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ENGLISH SECTION



**Exploring Teachers' Role in Improving Learners' both Accuracy  
and Fluency in EFL Classroom;  
The Case of Secondary School Education in Tiaret**

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment  
of Master's Degree in DIDACTICS

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## **Dedication**

To all my beloved family

My lovely mother

My husband

My beautiful daughter Lylia

+

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## **Acknowledgments**

First and foremost, I would like to express my deepest appreciation and gratitude to my supervisor Mr Ammar BENABED who encouraged me all along. The writing of this research paper would not have been possible without his help. I really appreciate his assistance and guidance. His efforts and understanding should not be negligible.

I express special thanks and deepest gratitude to my high school teacher Miss Sakina GHERBI for her support and kindness.

To the number of juries

## **Abstract**

Language is the primary basis of all communication and the primary instrument of thought. Lately, demands for English language are in constant emergence since it is an international language and is considered as the language of science and technology. Accuracy and fluency have a far greater impact on advancing and improving the learning of the English language. Therefore, the purpose of this research is to examine the importance of teaching and learning English both accurately and fluently and emphasizing on how these two factors are being taught in the Algerian secondary schools, also to explore why some teachers focus only on accuracy and not giving much importance to fluency. To meet the ends of this research, the study used mixed methods, both quantitative and qualitative research methods, and data were collected through questionnaire for teachers, Semi-structured Interviews with Secondary school English learners and classroom observation. Participants of the study are 20 English teachers and 120 learners. The results obtained in the present work show that teachers use both aspects in teaching the English language and give much importance to both accuracy and fluency. Teaching English is becoming a vital part of education in Algeria where lots of young and adults are keen on learning this language.

**Key words:** Language learning, accuracy and fluency, secondary school education.

## **List of Abbreviations**

MSA	Modern Standard Arabic
US	United State of America
AA	Algerian Arabic
MAF	Mixed Algerian Arabic and French
CA	Colloquial Arabic
ICT's	Information Communication Technologies
ELT	English Language Teaching
LMD	License Master Doctorate
EFL	English as a Foreign Language
ESL	English as a Second Language
EL	English Learning
TPR	Total Physical Response
GTM	Grammar Translation Method
CA	Communication Apprehension
SLL	Second Language Learning
SLA	Second Language Acquisition

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**General**

**Introduction**

# General Introduction

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## **General Introduction**

Learning a foreign language has a far greater impact on anyone's life, it is such a challenge for both learners and teachers. English is one of the most significant and advanced languages in the world where many countries use it as a second language since it is considered as the first and the most widely spoken language worldwide. Every year thousands of people from all over the world feel eager to learn the English language and in the last few years, English has been important in the Algerian society where lots of young and adults are keen on learning this language, some want to learn it and others want to acquire and absorb it, and these are two different aspects in learning a language; Accurately or Fluently. Language is said to be a set of factors such as grammar, vocabulary, phonology...etc, and an accurate learner is someone who is good in grammar, vocabulary, focuses on writing and masters the language very well. While a fluent learner is someone who acquired the language before by listening or reading, he has the ability to speak confidently his words are just fluent and he doesn't panic, he is able to carry on a conversation with anyone and anywhere without hindering his natural production, the difference between the two is that the accurate one is always worried about making mistakes, perfection (correct grammar) and having no accent and the fluent learner is confident, he never block, he arrives where he wants to arrive, he simply speaks comfortably but he still make mistakes when speaking.

### **Aim of Study:**

The purpose behind the present research is to examine the importance of teaching and learning English both accurately and fluently at the same time and emphasizing on how these two factors are being taught in the Algerian secondary schools. However, there are some teachers who focus only on accuracy while there are others who focus on fluency first, and why not using them both?

### **Statement of the Problem**

We have been learning English for twelve years now, and throughout all these years we have noticed and understood why some teachers used to interrupt a learner when he makes mistakes while he is answering; that is the fluent learner. The teacher shouldn't have interrupted the learner because he will obviously forget what he wanted to say his ideas will not be clear anymore he will block and he will get confused and hesitate to participate and speak during class. This teacher encourages accurate learners because they get good marks, they don't make mistakes their English is perfect, right and literal. The teacher also believes

## General Introduction

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that they will succeed anyways. The other teacher gives much importance to the fluent learner, he doesn't stop him when making mistakes he listens to him until he finishes and then correct him and explains what's right and what's wrong. This teacher thinks that a fluent learner is more likely to succeed in his life more than an accurate learner because he believes that people learn English as a language and they want to use it to speak and communicate with people. And having great accuracy is important, but if someone is accurate but can't have a conversation, nobody cares about his accuracy. Here we have two different views in teaching and learning the English language accurately and fluently.

### **Research Questions**

The current research work endeavors to address a series of questions which, as premeditated and anticipated, will give the whole study focus, propulsion and purpose. It is worth noting that the upcoming questions are worded and organized so as to mirror the main axis of our investigation, viz., The Teacher's Role in Improving Learners' Accuracy and Fluency

- How can teachers strike the right balance between Accuracy and Fluency in teaching EFL? And what are the strategies needed for teaching both factors concurrently?

- Is Accuracy more important than Fluency in learning a foreign language?

To address the above questions, a series of questionnaires, interviews and classroom observations are to be used with the idea to collect verifiable data.

### **Assumptions and Hypotheses**

- It is all about activities provided in the classroom, the teacher can help his learners develop their skills in both areas by giving them activities which deal with grammar, matching and cloze exercises (fill in the blanks) for accuracy. And for fluency like debates, role play, requiring real communication and encouraging free production of the language.

- Accuracy and Fluency are two different aspects of language development, and there are times when learners should focus on one over the other, but they need to develop and focus on both aspects.

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### **Research Methodology**

To conduct such a research, we have chosen to rely on three data collection tools for the sake of triangulation. We will be gathering data from both secondary school teachers and learners through questionnaire, interview and classroom observation. The questionnaire will be intended for teachers, aiming at investigating how these two particular elements “accuracy vs fluency” are being taught and which methods are being used and their implementation in the classroom. On the other hand, we will be interviewing the learners of third year secondary school in Tiaret and question them how they feel when their teacher interrupts and stops them when they are answering, and if they feel free and comfortable when speaking the English language to distinguish between the fluent learner and the accurate one. The classroom observation is intended for both teachers and learners to investigate how teachers teach both accuracy and fluency properly and if their methods have a major effect on learners.

### **Research Structure**

This dissertation includes two parts. The first part covers the theoretical aspects of the study and it is divided into two chapters. The first chapter is about foreign language learning and educational reforms, it deals with the history briefly of English and its Importance in the world as well as in Algeria. It also explains language learning and its development throughout life and the status of languages in Algeria as well as the teaching of English as a subject language in Algeria. The second chapter is about defining and discussing the basic and major concepts such as accuracy, fluency, communication competence and communication skills and emphasizes on two significant factors, learning and acquiring a foreign language that is; “accuracy and fluency”. It sheds light on the importance of vocabulary and language acquisition. The second part is about the practical aspects. In this section we will cover thorough exploration of the gathered data from teachers and pupils interview and questionnaire as well as classroom observation and then we will try to sum up the research findings by either confirming or dismissing the validity of our hypotheses.

# **Part One**

**THEORETICAL BACKGROUND**

**OF the Study**



# **CHAPTER ONE**

## **Foreign Language Learning and Educational Reforms**

**PART ONE: THEORITICAL BACKGROUND OF THE STUDY**

**CHAPTER ONE**

**Foreign Language Learning and Educational Reforms**

**Introduction**

**1. English as a worldwide language**

**1.2. Language learning**

**1.3. The status of languages in Algeria**

**1.3.1. Modern standard Arabic (MSA)**

**1.3.2. Berber and Algerian Arabic**

**1.3.3. French**

**1. 4. An over view of English in the present Algerian society**

**1.5. English teaching in Algeria (A brief description)**

**1.6. Teacher's positive Influence on Learner's academic success:**

**1.6.1. Being an effective teacher**

**1.6.2. Teacher's behaviour**

**1.6.3. Motivation**

**Conclusion**

## **Introduction**

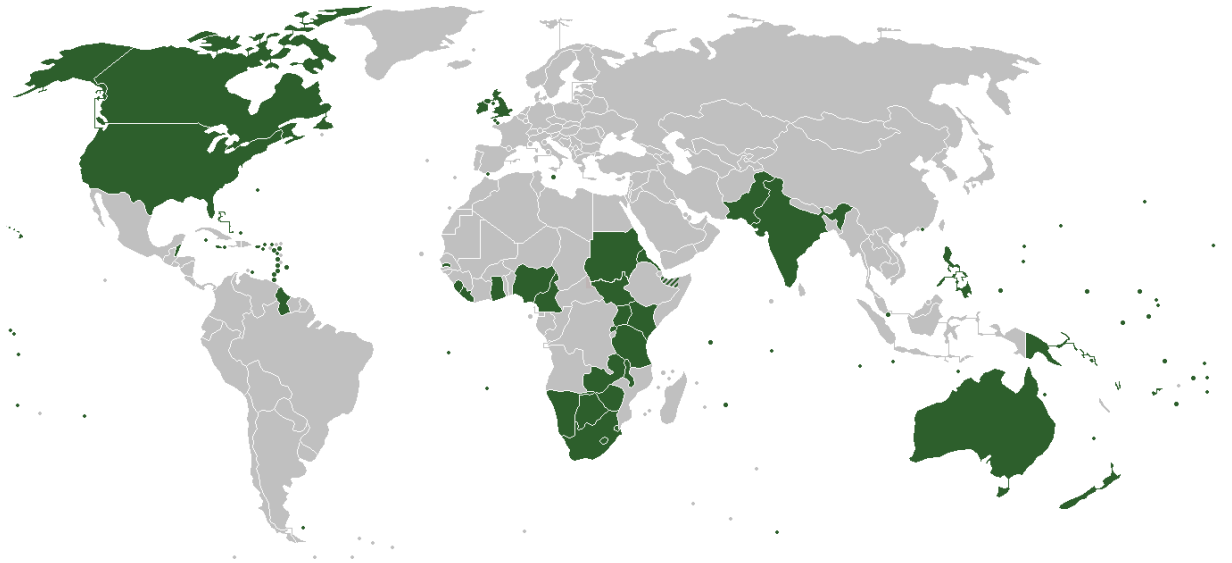
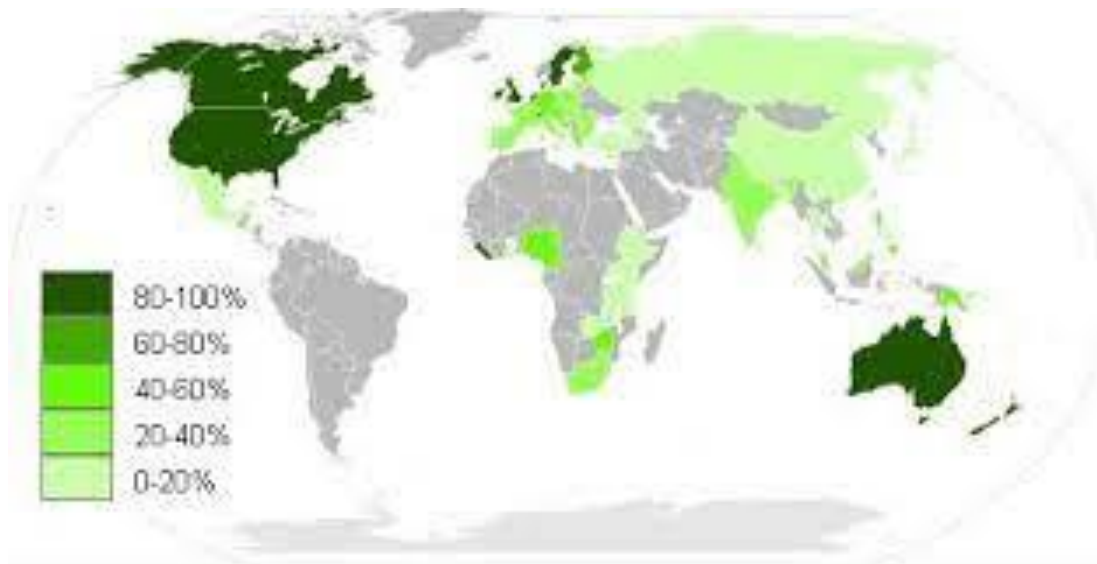
English cannot be ignored in today's competitive world, it has become more dominant and widespread since it is the language of choice throughout the world. And as a second language study is extremely important for mediation and proliferation of information across the globe. Teaching English is becoming a vital part of education in Algeria, it has been considered by policy makers as a significant subject for the fulfilment of an effective academic course and it is remarkable that the existence of English in the present Algerian lives is more considerable than it was before.

This chapter deals foremost with the importance of English across the world and its existence in the present Algerian society. In addition, it aims to get insight into the teaching of English in Algeria and the ability of teachers to influence their learners to improve and achieve in their academic life.

### **1. English as a World Wide Language**

Power always drives language. According to the linguist, David Crystal, language is global for one reason only and that is the power of people who speak it. In the nineteenth century the power of money was the most important factor, and also the most obvious reason that English became widespread in the first place is because the British Empire, it brought the English Language around the world and it was used in the colonies and native people were often forced to learn the language. Many Caribbean countries, like the Bahamas and Barbados were former British colonies that still use English as an official language today. Britain was so strong and powerful that the English Language became an elitist language of sorts.

