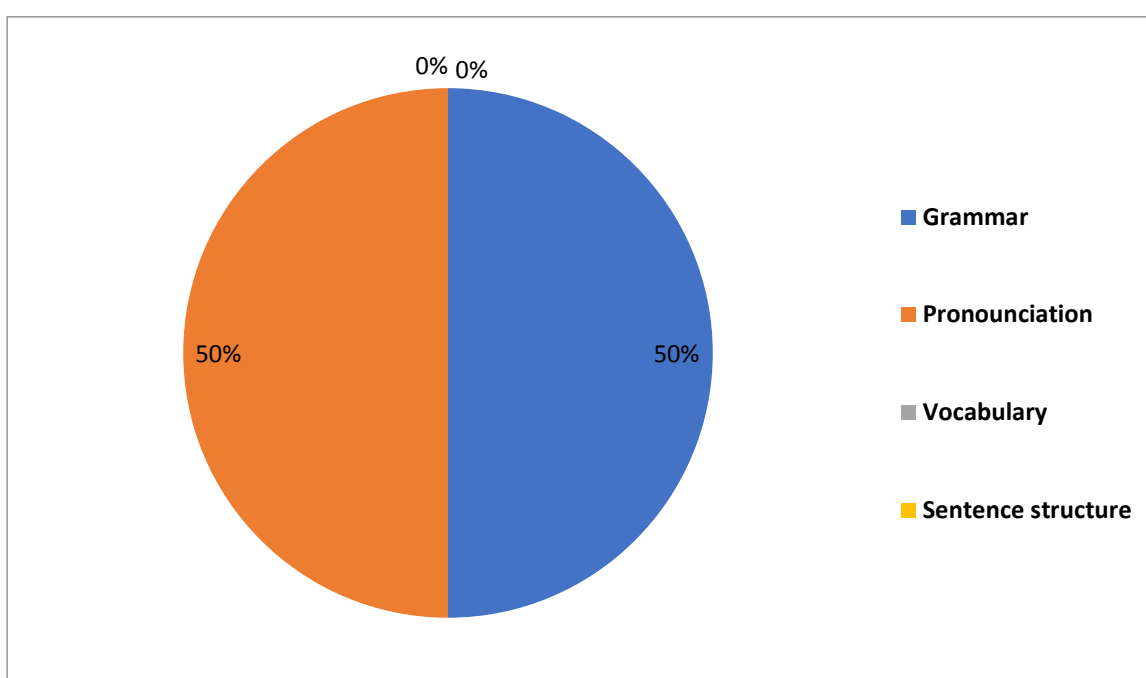


**Graph19: Aspects that teachers find most difficult to teach**

As shown in table (1), half of the teachers find pronunciation most difficult to teach. The second half has chosen grammar to be the most difficult one to teach. Whereas no one has considered vocabulary or sentence structure to be the most difficult.

**Question 02: in comparison to other skills (listening, reading, writing), how much can the speaking skills help learners to be good users of English:**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| $0 - 2.5$ | 0 | 0% |
| $2.5 - 5$ | 0 | 0% |
| $5 - 7.5$ | 6 | 100% |
| $7.5 - 10$ | 0 | 0% |

**Table 20: The speaking skill rank**
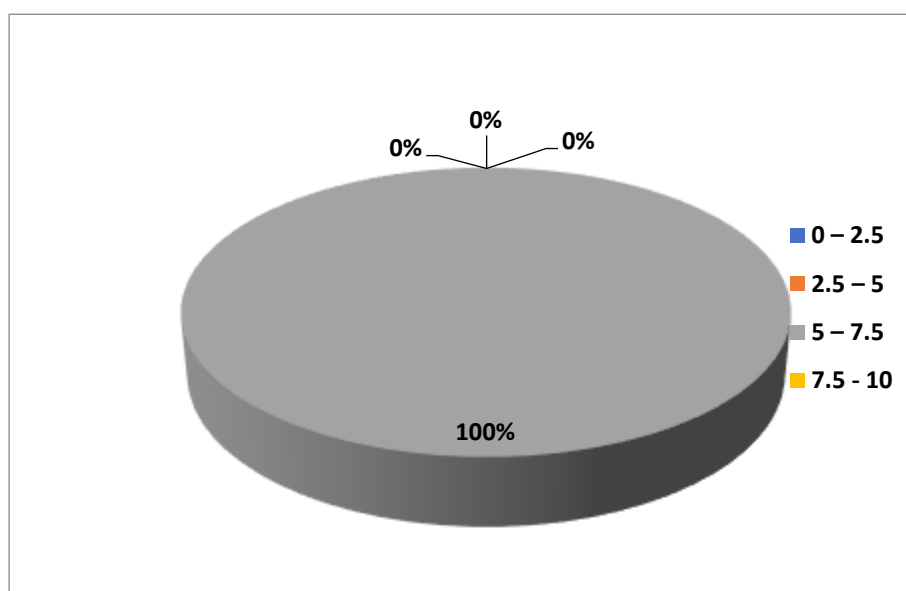


**Graph20**: **The speaking skill rank**

Within this question, we wanted to know teachers point of view about the rank of speaking in teaching English compared to other skills. All teachers answered alike, they have indicated that speaking occupies 5 to 7.5 on 10 inteaching English. From this proportion we can understand that teachers consider speaking to be of a great importance as it is probably connected to other skills.

**Question 03: how much your students are motivated to speak English in classroom ?**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| 25 % | 2 | 33% |
| 50 % | 3 | 50% |
| 75 % | 1 | 17% |
| 100 % | 0 | 0% |

**Table 21: Students level of motivation in class**
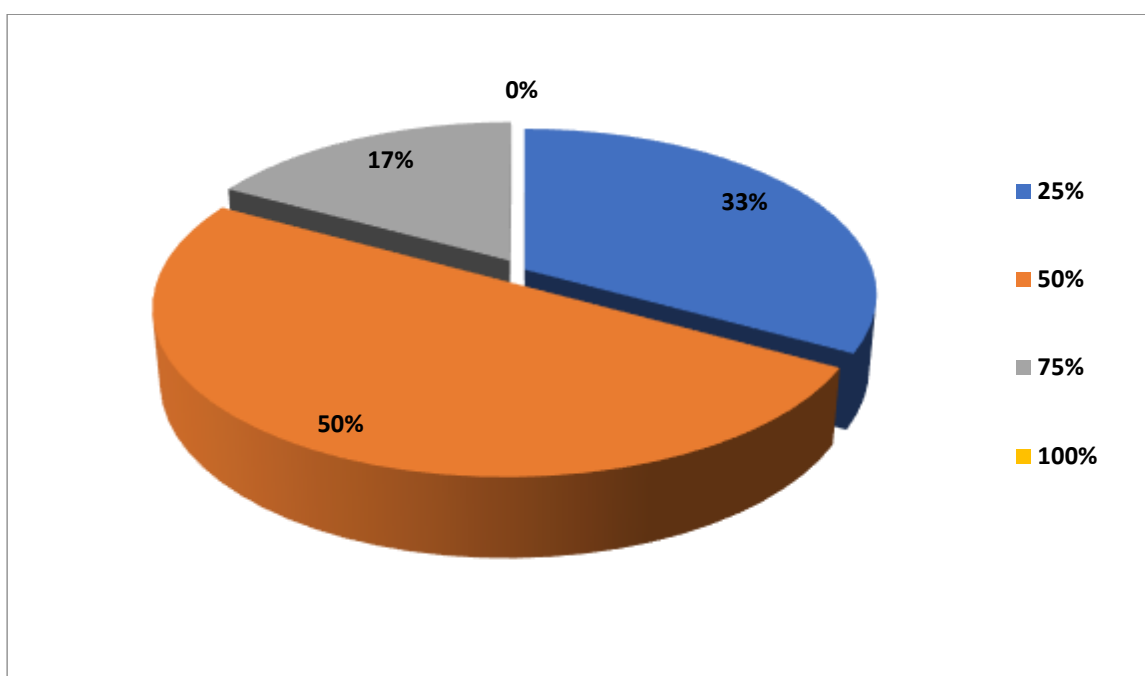


**Graph21: Students level of motivation in class**

Responses to this question show that only one teacher has indicated that the majority of his students are motivated to speak English in the classroom, while three teachers declared that (50%) of their students are motivated whereas the other two teachers said that only (25%) of their learners are motivated to speak in class. These results are surprising because, despite the fact that both learners are aware of the importance of speaking, the majority of them are not motivated to speak in class. In this case, it is the teachers' duty to raise their motivation.