English is considered as the first and official language in many countries in the world and on every continent. According to Wikipedia, about 350 million people speak English as a first language such as Great Britain, the US, Australia and Canada. This is evident in countries where large numbers of people speak this language as a mother tongue, places like Ireland, New Zealand, Jamaica, Singapore and Nigeria. In addition to this, more than 430 million of people speak English as an official language in Asian countries like India and the Philippines and in many African countries like Cameroun and Gambia. English is also used as the official language in lots of international organizations such as the United Nations and the European Union. As stated by David crystal 'A language achieves a genuinely global status when it develops a special role that is recognized in every country'.

**Figure 01: English as an official language map (Wikipedia)****Figure 02: Percentage of English speakers by country (Wikipedia)**

According to Cambridge Dictionary “an official language is the language that is accepted by a country's government, taught in schools, used in courts of law, etc...”. English is the language of business, technology and medicine, it is necessary for many different jobs and the spread of this language led its users to speak it as a native language, as a second language and as a foreign language due to its international use. In accordance with the British council website, English is the main language of books, newspapers, airports and air traffic control, international business, and academic conferences, science, technology, diplomacy, sport, international competitions, pop music and advertising.

## **1.2 Language Learning**

Language learning is an integral part of the unity of all language (Robbins, 2007:49). Language learning is a conscious process; "it is the product of either formal learning situation or a self-study programme" (Kramina, 2000: 27). "A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted" as reported by Rebecca L. Oxford, Ph.D. (2003).

According to Mackey (1950), all teaching, whether good or bad, should include some sort of selection, some gradation, and presentation. As stated by Richards

"All methods of language teaching involve the use of the target language. All methods thus involve overt or covert decisions concerning the selection of language items ( words, sentence patterns, tenses, constructions, functions, topics, etc.)

According to Richards and Rodgers, the goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study.

## **1.3. The Status of Languages in Algeria**

The status of languages in Algeria bear different standards and rank in different levels. Standard Arabic has the status of the first official language which makes part of Algerians' Islamic and national identity, it is taught since the preparatory grade. French, the language of colonialism it holds historical ties with Algeria, taught as the first foreign language since the third grade of the primary school. Berber and Dialectal Arabic are two languages used and spoken in the Algerian society, and they are not reinforced through school instruction.

### **1.3.1. Modern Standard Arabic (MSA)**

Modern Standard Arabic generally referred as MSA, also called Al-Arabiya, *Alfus'ha* in Arabic, has the status of the first official language in Algeria and twenty-four other countries, spanning from Morocco and Mauritania on the Atlantic Ocean in the west to the shores of the Arabian (Persian) Gulf States in the east, it is the language of the Quran, religion, culture and early Islamic literature, a modernized version of classical Arabic and It is mainly used for Formal education, media, administration and international conferences. The written Arabic of all Arabic speakers from all over the world is the same, it is the language uniting the Arab countries.

“Standard Arabic which is also known as modern literary Arabic and formal Arabic is used for public speeches, formal meeting, and mass media. It is also the medium of instruction, literature and science. It is never used in an ordinary everyday conversation among Algerians”. (A sociolinguistic study on the use of Arabic and French in Algiers by Zahida Chebchoub November1985:7)

As stated earlier, the MSA holds the status of the first and official language in Algeria, and the policy of Arabization that the country has notice on the eve of Algerian’s independence has chiefly privileged the use of Standard Arabic in different domains.

### **1.3.2. Berber and Algerian Arabic (or Colloquial Arabic)**

Tamazight is the language of the Amazigh in North Africa and some parts of Mali and Niger, "In fact. Tamazight is the oldest language of Maghreb" (Montagnon, 1998: 21, cited in Chahrazed Hamzaoui; Vol. 5, Issue 01, Jan 2017, 75-82). Nowadays, Tamazight is taught in schools and universities of the Kabylie region and it has also a presence in the mass media (TV Programs, Channels and radio), Yet. This variety is not spoken by everyone, "The Berber speaking Algerians are likely to be between 20-25%" or as Chaker; a specialized scholar in Berber studies put it, "one out of five Algerians speaks Berber" (Chaker 1984. 8-9).

As for the CA, Algerian Arabic is the key language in Algeria and it is understood by around 98% of the population of the country. The AA is used in daily interactions while the SA occurs in formal settings, they are not really the same in speaking but still the AA is understandable in some Arabic countries. As stated by Chebchoub:

"These two varieties are said to stand in a diglossic relation on the structural and functional planes. Functionally, one can say that while the one is spoken at home, the other is studied at school; Algerian Arabic is the native variety whereas Standard Arabic does not have this status". (1985 : 8 )

**Table 01: An example of interrogative particles and pronouns in AA and their equivalents in MSA.**

Algerian Arabic	Modern Standard Arabic	English
وين	اين	Where
شكون	من	Who
علاش	لماذا	Why
وقتاش	متى	When
كفاش	كيف	How
شحال	كم	How many
واش	ماذا	What

Algerians choose the proper variety (MSA or AA) depending on the context of speech, and it is important to mention that the Colloquial Arabic is basically identified by its full employment of French lexis. According to Chebchoub:

"Mixed Algerian Arabic and French (MAF), is the most popular and widespread variety used by young people in informal situations. It involves the use of French and Arabic lexical, syntactic and morphological items in one or more sentences in a conversation by the same speaker". (Ibid: 12).

### 1.3.3. French

French is considered as the first foreign language in Algeria, officially taught in schools since the third primary grade, used in higher education, and in government. It's estimated that the majority of Algerians can read and write French, with even more understanding the language. According to Caubet:

"French as the language of the last colonizer has an ambiguous statute; in one hand, it attracts the official contempt (it is considered officially as a foreign language as English), in the other hand, it is the synonym of the social success and the access to the culture and modernism". (Caubet, 1986: 122; cited in Lamia Ali Chaouche 2005-2006:38)

People use Arabic and French within the same conversation and even the same sentence, the journalist Mohamed Amghar wrote in "El Moudjahed" ( February 8, 1974 ) quoted in Bouamran, 1986:109.

"They speak to you two minutes in French, 30 seconds in Arabic then one minute in French and so on, sometimes the two languages are mixed to such a point that these results are bizarre, unintelligible language, and one wonders if these people are not themselves bizarre"

French was and still considered as the language of intellect and modernization, and it is used by the majority of Algerians in formal and informal situations using the MAF (mixed Algerian Arabic and French) in daily communication.

#### **1.4. An over view of English in the present Algerian society**

English is one of the most used and dominating languages in the world, the importance of this language cannot be denied since it is the greatest common language spoken universally, and also the international common tongue. Nowadays English is starting to be as important as the French language or even more in the Algerian society, this fact can be justified by the frequent exposure to media, the constant use of the internet and introduction of the ICT's as a new teaching instrument.

Algeria's linguistic surface has always witnessed the rivalry between French and English. The measures undertaken by the state to increase the presence of English in the Algerian territory has never creased. Documenting the ways in which English has spread in Algeria is important to several stakeholders. First, foreign ELT professionals could benefit from becoming aware of the context in which they work. Second, local policy makers could take stock of such a synthesis and better understand the extent of the presence of English in society beyond business and education to help continue making informed decisions. The Internet today is a bottom-up platform for Algerian English users to reach the higher ends of the cline. The advent of such social media spaces as Facebook and YouTube offers a platform for Algerian youth to express themselves in English and become users of this language in an unprecedented fashion.

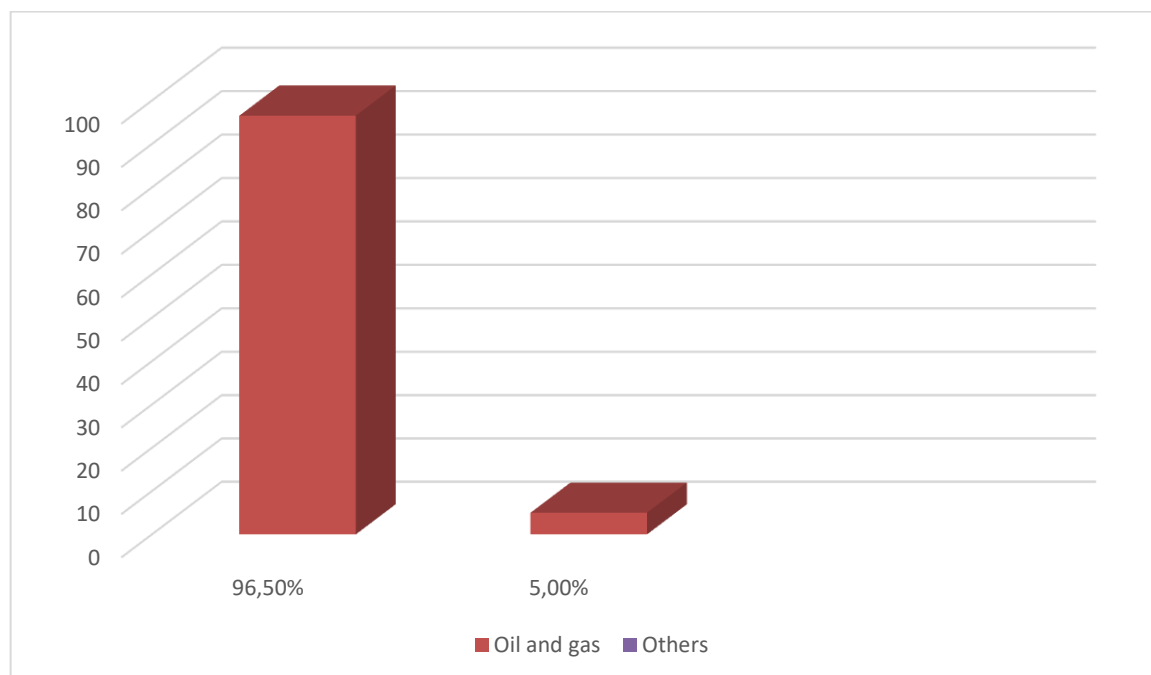
"English is growing in popularity among younger Algerians, driven by a perception that is improves career prospects, as well as the increasing exposure of young Algerians to social media like Facebook or Tweeter, which predominantly use English as an international medium"(Ibid:57)

Another motive to the use of English language in Algeria is the economic sector, the increasing demand toward English is mainly required in Algeria's oil and gas companies and this sector is believed to support and magnify the economy of the country. The towns of



Hassi Messaoud and Hassi R'mel in the Sahara Desert in the south of Algeria are home to a great deal of advanced English users, most of whom work in the oil and gas industry. In fact, among all industries nationally that demand the most English proficient users, the oil and gas industry produces an astounding 96.5% of the demand. Major companies in this industry, where English is important, include Sonatrach (Algerian company), Anadarcho (American company), and Total (French company).

**Figure03: Industries that demand the most English Speakers -%, 2011**



Source: Euro monitor international from trade interviews. 2011

### **1.5. English Teaching in Algeria (A brief description)**

According to the Algerian national curriculum, English has been introduced as a compulsory subject only in middle and secondary school; but not statutory at the primary schools. In substance, although English remains a core subject in both grades, however it is exceedingly fundamental in the junior cycle stage. English is introduced at the level of first year middle school. It covers seven years - four of which at the middle school and three at the secondary school. This as part of a whole process consisting of designing new syllabuses, devising new textbooks and accompanying documents. As mentioned before, English is taught as a compulsory course starting from the first year middle school. However, being a second foreign language in the educational system, and due to historical and social reasons as to pass exams. It is mostly used in the formal classroom environment and there are few opportunities, other than in school, to use it for daily communicative purposes.

Table 02: The weekly timing and coefficient for all middle school grades

<b>Grade</b>	<b>Timing</b>	<b>Coefficient</b>
<b>MS1</b>	2hours+30minutes (group work)	1
<b>MS2</b>	2hours+30minutes (group work)	1
<b>MS3</b>	3hours+30minutes (group work)	2
<b>MS4</b>	3hours+30minutes (group work)	2

Source: Middle school of Ibn Ibrahim Belkacem Tiaret

Table 03: The weekly timing and coefficient for all high school grades and branches

<b>Grade/Branche</b>	<b>Timing</b>	<b>Coefficient</b>
1 <sup>st</sup> year common science	3 hours	2
1 <sup>st</sup> year common literature	3 hours	3
2 <sup>nd</sup> year science	3 hours	2
2 <sup>nd</sup> year management and economy	3 hours	2
2 <sup>nd</sup> year mathematics	3 hours	2
2 <sup>nd</sup> year foreign languages	5 hours	4
2 <sup>nd</sup> year literature and philosophy	4 hours	3
3 <sup>rd</sup> year science	3 hours	2
3 <sup>rd</sup> year management and economy	3 hours	2
3 <sup>rd</sup> year mathematics	3 hours	2
3 <sup>rd</sup> year foreign languages	4 hours	5
3 <sup>rd</sup> year literature and philosophy	4 hours	3

Source: high school of Mohamed Dhib Tiaret

As reported by Rym Nasri 2019 in "Le Soir d'Algerie", le ministre de l'Education nationale, Abdelhakim Belabed, annonçait, à partir de Aïn Defla, que son département «a entamé une réflexion sur les modalités d'introduire l'enseignement de l'anglais dès le cycle

primaire». And for the pedagogue Ahmed Tessa "l'introduction de l'anglais dès l'école primaire est «une bonne chose». Seulement, poursuit-il, «entre la théorie et la pratique... nous risquons de retomber dans le même processus que celui de l'arabisation de l'école algérienne qui est un grand échec»". After all, English is not applied in the primary cycle yet, even though it is a good way to start teaching English as a second foreign language in an early age.