**Question 04: which of the following techniques do you rely on in teaching speaking "you can choose more than one answer":**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| Group work | 6 | 32% |
| Role play | 3 | 16% |
| Problem solving | 3 | 16% |
| Discussion/conversation | 6 | 32% |
| Other | 1 | 4% |

**Table 22: teachers' techniques to teach speaking**
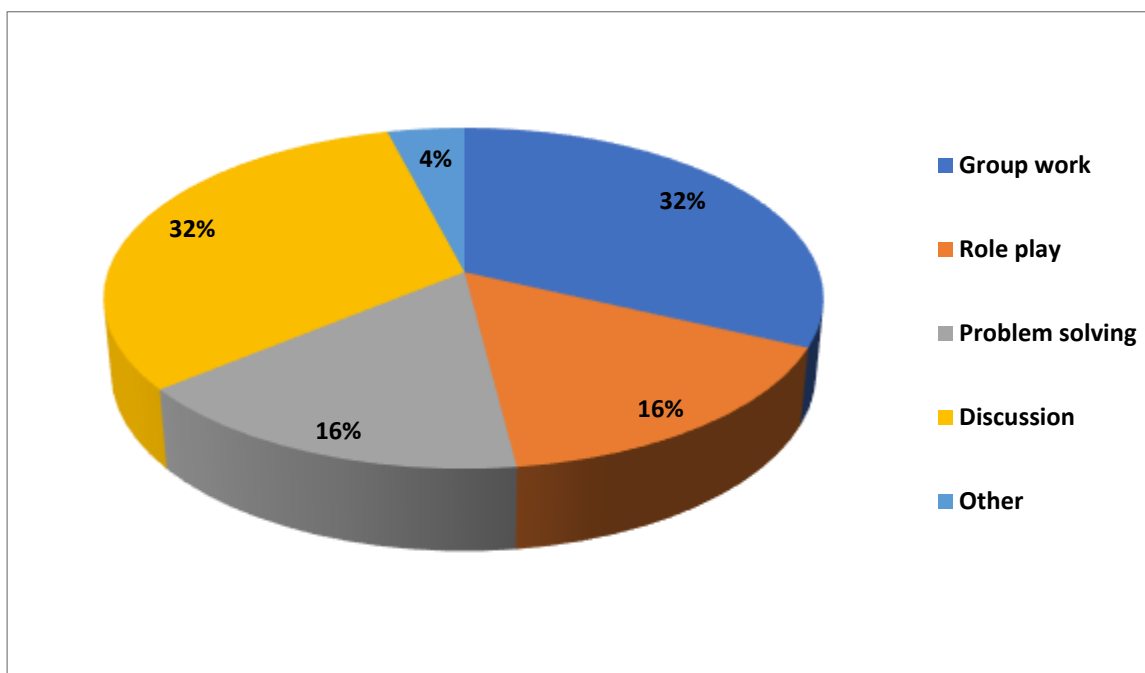


**Graph 22: Teachers techniques to teach speaking**

From these results, we have noticed that the techniques most used by teachers are "discussion" and "group work" because they allow learners to interact and exchange ideas with each other whereas "role play" and"problem-solving" are used less. What's surprising is that only one teacher has ticked the option "other".

**Question 05: Do you think that learners have a lack of interest in learning:**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| Yes | 6 | 100% |
| No | 0 | 0% |

**Table 23: Teachers opinion about students**
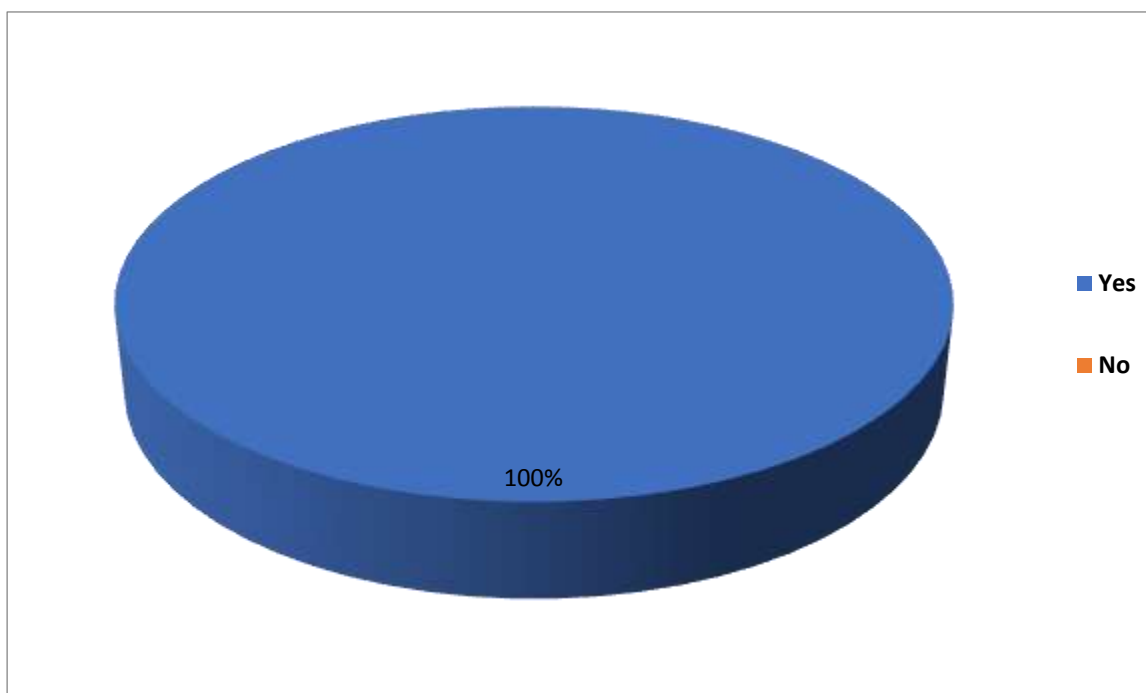


**Graph23: Teachers opinion about students**

   The analysis of this question reveals a consensus among teachers about learners' attitudes towards learning. It was actually found that there's a lack of interest in learning.