According to Mellia Khristiana 2015, an elementary school age is a brilliant time to learn a second language. The years between 6 and 11 are a suitable time of important development in the child's brain, since the early years of a child's life are marked as learning years. Typically, the primary role in disciplining the child consists on the accountability of parents who are considered as a first step in educating and building their children's consciousness. Taking the example of the little Mohamed Younes Cherhabil 11 years old who is an Algerian English speaker, he started learning and acquiring English since he was 5 years old by the help of his mother, he is fluent and speaks the language very well. Early childhood caregivers should work collaboratively with families to ensure that children are offered optimal learning experiences. (M.Jodi Rell, 2005: 5).

As for the higher education system of Algeria the LMD reform The LMD designed three main grades: · The license, granted after three years of study, Master's degree conferred after two years of study, The doctorate conferred after the completion of research for at least three years and defending a thesis.

### **1.6. Teacher's positive Influence on Learner's academic success**

The teacher has a strong influence on learners. Apart from parents, teachers are regarded as the people most likely to have an influence on pupils 'moral character as they have the best opportunity to do so (Huitt, 2004). School is the first basic socialization institution for learners after their family. Besides parents, it's the learner's teacher who is effectively in the front seat in regards to his/her personality development and both academic and social performance. The abilities and characteristics that are important in order to be a good teacher are also the same elements that define a better education. A good teacher has several basic characteristics, such as ; Applying new findings, decision making and problem solving ability, self understanding and self correction, reflecting, recognizing learners and knowing their learning needs, teaching and communication ability.

### 1.6.1. Being an effective teacher

Effective teaching is an important factor for school improvement, and teachers are one of the key elements in any school. Being an effective teacher helps the learner become more successful in his academic life.

1\_Being Punctual: a punctual teacher who is always on time and show up ready make learners notice that he is organized and take his responsibilities seriously, and also make his learners prepared for their tasks and enable them to plan ahead and make an efficient routine so that they can be active all the time.

2\_ Being strict and friendly at the same time: Teachers should treat all students the same and create equal opportunity for all. Being serious is important, it makes students respect the teacher and take everything serious when studying. An effective teacher should be friendly and have a good positive attitude so that he can pour the concepts into students 'mind without any difficulties. He should also incorporate humour into his lessons so that students won't feel bored.

3\_ effective communication: the ability to understand learners' state of mind, and being patient with them will receive delightful feedback from them, listen to them and respect their answers and never interrupt them when speaking, reach to better understanding and create a good atmosphere, and also help learners improve their speaking skills. Being meticulous and showing great attention to details, appreciate and praise learners will make them confident and active during class.

4\_ simplifying and facilitating difficult concepts: the ability to explain a complex idea using simple methods and simple words and different method of teaching is one of the most significant thing an effective teacher can do.

5\_ classroom management: According to Sokal (2003) classroom management seem to be a high priority for novice and experience teachers; (cited in Chelo Moreno Rubio 2010-2011:38) An effective teacher organize and manage the classroom, and Focusing on classroom organization and behaviour management is necessary, a well-managed classroom highly impacts students' academic success. Teachers should also establish positive relationship with their students in order to provide motivation and create a comfortable environment in the classroom. Emmer (1980,2003) stated that "effective teacher takes time in the beginning of the year and especially on the first day to school to establish classroom management,

classroom organization and expectations for students behaviour”( cited in Chelo Moreno Rubio 2010-2011:38)

All these qualities have a large and positive impact on learners’ academic success and encourage higher level thinking.

### **1.6.2. Teacher’s behaviour**

A teacher’s behaviour reflects his personality. However, the learners in the classroom behave in response to the teacher method, positive or negative behaviour effect on the classroom environment. Teachers should provide a suitable learning environment so that the process of learning will be supported.

Teacher behaviour is a key factor when it comes to insuring quality education for al. poisson, (2009). His behaviour and personality should be confident, respectful and open minded because it influences the teaching outcomes and facilitate the teaching process, and also help the dealing with learners be more advanced and easier. When learners experience the teacher’s positive interpersonal behaviour, it leads to their positive motivation and performance in all subjects. Plus, a good healthy relationship create better results for learners. Kyriacou, (1998) stated that maintaining discipline is necessary for learning to be effective, He also added that respect requires the students to know that the teacher is competent, interested in their progress and is committed.(Cited in Chelo Moreno Rubio dissertation; 2010-2011: 40)

Moreover, the teacher is a model for the learners; he should combine professionalism with understanding, fairness and kindness, he also have to be motivated about teaching and learning in order to create a warm classroom environment where learners feel comfortable. And that’s how effective teachers bring out the best in their learners and improve their thinking.

### **1.6.3. Motivation**

Teacher motivation is considered as an essential component to enhance classroom effectiveness, motivating students make them to be more responsive and excited about the subject, and have a good attitude to learn, as stated by Shulman, “to teach all students according to today’s standards, teachers need to understand the subject matter deeply and flexibly to help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life.

This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others.” (Shulman, 1987)

Motivation increases students’ learning, getting learners involved in the classroom is the first and foremost way to motivate and encourage them. Setting achievable goals for learners and making them believe that they will improve is extremely important. For instance, Carol Dweck; a psychologist professor, argues that “all people have either one of two mind-sets; a fix mind-set that has certain abilities and can’t improve, and a growth mind-set that believes that anyone can get better if they work hard”. Hence, teachers need to break the fix mind-set that some of the learners might have, and turn them into growth mind-set by giving them positive and useful feedback as well as encouraging and fostering their ideas. Creating a supportive environment in the classroom and showing care by calling students by their names and asking them about their interests and their dreams helps learners to be confident and motivated about learning because learners are born with the natural ability to learn and students’ learning is influenced by motivation.

**Conclusion**

The historical profile of languages sums up the dominance of English language that has gained the privilege in determining the educational system since it takes place in all societies and becomes a universal phenomenon, the development of this chapter deals with the history briefly of English and its Importance in the world as well as in Algeria. It also explains language learning and its development throughout life and the status of languages in Algeria, it sheds some lights on the teaching of English as a subject language in Algeria. This section concentrated likewise on the need to enhance learners' academic life.

# **CHAPTER TWO**

Defining and Discussing the Basic  
Concepts



**CHAPTER TWO****Defining and Discussing the Basic Concepts****Introduction****1. Definition of Accuracy**

1.1. What is an Accurate Learner?

1.2. Grammar Instructions

1.3 Vocabulary Acquisition in an EFL Classroom

1.3.1 The Importance of Vocabulary

1.3.2. Explicit Teaching of Vocabulary

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**2. Definition of Fluency**

2.1. What is a Fluent Learner?

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**4. Communication Skills**

4.1. Definition

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**5. Communication Competence**

5.1. Definition

5.2. Competence Development

5.3. Anxiety Overcoming

**6. Learning VS Acquiring a Foreign Language****Conclusion**

## **Introduction**

The belief in learning and teaching foreign languages is remarkably widespread, there are several methods and ways to learn a new language, some people learn through reading, by searching for grammar instructions, regulate vocabulary, pronunciation rules...etc, they simply focus on accuracy for some reasons like passing exams or applying for jobs or even for an academic work. On the other hand, there are others who learn through listening, straightforwardly, absorbing naturally the language by watching English documents or movies, listening to talk radios in English or chatting with foreign friends, their first and foremost desire is to communicate, study or work abroad, meet new people overseas, live in a new foreign country or make YouTube videos, their focal point is communication, they have to be fluent.

Accordingly, this chapter is concerned with the theoretical framework of learning accuracy and fluency in EFL (English as a Foreign Language) setting and how these two factors are important to focus on when teaching in order to develop learners' both aspects of the language. This chapter is devoted to explain some key concepts that need to be introduced in this study

### **1. Definition of Accuracy:**

Accuracy in language learning and teaching refers to how correct learner's use of the language system is, including their use of grammar, pronunciation and vocabulary, it is the ability to speak properly, that is; selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English. Accuracy is the condition or quality of being exact, correct or true, freedom from mistakes, errors or defect.

#### **1.1 What is an Accurate Learner?**

An accurate learner is someone who has the ability to speak a language well, focuses on writing and uses correct vocabulary, construction and grammar, uses sentences in the right situation and in a precise way.

#### **1.2. Grammar Instructions:**

Grammar is a very significant aspect in teaching and learning a foreign language, it is a system of rules and principles for speaking and writing a language, it is also the study of the internal structure of words (morphology), and the use of words in the construction of phrases and sentences (syntax).

According to Richards and Reppen (2014), “Central to a pedagogy of grammar instruction is the distinction between grammatical knowledge and grammatical ability. Grammatical knowledge refers to knowledge of the rules that account for grammatically correct language. Its unit of focus is the sentence. In traditional approaches to language teaching it was typically viewed as an independent component of language ability and assessed through discrete point tests that assessed mastery of different grammatical items. Correct language use was achieved through a drill and practice methodology and through controlled speaking and writing exercises that sought to prevent or minimize opportunities for errors” 2014 (p2)

It is actually right that grammar indicates the learner’s knowledge in two ways, the ability to memorize grammar rules, and the ability to correctly use grammar in everyday life. However, the way grammar instruction is taught in schools is likely very different from a teacher to another.

### **1.3 Vocabulary acquisition in an EFL Classroom**

Vocabulary knowledge is considered an important tool for mastering any language skill, and learning vocabulary does not only mean learning new words, but also understanding their functions and applicability in different contexts and situations. In other words, the comprehension and production of the language depend on the simultaneous and complex process of extracting and constructing utterances through the use of appropriate lexical combinations, in the appropriate time and appropriate place.

Schmitt. (2000:142). Argued that succeeding in teaching vocabulary is not a far reaching objective, it can be simply done by understanding how words are acquired which is in two different ways explicitly and incidentally, either ways words are learned incrementally. On the other hand, when talking about the best way to teach vocabulary, he noted that there is no right or best way to teach vocabulary, it depends on the type of student, the targeted words, the school system, and the curriculum, and other factors.

In light of Schmitt’s point of view, constantly searching for a best method and technique is not necessarily fruitful at the end. If the teacher himself does not know some principles, it is useless to search for the best vocabulary teaching when trying to develop learner’s vocabulary knowledge.

### **1.3.1 The Importance of Vocabulary**

Learning vocabulary is a very important step in learning and acquiring a language, either for first language (mother tongue) as for a child, or for a foreign language learners. According to Wikipedia, a 2012 study by Meredith Rowe, an Associate Professor of Education in the Graduate School of Education at Harvard, discusses the ideas of quantity versus quality of speech used with infants and toddlers. At early ages (between 12 and 24 months), the amount of language used is important. Parents and other caregivers should speak to the child all the time and provide consistent word models. Children need to hear words modeled many times before they will begin to use the words, so the more frequently they are exposed to words, the better the likelihood that they will gain that word in their vocabulary. Between 24-36 months, it is recommended that caregivers begin to use different words, with greater variety to expand vocabulary skills.

As for foreign language learners, Vocabulary is often seen as a critical tool to them, a limited vocabulary in a second language can hinder successful communication

The importance of vocabulary depends on the importance of the language itself. The key to master a foreign language relies on the acquisition of its lexis, the more vocabulary a foreign language learner have the better he will be at speaking the language, In brief words, a rich vocabulary puts students in advantageous positions in school: they will better understand what a textbook and the teacher is saying and they will learn better. As cited in Mofareh Alqahtani's Article (2015) ; Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realised that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts

### **1.3.2. Explicit Teaching of Vocabulary**

Explicit teaching is a step-by-step system of instructional approaches in which teachers review every item they are planning to teach and constantly looking for students' understanding, it also involves a high level of teacher-student interaction. Explicit teaching of vocabulary allows teachers to develop strategies among students to attack vocabulary acquisition. The use of visual, semantic and mnemonic strategies are the strategies for which explicit teaching lends itself to.

Teaching vocabulary means a list of words that are presented separately from any context and need to be learned by heart. Bilingual dictionaries and translation are the main

tools that are used by learners, yet research has shown the importance of using such strategies to teach vocabulary, and it is advised to not fully rely on explicit and direct teaching of words.

Thornbury (2002) argued that the use of dictionaries in the classroom was discouraged because it is believed that it may hinder the development of something more useful when learning vocabulary like guessing from context, and if the dictionary is bilingual, learners may rely too much on translation, and also using a bilingual dictionary might be misleading sometimes. However, he stated that the important role that dictionaries play in vocabulary learning has been seen as the first sources of words and their meaning, and translation has the advantages of being quick, simple and easily understood.

### **1.3.3. Incidental Learning of Vocabulary**

Incidental learning is the process of learning something without the intention of doing so. It is also learning one thing while intending to learn another (Richards & Schmidt, 2002). Incidental learning of vocabulary motivates learners for extensive reading. It involves learners' ability to guess the meaning of new words from the contextual clues. When teaching vocabulary, the most successful way to teach words incidentally is reading aloud to class, when learners read a text in English they acquire words indirectly instead of focusing on memorizing them, incidental or indirect learning also make them expose to texts in which words occur with varying frequencies. According to Richards and Schmidt;

“incidental learning is usually used in a more restricted sense, operationalized as a condition in which subjects are not told in advance that they will be tested after treatment, sometimes contrasted with an intentional condition in which subjects are told what they will be tested on.”(Longman dictionary of language teaching & applied linguistics by Jack C. Richards, Richard Schmidt: 2002; 276)

However, for beginners, it is probably needful to explicitly teach the most frequent words until learners will have enough vocabulary to rely on themselves and start making use of new words they meet in context.