**if yes, which option is appropriate to describe it ?**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| The majority | 1 | 17% |
| The half | 3 | 50% |
| The minority | 2 | 33% |

**Table 24: description of students who have a lack of interest in learning**
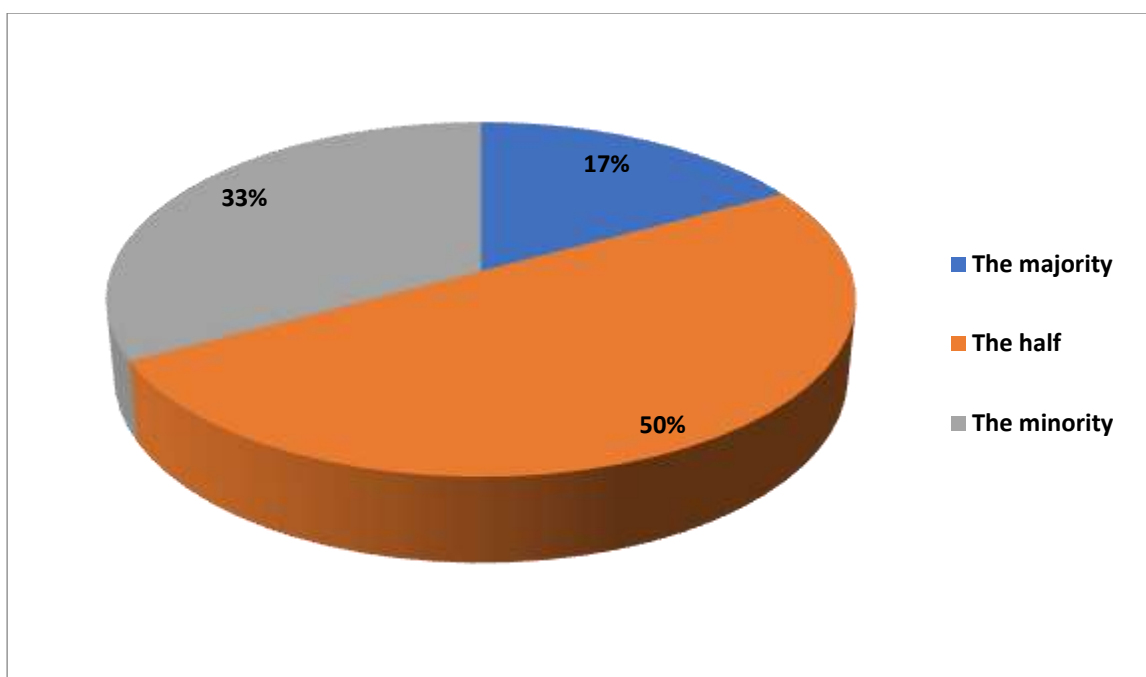
**Graph 24: description of students who have a lack of interest in learning**

A finding that is not encouraging is that the higher percentage demonstrates that half of the students have a lack of interest in learning and even the option "the majority" has been ticked. This result implies that instructors should help learners by motivating them and providing authentic practice that prepares students for real-life situations.

**Question 06: there is a lack of practicing speaking in the educational institution. Do you agree?**

| Options | Responses | Frequencies |
|---|---|---|
| Strongly agree | 4 | 67% |
| Agree | 2 | 33% |
| Disagree | 0 | 0% |
| Strongly disagree | 0 | 0% |

**Table 25: Teachers' opinion about the lack of practicing speaking**
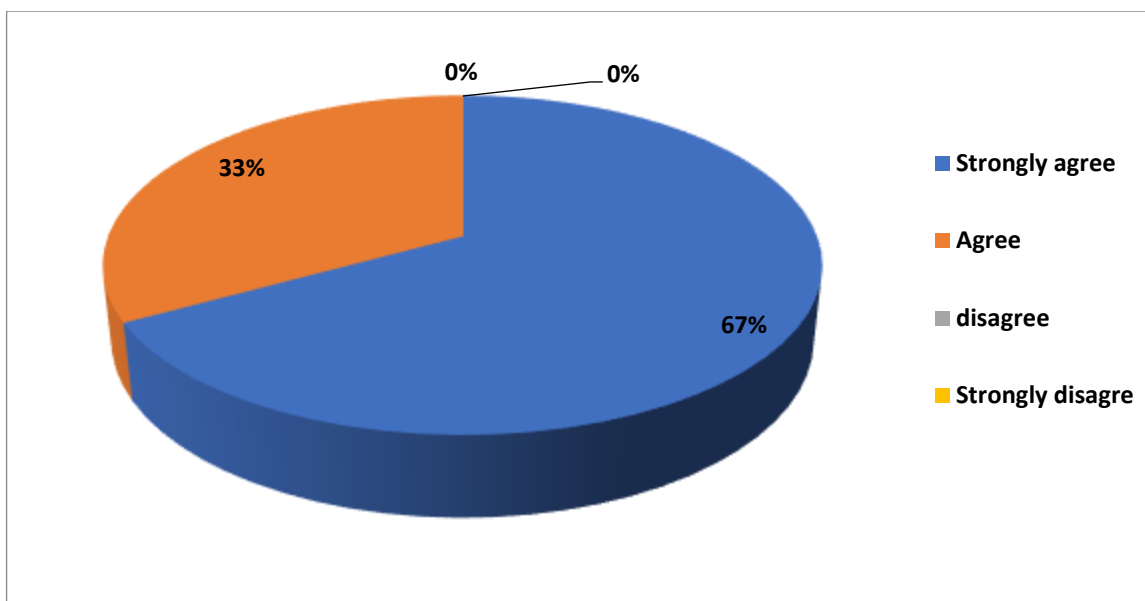
**Graph 25: Teachers opinion about the lack of practicing speaking**

It was expected that no one will disagree with the saying and as shown in the table, a proportion of (100%) is divided into teachers who agree and teachers who strongly agree with the saying.

**Question 07: is there any constraints that faces you when teaching speaking.**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| Yes | 6 | 100% |
| No | 0 | 0% |

**Table 26: percentage of teachers who face constraints when teaching**
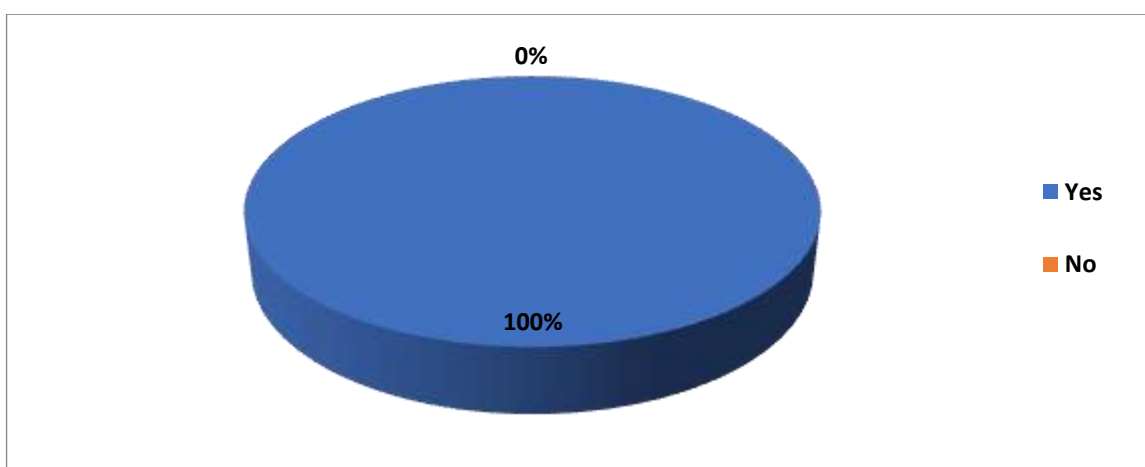


**Graph26: percentage of teachers who face constraints when teaching**

(100%) of participants replied positively. These results support the claim that teachers do face problems when it comes to applying instructional strategies ( individuals learning styles/students' level in English/class size…)

**If yes, what are these problems:**

Here are some problems that were declared by teachers:

Crowded classes, students miss behaviour, lack of parental involvement, inconsistency of students' attendance, lack of motivation, insufficient time, students' different learning styles, insufficient number of teachers.