### **1.4. Pronunciation**

Pronunciation is a key part of learning spoken skills in a foreign language, it is the way in which a word is pronounced and how we produce the sound that we use to make meaning when we speak, it includes the attention to the sounds of a language (segments) and the aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, tone, rhythm (suprasegmental features), and how the voice is projected and also

gestures and expressions that are closely related to the way we speak. Good and clear pronunciation is more likely to be understood even if we make mistakes when speaking the language, whereas if we are accurate and our grammar is perfect with a difficult pronunciation, people around us will face difficulties to understand, the way we speak immediately conveys something about ourselves to the people we are talking to.

## **2. Definition of Fluency**

Fluency is the ability to speak a language naturally without any efforts or complications. Richards and Schmidt referred to the term fluency as;

In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

- A. the ability to produce written and/or spoken language with ease
- B. the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar
- C. the ability to communicate ideas effectively and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. It is sometimes contrasted with accuracy, which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently. (Longman dictionary of language teaching & applied linguistics by Jack C. Richards, Richard Schmidt: 2002;223)

### **2.1. What is a Fluent Learner?**

A fluent learner is someone who acquired the language before by listening or reading, he has the ability to speak confidently his words are just fluent and he doesn't panic, he is able to carry on a conversation with anyone and anywhere without hindering his natural production and he doesn't worry about his grammar and making mistakes when speaking, his first and foremost desire is communication.

### **2.2. Language Acquisition**

Language acquisition is opposed to learning and is a subconscious process similar to that by which children acquire their first language (Kramina, 2000: 27). Language acquisition is an integral part of the unity of all language (Robbins, 2007: 49). Hence, language acquisition is based on the neuro-psychological processes (Maslo, 2007: 41).

Language acquisition is a process which can take place at any period of anyone's life, in which learners have the ability to perceive and understand language as well as to produce and use words and sentences to communicate. Learners acquire language through a subconscious way during which they are unaware of grammatical rules. This happens mostly when they acquire their first language, they repeat what is said to them and get a feel for what is and what is not correct. In order to acquire a language, a source of natural communication is needed which is usually the mother, the father, or the caregiver.

### **2.2.1. The Importance of Language Acquisition**

Language acquisition is a 'subconscious' process while learning is 'conscious'. It is believed that language acquisition is far more important since it plays a role in developing foreign language competence. The ultimate goal of acquiring a new language is not only achieving language proficiency but also performing communicative competence and theoretical studies should focus on the multi-faceted aspects (phonology, morphology, syntax, and pragmatics) of learning a second language. The competence of learners is due to the existence of innate language knowledge, and this innate knowledge is an important element in acquiring a second language

### **2.2.2. Comprehensive Input**

Comprehensible input is an educational technique in which teachers provide to help learners understand and acquire language naturally, since it is responsible for progress in language acquisition. Humans acquire spoken fluency by receiving comprehensible input, such as listening and reading. Comprehensible input allows foreign language teachers to create an atmosphere where the students can figure things out by themselves using the context and background provided.

This method can help learners of any proficiency level from beginners to advances. For input to be comprehensible it must be in the form of meaningful language which learners can understand with the help of embedded context, even though they don't fully understand the meaning of each word. When using comprehensible input in the classroom, the teacher uses a language that is slightly higher than the level of the learner, allowing for students to "fill in the gaps" of specific words or structures they don't understand, aided by contextual cues. When using comprehensible input in the classroom, learners find it a little bit difficult to understand some of the vocabulary and structures, even

though they can understand most of it. This forces them to use their initiative to determine the function of the incomprehensible vocabulary words.

### **3. How Does Acquiring Vocabulary Effect on an EFL Learner**

When it comes to acquiring a foreign language such as English, most of learners spend hours listening to English documents, talk radios or watching English movies and reading books or stories in their target language. However, acquiring vocabulary is the ability to receive *knowledge* and it is normally connected with listening and reading. If learners are able to produce a word of their own accord when speaking or writing, then that is considered *productive knowledge*. Acquiring vocabulary can effect on learners by several ways. Social, school and social-media environment are the major ways to help learners enhance their vocabulary in English, and support them to express themselves and become competent communicators.

#### **3.1. Social Environment Influence**

The more words caregivers use at home, the larger a person's vocabulary will be. According to Wikipedia, a new study finds that a home environment that supports second language development in early age across the first four years helps children acquire the language very fast. Interactions with the target language that parents and caregivers use in the environment help children learn the language they hear. It is the case of some Algerian families that use the French language as a second language in their daily life, they speak French more than their first language and others use it like they use the Arabic language, in the same conversation they use the two languages, they are usual to speak it in their everyday life.

#### **3.2. School Environment Influence**

Effective teaching methods and formal instruction are one of the important aspects in improving learners' language acquisition. A school without good teachers is like a body without a soul. However, teachers are considered as a dynamic force of the school, they carry a big responsibility to their classroom. Learners depend on their teacher for their academic pursuit and everything the teacher says will have an impact on his/her learners.

Classroom learning environment is a successful strategy in increasing learners' vocabulary acquisition. There are several techniques that can be applied in teaching vocabulary, such as TPR (Total Physical Response), GTM (Grammar Translation Method), or other teaching techniques, when teachers teach vocabulary through creativity, by using



pictures, puzzles and providing keywords and games, it encourages learners to be creative for producing vocabulary and help them understand the meaning of words as well as pronunciation and spelling. More importantly, teachers have to vary techniques in presenting and explaining the meanings of new vocabulary items to their learners to improve their learning skills.

### **3.3. Social-Media Environment Influence**

Nowadays, social media has become quite popular because of its user-friendly features, it is the basic need of people and the youth is one of the most dominant users of this technology. Social media platforms like Facebook, Instagram, Twitter and so many others are giving people a chance to connect with each other across distances, They are perceived as effective tools in language learning, since they have helped English learners share and discuss their academic materials. The use of ICT's has opened the doors for the learners of English so that they can collaborate with the native English-speaking people through online media.

Social media plays an important role in the acquisition of learning English as a second language, there are numbers of advantages of social media to the learners such as increasing motivation and developing social skill. However, this technology has the tendency to influence English learners positively, and the impact of social media on foreign language acquisition found in a study conducted by Alharthy and Alfaki that it is more effective to learn via social media compared to traditional learning. Social media expose learners to the most recent style of words use. In addition, it provides learners the use of words in an authentic real-life situation, it also provides positive effects such as pronunciation development and vocabulary acquisition.

## **4. Communication Skills**

### **4.1. Definition**

Communication skills are components of generic skills that have been identified as a focus at the universities (Kementerian Pengajian Tinggi Malaysia, 2006). Communication skills are one of the elements of generic skills that are important among learners, it is simply the ability of giving and receiving different kinds of information, communicating new ideas, feelings and opinions. Communication skills involve listening, speaking, observing and empathizing. It is helpful in understanding the differences of how to communicate through face-to-face interactions, phone conversations and communications through social media.

Communication can be defined as a process of exchanging information, from the person giving the information through verbal and non-verbal methods, to the person receiving the information, it is the ability to clearly share thoughts, feelings and ideas.

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Communication skills are components of generic skills that have been identified as a focus at the universit Communication also involves the exchange of ideas, opinions and information with a specific Apart from oral communication, information can also be exchanged using symbols or signage

#### **4.2. Hard and Soft Skills**

Communication is an essential skill in a person's career, it can be developed as both hard and soft skills, using these two aspects help learners develop their communication skills for a productive and successful life.

According to Wikipedia, hard skills are known as technical skills or technical knowledge and abilities that a person have gained before through life experience such as education, they are often easy to define and measure, hard skills are necessary to successfully perform technical tasks in a job, while soft skills are more about the tools that a person use to clearly and effectively converse with others, set expectations, and collaborate on projects.

Soft skills are personal traits and they are typically associated with behaviors and personality, they are usually hard to observe and measure than hard skills. Soft skills are communicating well and using communication effectively and as a means of motivating people. However, Hard skills and soft skills are both necessary in a person's life.

## **5. Communication Competence**

### **5.1. Definition**

Communicative competence is the ability to deploy linguistic, interpersonal and sociocultural knowledge effectively for communicative purposes (Nunan, 1989: 212). Richards and Schmidt defined communicative competence as a feasible, appropriate, or is done in a particular speech community.( Jack C. Richards, Richard W. Schmidt, 2002 :99). They argued that communicative competence includes four models; starting with the grammatical competence which means knowledge of grammar, vocabulary, phonology and semantics of a language. Then, the sociolinguistic competence; that is, knowledge of the relationship between language and its nonlinguistic contexts, knowing how to use and respond appropriately to different types of speech. The discourse competence means how to begin and end a conversation and it is considered sometimes as the sociolinguistic competence. Finally, the strategic competence, knowing communication strategies that can compensate for weakness in other areas.

In another term, Communicative competence can be defined as the ability to communicate and to use language in an appropriate way in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions. It is also the ability to achieve communicative goals in a socially appropriate manner, and selecting and applying skills that are appropriate and effective in the respective context, including verbal and non-verbal behavior. Savignon (1972) described communicative competence as the ability to function in a truly communicative setting that is, “a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (Savignon, 1972: 8).

### **5.2. Competence Development**

Competence development means the ability to progress and develop one or more competencies that happens through a learning process. The ability to communicate effectively is often included as a primary undergraduate learning goal along with other key skills. Competence development is based on four forms of competences;

### Self-competence

Self-competence could be understood as reflexive competence, it is self-confidence, sense of duty and responsibility, flexibility and reliability. The individual uses them to refer to him- or herself: values, and proactively achieve his goal.

### Social competence

Social competence is the competence that aim at social interaction. That is, teamwork skills, the ability to work constructively with others within a team, due to soft skills as a means of motivating people, willingness and empathy.

### **Professional competence**

Professional competence is having the necessary level of knowledge and also having the willingness to apply this knowledge in order to cope with challenging situations, for the most part it is closely linked to one's expertise.

### **Methodological competence**

Methodological competence means the ability to acquire specialist knowledge and obtain the necessary information, it includes the capacity to solve problems.

Accordingly, competence development is important in improving self-organization, building trust and good relationships, it can handle conflicts and solve problems, being understanding and connected with others.

### **5.3. Anxiety Overcoming**

Everyone experience and feel anxiety from time to time, some people feel anxiety when they are facing an important event, such as an exam or job interview, or when they perceive some threat or danger. However, this kind of anxiety is generally occasional and short-lived. Every experience of anxiety involves a perception of danger, shock, panic and thoughts about harm, and a process of physiological alert and activation. Sometimes people face anxiety in social situations in which embarrassment may occur and here it can be transformed into a certain phobia, that is to say; social phobia, and performance anxiety is a major symptom of social phobia. At this point an individual typically seeks to avoid or minimize contact with social and performance situations. Each time the individual encounters such a situation, anxiety almost invariably occurs. Sometimes the anxiety is a full-blown panic attack and sometimes it is an intense nervousness without panic. The social anxiety is accompanied by

physical symptoms such as sweating, trembling, blushing, heart palpitations, and tremors. These physical symptoms often then become the focus of further anxiety.

Decades of research conducted by communication scholars shows that communication apprehension is common among college students (Priem & Solomon, 2009). Communication apprehension (CA) is fear or anxiety experienced by a person due to actual or imagined communication with another person or persons and fear of being evaluated by others. Public speaking anxiety is type of CA that produces physiological, cognitive, and behavioral reactions that people face in a performance or a presentation.

There are several methods that someone may be able to overcome and reduce speaking anxiety. In order to have better emotional wellness, people who suffer from anxiety must remember that public speaking anxiety is common, they are not alone and they cannot literally die of embarrassment even if it feels worse than it looks, audiences are understanding and forgiving, it happens with most of people. Being and looking confident is important it helps to reduce anxious and stress like dressing professionally and talking confidently in order to amaze the audience, taking deep breaths releases endorphins, which naturally fight the adrenaline that causes anxiety. Switch nervousness with positive energy and motivation. Anxiety is common and everybody can face it.

## **6. Learning VS Acquiring a Foreign Language**

Learning and acquiring a foreign language are two different aspects that are associated with language learning. Both learning and acquiring facilitate the learner to become accurate and fluent in the target language.

As mentioned before, language learning is direct instructions, it is conscious and deliberate and it is the basic knowledge of grammar. Second language learning (SLL) refers to the formal learning of a language in the classroom, learners have a conscious knowledge of the language and can use it and usually they have a basic knowledge of the grammar. On the other hand, Language acquisition is opposed to learning and is a subconscious process, learners acquire language through a subconscious way during which they are unaware of grammatical rules and it happens when they acquire their first language. Second language acquisition or (SLA) is the process of learning another language subconsciously, it involves the subconscious acceptance of knowledge where information is stored in the brain through the use of communication, in acquisition the learner focuses more on reading and listening process.

Table 04: Language learning vs language acquisition

Second Language Learning (SLL)	Second language Acquisition (SLA)
A conscious process	A subconscious process
Involves more explanation of grammar rules	Demands natural communication of the language
Formal instructions and conscious comprehension	No need for instructions
Explicit knowledge	Implicit knowledge
Presupposes teaching	Does not presuppose teaching
Intentional process	Could be spontaneous

**Conclusion**

Traditionally, the terms “Accuracy and Fluency” are two different aspects of language development, there are times when learners should focus on one over the other, but they need to develop and focus on both aspects in order to improve their capacities in learning a second language. This conceptual chapter emphasizes on two significant factors, learning and acquiring a foreign language that is; “accuracy and fluency”. It sheds light on the importance of vocabulary and language acquisition, as it explains and discusses some basic concepts such as accuracy, fluency, communication competence and communication skills. In this section we have tried to explain some key concepts that the learner need in order to develop both aspects of the language.

**PART TWO**  
**PRACTICAL ASPECT**



# **Chapter Three**

## **Data Collection, Analysis and Interpretation**

## **Introduction**

The second part of the present research work is devoted for the data collection, analysis and the findings of the results acquired which are presented through tabulations and figures. The present study is an attempt to explore teachers' role in improving learners' both accuracy and fluency in EFL classroom.

Through the adoption of the administrative questionnaire, semi-structured interview and classroom observation, a group of 20 English teachers from different high schools have been chosen to respond the questionnaire. 120 high school learners from different branches have been interviewed, and a classroom observation was intended for both teachers and learners which aims to collect adequate data and to meet the objectives of this study.

### **1.1. Data collection**

One of the main challenges facing researchers is choosing the appropriate research method that best fits the research objectives. However, in order to emphasize the validity and reliability of our hypothesis, qualitative and quantitative data have been collected through the administered questionnaire, interview and classroom observation as an examination instrument.

#### **1.1.1. The questionnaire**

The questionnaire is one of the most utilized research tools. "Questionnaires are structured instruments for the collection of data which translate research hypothesis into questions"(Richterich & Chancerel, 1980:59). The questionnaire consists of a set of questions submitted to respondents (teachers), and designed to elicit certain information in a written form which can provide efficient data collection for any research endeavor.

#### **1.1.2. Teachers' Questionnaire**

##### **1.1.2.1. Sample population**

This investigation took place in the city of Tiaret, the target population was conducted on 20 high school English teachers. Half participants who volunteered in the experiment are involved in 2 different high schools of the region, and others were asked online. The two urban schools are: Aflah Ben Abdalouahab and Mohamed Dhib. The informant teachers are in charge of teaching 18 hours per week, each course lasts one hour.

##### **1.1.2.2. Teachers' profile**

The questionnaire encompasses 20 targeted teachers. 18 of them were females and 2 of them were males. The majority of them hold a bachelor degree. Their ages stratify between 30

and 50 years old. However, the participants' background differs from one teacher to another, regarding their teaching experience and their diversified estimation.

### **1.1.2.3. The questionnaire description**

The teacher's questionnaire incorporates 13 questions: Numeric, close ended, open ended and multiple choice questions. It was divided into 3 sections each question is attached to the theoretical part of this research.

#### **Section one: Personal and Professional Data. (Qs item 1- Qs item 5)**

This section encompasses the demographic details of the participants. They are required to particularize their age, gender, the grades they are teaching, qualification and the longitude of teaching English in the high school.

#### **Section two: Respondent's Reflection on the Issue under the Study. (Qs 6- Qs 11)**

The second section is devoted for close ended and multiple choice questions, the respondents were asked to tick in the boxes and choose either "yes" or "no" answers in order to assemble information about their teaching methods and their estimation about different matters.

#### **Section three: Suggestions and Recommendations. (Qs 12- Qs 13)**

The third and last section offers a distinctive opportunity to the participants; it allows them to use their own words and provide suggestions in order to enhance the teaching of accuracy and fluency in EFL classrooms.

### **1.1.2.4. Analysis of the results**

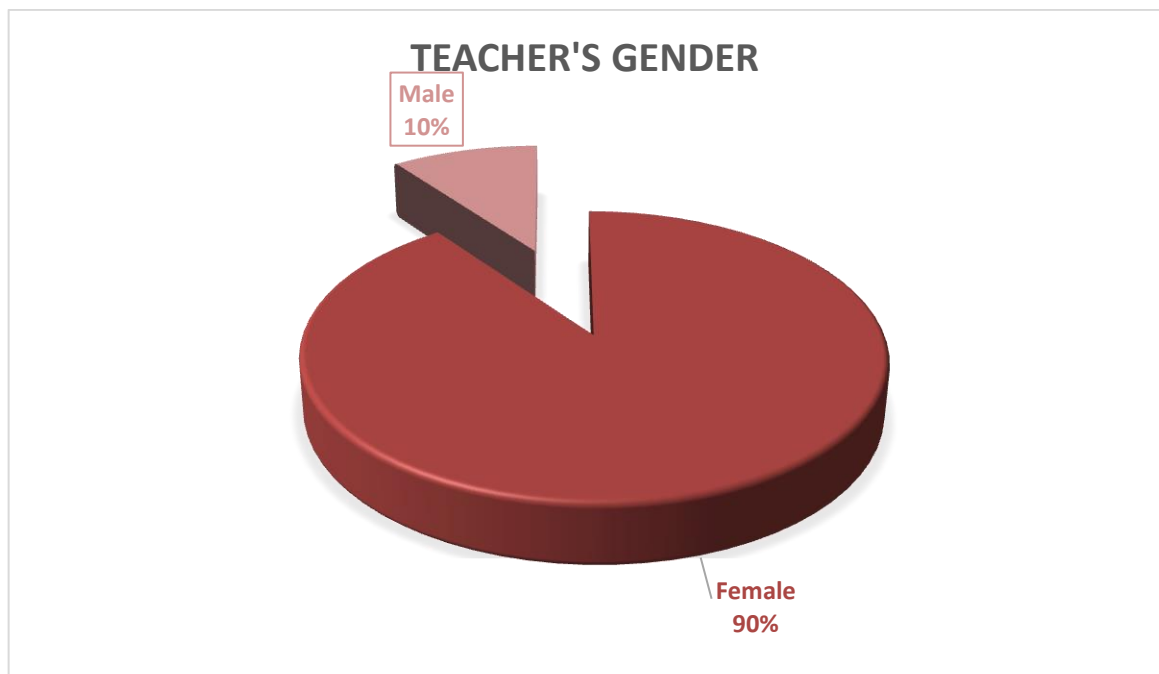
#### **Section One: Personal & Professional Data**

##### **Question Item 01: Gender**

**1. Gender:**            Female       Male

**Table 05** : Teacher's gender

<i>Gender</i>	<i>Number</i>	<i>Percentage</i>
Female	18	90%
Male	2	10%

**Figure 04** ; Teacher's gender

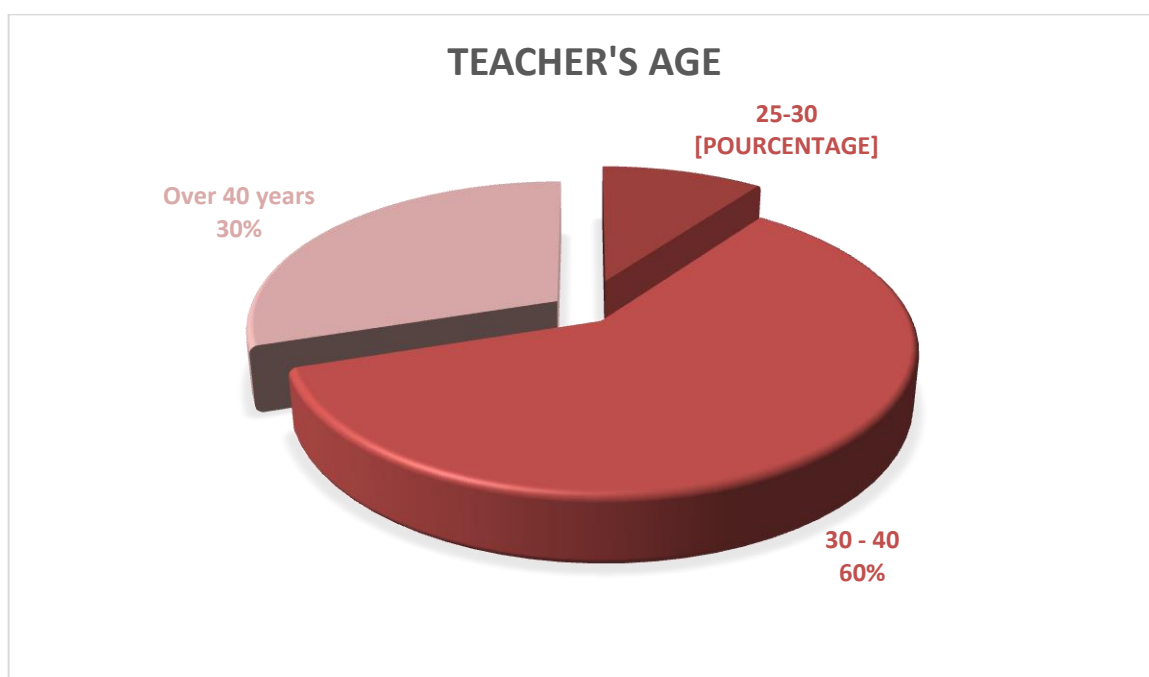
According to table 05 and figure 04 , 90% of the respondents are females and only 10% are males. It is perceived that today's females teachers are more interesting in teachching the English langauge than males do.

**Question Item 02: Age**

**Age:**      25-30 years       30-40 years       Over 40 years

**Table 06 : Teacher's Age**

Age	Numbers	Percentage
25– 30	2	10%
30-40	12	60%
Over 40 years	6	30%

**Figure 05 : Teacher's Age**

Findings in table 06 indicate that two of participants' ages vary from 25 to 30, which equal 10%. 12 of the participants' ages range from 30 to 40, the equivalence of 60 %. And about six of them are aged over 40 years, equalize 30%.

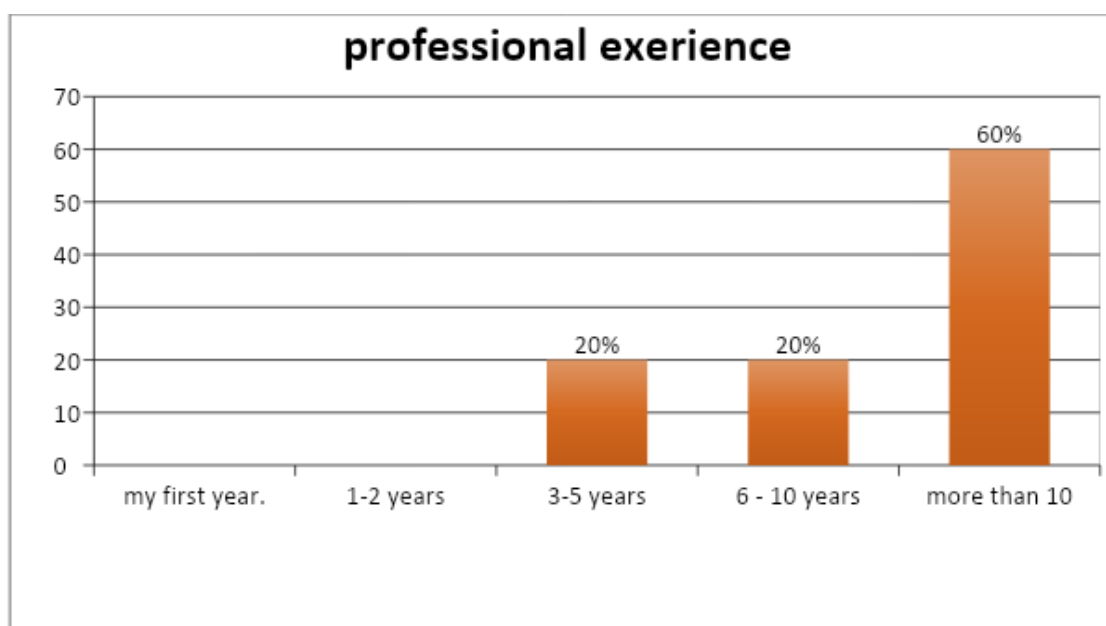
**Question Item 03:**

How long have you been working as a teacher of English?

This is my first year  1-2 years  3-5 years  6-10  More than 10 years

**Table 07 : Professional Experience:**

	Numbers	Percentage
<b>This is my first year</b>	0	0%
<b>1-2 years</b>	0	0%
<b>3-5 years</b>	4	20%
<b>6-10</b>	4	20%
<b>More than 10 years</b>	12	60%

**Figure 06: Professional Experience:**

As it is shown in table 07, no one of the respondents have a short length in teaching English as for one year and 1 to 2 years of experience which equal 0%. Four teachers represent the category from 3 to 5 years with 20 %. Four more teachers have experience of 6- 10 years which represents 20 %, while the majority of them have accumulated long length experience with more than 10 years of experience 60 %.