**Question 08: there's a positive correlation between the use of multiple teaching strategies and the development of learners speaking competency.Doyou:**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| Agree | 6 | 100% |
| Disagree | 0 | 0% |
| **Total** | 6 | 100% |

**Table 27: Teachers' opinion about the sayings**
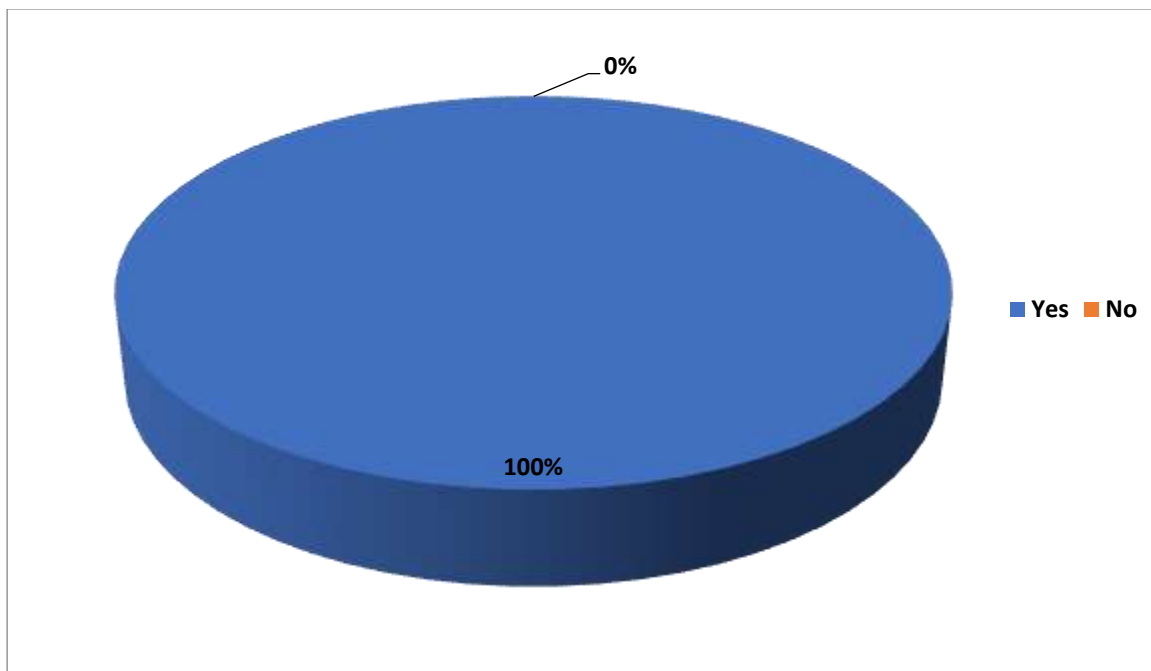


**Graph27: Teachers opinion about the sayings**

The obtained results show that all the teachers have reported the same, (100%) of them agree on the saying. This strongly supports the importance of the use of diverse teaching strategies to promote learners speaking competence as it reveals teachers awareness of these strategies. and since there's a positive relationship between the two variables mentioned before, it means that if teachers use the appropriate teaching strategies, learners speaking competency on the other hand will increase and vice versa. This result supports the aim of our research in which we seek to know to what extent does apply the teaching strategies can help learners to promote their speaking fluency.

**Question 09 : do you think that the time allocated for the oral expression course is sufficient for improving EFL learners speaking performance:**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| Yes | 0 | 0% |
| No | 6 | 100% |

**Table 28:teachers' agreement about the saying**
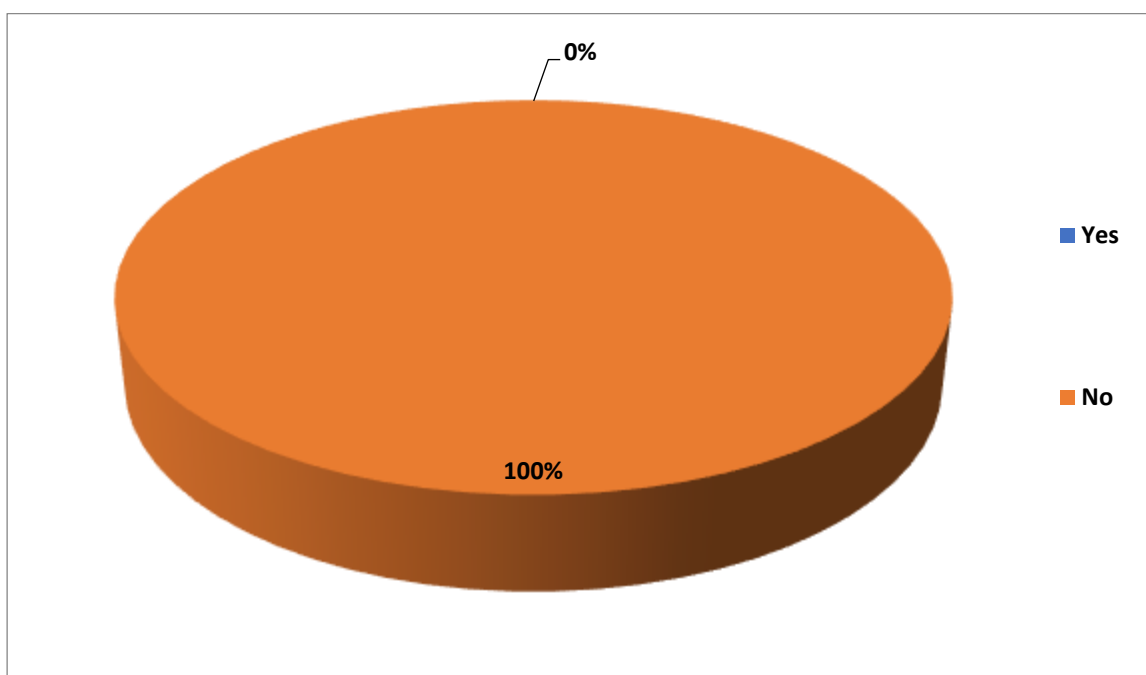


**Graph28: teachers' agreement about the saying**

(100%) of participants responded in the same line of thoughts, this finding is reasonable since all the teachers were aware of the importance of speaking and the difficulties their learners face. The thing that calls for more practice of speaking inside the educational institution.

**Question 10:there are some teachers who still teaching using the traditional methods of instruction. Do you agree:**

| Options | Responses | Frequencies |
|---------|-----------|-------------|
| Yes | 4 | 67% |
| No | 0 | 0% |
| No clue | 2 | 33% |

**Table 29: Teachers point of view about other teachers**
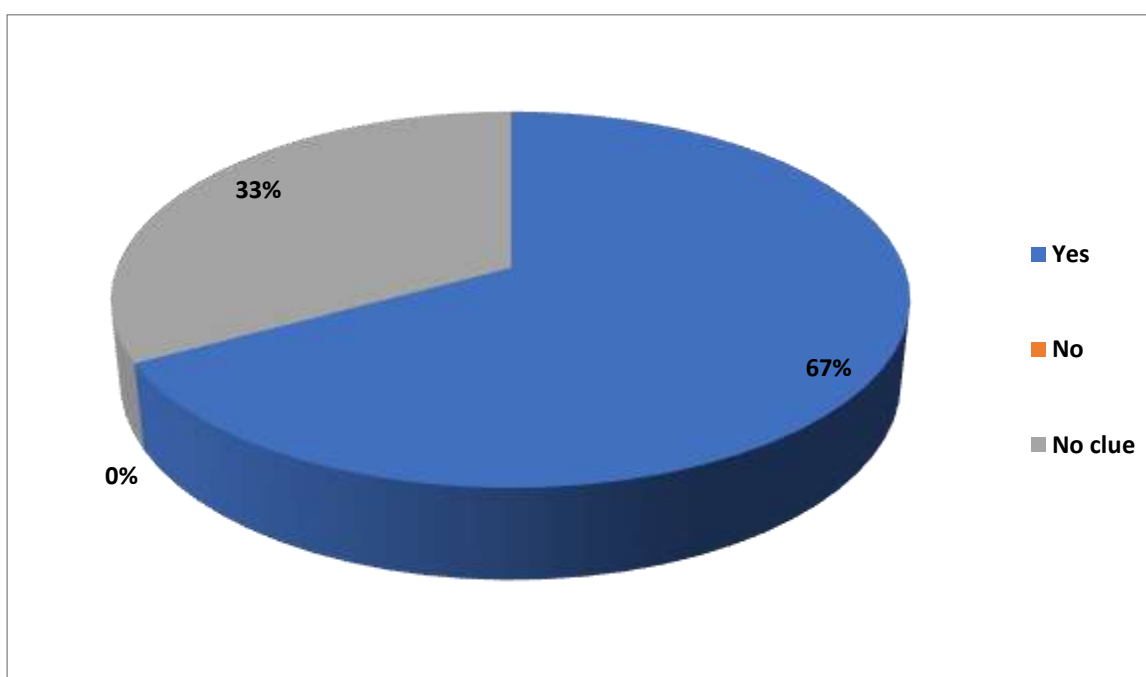


**Graph 29: Teachers point of view about other teachers**

(67%) of teachers agree with the fact that some teachers have not updated their method of instruction as (33%) of them reported that they do not have any idea and are not sure about their responses, whereas no one said the contrary. This may be one of the reasons that demotivate learners and make them bored during the learning process which consequently affects their participation in class and makes them uninterested in attending lessons. In the end, the continuous use of the traditional methods will make learners unable to speak fluently and will cause problems like anxiety and so on.