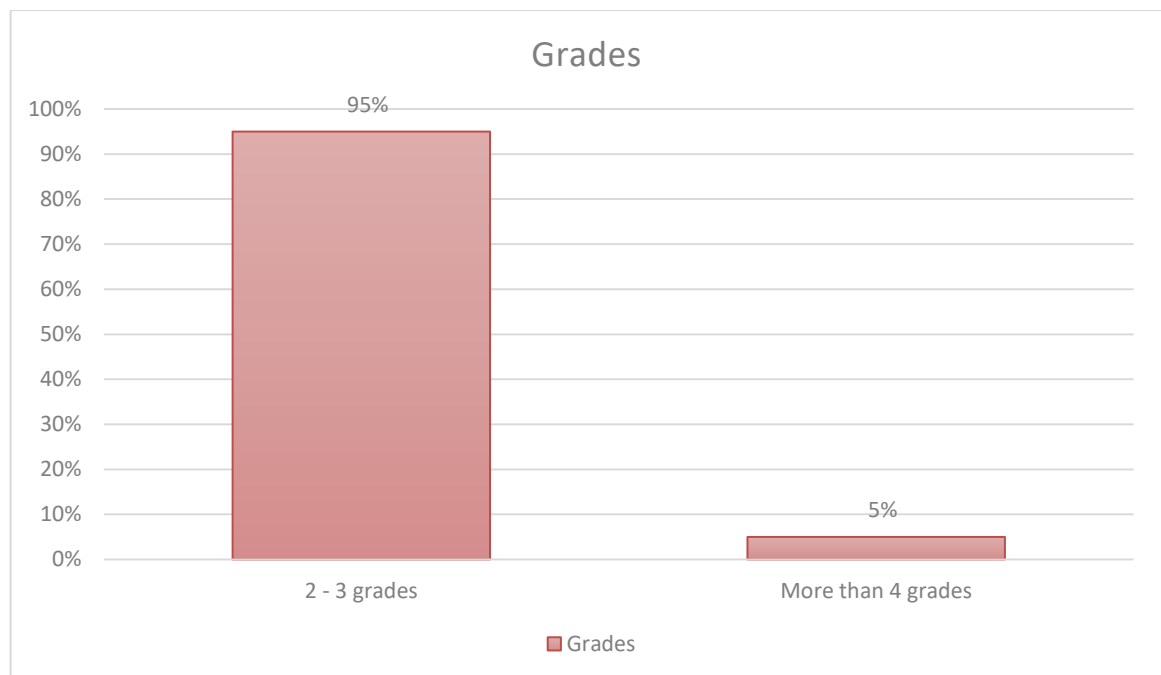
**Question Item 04**

4. How many grades are you currently teaching?

2-3 grades       4 grades       More than 4 grades

**Table 08: teaching grades**

	Numbers	Percentage
2-3 grades	19	95%
More than 4 grades	1	5%

**Figure 07 : teaching grades**

From the table above, 95% of the teachers are currently teaching 2-3 grades, where only one of them 5% teaches more than 4 grades, which is perceived that the latter is teaching in others high schools or maybe in university.

**Section Two: Respondent’s Reflection on the issue under the study:**

**Question 06:**

A) As a teacher, what matters the most accuracy or fluency for EFL learning?

Accuracy     Fluency     Both

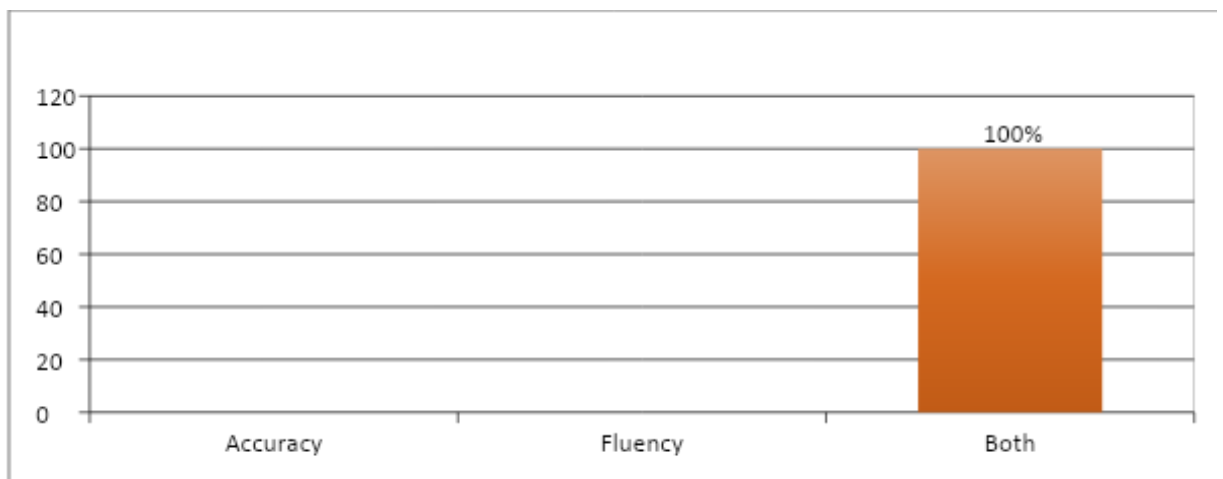
B) Please, justify: .....

.....

**Table 09: accuracy or fluency matters the most**

	Numbers	Percentage
Accuracy	0	0%
Fluency	0	0%
Both	20	100%

**Figure 08 accuracy or fluency matters the most**



According to 100%, both accuracy and fluency matters the most for EFL learning; no one of the respondents thinks that only accuracy or fluency is enough in learning English. They claimed that these two factors complete each other and accuracy is as important as fluency.



**Question 07**

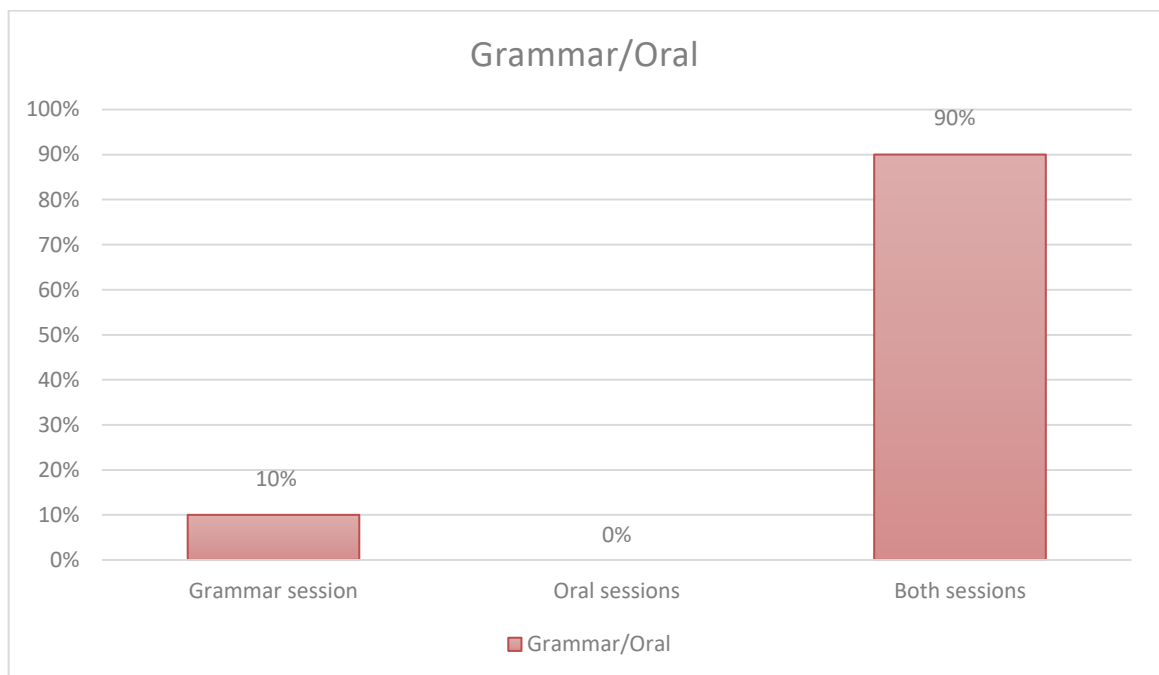
Are your learners more dynamic / energetic during.....

Grammar sessions  Oral sessions  Both sessions

**Table 10: learners are more dynamic during the grammar sessions or the oral sessions**

	Numbers	Percentage
<b>Grammar sessions</b>	2	10%
<b>Oral sessions</b>	0	0%
<b>Both sessions</b>	18	90%

**Figure 09 learners are more dynamic during the grammar sessions or the oral sessions**



The large majority 90%, their learners are more dynamic during both grammar and oral sessions. Where 10% of them their learners are energetic during the grammar sessions.

**Question 08**

A) Do you give much importance to .....

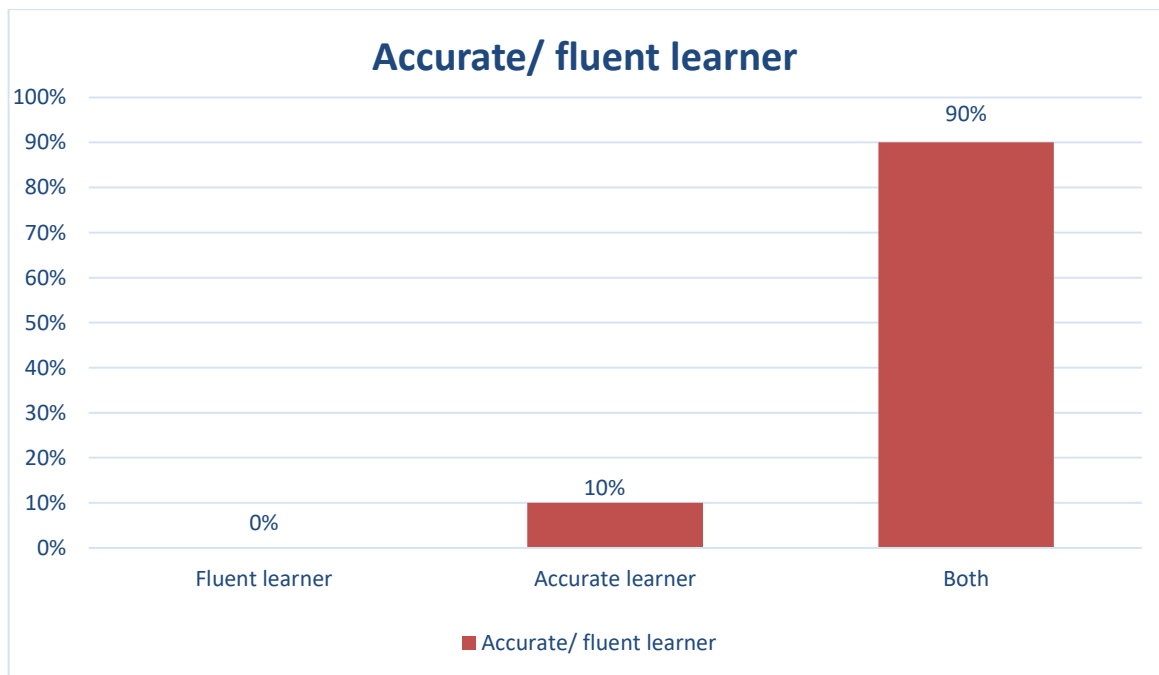
fluent learners  accurate learners  both

B) Please, justify: .....

**Table 11: giving much importance to the fluent learner or the accurate one**

	Number	Percentage
<b>Fluent learners</b>	0	0%
<b>Accurate learners</b>	2	10%
<b>Both</b>	18	90%

**Figure10 giving much importance to the fluent learner or the accurate one**



The results show that most of the participants 90% affirmed that they give much importance to both learners since accuracy and fluency are the two major aspects of language development. On the other hand, 10% of them give importance to only the accurate learner, they have different view, they believe that an accurate learner is someone who is correct, and accuracy refers to how correct learners’ use of the language system.

**Question 09**

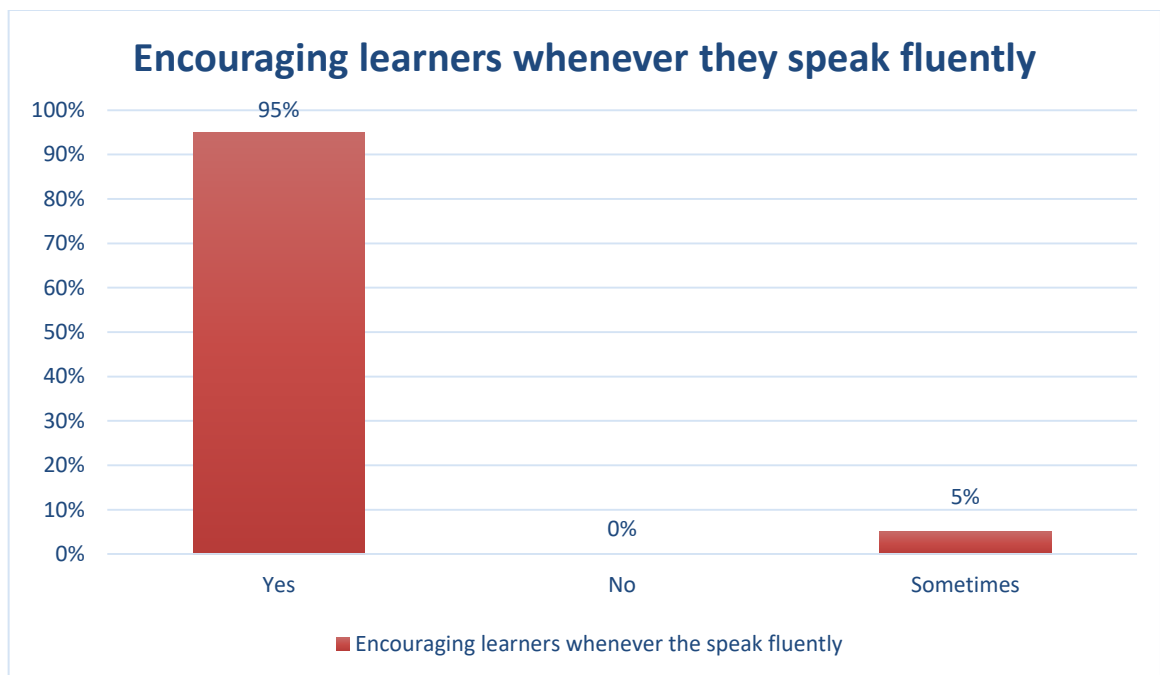
Do you encourage learners whenever they are speaking fluently but not accurately?

Yes       No       Sometimes

**Table 12:** whether the teacher encourage learners whenever they are speaking fluently but not accurately

	Numbers	Percentage
Yes	19	95%
No	0	0%
Sometimes	1	5%

**Figure 11:** whether the teacher encourage learners whenever they are speaking fluently but not accurately?



According to 95% of the participants, the large number of them encourage learners whenever they are speaking fluently but not accurately. No one of the teachers mentioned no to the current question 0%. However, 5% asserted that sometimes they encourage their learners.

**Question 10**

A) To what extent do you agree or disagree with immediate interruption of learners whenever mistakes are made?

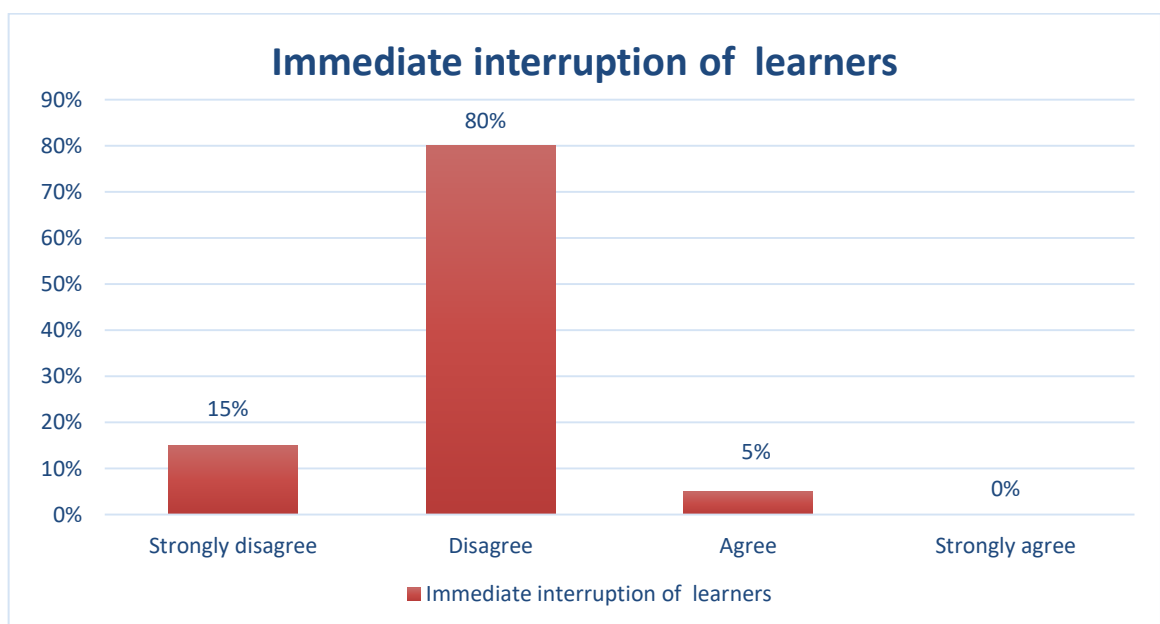
Strongly Disagree       Disagree       Agree       Strongly Agree

B) If you agree or disagree, justify:

**Table 13: immediate interruption of learners**

	Numbers	Percentage
<b>Strongly Disagree</b>	3	15%
<b>Disagree</b>	16	80%
<b>Agree</b>	1	5%
<b>Strongly Agree</b>	0	0%

**Figure 12 : immediate interruption of learners**



According to the data in table 13 and figure 12 above, the greater part of the participants nominated a highest percentage for disagree category 80%. 15% of them strongly disagree with immediate interruption, they stated that making mistakes is normal and allowed because a learner learn from his/ her mistakes, they argued that it is better to correct the learner after he finishes his answer or correct him indirectly by giving examples. Only a minority 5% of the respondent agree with immediate interruption in which the teacher believes that he/ she should interrupt and correct the learner in the right place and at the right time so the learner will not forget the correction and will not make the same mistake again.

**Question 11**

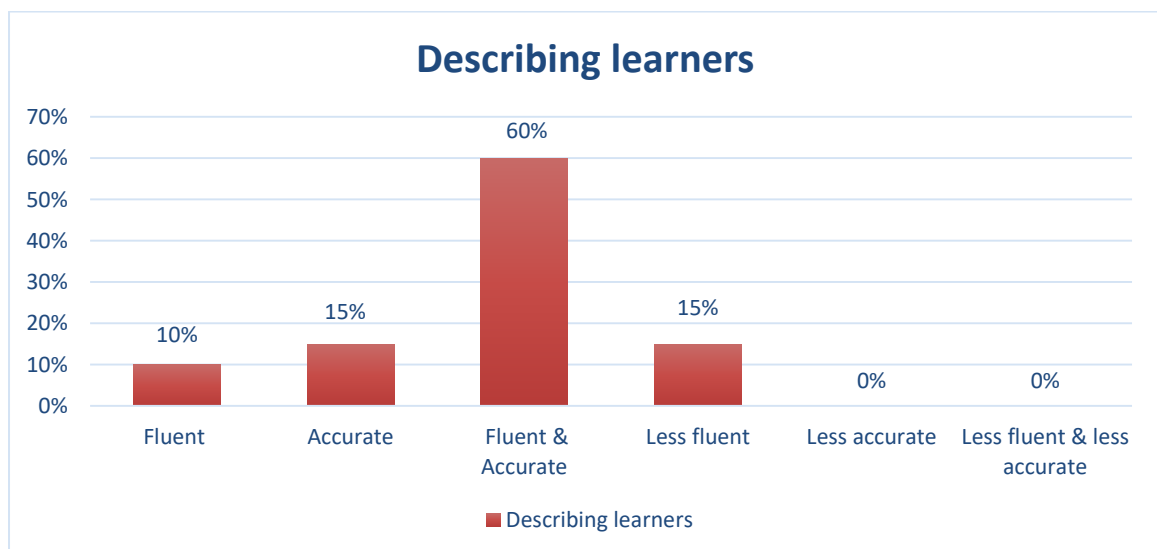
How would you describe most of your learners' English?

- a) Fluent       b) Accurate       c) Fluent & accurate       d) Less fluent
- e) Less accurate       f) Less fluent & accurate

**Table 14 : describing learners**

	Numbers	Percentage
Fluent	2	10%
Accurate	3	15%
Fluent & accurate	12	60%
Less fluent	3	15%
Less accurate	0	0%
Less fluent & accurate	0	0%

**Figure 13 describing learners**



As the table shows that 10% of the participants describe their learners as fluent learners. 15% of them think that their learners are accurate. More than half 60% of the surveyed teachers describe their learners both fluent and accurate. 15% of the respondents their learners are less fluent. However, no one of the participants 0% find their learners less accurate and less fluent & accurate.

### **Section three: Suggestions and recommendations:**

**Question 12** According to you, how can teachers improve learners' accuracy and fluency?

In this section, the respondents have been asked to provide suggestions and recommendations to improve the learners' both accuracy and fluency in EFL classroom. The overwhelming majority 95 % of the whole population their answers were almost the same. They stated that by practice and drills the teacher can improve his learners' accuracy and fluency in which the teacher provide exercises and activities of the grammar rules for accuracy, reading out loud in the classroom, giving the opportunity to discuss and communicate in English in the classroom providing free production of the language in order to enhance fluency. While 5% of the respondents believe that they can improve their learner's accuracy and fluency by interaction, integration and formalization.

**Question: 13.** How can teachers strike the right balance between Accuracy and Fluency in teaching EFL? And what strategies would be efficient for teaching both key components concurrently?

A prior, this question item is a follow up to the previous one, and the results appear to confirm how teachers can strike the right balance between accuracy and fluency in teaching EFL and what are the strategies needed to teach both factors concurrently. In fact, the whole population 100% have the same point of view, they believed that to strike the right balance between these two aspects in teaching English, importance should be given to both speaking and writing, they try to set a strategy notably from accuracy to fluency but also from written to spoken production where the focus is on both factors.

#### **1.1.2.4. Findings**

In this section, the researcher has come up with different results. What could be derived from interpretation of the results is that the majority of teachers really do their best in teaching English, as they enjoy using all the teaching aids to motivate their learners through bringing

positive energy. In addition, we found out that teachers try to equalize between accuracy and fluency by setting strategies from the written to the spoken production in order to help their learners acquire the habit to communicate in English and also to dispel their writing mistakes.

Nowadays, the actual generation have the willingness to learn English language more than ever before, since it is worldwide and the language of science, technology and especially of social media. In fact, most of the teachers reinforced their learners' level ranging from good to average, they literally described them as both fluent and accurate learners, in addition they affirmed that learners must develop their learning skills in both areas for the sake of their academic achievement.

A successful and effective teacher is the one who changes his or her teaching methods during the academic path. In essence, the researcher revealed that most of the teachers try to set their own strategies and methods in teaching English where they don't depend only on the textbook series; hence the textbook series are not efficient enough to achieve honorable objectives.

After collecting the data, the researcher has noticed that the majority of teachers stood for the teaching of accuracy and fluency concurrently where the focus is on both, since these two aspects are important to demonstrate a large advantage over processing the English language.

They also claimed that learners in high school are more receptive and interested in learning and that is a good point to enhance and develop their learning skills. Moreover, they believe that their learners are more dynamic during both grammar and oral sessions, they also stated that they give much importance to all the learners; fluent, accurate, less fluent or less accurate, they integrate all learners together to improve their level.

It is worthy to state that most of the teachers encourage their learner whenever they speak fluently but not accurately in consideration of improving their educational development and effect their cognitive development, they argued that with motivation learners can do better. Learners' mental capacity will certainly progress as long as teachers motivate and encourage their learners.

A large number of teachers believe that the immediate interruption of learners whenever they make mistakes is completely destructive, it will block their ideas and make them forget what they wanted to say. Furthermore, the learner will feel ashamed in front of his or her classmates and will never try to participate again. Most of the teachers disagree with the immediate interruption of their learners since it is an unpleasant way to correct them.

The greater part of teachers provide identical techniques to improve learners' accuracy and fluency in teaching English, they argued that by practice and drills the teacher can improve his learners' accuracy and fluency in which the teacher provide exercises and activities of the grammar rules for accuracy, reading out loud in the classroom, giving the opportunity to discuss and communicate in English in the classroom providing free production of the language in order to enhance fluency.

Most of the teachers claimed that importance should be given to both accuracy and fluency in order to strike the right balance between them, they attempt to stabilize between the written and the spoken production since the focus is on both.

As long as English is the language of science and technology. All the teachers believed that learning English will promote learners' academic achievement since it provides bigger opportunities at the national and international level, as it helps at getting a successful career and it is best required in the Algerian international market and oil industry.

### **1.1.3. Semi-Structured Interview**

Interviews are one of the most used techniques to collect information involving verbal communication between the researcher and the respondents." An interview is a conversation where questions are asked to collect the information or data" (Yates, Clarke, & Thurstan, 2019). A semi- structured interview is a data collection method that relies on asking questions within a predetermined thematic framework. However, the questions are not set in order or in phrasing.

#### **1.1.3.1. Sample population**

This investigation took place in the city of Tiaret with two different high schools; Aflah Ben Abdalouahab and Mohamed Dhib. The target population was conducted on 120 high school learners. The first investigation was with learners of Aflah Ben Abdalouahab, the sample population of the learners' interview represents 60 participants. However, the second one was conducted with 60 participants of another high school; Mohamed Dhib.

#### **1.1.3.2. Learners' profile**

The target population of Aflah Ben Abdalouahab are 60 learners. 20 of them are males and 40 of them are females. While, Mohamed Dhib's target population are 60 learners either, 19 males and 41 females. Males are categorized by age between 18 to 20 years old, while females' age is between 18 to 19 years old in both high schools. The investigation was



conducted with foreign languages stream learners of third year high school, and with learners of scientific stream they were preparing for baccalaureate exams.

### **1.1.3.3. Questions of the interview**

Learners' interview is organized and devoted for the accumulation of reliable data that can serve the advancement of our investigation, and it is structured to know the learner's point of view of learning English as a second language and how their teachers can improve their learners learning skills.

#### **The semi-structured interview questions**

- 1- Do you love the English language?
- 2- Do you feel comfortable and free when you speak English in the classroom?
- 3- When your teacher asks a question, do you answer properly and provide a formal sentence or you just say the answer without giving the right grammar?
- 4- Does your teacher interrupt and stop you when you make mistakes while speaking? If he does, how do you feel?
- 5- Does your teacher encourage you whenever you are speaking fluently but still making mistakes?
- 6- Does it happen when you know the answer but you hesitate to say it because you don't know how to form a proper sentence?
- 7- Does your teacher motivate you to have a free production of the language in the classroom and provides you oral sessions like debates or role play and performing theatrical play to improve your fluency?
- 8- How do you describe yourself as a learner? A fluent learner who speaks naturally and freely, or an accurate learner who is always precise and worried about making mistakes.

### **1.1.3.4. Analysis of the results of learners of Aflah Ben Abdalouahab (Foreign languages stream)**

**Question one:** Do you love the English language?

In the first question, all the learners declared that they love the English language, it is evident that today's generation are interested with the English language more than ever before. They simply answered with the word "yes".