## Question 11: what are the frequent difficulties that your students face when speaking in classroom:

To ensure effective use of strategic teaching, we've considered learner's needs and motivation by involving this question which is designed to identify the difficulties that learners encounter when communicating using EFL during classroom lessons. Several difficulties, then, have been noted by teachers and are summarized as following:

- Problems related to behaviour and psychology such as difficulty to work in a group, anxiety, low self-confidence, shyness, fear of talking in front of an audience…

- Technical problems that are linguistic problems such as lack of vocabulary, grammar mistakes, difficulties in understanding grammatical patterns and native speakers…

- Besides to other social and cultural problems.

This may partially indicate why most of Master One students are weak in expressing themselves orally in English even though they have been in contact with language for four years in a raw.

## Question 12: what do you suggest for a better speaking experience in the EFL context:

Provide maximum opportunities for students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks etc.…

Try to involve every student in every speaking activities, and ask eliciting questions such as "what do you mean? how did you reach that conclusion ?" in order to prompt learners to speak more.

Avoid correcting learners' pronunciation mistakes especially when they are speaking so that you do not distract them from their speech.

Provide vocabulary that students need in their activities in advance and    involve speaking activities not only in class but also out of it.

Refresher course for a better teachers' training for the creation of English speaking environment within the educational institutions must be arranged.

Diagnose issues and problems faced by learners who find hardship in expressing themselves and provide more opportunities for them to practice the spoken language.

Teachers should focus on problems reported by their learners whenever they want to develop their communicative competence.

## 3.7 Data interpretation:

### 3.7.1 Interpretation of students questionnaire:

The analysis of the collected data from the students' questionnaire helped to draw a set of results concerning the improvement of speaking fluency and the way EFL learners want to be taught. Besides to a better understanding of the problems they face when speaking.

According to the data analysis, the majority of master 1 students who took part in providing their views to fulfil the questionnaire proposed, showed their awareness about the importance of speaking the target language and it was clear that almost all of them acknowledge that knowing a language is seen in the ability of speaking it, and most of the students considered speaking so important to develop fluency. in this vein, fluency is seen as the core skill and it is considered as the direction to broaden learners horizon in a foreign language.

Learners agreed that fluency activities are their preferable ones rather than accuracy activities. At the same time, the analysis of students questionnaire reveals that teachers still have the traditional inclination and tendency to centre their attention on accuracy and neglect fluency. The thing that doesn't go along with learners needs and interests, this overemphasis on teaching accuracy will only produce students who can write but fail to express themselves orally.

An attitude that is not really encouraging is that the highest percentage of participants consider the oral expression module not really special and they are not interested in attending it. The thing that is not surprising since EFL teachers do not use the strategies that their learners prefer to be taught with and they adopt the activities that show a great focus on accuracy rather than fluency. In this case, teachers have to get their students more interested and motivated and this can only be reached by applying suitable strategies and activities that create a joyful atmosphere and great ambience in the classroom so that learners feel the progress. And the lack of either could hinder attaining and realizing the ultimate goal of native-like speaking.

It is worth noting that a lot of EFL learners still find speaking English somehow difficult and challenging and they have a little difficulty in approaching the fluency task. however, language learners should be able to make themselves understood by using current proficiency, they should try to avoid confusion in the message because of faulty pronunciation, grammar or vocabulary.

Learners feel afraid to speak in class fear of making pronunciation mistakes as most respondents have considered. And problems like anxiety, embarrassment and fear of making grammatical mistakes in front of teachers and classmates during producing speech, all these problems led students to less participation in class and made them

produce incorrect weak language. In the same context, the majority avoid speaking at all when it comes to topics in which they lack the necessary vocabulary in order to keep away from making errors and from failures in oral communication during interaction in the classroom. It is usually seen that in the EFL context that the instructor is the only predominant speaker and the students hence remain passive and merely get chances to speak and they do not use the language in authentic situations. Logically follows that they start possessing an inability in communicating correctly and appropriately. This leads to a lack of self-confidence and avoidance when communicating. In a nutshell, developing fluency and proficiency demands more than just getting students exposed to a pool of vocabulary or grammar descriptions and Unfortunately, most EFL teachers who are to run oral module still devote much of the session time immersing their learners with non-communicative activities. The language learners themselves show few interests in talking. However, teachers should guide their students through the teaching speaking process, avoiding an emphasis on accuracy, and focus a bit more on fluency to contribute in improving the quality of EFL learners speaking fluency and to get rid of the constraints that keep them away from accomplishing their academic goals.

It was expected that the majority of learners are not satisfied with the hours devoted to the oral production module and they declared that the allocated time for it isn't sufficient for improving their speaking performance. Furthermore, no one finds the lectures of module mentioned always motivating and the majority find it rarely motivating. What's surprising is that a considerable proportion of informants do not consider it motivating at all, accordingly, it is essential for teachers to know what strategies to use in order to enrich the content presented to learners and to make them more active, motivated and interested. Even if it's not a big percentage that of those who considered that teachers have a lack of interest in teaching, we should do more studies and put more focus on this issue to find solutions since it may lead to a great change in the educational institution in which there's also a lack of practising speaking as analyzed before.

### 3.7.2 Interpretation of teachers' questionnaire:

As far as the teachers' questionnaire interpretation is concerned, the responses revealed that the majority of EFL teachers agreed that the speaking skill is considered to occupy the lion's part in EFL learning process. Hence, it helps the learners to be good users of the English language.

Moreover, they reported that they find hardship in teaching pronunciation to their learners and they have stated different points which clarifies that this is due to their previous education that is a source of many problems EFL learners struggle with.

What was mostly perceived and cannot be left without comment is that the highest percentage of teachers consent on learners negative attitudes toward learning speaking

at Ibn Khaldoun University and agreed that learners, a considerable proportion of them, are not interested in learning and they are not motivated to speak English in the classroom. in the light of the above-mentioned facts, teaching speaking becomes extremely challenging and teachers face a daunting task to teach such students. Unless the teacher infuses creativity inside the classroom, it is inconceivable to achieve the desired results.  In this case, teachers must increase their learners' awareness about the issue and to what extent speaking could be problematic. This necessitates the use of multiple effective strategies and more exposure to the language as a key factor to master the spoken part of it.

However, the time allocated for the oral expression session as answered by the majority is not sufficient for improving the quality of EFL learners speaking fluency.

It is considerable to state that the interpretation of this questionnaire mirrors and reflects teachers' awareness about the difficulties their students encounter when communicating and the deep consciousness towards the obstacles when using EFL during classroom lessons. In addition, responses revealed also that learners are taught artificially through traditional methods of instruction, thus, there are new techniques used through authentic materials and visual aids that can be a sort of promoting learners' level. It is incumbent upon instructors to keep themselves abreast of the latest progression in pedagogy and discover the right strategies applicable to diverse learners in an EFL classroom and to help students find and hone their skills and talents by becoming a counsellor so that they can actively draw their future. Teachers also must be qualified well and proficient enough to engage students in real-life communicative activities and be cautious about the assessment tools used to measure EFL learners speaking skills.

On the other hand, multiple studies reveal that there is a positive correlation between the strategies of teaching and EFL learners speaking fluency. This finding means that the more teachers used different teaching strategies, the more their learners speaking fluency will develop and vice versa. The results of this study inspire teachers and encourage the insertion of multiple teaching strategies in the teaching and learning process, so as for EFL learners to have adequate practice in the classroom and be much more exposed to the authentic language as they expect to use it outside the classroom.

The data given by teachers shows clearly several elements to stand as barriers toward applying the teaching strategies. It can be often extremely difficult even for experienced expert teachers to nail every students' learning. In the same context, teachers and especially novice ones must seek opportunities for educational training and development to be able to adopt new strategies and techniques to keep up with their educates demands for the sake of levelling up their competencies in speaking.

Concerning the teaching strategies used by instructors in the classroom, it worth noting that only one teacher declared that he uses other teaching strategies than the mentioned. An indication that most of the teachers only rely on the traditional recognized strategies and haven't yet adopted new types and techniques to improve learners fluency and make them more interested and active in class and react positively towards the way speaking is taught.

By the end, and needless to recall about the long and fruitful experience of EFL teachers, they have provided us with precious suggestions to improve the speaking experience in the EFL context, viz:

the use of technology, provide students with authentic videos and audios to check their speaking skills, develop students autonomous learning and critical thinking, founding clubs that support free speaking inside the educational institution.

## 3.8 Discussion of the main results:

Speaking English is undoubtedly essential nowadays since it is a globally recognized language in almost all fields. Accordingly, much emphasis is placed on developing EFL learners speaking competencies which enables them to function appropriately in the target situation. On that account, educators attempt to find the most efficient ways to make an improvement in the academic domain of speaking by implementing new effective teaching strategies that go hand in hand with learners' demands.

On the one hand, students have shown their awareness about the importance of speaking skills. In addition, they appeared mindful about the prominent role of speaking in terms of developing fluency. Yet, they still lack the necessary awareness of practising it. In this regard, students claim that more practice should take place in the oral production module by devoting more hours and implementing the right activities, avoiding an emphasis on accuracy and guide learners attention a bit more towards fluency, to overcome their speaking problems.

On the other hand, the results of the teachers' questionnaire have shown a consensus among them that the speaking skill is of great importance in EFL learning. They also agreed on the EFL learners' attitudes towards the process of learning speaking, and it was revealed that students are taught through traditional methods and techniques which cannot keep up with learners interests and needs. Therefore, teachers should be involved in training programs of teaching methods to be able to use such new emerging trends in ELT as for EFL students, they should be involved in deciding the courses they want to learn and also they should be developing a sense of the different discourse genre and register of speech. This may help both teachers and learners to

achieve the desired goal of being fluent in the English language. That being the case, multiple activities and diverse strategies lead to successful teaching.

Speaking skill is of course an essential part of communicative competence, however, skills themselves are often not explicitly taught but rather left to learners themselves to pick up with practice and continuous use of language. In fact, language learners in the EFL context can only have limited speaking activities in class. However, if the right strategies and activities are taught in the right way, speaking in class can raise learners' motivation and can be a lot of fun. Therefore, teachers' programs of education in the university must focus on how to engage learners in meaningful relevant tasks which improve the production of a correct language.

The findings of this study inspire teachers to seek opportunities for educational development through teacher-education programs in which teachers are prepared and trained on new teaching methodologies and encouraged to adopt an effective use of strategic teaching to boost communicative competence. Instructors must inculcate the interest of learning in the vernacular medium students 'minds to enhance their speaking fluency and eventually guide them to become autonomous learners. The ultimate goal of ELT is therefore to develop students' communicative competence.

To this end, the present paper tries to take a closer look at the activities that language teachers can utilize to promote speaking fluency and all the previously mentioned findings to strengthen the background idea of this research work. They seem to confirm the hypothesis which assumes the enhance of EFL learners fluency through effective teaching strategies.

## 3.9 Suggestions and recommendations:

Speaking skills play a major role in the EFL teaching and learning process and developing it is considered to be a challenge for both teachers and learners, as it is an important way to strove communication intelligibly and achieve oral proficiency.

The most significant findings of this research work were mainly summarized as following:

-both teachers and learners are conscious about the value of the speaking skill and all of them acknowledge that mastering the ability to speak it fluently is the target of language teaching.

-learners face many problems inside and outside the educational institution, they should be helped and encouraged to get through these problems in a supportive way from teachers.

-Teachers, on the other hand, also find hardship and face difficulties when applying

some teaching strategies. However, they showed their readiness to reinforce their educates speaking abilities.

-The time devoted to the oral production module isn't sufficient to fulfil learners thirst for practising speaking.

 -Teachers, especially novice ones, are not exposed enough to the teaching strategies and techniques, and a lot of them still teach in a traditional way.

 –Learners showed a negative attitude toward the oral expression session and their interest in attending it and about its lectures and content.

On the basis of the obtained results, we have figured some interesting recommendations that are suggested for both teachers and students for a successful EFL teaching and learning process:

- Learners are advisable to enrich their vocabulary over time, in different contexts.

- Self-evaluating is important so that students can know their weaknesses and gaps and try to progress.

- Learners should be aware of the importance of practising speaking inside and outside the classroom.

- Learners should not rely only on the teacher, they have to develop and enhance their skills by themselves and be autonomous learners.

- Learners must not expect that all lectures during all the year have to be motivating and at the level, teachers also have limited energy and knowledge and they also face problems inside and outside the classroom.

- Collaboration between teachers and students is a bridge toward a successful teaching and learning process.

- Appropriate teaching strategies, authentic tasks and activities and cooperation in work make a rich environment in oral production that encourages all students with all levels to progress.

- It is advisable for teachers to take into account their learners differences and learning styles by including multiple strategies and using different techniques and activities aiming to motivate them and to get them active in class.

- Developing the speaking skill through the use of teaching strategies is one of the ways that has to be conducted by EFL teachers to enhance their learners speaking fluency.

- As far as this research is concerned, the teacher should diagnose learners difficulties in expressing themselves to find effective ways to help them overcome these problems.

- Creating clubs that support free speaking and exchange between students inside the educational institution would be of a great advancement at the academic level.

## 3.10 Conclusion

This chapter is a case study in which two questionnaires are used as a research instrument to collect and analyze data, it discuss the significance of the questionnaires and the findings they led to. This current chapter provides also some recommendation how to improve EFL learners speaking fluency.

EFL learners are graduating with weak competence in English language communication and the reason behind this inability might be attributed to a number of factors, this indicates that there's a need to bridge the educational gap represented in challenges imposed by students previous learning in terms of teachers who have a low proficiency level in the English language as well as the students who graduated with inadequate linguistic and strategic competencies. This imposes a double edged challenge where old teachers need to be updated and new ones to be created to produce good teachers who provide a perfect platform for the learners to make use of their inherent innate abilities with the help of diverse teaching strategies.

The analysis of student's questionnaire has shown that the teaching strategies have a huge impact on learner's attitudes and achievements during the learning process. Though EFL learners face problems in expressing themselves the way they want to be doing it, they still have a full wish to overcome this difficulties with an inspiration from their instructors.

The analysis of teacher's questionnaire indicated that implementing different strategies and adopting new updated ones can motivate students and boost their performance. Some facts among the findings were quite surprising and unexpected, yet they confirmed the speculations of the hypothesis of this research.

The teachers' questionnaire in its multiple parts revealed to be parallel to the students questionnaire and goes hand in hand with it, although these populations do not share the same appreciation of the issue treated at ibn Khaldoun University of Tiaret due to differences of perspectives. All in all, the analysis of the data worked out in this chapter allowed the researcher to reach some conclusions. The latter one could be useful when disserting and discussing a proposal of tentative solutions in the recommendations.