**Question two:** Do you feel comfortable and free when you speak English in the classroom?

According to the recording, the majority of the respondents said that they feel comfortable and free when they speak English in the classroom, which indicates that these kind of learners don't really worry about making mistakes when speaking they are simply confident. On the other hand, a small part of the respondents answered with the word "sometimes", they stated that they feel ashamed when they don't get the right pronunciation, their classmates laugh at them, so that's why they don't really feel comfortable.

**Question three:** When your teacher asks a question, do you answer properly and provide a formal sentence or you just say the answer without giving the right grammar?

In the present question, the whole population stated that they often answer randomly, without providing a formal sentence and the right grammar, they argued that they are connected with their teacher and he accepts their answers but still, he corrects them and shows them how to form a formal sentence.

**Question four:** Does your teacher interrupt and stop you when you make mistakes while speaking? If he does, how do you feel?

As for question four, every one of the respondents claimed that their teacher does not interrupts them when they make mistakes while speaking, they said that he corrects them after they finish speaking and he helps them when they don't know how to complete a sentence in English.

**Question five:** Does your teacher encourage you whenever you are speaking fluently but still making mistakes?

From question five we noticed that this teacher really does encourage his learners whenever they are speaking fluently but not accurately, a large number of the respondents affirmed that they are fluent all the time with their teacher and that is because of his encouragement and motivation.

**Question six:** Does it happen when you know the answer but you hesitate to say it because you don't know how to form a proper sentence.

According to the respondents; they revealed that they don't hesitate to answer when they don't know how to form a proper sentence because they feel unconfined and at liberty with their teacher as well as in the classroom with their classmates so they answer in either way.

**Question seven:** Does your teacher motivate you to have a free production of the language in the classroom and provides you oral sessions like debates or role play and performing theatrical play to improve your fluency?

In this question, the learners claimed that their teacher always motivates them to speak in English with each other in the classroom as he provides them oral sessions like debates and role play. They also claimed that last year he asked them to perform a theatrical play and it was well done.

**Question eight:** How do you describe yourself as a learner? A fluent learner who speaks naturally and freely, or an accurate learner who is always precise and worried about making mistakes.

As for question eight, all the respondents describe themselves as fluent learners, they speak English freely and comfortably, they are connected with their teacher all the time, they claimed that they are good in oral sessions and in grammar sessions, which is perceived that they are fluent and accurate.

#### 1.1.3.5. Analysis of the results of learners of Mohamed Dhib (scientific stream)

**Question one:** Do you love the English language?

In the first question, the majority of the respondents announced that they take a keen interest in the English language, some of the respondents didn't answer the question, maybe they don't really regard English.

**Question two:** Do you feel comfortable and free when you speak English in the classroom?

The greater part of the learners said that they "sometimes" feel comfortable when speaking English in the classroom, while a small group of them stated that they are always free and comfortable. Which is perceived that the majority of the learners like to be correct and accurate when they speak English.

**Question three:** When your teacher asks a question, do you answer properly and provide a formal sentence or you just say the answer without giving the right grammar?

In the present question, the majority of the learners stated that they habitually answer suitably and provide good sentences with right grammar, they argued that their teacher does not appreciate random answers.

**Question four:** Does your teacher interrupts and stops you when you make mistakes while speaking? If he does, how do you feel?

As for question four, the respondents claimed that sometimes their teacher interrupts them when they make mistakes while speaking, they argued that they despise when the teacher interrupts them because they block and forget what they were saying and they feel ashamed in front of their classmates, and they will hesitate and be afraid to speak in English again.

**Question five:** Does your teacher encourage you whenever you are speaking fluently but still making mistakes?

In this question, a large number of the respondents claimed that their teacher does not really stand with learners who speak fluently and making mistakes, they said that their teacher is strict and likes right production of the language and formal answers.

**Question six:** Does it happen when you know the answer but you hesitate to say it because you don't know how to form a proper sentence.

According to the respondents; they revealed that it often happens with them, they frequently hesitate to answer when they don't know how to form a proper sentence, they claimed that they think twice before answering and it is good to answer with formal and right sentence in order to improve their learning skills.

**Question seven:** Does your teacher motivates you to have a free production of the language in the classroom and provides you oral sessions like debates or role play and performing theatrical play to improve your fluency?

The whole population stated that their teacher motivates them to speak in English all the time in the classroom and sometimes she provides them debates and role play. They claimed that their teacher is kind of harsh with them but in a positive way, she wants them to be good and correct learners and she doesn't like regular mistakes.

**Question eight:** How do you describe yourself as a learner? A fluent learner who speaks naturally and freely, or an accurate learner who is always precise and worried about making mistakes.

As for question eight, all the respondents describe themselves as more accurate and a little fluent, they claimed that they get good marks in English but they are less fluent.

### 1.1.3.6. Findings

The semi-structured interview as a research tool, aims at providing reliable data that can endorse the research validity by either confirming or disclaiming its upraised hypothesis. The interview was structured in significance to the learners' perception toward structured questions as illustrated in the earlier section. Findings have shown that in this investigation the results differ from a classroom to another and it is all about the teacher, which determines that teachers' identities are central to the practices, values and strategies that guide their engagement in the classroom.

Accordingly, the whole population of the participants agreed on the importance of English nowadays, since they claimed that they are interested in learning English as a foreign language, reflections to this question were for most positive. In accordance with foreign language stream learners' responses, the majority of them have a free production of the language, they do not panic and they really feel comfortable when speaking English, they just go with the conversation naturally without hindering their production. On the other hand, scientific stream learners claimed that they are less comfortable when they speak English in the classroom since they are always worried about perfection and being correct.

Findings have shown that scientific stream learners are more precise and accurate when they participate and answer in English than foreign language stream learners, the latter stated that they often provide random answers, they don't really worry about making mistakes, they argued that their teacher listens and accepts their answers and then he corrects them and shows them what is right and what is wrong. Participants of foreign language stream's responses show that their teacher does not interrupts and stops them whenever they are speaking fluently but not accurately, they claimed that after they finish answering he corrects them and helps them provide good and formal answers, while scientific stream learners argued that sometimes their teacher interrupts them when they make mistakes when speaking, they declared that they panic when it happens and get shy in front of their classmates and hinder their capacities.

It is worthy to state that all the learners affirmed that their teachers encourage and motivate them to have a free production of the language and communicate in English in the classroom, as they asserted that their teachers provide them debates and theatrical play from time to time to improve their speaking skills. From the findings we noticed that the teacher of foreign language stream really encourage his learners whenever they are speaking fluently but not accurately since a large number of the respondents affirmed that they are fluent all the time with their teacher and that is because of his encouragement and motivation. While the other

teacher does not really stand with learners who speak fluently and making mistakes, they claimed that their teacher is strict and likes right production of the language and formal answers. Besides, the data revealed that all the respondents of foreign languages stream describe themselves as fluent learners and less accurate, while scientific stream learners mark out to themselves as accurate learners and less fluent. Here the researcher has noticed that it is all about the teacher, the latter can improve his learner's accuracy or fluency by his own strategies and methods, and we have figured out that both teachers use the same techniques to improve their learners' fluency but each one has his own method in the way he teaches.

#### **1.1.4. Classroom observation**

Classroom observation is the most widely used research method to collect information, it allows the researcher to observe and record nearly everything that the teacher and the learners do during a given time interval. This investigation took place in the city of Tiaret at Aflah Ben Abdalouahab high school, the target population was conducted on 60 high school learners of foreign language stream and their teacher. 20 of the learners are males and 40 of them are females, Males are categorized by age between 18 to 20 years old, while females' age is between 18 to 19 years old. The teacher's age is 36 years old, he is in charge of more than 4 grades, he also teaches in the university. The goal of this instrument was to obtain the necessary information of how can the teacher improve their learner's skills in both areas "fluency & accuracy" and if the learners interact with their teacher in both oral and grammar sessions.

During the classroom observation, the overall atmosphere was quiet, no noise or disruption in the classroom, the majority who sat in the front were girls and most of the boys were in the last rows, the teacher is friendly with the learners, he asked them how was their day and they answered spontaneously and with laughing. The first attention that the researcher has noticed is the teacher and his learners are really connected and associated; the learners speak English with each other naturally and they communicate fluently. The lesson was about child labour, the teacher presented the lesson in a great way, he showed them pictures of children doing hard work and asks them what does the picture represents, all the learners started to participate and giving him examples of child labour and that it exists in our country.

What the researcher has observed in the whole session is the integration and the interaction of the learners and also the diversity of strategies used by the teacher to transmit and explain the lesson to his learners; using body language, pictures, providing them new

words and vocabulary, using synonyms and antonym to explain difficult words, asking them if they are with the child labour or against which makes them have free production of the language and expresses themselves when speaking, half of the learners were against and the other half argued that there are families that are poor and maybe sick so their children must work to bring money, they also claimed that there are children who sell bread and food in the road and that they are obliged to do so because they are poor.

Meanwhile, the teacher asked the learners to open their textbook and start reading the paragraph of the present topic, here the researcher observed that some learners were using dictionaries from time to time to look for the meaning of difficult words they have found in the paragraph. The researcher have also noticed that each learner has a notebook to write down all the new words he or she seen throughout the session, and this is a method given by their teacher to enhance their vocabulary. In the end of the session the teacher asks his learners to write a paragraph about child labour and mention what they think about this work, it was a reading and writing session and it was perfectly done.

Table 15: The following table illustrates the strategies the teacher had used for the attempt to clarify and explain the lesson.

Strategies and tools used by the teacher	One time	Two times	Three times	More
Pictures	X			
Translation	X			
Integration in a context		X		
Body language		X		
Repetition			X	
Synonym				X
Antonym	X			

#### 1.1.4.1. **Findings**

The results of classroom observation indicate that teachers of high schools are aware of how to teach accuracy and fluency. The researcher has noticed that learners are polite and kind during the whole session which is clear that they respect and admire their teacher, we also observed that the teacher and his learners have good connections. The teacher used some strategies in order to explain the lesson like pictures, body language, using synonyms and antonyms. All the learners were motivated and showed enthusiasm during the session when they were participating and they succeed in writing and reading the paragraph that they were asked to do. In relevance to the research upraised hypothesis; there is an increase awareness about the importance of teaching English both accurately and fluently and in accordance to the questionnaire, interview and classroom observation findings, the two hypotheses have been confirmed.



**Conclusion**

The present chapter shed light on the analysis of questionnaire, semi-structured interview and classroom observation that have been administered to both teachers and learners that were conducted with the aim to explore teachers' role in improving learners' both accuracy and fluency. However, all the questions of the questionnaire have been described and analyzed one by one and the replies were displayed through tables and graphs, in percentage %, ranging from pie charts and vertical bar graphs.

The acquired results from data collection instruments implied that all teachers use the same strategies and methods to enhance their learners' fluency and accuracy in EFL classroom, as they believe that both aspects of the language are important and learners need to develop both of them. Furthermore, the previous outcomes reached a considerable impact which subserved our hypothesis that we have already raised.

# **General Conclusion**

### **General Conclusion**

No doubt, learning a foreign language last throughout one's lifetime, it improves learners' overall communication and enhances their comprehension and abilities in reading and writing. And teaching a second language is a noble profession, teachers can make teaching more constructive and enjoyable in order to foster academic success.

This study was designed to explore teachers' role in improving learners both accuracy and fluency in EFL classrooms and how these two aspects are being taught in the Algerian secondary schools. The investigation was conducted in the Wilaya of Tiaret including twenty secondary school English teachers and one hundred and twenty pupils.

The research includes two parts. The first part covers the theoretical background of the study, it is divided into two chapters, the first chapter is about Foreign Language Learning and Educational Reforms and it deals with the history briefly of English and its Importance in the world as well as in Algeria, while the second chapter defines and discusses the basic concepts of the study, it encompasses a bigger picture on how a foreign language is taught and learned. The practical part embodies in the second part exhibited the data collected from questionnaire intended for teachers, semi-structured Interviews with secondary school learners and classroom observation.

In this research; the increase awareness toward the importance of teaching English accurately and fluently is significant. The analysis of the obtained data showed that we succeed in a big extent to confirm our hypothesis. We resulted that secondary school English teachers give much importance to both accuracy and fluency, and strike the right balance between the two factors in teaching EFL by interaction and integration. That is, exercisers that include grammar rules like cloze exercises for accuracy, and reading out loud, encouraging free production of the language in the classroom with the teacher and classmates, word puzzles and riddles to challenge learners vocabulary for fluency. As for learners they argued that they feel comfortable during the both grammar and oral sessions in which they can express themselves and discuss with each other in English freely which is a successful way to improve and develop their capacities.

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# Appendices





6. Are your learners more dynamic / energetic during.....

Grammar sessions

Oral sessions

7. A) Do you give much importance to .....

fluent learners

accurate learners

B) Please, justify: .....

.....  
.....

8. Do you encourage learners whenever they are speaking fluently but not accurately?

Yes

No

Sometimes

9. A) To what extent do you agree or disagree with immediate interruption of learners whenever mistakes are made?

Strongly Disagree

Disagree

Agree

Strongly Agree

B) If you agree or disagree, justify:

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

10. How would you describe most of your learners' English?

a) Fluent

b) Accurate

c) Fluent & accurate

d) Less fluent

e) Less accurate

f) Less fluent & accurate

**Section three: Suggestions and recommendations:**

11. According to you, how can teachers improve learners' accuracy and fluency?

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

## Appendices

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12. How can teachers strike the right balance between Accuracy and Fluency in teaching EFL? And what strategies would be efficient for teaching both key components concurrently?

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