# General Conclusion

## General conclusion

We are living in the age of globalization where everything seems to be digitalized, Algeria Like the rest of the world have witnessed a widespread of the English language, especially at the educational level. Yet learners suffer from difficulties in speaking it fluently and accurately which hinder their progress. And although every year the Algerian universities produce a high number of graduates, yet many of them remain stagnant in spite of excelling academically. These obstacles originated from a deficiency in the real use of language at the level of the oral performance that is, the difficulty in oral production and lack of fluency.

In a way that arouses interest and curiosity, most of the examination patterns evaluate the writing skills. In this regard, little or no attention is given to the speaking skill in the present scenario of cut-throat competition. This is a serious situation and it needs to be countered with all possible solutions and to constitute possible alternative explanation that contributes to learners' oral development and to find out links for improving EFL instruction for better communicative competence.

The current work was motivated by our personal desire to learn about how to teach and improve EFL learners speaking skills. Thus the main objective of this investigation was to exhibit an adequate understanding of the necessity of using diverse teaching strategies and activities, besides exposure to the language as the key factor to master the spoken language. The study also concerns the existing relationship and the positive correlation between the implementation of the teaching strategies and the success in producing a better language.

It tries also to reveal the difficulties that EFL learners are facing during the teaching and learning process. It shines a light on the teaching strategies used by EFL teachers and it focused on fluency in speaking as an essential skill in English language teaching. In this respect, applying suitable teaching strategies depends on the clear view about learners needs and on clear criteria so as to indicate and inform accurately and adequately both teachers and learners about their achievements. It is also set to investigate the main challenges that many teachers face in EFL classes as well as learners lack of interest in learning and especially speaking skills.

Some prime activities were proposed on behalf of reinforcing the speaking abilities inside and outside the classroom for further competence, these activities were suggested for oral expression achievements and to approach knowledge with more energetic and motivated learners who'll undoubtedly trust their own abilities and become more positive.

The lack of materials and the limited time decrease the development of speaking performance, as findings revealed, diversification of the teaching strategies play a major

role in improving learners abilities to speak the language fluently, thus it also can help to overcome learners difficulties. Moreover, using visual aids and authentic materials can motivate them to speak, promote their communicative efficiency and build their knowledge and readiness for oral production success.

Applying suitable teaching instruction ameliorates the process of teaching and learning by providing copious opportunities for learners to discover their weaknesses and to raise their learning standards. This can also be reached by providing constructive activities that truly conform to learners' needs and interests.

Through our study, we asked three questions that have been answered at the end of the research, and to answer the three main hypotheses were set and have been tested through two questionnaires. In this vein, this work has been taped in three parts, we have begun with a section of a literature review composed of a chapter concerning speaking fluency, its definition, types and so on.

Besides to a second chapter present the study of the teaching strategies as a key concept in teaching and learning the speaking skill. Whereas the third and the last chapter was about the practical part of this extended essay, it embodied the data collected from the questionnaires and its analysis in an attempt to provide constituents that help to increase both teachers and learners awareness on a very sensitive issue in the FLL process. It was about the research design, methodology, data collection and analysis besides the analysis and interpretation of the main results; it also has provided some suggestions and recommendations about the improvement of the speaking skill.

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# APPENDIX

# **Students Questionnaire**

**Dear Students**

*This questionnaire attempts to gather data aboutthe best teaching strategies used for enhancing students speaking fluency. We would be grateful if you answer these questions in order to carry out this research.*

Please tick the choice that best represents your answer and give full answer when necessary:

**Section One**: *background information*

1.  Age: …………………
2.  Gender :
    A. male ☐      b. female ☐
    3. Your choice to study English was?

a) Personal
b) Imposed

**Section two: learners' attitudes towards the teaching strategies**

1.  Do you agree with the saying "to learn a language you must speak it"?

a) Yes ☐

   b) No ☐

2.  In your opinion why learning speaking is so important?

   a) To improve fluency ☐

   b) Because rules are not sufficient to be a speaker of a language ☐

3. How do you find speaking in English?

a) Very easy ☐

b) Easy ☐

c) Difficult ☐

d) Very difficult ☐

justify………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

………….

4. Do you feel afraid/embarrassed when speaking in class. If yes, it is because?

a) Yes

b) No

5. What are the main strategies would you use to avoid the language gap or failure in oral communication during interaction in class?

a) Find solutions to achieve the meaning by using replacement words, borrow words from mother tongue, code switching, paraphras☐

b) Avoid to talk completely about the topics in which you lack the necessary vocabulary

6. How do you find the module of oral Production?

a) Very interesting ☐

b) Interesting ☐

c) Not really special ☐

b) Not special at all ☐

7. Are you interested in attending the oral comprehension module?

a) Yes ☐

b) No ☐

Justify………………………………………………………………………………………………………………

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8. Are you satisfied about the hours devoted to the oral module?

a) Yes  ☐

b) No  ☐

9. Do you think that subjects in oral expression lectures are Motivating?

a) Always  ☐

b) Sometimes  ☐

c) Rarely  ☐

d) Never  ☐

10.  What type of activities do you prefer to practice in classroom?

 a) Accuracy  ☐

b) Fluency  ☐

And what type is the most used by your teacher?

a) Accuracy  ☐

b) Fluency  ☐

11. Which of the following strategies your teacher uses in teaching the speaking skill?

a) Discussion  ☐

b) Role play  ☐

c) Storytelling  ☐

d) Communication games  ☐

e) Other  ☐

And which of them do you prefer the most: …………………

12. Do you think all teachers are exposed to the  teaching strategies ?

a) Yes

b) No

c) No answer

If yes,
justify………………………………………………………………………………..………

……………………………………………………………………………………………………

……..

13. There's a lack of "practicing speaking" inside the educational institution. Do you?

a) Strongly agree

b) Agree

c) Disagree

d) Strongly disagree

14. What do you think of founding a "speakers corner" or a "debating club" at the level of Ibn Khaldoun University?

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15. what do you suggest for improving speaking fluency at Ibn Khaldoun University Language Department?

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**Thank you for your collaboration.**

## Teacher's Questionnaire

**Dear teacher :**

We would like to ask you questions concerning effective teaching strategies that develop the EFL learners' speaking skill. We are interested about your point of view as you represent the source of inquiry. Thank you very much for your cooperation.

Please tick the choice that best represents your answer and give full answer when necessary:

1. What do you find most difficult in teaching speaking?

a) Grammar

b) Pronunciation

c) Vocabulary

d) Sentence structure

2. In comparison to other skills (listening, reading, writing), how much can the speaking skills help learners to be good users of English?

a) 0 - 2,5

b) 2,5 - 5

c) 5 - 7,5

d) 7,5 - 10

3. How much your students are motivated to speak English in classroom?

a) 25 %

b) 50 %

c) 75 %

d) 100 %

4. Which of the following techniques do you rely on in teaching speaking " you can choose more than one answer"?

a) Group work ☐

b) Role play ☐

c) Problem solving ☐

d) Discussion ☐

e) Other ☐

5. Do you think that learners have a lack of interest in learning?

a) Yes ☐

b) No ☐

If yes, which option is appropriate to describe it?

a) The majority ☐

b) Half of the students ☐

c) The minority ☐

6. There's a lack of practicing speaking in the educational institution. Do you?

a) Strongly agree ☐

b) Agree ☐

c) Disagree ☐

d) Strongly disagree ☐

7. Is there any constraint that faces you when teaching speaking?

a) Yes ☐

b) No ☐

If yes, what are these problems?

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………………………………………………………………………………………………………………………………

8. there's a positive correlation between the use of multiple teaching strategies and the development of learners speaking competency. Do you?

a) Agree ☐

b) Disagree ☐

9. Do you think that the time allocated for the oral expression course is sufficient for improving EFL learners speaking performance?

a) Yes ☐

b) No ☐

10. there are some teachers who still teaching using the traditional methods of instruction. Do you?

a) Relate ☐

b) Disagree ☐

c) Cannot tell ☐

11. What are the frequent difficulties that your students face when speaking in classroom?

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12. What do you suggest for a better speaking experience in the EFL context?

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**Thank you for your help**

**<u>Abstract:</u> Speaking Of Speaking: Developing Fluency Through Effective Teaching Strategies .Case Study of 1st Year Master Degree at Ibn Khaldoun University of Tiaret.**

English occupies a place of prestige in the whole world simply because it is the lingua-franca. In the EFL context, mastering the ability to speak English fluently and properly is the target of language teaching and the process remains incomplete if one does not achieve competence in speaking it. Therefore, the reflection of success in language teaching is seen and measured in learners' ability to carry out a complete conversation in the target language. Like all languages, English lays out many difficulties for non native speakers which intervene in shaping their skills. In this vein, the purpose of this work and the main concern, than, was to demonstrate the possible solutions and the effectiveness of implementing the appropriate teaching strategies in promoting master one EFL students' speaking fluency and reducing serious speaking difficulties. The main threefold objectives of the work are, discussing the main problems learners encounter which may hinder their oral performance and provide strategies to help EFL students go beyond them, detecting the constraints that teachers face when applying several strategies to foster learners' motivation for ameliorating the speaking performance. To reach this end, a case study research was conducted at the Department of Foreign Languages at Ibn khaldoun University of Tiaret, relying on two questionnaires as instruments of research. The analysis of results reveals that it is true to say that speaking frequently occurs in class, but it is less frequently taught and consequently if EFL teachers were aware of the suitable activities which would enhance learners speaking skill, that they will certainly decrease most of the difficulties they face when speaking. From another perspective, EFL teachers consent that using diverse teaching strategies and techniques would level up learners' awareness, motivates them, and enrich their vocabulary. Finally, this extended essay ends up by suggesting some efficient and fruitful recommendations for EFL teachers and learners to flourish and evolve in their way toward fluency.
**Key words:** teaching strategies, Speaking Fluency, EFL Teachers.

<u>**ملخص:**</u> **الحديث عن الحديث : تطوير الطلاقة من خلال استراتيجيات التدريس الفعالة. دراسة حالة لشهادة الماستر للعام الأول في جامعة ابن خلدون في تيارت.**

تحتل اللغة الإنجليزية مكانة مرموقة في العالم كله لأنها لغة مشتركة في سياق اللغة الإنجليزية كلغة أجنبية ، فإن إتقان القدرة على التحدث باللغة الإنجليزية بطلاقة وبشكل صحيح هو هدف تدريس اللغة وتظل العملية غير مكتملة إذا لم يحقق المرء الكفاءة في التحدث بها لذلك ، يُنظر إلى النجاح في تدريس اللغة ويقاس في قدرة المتعلمين على إجراء محادثة كاملة باللغة الهدف. مثل جميع اللغات ، تضع اللغة الإنجليزية العديد من الصعوبات للناطقين بغيرها والتي تتدخل في تشكيل مهاراتهم. في هذا السياق ، كان الغرض من هذا العمل والشاغل الرئيسي منه هو إظهار الحلول الممكنة وفعالية تنفيذ استراتيجيات التدريس المناسبة في تعزيز طلاقة تحدث طلاب الماستر في اللغة الإنجليزية كلغة أجنبية وتقليل صعوبات التحدث تتمثل الأهداف الثلاثة الرئيسية للعمل في مناقشة المشكلات الرئيسية التي يواجهها المتعلمون والتي قد تعيق أدائهم الشفهي وتوفر استراتيجيات لمساعدة طلاب اللغة الإنجليزية كلغة أجنبية على تجاوزهم ، واكتشاف القيود التي يواجهها المعلمون عند تطبيق العديد من الاستراتيجيات لتعزيز تحفيز المتعلمين لتحسين التحدث أداء. وللوصول إلى هذه الغاية ، تم إجراء دراسة حالة بحثية في قسم اللغات الأجنبية بجامعة ابن خلدون بتيارت ، بالاعتماد على الاستبيان كأداة للبحث.يكشف تحليل النتائج أنه من الصحيح أن نقول إن التحدث يحدث بشكل متكرر في الفصل ، ولكن يتم تدريسه بشكل أقل ، وبالتالي ، إذا كان مدرسو اللغة الإنجليزية كلغة أجنبية على دراية بالأنشطة المناسبة التي من شأنها تعزيز مهارة التحدث لدى المتعلمين ، فمن المؤكد أنهم سيقللون من معظم الصعوبات التي يواجهونها عند التحدث. من منظور آخر ، يوافق معلمو اللغة الإنجليزية كلغة أجنبية على أن استخدام استراتيجيات وأساليب تدريس متنوعة من شأنه رفع مستوى وعي المتعلمين وتحفيزهم وإثراء مفرداتهم. أخيرًا ، ينتهي هذا المقال الموسع باقتراح بعض التوصيات الفعالة والمثمرة لمعلمي اللغة الإنجليزية كلغة أجنبية والمتعلمين للازدهار والتطور في طريقهم نحو الطلاقة.
**الكلمات الأساسية:** استراتيجيات التدريس، التحدث بطلاقة، معلمي اللغة الإنجليزية كلغة أجنبية

**Résumé : A propos de l'oral : Apprendre à parler couramment par des stratégies efficaces d'enseignement.Étude de cas de master de 1ère année à l'Université Ibn Khaldoun de Tiaret.**

L'anglais occupe une place de prestige dans le monde entier parce que c'est la lingua-franca. Dans le contexte d'anglais langue étrangère, la maîtrise de la capacité de parler l'anglais couramment et correctement est l'objectif de l'enseignement des langues, mais le processus reste incomplet si l'on n'atteint pas la compétence de parler. Par conséquent, le succès de l'enseignement des langues est mesuré par la capacité des apprenants à mener une conversation complète dans la langue cible. Comme toutes les langues, l'anglais présente de nombreuses difficultés, pour les locuteurs pour qui il n'est pas langue maternelle, qui interviennent dans le développement de leurs compétences. Dans cette approche, le but de ce travail est de démontrer les solutions possibles et l'efficacité de la mise en œuvre de stratégies d'enseignement appropriées pour promouvoir la maîtrise de l'expression orale des étudiants de master en anglais « langue étrangère » et réduire les difficultés d'expression orale.Les trois principaux objectifs du travail sont : discuter des principales lacunes des apprenants qui rompent leurs performances orales, fournir des stratégies efficaces pour aider les étudiants d'anglais langue étrangère à aller au-delà, et de détecter les contraintes auxquelles les enseignants sont confrontés lorsqu'ils appliquent plusieurs stratégies pour motiver les apprenants à améliorer leur expression orale.Pour y parvenir, une étude de cas a été menée au Département des langues étrangères de l'Université Ibn Khaldoun de Tiaret, en s'appuyant sur deux questionnaires comme instruments de recherche. L'analyse des résultats révèle qu'il est vrai de dire qu'on parle souvent en classe, mais qu'on l'enseigne moins fréquemment. Par conséquent, si les enseignants EFL sont conscients des activités appropriées pouvant améliorer les compétences orales des apprenants, cela diminuera certainement la majorité des obstacles lors de l'expression orale. D'un autre coté, les enseignants d'anglais langue étrangère consentent à ce que l'utilisation de diverses stratégies et techniques d'enseignement améliore l'apprentissage des apprenants, les motive et enrichit leur vocabulaire. Enfin, cette dissertation se clôture par des recommandations efficaces pour que les enseignants et les apprenants d'anglais langue étrangères s'épanouissent et évoluent leur maîtrise de langue parlée
**Mots clé** : stratégies d'enseignement, Maîtrise, L'oral, Enseignants, anglais langue étrangère.